



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

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S-M-A-BOS
14 Aug 2006

INDEPENDENT SCHOOL DISTRICT #152

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

August 14, 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. 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

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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 Gift - Page 5
 - (2) Acceptance of Program Renewal - Pages 6-16
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS - Nielsen
 - (1) Acceptance of Resignations - Page 17
 - (2) Approval of Change in Contract - Page 18
 - (3) Approval of Family/Medical Leaves - Page 19
 - (4) Acceptance of Retirement - Page 20
 - (5) Approval of Leave of Absence - Page 21
 - (5) Approval of New Employees - Pages 22-23
- D. SUPERINTENDENT MATTERS - Nybladh
 - (1) Approval of July 17, 2006 Regular Meeting Minutes - Pages 24-31
 - (2) Approval of August Claims

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

Moved by _____ Seconded by _____
Comments _____

3. SCHOOL BOARD/STAFF DIALOGUE: Kovash

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

Technology Update - Kovash

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

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Suggested Resolution: Move to approve Thursday, November 30, 2006, 7:00 p.m. for the initial Truth in Taxation Hearing; Monday, December 11, 2006, 5 p.m. for the Continuation Hearing, if necessary; and Monday, December 11, 2006, 7:00 p.m. for final approval of the 2006 Payable 2007 Levy.

Moved by _____ Seconded by _____

Comments _____

5. **APPROVAL OF EMPLOYEE HANDBOOK:** Nybladh

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Suggested Resolution: Move to approve the updated Employee Handbook as presented.

Moved by _____ Seconded by _____

Comments _____

6. **SUPERINTENDENT'S ANNUAL EVALUATION:** Erickson

7. **COMMITTEE REPORTS**

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

9. **ADJOURNMENT**

SCHOOL BOARD AGENDA - August 14, 2006**PAGE 4****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
MHS Ninth Grade Orientation	August 15-17, 21	Varies	MHS
HMS New Student Registration	August 16-17	Varies	HMS
MSBA Summer Seminar	August 16-18		Minneapolis
HMS Orientation and Student Schedule Pick -up (by last name)	August 21-23	Varies	HMS
MHS New Student Registration	August 22-23	Varies	MHS
Chamber Education Outlook Forum/New Educ's Brkfst	August 23	7-8:30 am	Holiday Inn
New Teacher Training Session I	August 23	9-11:30 am	PCE
RRALC Registration	August 23	12-5 pm	RRALC
New Teacher Training Session II and Luncheon	August 28	8 - 4 pm 12 pm	PCE PCE
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		
Indian Educ Parent Com	September 6	5 pm	PCE
Clay Cnty Joint Powers Com	September 7	7 am	PCE
Back to School Night (MHS)	September 7	6:30-8 pm	MHS
HMS PTAC	September 7	7 pm	Media Center
RAS PTAC	September 11	6:30 pm	Media Center
School Board	September 11	7 pm	PCE
MHS PTAC	September 11	7 pm	Conf Rm
EHS PTAC	September 12	7 pm	Media Center
Primary Election	September 12	7 am-5 pm	
(No schl activities between 6-8 pm)			
Instr and Curr Adv Com	September 14	7 am	PCE
Early Chldhd Adv Council	September 14	7 pm	PCE



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.020

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: August 4, 2006
RE: Donation

Moorhead Midday Central Lions, Sabin Lions and Sabin Lioness clubs have contributed \$1,380 to Moorhead Schools in order to provide training to facilitate the use of Lions Quest Skills for Adolescence Curriculum during the 6th grade Start time. In addition, Multiple District 5M Lions – LCIF Grant covered the cost for teacher materials, the trainers salary, and student workbooks for the year. The value of this contribution is approximately \$8,500.

SUGGESTED RESOLUTION: Move to accept the donation of \$1,380 to the Moorhead Schools from the Lions and direct administration to send a thank you card.

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.019

TO: Dr. Larry Nybladh
FROM: Lynne Kovash 
DATE: August 4, 2006
RE: Alternative Delivery of Specialized Instruction Program Renewal

The Minnesota Department of Education has approved the renewal of the 2006-2007 Special Education Alternative Delivery of Specialized Instruction Prevention Program using the Reading Recovery model.

Attached is the 2006-2007 Annual Application submitted by Jill Skarvold, Director of Learner Support Services. The Prevention Program will provide framework for which academic and behavior intervention will be supported for young children in grades K-3.

SUGGESTED RESOLUTION: Move to accept the Special Education Alternative Delivery of Specialized Instruction Prevention Program as submitted to the Minnesota Department of Education.

LAK/kmr
Attachment

Minnesota
Department
of Education

JUL 17 2006

July 7, 2006

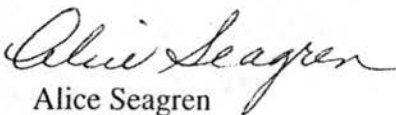
Ms. Jill Skarvold
Moorhead Area Schools
2410 14th St S
Moorhead MN 56560

Dear Ms Skarvold:

This letter is to inform you that the Alternative Delivery of Specialized Instruction Program "Reading Recovery" proposed by your school district for the 2006-2007 school year is approved under Minnesota Statute § 125A.50.

If you should have any further questions please contact Cindy Shevlin-Woodcock, at 651-582-8656 or by e-mail at cindy.shevlin-woodcock@state.mn.us.

Sincerely,



Alice Seagren
Commissioner

cc: Dr. Larry P. Nyblath



Moorhead Schools ISD #152

* Special Education
Alternative Delivery
of Specialized Instruction
Prevention Program

—Application Form
2006-2007

Submitted by
Jill Skarvold
Director of Learner Support Services

May 31, 2006

2006-2007 Annual Application

A. District Information

☐ New Application

☒ Renewing Application

District/Cooperative: Moorhead Area Public Schools District Number: 152

District Address: 2410 14th Street South, Moorhead, MN 56560

Contact Person: Jill Skarvold Telephone: 218-284-3715

E-Mail Address: jskarvold@moorhead.k12.mn.us Fax: 218-284-3733

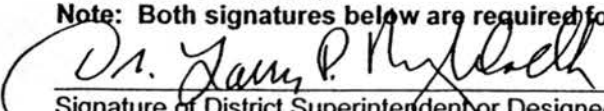
Program Title: Prevention Program Grade Level(s): K-3

B. Obligations

By their signatures below, the authorized district representative and the director of special education affirm their understanding and acceptance of school district obligations if this application for a prevention program to perform alternative delivery of specialized instructional services is approved by the Department of Education, specifically that:

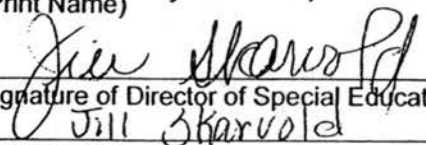
- The district will meet its obligation to provide special instruction and services to children with a disability according to Minnesota Statutes § 125A.03 to 125A.25 and 125A.65 (Minn. Stat. § 125A.50, subd. 4).
- The district must submit to the commissioner a report containing the information described in Minnesota Statute § 125A.50, subdivision 3 (Minn. Stat. § 125A.50, subd. 5). Programs failing to submit a complete report violate Minnesota Statute § 125A.50, subd. 5, and will not be approved for subsequent years.
- A pupil who is eligible for services under Minnesota Statutes §§ 125A.03 to 125A.24 and 125.65 is entitled to procedural protections under 20 United States Code § 33, in any matter that affects the identification, evaluation, placement or change in placement of a pupil.
- The district must ensure the protection of a pupil's civil rights, provide equal education opportunities, and prohibit discrimination (Minn. Stat. § 125A.50, subd. 6).
- **Directors' Obligations:** The director of special education shall be responsible for the oversight of the services when those services are being submitted for reimbursement with special education funds (Minn. R. 3525.2405).

Note: Both signatures below are required for this application to be considered for approval.


Signature of District Superintendent or Designee

Dr. Larry P. Nybladh
(Print Name)

05/31/06
Date


Signature of Director of Special Education

Jill Skarvold
(Print Name)

5/31/06
Date

D. Application

Title of Program Prevention Program

Grade Level(s) to be served K, 1,2,3

1. Instructional Services:

a. The goals of the Prevention Program for 2005-06 are:

- to reduce the number of primary grade students who have extreme difficulty learning to read and write,
- to intervene using direct instructional and family support strategies targeting skills needed for successful achievement,
- to increase the number of students demonstrating proficiency on the NWEA tests in 2nd and 3rd grade, and
- to reduce the number of referrals to special education in grades k,1,2,3.

The model used will be Reading Recovery component along with a family-based component. The Reading Recovery intervention is most effective when it is available to all students who have an individual evaluation identifying needs and is used as a supplement to effective classroom instruction. The program serves the lowest-achieving-students -- the students who are not catching on to the complex set of concepts that make reading and writing possible and are in the lowest 10% of the class. The social skills based component will address at-risk academic and behavioral problems evidenced by primary grade students and will focus on building academic success in reading to order to achieve classroom proficiency by working closely with the student, teachers, and family. The Prevention Program will provide a framework for which academic and behavior intervention will be supported for young children in grades K, 1, 2, 3.

This two-prong model will be used to improve achievement and prevent referrals to special education of young students in primary grades through academics and social supports. The social skills component is intended to support the student beyond the reading intervention program to maintain and continue academic success/proficiency.

b. Briefly describe program strategies for achieving goals

The first component, Reading Recovery, is a short-term intervention of one-to-one direct instruction for low-achieving primary students. Students are ranked ordered on identified reading skills in each class, and those in the lowest 10% of the class are targeted for intervention. Each identified student participates in an individual 30 minute instructional session targeting reading skills he/she has not yet mastered. The session will be provided by a special education licensed teacher who has had additional training in the area of reading and literacy development, specifically reading recovery strategies. The reading intervention session will be provided 30 minutes each day for approximately 12-

20 weeks using individual lessons tied to the student needs. These lessons will be provided within a reading learning center. The program consists of the use of rigorous, systematic and empirical methods for teaching phonemic awareness, phonics, vocabulary development, fluency and comprehension.

The second component focusing on the social skills component will involve support of student aspects and family aspects, all of which are to assist the young student to build academic and social skills needed to be successful in school. The child components will focus on social skills training, academic support and skill-building, and on-going monitoring of progress. The family component will focus on parent support to help parents develop knowledge and skills at supporting the reading and behavioral needs of these young students.

c. Describe the instructional services available to eligible pupils.

Individual students will receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher who is also a special education licensed professional. As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons will be discontinued and new students begin the individual intervention. When at-risk students are discontinued from the one-to-one intervention, they will continue to be monitored and supported in reading and writing by the Reading Recovery teacher through Literacy Groups until the student reaches proficiency (as monitored towards reaching reading targets).

Students will also be supported through a Family Advocate who will target early interventions and support positive connections between home and school. A Problem-Solving Team will identify the needed interventions for the student, including the social skills training needed and proactive parent-school consultation. The Family Advocate will support the student by targeting interventions that include classroom behavioral monitoring, consultation with teachers and home-school coordination. The Family Advocate will work with families to develop ways of supporting their child's reading and behavior skills.

2. Eligibility Criteria:

All at-risk first grade (lowest 10% of the class) children will be assessed using *An Observation Survey of Early Literacy Achievement* by Marie M. Clay. *An Observation Survey* consists of 6 subtests that include the assessment of letter identification, Ohio Word Test, concepts about print assessment, a dictation sentence of hearing and recording sounds in words, a writing vocabulary assessment and an assessment of text level reading. After completion of all the assessments, students will be ranked in order from the neediest on up and depending on availability of the specially trained teachers, approximately 12 - 16 first graders will receive the intervention for approximately 12 - 20 weeks. These learners will also be supported in small group literacy instruction throughout the school day to provide real application of skills using text and to provide direct instruction in the other areas of literacy.

Students in grades K, 1, 2 who are below academic targets (as set for peer group) and who are identified as "high risk" for behavioral problems through systematic observation and the Problem Solving Team, will be considered for participation in the second component of this Prevention Program.

3. Parent Involvement:

The Prevention Program will have a strong parent component that is an integral part for student success. All research in reading indicates that reading practice and repeated readings are very important to successful reading. The parents will be expected to work with their child nightly for 15 - 25 minutes, listening to them read and assisting them in putting together a story they have written in their daily lesson. Parent training opportunities on how to support reading and literacy activities in the home will be offered. If parents are unwilling or unable to participate, a community or school volunteer will be brought in the work with the child. Although the Prevention Program has had this area of support for students, students were still not receiving the intensive support needed to assist the student in maintaining success and often parents needed support at working in collaboration with teachers to continue building proficiency. For those students who are working with the Family Advocate, family support, consultation, and brief interventions needed to support their children's academic achievement will be an important part of the parent involvement component. Through supportive relationships with parents, the Family Advocate will assist the family in goal-setting and planning on ways to support academic work at home for continued success in school.

4. Accounting Procedures:

The Prevention Program funding will be monitored by the Director of Special Education. Since the goal of this program will be to intervene early (in K - 2nd grade), the program will target those students who are demonstrating significant low achievement in the area of reading as well as those students who are below proficiency targets in reading and demonstrating at-risk behaviors. These are students who, because of reading difficulties and inappropriate behavior, would likely be referred for a special education evaluation without the targeted interventions being tried. The program expenditures will be entered on EDRS and will be used for funding personnel who are licensed in special education. This program will not replace special education personnel needed to meet the needs of students receiving special education nor will it supplant local efforts. Instead, the program will intervene early for the students at-risk of school failure due to the need for intensive direct instruction as well as those students who are demonstrating at-risk behaviors. The Prevention Program will work to engage students through a comprehensive program of targeted reading intervention, prosocial skill development, on-going academic monitoring, and parent training. Students who continue to demonstrate reading difficulties and/or increased behavioral challenges after an intensive 12-20 week intervention program will be referred to special education for consideration of evaluation, thereby ensuring a continuum of services available for student needs under the district's responsibility for providing and funding special education.

5. Role of Teachers:

In each school where the program is implemented, the Prevention Program teachers, family support advocates, regular education and special education teachers will work as a collaborative team to ensure the success of all students. Communication will be carried out daily on all students who are identified as being at-risk and instructional programs and methods are adjusted accordingly. It is a total team approach. Parents, community members, and staff have worked together to identify how to implement research-based effective instructional practices in the K-5 configured schools. One practice has been to arrange the elementary schools into small learning communities, or "neighborhoods", enabling a group of teachers to collaborate and work to meet the needs of students. Special education teachers are located in the neighborhoods so that they are an integral part of the literacy planning for students and can design instruction appropriate to the needed intervention. Teachers (regular and special education) review student data at collaborative teaming times and identify instructional plans and goals. The teachers in this Prevention Program will also be an important member of the primary neighborhoods and the team collaboration. In addition, the components of this Prevention Program will be structured within a Problem-Solving approach that includes 3 tiers of intervention.

6. Program Personnel: Commissioner's Required Supplementary Information:

Number of Teachers Full Time Equivalents (FTEs) requested: 3.0

Teachers must be appropriately licensed to provide special education services. Describe the functions of these personnel. Attach additional pages as necessary.

Special Education teachers who have additional training in reading strategies and are trained in reading recovery model will be selected for this Prevention Program. They will assess reading skills in identified students in grades K,1 and will provide direct one-on-one instruction to those students identified at the lowest levels in their classroom. They will also be part of neighborhood teams in order to collaborate with the general education teacher and support those teachers with additional strategies that may be effective in meeting the needs of students in the classroom.

Number of Other Professional Full Time Equivalents (FTEs) requested: 1.5

Other professional staff must be licensed appropriately to provide these specialized services. Describe the functions of these personnel. Attach additional pages as necessary.

School Social Workers will work with this Prevention Program as a Family Advocate, specifically focused on a system of support for students and families who are identified as students who are below reading targets and who demonstrate early behavioral difficulties. Through sustained intervention and targeting the risk behaviors the Family Advocates will work closely with families and students. They will target social skill development as well as ways to support improved reading achievement (by maintaining on-going monitoring of achievement, teaching prosocial skills, arranging for more tutoring as needed, building home-school connections, and training parents on ways to build skills at home).

Number of Paraprofessional Full Time Equivalents (FTEs) requested: 0

Describe the functions of these personnel. Attach additional pages as necessary.

- 7. Evaluation:** Describe in detail the evaluation procedures that will be used to address the:
- i. number of pupils with and without a disability served;
 - ii. impact of the program on the academic progress and social adjustment of the pupils;
 - iii. level of satisfaction teachers, parents and pupils have with the program;
 - iv. effect of the program on the number of referrals for special education, federal chapter 1 and other programs;
 - v. amount of time spent by teachers on procedural activities;
 - vi. increased amount of time the pupils is in a regular education classroom; and
 - vii. cost implications.

The project will report participating student demographic information, student achievement on a number of measures that reflect the level of progress and achievement of the student, attitudes of stakeholders, and efficiency of the Literacy and Family Advocate intervention. The data collected is described below.

- i. Number of students with and without a disability served
Project staff will maintain a database with demographic information about each student with whom they work. Data will be summarized into a chart listing the number in each category and % of total in that category. The data collected will include:
 - Gender
 - Lunch Status
 - Race/Ethnicity
 - Migrant Status
 - Disability Status
 - Native Language
- ii. Impact of program on academic progress and social adjustment of students
Prior to beginning the intervention (pre-intervention) and at the end of the program (post-intervention), data will be collected on academic progress of:
 - Text Reading Level* – This will be assessed using running records data analysis of selected, controlled leveled texts for identifying reading level. Purpose is to determine an appropriate level of text difficulty and to record, using a running record of reading behaviors, the skills the student is demonstrating when reading.
 - Writing Vocabulary*—This will be assessed using writing samples and rubrics for observing and scoring written language using stanine scores. The purpose is to find out whether the student is building a personal resource of words that are known and can be written.
 - Hearing and Recording Sounds in Words* – This will be assessed using selected, controlled leveled sentences for analysis of writing sounds/words/sentences, reported as stanine scores. The purpose is to assess phonemic awareness by determining how well the student can identify the sounds of letters in graphic form.
 - Letter Identification* – This will be assessed using a controlled task of letter identification, reported as stanine scores. The purpose is find out what letters the student knows.
 - Concepts about Print* – This will be assessed using controlled observation of print behaviors to identify the level of knowledge about print; recorded

as stanine scores. The purpose is to find out whether the student has learned about the link of language to print.

Word Test – This will be assessed using a standardized word test to measure reading achievement, reported as stanine scores. The purpose is to find out the level of reading vocabulary that the student can read instantaneously.

NWEA – Scores from the Northwest Education Assessment of those students receiving interventions through the Prevention Program will be recorded in the fall and the spring to determine reading progress.

Students participating in the Prevention Program component focused on improving social skills, will be evaluated through measuring academic proficiency, social competence, and level of parent involvement.

iii. Level of satisfaction with the program

Teachers, administrators, parents and students will be surveyed using an attitude questionnaire having a 5 point Likert Scale

iv. Effect of program on referrals to other programs

End of program data will be maintained. Data will be summarized into a chart listing the number in each category and % of total in that category. The data collected will include:

Number Not Referred to other programs

Referred, Not Placed

Referred, Placed (total referred)

Referred, Placed Special Education (subgroup of total referred)

Referred, Placed Title I (subgroup of total referred)

Referred, Placed ESL (subgroup of total referred)

v. Amount of Time on Procedural Activities

Two times per year staff will conduct a time sampling of their work. Over a one week period in November and a one week period in March, the teachers will identify on 15 minute intervals the type of tasks they are doing (direct work with students, assessment, collaboration, student data keeping).

vi. Increased amount of time students are in regular classroom

For each student, the amount of intervention sessions will be documented. Each Reading Recovery session is 30 minutes of intensive instruction outside of the classroom. End of program data will include the number of students and number of intervention sessions for each student. Data will be reported by number and average number of sessions.

vii. Cost Implications

Financial information for both Special Education and the Prevention Program will be collected and analyzed. The data for Moorhead Schools that will be reviewed are:

Average cost of an educational LD evaluation

Average cost / hour of LD services

Average cost / hour of Reading Recovery services

Average cost / hour of Social Skill Support

Average cost per student for Reading Recovery intervention (pre to exit)

Average cost per student for Social Skill Support
Comparison of cost for LD special education services (per hour) to
Prevention Program services (per hour)
Number of students not referred for additional evaluations following the
Prevention Program intervention (# exited) times the cost of an
educational LD evaluation to determine amount of \$ not expended for
special education evaluations
Number of students evaluated for special education in K, 1, 2 since Fall,
2004
Number students evaluated for special education in K, 1, 2 in 2005-06



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.018

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: August 4, 2006
RE: Resignation

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

Sarah Johnson	Adult Basic Education, ESL Instructor, effective August 17, 2006.
Nadine Moon	Paraprofessional, Red River Area Learning Center, effective July 24, 2006.
Maryam Yousif	Adult Basic Education/Partners in Learning Paraprofessional, effective July 25, 2006.
Kalyn Wolfe	Early Childhood Teacher, Probstfield Center for Education, effective July 26, 2006.
Jennifer Peterson	Paraprofessional, S.G. Reinertsen Elementary, effective August 28, 2006.
Susan Whetter	Family Consumer Science Teacher, High School, effective August 28, 2006.
Kim Melander	Registrar, Red River Area Learning Center, effective August 7, 2006.

SUGGESTED RESOLUTION: Move to approve the resignation of Sarah Johnson, Nadine Moon, Maryam Yousif, Kalyn Wolfe, Jennifer Peterson, Susan Whetter and Kim Melander as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.021

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Meisen, Director of Human Resources

DATE: August 4, 2006

RE: Change in Contract

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

Kelsey Jenkins Teacher, Red River Area Learning Center, Horizon, Excel 9 and
Independent Study .536 FTE to 1.00 FTE at Red River Area Learning
Center. (Replaces Susan Morse)

Heather Hedlund Secretary, S.G. Reinertsen Elementary from Elementary Office
Secretary, A13 (4) \$12.89 per hour to Elementary Principals Secretary,
B22 (4) \$13.74 per hour. (Temporary position to replace Ellie
Cossette)

SUGGESTED RESOLUTION: Move to approve the change in contract for Kelsey Jenkins
and Heather Hedlund.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.019

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nybladh, Director of Human Resources
DATE: August 4, 2006
RE: Family/Medical Leave

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

Ellie Cossette	Principal Secretary, S.G.Reinertsen Elementary, effective August 1, 2006 for an undetermined amount of time.
Barb Schumacher	Teacher, S.G. Reinertsen Elementary, effective August 29, 2006 through December 2006. (extension of an earlier request)

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Ellie Cossette pursuant to Article IX, Section 3 of the Secretary Master Agreement and Section IV, Article 38 of the Teachers' Master Agreement.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.020

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: August 4, 2006
RE: Retirement

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

Rosalind Kilde Paraprofessional, High School, effective August 16, 2006.

SUGGESTED RESOLUTION: Move to accept the retirement of Rosalind Kilde as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo **HR.07.024**

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: August 10, 2006
RE: Leave of Absence

The administration requests approval of Other Leave for the following person:

Kirsten Kopacek EBD/LD Teacher, Horizon Middle School, effective for the 2006-2007 school year.


SUGGESTED RESOLUTION: Move to approve the Leave of Absence according to Article 43 of the Teachers' Master Agreement for the 2006-2007 school year.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.017

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron  Hansen, Director of Human Resources

DATE: August 4, 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.

Douglas Stave EBD/SLD Teacher, Horizon Middle School, MA+10 (1) 1 FTE, \$37,985.00, effective August 28, 2006. (Replaces Jolene Weibold)

Jeff Schneider Industrial Tech Teacher, High School, BA (0) 1.00 FTE, \$29,554.00, effective August 28, 2006. (Replaces Darvin Miller)

Ann Krier Secretary, Red River Area Learning Center, B21 (5) \$13.48 per hour, 8 hours per day, 10.5 months per year, effective August 1, 2006. (Position has been unfilled since March of 2006 and replaces Ann Krier who held the position prior)

Lisa Kasson-Bauer Early Riser Family Advocate, S.G. Reinertsen Elementary, C41 (5) \$23.15 per hour, 3.5 hours per day, 183 days per year. (New grant position)

Nadine Moon Early Riser Family Advocate, Robert Asp Elementary, C41 (0-3) \$21.94 per hour, 3.5 hours per day, 183 days per year. (New grant position)

Erica Anderson Early Riser Family Advocate, Ellen Hopkins Elementary, C41 (4) \$22.52 per hour, 3.5 hours per day, 183 days per year. (New grant position)

Sue Bachmeier Health Tech Secretary, Horizon Middle School, B21 (4), \$13.29 per hour, 6.5 hours per day, 186 days per year. (Replaces Barb Skjefte)

Lisa Pribula Primary Grade Literacy/Reading Teacher, S.G. Reinertsen Elementary, BA (0) .50 FTE, \$14,777.00, effective August 28, 2006. (Shannon Rieder)

- Debra Hoesley ABE Paraprofessional, Probstfield Center for Education, B21 (0-2) \$12.65 per hour, 14 hours per week, 38 weeks per year. (Replaces Bonnie Hedlund)
- Angela Cassidy English Teacher, High School, MA (3) .875 FTE, \$33,986.75 FTE, effective August 28, 2006. (Replaces Mark Jenson)
- Sarah Simonson DCD Teacher, Horizon Middle School, BA (2) \$31,758.00, 1.00 FTE, effective August 28, 2006. (Teresa Anderson)
- Holly Saarion Spanish Immersion Teacher, Ellen Hopkins Elementary, BA+10 (0) \$30,868.00, effective August 28, 2006. (Replaces Tracy Boehm)

SUGGESTED RESOLUTION: Move to approve the employment of Douglas Stave, Jeff Schneider, Ann Krier, Lisa Kasson-Buaer, Nadine Moon, Erica Anderson, Sue Bachmeier, Lisa Pribula, Debra Hoesley, Angela Cassidy, Sarah Simonson and Holly Saarion.

**REGULAR MEETING
BOARD OF EDUCATION
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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 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.

*** **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.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

ORGANIZATION OF THE SCHOOL BOARD:

Meeting Date, Time and Location - Siggerud moved, seconded by Fagerlie, 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

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11 (one meeting in December), May 29 (due to the Memorial Day holiday) and the annual organizational meeting Monday, July 16 (one meeting in July).

School Board Compensation - Fagerlie moved, seconded by Tomhave, to set the board member compensation rate at \$700 per month.

Committee Assignments - Siggerud moved, seconded by Ladwig, to approve the following committee appointments for the 2006-2007 school year as established:

DISTRICT-WIDE STANDING COMMITTEES:

Siggerud and Fagerlie - Activities Council
Tomhave and Ladwig - Community Education Advisory Council
Siggerud and Ladwig - District Student Assistance Advisory Committee
Erickson and Thompson - Human Rights Committee
Dulski and Fagerlie - Instruction and Curriculum Advisory Committee (ICAC)
Ladwig and Siggerud - Strategic Planning Committee (SPC)
Erickson and Siggerud - Policy Review Committee

ADMINISTRATIVE COMMITTEES:

Not Required - Calendar Committee
Fagerlie - Continuing Education Committee
Ladwig - Early Childhood Family Education (ECFE) Advisory Council
Ladwig and Erickson - Health/Safety/Wellness Committee
Fagerlie - Indian Education/JOM Parent Committee
Erickson and Thompson - Legislative Committee
Siggerud - Minnesota State High School League
Thompson and Erickson (Ladwig Alternate) - Negotiations Committee
Dulski - Sabbatical Leave Committee
Thompson and Siggerud - Staff Development Committee
Members Rotate - Superintendent's Advisory Council
Thompson - Technology Committee
Dulski - Title I Parent Advisory Committee

COMMUNITY COMMITTEES:

Erickson (Ladwig Alternate) - Clay County Joint Powers Collaborative Board (CCJPC)
Dulski - Interagency Early Intervention Committee (IEIC)
Tomhave and Erickson - Joint Powers Committee

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ADOPT-A-SCHOOL:

Dulski - Ellen Hopkins
Tomhave - Robert Asp
Fagerlie - S.G. Reinertsen
Ladwig - Horizon Middle
Thompson - Moorhead High
Siggerud - Red River Area Learning Center

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

2006-2007 Minnesota State High School League Membership - Approve the resolution for membership into the Minnesota State High School League.

Grant - Accept the Building Capacity grant from the Minnesota Department of Education in the amount of \$20,000. 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 areas of mathematics and reading. This is an initial grant and it may be renewed up to five years, dependent upon funding.

Grant Application - Approve the Elementary and Secondary Education Consolidation Application for the 2006-2007 school year.

Contract - Approve the contract for clerical services for the school program at the West Central Regional Juvenile Center in the amount of \$42,003 for the 2006-2007 school year. The district's share is one-half of the clerical services or \$21,001.50 and is billed quarterly.

Investment of Excess Funds for 2006-2007 - 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.

Financial Transactions - Authorize the district personnel to make transactions on accounts as listed for the 2006-2007 school year.

Official Depositories - Designate the 2006-2007 school district official depositories of 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

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Morgan Stanley. Bonds are handled by US Bank & Trust Corporations within Wells Fargo Bank - Minneapolis.

Payment of Goods and Services - 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.

NSF Checks and Leases - 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.

School Leaders Errors & Omissions Insurance Deductible - Approve the Moorhead Area Public School District to pay the deductible for any employee or School Board member who is protected by the school district's current Leaders Errors & Omissions Insurance for the 2006-2007 school year.

Change in Contract

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.

Leave of Absence

Mark Jenson - English Teacher, High School, effective August 21, 2006 for the 2006-2007 school year.

Resignation

Sue Morse - Teacher, Red River Area Learning Center, effective July 7, 2006.

New Employees

Nancy Rademacher - 5th Grade Teacher, Ellen Hopkins Elementary, BA (0) 1 FTE, \$29,554, effective August 28, 2006. (Replaces Shannon Dahlberg)

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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)

Contract Revision - Approve the recommended change to Article VII, Section D of the Superintendent's Contract (1/06-12/08) as presented.

Official Newspaper - Designate *The Forum* as the district's official newspaper for the 2006-2007 school year.

Legal Services - Approve obtaining legal assistance on a time and material basis for the 2006-2007 school year.

Minnesota School Boards Association Membership - Approve the 2006-2007 Minnesota School Boards Association membership in the amount of \$8,019.

Lakes Country Service Cooperative - Approve the 2006-2007 Lakes Country Service Cooperative Contract and Service Agreement as presented. The membership cost is \$5,000 and all other services are fee based.

National School Boards Association Membership - Approve the 2006-2007 National School Boards Association (NSBA) National Affiliate membership in the amount of \$3,450.

Minutes - Approve the June 12 and 26, 2006 regular meeting minutes and June 26, 2006 special meeting minutes as presented.

Claims - Approve the July Claims, subject to audit, in the amount of \$748,478.17.

General Fund:	\$686,731.55
Food Service:	31,254.24
Community Service:	28,750.68
Building Construction	1,741.70
TOTAL	\$748,478.17

Motion carried 7-0.

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STRATEGIC PLANNING PROPOSAL: Siggerud moved, seconded by Ladwig, to approve the contract agreement with Bruce Miles, Big River Consulting Group, LLC, as presented. Motion carried 7-0.

MOORHEAD HIGH SCHOOL SCHEDULE PROPOSAL: Siggerud moved, seconded by Thompson, to approve implementing 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. Motion carried 6-1; Dulski opposed.

Dr. Nybladh left the meeting at 8:37 p.m.; returned at 8:41 p.m.

APPROVAL OF ELEMENTARY SCHOOL STUDENT HANDBOOK: Tomhave moved, seconded by Ladwig, to approve the 2006-2007 Moorhead Elementary School Parent and Student Handbook with corrections. Motion carried 7-0.

APPROVAL OF HORIZON MIDDLE SCHOOL STUDENT HANDBOOK: Tomhave moved, seconded by Dulski, to approve the 2006-2007 Horizon Middle School Student Handbook with corrections. Motion carried 7-0.

STRUCTURAL BALANCE: Thompson moved, seconded by Tomhave, to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Secretarial and Clerical Master Agreement. Motion carried 7-0.

SECRETARIAL AND CLERICAL MASTER AGREEMENT: Ladwig moved, seconded by Fagerlie, 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	4.84%	\$ 58,499
TOTAL	10.01%	\$115,822

Due to an typographical error in the second year cost, Ladwig and Fagerlie withdrew their motion and second. Ladwig moved, seconded by Fagerlie, 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	4.84%	\$ 57,499
TOTAL	10.01%	\$115,822

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Motion carried 7-0.

STRUCTURAL BALANCE: Thompson moved, seconded by Dulski, to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Paraprofessional Master Agreement. Motion carried 7-0.

PARAPROFESSIONAL MASTER AGREEMENT: Fagerlie moved, seconded by Siggerud, 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

Motion carried 7-0.

STRUCTURAL BALANCE: Ladwig moved, seconded by Tomhave, to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Custodian Master Agreement. Motion carried 7-0.

CUSTODIAN MASTER AGREEMENT: Tomhave moved, seconded by Dulski, 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

Motion carried 7-0.

STRUCTURAL BALANCE: Dulski moved, seconded by Ladwig, to approve the Individual Settlement-Balanced Budget Projection as presented in regards to the Technical, COTA, Interpreter (T.C.I.) Employees Master Agreement. Motion carried 7-0.

TECHNICAL, COTA, INTERPRETER (T.C.I.) MASTER AGREEMENT: Siggerud moved, seconded by Fagerlie, 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

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Motion carried 7-0.

CONFIDENTIAL SECRETARY MASTER AGREEMENT: Thompson moved, seconded by Tomhave, 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%	\$ 6,559
TOTAL	10.01%	\$13,937

Motion carried 7-0.

COMMITTEE REPORTS: None.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

CLOSE PUBLIC MEETING: Ladwig moved, seconded by Tomhave, to close the public meeting at 9:07 p.m., pursuant to M.S. 13D.05, Subdivision 3, for the purpose of conducting the Superintendent's annual evaluation. Motion carried 7-0.

The meeting recessed at 9:08 p.m.; the Chair reconvened the meeting at 9:20 p.m. in the Administrative Conference Room.

OPEN PUBLIC MEETING: Fagerlie moved, seconded by Tomhave, to open the public meeting at 11:31 p.m. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 11:31 p.m.

Carol Ladwig, Clerk



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.022

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: August 8, 2006
RE: Technology Update

Dan Markert will present an update on the district's technology plan. He will review recent work completed, preview the department's priorities for the upcoming school year and detail the future technology roadmap for the organization.

LAK/kmr



Department of Business Services
Moorhead Area Public Schools

Memo B.07.011

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *mlw*

DATE: August 8, 2006

RE: Truth in Taxation Hearing

The Moorhead School District maybe required to hold a Truth in Taxation Hearing between November 29 and December 18 of this calendar year. The school district should also schedule a continuation hearing, should the need arise. The continuation hearing cannot be held for at least one week after the initial hearing. If a continuation hearing is held, the levy adoption hearing could be held immediately following the continuation hearing. At this time, I am recommending that the initial Truth in Taxation hearing be held at 7:00 p.m. on Thursday, November 30, 2006 in the Probstfield Center for Education Board Room. In the event that a continuation hearing is required, I am recommending this hearing be held at 5:00 p.m. on Monday, December 11, 2006 in the Probstfield Center for Education Board Room. I am also recommending that the final levy be approved at the regularly scheduled School Board meeting on Monday, December 11, 2006 at 7:00 p.m. in the same meeting room location.


Suggested Resolution: Move to approve Thursday, November 30, 2006, 7:00 p.m. for the initial Truth in Taxation Hearing; Monday, December 11, 2006, 5:00 p.m. for the Continuation Hearing, if necessary; and Monday, December 11, 2006, 7:00 p.m. for final approval of the 2006 Payable 2007 Levy.

MLW:mde



Department of Human Resources
Moorhead Area Public Schools

Memo **HR.07.022**

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron , Director of Human Resources
DATE: August 8, 2006
RE: Employee Handbook

Attached is a copy of the revised Employee Handbook for the 2006-2007 school year. Several changes have been made throughout the handbook to update it and make it more useful to employees.

RN:smw

SUGGESTED RESOLUTION: Move to approve the updated Employee Handbook as presented.

***MOORHEAD AREA PUBLIC
SCHOOL DISTRICT #152***



EMPLOYEE HANDBOOK

August, 2005 2006

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This is the Moorhead Area Public School District #152 Employee Handbook as of ~~September, 2005~~ August, 2006. It contains basic information for all employees regarding many aspects of employment in the Moorhead Area Public School District. The handbook is to be used as a guide in answering questions regarding personnel policies and is not intended as a contract or offer of employment. It is the right of the school district to add or delete changes to this handbook at any time. For clarification or further explanation of policies, please contact the Human Resources Office at 284-3350.

All prior versions of this handbook are hereby revoked.

Ron Nielsen
Director of Human Resources
~~September, 2005~~
August 1, 2006

I. INTRODUCTION

A. Welcome

Welcome to the Moorhead Area Public Schools. We are pleased you have chosen to work here and are now part of the organization. We are committed to offering high quality education to our students.

Whether we are directly teaching, in a supportive role, providing a warm learning atmosphere by providing food, heat or transportation or keeping track of pay, policies or a thousand other details, we all provide the best service to students that we possibly can. We encourage you to join with us in this endeavor and are happy to have you with us.

B. Mission Statement

"The mission of the Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world."

C. Organizational Philosophy/Culture/Values

The School Board, under Policy 103, has defined the philosophy of the School District in the following manner:

Our democratic society depends upon citizens who think effectively, read critically, discuss intelligently, evaluate ideas constructively and creatively, and choose to act wisely based on a commitment to ethical values. The complexities and global nature of today's world require that education work in partnership with the rest of society to promote excellence, accountability, life-long learning, and receptiveness to change. Each individual has inherent value and dignity and every individual has the right to a public education throughout life.

Our philosophy of education recognizes the inevitability of change. As knowledge expands, society will continue to be challenged in its ability to comprehend new information and deal with its implications. It is our belief that the principles outlined in this statement of philosophy are compatible with society as we anticipate it to be in the future, and a prerequisite for a future of which we can be proud.

The policy further defines needs of learners, parents, families, school staff members, community and the educational system.

II. YOUR RESPONSIBILITY AS AN EMPLOYEE

A. Success in the Moorhead Area Public School District

Your position with the Moorhead Area Public School District is an important one. Each and every job contributes to the School District's successful operation and realization of its mission of developing the maximum potential of every learner to thrive in a changing world.

Although your job may differ from another there are four basic elements common to every position that we believe are key to your success:

1. Customer Service: the way you treat everyone you come into contact with.
2. Job Performance: the skills you need to perform your job well.
3. Teamwork: the way we work together.
4. Personal Appearance: the standards for the way you look to others.

B. Attendance

Providing service to the students of the district and to the people we work with is the reason the school district exists. Any time you are absent or late impacts our ability to deliver these services and also places an extra burden on your coworkers.

All scheduled employees are expected to notify their supervisors as soon as possible of any absence. Then the absence must be reported by the employee on the SEMS either by calling 284-SEMS or by using WebCenter on the district's web site (www.moorhead.k12.mn.us).

Excessive absenteeism or tardiness may result in corrective measures, up to and including termination.

Employees are expected to report to their assigned work location on time each scheduled work day.

C. Licensure/Certification

Each employee who is required to be licensed or certified by law must maintain a current license or certificate with the Human Resources Department. Individuals are expected to know the date of expiration of their license/certification and meet the requirements for relicensure or certification in a timely manner in order to remain employed in that capacity. Please refer to School Board Policy 412: Employee License Status.

Beginning with the 2006-2007 school year all teachers must be highly qualified. This was accomplished by the State of Minnesota through the licensing process for all teachers originally licensed after the year 2000. Teachers originally licensed before the year 2000 must either take the Praxis I test and the Praxis II test for their area of

teaching or they must become highly qualified through the State of Minnesota High Objective Uniform State Standard of Evaluation (HOUSSE) process. Please contact Human Resources for more information.

D. Confidentiality

Information you obtain as the result of your employment with the School District is confidential. Respect for the dignity of our students requires that you discuss any student issues only with those staff members and parents who need to know the information.

In addition to student information, confidentiality is expected in other areas including staff information or school district business information. We will comply with requests for public information as they are received in accordance with state law and school district policy. Requests should be directed to the proper department for processing.

Please refer to School Board Policy 504: Protection and Privacy of Pupil Records, and School Board Policy 414: Employee Public and Private Personnel Data.

E. Conflict of Interest

A conflict of interest is defined as any judgment, action or relationship that may benefit you or another party because of your relationship with the Moorhead Area School District. All employees are asked to avoid outside activity involving obligations that may compete or be in conflict with the best interests of the School District. Employees are asked to disclose the facts of any transaction that may be considered a conflict of interest before the fact or as soon as the facts become known to you. If you are currently in a situation that may present a conflict of interest, contact Human Resources. Also, please refer to School Board Policy 440: Employee Copyright/Royalties, School Board Policy 441: Employee Use of Facilities for Private Gain, and to School Board Policy 445: Employees as Vendors of Schools Supplies.

F. Documentation

Integrity is a core value in the Moorhead Area Public School District. Therefore, intentional inaccuracies on official school district documents such as time sheets, job applications, etc. are prohibited and are grounds for disciplinary action, up to and including termination.

G. Gifts and Gratuities

As a representative of a public employer, it is essential that your work is perceived as being free from external influences. It is our policy to decline gifts, gratuities or favors from any outside organizations or individual doing business or seeking to do business with the School District. Gifts of nominal value may be accepted. Larger gifts should be graciously declined or referred to the Moorhead Area Education Foundation. If you have any questions regarding gifts, please contact Human Resources, 284-3350.

H. Meal and Break Periods

The district recognizes that appropriate breaks are important to your well-being and effectiveness on the job. If you work 6.5 consecutive hours or more, you will be given a 30 minute unpaid meal break. Generally, you may take a paid 15 minute break for every four hours worked if work load and staffing needs allow. Unused breaks do not apply to overtime calculations and breaks and meal breaks skipped will not allow an employee to leave work early before the end of their regular work day.

I. Personal Appearance

As Moorhead Area Public School District employees we are judged not only by our service but by our appearance. Our expectation is that your appearance is consistent with the high standards we set for ourselves as a district. You are expected to present a well groomed, business-like appearance, avoid extremes in clothing or appearance and to practice good personal hygiene. Remember, to our students, parents and the public, you are the Moorhead Area Public Schools.

J. Name Badges

Your name badge is an important part of your work attire. It lets students, parents, co-workers, vendors and the general public know who you are. It is an important part of providing a secure environment for our students, to ensure that everyone who enters our schools is identified. You need to wear the name badge anytime you are at work. It should be worn in a visible spot on the upper portion of your body.

K. Personal Property

The Moorhead Area Public School District does not assume any responsibility for loss, theft or damages to personal property. In order to minimize risk, we advise you to not carry unnecessary amounts of cash or other valuables. If you bring personal items to work, you are expected to exercise reasonable care to safeguard them. Personal appliances such as refrigerators, coffee makers, lamps, etc. must also meet safety codes.

L. District Property

The School District may supply you with equipment or supplies to assist you in performing your job duties. You are expected to show reasonable care for any equipment issued and to take precautions for theft as well. Any equipment or keys issued must be returned prior to your last day of employment.

M. Solicitations

Individuals, groups and organizations often wish to solicit employees to support a particular activity or organization. This solicitation may be charitable, political, union or

for other purposes. Solicitations that are sanctioned by the district such as the Moorhead Area Education Foundation or the United Way are permitted. All others need to be approved by Administration in advance. The selling of tickets or merchandise by employees is permitted only on personal time in designated break areas.

N. Teamwork

Providing a quality education for students and a quality work experience for you involves teamwork between you and every other employee in the district. Some important actions are 1) to get to know your co-workers and their capabilities, and 2) to help create a pleasant, caring and enjoyable work atmosphere. Teamwork is demonstrated by showing respect, cooperation and leadership at all times. Serving as an effective member of your team is key to accomplishing the district's mission.

O. School Board Policies & Administrative Procedures

It is the responsibility of each employee to read and become familiar with School Board Policies and Administrative Procedures of the district. These policies and procedures are found on the district web site. Some policies and procedures are mentioned specifically in this handbook; however, all need to be reviewed on a regular basis by all employees. Refer to School Board Policy ~~494~~ 499: ~~Employee Policies by Incorporation~~ Incorporated by Reference for Employees/Personnel.

P. Reporting

Please refer to School Board Policies 535: Maltreatment of Vulnerable Adults, 578: Bullying Prohibition, and 552: Corporal Punishment. These policies are mandated by state statute for the protection of students. You are required to comply with these statutes in order to maintain a safe and civil environment for students.

Q. Acceptable Use

Please refer to School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety and ~~Administrative Procedure 731.1: Moorhead Area Public Schools Information Network Acceptable Use and Safety~~ and School Board Policy 732: Use of All School Equipment and Materials for Instructional Purposes off School Premises, along with their associated Administrative Procedures. You are expected to read and follow the directions of these policies at all times.

III. EMPLOYMENT LAWS

A. Equal Opportunity Employer

The Moorhead Area Public School District prohibits discrimination in any form on the basis of race, color, creed, age, disability, sex, sexual orientation, national origin, marital status or status with regard to public assistance. This policy includes but is not limited to the following: employment, promotion, demotion, transfer, layoff, recall, corrective actions, termination, rate of pay, other compensation, the application of policies and training. Please refer to School Board Policies 401, 402 and 404 which all speak to equal employment opportunity.

Employees who engage in discrimination will be subject to disciplinary action, up to and including termination.

B. Immigration Law Compliance

The Moorhead Area Public School District is committed to employing only United States Citizens and Aliens who are authorized to work in the United States, and to comply with the Immigration and Nationality Act as updated through December, 2004. As a condition of employment, you must properly complete, sign and date the first section of the Immigration and Naturalization Service Form I-9 and provide documentation of information requested. Before commencing work, newly rehired employees must also complete the form (I-9) if they have not previously filed an I-9 with the School District, if their previous I-9 is more than three years old, or if their previous I-9 is no longer valid.

C. Employment of Minors

No one under 18 years of age will be employed without providing proper proof of their age in an age certificate, birth certificate, or driver's license. Minors will be employed only in accordance with the state child labor laws and School District policies. No one under 16 years of age will be employed in any capacity.

This policy is in accordance with both state and federal law that regulate hiring of minors - persons under 18 years of age. In the Fair Labor Standards Act the minimum age of 16 was set for general employment, but for those occupations that the Secretary of Labor determined to be hazardous, the minimum age is 18.

A high school student under the age of 18 will not be permitted to work after 11 p.m. on an evening before a school day or before 5 a.m. on a school day.

D. Harassment

It is the goal of the Moorhead Area Public School District for all employees to work in an environment free from disruptive behavior or any type of discrimination including freedom from sexual harassment or other forms of harassment. The School District

extends its best effort to accomplish this goal and expects all employees to do the same. Acts of disruptive behavior, sexual harassment or other forms of harassment by employees and non-employees will not be tolerated under any circumstances. Employees found in violation of this policy will be subject to immediate corrective action, up to and including termination of employment. Non-employees found in violation of this policy will be reported immediately to administration for action.

Sexual Harassment

1. Definition of Sexual Harassment: Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of sexual nature when:
 - a. Submission to such conduct is made either explicitly or implicitly as a term or condition of employment;
 - b. Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual;
 - c. Such conduct has the purpose or effect of substantially interfering with a person's work performance or creating a hostile, offensive, or intimidating work environment.
2. Prohibited acts of sexual harassment included in the definition encompass, but are not limited to:
 - a. Displaying in the work place (including personal lockers, other personal storage areas, offices, and cubicles) sexually suggestive objects or pictures;
 - b. Continual or repeated verbal comments of a sexual nature including sexual commentaries about a person's body or propositions of a sexual nature;
 - c. Threats or insinuations that a person's employment, wages, promotions, job assignments, or other conditions of employment may be adversely affected by refusing to submit to or tolerate sexual advances;
 - d. Retaliation against an employee for filing a complaint about the above cited or similar behavior.

Harassment/Disruptive Behavior

Definition of Harassment/Disruptive Behavior: Harassment/disruptive behavior is defined as verbal, written or other conduct which has the purpose or effect of substantially interfering with a person's work performance or creating a hostile, offensive or intimidating work environment.

Prohibited acts of harassment/disruptive behaviors included in the definition encompass, but are not limited to:

- a. Offensive or inappropriate comments, written materials or illustrations in the work place;
- b. Physical altercations or threats in the work place;
- c. Verbally abusive behavior (loud, profane, disrespectful) in the work place;
- d. Retaliation against an employee for filing a complaint about the above cited or similar behavior.

Any employee who believes he/she has been harassed at the work place should take the following steps:

- a. Directly confront the person(s) engaged in the harassing/disruptive behavior and reiterate that the behavior is against School District policy and it must stop.

If sexual harassment is involved, in addition to reiterating that it is against District policy, reiterate that sexual harassment is illegal.

- b. If you do not wish to communicate directly with the person(s) engaging/alleged to be engaging in the harassing/disruptive behavior or such attempts have been unsuccessful, contact your supervisor or Human Resources immediately.

* If sexual harassment is involved and the person accused of the behavior is your supervisor, you may contact Human Resources or the supervisor's superior.

Please refer to School Board Policy 570: Prohibition of Harassment and Violence.

E. Comparable Worth/Pay Equity

It is the policy of the Moorhead Area Public School District to comply with the Minnesota State Law on comparable worth. After the initial study a board policy has been put into place to maintain results for current job classifications and to process new or revised job descriptions through the study mechanism in order to continue compliance with the law. Further details are available in Human Resources. Please refer to School Board Policy 403: Comparable Worth Review Process.

F. Public and Private Personnel Data

Private and Public Personnel data is defined by Federal law, state statute and School Board Policy. Please refer to School Board Policy 414: Employee Public and Private Personnel data. The district will follow these laws and it is important that you, as an employee, understand what information the district maintains about you is private and

what information is public.

IV. COMMUNICATIONS

A. Web Site

The School District maintains a nationally recognized Web site at www.moorhead.k12.mn.us. It contains a wide variety of information about the district, our schools, programs, employment, policies, telephone numbers, upcoming events, community education, etc. There are two separate and distinct parts to the district website: The internet and the extranet. The Intranet side of the district website is accessible to anyone who has a computer. This side has a wealth of information about the school district, the schools, media centers, community education, district news and recognition and school calendars. It also has employment opportunities, a staff directory and other valuable information.

The other side of the website is the extranet which requires a username and password for entry. You receive a username and password as a new employee to gain access to the extranet. Some of the areas you gain access to on the extranet include: Bulletins, Calendars, SEMS, your payroll/leave information, links to Flexible Spending account balances and many other areas. Be sure to check it out for your benefit.

B. Publications

There are several publications available to you as an employee which keep you connected to the many activities, programs, and newsworthy events occurring in the School District. Some of these include:

- District Calendar
- "Messages" newsletter from the Moorhead Area Public Schools

C. Staff Meetings

Staff, team and other meetings are an important link for you and your co-workers. Talk with your supervisor about the frequency and location of meetings and plan to attend. Periodically, staff meetings may be held for the purpose of hearing guest speakers, holding open forums, obtaining new information and/or education/training or receiving updates on what is happening in the School District.

D. Telephone and Mail

You are encouraged to use telephones, computers, fax machines, and other communication devices for school district business purposes only. Employees should make personal telephone calls during your break or meal periods.

Personal correspondence should be written on your own time. The District is not to be used as a personal mailing address.

See Appendix A for building telephone numbers.

E. Other Communication

Voice Mail - Voice Mail is assigned to designated employees. Employees with voice mail should listen to their messages frequently during the day and return messages in a timely and responsive manner.

Mail Boxes - An individual mailbox may be assigned to employees at their work site.

E-mail/Internet/Extranet - E-mail, Extranet and Internet use are for school business use only. Please review School Board Policy 731 and Administrative Procedure 731.1: Moorhead Area Public Schools Information Network Acceptable Use and Safety.

V. JOB PERFORMANCE

A. Job Responsibilities

Your position has specific responsibilities which you are expected to perform. It is important that you understand what those responsibilities are. Talk with your supervisor if you have any questions about the functions you are able to perform in your job. In addition, most jobs will require employees to be flexible and willing to take on new assignments as a result of their accountabilities changing over time. Therefore, it is very important that you clearly understand what your supervisor expects of you and that you keep abreast of changes in your job. Check with your supervisor if you have questions regarding your job description duties.

B. Corrective Action

Corrective action may be taken by supervisors to address the behavior or performance of employees whose conduct disrupts the activities and goals of the School District. Corrective action may also be taken to address work rule violations and other prohibitive acts. This process may include oral warnings, written warnings, suspension, demotion or termination.

C. Your Supervisor

We encourage open communication throughout the district. Your supervisor should be the first person you talk to regarding most questions or concerns you may have. He/she can explain operations, protocols and procedures and can refer you to written materials or other resources for additional information.

D. Initial Evaluation and Performance Review

The initial performance evaluation and periodic performance review varies by contract. Please check yours to see how the evaluations are done and whether you are under a probationary period or not.

Teachers who are non-tenured have the procedures spelled out in their contracts as well. Please refer to School Board Policy 470: School District Evaluation of Personnel.

E. Staff Development

The District has an established Staff Development program to assist you in remaining current and up-to-date in your job duties. Work time is set aside on the school calendar each year for staff development days. You are encouraged to take advantage of this time to increase your abilities to perform your job in order to benefit the students of this district and yourself. Please refer to School Board Policy 446: Staff Development. Offsite staff development is also available by supervisor approval. The district staff development funds are also utilized in this manner. Refer to School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences.

VI. JOB OPPORTUNITIES

A. Web Site and Human Resources Job Posting

All open positions are advertised on the district Web site under the Employment Opportunities section and are also posted at the Human Resources Department. If you are interested in being considered for one of the jobs posted you are asked to apply for the job in writing to the Human Resources Department. All qualified applicants who apply are considered for job openings as they occur. If you are chosen for a different position a transfer form is completed to complete the process.

B. Hiring of Relatives

The School District may employ immediate family of employees provided they are not placed in positions with direct supervision of one another.

C. Right of Assignment

The School District has the right of assignment of all employees in the District.

VII. EMPLOYEE PAY AND RECORDS

A. Personal Information Changes

For a variety of reasons (such as tax, pension, or benefit reporting) it is important that your records are current. If there are any changes in your name, address, telephone number, number of dependents, insurance beneficiaries, etc., it is your responsibility to notify Human Resources and/or Payroll.

B. Overtime

Ideally, all jobs will be structured so that normal work assignments can be completed during a regular work week. There may be instances, however, when you will need to work overtime to meet special demands. Overtime is paid at the rate of one and one half times the employee's regular rate of pay for hours worked in excess of 40 in a work week. District overtime guidelines are:

- 1) all overtime must be authorized by your supervisor in advance,
- 2) exempt employees are ineligible for overtime.

If you have questions regarding your overtime eligibility, please contact Human Resources.

C. Payday

Payday is the last working day of each month with the exception of December when employees are paid before winter break. In some instances employees can choose to be paid in 10 or 12 installments by completing a form in the Payroll Office. Employees may receive either a regular check or have their check deposited directly to the bank account of their choice by filling out a direct deposit form in the Payroll Office.

During the school year, paychecks will be distributed at the buildings. During the summer paychecks and direct deposit forms may be picked up at the Payroll Office until 3:00 p.m. on payday. Those not picked up by 3:00 are mailed to the employee at their home address. Paychecks will not be released to spouses, parents or any other relative.

D. Personnel Files

During your employment with the School District, information about you must be kept on file. Your confidential personnel record will include basic information such as your address, phone number, social security number and employment related information - performance reviews/assessments, applications, salary data, corrective action records, etc. A separate medical file is maintained for each employee, which has limited access. You may review your personnel file by contacting Human Resources for an appointment and making a written request.

E. Exempt and Non-Exempt Employees

Each employee is designated as either exempt or non-exempt from federal and state wage and hour laws. Non-exempt or hourly employees are entitled to overtime pay under specific provisions of federal and state wage and hour laws.

Exempt or salaried employees are excluded from specific provisions of federal and state wage and hour laws. Exempt employees must meet the criteria of specific tests outlined in wage and hour provisions. The status of an employee from exempt status to non-exempt status, or vice-versa, may only be changed upon written notification by the School District and by agreement with any union contract affected.

VIII. TIME AWAY FROM WORK

Recording Absences (SEMS) - There are a number of reasons for employees to be gone from the work setting. Generally, whenever you miss work there are two procedures you need to follow: notify your supervisor and record your absence on the SEMS system.

Quick reference guides for how to use the system by either telephone or computer can be found by logging on to the district's extranet then clicking on your name in the upper left hand corner and following the link found in your demographic information. In addition, it is a professional courtesy to inform your supervisor that you will be gone from work.

Known absences should be recorded into the system as far in advance as possible, particularly for those employees who need substitutes. Please follow instructions and timelines to ensure the best functioning of the system.

A. Sick Leave

Eligible employees have available sick leave to use for personal illness and in some contracts, family illness. The District will comply with Minnesota State Law in allowing employees to use sick leave for their sick children under age 18 in the same manner as they can use it for themselves. Some contracts/agreements have expanded family definitions for sick leave usage, so it depends upon which contract you are under.

There are also varying days specified when a doctor's statement is required. Some contracts also use sick leave under the emergency leave provision. Check your contract for the specific provision and to determine whether or not you work enough hours and/or meet eligibility requirements. Please use the Substitute Employee Management System (SEMS) - 284-SEMS or WebCenter Online to record a sick leave absence.

B. Parental Leave

The district has provided provisions under ~~union~~ contracts/agreements for employees to take time off for birth or adoption of a child. Titles may be Maternity/Parental/Child Care Leave. Each contract has specific provisions, usually involving the use of sick leave under certain conditions for a specific length of time and an unpaid provision for extended leaves of absence. The Family Medical Leave Act provisions are also followed by the School District in providing these leaves.

Normally, there are contract provisions requiring advance notice of the leave and an estimated date of the beginning of the leave. Employees need to request the leave in writing to their supervisor and then it should be forwarded to Human Resources for processing.

C. Family and Medical Leave Act (FMLA)

PURPOSE: To outline the conditions under which an employee may request time off without pay for a limited period with job protection and no loss of accumulated service if the employee returns to work.

DEFINITION: A family or medical leave of absence is defined as an approved absence available to eligible employees for up to 12 weeks of unpaid leave during a 12-month period under particular circumstances that are critical to the life of a family. To determine the amount of FMLA leave to which an employee is entitled, the 12-month period is measured backward from the date that the employee uses any FMLA leave. In other words, any FMLA leave that was taken by the employee during the 12 months preceding the date that the employee takes additional FMLA leave will be counted to determine the amount of FMLA leave remaining.

Leave may be taken:

- on the birth of an employee's child;
- on the placement of a child for adoption or foster care with an employee;
- when an employee is needed to care for a child, spouse, or parent who has a serious health condition; or
- when an employee is unable to perform at least one of the essential functions of his or her position because of the employee's own serious health condition.

SCOPE: This policy applies to all family and medical leaves of absence including leaves that are covered under paid employment benefit plans or policies for any part of the 12 weeks leave to which the employee may be entitled under this policy. In other words, if an employee is entitled to both FMLA leave and paid leave under another benefit plan or policy, the employee is required to use all applicable paid leave plans or policies before unpaid leave and the FMLA leave and the paid leave will run concurrently.

ELIGIBILITY: To be eligible for leave under this policy, an employee must have been employed here for at least 12 months and must have worked at least 1,250 hours during the 12-month period preceding the beginning of the leave.

Exception: If an employee on leave is salaried and among the highest paid 10% of district employees within 75 surface miles, and keeping the job open for the employee would result in substantial and grievous economic injury to the district, the employee can be denied job restoration after leave. In this situation, however, the employee will be given an opportunity to return to work during leave.

BASIC REGULATIONS AND CONDITIONS OF LEAVE: Medical certification. The district

will require medical certification to support a claim for leave for an employee's own serious health condition or to care for a seriously ill child, spouse, or parent.

For the employee's own medical leave, the certification must include a statement that the employee is unable to perform at least one of the functions of his or her position. For leave to care for a seriously ill child, spouse, or parent, the certification must include an estimate of the amount of time that the employee is needed to provide care.

The district may require a second medical opinion and periodic recertifications at its own expense. If the first and second opinions differ, the district may require the binding opinion of a third health care provider, approved jointly by the district and the employee and paid for by the district.

Intermittent or reduced leave. Leave may be taken on an intermittent or reduced-leave schedule if it is medically necessary for a serious health condition of the employee or his or her spouse, child or parent. If leave is requested on this basis, however, the company may require the employee to transfer temporarily to a part-time schedule or an alternative position that better accommodates recurring absences. The alternative position will have equivalent pay and benefits.

Spouses combined leave. Spouses who are both employed by the district are entitled to a joint total of 12 weeks leave (rather than 12 weeks each) for the birth or placement for adoption or foster care of a child. For any other qualifying FMLA reason, each spouse will be entitled to the full 12 weeks of FMLA leave, or that portion of leave remaining in the relevant 12-month period.

NOTIFICATION AND REPORTING REQUIREMENTS: When the need for leave is foreseeable, such as the birth of a child, the placement for adoption or foster care of a child, or planned medical treatment, the employee must provide reasonable prior notice and make an effort to schedule leave so that it does not unduly disrupt district operations. Employees who are ill will be required to report periodically on their status and their intention to return to work.

STATUS OF EMPLOYEE BENEFITS DURING LEAVE OF ABSENCE: Health Insurance. Group health care coverage will continue for employees on leave as if they were still working. Employees who are granted an approved leave of absence under this policy are advised to arrange to pay their share of premiums during the absence. If the leave is paid, premiums will continue to be paid through payroll deductions. If the leave is unpaid, employees are responsible for making sure the district receives premium payments by the normal payroll dates. The Human Resources Department will provide a schedule of payment amounts and due dates at the beginning of any unpaid leave of absence.

Recovery of premiums. If an employee chooses not to return to work, or does not stay at work for at least 30 days upon return (for reasons other than retirement), after an approved unpaid leave of absence, the district may recover from the employee the cost of any payments made to maintain the employee's health insurance, unless the failure to return is because of a serious health condition or reasons beyond the

employee's control. Benefit entitlements based on length of service will be calculated as of the last paid work day before the start of the unpaid absence.

PROCEDURES: Request form. A Request for Family and Medical Leave of Absence Form must be filled out by the employee. This form must be completed in detail, signed by the employee, submitted to the immediate supervisor for proper approvals, and forwarded to the Human Resources Department. If possible, the form should be submitted 30 days before the effective date of the leave.

All requests for family and medical leaves of absence due to illness must include sufficient medical certification stating:

- the date on which the serious health condition began;
- the probable duration of the condition; and
- the appropriate medical facts that the health care provider knows about the condition.

In addition, for leave to care for a child, spouse, or parent, the certificate must include an estimate of the amount of time that the employee is needed to provide such care.

For leave for an employee's illness, the certificate must state that the employee is unable to perform at least one of the functions of his or her position.

For certification of intermittent leave or leave on a reduced-leave schedule for planned medical treatment, the certificate must state the dates on which such treatment is expected to be given and the duration of the treatment.

Parenting Leave. If you (1) have been employed by the district for at least 12 months and (2) have worked at least 1,250 hours during the previous 12-month period, you are entitled to use up to 12 weeks unpaid leave upon the birth of your child or placement of a child in your home for adoption or foster care.

The Moorhead Area School District mandates the use of paid time to run concurrently. You are required to use other available paid leave (sick leave or vacation) at the same time as parenting leave. The district will continue to pay its share of your group health insurance premiums during the leave.

Parenting leave must be arranged through your supervisor. You are encouraged to alert your supervisor and/or management at least 30 days prior to the date you will begin parenting leave, if possible.

At the end of the leave, you will be reinstated to your old position or one that is substantially the same, if your old position is not available. If you are not able to, or choose not to return to work at that time, you will be considered to have voluntarily terminated your employment.

If you do not return to work for reasons beyond your control or because you have a serious health condition which prevents you from returning to work, then you will not be required to repay health insurance premiums paid by the district during your leave. If you do not return to work for any other reason, then you will be required to repay the district for those premiums.

Employees who do not work the requisite hours stated above, but have been employed at least 12 consecutive months and work an average number of hours equal to one half the full-time equivalent position, are eligible for leave under the Minnesota Parental Leave Act (Minn. Stat. 181.940-941, et al). Such employees shall be entitled to up to six weeks of unpaid leave of absence when they are a natural or adoptive parent. The employee at his or her own expense may continue group health coverage. Further details may be obtained from your supervisor or management. See School Board Policy 422: Family and Medical Leaves.

D. Personal Leave

Under contracts/agreements, school district employees may qualify for a personal leave. In most cases this is a one day paid leave. Please see your contract for additional information or contact Human Resources. Also, please record the absence on the Substitute Employee Management System (SEMS) at 284-SEMS or on WebCenter Online.

E. Military Service Leaves

The Moorhead Area Public School District provides time off for employees who are members of the military. The district follows Federal and State law for this type of leave. Please see Human Resources for more information.

F. Funeral/Bereavement Leave

Time off with pay is granted in various ways in different contracts to allow an employee to attend the funeral and to either be with a relative prior to death or after to help with final arrangements. The list of relatives varies by contract and the paid time off

provisions also vary by contract. Some contracts/agreements tie this provision into emergency leave. For more information check your contract or contact Human Resources.

G. Jury Duty

Employees are given paid time to serve on a jury. The amount of time paid varies by contract/agreements. Some contracts/agreements also require that pay given by the County for jury duty is returned to the district in order to receive their regular pay. An employee who is called to serve on a jury must notify his or her supervisor as soon as possible after receiving notice.

Employees who are excused from jury duty or who are not chosen as a juror are expected to report back to work for the remainder of their work day during the entire time they are designated to be on jury duty.

H. Deduct Days

Deduct days are days taken voluntarily by an employee without pay. These days are to be arranged as far in advance as possible in order to provide as little disruption to students and coworkers as necessary.

Currently, there are limits on the amount of days which can be taken at any one time and which need advanced approval by your supervisor, with the exception of Education Moorhead members. Deduct days are not to be used in place of other leaves of absence in the various ~~union~~ contracts/agreements. Deduct days must be recorded on the Substitute Employee Management System at 284-3352 or on WebCenter Online.

Please see Human Resources for more information.

I. Other Leaves of Absence

Various ~~union~~ contracts/agreements have provisions for other leaves of absence. These leaves are normally without pay and may vary in length from a few days to up to five years. Included are sabbatical leaves, extended leaves and leaves that do not fit other leave provisions. Please check your contract for leave provisions in this category.

IX. EMPLOYEE BENEFITS

A. Insurance

Health Insurance

Currently, the School District provides several plans of health insurance to choose from. All plans currently offer employee only coverage or family coverage. There are various plan designs and various premiums for each of these plans. In some contracts, the employer pays part of the coverage for the insurance. Please see Human Resources or Payroll for an explanation of the various plans and premiums.

Insurance coverage is effective the first day of the month following employment for new employees. Employees may change the level of coverage if there is a life event such as a birth, death, marriage, divorce or loss of job of a spouse. These changes are to be reported to Human Resources within 30 days of the event. Employees must meet eligibility requirements for the insurance.

Life Insurance

In most contracts/agreements the School District pays the premium for a basic life insurance policy for eligible employees. This insurance currently has an accidental death and dismemberment provision as well. Supplemental coverage for the employee is available at their own expense. Dependent coverage is available for spouse and children, in most instances, up to maximum amounts. Please contact Human Resources or Payroll for more information. Insurance coverage is effective on

the first day of the month following employment for new employees.

Dental Insurance

An optional, employee paid dental insurance is currently available through the School District under some contracts/agreements. Please see Human Resources or Payroll for details on coverage and cost options available. Dental insurance must be applied for within 30 days of employment and employees must meet eligibility requirements.

Disability Insurance

The School District pays the premium for a long-term disability insurance policy for eligible employees. There is a 60 continuous work day waiting period for eligibility. The policy pays 60% of an employee's normal wage, subject to taxation, up to age 65

if necessary for continuing disability. Please contact Human Resources or Payroll for details if you are disabled. If you are hurt on the job you would be covered by Workers' Compensation, which is discussed later.

Unemployment/Re-employment Insurance

If you are terminated from your job or laid off from your job you may be eligible for this insurance. Please contact your local Job Service to apply for benefits on the Job Service link on the district web site under "Career Resources". The "Career Resources" section also has many other forms of assistance listed, ranging from interviewing skills, resume building, other web sites listing jobs and employee assistance.

Cancer/Intensive Care Insurance

The School District provides this insurance at the employee's own cost for those who wish to have it. Policy information is available in the Payroll Office.

B. Vacation

Vacation is paid time off earned by eligible employees to take off for any reason. The amount earned varies by ~~union~~ contract/agreement and by the amount of hours worked.

Vacation may not be available until after a probationary period, depending on contract. Advance requests are always required and should be submitted to your supervisor. Vacation days must be recorded on the Substitute Employee Management Systems at 284-SEMS or WebCenter Online.

For more information please see Human Resources or check your contract.

C. Retirement

PERA & TRA

All employees in the Moorhead Area Public School District who meet minimum requirements of hours worked in a year are covered under either the Public Employee's Retirement Association or the Teacher's Retirement Association. The School District and the employer both contribute to those mandated state retirement plans in an amount set by law.

Further information is available on the PERA Web site at www.mnpera.org or the TRA Web site at www.tra.state.mn.us.

Deferred Annuities - 403(b)

The School District sponsors a variety of choices of companies who provide 403(b) deferred annuities. Employees may contribute to these annuities with pre-tax dollars up to the maximum allowed by law. In some contracts, the employer will match a portion of the employee contribution up to the maximum specified in the contract/agreement. Please check your contract to see if there is any kind of employer match and contact Payroll if you are interested in signing up to participate in the 403(b) program.

Social Security (FICA)

As an employee of the Moorhead Area Public School District you are automatically covered under the Federal Social Security Act. At the present time both you and the district, as your employer, contribute 6.2% of your gross salary to Social Security up to a maximum gross earning specified by the law. Any earnings over that amount are not taxed.

Medicare, as part of Social Security, is also taken out of your check at the rate of 1.45% of gross earnings, with no maximum limit on earnings.

Social Security that is paid to you is based on a complex formula that uses your high thirty-five years of earnings. You may begin drawing it upon retirement as early as age 62. The longer you wait until retirement, the higher amount you are paid when you retire.

There are provisions built into Social Security for disability, death of spouse, etc. Social Security may be contacted directly for more information at their Web site at www.ssa.gov or their Fargo office at 239-5607 or 1-800-453-7255.

D. Flexible Spending Accounts

The School District provides flexible spending accounts to eligible employees to deduct pre-tax dollars from their pay to cover any or all of the following three areas:

1. Unreimbursed Medical Expenses.
2. Child Care Expenses.
3. Health Insurance Premiums.

The flexible spending plan year runs September 1 - August 31. Employees hired during that time may participate for the remainder of the plan year. By using these

accounts employees can pay for these expenses with before tax dollars and save themselves money. Please see Payroll for more information.

E. Employee Assistance Program

The Moorhead Area Public School District Employee Assistance Program is available to all District employees and their immediate household members. The program provides help to employees and family members with personal problems such as marital and family issues, mental or emotional problems, finances, alcoholism, drug abuse, legal problems or other concerns. See School Board Policy 426: Employee Assistance.

All information shared with the EAP Coordinator is held in a confidential manner and may not be disclosed to anyone without a signed release from the employee. Participation in the Employee Assistance Program is voluntary and there is no charge for assessment interviews. Current access to EAP programs can be gained by telephone at 1-800-432-5155. For hearing impaired the telephone number is 1-800-627-3529.

F. Employee Discounts

From time to time, local businesses offer discounts to employees of the School District. For current information on what discounts are available, contact Human Resources.

G. Workers' Compensation

All employees are covered by Workers' Compensation. If you are injured on the job, report the injury immediately to your supervisor. Seek necessary medical attention if needed. ~~First Report of Injury~~ Employee Incident Report forms are available in your building's main office, and in the Human Resources office. The form needs to be filled out even if medical attention is not sought. There are strict timelines to fill out the form in order to be covered and failure to report or file the form on a timely basis could result in a rejection of a Workers' Compensation claim. Please access all workers' compensation forms on the District web site under "Forms".

X. HEALTH & SAFETY

Our district is committed to providing a healthy and safe work environment for all its employees. Regard for safety of our students and employees is of utmost concern. Safety does not occur by chance. It is the result of careful attention to all school district operations. Providing a safe place to work, a work environment conducive to safe work practices, and effective safety policies are primary concerns for the administration. It is our belief that employees at every level have a responsibility for maintaining safety and occupational health within the district, and are expected to cooperate fully with the district's health and safety policies. Violations of health and

safety policies should be reported to the Director of Human Resources, the Director of Transportation or the Property Services Supervisor. Please review the specific Health and Safety Information on the District web site. See School Board Policy 425: Health and Safety Protection.

A. Tobacco Free Environment

Smoking and/or the use of tobacco products is prohibited on all School District property, including district-owned and contracted vehicles.

Enforcement

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.

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 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.

Violations - Staff

Any violation of the tobacco-free environment policy by an employee of the district shall be referred to the appropriate supervisor. One verbal warning, shall be issued to the staff member. Further violations shall be considered insubordination and shall be dealt with accordingly, based on applicable collective bargaining agreements, if any, and Minnesota Statutes. See School Board Policy 573: Tobacco-Free Environment.

B. Drug Free Workplace/Drug-Free School

The Moorhead Area Public School District Policy 572: Drug Free Schools, prohibits the use, possession, sale, transfer or dispersing of any drug on school property. You need to familiarize yourself with this policy and be in compliance with its requirements.

It is also important that you review, be familiar and comply to School Board Policy 420: Chemical Use and Abuse Policy, Policy 421: Employee Drug and Alcohol Testing, Policy 532: Medication, and Policy 551: Student Discipline. These policies are available on the district web site: www.moorhead.k12.mn.us.

C. Employee Right-to-Know

The School District has identified hazardous substances, harmful physical agents or infectious agents in the School District and provides training and information for employee protection. Under School Board Policy 424, there is more information

regarding the policy and coverage. Please familiarize yourself with the policy, identify the hazards around your work station and ensure you have read the Material Safety Data Sheets about those hazards in order to minimize risk to yourself. Also, please read Administrative Procedure 424.1 on personal protective equipment and follow up to use this equipment properly.

D. Emergency Closings/Crisis Management

When conditions prevail at the school which a principal considers to be of an emergency nature or hazardous to staff and students, he or she shall notify the superintendent or designee of the circumstances.

Building administrators will follow individual building action plans as outlined in School Board Policy 710: School District Crisis Management Policy, School Board Policy 711: Severe Weather-Related School Closing and Administrative Policy 712.1. The superintendent or designee may determine an alternate plan of action. Once the plan is determined school district staff will contact the media, other public and non-public schools, and others which may be necessary. Twelve-month employees should also refer to Appendix B for additional information regarding snow days and inclement weather.

Emergency or hazardous conditions are defined as those situations which make it impossible to carry on the normal teaching activities in the school and/or create a situation which could be harmful to the safety of the students and staff. Examples include, but are not restricted to, bomb threats, weather and utility failures.

Each school within the district has a specific policy. Please locate the policy for your building and familiarize yourself with its provisions.

E. Health and Safety Protection

The Moorhead Area Public Schools consider health and safety protection an important part of every operation. The District will establish, provide, and maintain safe and healthful working conditions and insist upon safe work methods and practices at all times. Please review School Board Policy 425: Health and Safety Protection and Policy 531: Communicable Disease Control and Infectious Conditions.

All employees and students shall follow safe working practices, obey rules and regulations, and work in a manner that maintains the high safety and health standards developed and sanctioned by the district.

F. Fire Safety

The School District seeks to provide a safe environment for employees and students. Fire Safety is an essential element of this environment.

Employees should know:

1. location of fire alarms.

2. location of fire extinguishers.
3. evacuation routes.
4. who to notify in case of fire.

Employees need to remain calm in situations involving danger to self and others and to take precautions to prevent fires from occurring. In the event of a fire, the most important task is to sound the alarm and clear the building. Employees should not risk their safety in fighting fires. Please review School Board Policy 710: School District Crisis Management.

G. Automated External Defibrillator (AED)

The Moorhead Area School District maintains AEDs in the Middle School, the High School and the Moorhead Sports Center for use if needed. Please refer to School

Board Policy 713: Automated External Defibrillator (AED) and Administrative Procedure 713.1 for use of the device.

H. Weapons

All district employees are expected to follow all provisions of School Board Policy 576: Moorhead Area Public Schools Weapons Policy. It is essential that a safe and civil environment be maintained in order to meet the mission of the district.

I. Wellness

Although the Wellness Policy 536 is developed primarily for students, the school district values the health and well-being of every staff member. The school staff should act as role models to students for good nutrition and physical activity. The Moorhead Area Public Schools encourages the involvement of Administrators, School Board, students, parents, teachers, food and nutrition personnel and other interested persons in implementing, monitoring and reviewing school district nutrition and physical activity policies.

XI. TRANSPORTATION

A. Driving for Work Related Purposes

If you use your vehicle for work related purposes you are expected to: 1) drive defensively; 2) wear your seat belt; 3) allow plenty of time; 4) make accommodations

for bad weather; and, 5) carry appropriate equipment in your vehicle to ensure your safety (i.e., in the winter: blankets, boots, shovel, etc.).

B. Seat Belt Use

All employees are required to use seat belts when operating or riding in a motor vehicle on School District business.

C. Vehicle Insurance

All employees who use a vehicle for work related purposes must carry insurance on their vehicle as required by the State of Minnesota. You may not use your vehicle for work related purposes if your vehicle is not covered by the required insurance. You may be required to show proof of current vehicle insurance.

D. Driver's License

All employees who use a vehicle for work related purposes are required to have a valid driver's license.

E. Parking

Please see your supervisor or site/department for the specific policy on parking issues.

Appendix C is a map of all district building sites.

F. Mileage

Employees who use their own car for business will be reimbursed at the rate determined by the School District. Employees will be reimbursed for miles driven in excess of their normal commute to their principal place of work. School vehicles should be used if available and may be reserved by calling the Property Services Office at extension #1445. See Administrative Procedure 722.1. When school vehicles are used, employees must follow the tobacco-free policy. Also, students are not authorized to operate school vehicles. See School Board Policy 573.

XII. RESIGNATION FROM EMPLOYMENT

A. Notice of Resignation

The School District in some contracts/agreements requires notice if you are resigning from employment here. When notice is not required as much advance notice as possible is appreciated in order to have some time to advertise and hire your replacement. Failure to give notice may jeopardize a future reference. A form for resignation is available under "Forms" on the district web site.

B. Return of District Property

At the time of resignation/or retirement and before you leave the district you will need

to return all district property. Key, keyfobs, identification badges and all other district property is to be given to your supervisor, who will insure that all property is returned to the department where it originated.

B-C. COBRA Benefits

The Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) requires that most employers sponsoring group health plans offer employees and their families the opportunity for a temporary extension of health coverage (called "continuation coverage") at group rates in certain instances where coverage under the plan would otherwise end (called "qualifying events").

If you are covered by the district's group health insurance plan and lose your coverage because of a reduction in your hours of employment or the termination of your employment, whether voluntary or involuntary (except for reasons of gross misconduct on your part), you have the right to choose continuation coverage.

If you choose continuation coverage, you will be provided with coverage that is identical to the coverage being provided to similarly situated employees (or their family members). If you do not choose continuation coverage, your group health insurance coverage under the plan will end.

COBRA requires that you be offered the opportunity to maintain continuation coverage for three years unless you lost group health coverage because of a termination of employment or reduction in hours. In that case, the required continuation coverage period is 18 months, unless the Social Security Administration determines that you (either employee or dependent) were disabled at the time termination or reduction of hours, and you inform Moorhead Area Public Schools before the end of the 18 month period, in which case your coverage may be extended up to 29 months.

If you are covered by the district's group health insurance plan, your spouse will have the right to choose continuation coverage for himself/herself if group health coverage is lost for any of the following four reasons:

1. Your death;
2. Termination of your employment with the district (for reasons other than gross misconduct) or reduction in your hours of employment with the district;
3. Divorce or legal separation from you; or
4. You become entitled to Medicare.

Your dependent children have the right to choose continuation coverage if group health coverage is lost for any of the following five reasons:

1. Your death;
2. Your termination from employment with the district (for reasons other than gross misconduct), or reduction in your hours of employment with the district;
3. Your divorce or legal separation;

4. A parent becomes entitled to medicare; or
5. The dependent ceases to be a "dependent child" under the terms of the group insurance plan.

You or your family member has the responsibility to inform the Plan Administrator of a divorce, legal separation, or a child losing dependent status under the Plan, within sixty days of the date of the event or the date on which coverage would end under the group Plan because of the event, whichever is later. The district will notify the Plan Administrator of your death, termination of employment, reduction in hours of employment or Medicare entitlement.

You have sixty days from the later of (1) the date you ordinarily would have lost coverage because of one of the events described above, or (2) the date of the notice of your right to elect continuation coverage to inform the Plan Administrator that you want continuation coverage.

Additional qualifying events can occur while the continuation coverage is in effect. Such events may extend an 18 month continuation coverage period to 36 months, but in no event will coverage extend beyond 36 months after the initial qualifying event. Under certain circumstances, your continuing coverage may be cut short.

If you or your family member elects to continue coverage, you must pay the district the cost of continued coverage monthly. Once your continuation coverage terminates for any reason, it cannot be reinstated.

For further details concerning continuation of benefits under COBRA, contact the Human Resource Office.

1. The federal COBRA law applies to employers with 20 or more employees. Provisions for continuation of health benefits under Minnesota law have been amended to substantially follow the federal COBRA law, without the 36 month limitation for surviving descendants. The Minnesota Act applies to all group insurance policies.
2. COBRA ensures that employees and beneficiaries do not lose health insurance coverage because of death, termination, reduction of employment hours, divorce or separation, retirement, or other qualifying event. Employees are allowed to continue on the group health plan at their own expense after a qualifying event.

The employee has up to 60 days in which to decide whether to take advantage of this continuation coverage. No evidence of insurability is needed for such continued coverage.

3. Upon learning of a qualifying event, the district should provide the employee with a COBRA notice and election form.
4. Generally, former employees may elect to maintain their COBRA coverage for

up to 18 months after their termination or reduction in hours while dependents generally may elect to maintain their coverage for 36 months after the date of an employee's death, divorce, or legal separation, the employee's entitlement to Medicare, or a dependent's loss of dependent status.

5. Former employees or dependents who elect to continue coverage under COBRA must pay all of the premium for the continuation coverage.
6. In order to be certain that the district is complying with its obligation under COBRA it is important that the administrators/supervisors notify the Human Resources Department of any qualifying events to an employee in their department including an employee's termination whether voluntary or involuntary, an employee's reduction in hours, the employee's death, divorce, legal separation, the employee's entitlement to Medicare or a dependent's loss of independent status.

C. Exit Interviews

The School District would appreciate the opportunity for an exit interview when you leave employment. This interview gives you the opportunity to tell us how we can improve our working conditions, policies, supervisory techniques and other areas. It also gives you the opportunity to tell us what is good about the district.

If you are unable or unwilling to schedule a time to meet with the Human Resources Director and discuss this, we do have exit interview forms available from the principals, Human Resources, or on the district web site under "Forms".

Employee Guidebook Acknowledgment & Agreement

~~Directions: Please sign, date and return this sheet to Human Resources.~~

~~My signature below indicates I have received a copy of the Moorhead Area Public School District Employee Handbook or that I have read the handbook on the district web site.~~

~~I understand the handbook contains information regarding School District guidelines and benefits which affect me as an employee. I acknowledge it is my responsibility to read it in detail so I clearly understand the contents.~~

~~The School District may substantially revise, supplement or rescind any of the policies, procedures or benefits described in the handbook with or without notice. Furthermore, I understand the handbook is not intended to, nor does it constitute, a contract for employment.~~

~~I understand I have the right to terminate my employment at any time for any reason or no reason, and that the Moorhead Area Public School District retains the same right regarding discontinuation of my employment when not limited by contract language.~~

~~I agree to abide by the policies, guidelines and practices of the Moorhead Area Public School District as a condition of my employment.~~

Signature

Name (print)

Date



Ellen Hopkins Elementary School.....	284-4300
2020 11th Street South	
Robert Asp Elementary School.....	284-6300
910 11h Street North	
S.G. Reinertsen Elementary School.....	284-5300
1201 40th Avenue South	
Horizon Middle School.....	284-7300
3601 12th Avenue South	
Moorhead High School.....	284-2300
2300 4th Avenue South	
Red River Area Learning Center.....	284-2200
1100 32nd Avenue South	
Detention Center.....	284-5150
915 9th Avenue North	
Early Intervention Services.....	284-3300
2410 14th Street South	
Probstfield Center for Education.....	284-3300
2410 14th Street South	
Larry Nybladh, Superintendent.....	284-3330
Ron Nielsen, Director of Human Resources.....	284-3350
Lynn Kovash, Asst. Superintendent -	
Teaching & Learning.....	284-3311
Mark Weston, Asst. Superintendent -	
Business Services.....	284-3375
Dan Markert, Director of Information &	
Instructional Support.....	284-3345

MEMO P.02.225

TO: Cabinet
Twelve Month Employees

FROM: Ron Nielsen, Director of Human Resources

DATE: November 15, 2002

RE: Storm Days/Inclement Weather

In an effort to clarify past confusion regarding how twelve month employees handle coming to work during storm days/inclement weather, the policy has been reviewed with the following modifications:

If school is closed in the Moorhead Area Public Schools due to inclement weather, twelve month employees are expected to report to work as usual. If you as an employee judge that it may be unsafe or potentially injurious for you to report to work, you have a choice to use vacation time, a personal leave day (if available) or a deduct day. Work time taken as a deduct may be made up during the work week at the discretion of your supervisor and if there is sufficient time left in the work week to make up the time. The work week, for this purpose only, is defined as 7:00 a.m. Monday through 7:00 a.m. the following Monday.

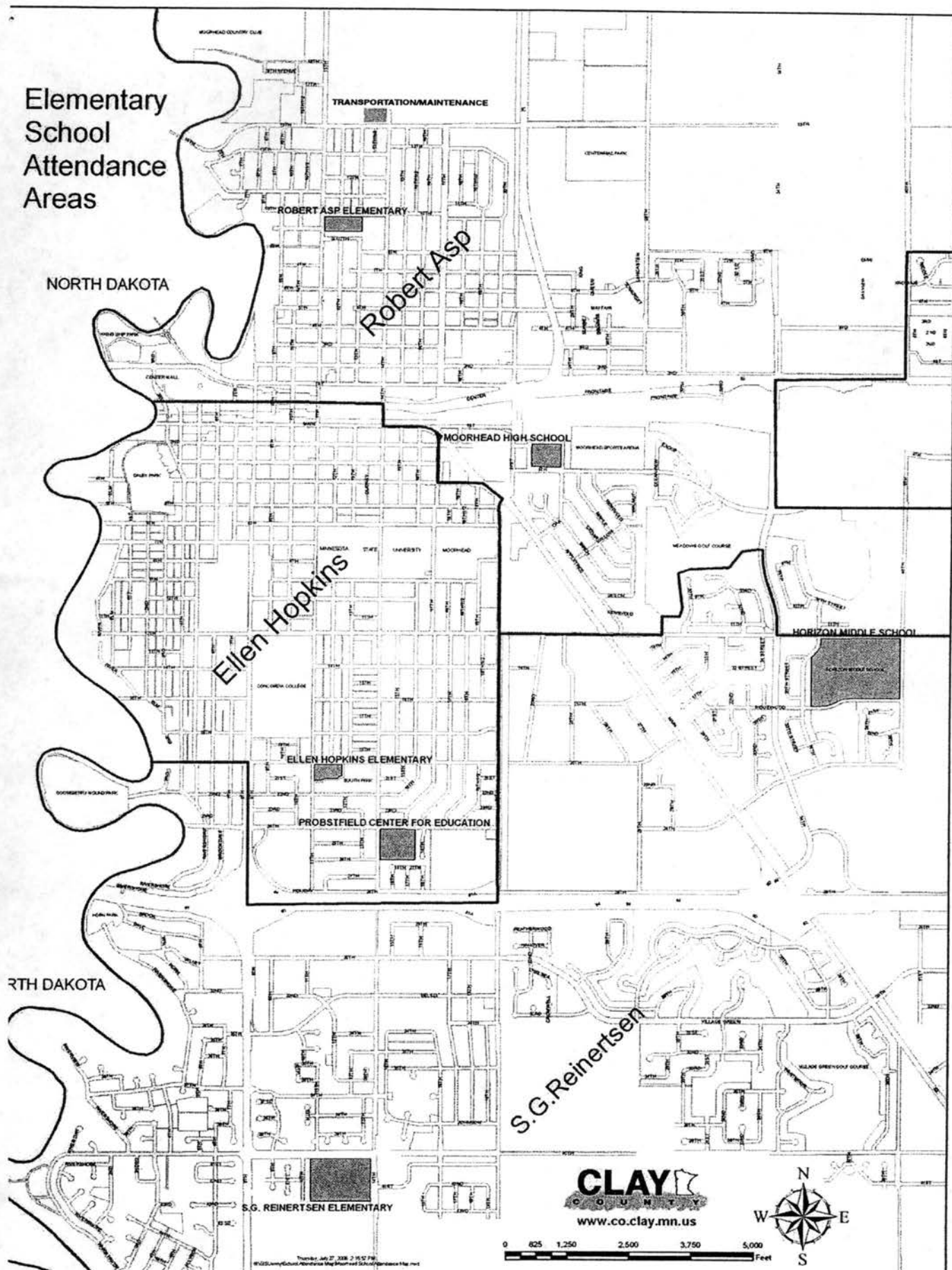
Operation and Maintenance employees are required to work on all storm days falling on regular work days, even though school may be closed because of inclement weather. Contract language under Article VI, Section 9 would be followed in that event.

If you determine that it is unsafe for you to report to work due to inclement weather, you need to call your supervisor and inform them at the start of your normally scheduled work day. You also need to call the SEMS system at the beginning of your normally scheduled work day to record your choice of vacation day, personal day or deduct day. The number for the SEMS system is 284-SEMS (7367). Please have your pin number ready when you call.

If you report to work on a storm day and you are sent home, you will receive credit for working the entire day. The decision to dismiss employees early will be made only by the Superintendent. If you report to work on a storm day and feel that it is necessary for you to leave early you have a choice of using vacation, a personal leave day (if available) or deduct upon approval by your immediate supervisor. Work time taken as a deduct may be made up during the work week at the discretion of your supervisor and if there is sufficient time left in the work week. The work week, for this purpose only, is defined as 7:00 a.m. Monday through 7:00 a.m. the following Monday. If you decide it is necessary for you to leave work early you must call your absence into SEMS (284-7367).

RN:jg

Elementary School Attendance Areas



5-19-BOS
28 Aug 2006

INDEPENDENT SCHOOL DISTRICT #152

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

August 28, 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. Matters Presented by Citizens/Other Communications
(Non-Agenda Items)

2. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a board

SCHOOL BOARD AGENDA - August 28, 2006
PAGE 2

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

A. TEACHING/LEARNING MATTERS - Kovash

- (1) Acceptance of Gift - Page 4
- (2) Acceptance of Grant Renewal - Pages 5-7

B. BUSINESS SERVICE MATTERS - Weston

C. HUMAN RESOURCE MATTERS - Nielsen

- (1) Acceptance of Resignations - Page 8
- (2) Approval of Change in Contracts - Page 9
- (3) Approval of New Employees - Pages 10-11

D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

3. **NO CHILD LEFT BEHIND AND SCHOOL REPORT CARDS:** Kovash
Page 12

4. **FIRST READING OF POLICY:** Nybladh
Pages 13-16

The School Board will conduct a first reading of the policy, School District Crisis Management (710).

5. **COMMITTEE REPORTS**

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

7. **ADJOURNMENT**

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
K-12 Professional Dev (morning); Teacher Work Day (afternoon)	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)	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		
Indian Educ Parent Com	September 6	5 pm	PCE
Clay Cnty Joint Powers Com	September 7	7 am	PCE
Back to School Night (MHS)	September 7	6:30-8 pm	MHS
HMS PTAC	September 7	7 pm	Media Center
Early Chldhd Adv Com	September 7	7 pm	PCE
RAS PTAC	September 11	6:30 pm	Media Center
School Board	September 11	7 pm	PCE
MHS PTAC	September 11	7 pm	Conf Rm
Primary Election	September 12	7 am-5 pm	
(No schl activities between 6-8 pm)			
Instr and Curr Adv Com	September 14	7 am	PCE
Staff Development Com	September 18	3:30 pm	PCE
Policy Review Committee	September 18	7 pm	PCE
SGR PTAC	September 18	7 pm	Media Center
EHS PTAC	September 19	6:30-8 pm	Media Center
Com Ed Adv Council	September 19	7 pm	PCE
Interagency Early Interv Com	September 20	12 pm	FSC
K-12 Prof Development	September 20		
Before and After School			
Health/Safety/Wellness Com	September 21	9:30 am	PCE
Supt's Adv Council	September 21	7 pm	PCE
School Board	September 25	7 pm	PCE
Dist Student Asstnce Advisory	September 25	3 pm	PCE
MAP Assessment (Grds 2-9)	September 25-29		
Activities Council	September 26	7 am	MHS
Technology Committee	September 26	3:45 pm	PCE
K-12 Prof Development	September 27		
Before and After School			



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.023

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: August 16, 2006
RE: United Way Donation

United Way has donated over 75 backpacks and various supplies such as kleenex, protractors and notebooks for distribution to students at Horizon Middle School, Indian Education, Red River Area Learning Center, SG Reinertsen Elementary, Ellen Hopkins Elementary and Robert Asp Elementary. The approximate value of each backpack is \$24.00.

SUGGESTED RESOLUTION: Move to accept the donation from United Way and direct administration to send a thank you note.

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.025

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: August 22, 2006
RE: Grant Award Notification Renewal

The US Department of Education Office of Indian Education has issued the Grant Award Notification Renewal for Indian Education for the 2006-2007 school year in the amount of \$44,198.00 to Moorhead Area Public Schools. In the 2005-2006 school year, the allocation for Indian Education was \$43,136.00. The majority of the grant funding will be used for the .5 Indian Home School Liaison and .5 American Indian Resource Teacher. Additional funds from the grant will be used for program support.

SUGGESTED RESOLUTION: Move to accept the Renewal of the Indian Education Grant from the US Department of Education for \$44,198.00 for the 2006-2007 school year.

LAK/kmr
Attachment



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

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME: MOORHEAD AREA PUBLIC SCHOOLS 2410 14th Street South Moorhead, MN 56560	5 AWARD INFORMATION PR/AWARD NUMBER S060A060637 ACTION NUMBER 01 ACTION TYPE New AWARD TYPE Formula																				
2 PROJECT DESCRIPTION 84.060A FORMULA GRANTS TO LEAS	6 AWARD PERIODS BUDGET PERIOD 07/01/2006 - 06/30/2007 FEDERAL FUNDING PERIOD 07/01/2006 - 06/30/2007																				
3 EDUCATION STAFF RECIPIENT STATE DIRECTOR SARAH KING (218) 284 - 3724 EDUCATION PROGRAM CONTACT Bernard L. Garcia (202) 260 - 1454 EDUCATION PAYMENT CONTACT GAPS PAYEE HOTLINE (888) 336 - 8930	7 AUTHORIZED FUNDING CURRENT AWARD AMOUNT \$44,198.00 PREVIOUS CUMULATIVE AMOUNT \$0.00 CUMULATIVE AMOUNT \$44,198.00																				
4 KEY PERSONNEL N/A	8 ADMINISTRATIVE INFORMATION DUNS/SSN 185180965 REGULATIONS EDGAR AS APPLICABLE ATTACHMENTS F, L - OESE, M - OESE, S																				
9 LEGISLATIVE AND FISCAL DATA AUTHORITY: PL PL 107-110 ESEA AS AMENDED BY THE NO CHILD LEFT BEHIND ACT OF 2001 PROGRAM TITLE: INDIAN EDUCATION - GRANTS TO LOCAL EDUCATIONAL AGENCIES CFDA/SUBPROGRAM NO: 84.060A <table border="1"><thead><tr><th>FUND CODE</th><th>FUNDING YEAR</th><th>AWARD YEAR</th><th>ORG. CODE</th><th>CATEGORY</th><th>LIMITATION</th><th>ACTIVITY</th><th>CFDA</th><th>OBJECT CLASS</th><th>AMOUNT</th></tr></thead><tbody><tr><td>0101A</td><td>2006</td><td>2006</td><td>ES000000</td><td>B</td><td>E10</td><td>000</td><td>060</td><td>4101A</td><td>\$44,198.00</td></tr></tbody></table>		FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0101A	2006	2006	ES000000	B	E10	000	060	4101A	\$44,198.00
FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT												
0101A	2006	2006	ES000000	B	E10	000	060	4101A	\$44,198.00												



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

GRANT AWARD NOTIFICATION

PR/AWARD NUMBER: S060A060637

RECIPIENT NAME: MOORHEAD AREA PUBLIC SCHOOLS

TERMS AND CONDITIONS

(1) THE FOLLOWING ITEMS ARE INCORPORATED INTO THE GRANT AGREEMENT:

1. THE RECIPIENT'S APPROVED APPLICATION.
2. THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS ---
34 CFR 75, 77, 78, 79, 80, 81, 82, 85, AND 86.
3. THE BUDGET PERIOD FOR THIS AWARD IS 12 MONTHS. ALL
ALLOWABLE COSTS MUST BE INCURRED WITHIN THIS PERIOD. CARRYOVER OF
FUNDS ARE NOT AUTHORIZED.
4. UNDER SECTION 75.261(c) OF EDGAR, THE DEPARTMENT REQUIRES PRIOR
APPROVAL FOR EXTENSION OF THE FUNDING PERIOD SPECIFIED IN BLOCK 6
ACCORDING TO THE PROCEDURES SPECIFIED IN SECTION 75.261(c).

REMINDER: PAYMENT OF GRANT FUNDS WILL BE BY DIRECT DEPOSIT TO THE
RECIPIENT'S FINANCIAL INSTITUTION AND ONLY UPON THE RECIPIENT'S
REQUEST.

OTHER INFORMATION AFFECTING THIS ACTION IS PROVIDED IN THE
ATTACHMENTS SHOWN IN BLOCK 8.

Henry L. Johnson

AUTHORIZING OFFICIAL

JUL 25 2006

DATE



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.027

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nelson, Director of Human Resources
DATE: August 22, 2006
RE: Resignation

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

Lucy Skodje Head Cook, S.G.Reinertsen Elementary, effective August 14, 2006.
Monica Ramirez Paraprofessional, Horizon Middle School, effective July 29, 2006.

SUGGESTED RESOLUTION: Move to approve the resignation of Lucy Skodje and Monica Ramirez as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.026

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: August 22, 2006

RE: Change in Contract

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

Jane Aafedt	Occupational Therapist, Horizon Middle School, .65 FTE to .8 FTE Occupational Therapist, Horizon Middle School. (Funded by Federal B Assistive Technology)
Beth Schmidt	Occupational Therapist, High School, .75 FTE to .9 FTE Occupational Therapist, High School. (Funded by Federal B Autism)
Kevin Beckius	School Patrol Assistant .05% to School Patrol Head 007%. (Replaces Del Larson)
Sue Speich	Physical Therapist, S.G. Reinertsen Elementary 1 FTE to Physical Therapist, S.G. Reinertsen Elementary .8 FTE. (Voluntary Reduction)
Jodi Gramlow	Early Childhood Special Ed, ECFE, .5 FTE to Early Childhood Special Education, EIS, .5 FTE. (Replaces .5 FTE of Molly Froemke)

SUGGESTED RESOLUTION: Move to approve the change in contract for Jane Aafedt, Beth Schmidt, Kevin Beckius, Sue Speich and Jodi Gramlow as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.025

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: August 22, 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.

Hanna Rodenbaugh	EBD/LD Teacher, Horizon Middle School, 1.00 FTE BA+10 (7), \$39,025.00, effective August 28, 2006. (Replaces Kirsten Kopacek)
James Johnson	Paraprofessional, High School, B21 (0-2) \$12.65 per hour, 6.5 hours per day, 186 days per year, effective August 29, 2006. (Replaces Craig Thiltgen)
Pat Christie	Elementary Office Secretary, S.G. Reinertsen Elementary, \$9.18 per hour, effective August 24, 2006. (Long term sub for Heather Hedlund)
Michele Morse	Physical Therapist, High School, .75 FTE, MA (7) \$30,810.80, effective September 18, 2006. (Replaces Kathy Hagen)
Katharine Hoverson	Media Specialist, S.G. Reinertsen Elementary, 1.00 FTE, BA (0), \$29,554.00, effective August 28, 2006. (Replaces Kate Rockstad)
Katherine Askegaard	Alternative Education Teacher, Horizon Middle School, 1.00 FTE, BA+20 (5), \$38,304.00, effective August 28, 2006. (Replaces Chad Bakken)
Karen Kalk	Deaf Hard of Hearing Teacher, Horizon Middle School & High School, .50 FTE, BA+10 (1), \$16,016.50. effective August 28, 2006. (Replaces Molly Froemke)
Kim Melander	Teacher, West Central Regional Juvenile Center, 1.00 FTE, BA+30 (6) \$41,207.00, effective August 28, 2006. (Replaces Helen Pemble)


Erin Sisco	Language Facilitator, Robert Asp Elementary, B32 (0-3) \$18.26 per hour, 7 hours per day, 182 days per year. (Replaces Jackie Schultz)
Lorae Hecker	Food & Nutrition Computer Operator, Horizon Middle School, \$8.22 per hour, 2.75 hours per day, effective September 5, 2006. (Replaces Karen Pickar)
Sheryol Emery	Food & Nutrition Server, Horizon Middle School, \$8.22 per hour, 2.75 hours per day, effective September 5, 2006. (Replaces Pat Christie)
Mary Jaskowiak	Food & Nutrition Server, S.G. Reinertsen Elementary, \$8.22 per hour, 2.75 hours per day, effective September 5, 2006. (Replaces LaRayne Schanz)
Robert Mundt	Paraprofessional, Horizon Middle School, B21 (0-2) \$12.65 per hour, 6.5 hours per day, 186 days per year, effective August 29, 2006. (Replaces Access Behavioral Contract)
David Kanuch	School Patrol Assistant, Robert Asp Elementary, .050% (0), \$1,609.00 for the 2006-2007 school year. (Replaces Kevin Beckius)
Lynne Stig	Paraprofessional, EIS, B21 (6), \$13.41 per hour, 6.5 hours per day, 186 days per year. (Replaces Lisa Schmidt)
Kathleen Evert	Food & Nutrition Computer Operator, S.G.Reinertsen Elementary, \$8.22 per hour, 2.75 hours per day, effective September 5, 2006. (Replaces Jill Perryman)
Gretta Link	Title 1 Teacher, Ellen Hopkins Elementary, .50 FTE, BA (1.5) \$15,605.25, effective August 29, 2006. (Replaces Gretta Link who was laid off)
Ava Solberg	Interpreter, Robert Asp Elementary, B32 (1) \$21.66 per hour, 7 hours per day, effective August 29, 2006. (Replaces Colliny Passeri)
Jenny Cantler	Early Childhood Teacher, EIS, 2 hours per day, \$23.46 per hour, effective August 18, 2006. (Replaces Kalyn Wolfe)
Cheryl Adams	Teacher, Family Consumer Science, High School, 1.00 FTE, BA (3) \$32,867.00, effective August 28, 2006. (Replaces Susan Whetter)

SUGGESTED RESOLUTION: Move to approve the employment of Hanna Rodenbaugh, James Johnson, Pat Christie, Michele Morse, Katharine Hoverson, Katherine Askegaard, Karen Kalk, Kim Melander, Erin Sisco, Lorae Hecker, Sheryol Emery, Mary Jaskowiak, Robert Mundt, David Kanuch, Lynne Stig, Kathleen Evert, Gretta Link, Ava Solberg, Jenny Cantler and Cheryl Adams.



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.024

TO: Dr. Larry Nybladh
FROM: Lynne Kovash 
DATE: August 22, 2006
RE: NCLB and School Report Cards

With the implementation of the new Minnesota Comprehensive Assessments II last spring, we will use the time through November 15 to verify and work with our district and school data for planning purposes. This follows the timelines permitted by the legislature for this year only.

The test data will be released on November 15, 2006. At that time, I will present information regarding the district data and the Adequate Yearly Progress Status of schools and the district.

A presentation will be made to the board on the August 28 meeting to outline the changes in the state plan to address the No Child Left Behind Act, the district plans to continue to improve the education for all students and other information related to the district and school report cards.

The information for the school report cards, other than the assessment information, will be released at the Minnesota State Fair. This information will also be shared with the board at the meeting in August.

LAK/kmr



Superintendent of Schools
Moorhead Area Public Schools

Memo S.07.013

TO: School Board

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

DATE: August 22, 2006

RE: First Reading of Policy

Attached please find the policy, School District Crisis Management (710), for your review. This policy comes before you due to a change in legislation related to school district lock-downs.

LPN:mde
Attachment

Board Policies

School District Crisis Management

School Board Policy: 710

Section: 100 SCHOOL DISTRICT

Date Adopted: 6/12/2000

Date Revised: 1/24/2005

Dates Reviewed: 1/24/2005

I. PURPOSE

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

II. GENERAL INFORMATION

A. The Policy and Plans

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

B. Elements of the District Crisis Emergency Procedure Manual

1. General Crisis Procedures. This Crisis Management Policy includes general crisis procedures for securing the building, classroom evacuation, building evacuation, campus evacuation, and sheltering. It designates the individual(s) who will determine when these actions will be taken.

a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the telephone system. Code words will not be used. A provision for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

b. These district-wide procedures may be modified by building administrators when creating the building-specific crisis management plans. Each building will have access to a copy of the District Crisis Emergency Procedure Manual. This guide will assist in development of the building-specific crisis management plans. The manual will include but not be exclusive to procedures relating to the following emergencies:

Section 1.

- a. Chain of Command
- b. Evacuation
- c. Sheltering and Lock Down Procedures Annual Planning Guide
- d. Telephone List
- e. Site Plans

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

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

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

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

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

6. Crisis Response Teams

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

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

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

Legal References:

42 U.S.C. 5121 et. seq (Disaster Relief and Emergency Assistance)
Minnesota Statute Ch. 12 (Emergency ~~Services~~ Management)
Minnesota Statute 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minnesota Statute 121A.035 (Crisis Management Policy)
Minnesota Statute 299F.30 (Fire Drill in School)
Minnesota Statute 299F.011 (Uniform Fire Code)
Minnesota Statute 299F.391 (Health Care, Education, or Lodging Facility)
Minnesota Statute 299F.452 (Reporting Malicious False Fire Alarm)
Minnesota Statute 609.605 Subd. 4 (Trespasses on School Property)
Minnesota Rules Parts 3530.4400 to 3530.4700 (Civil Defense)
Minnesota Rules Part 7510 (Fire Safety)
Title IX, Part E, Subpart 2, Section 9532 (No Child Left Behind)
20 U.S.C. 7912 (Unsafe School Choice Option)

Cross References:

Moorhead School Board Policy 424: Employee Right to Know - Exposure to Hazardous Substances)
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 554: Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
Moorhead School Board Policy 905: Visitors to Moorhead Area Public School Buildings and Sites

INDEPENDENT SCHOOL DISTRICT #152

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

September 11, 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 _____

A G E N D A

1. CALL TO ORDER

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

Moved by _____ Seconded by _____

Comments _____

- D. "We Are Proud"

***** We Are Proud** of Angela Schulz, parent of students at Ellen Hopkins Elementary School, for winning the National Anthem Project Performance Contest at the Redhawks baseball game in Fargo on June 16, 2006. The National Association for Music Education (MENC) awards a \$1,000 donation in the name of each contest winner to the local music program of their choice. Schulz selected Hopkins

S-MQ-BOS
11 Sept 2006

SCHOOL BOARD AGENDA - September 11, 2006

PAGE 2

Elementary's music program to receive the \$1,000 donation as her reward for winning.

The National Anthem Project is an effort by MENC and other organizations to re-teach Americans to sing "The Star-Spangled Banner" and spotlight school music programs, which are where most Americans learn the anthem and other patriotic songs. Contestants in the local singing contests sing "The Star-Spangled Banner" on stage without accompaniment and are judged on their vocals skills such as pitch and range, their ability to engage the crowd, stage presence, and if they sang the correct words to the song.

- E. Singing of the "National Anthem" - Angela Schulz
- F. 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 Gift - Page 7
 - (2) Acceptance of Grant - Page 8
- B. BUSINESS SERVICE MATTERS - Weston
 - (1) Approval of Lease - Pages 9-10
- C. HUMAN RESOURCE MATTERS - Nielsen
 - (1) Acceptance of Resignations - Page 11
 - (2) Approval of Change in Contract - Page 12
 - (3) Approval of Family/Medical Leaves - Page 13

SCHOOL BOARD AGENDA - September 11, 2006

PAGE 3

(4) Approval of New Employees - Page 14

D. SUPERINTENDENT MATTERS - Nybladh

(1) Approval of August 14 and 28, 2006 Regular Meeting Minutes - Pages 15-23

(2) Approval of September Claims

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

Moved by _____ Seconded by _____

Comments _____

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

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

Primary EXTRA Pilot Program (PEP) Action Research Project - Kovash

Pages 24-63

4. **MOORHEAD HIGH SCHOOL HALL OF HONOR:** Kovash

Pages 64-66

5. **APPROVAL OF POLICY:** Nybladh

Pages 67-70

Suggested Resolution: Move to approve the policy, School District Crisis Management (710), as presented.

Moved by _____ Seconded by _____

Comments _____

6. **OPENING ENROLLMENT:** Kovash

Pages 71-79

7. **COMMITTEE REPORTS**

SCHOOL BOARD AGENDA - September 11, 2006
PAGE 4

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

SCHOOL BOARD AGENDA - September 11, 2006
PAGE 5

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Primary Election (No schl activities between 6-8 pm)	September 12	7 am-5 pm	
Instr and Curr Adv Com	September 14	7 am	PCE
Staff Development Com	September 18	3:30 pm	PCE
Policy Review Committee	September 18	7 pm	PCE
SGR PTAC	September 18	7 pm	Media Center
EHS PTAC	September 19	6:30-8 pm	Media Center
Com Ed Adv Council	September 19	7 pm	PCE
Interagency Early Interv Com	September 20	12 pm	FSC
K-12 Prof Development Before and After School	September 20		
Health/Safety/Wellness Com	September 21	9:30 am	PCE
Supt's Adv Council	September 21	7 pm	PCE
School Board	September 25	7 pm	PCE
Dist Student Asstnce Advisory	September 25	3 pm	PCE
MAP Assessment (Grds 2-9)	September 25-29		
Activities Council	September 26	7 am	MHS
Technology Committee	September 26	3:45 pm	PCE
K-12 Prof Development Before and After School	September 27		
RAS PTAC	October 2	6:30 pm	Media Center
MHS PTAC	October 2	7 pm	Conf Rm
SGR PTAC	October 2	7 pm	Media Center
MAP Assessment (Grds 2-9)	October 2-13		
Continuing Educ Com	October 3	6:45 am	Village Inn
Indian Educ Parent Com	October 4	5 pm	PCE
K-12 Prof Dev Before/After Schl	October 4		
Clay Cnty Joint Powers Com	October 5	7 am	PCE
Human Rights Com	October 5	3:45 pm	PCE
MHS Choir & Orchestra Concerts	October 5	6:30 and 8 pm	Auditorium
HMS PTAC	October 5	7 pm	Media Center
Homecoming Parade	October 6		
School Board	October 9	7 pm	PCE

SCHOOL BOARD AGENDA - September 11, 2006**PAGE 6****CALENDAR OF EVENTS (Continued)**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
MHS Band Concert	October 9	7:30 pm	Auditorium
EHS PTAC	October 10	6:30 pm	Media Center
Instr and Curr Adv Com	October 12	7 am	PCE
RRALC Open House and Resource Fair	October 12	5-8:30 pm	RRALC
Early Chldhd Adv Com	October 12	7 pm	PCE
K-12 P/T Confs	October 12	5-8:30 pm	
Kind P/T Confs (Day-No Kind)	October 13		



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.028

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: Donation
RE: September 1, 2006

Moorhead Area Public School District received donations from the following groups for the All Staff breakfast held on August 30, 2006 at the High School:

RD Offutt Company and RDO Equipment Company
\$1,307 to cover Oven Door costs for rolls, bagels and fruit
SunMart
20 gallons of orange juice
Hornbacher Foods
Coffee and creamer
Wells Fargo
Cups
American Crystal Sugar
Sugar packets

SUGGESTED RESOLUTION: Move to approve the donations from area businesses and direct administration to send a thank you card to each.

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.027

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: September 1, 2006
RE: Learn and Serve America Grant (New Funding)

Moorhead Schools has received a Learn and Serve America Grant of \$2000 through Lakes Country Service Cooperative. Funds will be used to engage 6th and 8th grade students in Service-Learning through the Start Curriculum for Grades 6 and 8 at Horizon Middle School.

SUGGESTED RESOLUTION: Move to accept the Learn and Serve America Grant funding from Lakes Country Service Cooperative in the amount of \$2000.

LAK/kmr



Department of Business Services
Moorhead Area Public Schools

Memo B.07.012

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *mw*

DATE: August 8, 2006

RE: Lease of Space with the City of Moorhead

Attached please find a one-year lease agreement with the City of Moorhead. This lease keeps in place all current language and provides a three percent increase for use of said facilities over the 2005-06 rental amounts.

Please let me know if you have any questions regarding this matter.

Suggested Resolution: Move to approve the one-year lease agreement with the City of Moorhead for the 2006-07 school year.

MLW:mde
Attachment

Addendum
Agreement For An Extension to the Lease of Space with Independent
School District 152, and The City of Moorhead

For School Year Fall 2006 – Spring 2007

This Addendum made and entered into this 5th day of September, 2006, by and between the City of Moorhead, a municipal corporation and political subdivision of the State of Minnesota, hereinafter referred to as the "City," and Independent School District #152, a municipal corporation, hereinafter referred to as "SCHOOL."

WITNESSETH:

WHEREAS, the CITY owns and operates recreation facilities throughout the City of Moorhead; and

WHEREAS, the CITY and SCHOOL, currently has three separate agreements identifying the terms for usage. These three agreements are entitled; "Agreement for Use of City of Moorhead Facilities & ISD Facilities", "Agreement for Space Lease at the Moorhead Sports Center", and "Addendum Agreement for the Lease of Space at the Moorhead Sports Center"; and

WHEREAS, the terms of the agreements will remain as is, including a 3% annual increase for space/facility usage; and

WHEREAS, this agreement will be for the duration of one year with all three contracts expiring in June, 2007, and

NOW Therefore, IT IS AGREED BY AND BETWEEN THE City and the School to extend the three existing agreements; "Agreement for Use of City of Moorhead Facilities & ISD Facilities", "Agreement for Space Lease at the Moorhead Sports Center", and "Addendum Agreement for the Lease of Space at the Moorhead Sports Center" until June of 2007.

CITY OF MOORHEAD

BY: _____
Mark Voxland, Mayor

By: _____
Bruce A. Messelt, City Manager

INDEPENDENT SCHOOL DISTRICT NO. 152

BY: _____
Chair

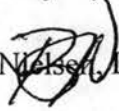
BY: _____
Clerk



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.031

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron  Director of Human Resources

DATE: September 5, 2006

RE: Resignations

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

Michelle Swanson	Food & Nutrition Server, Ellen Hopkins Elementary, effective September 11, 2006.
Jerilyn Neameyer	Cafeteria Supervisor, S.G. Reinertsen Elementary, effective August 29, 2006.
Carol Boerner	Paraprofessional, High School, effective August 30, 2006.

SUGGESTED RESOLUTION: Move to approve the resignation of Michelle Swanson, Jerilyn Neameyer and Carol Boerner as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo **HR.07.030**

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: September 5, 2006
RE: Change in Contract

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

Nicole Saum	Kindergarten Teacher, Ellen Hopkins Elementary, from .50 FTE to 1.0 FTE, BA (.5), \$30,108.50, effective August 29, 2006. (New according to AOP)
Rebecca Lee-Hunt	Adult Basic Education Teacher, Probstifield Center for Education, 2 days per week, 7.2 hours per day, \$23.69 per hour, from Adult Basic Education Paraprofessional, 2 days per week, 6.5 hours per day, effective September 5, 2006. (Replaces Sara Johnson)

SUGGESTED RESOLUTION: Move to approve the change in contract for Nicole Saum and Rebecca Lee-Hunt.



Department of Human Resources
Moorhead Area Public Schools

Memo **HR.07.032**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: September 5, 2006

RE: Family/Medical Leave

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

Rachel Horan	Music Teacher, Horizon Middle School, effective approximately December 1, 2006 for approximately 12 weeks.
Monica Peterson	Math Teacher, High School effective August 29, 2006 until approximately January, 2007

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Rachel Horan and Monica Peterson pursuant to Section IV, Article 38 of the Teachers' Master Agreement.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.029

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: September 5, 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.

Deanna Monson	Home School Liaison, Red River Area Learning Center, 1.0 FTE, 8 hours per day, B21 (0-3) \$14.15 per hour, effective August 29, 2006. (Replaces Jennifer Carlson)
Jill Perryman	Cafeteria Supervisor, S.G. Reinertsen Elementary, 2 hours per day, 3 times per week, \$8.22 per hour, effective September 5, 2006. (Replaces Jeri Neameyer)
Toni McCauley	Food & Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$8.22 per hour, effective September 5, 2006. (Replaces Kathleen Sams)
Katie Dahley	Food & Nutrition Server, Horizon Middle School, 2.75 hours per day, \$8.22 per hour, effective September 5, 2006. (Replaces Nichole Sanders)

SUGGESTED RESOLUTION: Move to approve the employment of Deanna Monson, Jill Perryman, Toni McCauley and Katie Dahley as presented.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
AUGUST 14, 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 Siggerud, to approve the agenda as revised. Motion carried 7-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Gift

Accept the \$1,380 donation from the Moorhead Midday Central Lions, Sabin Lions and Sabin Lioness Clubs to provide training to facilitate the use of Lions Quest Skills for Adolescence Curriculum during sixth grade START time.

Program Renewal - Accept the Special Education Alternative Delivery of Specialized Instruction Prevention Program as submitted by the Minnesota Department of Education. The program will provide a framework for which academic and behavior intervention will be supported for young children in grades K-3.

Resignations

Sarah Johnson - Adult Basic Education, ESL Instructor, effective August 17, 2006.

Nadine Moon - Paraprofessional, Red River Area Learning Center, effective July 24, 2006.

Maryam Yousif - Adult Basic Education/Partners in Learning Paraprofessional, effective July 25, 2006.

Kalyn Wolfe - Early Childhood Teacher, Probstfield Center for Education, effective July 26,

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
AUGUST 14, 2006
PAGE 2**

2006.

Jennifer Peterson - Paraprofessional, S.G. Reinertsen Elementary, effective August 28, 2006.

Susan Whetter - Family Consumer Science Teacher, High School, effective August 28, 2006.

Kim Melander - Registrar, Red River Area Learning Center, effective August 7, 2006.

Teresa Anderson - DCD Teacher, Horizon Middle School, effective July 25, 2006

Change in Contract

Kelsey Jenkins - Teacher, Red River Area Learning Center, Horizon, Excel 9 and Independent Study .536 FTE to 1.00 FTE at Red River Area Learning Center. (Replaces Susan Morse)

Heather Hedlund - Secretary, S.G. Reinertsen Elementary from Elementary Office Secretary, A13 (4) \$12.89 per hour to Elementary Principals Secretary, B22 (4) \$13.74 per hour. (Temporary position to replace Ellie Cossette)

Family/Medical Leaves

Ellie Cossette - Principal Secretary, S.G. Reinertsen Elementary, effective August 1, 2006 for an undetermined amount of time.

Barb Schumacher - Teacher, S.G. Reinertsen Elementary, effective August 29, 2006 through December 2006. (extension of an earlier request)

Retirements

Rosalind Kilde - Paraprofessional, High School, effective August 16, 2006.

Leave of Absence

Kirsten Kopacek - EBD/LD Teacher, Horizon Middle School, effective for the 2006-2007 school year.

New Employees

Douglas Stave - EBD/SLD Teacher, Horizon Middle School, MA+10 (1) 1 FTE, \$37,985.00, effective August 28, 2006. (Replaces Jolene Weibold)

Jeff Schneider - Industrial Tech Teacher, High School, BA (0) 1.00 FTE, \$29,554.00, effective August 28, 2006. (Replaces Darwin Miller)

Ann Krier - Secretary, Red River Area Learning Center, B21 (5) \$13.48 per hour, 8 hours per day, 10.5 months per year, effective August 1, 2006. (Position has been unfilled since March of 2006 and replaces Ann Krier who held the position prior)

Lisa Kasson-Bauer - Early Riser Family Advocate, S.G. Reinertsen Elementary, C41 (5) \$23.15

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per hour, 3.5 hours per day, 183 days per year. (New grant position)
Nadine Moon - Early Riser Family Advocate, Robert Asp Elementary, C41 (0-3) \$21.94 per hour, 3.5 hours per day, 183 days per year. (New grant position)
Erica Anderson - Early Riser Family Advocate, Ellen Hopkins Elementary, C41 (4) \$22.52 per hour, 3.5 hours per day, 183 days per year. (New grant position)
Sue Bachmeier - Health Tech Secretary, Horizon Middle School, B21 (4), \$13.29 per hour, 6.5 hours per day, 186 days per year. (Replaces Barb Skjefte)
Lisa Pribula - Primary Grade Literacy/Reading Teacher, S.G. Reinertsen Elementary, BA (0) .50 FTE, \$14,777.00, effective August 28, 2006. (Shannon Rieder)
Debra Hoesley - ABE Paraprofessional, Probstfield Center for Education, B21 (0-2) \$12.65 per hour, 14 hours per week, 38 weeks per year. (Replaces Bonnie Hedlund)
Angela Cassidy - English Teacher, High School, MA (3) .875 FTE, \$33,986.75 FTE, effective August 28, 2006. (Replaces Mark Jenson)
Sarah Simonson - DCD Teacher, Horizon Middle School, BA (2) \$31,758.00, 1.00 FTE, effective August 28, 2006. (Teresa Anderson)
Holly Saarion - Spanish Immersion Teacher, Ellen Hopkins Elementary, BA+10 (0) \$30,868.00, effective August 28, 2006. (Replaces Tracy Boehm)

Minutes - Approve the July 17, 2006 regular meeting minutes as presented.

Claims - Approve the June Claims, subject to audit, in the amount of \$1,207,250.40.

General:	\$1,198,457.48
Food:	\$2,607.73
Community Service:	\$6,185.19
TOTAL	\$1,207,250.40

Motion carried 7-0.

SCHOOL BOARD/STAFF DIALOGUE

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

Technology Update - Dan Markert presented an update on the district's technology plan and reviewed recent work completed, previewed the department's priorities for the upcoming school

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year and detailed the future technology road map for the organization.

TRUTH IN TAXATION HEARING: Fagerlie moved, seconded by Siggerud, to approve Thursday, November 30, 2006, 7:00 p.m. for the initial Truth in Taxation Hearing; Monday, December 11, 2006, 5 p.m. for the Continuation Hearing, if necessary; and Monday, December 11, 2006, 7:00 p.m. for final approval of the 2006 Payable 2007 Levy. Motion carried 7-0.

APPROVAL OF EMPLOYEE HANDBOOK: Tomhave moved, seconded by Dulski, to approve the updated Employee Handbook as corrected. Motion carried 7-0.

SUPERINTENDENT'S ANNUAL EVALUATION: Chair Erickson reported that the Superintendent's annual evaluation was conducted on July 17, 2006 with all Board members present. Erickson said the overall consensus of the Board was very positive and they are pleased with the strong leadership he provides the district. Many comments were made related to the strengths and energies of the central office team that works for him. The Board has confidence in the direction the district is going and the process to continue to improve and enhance the educational experience of each learner. Dr. Nybladh's dedication to the district is exceptional and the Board believes he continues to be an outstanding asset to the district. His guidance and leadership are certainly district's strengths and he will provide the Moorhead Area Public Schools with the framework to meet the challenges of the future.

COMMITTEE REPORTS: Tomhave reported he was selected to be a part of the Minnesota School Boards Association Ambassador program. Ambassadors are trained to carry monthly messages to the public by presenting information on What's Right with Public Education, No Child Left Behind, AYP, School Report Cards, and How the State Funds Education, and Successes in Public Education. Tomhave's first presentation is scheduled for September 20 to the Vikingland Kiwanis and is looking forward to the opportunity.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Ladwig commended Pam Gibb, Communications Coordinator, for her work on the 2006-2007 Community of Learners calendar and thanked her for her hard work.

Tomhave inquired about the delay from the state related to the MCA II AYP results. Kovash responded that the information would be shared at the August 28 meeting.

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Erickson said Board members will coordinate travel to the MSBA Summer Seminar after the meeting.

Weston distributed a conceptual design of the soccer fields that are being constructed at Horizon Middle School.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:24 p.m.

Carol Ladwig, Clerk

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MEMBERS PRESENT: Cindy Fagerlie, Carol A. Ladwig, Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Karin Dulski, Lisa Erickson and Mike Siggerud.

CALL TO ORDER: Vice Chairman Tomhave 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 Thompson, to approve the agenda as revised. Motion carried 4-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Gift

Accept the \$1,800 donation from the United Way for providing 75 backpacks and various school supplies for students at Horizon Middle School, Indian Education, Red River Area Learning Center, S.G. Reinertsen Elementary, Ellen Hopkins Elementary, and Robert Asp Elementary.

Grant - Accept the U.S. Department of Education Office of Indian Education grant renewal in the amount of \$44,198 for the 2006-07 school year. A majority of the grant funding will be used for the .5 Indian Education Home School Liaison and .5 American Indian Resource Teacher.

Resignations

Lucy Skodje - Head Cook, S.G.Reinertsen Elementary, effective August 14, 2006.

Monica Ramirez - Paraprofessional, Horizon Middle School, effective July 29, 2006.

Jen Carlson - Liaison, RRALC/Excel Sites, effective August 28, 2006.

Cheryl Adams - Paraprofessional, High School, effective August 29, 2006.

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Change in Contract

Jane Aafedt - Occupational Therapist, Horizon Middle School, .65 FTE to .8 FTE
Occupational Therapist, Horizon Middle School . (Funded by Federal B Assistive Technology)
Beth Schmidt - Occupational Therapist, High School, .75 FTE to .9 FTE Occupational
Therapist, High School. (Funded by Federal B Autism)
Kevin Beckius - School Patrol Assistant .05% to School Patrol Head .007%. (Replaces Del
Larson)
Sue Speich - Physical Therapist, S.G. Reinertsen Elementary 1 FTE to Physical Therapist, S.G.
Reinertsen Elementary .8 FTE. (Voluntary Reduction)
Jodi Gramlow - Early Childhood Special Ed, ECFE, .5 FTE to Early Childhood Special
Education, EIS, .5 FTE. (Replaces .5 FTE of Molly Froemke)

New Employees

Amy Miller - Physical Education Teacher, S.G. Reinertsen Elementary, Hopkins Elementary and
High School, .6814 FTE, BA (.5), \$20,515.93, effective August 29, 2006. (Replaces Amy
Miller, Jim Hurley and Overloads)
Hanna Rodenbaugh - EBD/LD Teacher, Horizon Middle School, 1.00 FTE BA+10 (7),
\$39,025.00, effective August 28, 2006. (Replaces Kirsten Kopacek)
James Johnson - Paraprofessional, High School, B21 (0-2) \$12.65 per hour, 6.5 hours per day,
186 days per year, effective August 29, 2006. (Replaces Craig Thiltgen)
Pat Christie - Elementary Office Secretary, S.G. Reinertsen Elementary, \$9.18 per hour, effective
August 24, 2006. (Long term sub for Heather Hedlund)
Michele Morse - Physical Therapist, High School, .75 FTE, MA (7) \$30,810.80, effective
September 18, 2006. (Replaces Kathy Hagen)
Katharine Hoverson - Media Specialist, S.G. Reinertsen Elementary, 1.00 FTE, BA (0),
\$29,554.00, effective August 28, 2006. (Replaces Kate Rockstad)
Katherine Askegaard - Alternative Education Teacher, Horizon Middle School, 1.00 FTE,
BA+20 (5), \$38,304.00, effective August 28, 2006. (Replaces Chad Bakken)
Karen Kalk - Deaf Hard of Hearing Teacher, Horizon Middle School & High School, .50 FTE,
BA+10 (1), \$16,016.50. effective August 28, 2006. (Replaces Molly Froemke)
Kim Melander - Teacher, West Central Regional Juvenile Center, 1.00 FTE, BA+30 (6)
\$41,207.00, effective August 28, 2006. (Replaces Helen Pemble)
Erin Sisco - Language Facilitator, Robert Asp Elementary, B32 (0-3) \$18.26 per hour, 7 hours
per day, 182 days per year. (Replaces Jackie Schultz)
Lorae Hecker - Food & Nutrition Computer Operator, Horizon Middle School, \$8.22 per hour,

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2.75 hours per day, effective September 5, 2006. (Replaces Karen Pickar)
Mary Jaskowiak - Food & Nutrition Server, S.G. Reinertsen Elementary, \$8.22 per hour, 2.75 hours per day, effective September 5, 2006. (Replaces LaRayne Schanz)
Robert Mundt - Paraprofessional, Horizon Middle School, B21 (0-2) \$12.65 per hour, 6.5 hours per day, 186 days per year, effective August 29, 2006. (Replaces Access Behavioral Contract)
David Kanuch - School Patrol Assistant, Robert Asp Elementary, .050% (0), \$1,609.00 for the 2006-2007 school year. (Replaces Kevin Beckius)
Lynne Stig - Paraprofessional, EIS, B21 (6), \$13.41 per hour, 6.5 hours per day, 186 days per year. (Replaces Lisa Schmidt)
Kathleen Evert - Food & Nutrition Computer Operator, S.G.Reinertsen Elementary, \$8.22 per hour, 2.75 hours per day, effective September 5, 2006. (Replaces Jill Perryman)
Gretta Link - Title 1 Teacher, Ellen Hopkins Elementary, .50 FTE, BA (1.5) \$15,605.25, effective August 29, 2006. (Replaces Gretta Link who was laid off)
Ava Solberg - Interpreter, Robert Asp Elementary, B32 (1) \$21.66 per hour, 7 hours per day, effective August 29, 2006. (Replaces Colliny Passeri)
Jenny Cantler - Early Childhood Teacher, EIS, 2 hours per day, \$23.46 per hour, effective August 18, 2006. (Replaces Kalyn Wolfe)
Cheryl Adams - Teacher, Family Consumer Science, High School, 1.00 FTE, BA (3) \$32,867.00, effective August 28, 2006. (Replaces Susan Whetter)
Jeremy Blake - Cross Country Assistant Coach Boys, .035% (7), \$1,427.00 and Cross Country Assistant Coach Girls, .035% (7), \$1,427.00 beginning with the 2006-2007 season. (Replaces Jon Moe)
Chad Mattson - Football Assistant Coach, .100% (9), \$4,321.00 beginning with the 2006-2007 season. (Replaces Jon Martin)
Tom Bjornstad - Football Assistant Coach, .080% (5), \$3,064.00 beginning with the 2006-2007 season. (Replaces Chad Mattson)
Andy Theis - Weight Training Fall, .040% (2) \$1,385.00 beginning with the 2006-2007 season. (Replaces Corey Zimmerman)
Jennifer Fuhrman - Fall Cheerleading, .040% (0), \$1,287.00 beginning with the 2006-2007 season. (Replaces Regina Payette)
Amanda Henry - Swimming Assistant, .080% (1), \$2,672.00 beginning with 2006-2007 season. (Replaces Sylvette Lopez-Ruth)
Jeff Schneider - Diving Coach, .070% (0), \$2,253.00 beginning with the 2006-2007 season. (Replaces Emily Hall)
Michele Johnson - Volleyball Coach (Sophomore), .080% (7), \$3,261.00 beginning with the

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2006-2007 season. (Replaces Mary Nelson)

Retirement

Jane Schnabel - Paraprofessional, Horizon, effective August 28, 2006.

Motion carried 4-0.

NO CHILD LEFT BEHIND AND SCHOOL REPORT CARDS: Kovash presented information outlining the changes in the state plan to address the No Child Left Behind Act, plans to continue to improve the education for all students and information related to district and school report cards. Kovash reported that with the implementation of the new Minnesota Comprehensive Assessments II last spring, district staff will use time through November 15 to verify and work with district and school data for planning purposes. This follows the timelines permitted by the legislature for this year only.

FIRST READING OF POLICY: The Board conducted a first reading on the policy, School District Crisis Management (710).

COMMITTEE REPORTS: None.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Ladwig commented that she had brought back MSBA Summer Seminar packets for Board members not able to attend. She also shared information presented at the opening session on "Cultural Intelligence; Education Bridges the Past and Future" by Cultural Anthropologist Dr. Jennifer James.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:53 p.m.

Carol Ladwig, Clerk



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.026

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: September 1, 2006
RE: Primary EXTRA Pilot Program (PEP) Action Research Project

Dr. Mary Jo Schmid, Brenda Krueger, Sally Doran and Faye Smiley Aakre will provide information regarding the Primary EXTRA Pilot Program (PEP) Action Research Project at Hopkins Elementary School. The project will research ways to provide additional academic support for primary students (specifically kindergarten). The PEP project will provide research data regarding programming for primary students and also provide valuable information regarding funding and other items as our district continues to explore ways to enhance educational opportunities for all students.

Attached is a copy of the Primary EXTRA Pilot Program proposal.

LAK/kmr
Attachment

JUN 16 2006

MOORHEAD AREA PUBLIC SCHOOLS
Moorhead, Minnesota

2006-2007 School Year

PROPOSAL FORM

NAME OF BUILDING: Ellen Hopkins Elementary

TOPIC OF PROPOSAL: Primary EXTRA Pilot Program (PEP) Action Research Project

SUBMITTED BY: Dr. Mary Jo Schmid, Brenda Krueger, Sally Doran **DATE:** 5/25/06

DATE TO BE IMPLEMENTED: October 23, 2006

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED:

PERSON RESPONSIBLE TO RECOMMEND TO SUPERINTENDENT:

Lynne Kovash

Recommendation (by person responsible):

Approve ____ Disapprove ____ Hold ____ Refer to Cabinet ____

Date: June 12, 2006

District Mission Statement: To develop the maximum potential of every learner to thrive in a changing world.

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding.

The Learner Support Staff at Ellen Hopkins Elementary is proposing an action research pilot project which will add extra instructional time for at-risk learners in kindergarten. For various reasons, a significant number of kindergarten students enter our schools at risk for school failure. These students start behind their peers and continue to lag behind in achievement as they continue their school career. Research shows that kindergarten students who demonstrate at-risk behaviors in reading and math benefit from extended learning time at school. This proposal addresses these findings for Hopkins students. Funding for this proposal will come from Targeted Services and Title I.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school)

The purpose of this program is to provide 15 at-risk primary students an opportunity for additional instructional time. The target focus group for the first year will be kindergartners. A summary of the data collected in the Fall of 2005 from the DIBELS assessment, an indicator of students at risk for reading failure, indicated that 50% of students entering Hopkins had academic needs in reading and writing. The DIBELS assessment measures initial sound fluency and letter naming fluency and is a nationally normed predictor.

Research continues to demonstrate that a lack of readiness skills will often follow a student's academic career and not be easily remedied; clearly showing a need for early intervention. A review of professional education literature supports these findings (Appendix A).

Teacher leaders and Learner Support Staff have reviewed assessment data for students at Hopkins School and have noted a pattern of academic failure in the area of reading and math for students who are identified as being at-risk. They have concluded that there is a need to address these students' needs early with direct instruction. The acquisition of literacy has been targeted by all school staff as an area of need and as a result one of the Hopkins' SMART Goals is to show a 10% growth in reading and math for all students. This proposal allows for earlier intervention enabling all students to reach this goal.

3. State the negative implications if the proposal is not approved.

The at-risk students at Hopkins are often from a low socioeconomic, high mobility, low language/literacy population. In order to close the gap on these learners, they need systematic extra time and instruction. Students most at risk will continue to lag and continue to need more services. This program is meant to intervene before that downward spiral begins.

4. List alternative actions if this proposal is not approved.

Title I Services will continue to be provided to at-risk kindergartners in the current model. While this approach is effective, the Primary EXTRA Program (PEP) will offer a diagnostic means for providing direct instruction to learners with skills deficits.

5. Estimate the cost implication of this proposal.

#1. REQUIRED PERSONNEL

<u>Personnel</u>	<u>FTE</u>	<u>Total Cost</u>	<u>Code</u>	<u>Reimbursement</u>	<u>Net Cost</u>
Administrators	0				
Teachers	0.5	9384		Targeted Services	9384
Clerical	0				
Paraprofessionals	0				

#2 ADDITIONAL COSTS

FRINGE BENEFITS Total Salaries X Workers Comp:

$\$9,384.00 \times .30 = \2815.00

SUPPLIES 0

CAPITAL OUTLAY 0

OTHER EXPENSES Transportation \$4,000.00

#3 TOTAL COST \$16,199.00

Comments on budgetary items:

- FTE Full-time equivalent: Targeted Services hourly rate
- Equipment, remodeling, site improvement, etc.: No
- Review by Business Office before Superintendent's approval.
- Please note Appendix B for full budget explanation.

6. Space implications (short/long range).

The primary swing room and kindergarten rooms will be used for lunch and instructional time when kindergarten is not in session due to the transition between Am and PM sessions. Lunch will be served family style and will not interfere with cafeteria schedules or space issues.

7. Equity implications.

This proposal is for a one year pilot program. The program is designed to be duplicated in any K-5 building in ISD #152. The research outcomes will be made available to the other elementary sites.

An Advisory Board will be made up of Administrators, Targeted Services Coordinators, and Kindergarten Representatives from the three elementary sites. This group will ensure ease of duplicity in the other sites. The Advisory Board will monitor the program operations and provide feedback and direction (Appendix C).

8. Technology implications.

The program will utilize the current technology available at Hopkins School. There will not be a need for additional resources.

9. Suggested timelines for implementation.

All incoming Hopkins kindergarten students will be assessed using the DIBELS assessment in September 2006. Students identified as being at-risk for school failure will qualify to participate in this program. Student's parents will be notified of their child's eligibility after September 15. Parents will have until October 15 to decide if they would like their child to participate in the program. Students will begin the program on October 23, 2006. The program will continue until May 2007. The program will run for a total of 136 days.

10. Who has been involved in this decision?

Dr. Mary Jo Schmid	Hopkins School Principal
Brenda Krueger	Hopkins School Title I Teacher and Program Coordinator
Sally Doran	Hopkins School ESL Teacher and Program Coordinator
Deb Pender	District Targeted Services Coordinator
Sarah King	District Title I Coordinator
Shannon Dahlberg	Hopkins Targeted Services Coordinator
Sue Fradet	Hopkins School Kindergarten Teacher
Lynne Kovash	Assistant Superintendent for Curriculum and Instruction
Dan Bacon	Director of Transportation (Appendix D)
Mary Bonemeyer	District Director of Food Services

11. Other comments.

This program is a supplemental component to the current Moorhead Public Schools Elementary Curriculum. It will provide extra time and instruction to the neediest learners that come to Ellen Hopkins unprepared for the rigor and pace of the Moorhead Public School System.

12. Appendices.

Appendix A

Research on school readiness and student success as related to readiness.

Appendix B

Moorhead District Pilot Program: Primary EXTRA Program (PEP)
Proposed Budget
October 2006 - May 2007

Appendix C

Primary EXTRA Program Advisory Board

Appendix D

Primary EXTRA Program (PEP): Bus Schedule

Appendix A-1

Appendix A

Waiting Rarely Works: "Late Bloomers" Usually Just Wilt

AFT - American Educator - Fall 2004 - Waiting Rarely Works

http://test.aft.org/pubsreports/american_educator/issues/fall04/index.htm)

For thirty years, up until about a decade ago, the idea of "late bloomers" was widely believed among researchers and educators alike. "Late bloomer" was the endearing term for a child who was slower than his peers in learning to read. The idea, so well captured in the term, was that these children could bloom in their reading—they would just do it a bit later than their peers. This common view, known among researchers as the "developmental lag" theory, was the reasonable basis for teachers' patience with students who didn't catch on to reading quickly—and it justified the common practice of delaying the diagnosis of reading problems until they were quite severe (Lyon et al., 2001).

But more recently, long after many teachers ended their formal education training, researchers have been able to put the developmental lag theory to rest. It has been replaced by an alternate theory of early reading weakness that defines the problem as a skill deficit. The main difference between the two theories is that the developmental lag theory posited that difficulties in learning to read would fade as the brain matured—early, urgent intervention was not necessary. In contrast, the skill deficit theory aimed that waiting wouldn't work; children wouldn't pick up these skills unless they were taught directly and intensively. In fact, waiting would be harmful, as it condemned children to falling further behind.

Three longitudinal studies (Juel, 1988; Francis et al., 1996; Shaywitz et al., 1999) have put the weight of research squarely behind the skill deficit theory and against the developmental lag theory. Each study tracked the reading development of children beginning in first grade.

In the simplest terms, these studies ask: Do struggling readers catch up? The data from the studies are clear: Late bloomers are rare; skill deficits are almost always what prevent children from blooming as readers. This research may be counter-intuitive to elementary teachers who have seen late-bloomers in their own classes or heard about them from colleagues. But statistically speaking, such students are rare. (Actually, as we'll see, there is nearly a 90 percent chance that a poor reader in first grade will remain a poor reader.)

The first study (Juel 1988) tracked 54 children at a school in Austin, Texas, from the beginning of first grade through the end of fourth grade using a variety of standardized tests of phonemic awareness, decoding, word recognition, listening comprehension, and reading comprehension. To see if those who are behind in learning to read do or do not catch up, Juel split the students into two groups

ased on their scores at the end of first grade on the ITBS Reading Comprehension subtest. Those who scored in the bottom quartile (based on national norms) were labeled "poor readers." Those in the top three quartiles were labeled "average or good readers."

Over the next three years, the poor readers, on average, never caught up to the average and good readers on any measure of reading ability. Consider, for example, the two groups' grade-level equivalents on the ITBS Reading Comprehension subtest at the end of first grade and at the end of fourth grade. The poor readers' mean score increased from K6 (a mid-kindergarten level) to 3.5 (a mid-third grade level). But the average and good readers' mean score increased from a 2.4 to a 5.9. Of course, group averages don't reveal individual results. Were there some late bloomers hidden behind these means? Not many. On the ITBS Reading Comprehension subtest, students who score in the bottom quartile at the end of first grade are, in terms of grade-level equivalents, at least six months behind. So Juel examined the individual results at the end of fourth grade to see how many students were still at least six months behind. Of the 24 students who were poor readers in first grade, 21 of them were still at least six months behind in reading. Similarly, of the 30 students who were average or good readers at the end of first grade, only four had fallen six or more months behind. Juel summarized her findings as follows:

The probability that a child would remain a poor reader at the end of fourth grade, if the child was a poor reader at the end of first grade, was .88; the probability that a child would become a poor reader in fourth grade if he or she had at least average reading skills in first grade was .12. The probability that a child would remain an average reader in fourth grade if the child had average reading ability in first grade was .87; the probability that a child would become an average reader in the fourth grade if he or she was a poor reader in first grade was only .13. The evidence in this sample of children indicates that the poor first-grade reader almost invariably remains a poor reader by the end of fourth grade. (Juel, 1988)

Furthermore, Juel found that the poor readers lacked a critical skill: phonemic awareness. The poor readers entered first grade with little phonemic awareness and they did not approach the ceiling on phonemic awareness test until the end of third grade. In contrast, average and good readers approached the ceiling on that test two years earlier, at the end of first grade. She concluded that it is trouble with decoding, rooted in poor phonemic awareness, that appeared to keep the poor readers from improving. With this finding, Juel did much to boost the case of researchers who argued that students who are behind in reading actually have a skill deficit—not a developmental lag. (And, as we see in the article by Joseph Torgesen, she gave researchers a great clue as to how to intervene with struggling readers.)

A study that finally put to rest the developmental lag theory among researchers tracked 403 students from 12 communities in Connecticut from grades one to nine (Francis et al., 1996). The

primary measure of reading development was the reading cluster score from the Woodcock-Johnson psychoeducational Test Battery. This score is comprised of scores from the Battery's Word Identification, Word Attack, and Passage Comprehension subtests. In addition, students' IQs were measured in grades 1, 3, 5, 7, and 9 using the Wechsler Intelligence Scale for Children—Revised and students with IQ scores below 80 in third grade were excluded from the study). Once they reached third grade, students were designated "low achieving," "reading disabled-discrepant," or "not reading impaired," depending on their scores. The low-achieving group consisted of students whose reading scores were below the 25th percentile. The reading disabled-discrepant group consisted of students whose reading scores were well below (at least 1.5 standard errors below) what their IQ scores predicted. (For example, if a student's predicted score was at the 50th percentile, his actual score would have to be at about the 7th percentile to be placed in the reading disabled-discrepant group.) Students who met the criteria for both of these groups were designated reading disabled-discrepant. The "not reading-impaired" group consisted of the remaining students.

With students broken into these groups, the researchers analyzed the reading scores from grades one to nine looking for evidence of either a developmental lag or a skill deficit. If the developmental lag theory was correct, students who were behind would eventually catch up; if the deficit theory was correct, students would not catch up. But the data clearly demonstrated that, on average, neither the low-achieving nor the reading disabled-discrepant students ever caught up to their peers who were not reading impaired. All students' reading improved quickly in grades one to six, but then the rate of improvement slowed. (This quick, early improvement displayed even by weak readers has probably fueled classroom teachers' optimism that these children would eventually bloom as readers.) Apparently, the normal and behind readers reached two different plateaus.

Researchers also analyzed the scores of individual students to determine whether the average scores could, as they sometimes do, be masking different achievement patterns among individual students. That is, could the average scores be hiding the fact that many low scorers in first grade actually went on to be fine readers, while many high scorers in first grade went on to be poor readers? The researchers determined that no masking was happening; rather, they determined that the group averages depicted in the figure closely reflected what was happening with the vast majority of the individual students.

But what about those last few years in high school? Did the struggling readers catch up? In the late 1990s, the study of Connecticut youth was extended to grade 12 (Shaywitz et al., 1999). On average, students who were behind in reading in elementary school never caught up to their peers. As in the previous study (Francis et al., 1996), all of the students improved quickly in elementary school, but then improved very little after sixth grade. Throughout elementary and secondary school, the gap between struggling readers and their peers remained quite steady.

's important to note that in each of these studies, the poor readers' failure to catch up only indicates (1) that there is no evidence for the developmental lag theory, and (2) that the special services these students received were not effective. None of these studies indicates that it is impossible to intervene with these students.

The upshot of the research: The problem is not a developmental lag; it is a skill deficit. And, as Joseph Torgesen explains in the main article, the skill deficit between average and below-average readers can be largely erased with appropriate early intervention.

—Editors

The editors thank reading researcher Louisa Moats for her help in preparing this section's sidebars. Moats, the author of AFT publication *Teaching Reading Is Rocket Science*, is currently the Advisor on Literacy Research and Professional Development for Sopris West Educational Services.

References

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Appendix A-2



Children at Risk

Consequences for School Readiness and Beyond

Parents, policymakers, business leaders, and the general public increasingly recognize the importance of the first few years in the life of a child for promoting healthy physical, emotional, social, and intellectual development. Yet many children face deficiencies in the years leading up to school entry in terms of emotional support, intellectual stimulation, or access to resources—due to low income or other factors—that can impede their ability to develop to their fullest potential.

As part of a recent study to examine the role of early childhood interventions, RAND researchers identified what is known from the research literature about the number of children at risk of school failure and the consequences for their performance in school and subsequent life outcomes. We summarize those findings here.

A companion research brief highlights the study's findings with respect to the role that high-quality early intervention programs can play in compensating for early disadvantages. By providing additional supports for the parents, children, or the family as a whole, investments in early intervention programs can alter a child's developmental trajectory during the school age years and beyond. The changes associated with effective programs can generate lifelong benefits for the participating child and further economic benefits for society as a whole that can more than repay the upfront investment.

Disparities in Early Childhood

Although most children experience a supportive home and neighborhood environment with access to sufficient financial and nonfinancial resources to support healthy development, many other children do not. A few indicators illustrate some of the resource disparities in early childhood:

- Poverty has been shown to be particularly detrimental in early childhood in terms of children's subsequent educational and other life course

Key findings:

- A substantial percentage of children are disadvantaged in terms of resources available for healthy physical and mental development. One-fifth of children under age 6 live in poverty, and nearly half of all children face one or more risk factors associated with gaps in school readiness.
- These disadvantages translate into shortfalls in academic achievement, prosocial behavior, educational attainment, and, eventually, greater rates of unemployment and criminality.

outcomes. In 2003, 4.7 million children under age 6 lived in families with income below the poverty line (defined as \$18,660 for a family of four or \$14,824 for a family of three, each with two children). While the poverty rate is 20 percent overall for children under 6, the rate is 53 percent among children that age living in a female-headed household, 39 percent for African-American children, and 32 percent for Latino children.

- Research has demonstrated that neighborhoods of concentrated poverty (typically defined as those with a poverty rate exceeding 20 percent) provide more limited opportunities for young children in terms of social interaction, positive role models, and other resources, such as quality child care, health facilities, parks, and playgrounds, that are important for healthy child development. Data from the 2000 Census reveal that 22 percent of children under 5 live in neighborhoods of concentrated poverty.
- Healthy child development is supported by regular access to health care, such as well-child visits. These visits can provide opportunities for health care providers to conduct developmental

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screenings and to encourage parental behaviors that promote strong social, emotional, cognitive, and physical child development. Nevertheless, among children less than 2 years old in 2002, 12 percent had not had a well-child checkup in the last year. That fraction rises to 16 percent among children ages 2 to 3 and 18 percent among those ages 4 to 5.

- Early home literacy-building activities that are associated with better school performance in kindergarten and beyond include reading to a child regularly (3 or more times a week); teaching children letters, words, and numbers; and telling stories or teaching songs and music. Among children ages 3 to 5 in 2001, 16 percent are not read to regularly at home. Among children whose mothers have less than a high school education, that fraction rises to 31 percent, compared with just 7 percent for children whose mothers have a college degree.

Consequences for School Readiness and Beyond

These early indicators of disadvantage, which affect as many as one of every five children, have implications for how prepared children are when they first enter school at kindergarten. While there is no single definition of school readiness, experts agree that readiness is a multifaceted concept that goes beyond academic and cognitive skills to include physical, social, and emotional development, as well as approaches to learning.

A series of assessments for a recent nationally representative kindergarten cohort indicate that disadvantaged children enter school lagging behind their more advantaged peers in terms of the knowledge and social competencies that are widely recognized as enabling children to perform at even the most basic level. Substantial gaps are evident for disadvantaged children in measures of reading and mathematics proficiency, in prosocial behaviors and behavior problems, and in readiness to learn. For example, although 18 percent of children overall are not familiar with basic conventions of print or writing (e.g., knowing that English is read from left to right and top to bottom, or where a story ends), that fraction is 32 percent for children whose mothers have less than a high school education but only 8 percent for children whose mothers have a college degree or higher. Other risk factors include being in a single-parent family, a family that has received welfare, or a family that does not speak English at home. Thirty-one percent of this kindergarten cohort had one of these four risk factors; another 16 percent faced two or more of them.

These measures indicate that children from more enriched environments enter school better prepared. Data that follow children

over time reveal that these early differences expand as children progress through school. In other words, disadvantaged children do not progress at the same rate as their more advantaged peers, so achievement gaps tend to widen over time.

As a result, many children from disadvantaged backgrounds fail to meet grade-level expectations on core subjects. For example, national educational assessments at grades 8 and 12 show that about 50 percent of children from at-risk backgrounds (e.g., low parental education or low family income) score below the "basic" level of reading and math achievement, indicating that they have less than partial mastery of the knowledge and skills "fundamental for proficient work" at that grade level. Other manifestations of problems in school achievement for disadvantaged children include higher rates of special education placement, grade repetition, and dropping out of school.

Ultimately, limited skills and low educational attainment increase the likelihood of undesirable outcomes in adulthood. Low educational attainment is associated with reduced rates of employment and with lower earnings for those who are employed. Use of social welfare programs is also higher among those with low educational attainment, as are crime and incarceration rates.

These adverse outcomes during childhood and adulthood have consequences that extend beyond the lost potential (near- and long-term) for the affected children. Government outlays are higher as a result of higher special education costs, greater participation in social welfare programs, and higher rates of crime and delinquency. Government revenues are lower as a result of lost employment and earnings potential. These economic costs can be sizable, especially when they are considered in the context of the full life course. Estimates indicate, for example, that a high school dropout costs society \$243,000 to \$388,000 in present-value dollars over his or her lifetime, and societal costs for a typical career criminal are \$1.3 to \$1.5 million in present-value dollars.

A Role for Early Intervention

High-quality early interventions are designed to combat the factors that threaten child development. If learning begets learning, then interventions at younger ages have great potential to generate cumulative benefits by altering a child's future developmental trajectory. Even if only a portion of the detrimental consequences facing at-risk children in the school-age years and in adulthood can be averted, the benefits from effective early intervention programs can be substantial. ■

This research brief describes work for RAND Labor and Population documented in *Early Childhood Interventions: Proven Results, Future Promise* by Lynn A. Karoly, M. Rebecca Kilburn, and Jill S. Cannon, MG-341-PNC (available at www.rand.org/publications/MG/MG341), 2005, 200 pages, \$24, ISBN: 0-8330-3836-2. MG-341 is also available from RAND Distribution Services (phone: 310-451-7002; toll free 877-584-8642; or email: order@rand.org). The RAND Corporation is a nonprofit research organization providing objective analysis and effective solutions that address the challenges facing the public and private sectors around the world. RAND's publications do not necessarily reflect the opinions of its research clients and sponsors. RAND® is a registered trademark.

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Proven Benefits of Early Childhood Interventions

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There is increasing recognition that the first few years of a child's life are a particularly sensitive period in the process of development, laying a foundation in childhood and beyond for cognitive functioning; behavioral, social, and self-regulatory capacities; and physical health. Yet many children face various stressors during these years that can impair their healthy development. Early childhood intervention programs are designed to mitigate the factors that place children at risk of poor outcomes. Such programs provide supports for the parents, the children, or the family as a whole. These supports may be in the form of learning activities or other structured experiences that affect a child directly or that have indirect effects through training parents or otherwise enhancing the caregiving environment.

As part of a recent study, RAND researchers synthesized what is known from the scientifically sound research literature about the short- and long-term benefits from early intervention programs, the features that are associated with more-effective programs, and the economic gains that accrue from investing additional resources in early childhood. We summarize those findings here. A companion research brief focuses on the characteristics and number of children who may need help to overcome threats to healthy development, such as resource disparities in early childhood. It also addresses the consequences of those threats for educational outcomes and beyond.

A Range of Benefits

The study focused on programs that provide child development services from the prenatal period until kindergarten entry and that had scientifically sound evaluations. A literature review identified twenty such programs, nineteen of which demonstrated favorable effects on child outcomes. Fifteen of the effective programs were judged to have a "strong" evidence base because they measured outcomes at the time of kindergarten entry or beyond.

Key findings:

- Early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success, among other domains.
- Interventions with better-trained caregivers and smaller child-to-staff ratios appear to offer more favorable results.
- Well-designed early childhood interventions have been found to generate a return to society ranging from \$1.80 to \$17.07 for each dollar spent on the program.

The remaining four were not judged to have a strong evidence base because, as of the last follow-up, the participants had not yet reached kindergarten age. Many or all of the children in those programs were as young as age 2 or 3, so there is less information as to the lasting effects of the program on outcomes of interest. The evidence base for these programs was designated "promising."

Although these programs represent varied approaches to early intervention, they fall into one of three broad approaches (see the accompanying table). Programs in the first group concentrate primarily on providing parent education and other family supports through home visiting or services provided in other settings (e.g., medical provider offices, classrooms in child-care centers). A second approach focuses on providing early childhood education, typically in a center-based setting, for one or two years prior to school entry. A third strategy combines the two approaches, with early childhood education services provided in centers

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supplemented by parental education delivered in the same setting or through home visits.

These nineteen early intervention programs demonstrated significant and often sizable benefits in at least one of the following domains: cognition and academic achievement, behavioral and emotional competencies, educational progression and attainment, child maltreatment, health, delinquency and crime, social welfare program use, and labor market success. In some cases, the improved outcomes in these domains were demonstrated soon after the program ended; in other cases, the favorable impacts were observed through adolescence and in the transition to adulthood. In the case of the Perry Preschool Program, lasting benefits in multiple domains have been measured thirty-five years after the intervention ended.

Even though findings suggest that early benefits in terms of cognition or school achievement may eventually fade, the evidence indicates that there can be longer-lasting and substantial gains in outcomes such as special education placement and grade retention, high school graduation rates, labor market outcomes, social welfare program use, and crime. A few studies indicate that the parents

of participating children can also benefit from early intervention programs, particularly when they are specifically targeted by the intervention.

Features of Effective Programs

Policymakers and providers considering early childhood intervention programs may choose to adopt one of the proven program models shown in the table, several of which already operate on a large scale or are being replicated on a larger scale. Beyond these proven models, the literature offers some guidance about those features that are associated with better outcomes for children. Based on experimental and quasi-experimental evaluations of program design features, as well as comparisons of effects across model programs, three features appear to be associated with more effective interventions:

- Programs with better-trained caregivers appear to be more effective. In the context of center-based programs, this may take the form of a lead teacher with a college degree as opposed to no degree. In the context of home visiting programs, researchers have found stronger impacts when services are provided by nurse home visitors as opposed to a paraprofessional or lay professional home visitor.
- In the context of center-based programs, there is evidence to suggest that programs are more successful when they have smaller child-to-staff ratios.
- There is some evidence that more intensive programs are associated with better outcomes, but not enough to indicate the optimal number of program hours or how they might vary with child risk characteristics.

Ideally, we would like to know more about intervention features that generate better outcomes for children so that policymakers and practitioners can achieve optimal program designs for the children and families they serve. Thus, continued evaluation of model programs and effective program features is essential.

Effective Early Childhood Intervention Programs Included in Study

Home Visiting or Parent Education
DARE to be You
Developmentally Supportive Care: Newborn Individualized Developmental Care and Assessment Program*
HIPPY (Home Instruction Program for Preschool Youngsters) USA
Incredible Years
Nurse-Family Partnership Program
Parents as Teachers*
Project CARE (Carolina Approach to Responsive Education)—without early childhood education
Reach Out and Read*
Home Visiting or Parent Education Combined with Early Childhood Education
Carolina Abecedarian Project
Chicago Child-Parent Centers
Early Head Start*
Early Training Project
Head Start
High/Scope Perry Preschool Project
Houston Parent-Child Development Center
Infant Health and Development Program
Project CARE—with early childhood education
Syracuse Family Development Research Program
Early Childhood Education Only
Oklahoma Pre-K
NOTES: All listed programs are judged to have a strong evidence base, except those marked with an asterisk. For the latter, a substantial number of children were as young as age 2 or 3 at the time of the most recent follow-up, so their evidence base is judged to be promising.

Economic Returns from Effective Early Intervention Programs

It is noteworthy that the features associated with more successful programs tend to be costly. This suggests that more money may need to be spent to obtain greater benefits—at least up to a point. It is therefore reasonable to ask whether devoting resources to achieve benefits associated with successful but more costly programs is worth the investment.

Notably, many of the benefits from early childhood interventions listed above can be translated into dollar figures and compared with program costs. For example, if school outcomes improve, fewer resources may be spent on grade repetition or special education classes. If improvements in school performance lead to higher educational attainment and subsequent economic success in adulthood, the government may benefit from higher tax revenues and reduced outlays for social welfare programs and the criminal justice system. As a result of improved economic outcomes, participants themselves benefit from higher lifetime incomes, and other

members of society gain from reduced levels of delinquency and crime.

Researchers have conducted benefit-cost analyses, using accepted methodologies, for a subset of the programs we identified as having favorable effects. For those programs with benefits that could readily be expressed in dollar terms and those that served more-disadvantaged children and families, the estimates of benefits per child served, net of program costs, range from about \$1,400 per child to nearly \$240,000 per child. Viewed another way, the returns to society for each dollar invested extend from \$1.80 to \$17.07. Some of the largest estimates of net benefits were found for programs with the longest follow-up, because those studies measured the impact for outcomes that most readily translate into dollar benefits (e.g., employment benefits, crime reduction). Large economic returns were found for programs that required a large investment (over \$40,000 per child), but returns were also positive for programs that cost considerably less (under \$2,000 per child). Programs with per-child costs in between these two figures also generated positive net benefits. The economic returns were favorable for programs that focused on home visiting or parent education as well as for programs that combined those services with early childhood education.

Because not all benefits can be translated into dollar values, these benefit-cost estimates for effective programs are likely to be conservative. Moreover, such analyses do not incorporate some of the other potential benefits that were not measured in the studies. These might include improved labor market performance for the parents of participating children, as well as stronger national economic competitiveness as a result of improvements in educational attainment of the future workforce. It is important to note that these findings represent the potential effects of well-designed and well-implemented interventions. They do not necessarily imply that all such early childhood interventions, delivered for any given amount of time, would generate benefits that offset costs.

For decisionmakers considering investments in early childhood interventions, these findings indicate that a body of sound research exists that can guide resource allocation decisions. This evidence base sheds light on the types of programs that have been demonstrated to be effective, the features associated with effective programs, and the potential for returns to society that exceed the resources invested in program delivery. These proven results signal the future promise of investing early in the lives of disadvantaged children. ■



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Appendix A-3



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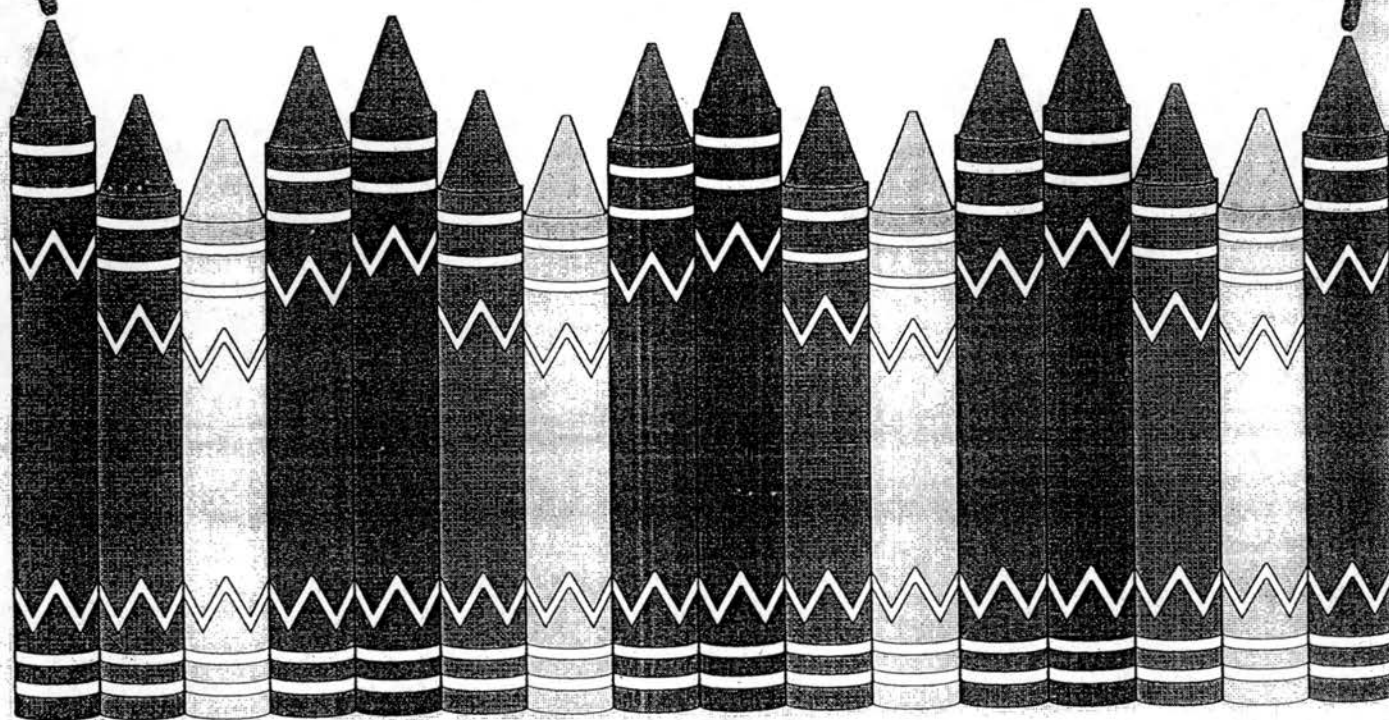


Kindergarten Class of 1998-99

U.S. Department of Education
Institute of Education Sciences
NCES 2004-007

From Kindergarten Through Third Grade

Children's Beginning School Experiences



I. Introduction

Children begin kindergarten with many different levels of reading and mathematics skills and make significant gains in their reading and mathematics achievement over the first 2 years of school (West, Denton, and Germino Hausken 2000; West, Denton, and Reaney 2001; Denton and West 2002). The knowledge and skills children acquire in kindergarten and first grade can serve as a foundation for their later educational success. It is important to explore children's growth and development as they move from the beginning of kindergarten through the elementary school years.

This is the fourth report in a series that provides descriptive information about young children's school experiences, based on data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K). The ECLS-K is a multi-source, multimethod study that focuses on children's early education, beginning with kindergarten. The ECLS-K includes measures of children's health and socioemotional status, cognitive achievement, and their family, classroom, school, and community environments.

Sponsored by the National Center for Education Statistics (NCES), part of the U.S. Department of Education's Institute of Education Sciences,⁷ the ECLS-K selected a nationally representative sample of kindergartners in the fall of 1998 and is following these children through the spring of fifth grade. The study collects information directly from the children and their families, teachers, and schools. The full ECLS-K base-year sample is composed of 22,782 children who attended 1,277 schools with kindergarten programs during the 1998–99 school year.

The first ECLS-K report, *America's Kindergartners* (West, Denton, and Germino Hausken 2000),

provided a national picture of the knowledge and skills of beginning kindergartners. It revealed that while first-time kindergartners were similar in many ways, differences existed in their knowledge and skills in relation to their age at school entry, race/ethnicity, health status, home educational experiences, and child care histories. Some of these types of differences found at school entry were consistent with the differences noted in other national studies of older children (e.g., National Assessment of Educational Progress (NAEP)) (Grigg et al. 2003; Braswell et al. 2001).

The second report, *The Kindergarten Year* (West, Denton, and Reaney 2001), showed that children considered at risk for school failure acquired many of the basic skills in reading and mathematics during their first year of school that they did not have when they began kindergarten. Consequently, by the spring of kindergarten, the majority of these children knew their letters, numbers, and shapes; about half made the connection between letter and sound at the beginning of words; and almost three-quarters understood the mathematical concept of relative size (e.g., out of two objects, they could identify which object was longer). However, these children generally fell behind their more advantaged classmates in higher level knowledge and skills. Specifically, across the kindergarten year, the gap between disadvantaged children and other children widened in more advanced reading (e.g., recognizing words by sight) and mathematics skills (e.g., adding and subtracting).

The third report in this series, *Children's Reading and Mathematics Achievement in Kindergarten and First Grade* (Denton and West 2002), focused on the status of children's reading and mathematics achievement in the spring of kindergarten and the spring of first grade. It found that some of the differences in children's reading and mathematics skills in relation to their race/ethnicity, federal poverty status, and school type that were present as they entered school had persisted through the spring of first grade. Differences also began to emerge in first grade that were not present during the kindergarten year, with girls more likely to be reading and boys more likely to demonstrate advanced mathematics

⁷Several other federal agencies provide support for this study, including the Economic Research Service of the U.S. Department of Agriculture, the Head Start Bureau of the Administration on Children, Youth, and Families of the U.S. Department of Health and Human Services, the National Institute for Child Health and Human Development, and the Office of Special Education Programs, the Office of English Language Acquisition, and the Policy and Programs Studies Service within the U.S. Department of Education.



II. Children's Cognitive Knowledge and Skills

What knowledge and skills do children demonstrate in the spring of third grade? How have these changed since they first started school? Do children's knowledge and skills and the gains they have made over time differ by certain child, family, and school characteristics?

Although the ECLS-K is the first National Center for Education Statistics (NCES) study to conduct direct assessments of children's cognitive achievement in their first years of school, other NCES surveys have assessed children's reading, mathematics, and science skills as early as fourth grade. The 2003 National Assessment of Educational Progress (NAEP) reading and mathematics assessments found that fourth-graders' achievement scores in both subject areas differed in terms of children's sex, race/ethnicity, eligibility for free or reduced-price lunch, and the type of school they attended (NCES 2003b; NCES 2003c). In reading, fourth-grade girls had higher average scores than fourth-grade boys (NCES 2003c). White and Asian/Pacific Islander fourth-graders outperformed their Black, Hispanic, and American Indian/Alaska Native counterparts in reading and mathematics. Also, low-income fourth-graders (those who were eligible for free or reduced-price lunch programs) had lower average scores in both subject areas than those who were not eligible for such assistance. In addition, children attending private schools outperformed their peers in public schools in both subject areas in fourth grade (NCES 2003b; NCES 2003c).

The first part of this section examines how children's achievement in reading and mathematics changes from the start of kindergarten to the end of their fourth year of schooling, when most children are enrolled in third grade. Second, children's overall achievement status in reading, mathematics, and science at the end of third grade is described. Third, information is provided on the specific sets of reading and mathematics knowledge and skills that children demonstrate at the end of third grade. Differences in children's achievement are described overall and in relation to characteristics of the children, their families, and their early school experiences.

Overall Gains in Reading and Mathematics Knowledge and Skills From Kindergarten to Third Grade

The design of the ECLS-K reading and mathematics assessments permits the examination of long-term gains that children make over their first 4 years of formal schooling, from the start of kindergarten to the end of third grade (figures 1 and 2). The science assessment was not administered until the third-grade year; thus, it is not possible to calculate gain scores for children's science achievement or to describe the acquisition of these skills across time.

Children's gains in reading and mathematics were calculated by subtracting children's fall kindergarten overall achievement scale score in each subject area from their corresponding spring third-grade overall achievement scale score. From the start of kindergarten to the end of third grade, on average, children's reading scale scores increased an average of 81 points, and their mathematics scale scores increased about 63 points (tables A-4 and A-5). In the fall of kindergarten, the standard deviations for the reading and mathematics overall achievement scale scores were 9.63 and 8.67 points, respectively.²⁶ Thus, children's spring third-grade reading scale scores were about 8.4 standard deviations higher than their fall kindergarten scores, and their spring third-grade mathematics scale scores were about 7.3 standard deviations higher than their fall kindergarten scores.

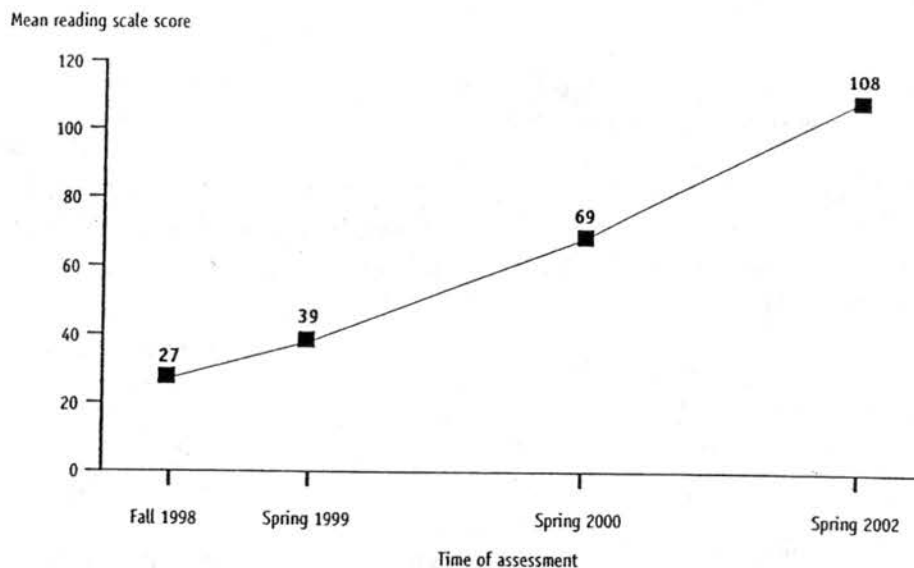
It is important to note that the data points represented in the figures and tables in this report cover different time spans (i.e., the kindergarten school year, the full calendar year between spring of kindergarten and spring of first grade, and 2 full calendar years between spring of first grade and spring of third grade). Thus, increases in achievement over time must

²⁶In the fall of kindergarten, children's reading scale scores ranged from 12 to 114 and their mathematics scale scores ranged from 6 to 64.





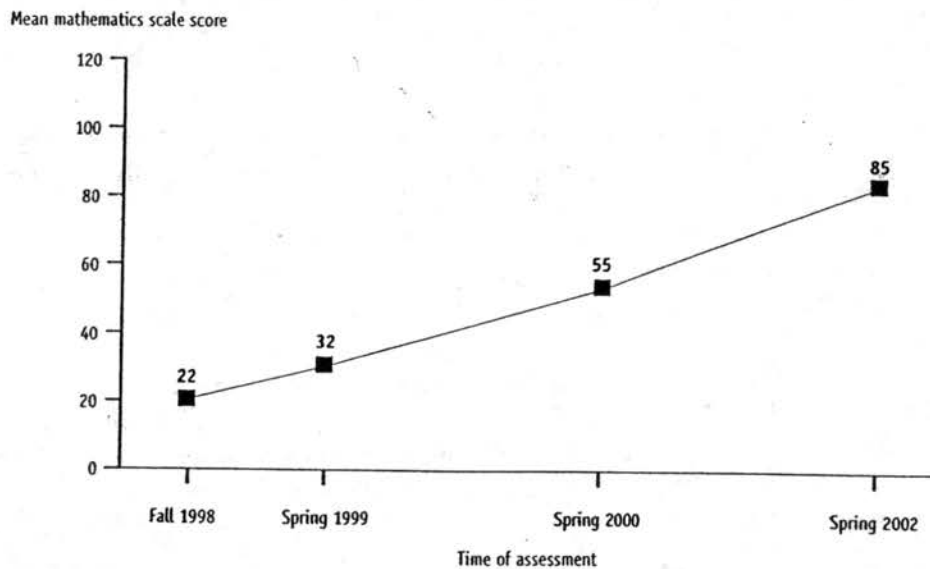
Figure 1. Mean reading scale scores for fall 1998 first-time kindergartners, by time of assessment: Fall 1998, spring 1999, spring 2000, and spring 2002



NOTE: Estimates reflect the sample of children assessed in English in all assessment years. The ECLS-K assessment was not administered in 2001, when most of the children were in second grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Third Grade Restricted-Use Data File, fall 1998, spring 1999, spring 2000, and spring 2002.

Figure 2. Mean mathematics scale scores for fall 1998 first-time kindergartners, by time of assessment: Fall 1998, spring 1999, spring 2000, and spring 2002



NOTE: Estimates reflect the sample of children assessed in English in all assessment years. The ECLS-K assessment was not administered in 2001, when most of the children were in second grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Third Grade Restricted-Use Data File, fall 1998, spring 1999, spring 2000, and spring 2002.



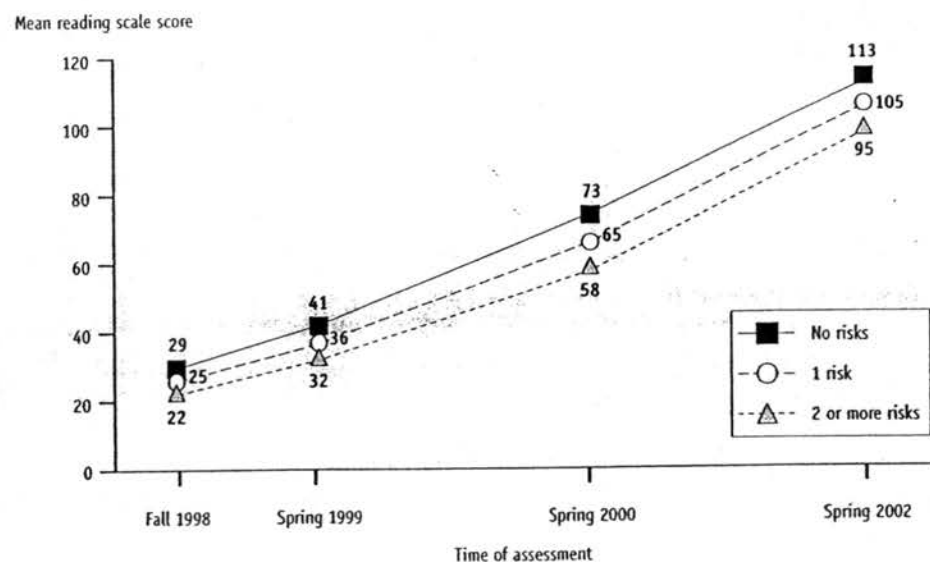
be interpreted relative to the amount of time between assessments. For instance, over the 12-month period from spring of kindergarten to spring of first grade, children averaged a gain of 30 points in reading (a gain of 3.1 standard deviations), compared with an average annual gain of 19.5 points over the 24-month period from spring of first grade to spring of third grade (average gain of 2.0 standard deviations each year). Similarly, for mathematics, a gain of 23 points from spring of kindergarten to spring of first grade was 8 points greater than the average annual gain from spring of first grade to spring of third grade (for a difference of 0.9 standard deviations).

Bivariate comparisons. The gains that children made in reading and mathematics from the start of kindergarten to the end of the third-grade year differed for some groups of children (tables A-4 and A-5).²⁷ For instance, when comparing the overall, unadjusted mean scores for children from different racial/ethnic groups, Black children made smaller gains in reading and mathematics than White, Hispanic, and Asian/Pacific Islander children over the first 4 years of school. In addition, White children made greater gains in both subjects than other, non-Hispanic children over the first 4 years of school.²⁸ Children with fewer risk factors made greater progress in both subject areas than children with more family risk factors (figures 3 and 4). Children's

²⁷ The fall kindergarten to spring third-grade reading scale gains ranged from 16 to 125 points, with a mean of 81 points and a standard deviation (SD) of 16.8 points, and the mathematics scale gains ranged from 17 to 104 points, with a mean of 63 points and an SD of 13.7 points. Thus, differences in group mean gains were substantive if they were statistically significant and greater than or equal to an effect size of 4.2 points in reading and 3.4 points in mathematics.

²⁸ Although many differences between the "other, non-Hispanic" children and the other subgroups of children are substantively significant, they are not noted in the later text of this report since the "other, non-Hispanic" group is composed of children from varying racial/ethnic backgrounds, and thus, the findings are more difficult to interpret.

Figure 3. Mean reading scale scores for fall 1998 first-time kindergartners, by time of assessment and number of family risk factors: Fall 1998, spring 1999, spring 2000, and spring 2002



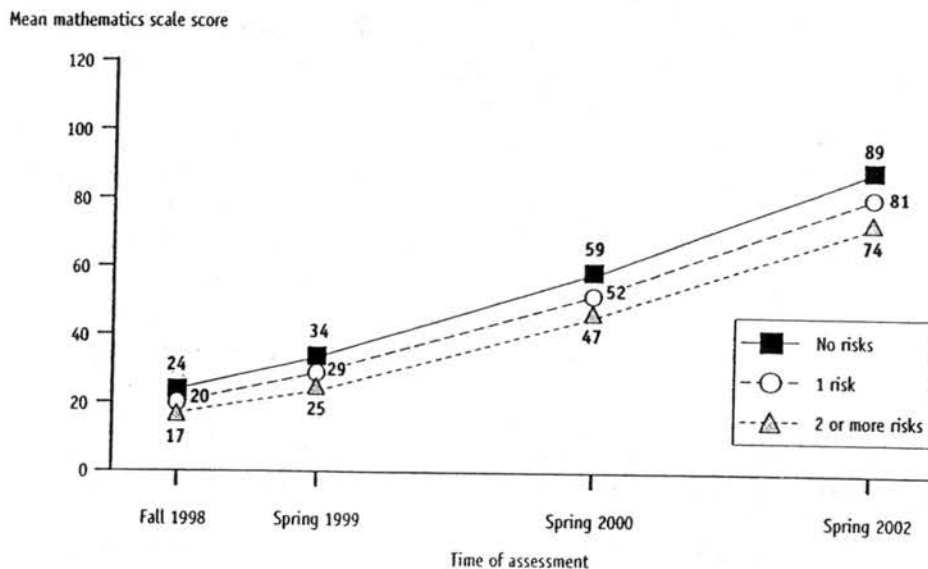
NOTE: Family risk factors included living below the federal poverty level, primary home language was non-English, mother's highest education was less than a high school diploma/GED, and living in a single-parent household. Values range from 0 to 4. Estimates reflect the sample of children assessed in English in all assessment years. The ECLS-K assessment was not administered in 2001, when most of the children were in second grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Longitudinal Kindergarten-First Grade Public-Use Data File and Third Grade Restricted-Use Data File, fall 1998, spring 1999, spring 2000, and spring 2002.





Figure 4. Mean mathematics scale scores for fall 1998 first-time kindergartners, by time of assessment and number of family risk factors: Fall 1998, spring 1999, spring 2000, and spring 2002



NOTE: Family risk factors included living below the federal poverty level, primary home language was non-English, mother's highest education was less than a high school diploma/GED, and living in a single-parent household. Values range from 0 to 4. Estimates reflect the sample of children assessed in English in all assessment years. The ECLS-K assessment was not administered in 2001, when most of the children were in second grade.

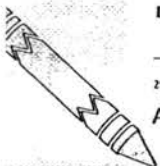
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Longitudinal Kindergarten-First Grade Public-Use Data File and Third Grade Restricted-Use Data File, fall 1998, spring 1999, spring 2000, and spring 2002.

reading and mathematics gains over the first 4 years of school did not differ substantively, however, by their sex or the type of school or kindergarten program they attended.

Regression analyses. In order to describe children's gains in reading and mathematics in relation to each of the described child, family, and early school experience variables, regression analyses were conducted to examine each relationship while controlling for the other variables. The dependent variable in the first two regression analyses (i.e., reading and mathematics gain scores) were calculated by subtracting children's fall kindergarten scale score in each subject area from their corresponding spring third-grade scale score. The results of these analyses are thus presented in terms of the amount of learning children demonstrate during the first 4 years of school, as opposed to children's status at the end of the third grade adjusted by their fall status, as would be the case with an alternative approach (i.e., a covariance model).²⁹

²⁹More information on the use of gain scores is provided in Appendix B: Methodology and Technical Notes.

The regression analyses of children's gains in reading and mathematics from the start of kindergarten to the end of third grade (table A-6) showed the same patterns of differences between groups of children as were detected in the bivariate analyses. Black children demonstrated gains that were about 6 to 7 points lower in reading and 8 to 9 points lower in mathematics than White, Hispanic, and Asian/Pacific Islander children, after accounting for the other selected characteristics (i.e., sex, number of family risk factors, kindergarten program type, and types of schools attended). Also, the number of family risk factors was negatively related to children's reading gains (effect size = 0.22 standard deviations (SD)) and mathematics achievement gains (effect size = .0.18 SD). For each risk factor, children's gains in reading decreased by about 4 points and their mathematics gains decreased by about 2 points. Thus, although race/ethnicity was related to the number of family risk factors (Zill and West 2001), each of the two characteristics was also independently related to children's gains in reading and mathematics over the first 4 years of school.



At the start of kindergarten, Black children and those with more family risk factors had lower mean achievement scores in reading and mathematics than White, Hispanic, and Asian/Pacific Islander children and children with fewer risk factors (West, Denton, and Reaney 2001). The findings in this section indicate that the achievement gap between Black children and other racial/ethnic groups, and between children with no risk factors and those with multiple risk factors, grew wider from the start of kindergarten to the end of third grade.

Overall Reading, Mathematics, and Science Knowledge and Skills in Third Grade

In addition to describing the achievement that children made in reading and mathematics over their first 4 years of school, children's third-grade achievement status in these subject areas was explored in relation to characteristics of the children, their families, and their early school experiences. This section also includes information about children's achievement in science, since the ECLS-K included a science assessment in the third-grade year.³⁰

Child and Family Characteristics

Bivariate comparisons. At the end of third grade, children's reading, mathematics, and science knowledge and skills differed in relation to children's race/ethnicity and number of family risk factors (tables A-4, A-5, A-7 and figure 5).³¹ White and Asian/Pacific Islander children had higher reading, mathematics, and science scale scores than Black and Hispanic children, and Hispanic children obtained higher scale scores in all three subject areas

than Black children (figure 5). Also, the fewer the risk factors present, the better children performed on the reading, mathematics, and science assessments in third grade. No substantive differences were found between girls' and boys' overall reading, mathematics, or science knowledge and skills.

Regression analyses. In order to describe children's overall reading, mathematics, and science achievement at the end of third grade in relation to each of the described child, family, and early school experience variables, regression analyses were conducted that examine each relationship while controlling for the other characteristics (table A-8). Results of the three regression analyses (i.e., reading, mathematics, and science) indicated that Black third-graders had lower achievement scores in all three subject areas compared with White, Hispanic, and Asian/Pacific Islander third-graders, after accounting for the other selected characteristics (i.e., sex, number of family risk factors, kindergarten program type, types of schools attended). Black third-graders' reading scores were about 9 points lower than White third-graders, 6 points lower than Hispanic third-graders, and about 10 points less than Asian Pacific Islander third-graders. In mathematics, Black third-graders scored about 12 points lower than White third-graders, 9 points lower than Hispanic third-graders, and about 14 points lower than Asian/Pacific Islander children. Black children's third-grade science scores were about 8 points lower than White children, 5 points lower than Hispanic children, and 7 points lower than Asian/Pacific Islander children. Consistent with the bivariate findings, children with one or more family risk factors also demonstrated lower achievement scores in all three subject areas than children with no family risk factors. For each family risk factor, children's reading scores decreased by about 6 points, their mathematics scores decreased by about 5 points, and their science scores decreased by about 3 points. On the other hand, although the bivariate results indicated that Hispanic children had lower achievement scores at the end of third grade in all three subjects than White and Asian/Pacific Islander third-graders, the regression findings indicated that Hispanic children's achievement was substantively lower than White children's achievement only in science (a 3 point difference), after controlling for the other factors.

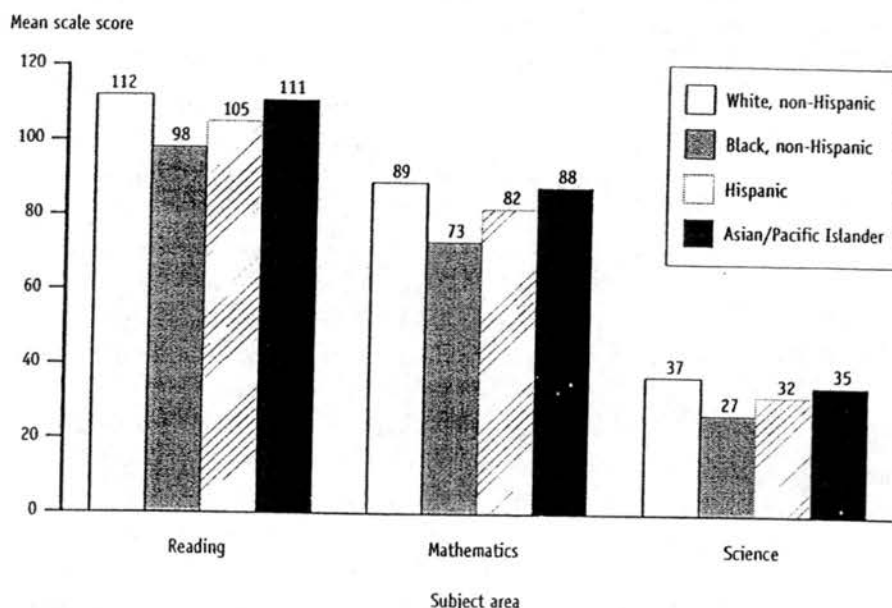
³⁰In the spring of third grade, reading scale scores ranged from 42 to 149 points, with a standard deviation (SD) of 19.9 points, mathematics scale scores ranged from 33 to 120 points, SD of 17.8 points, and the science scale scores ranged from 11 to 59 points, SD of 9.6 points. Thus, differences in group mean scale scores were substantive if they were statistically significant and greater than or equal to an effect size of 5.0 points in reading, 4.5 points in mathematics, and 2.4 points in science.

³¹Tables A-4 and A-5 also provide information on the mean achievement scores for children at the start and end of kindergarten and the end of first grade, although comparisons are only made for third-grade data.





Figure 5. Mean scale scores for fall 1998 first-time kindergartners in spring of third grade, by subject area and race/ethnicity: Spring 2002



NOTE: Estimates reflect the sample of children assessed in English in all assessment years. Although most of the children in the sample were in third grade in the spring of 2002, 10 percent were in second grade, and about 1 percent were enrolled in other grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Third Grade Restricted-Use Data File, spring 2002.

Early School Experiences

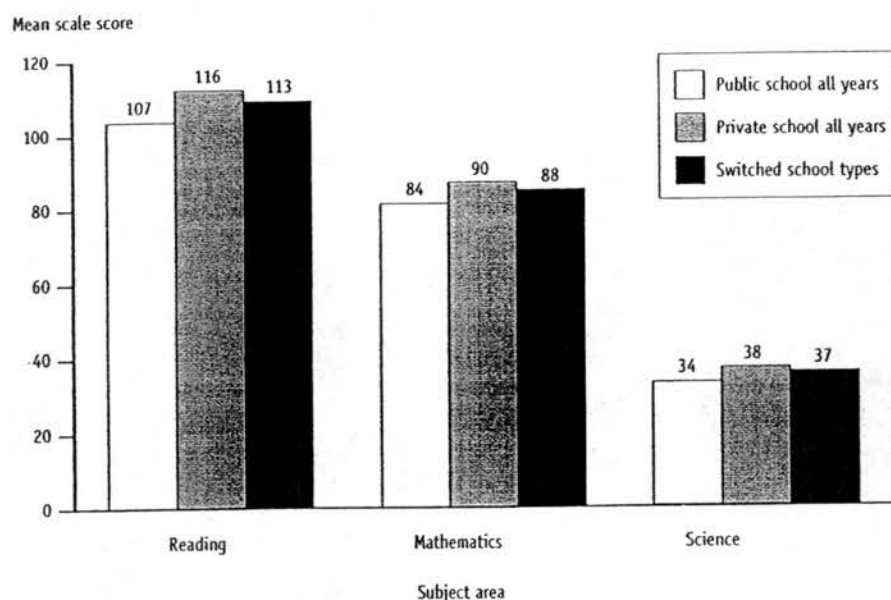
Bivariate comparisons. Children's achievement scores in reading, mathematics, and science in third grade were also related to some of their early school experiences (tables A-4, A-5, and A-7). Third-graders' reading, mathematics, and science achievement scores were related to the types of schools they attended (figure 6). Children who attended public schools for the first 4 years of school had lower scale scores in reading and science than children who had always attended private schools or those who had attended both public and private schools. In addition, those who attended public schools the whole time had lower mathematics scale scores than those who attended private school the whole time. As noted previously, differences related to school type should be interpreted with caution since children also demonstrated differences in achievement by their school type at the start of kindergarten, when schools have had little opportunity to have an effect

on children's performance (West, Denton, and Reaney 2001).

Regression analyses. After accounting for the other described characteristics (i.e., sex, race/ethnicity, number of family risk factors, and kindergarten program type), there were no substantive differences in children's achievement in mathematics or science related to the types of schools they attended from kindergarten through third grade (table A-8). In reading, children who had always attended private schools had achievement scores that were about 5 points higher than those who had always attended public school. Thus, although the bivariate results showed that children who attended private schools for part or all of their first 4 years of school generally had higher reading, mathematics, and science achievement than children who had attended only public schools, many of these school type differences could be attributed to other factors, such as race/ethnicity or family risk factors.



Figure 6. Mean scale scores for fall 1998 first-time kindergartners in spring of third grade, by subject area and school type: Spring 2002



NOTE: Estimates reflect the sample of children assessed in English in all assessment years. Although most of the children in the sample were in third grade in the spring of 2002, 10 percent were in second grade, and about 1 percent were enrolled in other grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Longitudinal Kindergarten–First Grade Public-Use Data File and Third Grade Restricted-Use Data File, fall 1998, spring 1999, spring 2000, and spring 2002.

Specific Reading and Mathematics Knowledge and Skills in Third Grade

In addition to overall reading and mathematics achievement scores, the ECLS-K includes proficiency level scores for both subject areas that provide more specific information on the knowledge and skills that children have acquired by the end of third grade.³² This section highlights differences in children's achievement status in specific knowledge and skills relative to child and family characteristics and early education experiences.

³²Information on the percent of children reaching each proficiency level at the end of first grade is also provided in this report, although comparisons are only made for third-grade data. For a more detailed analysis of children's reading and mathematics knowledge and skills in kindergarten and first grade, refer to *America's Kindergartners* (West, Denton, and Germino Hausken 2000), *The Kindergarten Year* (West, Denton, and Reaney 2001), and *Children's Reading and Mathematics Achievement in Kindergarten and First Grade* (Denton and West 2002).

Reading

By the end of third grade, almost all children had mastered identifying ending sounds (100 percent), sight words (99 percent), and words in context (95 percent) (figure 7, table A-9). About three-quarters of the children could make literal inferences based on cues stated in text, 46 percent were able to use identifying clues to derive meaning in text, and 29 percent demonstrated the ability to make interpretations beyond text. The next two parts of this section compare third-graders' proficiency in making literal inferences, deriving meaning from text, and making interpretations beyond text, in terms of children's characteristics and their early school experiences. Subgroup comparisons were not made for ending sounds, sight words, and words in context mastery since almost all children were proficient in these skills in the spring of third grade.

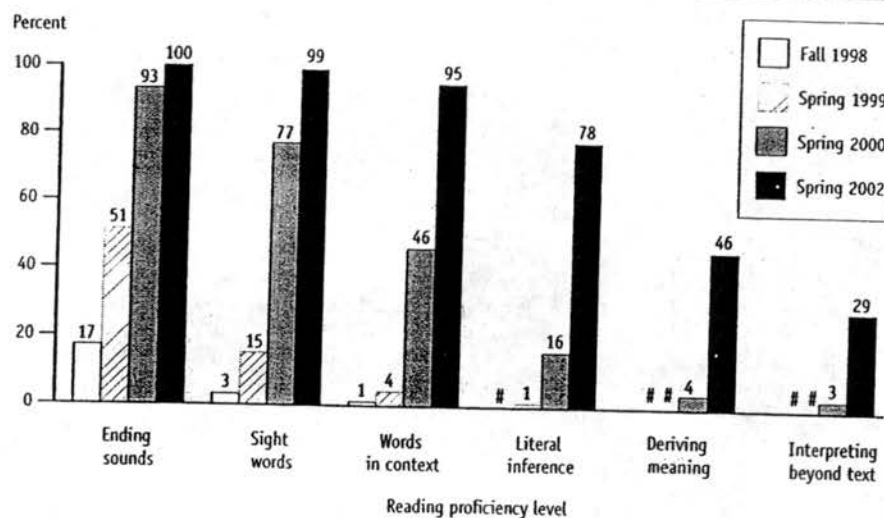
Child and Family Characteristics

Bivariate comparisons. Third-graders' proficiency in specific reading knowledge and skills





Figure 7. Percent of fall 1998 first-time kindergartners demonstrating specific reading knowledge and skills, by time of assessment: Fall 1998, spring 1999, spring 2000, and spring 2002

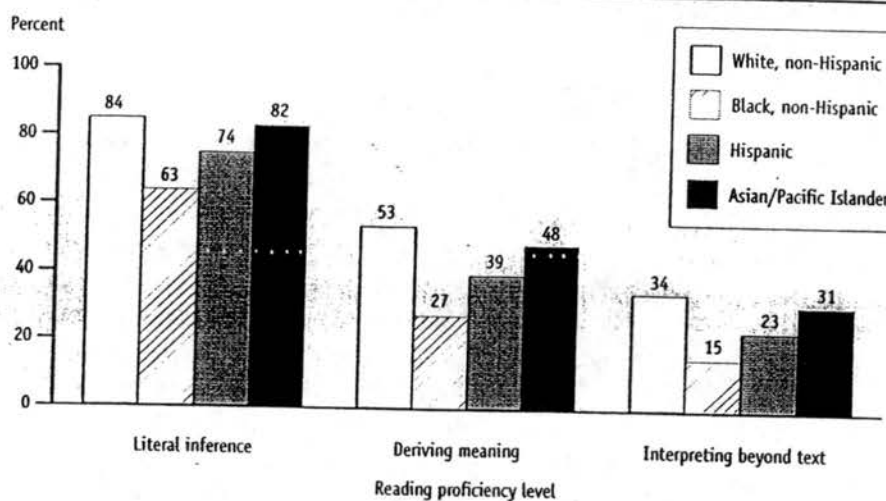


Rounds to zero.

NOTE: Estimates reflect the sample of children assessed in English in all assessment years. The ECLS-K assessment was not administered in 2001, when most of the children were in second grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Third Grade Restricted-Use Data File, fall 1998, spring 1999, spring 2000, and spring 2002.

Figure 8. Percent of fall 1998 first-time kindergartners demonstrating specific reading knowledge and skills in spring of third grade, by race/ethnicity: Spring 2002



NOTE: Estimates reflect the sample of children assessed in English in all assessment years. Although most of the children in the sample were in third grade in the spring of 2002, 10 percent were in second grade, and about 1 percent were enrolled in other grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Third Grade Restricted-Use Data File, spring 2002.



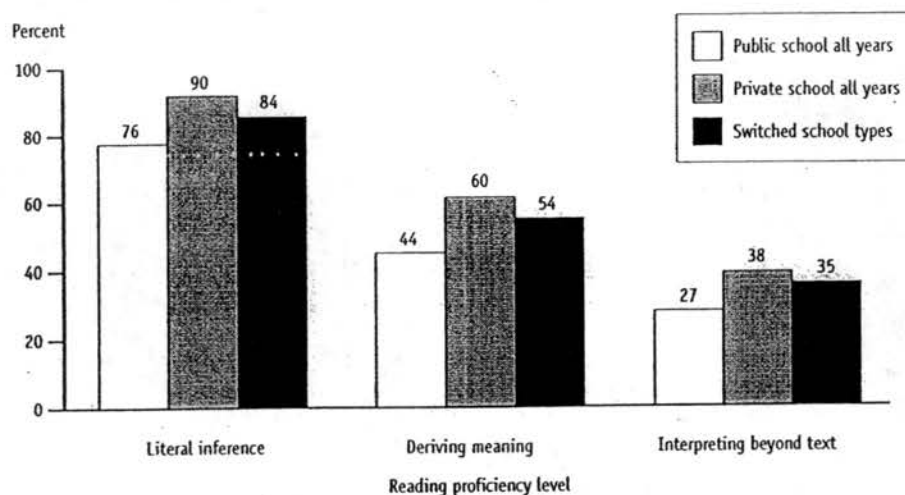
differed in relation to their sex, race/ethnicity, and number of family risk factors (table A-9). By the end of third grade, girls were more likely to be proficient in making literal inferences and deriving meaning from text than boys.³³ Black children were less likely to demonstrate proficiency in making literal inferences, deriving meaning from text, and making interpretations beyond text than White, Asian/Pacific Islander, and Hispanic children (figure 8). Also, Hispanic third-graders were less likely to be proficient in these three areas than White and Asian/Pacific Islander children. For instance, 53 percent of White and 48 percent of Asian/Pacific Islander third-graders could derive meaning based on textual clues and background knowledge, compared to 39 percent of Hispanic and 27 percent of Black third-graders. In addition, children with more family risk factors were less likely to be proficient in these three areas than those with fewer risk factors. As an example, 85 percent of children with no risk factors were able to make inferences based

on cues stated in text, compared with 73 percent of children with one risk factor and 57 percent of children with 2 or more risk factors.

Regression analyses. Many of the differences found in the bivariate comparisons persisted after taking into account children's sex, race/ethnicity, number of family risk factors, and early school experiences, with the exception of some differences between Hispanic, White, and Asian/Pacific Islander children's attainment of specific reading skills (table A-10). For instance, 5 to 6 percent fewer third-grade boys were proficient in literal inference or deriving meaning, compared to girls, after controlling for the other factors. When compared to White third-graders, 12 to 13 percent fewer Black third-graders were proficient in literal inference and interpreting beyond text, and 18 percent fewer were able to derive meaning from text. Also, 6 to 7 percent fewer Hispanic third-graders could derive meaning or interpret beyond text compared with White children. On the other hand, no differences were detected between the percentage of Hispanic third-graders who were proficient in making literal inferences and the percentages of White and Asian/Pacific Islander children demonstrating such skills.

³³When reporting on differences in the percentage of children proficient in specific skills and knowledge, a difference of 5 percentage points is substantively important.

Figure 9. Percent of fall 1998 first-time kindergartners demonstrating specific reading knowledge and skills in spring of third grade, by school type: Spring 2002



NOTE: Estimates reflect the sample of children assessed in English in all assessment years. Although most of the children in the sample were in third grade in the spring of 2002, 10 percent were in second grade, and about 1 percent were enrolled in other grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Longitudinal Kindergarten-First Grade Public-Use Data File and Third Grade Restricted-Use Data File, fall 1998, spring 1999, spring 2000, and spring 2002.





Also, no differences were detected between the likelihood of Hispanic and Asian/Pacific Islander children to derive meaning based on textual cues after controlling for the other factors. Thus, some of the differences between the performance of Hispanic children and those from other racial/ethnic groups may be attributed to other factors, such as family risk factors.

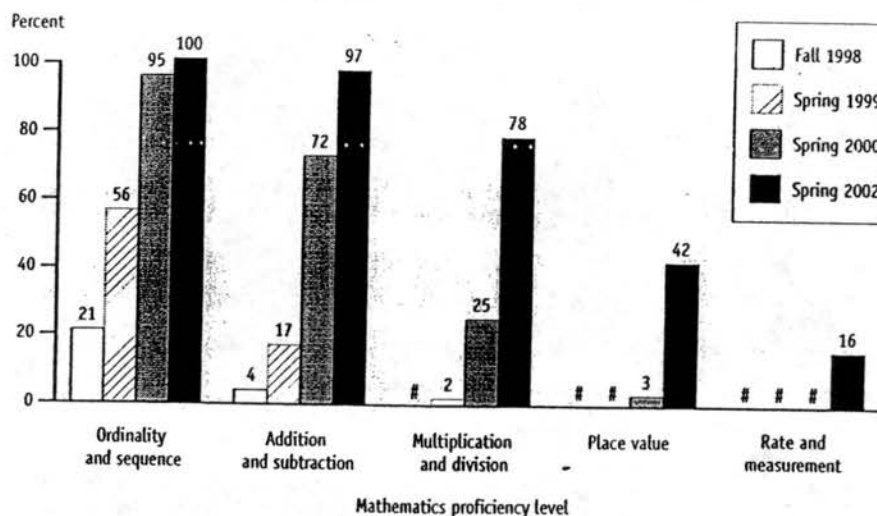
Early School Experiences

Bivariate comparisons. Children's reading proficiency in specific knowledge and skills also differed in third grade by the types of schools they attended (table A-9). Children enrolled in private schools from kindergarten through third grade were more likely to be able to make literal inferences or derive meaning from text than those who attended only public schools or those who switched school types during the study, and those who had switched school types were more likely to be proficient in these areas than children who attended public schools for all 4 years (figure 9). In addition, 27 percent of public school children were able to make interpretations beyond text, compared with 38 percent of children who al-

ways had attended private schools and 35 percent of children who changed school types in the first 4 years of school. No differences were detected in children's reading proficiency in relation to the type of kindergarten program they had attended.

Regression analyses. After controlling for children's sex, race/ethnicity, number of family risk factors, and kindergarten program type, children who had attended public schools in kindergarten through third grade were still less likely than children who had always attended private schools to reach the top three proficiency levels (i.e., literal inference, deriving meaning, and interpreting beyond text) had 8, 10, and 6 percent fewer students from the public school only group than from the private school only group) (table A-10). Further, children who had always attended public schools were less likely to be proficient at deriving meaning and interpreting beyond the text than those children who had changed school types. However, there were no substantive differences in the percentage of children who demonstrated the ability to make literal inferences between those who had attended private school for all 4 years and those who had

Figure 10. Percent of fall 1998 first-time kindergartners demonstrating specific mathematics knowledge and skills, by time of assessment: Fall 1998, spring 1999, spring 2000, and spring 2002



Rounds to zero.

NOTE: Estimates reflect the sample of children assessed in English in all assessment years. The ECLS-K assessment was not administered in 2001, when most of the children were in second grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Third Grade Restricted-Use Data File, fall 1998, spring 1999, spring 2000, and spring 2002.

only attended private schools for a portion of the time, after accounting for the other factors. Also, children who had always attended public school were not substantively less likely to be proficient at literal inferences than those who had attended both public and private schools.

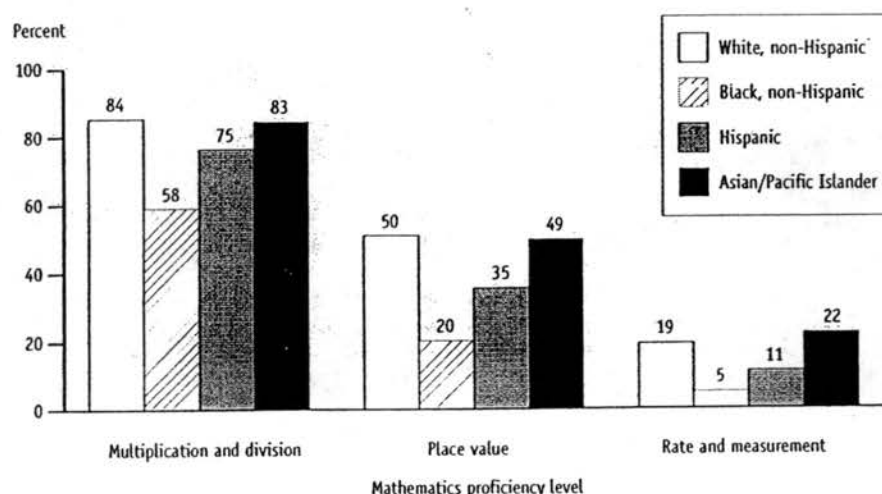
Mathematics

By the end of third grade, all children had mastered ordinality and sequence skills and 97 percent were proficient in solving simple addition and subtraction problems (figure 10, table A-11). Seventy-eight percent of the children could solve simple multiplication and division problems, 42 percent demonstrated an understanding of place value in integers to the hundreds place, and 16 percent were able to use knowledge of rate and measurement to solve word problems. The next two parts of this section focus on differences in third-graders' proficiency in multiplication and division, place value, and rate and measurement relative to children's characteristics and their early school experiences. Subgroup comparisons were not made for ordinality and sequence skills or simple addition and subtraction problemsolving since almost all children were proficient in these skills in the spring of third grade.

Child and Family Characteristics

Bivariate comparisons. Consistent with the patterns found in reading, third-graders' proficiency in specific mathematics knowledge and skills varied by their sex, race/ethnicity, and number of family risk factors (table A-11). Boys were more likely than girls to demonstrate an understanding of place value concepts and knowledge of rate and measurement to solve word problems. Black third-graders were less likely to demonstrate proficiency in multiplication and division, place value, and rate and measurement than White, Hispanic, and Asian/Pacific Islander third-graders, and the percentage of Hispanic children reaching each of these proficiency levels was lower than the percentage of White and Asian/Pacific Islander children reaching these respective levels (figure 11). For instance, in third grade about half of White and Asian/Pacific Islander children were proficient in understanding place value, compared with 35 percent of Hispanic children and 20 percent of Black children in third grade. Also, children from homes with more risk factors were less likely to have reached each of the three proficiency levels than children with fewer risk factors. As an example, about one-fifth of children with no risk factors were proficient at using rate and

Figure 11. Percent of fall 1998 first-time kindergartners demonstrating specific mathematics knowledge and skills in third grade, by race/ethnicity: Spring 2002



NOTE: Estimates reflect the sample of children assessed in English in all assessment years. Although most of the children in the sample were in third grade in the spring of 2002, 10 percent were in second grade, and about 1 percent were enrolled in other grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Third Grade Restricted-Use Data File, spring 2002.





measurement knowledge to solve word problems, compared with 11 percent of children with one family risk and 5 percent of children with 2 or more risk factors.

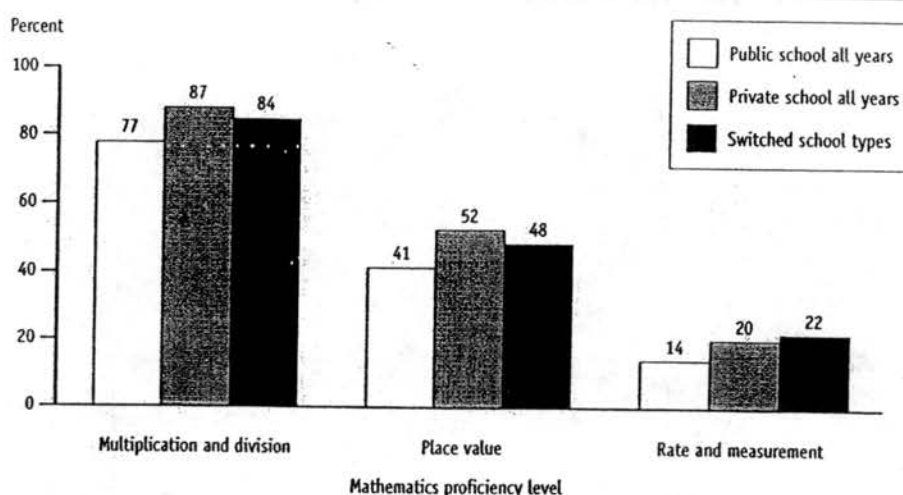
Regression analyses. All but one of the differences in specific math proficiency levels persisted after controlling for the other described factors (table A-12). For instance, 7 to 8 percent fewer third-grade girls were proficient in place value and rate and measurement, compared to boys. Also, when compared to White third-graders, a smaller percentage of Black third-graders were proficient in multiplication and division, place value, and rate and measurement (20, 23, and 11 percent fewer, respectively). In addition, for each family risk factor, the percent of third-graders proficient in multiplication and division and place value decreased by 8 to 9 percent, and the percent proficient in rate and measurement decreased by 5 percent. However, after taking into account children's sex, number of family risk factors, and early school experiences, the percentage of Hispanic third-graders proficient in multiplication and division did not differ substantively from the percentage of White children demonstrating such skills and knowledge.

Early School Experiences

Bivariate comparisons. Children's performance in specific mathematics knowledge and skills also differed by their school type (table A-11). Children who had attended public schools for all 4 years were less likely to be proficient in multiplication and division, place value, and rate and measurement than children who had attended private schools for all or some of the time between kindergarten and third grade (figure 12). For instance, 14 percent of children who had always attended public schools were able to use rate and measurement to solve word problems, compared with 22 percent of children who had attended both public and private schools, and 20 percent who had always attended private schools.

Regression analyses. After controlling for children's sex, race/ethnicity, number of family risk factors, and kindergarten program type, some of the differences in specific mathematics knowledge and skills attributed to school type did not persist (table A-12). For instance, compared to children who had always attended private schools, 5 percent fewer children who had always attended public

Figure 12. Percent of fall 1998 first-time kindergartners demonstrating specific mathematics knowledge and skills in spring of third grade, by school type: Spring 2002



NOTE: Estimates reflect the sample of children assessed in English in all assessment years. Although most of the children in the sample were in third grade in the spring of 2002, 10 percent were in second grade, and about 1 percent were enrolled in other grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Longitudinal Kindergarten-First Grade Public-Use Data File and Third Grade Restricted-Use Data File, fall 1998, spring 1999, spring 2000, and spring 2002.

schools reached the multiplication/division and place value proficiency levels. However, children who had always attended public schools were not substantively less likely to reach these two levels than children who had attended both public and private schools. On the other hand, 5 percent fewer children who had exclusively attended public school were able to use rate and measurement to solve word problems, compared with those who attended both public and private schools, but children who only attended public schools were not less likely to demonstrate this skill than children who attended private school for all 4 years.

Summary of Findings

Overall Gains in Reading and Mathematics Skills and Knowledge From Kindergarten to Third Grade

- Children gained an average of 81 points in reading (range 16 to 125 points) and 63 points in mathematics (range 17 to 104 points) from the beginning of kindergarten to the end of third grade.
- Black children made smaller gains in reading and mathematics from the start of kindergarten to the end of third grade than White, Hispanic, and Asian/Pacific Islander children, even after controlling for sex, number of family risk factors, school types, and kindergarten program type.
- As the number of children's family risk factors (i.e., single-parent household, below federal poverty level, primary home language other than English, and mother's highest education level less than a high school diploma or its equivalent) increased, children made smaller gains in both subjects, after controlling for the other child, family, and school characteristics.
- Children's reading and mathematics gains did not differ substantively by their sex, kindergarten program type (i.e., half-day or full-day), or the type of schools in which they were enrolled (i.e., public school all 4 years, private school all 4 years, mixture of public and private school attendance).

Overall Reading, Mathematics, and Science Knowledge and Skills in Third Grade

- In the spring of third grade, children's mean reading score was 113 (range 42 to 149), their mean mathematics score was 89 (range 33 to 120), and their mean science score was 35 (range 11 to 59).
- Black third-graders had lower overall achievement scores in reading, mathematics, and science than White, Hispanic, and Asian/Pacific Islander children, even after controlling for sex, number of family risk factors, school types, and kindergarten program type.
- In bivariate comparisons, Hispanic children had lower achievement in all three subject areas than White and Asian/Pacific Islander third-graders. However, after controlling for children's sex, number of family risk factors, school type, and kindergarten program type, Hispanic third-graders only had substantively lower achievement in science than White children.
- In all three subjects, those with more family risk factors had lower achievement scores at the end of third grade than those with fewer family risk factors, after controlling for the other child, family, and school characteristics.
- In bivariate comparisons, children who attended public schools from kindergarten through third grade had lower achievement scores in reading and science than those who had attended private schools for some or all of the time, and they had lower mathematics scores than those who attended private schools the whole time. However, after controlling for the other factors (i.e., sex, race/ethnicity, number of family risk factors, and kindergarten program type) the only substantive school-type difference that persisted was that third-graders who had attended private schools all of their first 4 years of school had higher reading achievement than children who had always attended public school. Differences in third-graders' achievement in relation to the type of school they attend should be interpreted with caution, as children also demonstrated differences in achievement by their school type in the fall of kindergarten, when





schools had little opportunity to have an effect on children's performance (West, Denton, and Reaney 2001).

- Third-grade reading, mathematics, and science achievement did not differ substantively by children's sex or kindergarten program type.

Specific Reading and Mathematics Knowledge and Skills in Third Grade

- Almost all children were proficient in identifying ending sounds of words, naming sight words, and recognizing words in context, and had mastered concepts of ordinality and simple addition and subtraction. About three-quarters could make literal inferences based on text and solve simple multiplication and division problems. Forty-six percent were able to use cues to derive meaning from text and 42 percent understood place value concepts. Twenty-nine percent were able to make interpretations beyond what was stated in text and 16 percent could use rate and measurement to solve word problems.
 - Girls were more likely than boys to demonstrate the ability to make literal inferences and derive meaning from text in reading. On the other hand, boys were more likely than girls to demonstrate an understanding of place value concepts and knowledge of rate and measurement to solve word problems, even after controlling for the other child, family, and school characteristics.
 - In bivariate comparisons, Black and Hispanic third-graders were less likely than White and Asian/Pacific Islander children to reach the three highest reading proficiency levels (i.e., making literal inferences, deriving meaning from text, and making interpretations beyond text) and the three highest mathematics proficiency levels (i.e., multiplication and division, place value, and rate and measurement). Black third-graders were also less likely to reach
- each of these proficiency levels than Hispanic children.
 - After controlling for the other characteristics, however, Hispanic children were not substantively less likely than White or Asian/Pacific Islander children to make literal inferences, and were not substantively less likely than Asian/Pacific Islander children to be able to derive meaning based on textual cues. In addition, the percentage of Hispanic third-graders reaching the multiplication/division proficiency level did not differ substantively from the percentage of White children reaching the same level, after accounting for the other factors.
 - Children with more family risk factors were less likely to have reached the three highest reading and mathematics proficiency levels than their peers with fewer family risk factors, overall and after taking into account the other characteristics.
 - In bivariate comparisons, children who attended public school from kindergarten through third grade were less likely than those who had attended private schools for some or all of their first 4 years of school to demonstrate proficiency in making literal inferences and deriving meaning from text in reading and proficiency in multiplication and division, place value, and rate and measurement in mathematics.
 - After controlling for the other factors (e.g., number of family risk factors), some of the differences associated with school type did not persist. For example, children who had exclusively attended public schools were no longer substantively less likely to make literal inferences than those who had attended both public and private schools. Also, those who attended public schools for all 4 years were no longer substantively less likely to be proficient in using rate and measurement to solve word problems than children who had exclusively attended private schools.



Moorhead District Pilot Program Primary EXTRA Program (PEP) Proposed Budget

ELLEN HOPKINS ELEMENTARY

Oct. 2006 - May 2007

15 Students 136 days 1.5 Membership hours @ \$4.00 per student	
Membership Hours per day 1.5	Membership hours per year 79 Days Title Funded 57 Days Targeted Services funded 119 Hrs. Title 85 Hrs. Targeted Services
Per day Income \$90.00	Per Year Income \$ 7110.00 Title \$ 5130.00 Targeted Services \$ 12,240.00 Total
<u>Daily Staff Costs:</u> Teacher 1.5 = \$ 69.00 Staff Balance= + \$ 30.00	<u>Yearly Staff Costs:</u> Teacher: \$9384.00 Staff Balance= + 4,080.00
Transportation: \$4,000.00 Supplies: \$80.00	
Totals: \$ 12,240.00	

Appendix C

Ellen Hopkins Elementary
Primary EXTRA Program
Advisory Board

Lynne Kovash - Moorhead Asst. Superintendent
Dr. Mary Jo Schmid Ellen - Hopkins Principal
Deb Pender - RRALC/Targeted Services Program Director
Sarah King - Compensatory Program Manager
Brenda Krueger - Literacy Coach/Lead Title
Sally Doran - Elementary Targeted Services Coordinator
Shannon Dahlberg - Hopkins Targeted Services Coordinator
Diana Johnson - Asp Targeted Services Coordinator
Melissa Voecks - Reinertson Targeted Services Coordinator
Sue Fradet - Hopkins Kindergarten Teacher
TBD -Reinertson Kindergarten Teacher
TBD-Robert Asp Kindergarten Teacher

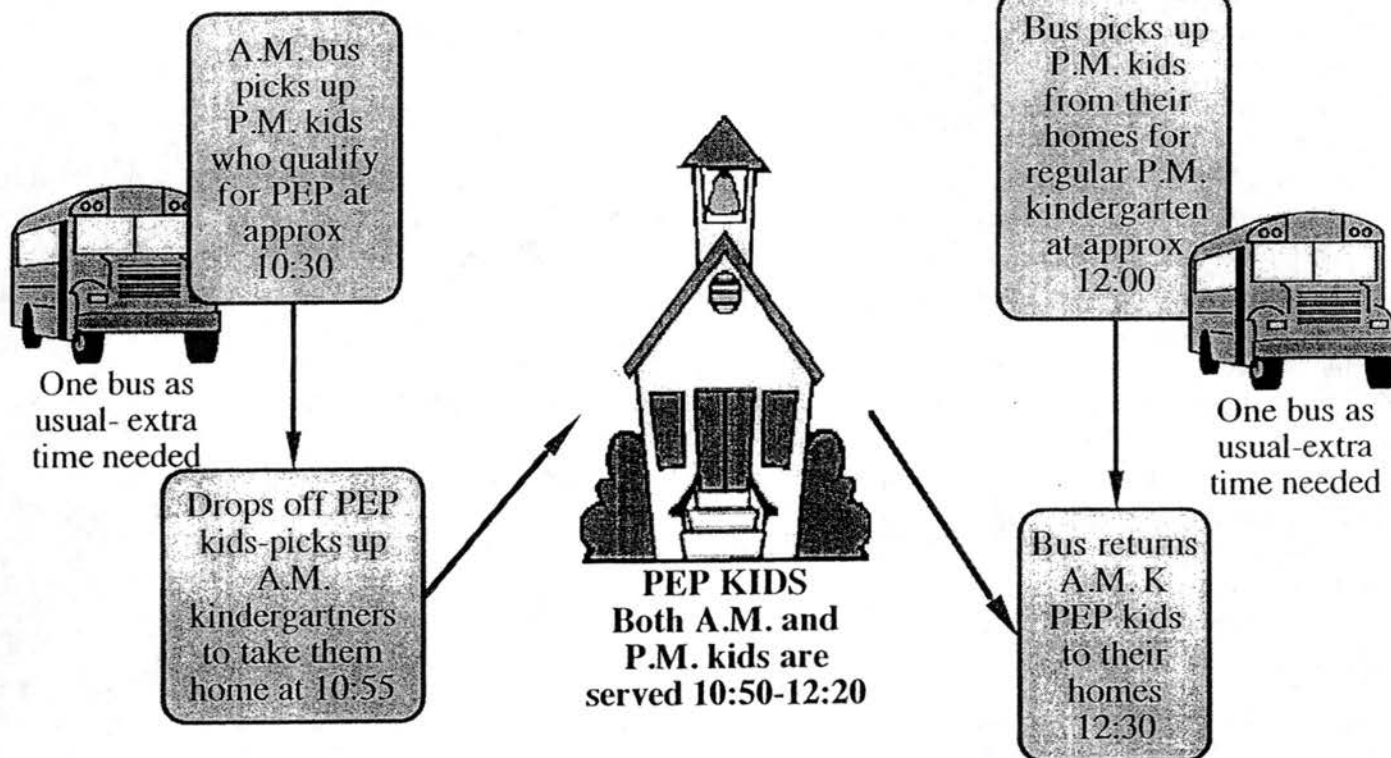


**A.M.
Kindergarten
8:25-10:55**

**Bus Schedule
Primary EXTRA
Program
(PEP)
Appendix D**



**P.M.
Kindergarten
12:25-2:55**





Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.032

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: Moorhead High School Hall of Honor
RE: September 5, 2006

The Moorhead High School Hall of Honor has been established to recognize alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community, or society.

Alumni are recognized for their outstanding accomplishments while at Moorhead high School as well as achievements following graduation. In 2004, the eight inaugural members were inducted, and last fall six members were inducted. This fall the 2006 members to the Hall of Honor will be recognized at an induction ceremony on September 16.

The nomination form and information about this year's inductees is attached. The Hall of Honor committee has reviewed nominations and conducted research of records to select outstanding candidates. The Hall of Honor committee members are Gene Boyle, Beth Dille, Pam Gibb, Don Hulbert, Kay Peterson, Phil Seljevold, Margaret Stene, Ken Tangen and Jay Wentzell.

The administration of Moorhead Area Public Schools expresses appreciation for the hard work of the committee members to make the vision of a Moorhead High School Hall of Honor a reality.

Corporate sponsors of the Moorhead High School Hall of Honor are Moorhead Public Service, State Bank and Trust and Gate City Bank.

LAK/kmr
Attachment

Moorhead High School Hall of Honor

Nomination Form

Membership in the Moorhead High School Hall of Honor will consist of alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Alumni will be recognized for their outstanding accomplishments while at Moorhead High School as well as achievements following graduation. Alumni may not be considered for nomination until ten years following their graduation from Moorhead High School. Faculty, staff and other community members will be recognized for their contributions to Moorhead High School. The individual must not be a current employee of the school district and may not be considered for nomination until five years following his or her completion of employment with the district.

A committee will review nominations and conduct research of records to select outstanding candidates for the Moorhead High School Hall of Honor.

Please provide as much of the following information as possible.

Check the appropriate category:

Alumnus/Alumna _____ Former Faculty/Staff _____ Other _____

Name of Nominee _____
(First) (MI) (Last) (Maiden Name)

Graduation Year _____ Retirement Year _____

Present Address _____
(Street) (City) (State) (Zip Code)

Work Phone () _____ Home Phone () _____

In the space below, briefly describe the reasons you feel this individual should be considered as a candidate for the Hall of Honor. Include accomplishments while at Moorhead High School as well as additional achievements and significant contributions to school, community, and society.

Additional information may be attached.

Person making nomination:

Name _____

Address _____

Home Phone () _____

Work Phone () _____

Return Nomination Form to:

Moorhead High School

Hall of Honor

2300 4th Avenue South

Moorhead, MN 56560

Moorhead High School Hall of Honor

2006 Inductees



Matt Cullen

Matt Cullen graduated from Moorhead High School in 1995. Cullen distinguished himself in hockey and was named a Mr. Hockey finalist and Associated Press High School Player of the Year in 1995. In the 1996 National Hockey League draft, Cullen was drafted 35th overall by the Anaheim Mighty Ducks. In 2005-06 Cullen achieved career highs in goals (25) and points (49) while helping the Carolina Hurricanes win the Southeast Division championship, and he played a key role in Carolina's Stanley Cup championship. In July 2006, Cullen signed with the New York Rangers. Cullen has played for four World Championship teams and was a 2004 bronze medalist on Team USA. In 2003-04, Cullen and his wife began the Cullen Children's Foundation, which has raised more than \$350,000 to use locally for children with cancer.



George R. Hanson

George R. Hanson graduated as salutatorian from Moorhead High School in 1976. He studied at Concordia College, Vienna Academy of Music, The Curtis Institute, and Indiana University. Since 1996, Hanson has been music director and conductor of the Tucson Symphony Orchestra. For the symphony's Mozart festival in 2006, Hanson debuted as pianist, conducting Mozart's concerto no. 23 from the keyboard. In 2003, Hanson received the Echo Klassik award, second only to the Grammy in international importance, for his recording of music of Anton Rubinstein. Hanson has shared the stage with his mentor and teacher Leonard Bernstein at Tanglewood, appeared with Tony Bennett and Dizzy Gillespie, and recorded with the rock group R.E.M. Hanson has appeared with nearly 90 symphony orchestras and opera companies in 19 countries.



Fred B. Scheel

Fred Scheel graduated from Moorhead High School in 1938. He studied forestry at the University of Minnesota. From 1942-46, Scheel went from Navy preflight to fighter pilot for the U.S. Marine Corps. Scheel assumed management of Scheels Hardware in Fargo, N.D., in 1947. Scheel pursued his interest in photography, studying under Ansel Adams and Brett Weston, who are regarded as the best black and white photographers. Scheel has published two books with black and white photographs, "A Search to See" and "A Search to See II." In 2002, he published the book "Poems and Other Words." Over the years, Scheel has been actively involved in the community and contributed generously to many organizations.



Jeremy R. Torstveit, M.D.

Jeremy Torstveit graduated in 1965 from Moorhead High School where he was involved in basketball, track and journalism. Torstveit graduated from Concordia College, Moorhead, and Mount Sinai School of Medicine, New York. From 1979 to 2002, Torstveit was a cardiothoracic and vascular surgeon (adults and pediatric) and a thoracic trauma surgeon at the Good Samaritan Regional Medical Center, Phoenix, Ariz., where he now has emeritus status. In 1991, Torstveit co-founded the Children's Heart Project of Arizona. He has led 21 cardiac surgery medical missions to Sri Lanka. Torstveit is an International Council of Motorsport Sciences member, National Hot Rod Association track physician and advisor, and National Dragster columnist. In 2002, Torstveit was designated Honorary Consul of Sri Lanka for the state of Arizona. He was nominated for a Nobel Peace Prize in 2000 and 2001.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.07.017

TO: School Board

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

DATE: September 5, 2006

RE: Approval of Policy

Attached please find the policy, School District Crisis Management (710).

Suggested Resolution: Move to approve the policy, School District Crisis Management (710), as presented.

LPN:mde
Attachment

Board Policies

School District Crisis Management

School Board Policy: 710

Section: 100 SCHOOL DISTRICT

Date Adopted: 6/12/2000

Date Revised: 1/24/2005

Dates Reviewed: 1/24/2005

I. PURPOSE

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

II. GENERAL INFORMATION

A. The Policy and Plans

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

B. Elements of the District Crisis Emergency Procedure Manual

1. General Crisis Procedures. This Crisis Management Policy includes general crisis procedures for securing the building, classroom evacuation, building evacuation, campus evacuation, and sheltering. It designates the individual(s) who will determine when these actions will be taken.

a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the telephone system. Code words will not be used. A provision for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

b. These district-wide procedures may be modified by building administrators when creating the building-specific crisis management plans. Each building will have access to a copy of the District Crisis Emergency Procedure Manual. This guide will assist in development of the building-specific crisis management plans. The manual will include but not be exclusive to procedures relating to the following emergencies:

Section 1.

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

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

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

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

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

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

6. Crisis Response Teams

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

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

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

Legal References:

42 U.S.C. 5121 et. seq (Disaster Relief and Emergency Assistance)
Minnesota Statute Ch. 12 (Emergency ~~Services~~ Management)
Minnesota Statute 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minnesota Statute 121A.035 (Crisis Management Policy)
Minnesota Statute 299F.30 (Fire Drill in School)
~~Minnesota Statute 299F.011 (Uniform Fire Code)~~
~~Minnesota Statute 299F.391 (Health Care, Education, or Lodging Facility)~~
~~Minnesota Statute 299F.452 (Reporting Malicious False Fire Alarm)~~
Minnesota Statute 609.605 Subd. 4 (Trespasses on School Property)
~~Minnesota Rules Parts 3530.4400 to 3530.4700 (Civil Defense)~~
Minnesota Rules Part 7510 (Fire Safety)
Title IX, Part E, Subpart 2, Section 9532 (No Child Left Behind)
20 U.S.C. 7912 (Unsafe School Choice Option)

Cross References:

Moorhead School Board Policy 424: Employee Right to Know - Exposure to Hazardous Substances)
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 554: Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
Moorhead School Board Policy 905: Visitors to Moorhead Area Public School Buildings and Sites



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.030

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: September 5, 2006
RE: Opening Enrollment

Attached is a copy of the opening enrollment figures for September 5, 2006. The opening enrollment table provides information about the elementary and secondary schools and also provides information regarding off-site educational programs.

Preliminary figures for opening day total K-12 enrollment are 5357. Last year opening day enrollment was 5255. The opening day enrollment was expected to be 5246 and we started the year with 5357 students. This represents 111 more students than projected.

The projection for kindergarten was 390. The largest class is 9th grade at 465 with the smallest class is 3rd grade at 360. This year's kindergarten class is 415 students. The kindergarten, Grade 1 and Grade 2 classes are about 400 students. This shows a growth in our primary grades.

The increase in enrollment signals an end to the trend of declining enrollment. It has been an exciting beginning to the 2006-07 school year.

It is expected the enrollment will fluctuate over the next few days and will stabilize with November enrollment information.

LAK/kmr
Attachment

Opening Enrollment

Moorhead Public Schools

September 5 2006

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Self	TOTALS
ROBERT ASP	24 22	24 11 12 25	27 27	27 27	30 30			
	23 19	22 11 13 25	27 27	27 27	30 31			
	24 21	23 11 13 25		27				
		23 11 13						736
	133	136	126	108	135	121	0	759
HOPKINS	23 22	25 24	24 24	24 22	27 26	28 29		
	23 21	24	24 25	22 22	28	29		
	24 24	20 21	20 11 8 23	23 20	28			
			23					754
	137	114	151	121	124	114	4	765
REINERTSEN	24 25	25 25	23 23	26 25	24 24	26 27		
	24 25	25 25	23 23	26 27	25 25	26 26		
	24 23	25 25	21 23	27	23	26		
								792
	145	150	136	131	121	131	0	814
TOTAL								2282
	415	400	413	360	380	366	4	2338
Average Class Size	23.1	23.5	23.6	24.8	25.3	28.2		

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
HORIZON	416	365	402					1226 1183
HIGH SCHOOL				441	401	435	428	1678 1705
ENROLLMENT BY BLDG								5186 5226
RRALC		1	7	9	18	15	15	65
EXCEL MIDDLE		1	17					18
EXCEL HS				9	1			10
OUTREACH		0	3	4	3	1	4	15
DET/SHELTER	0	2	0	2	5	7	7	23
TOTAL	416	369	429	465	428	458	454	
TOTAL KINDERGARTEN THROUGH GRADE 12 (INCLUDING SPECIAL ED)								5255 5357
PRESCHOOL								125
TOTAL PRESCHOOL THROUGH GRADE 12 (INCLUDING SPECIAL ED)								5373 5482

Self = Self Contained

Multi-age

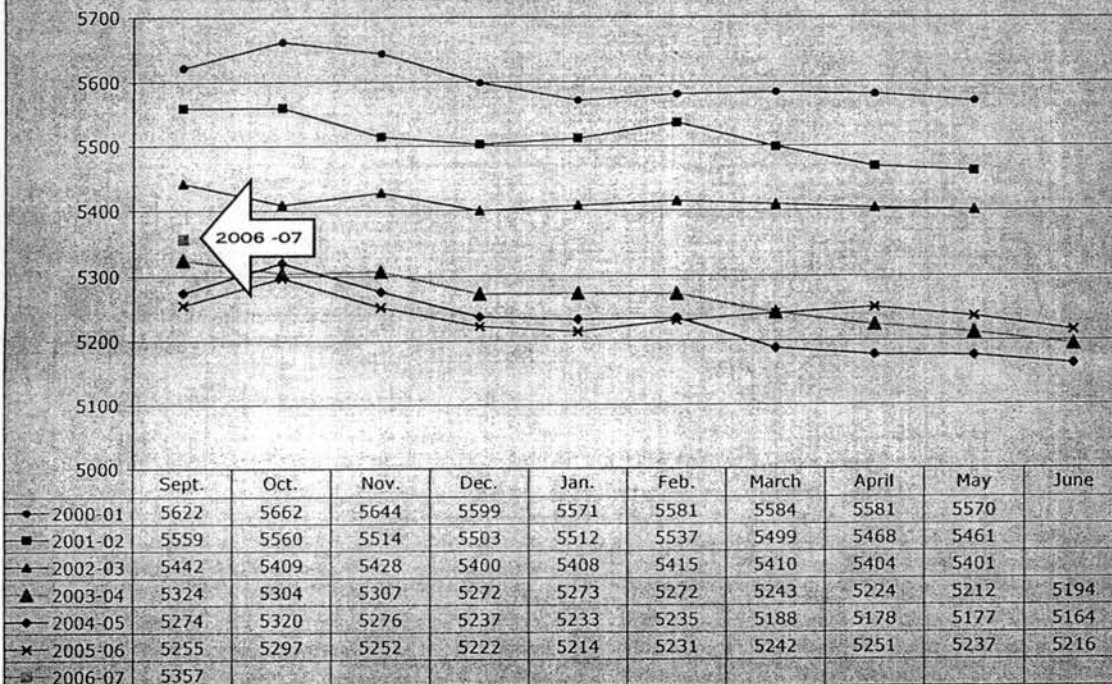
Italic number is 9-6-05 Enrollment

OPENING ENROLLMENT 2006

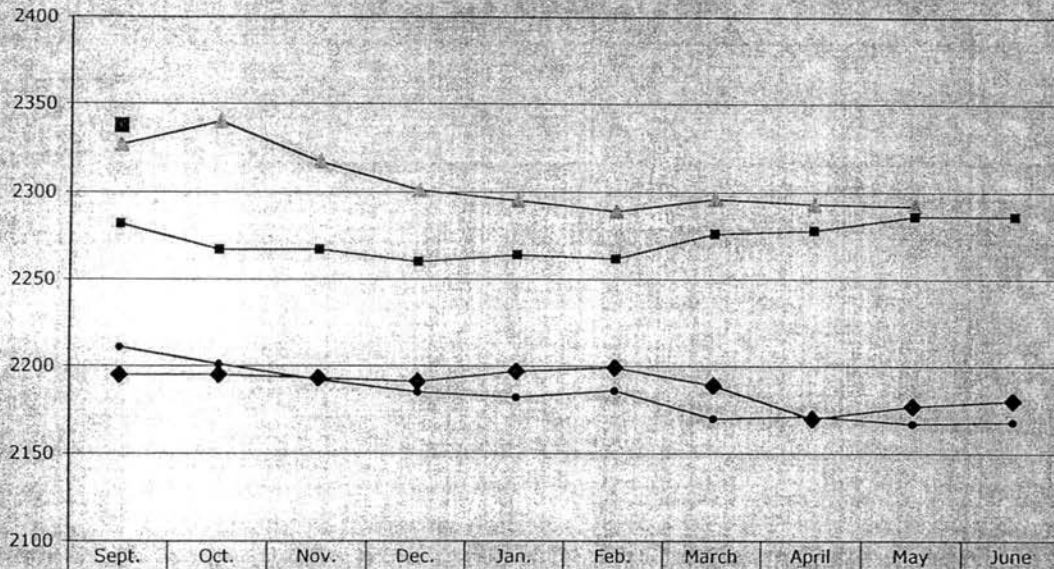
SEPTEMBER 11, 2006

DEPARTMENT OF TEACHING AND LEARNING
LYNNE KOVASH, ASSISTANT SUPERINTENDENT

Monthly Enrollment Chart

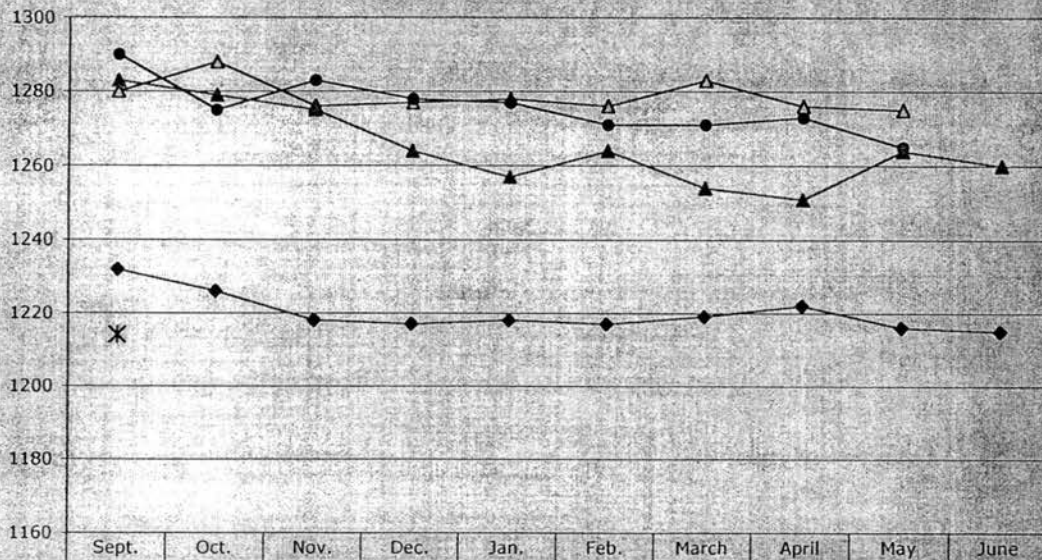


Moorhead K-5 Enrollment



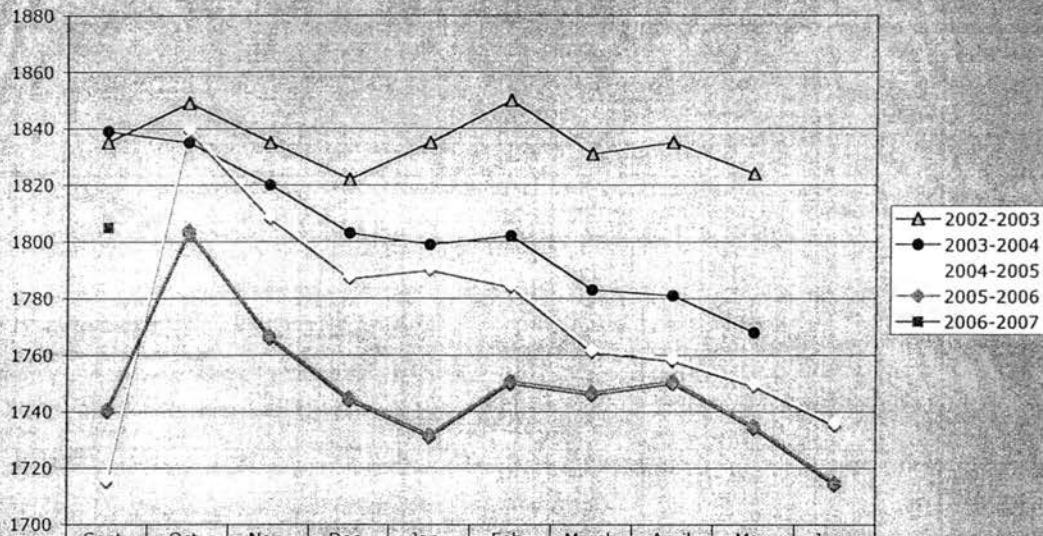
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
— 2002-2003	2327	2340	2317	2301	2295	2289	2296	2293	2292	
◆ 2003-2004	2195	2195	2193	2191	2197	2199	2189	2170	2177	2180
● 2004-2005	2211	2201	2192	2185	2182	2186	2170	2171	2167	2168
■ 2005-2006	2282	2267	2267	2260	2264	2262	2276	2278	2286	2286
■ 2006-2007	2338									

Moorhead 6-8 Enrollment



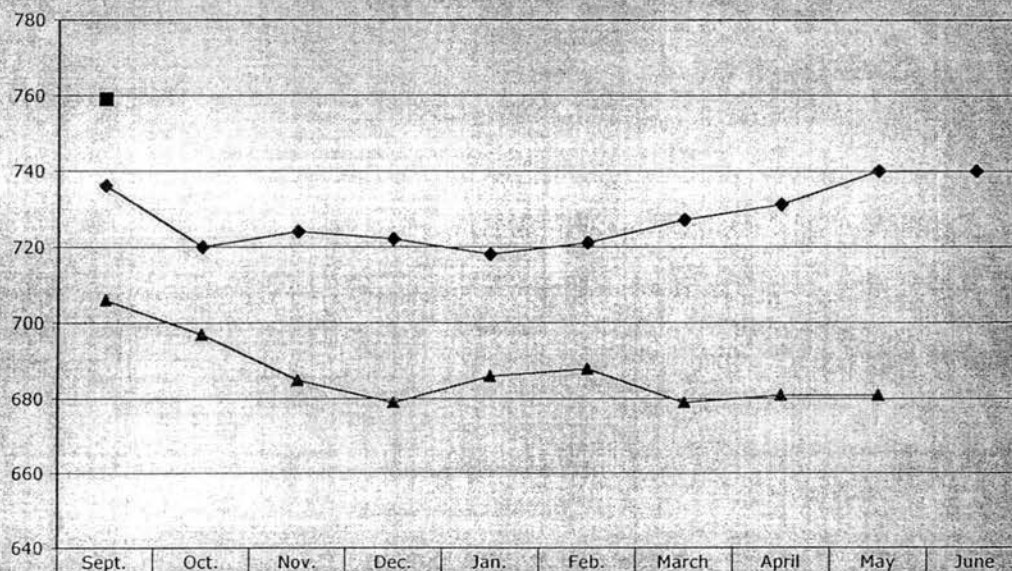
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
—△— 2002-2003	1280	1288	1276	1277	1278	1276	1283	1276	1275	
● 2003-2004	1290	1275	1283	1278	1277	1271	1271	1273	1265	
—△— 2004-2005	1283	1279	1275	1264	1257	1264	1254	1251	1264	1260
◆ 2005-2006	1232	1226	1218	1217	1218	1217	1219	1222	1216	1215
—X— 2006-2007	1214									

Moorhead 9-12 Enrollment



	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
△ 2002-2003	1835	1849	1835	1822	1835	1850	1831	1835	1824	
● 2003-2004	1839	1835	1820	1803	1799	1802	1783	1781	1768	
◆ 2004-2005	1716	1840	1809	1788	1791	1785	1762	1759	1750	1736
■ 2005-2006	1741	1804	1767	1745	1732	1751	1747	1751	1735	1715
✱ 2006-2007	1805									

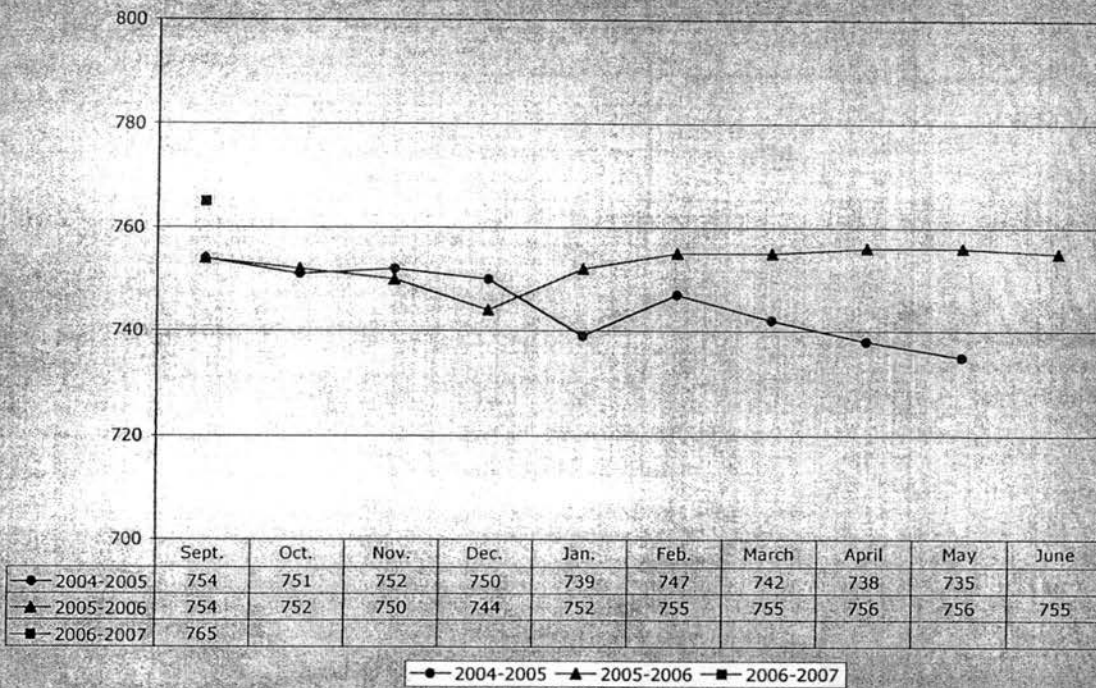
Robert Asp Enrollment



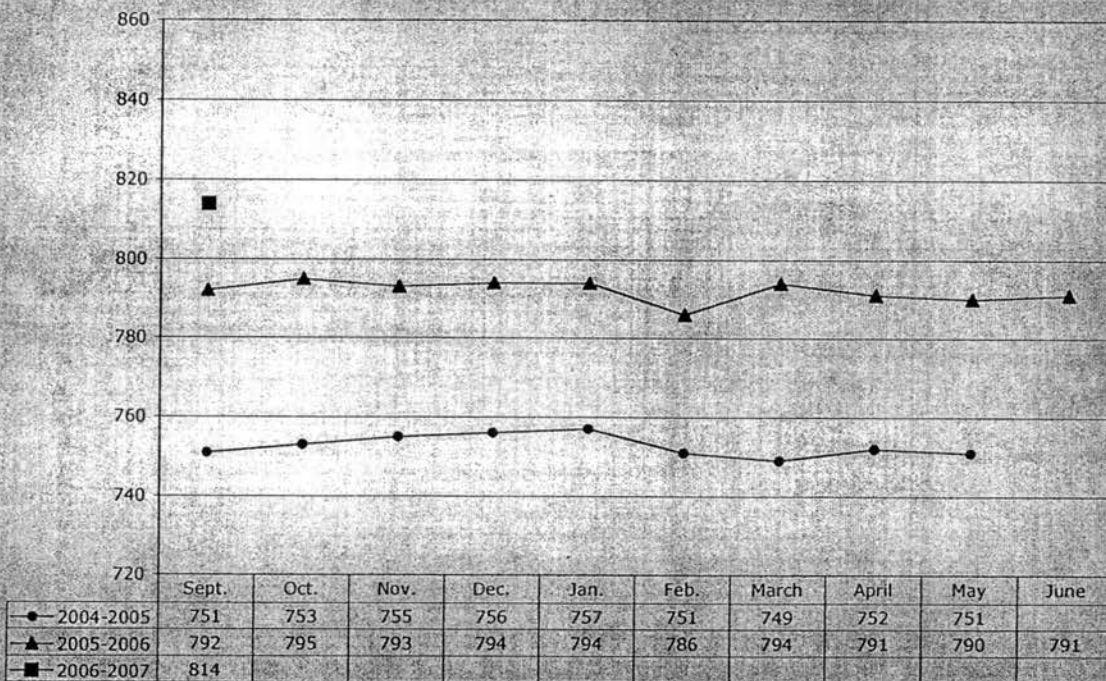
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
△ 2004-2005	706	697	685	679	686	688	679	681	681	
◆ 2005-2006	736	720	724	722	718	721	727	731	740	740
■ 2006-2007	759									

△ 2004-2005 ◆ 2005-2006 ■ 2006-2007

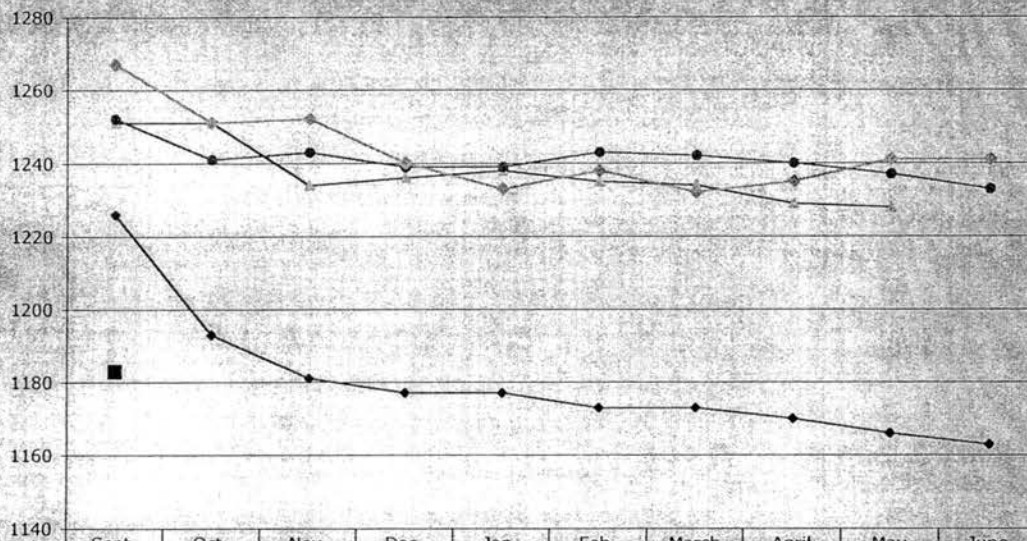
Ellen Hopkins Enrollment



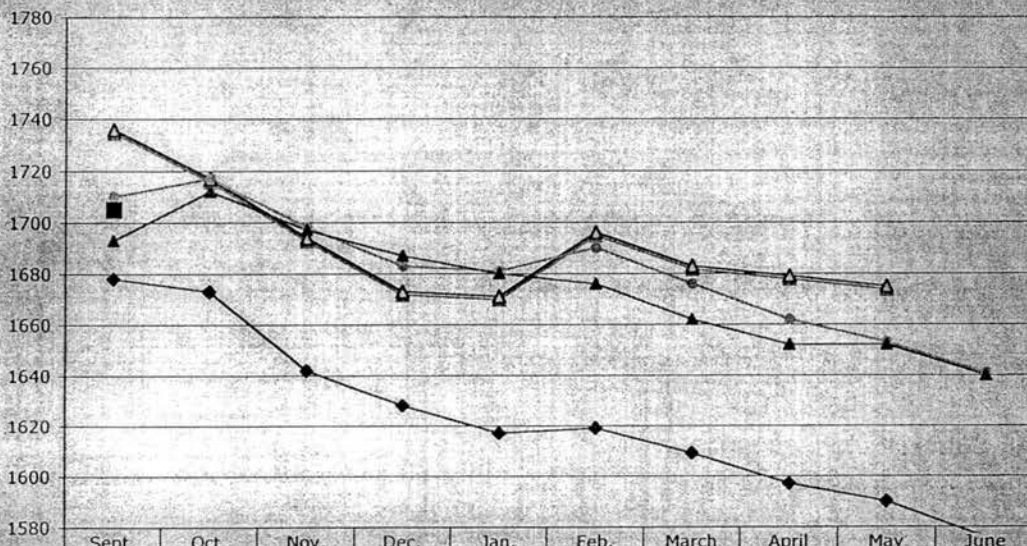
SG Reinertsen Enrollment



Horizon 6-8 Enrollment



Moorhead High School Enrollment



2001 ENROLLMENT PROJECTIONS

■ ENROLLMENT IN 05/06

■ ENROLLMENT IN 06-07

■ INCREASE IN ENROLLMENT FROM 2001 PROJECTIONS

■ APPROXIMATELY 200 MORE STUDENTS THAN PROJECTED IN 2001

■ PROJECTIONS BASED ON HISTORIC TRENDS

	05/06	06/07
KINDERGARTEN	400	400
GRADE 1	422	397
GRADE 2	371	415
GRADE 3	369	360
GRADE 4	348	366
GRADE 5	392	344
GRADE 6	328	380
GRADE 7	394	340
GRADE 8	415	382
GRADE 9	390	424
GRADE 10	429	377
GRADE 11	421	411
GRADE 12	378	396
GRADES 9-12	1618	1608
GRADES K-5	2302	2282
GRADES 6-8	1111	1060
GRADES K-12	3058	4991

5252

5357

ENROLLMENT ISSUES

SEPTEMBER 5, 2006

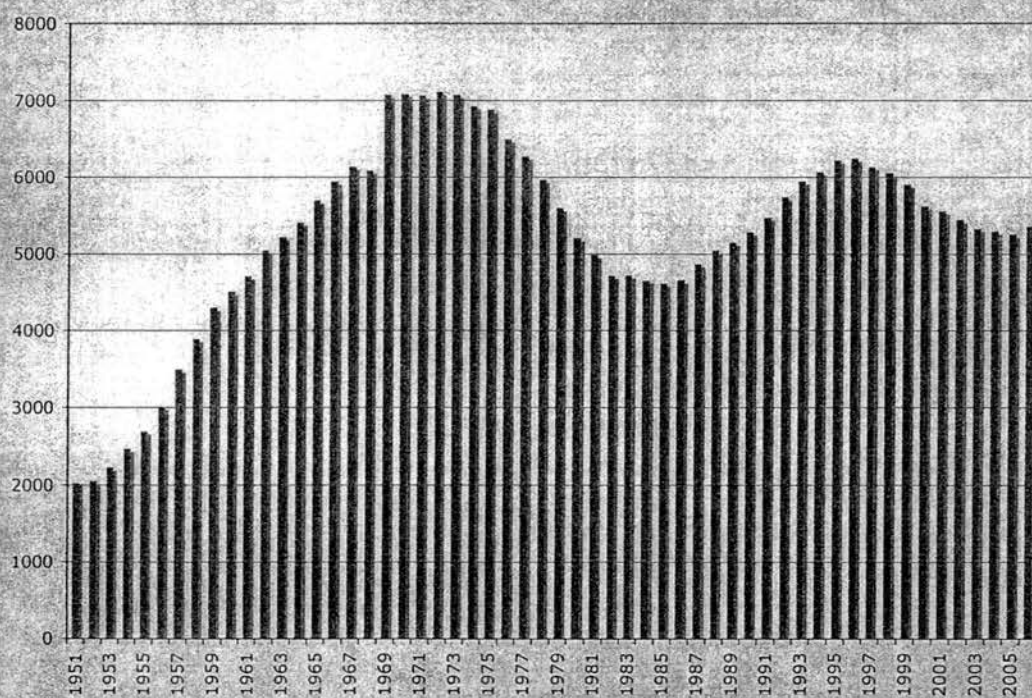
KINDERGARTEN	415
GRADE 1	400
GRADE 2	413
GRADE 3	360
GRADE 4	380
GRADE 5	366
GRADE 6	416
GRADE 7	369
GRADE 8	429
GRADE 9	465
GRADE 10	428
GRADE 11	458
GRADE 12	454

GROWTH

SMALLEST CLASSES

LARGEST CLASSES

Yearly Enrollment



**"A TREND IS A DESTINY,
UNLESS THERE IS AN INTERVENTION."**

-UNKNOWN

S-M9-BOS
25 Sept 2006

INDEPENDENT SCHOOL DISTRICT #152

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

September 25, 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 Vicki Breneman for being selected as a 2006 Local Wal-Mart Teacher of the Year. Breneman was a fourth-grade teacher at Ellen Hopkins Elementary School and is now an instructional math coach. Each year, Wal-Mart and Sam's Club nationwide honor great teachers at each of their stores based on nominations from the community. As a Local Wal-Mart Teacher of the Year, Breneman received a \$1,000 grant from the Wal-Mart/Sam's Club Foundation to

SCHOOL BOARD AGENDA - September 25, 2006

PAGE 2

benefit Ellen Hopkins Elementary School. She also received a Wal-Mart gift card for herself.

- 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 Gift - Page 6
- (2) Approval of Revised Major Magnitude Field Trip - Page 7

B. BUSINESS SERVICE MATTERS - Weston

C. HUMAN RESOURCE MATTERS - Nielsen

- (1) Acceptance of Resignation - Page 8
- (2) Approval of Change in Contract - Page 9
- (3) Approval of Family/Medical Leaves - Page 10
- (4) Approval of Other Leave - Page 11
- (4) Approval of New Employees - Pages 12-14

D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - September 25, 2006

PAGE 3

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

Pages 15-27

The School Board will conduct a first reading on the following policies: School Board Conflict of Interest (205), School Board Code of Ethics (206), "We Are Proud" Guidelines (215), School District Administration (301), Employees as Vendors of School Supplies (445), Facility and Site Improvement and/or Development (701), Severe Weather Related School Closings (711), School District Owned Vehicle Reservation (722), Purchase Order Management (821), and Payroll Employment (822).

4. **2005-2006 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT:** Kovash

Pages 28-58

Suggested Resolution: Move to direct administration to print and prepare the final copies of the 2005-2006 Annual Report on Curriculum, Instruction and Student Achievement for electronic distribution to the Minnesota Department of Education and print and prepare a summary report for mailing to all district households by October 15, 2006.

Moved by _____ Seconded by _____
Comments _____

5. **PROPOSED LEVY FOR 2006 PAYABLE 2007:** Weston

Pages 59-61

Suggested Resolution: Move to certify the "Maximum" for the 2006 Payable 2007 Proposed Levy.

Moved by _____ Seconded by _____
Comments _____

6. **COMMITTEE REPORTS**

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

8. **ADJOURNMENT**

SCHOOL BOARD AGENDA - September 25, 2006**PAGE 4****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
MAP Assessment (Grds 2-9)	September 25-29		
Activities Council	September 26	7 am	MHS
Technology Committee	September 26	3:45 pm	PCE
K-12 Prof Development	September 27		
Before and After School			
RAS PTAC	October 2	6:30 pm	Media Center
MHS PTAC	October 2	7 pm	Conf Rm
SGR PTAC	October 2	7 pm	Media Center
MAP Assessment (Grds 2-9)	October 2-13		
Continuing Educ Com	October 3	6:45 am	Village Inn
Clay Cnty Jt Powers Collab Bd	October 4	3:30 pm	Dilworth Bd Rm
Indian Educ Parent Com	October 4	5 pm	PCE
K-12 Prof Development	October 4		
Before or After School			
Clay Cnty Joint Powers Com	October 5	7 am	PCE
Human Rights Com	October 5	3:45 pm	PCE
MHS Choir & Orchestra Concerts	October 5	6:30 and 8 pm	Auditorium
HMS PTAC	October 5	7 pm	Media Center
Homecoming Parade	October 6		
School Board	October 9	7 pm	PCE
MHS Band Concert	October 9	7:30 pm	Auditorium
EHS PTAC	October 10	6:30 pm	Media Center
Instr and Curr Adv Com	October 12	7 am	PCE
RRALC Open House and	October 12	5-8:30 pm	RRALC
Resource Fair			
Early Chldhd Adv Com	October 12	7 pm	PCE
K-12 P/T Confs	October 12	5-8:30 pm	
Kind P/T Confs (Day-No Kind)	October 13		
Kind P/T Confs (Day-No Kind)	October 16		
K-12 P/T Confs	October 16	5-8:30 pm	Bldgs
Grds 6-8 Orchestras	October 16		MSUM
K-12 No School	October 17		

SCHOOL BOARD AGENDA - September 25, 2006
PAGE 5

CALENDAR OF EVENTS (Continued)

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
K-8 P/T Confs	October 17	8-11, 12-4	Bldgs
Com Ed Adv Council	October 17	7 pm	PCE
Early Childhood Screening	October 17-20		PCE
Teacher Comp Day (No School)	October 18		
Interagency Early Interv Com	October 18	12 pm	FSC
Health/Safety/Wellness Com	October 19	9:30 am	PCE
Education MN Conf (No School)	October 19-20		
School Board	October 23	7 pm	PCE
TEAEM, TEAELS Field Tests	October 23-27		
Activities Council	October 24	7 am	MHS
Technology Committee	October 24	3:45 pm	PCE
K-12 Prof Development	October 25		
Before or After School			
Grds 7-8 Orchestra Concert	October 26	7:30 pm	HMS
Parent/Child Literacy Night	October 26	6-7:30 pm	PCE
Grds 5-6 Orchestra Concert	October 30	7:30 pm	NDSU



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.033

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: September 7, 2006
RE: Microsoft Donation

Moorhead Area Public Schools has received a donation of \$170.00 from Microsoft Matching Gifts Program. Daniel Specht, an employee of Microsoft, volunteered 10 hours as a classroom volunteer and Microsoft matches his volunteer time. The funding will be used for math manipulatives.

SUGGESTED RESOLUTION: Move to accept the donation of \$170.00 from Microsoft Matching Gifts Program and direct administration to send a thank you card.
Microsoft Matching Gifts Program
PO Box 7405
Princeton, NJ 08543-7405

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.035

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: September 14, 2006
RE: Revised Major Magnitude

A proposed Major Magnitude Field Trip to France was approved at the April 24, 2006 School Board meeting for the Moorhead High School French Program students for June 2007. On the last day of the 2005-2006 school-year, the French class met and decided to move the travel back to June 2008.

The trip was delayed due to increased political tension and an increase in cost. The revised cost of the 21 day trip will be approximately \$2,899 plus an additional \$400-\$500 for expenses. There will be no cost to the district. Students will be funding this trip their through own expense and through student fundraising.


SUGGESTED RESOLUTION: Move to approve the revised Major Magnitude Field Trip for the Moorhead High School French Program students to France in June of 2008.

LAK/kmr



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.035

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron , Director of Human Resources
DATE: September 19, 2006
RE: Resignations

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

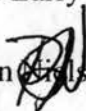
Lorae Hecker	Food & Nutrition Server, Horizon Middle School, effective September 11, 2006.
Jessica Swanson	Paraprofessional, S.G. Reinertsen Elementary, effective August 29, 2006.

SUGGESTED RESOLUTION: Move to approve the resignation of Lorae Hecker and Jessica Swanson as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.037

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

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

Andrew Theis Paraprofessional, Red River Area Learning Center, from 26 hours per week to 32.5 hours per week, effective August 29, 2006. (Replaces Delores Morse reduction in hours)

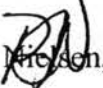
Delores Morse Paraprofessional, Red River Area Learning Center, from 32.5 hours per week to 26 hours per week, effective August 29, 2006. (Voluntary reduction in hours)

SUGGESTED RESOLUTION: Move to approve the change in contract for Andrew Theis and Delores Morse.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.034

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron , Director of Human Resources
DATE: September 19, 2006
RE: Family Medical Leave

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

Sandy Kortan	Instructional Coach, Probstfield Center for Education, effective August 28, 2006 for an undetermined amount of time.
Kathi Salvevold	Business Teacher, High School, to begin approximately October 7, 2006, for six to eight weeks.
Jamie York	Grade 5 Teacher, Ellen Hopkins Elementary, to begin approximately October 2, 2006 for 6 weeks.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Sandy Kortan, Kathi Salvevold and Jamie York pursuant to Section IV, Article 38 of the Teachers' Master Agreement



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.038

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: September 19, 2006

RE: Other Leave

The Administration requests Other Leave for the following person:

Gloria Crosby Paraprofessional, High School, effective September 25, 2006 through December 22, 2006.

SUGGESTED RESOLUTION: Move to approve the Other Leave for Gloria Crosby pursuant to Article VIII, Section 8 of the Paraprofessional Master Agreement.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.036

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: September 19, 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.

Kathy Evert Breakfast Cafeteria Supervisor, S.G. Reinertsen Elementary, \$8.22 per hour, .75 hours per day, effective September 11, 2006. (Replaces Amy Miller)

Mike Perius Paraprofessional, High School, B21 (0-2) \$12.65 per hour, 6.5 hours per day, effective September 6, 2006. (Replaces Katie LeSage)

Matthew Retzer Paraprofessional, Horizon Middle School, B21 (3) \$12.84 per hour, 6.5 hours per day, effective September 18, 2006. (Replaces Jane Schnabel)

Ronda Adrian Paraprofessional, Horizon Middle School, B21 (0-2) \$12.65 per hour, 6.5 hours per day, effective September 18, 2006. (Replaces Pam Beyer)

Tanya Lee Smith Food & Nutrition Server, Hopkins Elementary, \$9.32 per hour, 2.75 hours per day, effective September 11, 2006. (Replaces Lori Wenner)

Stephany Smith Food & Nutrition Server, Hopkins Elementary, \$8.22 per hour, 2.75 hours per day, effective September 20, 2006. (Replaces Michelle Swanson)

Tanya De Montigny Noon Supervisor, Ellen Hopkins, \$8.22 per hour, 2.5 hours per day, effective September 7, 2006. (Replaces Terri Messelt)

Bethany Schwab Paraprofessional, High School, B21 (3) \$12.84 per hours, 6.5 hours per day, effective September 18, 2006. (Replaces Cheryl Adams)

Tania Molden Teacher, Red River Area Learning Center, .286 FTE, MA (2) \$10,196.40, effective September 12, 2006. (Replaces Kelsy Jenkins)

- Tania Molden Paraprofessional, Red River Area Learning Center, B21 (0-2) \$12.65 per hour, 3.5 hours per day, effective September 12, 2006. (Replaces Nadine Moon)
- Joshua St. Louis Teacher, Robert Asp Elementary, BA+20 (2) \$34,626.00, effective August 29, 2006. (Replaces Rochelle Walswick)
- Paul Hoefer 8th Grade Football, Horizon Middle School, .050% Step 0, \$1,609.00 beginning with the 2006-2007 season. (Replaces Kyle Kopacek)
- Sarah Heimdahl 7th Grade Volleyball, Horizon Middle School, .050% Step 0, \$1,609.00 beginning with the 2006-2007 season. (Replaces Jen Carlson)
- Jill Carney 7th Grade Volleyball, Horizon Middle School, .050% Step 7, \$2,038.00 beginning with the 2006-2007 season. (Replaces Kim Pladson)
- Angela Cassidy Head Speech Coach, High School, .100%, Step 0, \$3,218.00 beginning with the 2006-2007 season. (Replaces Rebecca Meyer-Larson)
- Will Hailer Head Debate Coach, High School, .100%, Step 4, \$3,708.00 beginning with the 2006-2007 season. (Replaces Michelle Mogen)
- Chris Lien Student Newspaper, High School, .100%, Step 0, \$3,218.00 beginning with the 2006-2007 season. (Replaces Amy Jorgenson)
- Britta Dwyer Math League Coach, High School, .050%, Step 0, \$1,609.00 beginning with the 2006-2007 season. (Replaces Missy Eidsness)
- Lauren Rood AYES, High School, .060%, Step 0, \$1,931.00 beginning with the 2006-2007 season. (New Position)
- Kay Nomeland Adult Basic Education Paraprofessional, \$9.18 per hour, 13 hours per week, effective October 2, 2006. (Replaces Rebecca Lee-Hunt)
- Colleen Hillstad Paraprofessional, High School, B21 (0-2) \$12.65 per hour, 6.5 hours per day, effective September 19, 2006. (Replaces Carol Boerner)
- Gloria Vega Cafeteria Supervisor, Horizon Middle School, \$8.22 per hour, 2 hours per day, effective September 19, 2006. (Replaces Cheryl Reller)
- Robert Korczak Cafeteria Supervisor, Horizon Middle School, \$8.22 per hour, 2 hours per day, effective September 7, 2006. (Replaces Sadmira Rzafer)

SUGGESTED RESOLUTION: Move to approve the employment of Kathy Evert, Mike Perius, Matthew Retzer, Ronda Adrian, Tanya Lee Smith, Stephany Smith, Tanya De Montigny, Bethany Schwab, Tania Molden, Joshua St. Louis, Paul Hoefer, Sarah Heimdahl and Jill Carney, Angela Cassidy, Will Hailer, Chris Lien, Britta Dwyer, Lauren Rood, Kay Nomeland, Colleen Hillstad, Gloria Vega and Robert Korczak as presented.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.07.018

TO: School Board

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

DATE: September 19, 2006

RE: First Reading of Policies

Attached please find the policies, School Board Conflict of Interest (205), School Board Code of Ethics (206), "We Are Proud" Guidelines (215), School District Administration (301), Employees as Vendors of School Supplies (445), Facility and Site Improvement and/or Development (701), Severe Weather Related School Closings (711), School District Owned Vehicle Reservation (722), Purchase Order Management (821), and Payroll Employment (822), for your review.

LPN:mde
Attachments

Board Policies

School Board Conflict of Interest

School Board Policy: 205

Section: 200 SCHOOL BOARD

Date Adopted: 9/23/2002

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to observe state statutes regarding conflict of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

II. GENERAL STATEMENT OF POLICY

It is the policy of the Moorhead Area School Board to contract for goods and services in conformance with statutory conflict of interest laws and do so in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the Moorhead Area School Board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations which may exist on goods and services otherwise available to the school district.

III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS

A. A sSchool bBoard member who is authorized to take part in any manner in making any sale, lease or contract in his or her official capacity shall not voluntarily have personal financial interest in that sale, lease, or contract or personally benefit financially.

B. In the following circumstances, however, the sSchool bBoard may as an exception, by unanimous vote, contract for goods or services with a sSchool bBoard member of the school district:

1. In the designation of a bank or savings association, in which a sSchool bBoard member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with MN Statute Ch. 118A. Any School Board member having said interest shall disclose that interest and the interest shall be entered in the minutes of the sSchool bBoard. Disclosure should be made when a bank or savings association is first designated as a depository or source of borrowing, or when such a sSchool bBoard member is elected, whichever is later. Disclosure serves as notice of the interest and must only ~~needs to~~ be made once;

2. The designation of an official newspaper or publication of matters therein, in which the sSchool bBoard member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication;

3. A contract with a cooperative association of which the sSchool bBoard member is a shareholder or stockholder, but not an officer or manager;

4. A contract in which competitive bids are not required by law;

5. A sSchool bBoard member may rent space in a public facility at a rate commensurate with that paid by other members of the public.

6. A sSchool bBoard member may be newly employed or may continue to be employed by the school district as an employee where there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that sSchool bBoard member under that contract or employment relationship, will not exceed \$58,000 in that fiscal year. If the sSchool bBoard member does not receive majority approval to be initially employed or to continue in employment at a meeting where all sSchool bBoard members are present, that employment must be immediately terminated and the sSchool bBoard member will have no further rights to employment while serving as a sSchool bBoard member in the school district.

C. A contract made pursuant to the aforementioned exceptions will be void unless the following procedure is observed.

1. The sSchool bBoard must authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.

2. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution when the facts of the emergency are also stated.

3. Before a claim is paid, the interested sSchool bBoard member must file with the clerk of the sSchool bBoard an affidavit stating:

- a. The name of the sSchool bBoard member and office held;
- b. An itemization of the goods or services furnished;
- c. The contract price;
- d. The reasonable value;
- e. The interest of the sSchool bBoard member in the contract; and
- f. That to the best of the sSchool bBoard member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.

IV. LIMITATIONS ON RELATED EMPLOYEES

A. The Moorhead School Board can hire or dismiss teachers only at duly called meetings. Where a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full sSchool bBoard.

B. The sSchool bBoard may not employ any teacher related by blood or marriage, within the fourth degree, computed by the civil law, to a sSchool bBoard member except by a unanimous vote of the full sSchool bBoard.

V. CONFLICTS PRIOR TO TAKING OFFICE

A Moorhead School Board member with personal financial interest in the sale, lease or contract with the school district which was entered before the sSchool bBoard member took office and presents an actual or potential conflict of interest, shall immediately notify the sSchool bBoard of such interest. It shall thereafter be the responsibility of the sSchool bBoard member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the sSchool bBoard may enter into or renew such sale, lease or contract only if it falls within on the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS

The determination as to whether a conflict of interest exists is to be made by the Moorhead School Board. Any sSchool bBoard member who has an actual or potential conflict shall notify the sSchool bBoard of such conflict immediately. The sSchool bBoard member shall thereafter cooperate with the sSchool bBoard as necessary for the sSchool bBoard to make its determination.

Legal References:

Minnesota Statute 122A.40, Subd. 3 (Teacher Hiring, Dismissal)
Minnesota Statute 123B.195 (Board Member's Right to Employment)
Minnesota Statute 471.87 (Public Officers: Interest in Contract; Penalty)
Minnesota Statute 471.88 Subds. 2, 3, 4, 5, 12, and 13 (Exceptions)
Minnesota Statute 471.89 (Contract, When Void)
Op. Atty. Gen. 437-A-4, March 15, 1935
Op. Atty. Gen. 90-C-5, July 30, 1940
Op. Atty. Gen. 90-A, August 14, 1957

Cross References:

Moorhead School Board Policy 201: School Board Legal Status
Moorhead School Board Policy 206: School Board Code of Ethics
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Board Policies

School Board Code of Ethics

School Board Policy: 206

Section: 200 SCHOOL BOARD

Date Adopted: 8/12/2002

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to assist the Moorhead Area School Board members in recognizing the role of individual School Board members and the contribution that each must make to develop an effective and responsible School Board.

II. GENERAL STATEMENT OF POLICY

Each School Board member shall follow the code of ethics stated in this policy.

A. AS A MEMBER OF THE MOORHEAD SCHOOL BOARD I WILL:

1. Listen--to students, parents, employees, administrators, and community stakeholders, as well as to my colleagues on the School Board.
2. Recognize the integrity of my predecessors and associates.
3. Appreciate the merit of their work.
4. Be motivated only by a desire to serve the pupils of this district.
5. Attempt to inform myself on the proper duties and functions of a School Board member.
6. Recognize that it is my responsibility, together with other School Board members to see that the schools are properly run, not to run them myself.
7. Work through administration employees of the School Board--not over or around them.
8. Recognize that school business may be legally transacted only in an open meeting of the School Board.
9. With opportunity to express my opinion during a meeting, I will support the results of a majority vote taken by the School Board.

B. IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER I WILL:

1. Perform under education policies unless necessity requires otherwise.
2. Function in meeting the legal responsibility that is mine as part of a policy-forming body--not as an administrative officer.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:

1. Respect the right of others to have and express opinions.
2. Recognize that authority rests with the School Board in legal session--not with the individual members of the School Board except as authorized by law.
3. Make no disparaging remarks, in or out of School Board meetings, about other members of the School Board or their opinions.
4. Recognize that to promise in advance of a meeting how I will vote on any proposition is to close my mind and agree not to think through other points of view which may be presented to the meeting.
5. Make decisions in School Board meetings only after all sides of debatable questions have been presented.
6. Delegate details of School Board action to administrative employees.
7. Insist that special committees be appointed as necessary which will serve only in an advisory capacity to the School Board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY; I WILL:

1. Attempt to appraise both the present and future educational needs of the school district.

2. Attempt to obtain adequate financial support for the school program.
3. Interpret the needs and attitudes of the community and do my best to translate them into the educational program of the school district.
4. Consider it an important responsibility to interpret the educational program of the school as it relates to the needs of the community.
5. Insist that business transactions of the school district be on an ethical, open, and above board basis.

E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the sSuperintendent responsible for the administration of the school district.
2. Give the sSuperintendent authority commensurate with the responsibility.
3. Assure that the school district will be administered by the best professional personnel available.
4. Consider the recommendation of the sSuperintendent in the appointment of all employees.
5. Participate in sSchool bBoard action after considering the recommendation of sSuperintendent and only after the sSuperintendent has furnished adequate information supporting the recommendation.
6. Expect the sSuperintendent to keep the School bBoard adequately informed at all times through both oral and written reports.
7. Spend adequate time in sSchool bBoard meetings on educational policies.
8. Give the sSuperintendent counsel and advice.
9. Recognize the status of the sSuperintendent as an ex-officio member of the sSchool bBoard.
10. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole sSchool bBoard.
11. Present any personal criticisms of employees to the sSuperintendent.
12. Provide support for the sSuperintendent and employees of the school district so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OPERATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my function as a sSchool bBoard member.
2. Comply with all school district policies as adopted by the sSchool bBoard.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of ~~Children, Families and Learning~~ Education and other federal and state agencies with jurisdiction over school districts.

Legal References:

Minnesota Statute 123B.02 Subd. 1 (School District Powers)
 Minnesota Statute 123B.09 (School Board Powers)
 Minnesota Statute 123B.143 Subd. 1 (Superintendent)

Cross Reference:

Moorhead School Board Policy 201: School Board Legal Status
 Moorhead School Board Policy 310: School Superintendent
MSBA Service Manual, Chapter 1, School Board Member Code of Ethics

Board Policies

'We Are Proud' Guidelines

School Board Policy: 215

Section: 200 SCHOOL BOARD

Date Adopted: 5/27/2003

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to establish guidelines for the "We Are Proud" portion of the Moorhead School Board meeting agenda.

II. GENERAL STATEMENT OF POLICY

In order to recognize the accomplishments of the students and adults associated with Moorhead Area Public Schools, all suggestions of recipients should be forwarded to the District Communications Coordinator and/or the Superintendent's office for approval.

The following will serve as guidelines for recognition:

A. Students - Advisor(s)/coach(es)/teacher(s) will identify:

1. First place finishers at local or regional competitions.
2. State level qualifiers following the completion of the final competition, thus permitting state honors to also be recognized; and
3. Individual and/or student groups recognized for various regional or national awards or achievements.

B. Adults:

1. Peers identified by staff members, coaches, advisors, or School Board members that receive local, regional, state or national levels of achievement; or
2. Parents or community members that contribute significantly to the school district and the educational process.

Cross Reference:

Moorhead School Board Policy 213: School Board Meeting Agendas

Board Policies

School District Administration

School Board Policy: 301

Section: 300 DISTRICT ADMINISTRATION

Date Adopted: 8/27/2001

Date Revised: 9/9/2002

Dates Reviewed: 09/09/02

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the Moorhead ~~s~~School ~~b~~Board.

II. GENERAL STATEMENT OF POLICY

A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to provide leadership and management which promotes quality educational programs and services within the context of the school ~~D~~istrict's goals and budget.

B. The ~~s~~School ~~b~~Board expects all activities related to the operation of the school district to be administered in a well-planned manner, ~~carried out~~ conducted in an orderly fashion, consistent with the policies of the ~~s~~School ~~b~~Board, and conducted in an honest, respectful, and ethical tone.

C. The ~~s~~School ~~b~~Board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.

D. Although the ~~s~~School ~~b~~Board holds the ~~s~~Superintendent ultimately responsible for administration of the school district, the ~~s~~School ~~b~~Board also recognizes the ~~s~~Superintendent's authority to delegate responsibility to subordinate administrators. The ~~s~~School ~~b~~Board also recognizes the direct responsibility of principals building administrators and administrators for the educational results and effective leadership at the school building level.

E. The ~~s~~School ~~b~~Board and school administration shall work together to share information and decisions that best serve the needs of Moorhead Area Public Schools' students within the financial and facility constraints that may exist.

Legal References:

Minnesota Statute 123B.143 (Superintendent)

Minnesota Statute 123B.147 (Principals)

Cross Reference:

Moorhead School Board Policy 310: School Superintendent

MSBA Service Manual, Chapter 3, Superintendent of Schools

Board Policies

Employees as Vendors of School Supplies

School Board Policy: 445

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 11/28/1989

Date Revised: 1/27/2003

Dates Reviewed: 4/26/1994

11/24/1997

1/27/2003

I. PURPOSE

The Moorhead Area Public Schools will be in compliance with state statutes regarding the sale, proceeds or profits of any school supplies sold to the school district by school district employees and/or persons connected with the school district. Also, school district personnel will monitor that student purchases of textbooks, supplies, materials, tools or equipment for instructional purposes shall be made from a vendor, through a school store, parts department or school district purchase order and not from school district employees.

II. GENERAL STATEMENT OF POLICY

Except as provided for under Minnesota ~~S~~statute, no teacher, district school officer, including the ~~s~~Superintendent, member of the Moorhead ~~s~~School ~~b~~Board, nor any person connected with the Moorhead Area Public School system in any capacity, shall be interested directly or indirectly in the sale, proceeds or profits of any book, apparatus or furniture used, or to be used in the school district. Nothing in this policy or the statute prohibit the spouse of an employee or officer of the school district from contracting with the school district for the sale or lease of books, apparatus, furniture or other supplies to be used in the school district as long as the employee's or officer's position does not involve approving contracts for supplies and the ~~s~~School ~~b~~Board unanimously approves the transaction.

School district employees shall not become involved in making purchases from public or private vendors and then selling those items to students. Any exceptions to this policy must be approved in advance by the building ~~principal~~ administrator or appropriate supervisor and the ~~s~~Superintendent or designee.

Violators of this policy shall suffer the consequences of the applicable Minnesota ~~S~~statutes and may also be considered insubordinate by the school district and dealt with accordingly.

Legal References:

Minnesota Statute 123B.20 (Dealing in School Supplies)

Minnesota Statute 471.87 (Public Officers, Interest in Contract; Penalty)

Minnesota Statute 471.88 (Exceptions)

Cross Reference:

Moorhead School Board Policy 205: School Board Conflict of Interest

Board Policies

Facility and Site Improvement and/or Development

School Board Policy: 701

Section: 700 NON-INSTRUCTIONAL

Date Adopted: 3/23/1987

Date Revised: 1/27/2003

Dates Reviewed: 2/7/1997
1/27/2003

I. PURPOSE

The intent of this policy is to ensure that the facilities of Moorhead Area Public Schools do not inhibit the ability of any child to reach their maximum potential as a learner, while using said facilities in the most economical manner possible.

II. GENERAL STATEMENT OF POLICY

The school district shall:

- A. Ensure long range needs are considered when facility changes are made.
- B. Determine impact on other buildings.
- C. Consider short/long range implications.
- D. Determine economic impact on all facilities.
- E. Analyze the impact on instruction.

All facility/site improvement work must be approved by the Moorhead Area Public Schools' District-Wide Facility Improvement Committee. This committee is made up of the Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Business Services, and the Director of Buildings and Grounds. Prior to review, ~~Form~~ Administrative Procedure 701.1: Facility/Site Improvements Request must be completed. The committee shall submit their recommendation to the Superintendent for consideration in the context of the School District's Annual Operating Plan, Capital Budget, and Long Range Facility Plan.

In accordance with Minnesota Statute 123B.52, capital improvements exceeding \$50,000 must be competitively bid as authorized by the Moorhead School Board.

Legal Reference:
Minnesota Statute 123B.52 (Contracts)

Board Policies

Severe Weather Related School Closings

School Board Policy: 711

Section: 700 NON-INSTRUCTIONAL

Date Adopted: 12/9/2002

Date Revised:

Dates Reviewed:

PURPOSE

The Moorhead School Board recognizes that severe weather conditions may impact operations of the school district. The purpose of this policy is to provide information regarding severe weather related school closings.

GENERAL STATEMENTS OF POLICY

A. When conditions prevail at the school which a ~~principal~~ building administrator considers to be of an emergency nature or hazardous to staff and students, he/she shall notify the ~~s~~Superintendent or designee of the circumstances.

Building administrators will follow individual building action plans as outlined in the School District Crisis Management Policy (710) and Crisis Management Emergency Plan. The ~~s~~Superintendent or designee may determine an alternate plan of action. Once the plan is determined, school district staff will contact the media, other public and nonpublic schools, and others which may be necessary.

Emergency or hazardous conditions are defined as those situations which make it impossible to carry on the normal teaching activities in the school and/or create a situation which could be harmful to the safety of the students and staff. Examples include, but are not restricted to, bomb threats, weather and utility failures.

B. Weather Emergencies

~~The s~~School district officials will work jointly with the U.S. Weather Bureau in monitoring conditions during times of inclement weather.

The Superintendent (or designee), with consultation from the ~~d~~Director of ~~t~~Transportation, will determine appropriate actions to be taken relating to early dismissal, late start or the closing of school. Once a decision has been made, all local radio and television stations will be notified of the action.

There may be times when weather conditions are not severe enough to justify the closing of schools but bus schedules may have to be modified or canceled.

C. After-School Activities

In the event schools are closed due to severe weather conditions, all after-school activities, including practices and non-school events, will be canceled and the building completely vacated of all but custodial personnel.

Cross References:

Moorhead School Board Policy 710: School District Crisis Management Policy

Board Policies

School District Owned Vehicle Reservation

School Board Policy: 722

Section: 700 NON-INSTRUCTIONAL

Date Adopted: 1/27/2003

Date Revised:

Dates Reviewed:

I. PURPOSE

The intent of this policy is to ensure the proper and legal utilization of school owned vehicles.

II. GENERAL STATEMENT OF POLICY

The school district shall:

- A. Provide as safe as possible, a means of transportation for employees and other passengers.
- B. Provide a procedure that is equitable to all users.
- C. Allow the school district a methodology for monitoring usage of district vehicles.

All Moorhead Area Public Schools' employees and students are required to adhere to ~~Administrative p~~Procedures 722.1: School District Owned Vehicle Reservation Procedures and 722.2: Drivers of School District Owned Vehicles related to ~~the School District Owned Vehicle Reservation Policy~~ this policy.
(~~See Administrative Procedure 722.1: School District Owned Vehicle Reservation Procedures.~~)

Legal Reference:

Minnesota Statute 471.666 (Personal Use of Publicly Owned Automobiles Prohibited)

Board Policies

Purchase Order Management

School Board Policy: 821

Section: 800 BUSINESS SERVICES

Date Adopted: 8/26/2002

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to acknowledge and support the need for the ~~S~~school ~~D~~district's business office (~~Office of System Support 284-3370~~) to transact school district financial business in an effective manner and as required by state and federal statutes.

II. GENERAL STATEMENT OF POLICY

The Moorhead School Board acknowledges the need for effective management regarding the school ~~D~~district's purchasing process (Administrative Procedure 821.1). The School Board directs the ~~S~~school ~~D~~district administration to maintain an effective purchase order management system. Procedures shall be in accordance with Minnesota ~~S~~statutes and approved accounting practices as described by the State of Minnesota.

Legal Reference:

Minnesota Statute 375.73 (Duties of Purchasing Department)

Board Policies

Payroll Employment

School Board Policy: 822

Section: 800 BUSINESS SERVICES

Date Adopted: 8/26/2002

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to acknowledge and support the need for the school district's business office to transact school district financial business in an effective manner so school district employees receive their earnings as quickly as possible and after proper forms have been filed as required by state ~~and federal~~ statutes.

II. GENERAL STATEMENT OF POLICY

The Moorhead School Board acknowledges the need for effective management regarding the school ~~D~~district's payroll employment policies. The School Board directs the school district administration to maintain an effective payroll employment system. Procedures shall be in accordance with Minnesota ~~S~~statutes.

Legal Reference:

Minnesota Statute Chapter 181 (Employment)



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.037

TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

DATE: September 18, 2006

RE: 2005-2006 Annual Report on Curriculum, Instruction and Student Achievement

Attached is the draft copy of the 2005-2006 Annual Report on Curriculum, Instruction and Student Achievement, a report from the Instruction and Curriculum Advisory Committee reviewing the past year's accomplishments in student achievement? The report has been reviewed by the Instruction and Curriculum Advisory Committee (ICAC).

Also attached is a copy of the state requirements for the report. These requirements are mandated through legislative action. The report will be distributed in electronic form on the internet. A one page summary will be mailed to all households by October 15, 2006. The one page summary will provide the notice of the electronic report. Print copies of the report will be available through the Superintendent's office.

The drafts need to be approved for final distribution. At the October 9th meeting, the board will receive the final summary of the annual report which will then be mailed to all district households. A paper copy of the annual report will be presented to the board and then placed on the website. The copies of the annual report and summary will then be forwarded to the Minnesota Department of Education by October 15, 2006 to meet the state requirements.

Due to the November release of the Minnesota Comprehensive Assessments-II (MCA-I), the report will be updated after the public release of the data. The MCA-II data is not a requirement, but the district has chosen to provide assessment scores in the report as a way to keep the public informed regarding the student learning.

SUGGESTED RESOLUTION: Move to direct administration to print and prepare the final copies of the 2005-2006 Annual Report on Curriculum, Instruction and Student Achievement for electronic distribution to the Minnesota Department of Education and print and prepare a summary report for mailing to all district households by October 15, 2006.

LAK/kmr
Attachment

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

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

2005 - 2006 Annual Public Reporting

120B.11 (Subd. 5) Report

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

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

"Annual Report on Curriculum, Instruction and Student Achievement."

Report must include:

- Student achievement goals for meeting academic standards;
- Results of local assessment data and any additional test data;
- District improvement plans including staff development goals under section 122A.60;
- Information about district and learning sites progress on previous improvement plans;
- Amount and type of revenue attributed to each educational site with a decision-making agreement as defined in 123B.04; and
- Advisory committee membership, date term expires, method and criteria board uses to select members, and application date.

If electronic means such as the district Web site are used, school districts must publish notice of the report in a periodical of general circulation in the district. School districts must make copies of the report available to the public on request.

120B.11 (Subd. 6) Student Evaluation

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

120B.11 (Subd. 7) Periodic Report

Districts shall periodically ask constituencies about satisfaction with school and report results.

120B.11 (Subd. 8) Biennial Evaluation; Assessment Program

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

- (1) written objectives of the assessment program;
- (2) names of tests and grade levels tested;
- (3) use of test results; and
- (4) student achievement results compared to previous years.

Standards Rules

3501.0160 Mathematics and Reading and 3501.0270 Written Composition

Basic Skills Reporting

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

Number of students at each grade in grades 9 through 12

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

Basic Testing Administration Notification 3501.0140

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

At a minimum the plan shall include:

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

Moorhead Area Public Schools
Independent School District 152

DRAFT

**A Community
of Learners**



**2005-06 Annual Report on
Curriculum, Instruction and Student Achievement**

September 2006

Welcome to the 2005-06 Annual Report on Curriculum, Instruction and Student Achievement

A Community of Learners

Moorhead Area Public Schools is "A Community of Learners." Our school district is comprised of learners at all levels. From students to teachers, from administrators to support staff, from parents to School Board members to community members, we are all learners.



Education is constantly changing, and our district is challenged to meet state and federal accountability requirements. Despite these challenges, we strive to continue to provide the highest quality of education to our students. To ensure student achievement, the employees in our district are also continuously learning new knowledge and new methods to enhance the teaching and learning experience.

as the results for the 2006 Minnesota Comprehensive Assessments-II are not yet available. The public release of MCA-II results is Nov. 15, and this report will be updated with that information following the public release. The state-required MCAs are just one way the Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals.

Within our district are numerous learning communities — whether a single classroom, multiple classrooms or an entire school. Each learner in our district is a part of any number of learning communities both at school and outside of school. Additionally, our school district is a part of the larger Moorhead community, where education is a vital industry. We are also situated in a state where public education is a priority.

Research supports improving student achievement by developing professional learning communities in schools. Professional learning communities are focused on high levels of learning for all students. Teams of educators work collectively and collaboratively to improve student learning.

This year as we work together to enhance the teaching and learning process we will further develop professional learning communities and focus on student achievement throughout our district. Our collective efforts as a community of learners will provide significant potential impact on student learning.

Teams at each school have established academic goals for our students and will be working toward achieving those goals. This report contains results from the 2005 Minnesota Comprehensive Assessments

Sincerely,

Dr. Larry P. Nybladh
Superintendent of Schools

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

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

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

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

اذا لم تفهم اللغة الإنجليزية ولتريد المساعدة في لغتك الأم، يرجى الاتصال بـ 284-3310.

如果你不懂英语，并希望寻求帮助，请拨打 284-3310。

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Instruction and Curriculum Advisory Committee

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

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

Community members are either recom-

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

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

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

2005-06 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Bea Arett 2007
Rep: Senior Citizens

Jessica Arett 2006
Rep: Senior Class

Victor Black 2007
Rep: Sophomore Class

Andrew Chen 2007
Rep: Junior Class

Cindy Fagerlie 2007
Rep: School Board

Charlie Fisher 2007
Rep: Gifted/Talented Teacher

Mary Flesberg 2006
Rep: Secondary Teacher

Stacey Foss, Chair 2006
Rep: Moorhead High Parent

Yahya Frederickson 2006
Rep: Minority Community

Pamela Gibb, Secretary 2006
Rep: District Communications

Dana Haagenson 2007
Rep: Hopkins Parent

Jay Haiby 2006
Rep: Reinertsen Parent

Judy Kotta 2006
Rep: Horizon Parent

Lynne Kovash 2007
Rep: Administration

Carol Ladwig 2007
Rep: School Board

Karen Nitzkowski 2006
Rep: Community Education

Donna Norquay 2007
Rep: Minorities

Tammy Schatz 2006
Rep: Hopkins Parent

Jeff Seaver 2007
Rep: Clergy

Chizuko Shastri 2007
Rep: Horizon Parent

Faye Smiley-Aakre 2007
Rep: Minorities

Clinton Talley 2006
Rep: Support Staff

Bill Tomhave 2006
Rep: Higher Education

Colleen Tupper 2007
Rep: Principals

Kris Valan 2007
Rep: Higher Education

Coralie Wai 2007
Rep: Moorhead High Parent

Trudy Wilmer 2006
Rep: Robert Asp Parent

John Wirries 2007
Rep: Reinertsen Parent

Areas Reviewed by the Instruction and Curriculum Advisory Committee

During the 2005-06 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Review curricular areas of language arts, social studies, science and math.
- Review curriculum and instruction implications of the district's educational enhancement initiatives.
- Review district test results and the district's testing program, including a review of progress toward goals and information on the Measures of Academic Progress.
- Review the implications of the No Child Left Behind requirements, including the AYP/AMAO Improvement Plan.
- Review the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitor the implementation of the Minnesota Academic Standards, including reviewing local standards for physical education, world language and business.
- Continue to monitor compensatory education programs including Elementary and Secondary Education Act, English as a Second Language, Migrant Education, and Indian Education.
- Review proposals for curricular additions or deletions.
- Review community-based concerns related to instruction and curriculum.
- Review elementary progress reports.
- Review middle school Spanish program.

Long-Range Goals Established by the Instruction and Curriculum Advisory Committee

Our graduates will be able to...

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

Our students will be able to...

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

Measuring Student Progress

The Moorhead Area Public Schools uses a variety of methods to measure student progress and determine whether our students are meeting their learning goals. Those methods include:

- Measures of Academic Progress (MAP)
- Minnesota Basic Skills Test (BST)
- Minnesota Comprehensive Assessments (MCA-II)
- MCA-II / GRAD
- Dynamic Indicators of Basic Literacy Skills (DIBELS)
- Various Literacy Assessments
- In-class Unit and Skills Assessments
- College Admissions Tests

Among the Highlights

Measures of Academic Progress

The MAP assessments are taken each fall and spring by students in grades 2-9 to measure students' academic progress in reading and mathematics skills.

Minnesota Basic Skills Tests

The Basic Skills Tests ensure that all high school graduates have the basic reading, writing and math skills they need to live and work in today's society. Until legislative action in July 2005, these tests were required for graduation from a Minnesota high school. Students in grade 9 and younger will no longer take these tests. Students in grades 10-12 are still required to pass these tests and continue to have the opportunity to retake the tests. Refer to page 8 for more information.

Minnesota Comprehensive Assessments

The MCAs measure academic knowledge in the skills of language arts and mathematics. In 2005-06, students in grades 3-8, 10 and 11 participated in the new MCA-II tests in the areas of reading, math and writing. Results of these

tests help the district make decisions about curriculum and assist in determining progress on standards. Refer to page 9 for more information.

MCA-II / GRAD

The MCA-II/GRAD is a set of high school tests in reading, mathematics and writing that all students entering grade 8 in 2005-06 or later must pass to graduate from a public high school in Minnesota. These tests measure proficiency on the Minnesota Academic Standards and other essential skills. The GRAD (Graduation-Required Assessments for Diploma) component of the MCA-II has replaced the Basic Skills Tests for students in grade 9 and lower.

Minnesota Academic Standards

Minnesota has adopted academic standards in the areas of language arts, mathematics, the arts, social studies and science. These standards will be reviewed and revised on a cyclical basis.

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

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

Moorhead has incorporated the standards for language arts, math, social studies and science. Review is beginning on the mathematics standards.

No Child Left Behind

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

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

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

Continued on page 5



Horizon Middle School seventh-grade students cut open the stomach of a frog during science class.

Measuring Student Progress

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.

Continued from page 4

School districts have until 2013-14 to achieve 100 percent proficiency for all students in all subgroups.

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

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

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

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

Adequate Yearly Progress

Based on the 2004 Minnesota Comprehensive Assessment (MCA) results, the Moorhead district was identified as needing improvement on the mathematics tests for the subgroups of American Indian students, Hispanic students, Limited English Proficient students, and students eligible for free and reduced-price lunch.

An Improvement Plan was developed in January 2005 to address and develop a performance goal for mathematics. On pages 10-11, the continuous improvement efforts in the area of mathematics are further addressed.

The school district made progress on the 2005 MCA results. The district will continue to be identified as needing improvement for at least one more year.

The AYP designation will be released in November 2006.

Grades K-5: District-Wide Testing for 2006-07

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in:			To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Reading	3-5	April 17 & 19, 2007	
Math	3-5	April 24 & 26, 2007	
Science	5	May 1 & 3, 2007	
Measures of Academic Progress (MAP)	2-5	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Test of Emerging Academic English (TEAE)	English language learners in 3-5	Same as reading MCA-IIs above	To demonstrate growth in English; replaces reading MCA-IIs
Mathematics Test for English Language Learners (MTELL)	English language learners in 3-5	Same as math MCA-IIs above	Replaces math MCA-IIs
Test of Emerging Academic English: Listening and Speaking (TEAELS)	English language learners in all grades	Oct. 23-27, 2006 (Field Tests) March 12-16, 2007	To provide information assessing the listening and speaking skills of ELLs
Dynamic Indicators of Basic Literacy Skills (DIBELS)	K (all students) and 1 (selected students)	September 2006 / January 2007 / May 2007	To determine a student's level of proficiency with early reading skills
Various Literacy Assessments	K-5	Throughout the school year	To determine a student's reading level and skills
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress

Grades 6-8: District-Wide Testing for 2006-07

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	6-8	April 17 & 19, 2007	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Math	6-8	April 24 & 26, 2007	
Science	8	May 1 & 3, 2007	
Minnesota Writes!	6	April 25, 2007	To provide information assessing the writing skills of students
Measures of Academic Progress (MAP)	6-8	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Test of Emerging Academic English (TEAE)	English language learners in 6-8	Same as reading MCA-IIs above	To demonstrate growth in English; replaces reading MCA-IIs
Mathematics Test for English Language Learners (MTELL)	English language learners in 6-8	Same as math MCA-IIs above	Replaces math MCA-IIs
Test of Emerging Academic English: Listening and Speaking (TEAELS)	English language learners in all grades	Oct. 23-27, 2006 (Field Tests) March 12-16, 2007	To provide information assessing the listening and speaking skills of ELLs
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
Explore	8	Oct. 16, 2006	To provide information and assist in counseling individual college-bound students; norm-referenced achievement test

Examples of Excellence

- In 2005-06, Moorhead High School students earned over \$1.3 million in scholarships.
- Moorhead High School received one of three Lighthouse incentive grants in Minnesota to fund innovative STEM (science, technology, engineering and math) redesign activities that will serve as models for other high schools.
- The Moorhead High Economics Challenge team placed second at the national competition in May 2006.
- The Moorhead High School team of Brad Rassier and Sean Richards placed first in the Minnesota finals of the Ford/AAA

Student Auto Skills Challenge and competed at the national finals in June 2006.

- Moorhead High School was recognized as one of the nation's top 100 schools in speech and debate activities by the National Forensic League. Moorhead High School ranked 54th out of 2,700 schools nationwide.
- The Moorhead High School Music Department was selected as a finalist in the GRAMMY Signature Schools Program. This is the fifth consecutive year that the department has been recognized as one of the top 100 music programs in the nation.

Measuring Student Progress

Grades 9-12: District-Wide Testing for 2006-07

Tests	Grades Tested	Dates	Objectives/Uses
Basic Skills Tests in: Writing	10 and above who have not passed the test	Jan. 23, 2007	To ensure minimum competency in the areas of math, reading and writ- ing; required for graduation in Min- nesota for students grades 10-12
Reading	10, 11 and 12 who have not passed the test	Feb. 6, 2007	
Math		Feb. 8, 2007	
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	10	April 19, 2007	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Math	11	April 19, 2007	
Science	MHS	May 1 & 3, 2007	
Test of Written Composition	9	April 10, 2007	To ensure minimum competency in writing; required for graduation
Measures of Academic Progress (MAP)	9	Fall and spring, all students Winter, selected students	To provide a measure of a student's academic progress in reading and mathematics skills
Test of Emerging Academic English (TEAE)	English language learners in 10	Same as reading MCA-IIs above	To demonstrate growth in English; replaces reading MCA-IIs
Mathematics Test for English Language Learners (MTELL)	English language learners in 11	Same as math MCA-IIs above	Replaces math MCA-IIs
Test of Emerging Academic English: Listening and Speak- ing (TEAELS)	English language learners in all grades	Oct. 23-27, 2006 (Field Tests) March 12-16, 2007	To provide information assessing the listening and speaking skills of ELLs
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
PLAN	10	Nov. 2, 2006	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests
PSAT	11	Oct. 18, 2006	
ACT	11-12	Various Saturdays throughout the year	
SAT	11-12		
Armed Services Vocational Aptitude Battery (ASVAB)	11-12	Nov. 16, 2006	To determine students' vocational aptitude and interests
Advanced Placement Exams	10, 11, 12	May 7-11, 2007 May 14-18, 2007	To determine college credit related to student scores

Basic Skills Tests

Moorhead students on track for meeting Minnesota's Basic Skills Test graduation requirements

Students in grades 10-12 must pass the reading, writing and math Basic Skills Tests.

Students in grade 9 and younger will no longer take the Basic Skills Tests as a graduation requirement. The legislature changed this requirement in July 2005.

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

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

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

Remediation plans, which may include tutoring or learning opportunities, are developed with a counselor according to student needs.

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

Basic Skills Test Results

	<i>Class of 2006</i>	<i>Class of 2007</i>	<i>Class of 2008</i>	<i>Class of 2009</i>
Reading				
Pass State	373	408	387	331
Pass Individual	3	0	0	0
Not Passed	15	36	41	69
Exempt	4	4	N/A	N/A
Math				
Pass State	361	394	367	309
Pass Individual	11	0	0	0
Not Passed	21	52	63	96
Exempt	4	4	N/A	N/A
Writing				
Pass State	373	420	396	
Pass Individual	1	0	0	
Not Passed	16	18	25	
Exempt	4	4	N/A	

Class designation is given when students enter 9th grade.

Basic Skills Tests Definitions

Pass State — Student passed at the state level with or without accommodations. Students with limited English proficiency (LEP) may have used a state-validated translation for the mathematics test or the written composition prompt.

Pass Individual — Student passed at a level established in the student's Individualized Education Plan or 504 Accommodation Plan.

Not Passed — Student did not pass at the state level.

Exempt — Student exempted as established in the student's Individualized Education Plan or 504 Accommodation Plan. Beginning in 2005-06, exempt will be limited to a temporary exemption of students with LEP designation who have been in an English-speaking school for fewer than three consecutive years.

Minnesota Comprehensive Assessments

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.

MCA results assist school district in determining curriculum

In 2005-06, students in grades 3-8, 10 and 11 took the Minnesota Comprehensive Assessments-II (MCAs) to determine their progress toward the state's academic standards. Additional MCA-II tests, which are aligned with the Minnesota Academic Standards, were added for the 2005-06 school year as the state works to meet the requirements of the No Child Left Behind Act. The results will be released to the public on Nov. 15.

On the 2005 MCAs, student performance was broken down into five achievement levels with level five indicating advanced performance. Students who scored in Levels III, IV and V were considered proficient in meeting state standards. Students who scored in Levels I and II will benefit from the more focused approach the standards offer. For the MCA-IIs, the scoring will be in four performance areas.

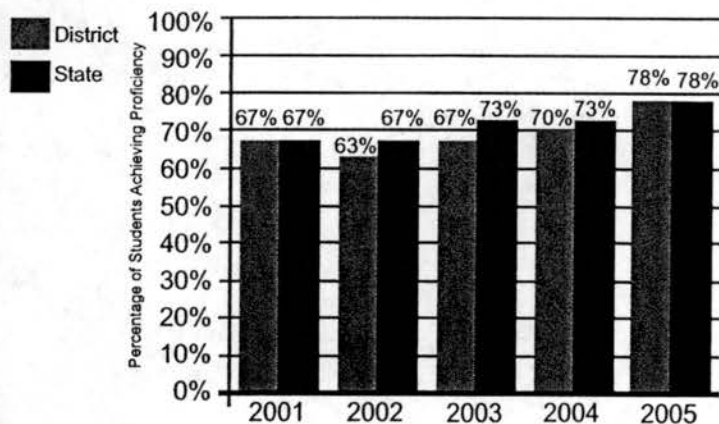
The MCA tests measure students' progress toward high academic standards. Students currently in grade 9 and younger will be required to pass the MCA-II/GRAD, which will be taken at the high school level.

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

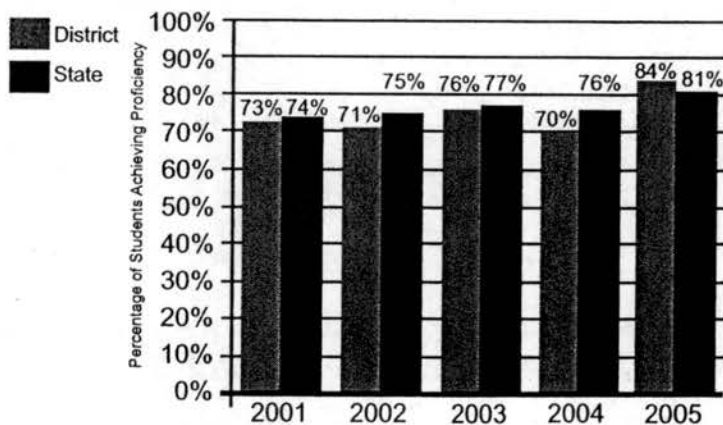
The administrative and teaching staff continue to develop programs to address achievement levels of all students. The Measures of Academic Progress or MAP assessment provides information on the progress that individual students make toward meeting grade-level benchmarks.

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

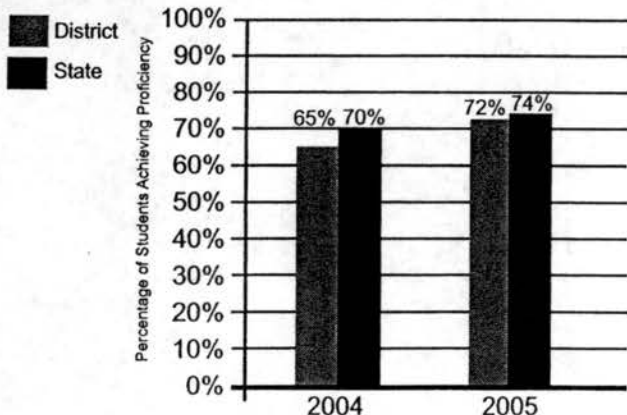
2005 Minnesota Comprehensive Assessments Reading – Grade 3



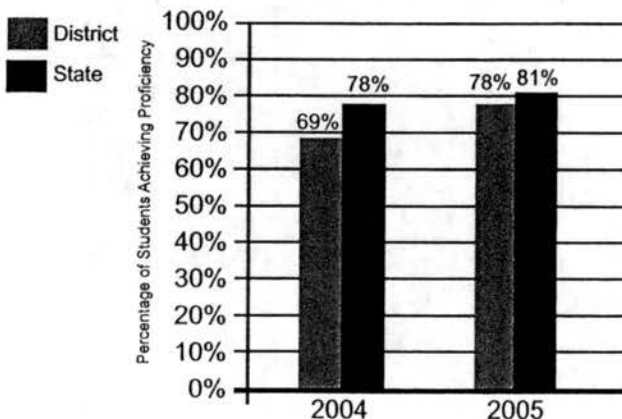
2005 Minnesota Comprehensive Assessments Reading – Grade 5



2005 Minnesota Comprehensive Assessments Reading – Grade 7



2005 Minnesota Comprehensive Assessments Reading – Grade 10



Improving Student Achievement

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.

Elementary Mathematics

Based on the 2004 Minnesota Comprehensive Assessment results, the Moorhead district was identified as needing improvement on the mathematics tests for the subgroups of American Indian students, Hispanic students, Limited English Proficient students, and students eligible for free and reduced-price lunch.

An Improvement Plan was developed in January 2005 to address and develop a performance goal for mathematics.

District Performance Goal

The percentage of students in each targeted subgroup who are at the proficient level in mathematics on the MCAs will increase by 5 percent.

Strategies and Accomplishments for Elementary Mathematics

- Provide staff development to ensure all elementary math teachers, including newly hired and reassigned teachers, fully understand the instructional methods and research base of the Everyday Math program.

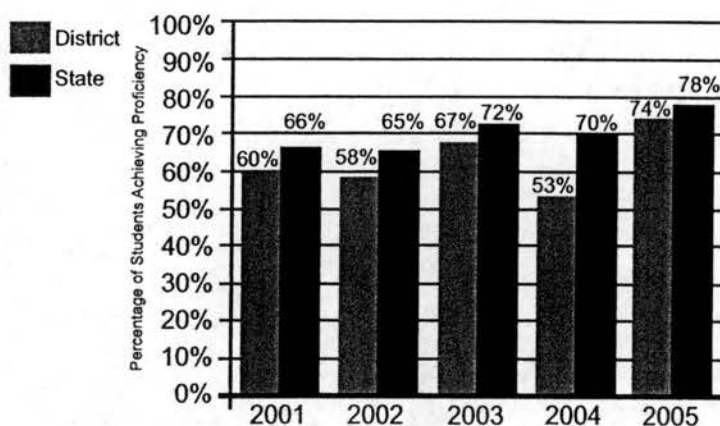
- Research and implement strategies that have been proven through research to improve student achievement in mathematics.

- Ensure consistent and adequate time during the day to teach math.

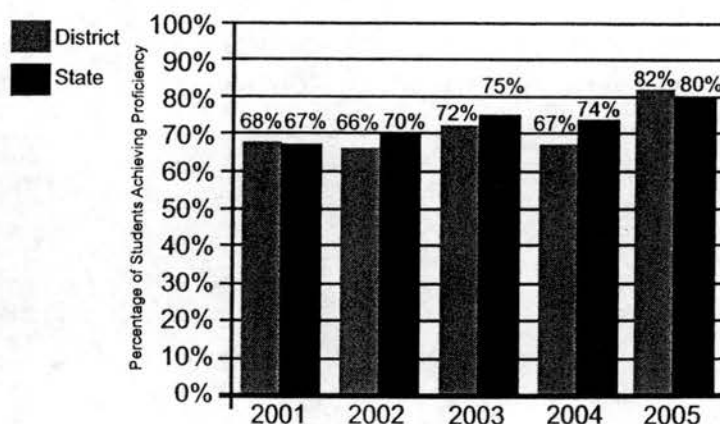
Continuous Improvement Plans

- Elementary schools have developed goals based on reviewing the assessment data (see page 10 for an explanation of SMART goals).
- Action plans have been developed for each goal including timelines and measures to determine if goals are met.
- Collaboration time for teachers to meet and work together will be established in each Title I school.
- Elementary schools will continue to study test data and other information and evaluate instructional programming.
- Study groups will be formed in schools to read and review practices that are working in schools.
- An instructional math coach will work with teachers at all three schools.
- An instructional math coach will meet with curriculum committees to continue to review data and provide direction on teaching practices.

2005 Minnesota Comprehensive Assessments Mathematics – Grade 3



2005 Minnesota Comprehensive Assessments Mathematics – Grade 5



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Improving Student Achievement

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.

Secondary Mathematics

Based on the 2004 Minnesota Comprehensive Assessment results, the Moorhead district was identified as needing improvement on the mathematics tests for the subgroups of American Indian students, Hispanic students, Limited English Proficient students, and students eligible for free and reduced-price lunch.

An Improvement Plan was developed in January 2005 to address and develop a performance goal for mathematics.

District Performance Goal

The percentage of students in each targeted subgroup who are at the proficient level in mathematics on the MCAs will increase by 5 percent.

Strategies and Accomplishments for Secondary Mathematics

- Research and implement strategies that have been proven through research to improve student achievement in mathematics.
 - Professional development on differentiated instruction was provided to leadership and mathematics teachers from Horizon Middle School.
 - Math departments and teacher teams worked together to develop a system of coordinating mathematics standards.

- Provide opportunities for students by increasing available resources including increased instructional time, mentoring opportunities, parent collaboration and engagement, and staff collaboration opportunities.

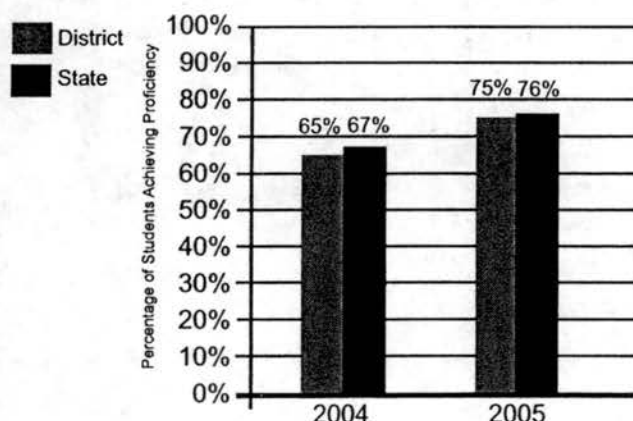
- Develop and implement an integrated approach to instruction for students not meeting benchmarks, including collaboration between content experts and licensed support staff, time for coordination among teachers at a grade level, and time for ongoing consultation and training.

- Middle school math teachers met to collaborate and determine common assessments across grade levels.

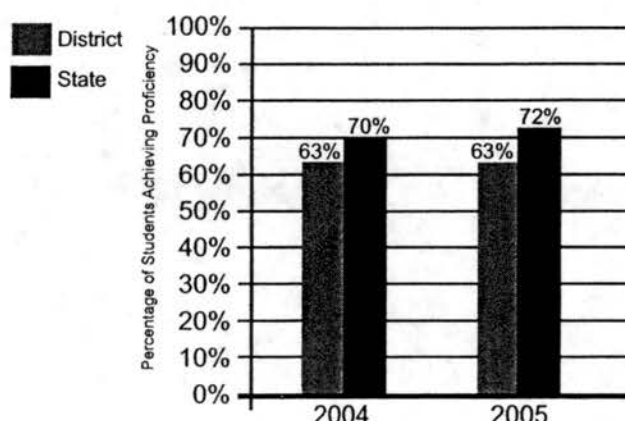
Continuous Improvement Plans

- Middle school and high school are developing goals.
- Goals will be based on reviewing the assessment data.
- Action plans will be developed for each goal.
- An instructional math coach will meet with curriculum committees to continue to review data and provide direction on teaching practices.
- Middle school and high school will determine classes and extra support for students not meeting benchmarks.

2005 Minnesota Comprehensive Assessments Mathematics – Grade 7



2005 Minnesota Comprehensive Assessments Mathematics – Grade 11



SMART Goals

What Are SMART Goals?

SMART goals will enable staff, community members, parents, the School Board and administration to plan, execute, measure and adjust our work to improve student achievement.

SMART goals help educators focus on improving student learning. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard.

SMART Goals are

Strategic & Specific

- linked to the district improvement plan and focused on specific student learning needs

Measurable

- resulting in real measurable student achievement results

Attainable

- manageable and feasible with the resources at hand

Results-Based

- aimed at well-defined outcomes that can be measured or observed

Time-Bound

- have a clearly defined time frame for accomplishment

(from Conzemius & O'Neill, 2002)

SMART Goal

Specific & strategic,
measurable,
attainable,
results-based,
time-bound

Indicators

Standards &
objectives (weak
areas for students)

Measure

Tools we'll use to
determine where
students are now
and whether they
are improving

Targets

The attainable
performance level
we would like to see

Continuous Improvement Process

Strategies and Accomplishments for AYP Improvement Plan

- Continue to research, study and implement strategies that have been proven effective in increasing student achievement for targeted student groups.
 - Study groups at the school and district level will research programs that have proven effective in improving student achievement. The study group process has led to changes in classroom practice.
- Continue to work toward improving instruction for all students, providing instruction for all students at their instructional level, and then expecting academic growth and learning.
 - Differentiation strategies are continuing to be implemented through teacher and leadership training. This provides different learning and assessment opportunities for all students.
- Continue and refine training with the Measures of Academic Progress (MAP) assessment and goal setting for all students.
 - In August 2006, MAP assessment training sessions have provided continued training for facilitators at each school.
- Continue to develop the professional learning community concept within the school district.
 - Learning community and SMART school training will continue through all schools. Teachers and staff continue to focus on data and the use of data to guide teaching to individual students.
- Prioritize time for every teacher to study and align the standards, curriculum, and test specifications in the areas of reading and mathematics.
 - District work groups continue to align and develop curriculum documents available to all teachers.
- Develop strategies for high school reform based on Breaking Ranks II, a nationally recognized guide on high school reform, and the high school reform project through the Minnesota Department of Education.
 - Study groups at Moorhead High School will continue to learn ways to address the needs shown through test data.
 - Professional Learning Communities have been formed at Moorhead High School.
- Continue to develop the school improvement process to include more community members and individual schools.
 - The school improvement process has been updated and refined through the use of tools and resources from the Minnesota Department of Education and trained facilitators.
 - Schools are using the SMART process explained on page 12 to develop goals and continued planning for the 2006-07 school year. School goals are included on the following pages.

Ellen Hopkins Elementary School

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.



Ellen Hopkins Elementary School
 2020 11th St. S., Moorhead, MN 56560
 (218) 284-4300

Principal: Dr. Mary Jo Schmid

Original Construction: 1957-58
Most Recent Remodeling: 2004
Square Footage: 111,005

Attendance Rate (End of Year) Not Yet Available

Enrollment by Grade (October 2005)

• Kindergarten	112
• Grade 1	151
• Grade 2	125
• Grade 3	122
• Grade 4	121
• Grade 5	118
• Self-contained Special Education	3
• Total	752

Diversity of Student Population (October 2005)

• Native American	4.8%
• Asian	1.7%
• Hispanic	8.7%
• Black	2.5%
• White	82.2%

Percentage of Students Eligible for Free or Reduced-Price Lunch 32%

Percentage of Students Receiving Learner Support Services

Special Education	13%
English Language Learners	8%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2005-06

Goal 1

By the end of the 2005-06 school year, using Measures of Academic Progress (MAP) data, each Hopkins grade level, grades 2-5, will demonstrate a 10 percent increase in the growth target in reading.

Progress toward goal:

- Not yet available

Goal 2

By the end of the 2005-06 school year, using Measures of Academic Progress (MAP) data, each Hopkins grade level, grades 2-5, will demonstrate a 10 percent increase in the growth target in math.

Progress toward goal:

- Not yet available

School Improvement Goals for 2006-07

Goal 1

By the end of the 2006-07 school year, using Measures of Academic Progress (MAP) data, each Hopkins grade level, grades 2-5, will demonstrate a 10 percent increase in the growth target in reading.

Areas in needs of improvement:

- Distinguishing between fact and opinion.
- Comparing and contrasting information in all subject areas.

Targets include:

- 80% of all students will be at or above recommended grade level proficiency.

Goal 2

By the end of the 2006-07 school year, using MAP data, each Hopkins grade level, grades 2-5, will demonstrate a 10 percent increase in the growth target in math.

Areas in needs of improvement:

- Computation — computing fluently with whole numbers and fractions in real world and mathematical problems.
- Understand mathematical operations and how they relate to one another.

Targets include:

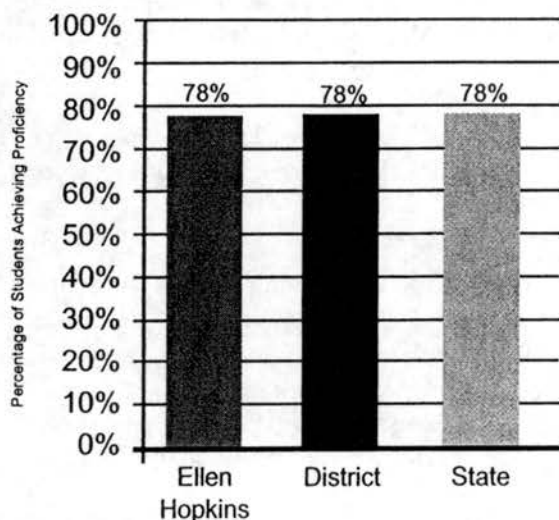
- 80% of all students will be at or above the series recommended grade level proficiency.

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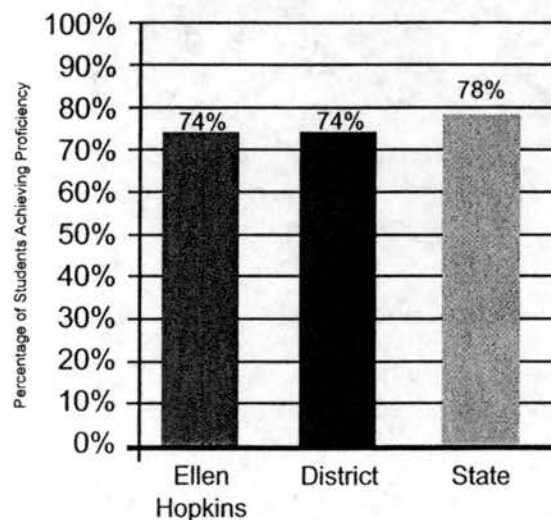
Ellen Hopkins Elementary School

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.

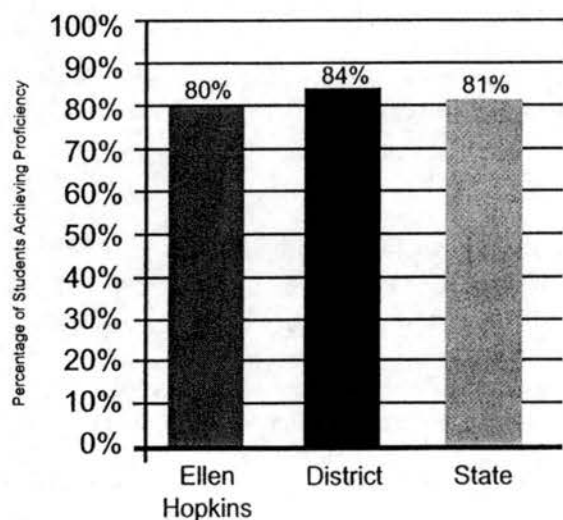
**2005 Minnesota Comprehensive Assessments (MCA)
Reading – Grade 3**



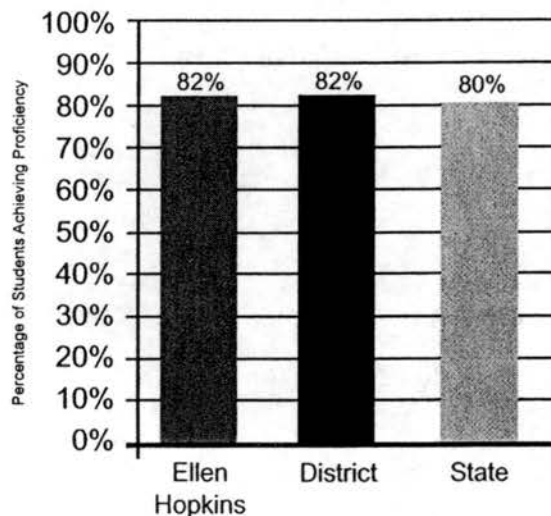
**2005 Minnesota Comprehensive Assessments (MCA)
Mathematics – Grade 3**



**2005 Minnesota Comprehensive Assessments (MCA)
Reading – Grade 5**

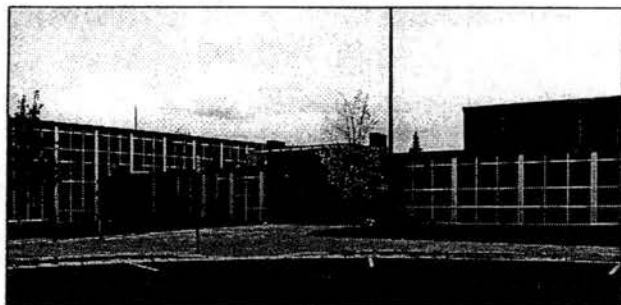


**2005 Minnesota Comprehensive Assessments (MCA)
Mathematics – Grade 5**



Robert Asp Elementary School

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.



Robert Asp Elementary School
910 11th St. N., Moorhead, MN 56560
(218) 284-6300

Principal: Kevin Kopperud

Original Construction: 1957-58

Most Recent Remodeling: 2004

Square Footage: 98,510

Attendance Rate (End of Year) Not Yet Available

Enrollment by Grade (October 2005)

• Kindergarten	131
• Grade 1	122
• Grade 2	106
• Grade 3	126
• Grade 4	112
• Grade 5	123
• Self-contained Special Education	0
• Total	720

Diversity of Student Population (October 2005)

• Native American	2.0%
• Asian	2.8%
• Hispanic	13.5%
• Black	3.6%
• White	78.1%

Percentage of Students Eligible for Free or Reduced-Price Lunch 38%

Percentage of Students Receiving Learner Support Services

Special Education	13%
English Language Learners	7%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2005-06

Goal 1

By the end of the 2005-06 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

Progress toward goal:

- Students in grades 2-5 meeting the growth target in reading increased from 42.9 percent to 59.7 percent, a gain of 16.8 percent.

Goal 2

By the end of the 2005-06 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in math.

Progress toward goal:

- Students in grades 2-5 meeting the growth target in math increased from 42.7 percent to 55.6 percent, a gain of 12.9 percent.

School Improvement Goals for 2006-07

Goal 1

By the end of the 2006-07 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

Areas in needs of improvement:

- Students will understand and apply knowledge of the sounds of the English language (phonetic awareness) and the sound symbol relationships (phonics).
- Students will understand and apply knowledge of word recognition strategies to read grade level materials with accuracy and fluency.

Goal 2

By the end of the 2006-07 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in math.

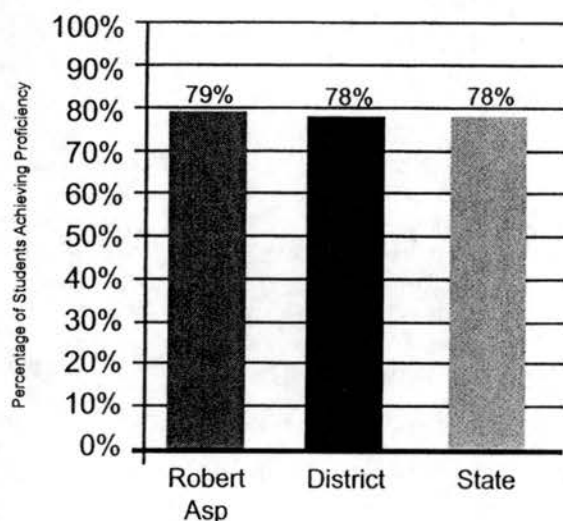
Areas in needs of improvement:

- Students will understand mathematical operations, compute fluently and make reasonable estimates in real world and mathematical problems.
- Understand place value, ways of representing numbers, and the relationship of numbers (Number Sense).

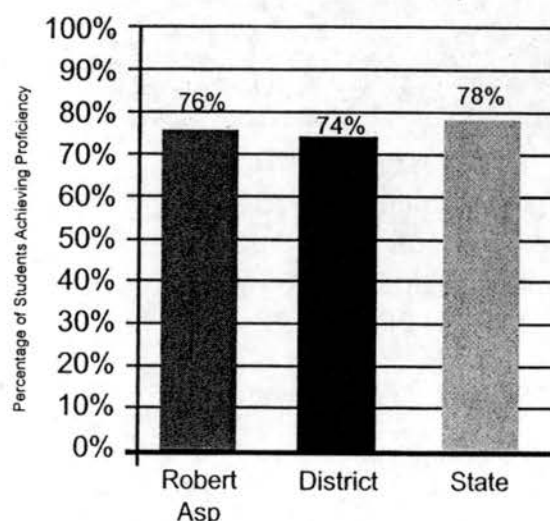
Robert Asp Elementary School

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.

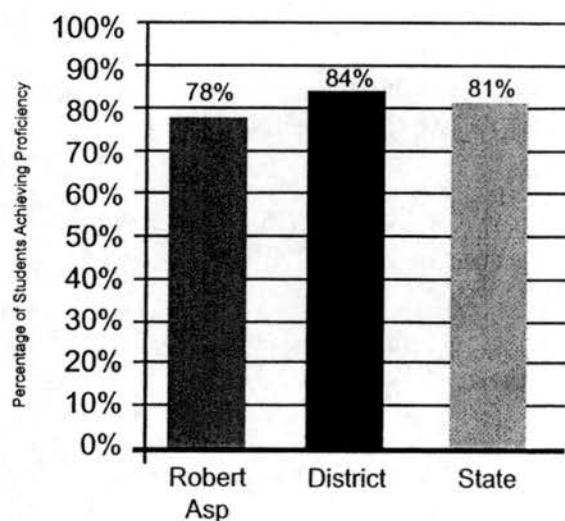
**2005 Minnesota Comprehensive Assessments (MCA)
Reading – Grade 3**



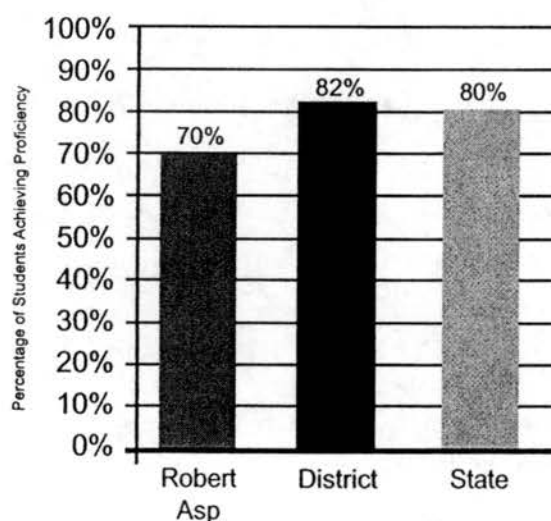
**2005 Minnesota Comprehensive Assessments (MCA)
Mathematics – Grade 3**



**2005 Minnesota Comprehensive Assessments (MCA)
Reading – Grade 5**

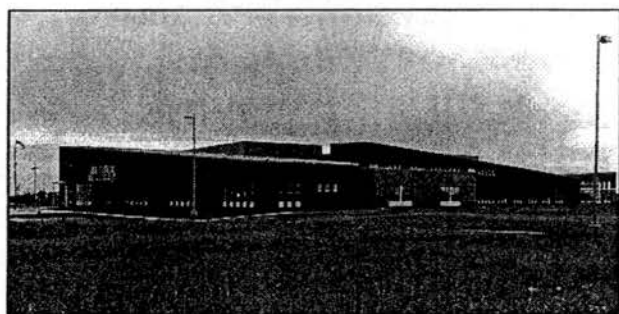


**2005 Minnesota Comprehensive Assessments (MCA)
Mathematics – Grade 5**



S.G. Reinertsen Elementary School

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.



**S.G. Reinertsen
Elementary School**
1201 40th Ave. S.,
Moorhead, MN 56560
(218) 284-5300

Principal: Anne Moyano

Original Construction: 2004

Square Footage: 103,600

Attendance Rate (End of Year) Not Yet Available

Enrollment by Grade (October 2005)

• Kindergarten	138
• Grade 1	142
• Grade 2	126
• Grade 3	121
• Grade 4	125
• Grade 5	142
• Self-contained Special Education	1
• Total	795

Diversity of Student Population (October 2005)

• Native American	2.4%
• Asian	1.0%
• Hispanic	5.0%
• Black	3.4%
• White	88.2%

Percentage of Students Eligible for
Free or Reduced-Price Lunch 26%

Percentage of Students Receiving Learner Support Services

Special Education	15%
English Language Learners	4%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2005-06

Goal 1

By the end of the 2005-06 school year, the average percent of students meeting their reading growth target as measured on the Measures of Academic Progress (MAP) will increase from 44 percent to 55 percent.

Progress toward goal:

- Students meeting their reading growth target increased from 44 percent (Spring 2005) to 60 percent (Spring 2006).
- The number of kindergarten students needing additional interventions as identified by the DIBELS test decreased from 32 percent (Spring 2005) to 22 percent (Spring 2006). The target was to decrease to 20 percent.
- Students in grades 2-5 scoring below the 34th percentile on the Word Recognition Goal Area of the MAP increased from 28 percent to 31 percent. The target was to decrease to 20 percent.

Goal 2

By the end of the 2005-06 school year, the average percent of students meeting their math growth target as measured on the MAP will increase from 45 percent to 55 percent.

Progress toward goal:

- Students meeting their math growth target increased from 45 percent (Spring 2005) to 55 percent (Spring 2006).
- Students in grades 2-5 scoring below the 34th percentile on the Computation/Operations Goal Area of the MAP increased from 26 percent to 29 percent. The target was to decrease to 20 percent.

School Improvement Goals for 2006-07

Goal 1

By the end of the 2006-07 school year, the average percent of students meeting their reading growth target as measured on the Measures of Academic Progress (MAP) will increase from 60 percent to 65 percent.

Targets include:

- Reduce the average number of kindergarten students needing additional interventions as identified by the DIBELS test from 22 percent to 18 percent.
- The number of students scoring below the 34th percentile on the Word Recognition Goal Area (MAP) will decrease from an average of 31 percent to 27 percent.

Goal 2

By the end of the 2006-07 school year, the average percent of students meeting their math growth target as measured on the MAP will increase from 55 percent to 60 percent.

Targets include:

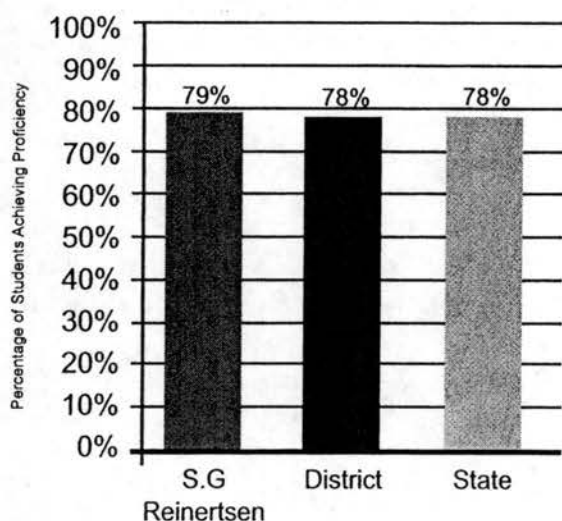
- The number of students scoring below the 34th percentile will decrease from an average of 29 percent to 25 percent.

48

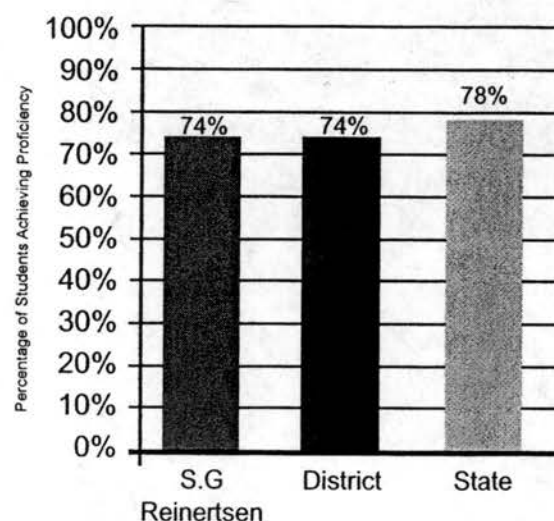
S.G. Reinertsen Elementary School

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.

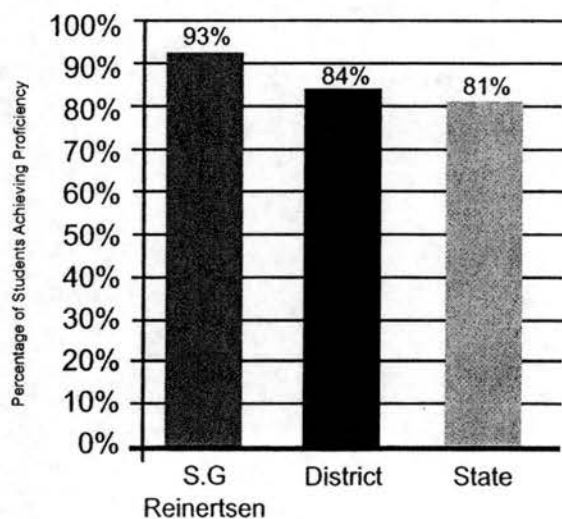
**2005 Minnesota Comprehensive Assessments (MCA)
Reading – Grade 3**



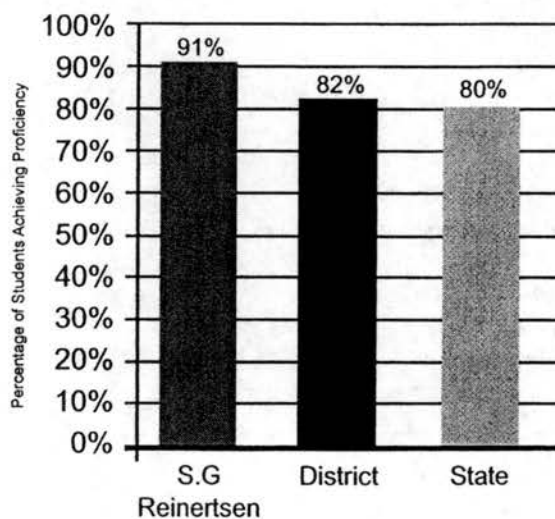
**2005 Minnesota Comprehensive Assessments (MCA)
Mathematics – Grade 3**



**2005 Minnesota Comprehensive Assessments (MCA)
Reading – Grade 5**



**2005 Minnesota Comprehensive Assessments (MCA)
Mathematics – Grade 5**



Horizon Middle School

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.



Horizon Middle School
3601 12th Ave. S., Moorhead, MN 56560
(218) 284-7300

Principal: Colleen Tupper
Assistant Principal: Matt Naugle

Original Construction: 2004
Square Footage: 238,000

Attendance Rate (End of Year) Not Yet Available

Enrollment by Grade (October 2005)

• Grade 6	353
• Grade 7	418
• Grade 8	422
• Total	1,193

Diversity of Student Population (October 2005)

• Native American	3.5%
• Asian	1.6%
• Hispanic	8.2%
• Black	2.1%
• White	84.6%

**Percentage of Students Eligible
for Free or Reduced-Price Lunch** 30%

**Percentage of Students Receiving
Learner Support Services**

Special Education	17%
English Language Learners	7%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2005-06

Goal 1

"All students" will meet or exceed state averages in all subcategories of the Minnesota Comprehensive Assessments - Series II in reading, grades 6-8.

Progress toward goal:

- Not yet available

Goal 2

"All students" will meet or exceed the state average in all subcategories of the Minnesota Comprehensive Assessments - Series II in math, grades 6-8.

Progress toward goal:

- Not yet available

School Improvement Goals for 2006-07

Goal 1

All students at Horizon Middle School will make targeted growth in reading as projected by the Fall 2006 Measures of Academic Progress (MAP) scores on the Spring 2007 MAP assessments.

Goal 2

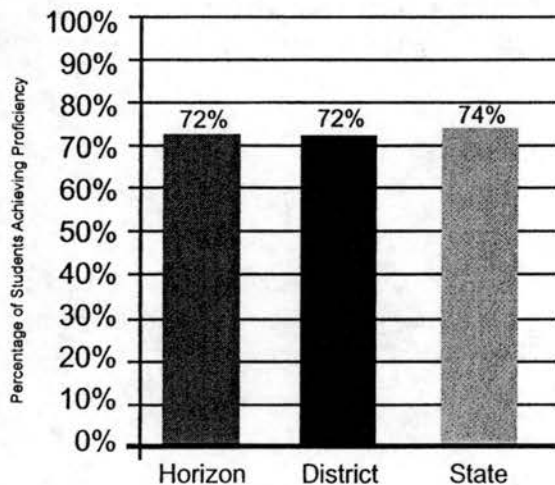
All students at Horizon Middle School will make targeted growth in math as projected by the Fall 2006 Measures of Academic Progress (MAP) scores on the Spring 2007 MAP assessments.

Additional goals will be set following review of the 2006 MCA-II results.

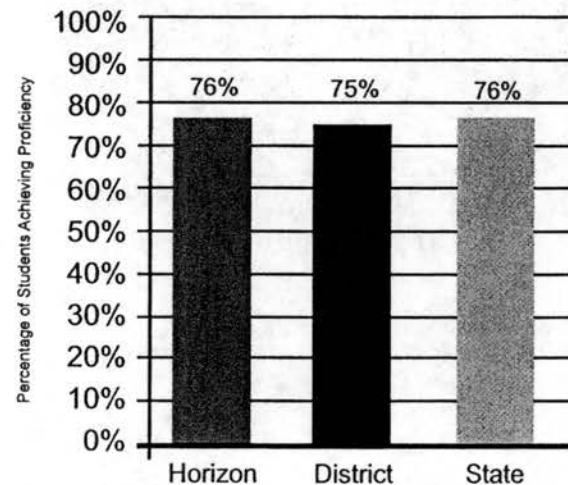
Horizon Middle School

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.

2005 Minnesota Comprehensive Assessments (MCA) Reading – Grade 7

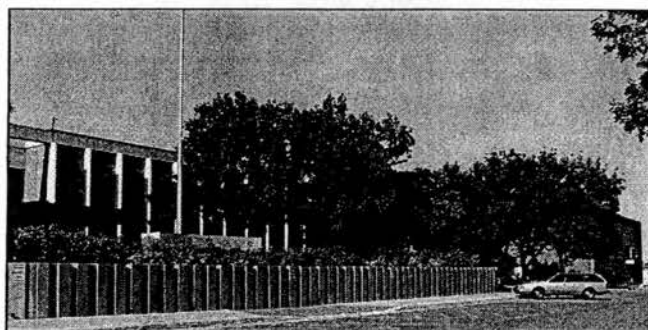


2005 Minnesota Comprehensive Assessments (MCA) Mathematics – Grade 7



Moorhead High School

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.



Moorhead High School

2300 4th Ave. S., Moorhead, MN 56560
(218) 284-2300

Principal: Gene Boyle
Assistant Principals: Russ Henegar and
Dave Lawrence

Original Construction: 1967
Most Recent Remodeling: 2004
Square Footage: 361,797

Attendance Rate (End of Year) Not Yet Available

Graduation Rate Not Yet Available

Enrollment by Grade (October 2005)

• Grade 9	398
• Grade 10	422
• Grade 11	442
• Grade 12	411
• Total	1,673

Diversity of Student Population (October 2005)

• Native American	1.7%
• Asian	1.1%
• Hispanic	6.7%
• Black	1.8%
• White	88.6%

Percentage of Students Eligible
for Free or Reduced-Price Lunch 20%

Percentage of Students Receiving Learner Support Services

Special Education	15%
English Language Learners	5%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2005-06

Goal 1

"All students" will meet or exceed state averages in all subcategories of the Minnesota Comprehensive Assessments (MCA-IIs) grade 10 reading test.

Progress toward goal:

- Not yet available

Goal 2

"All students" will meet or exceed the state average on two of the math subcategories for the Minnesota Comprehensive Assessments (MCA-IIs) grade 11 mathematics test.

Progress toward goal:

- Not yet available

Goal 3

Moorhead High School will improve participation rates to 98 percent for "all students" and all subgroups taking the MCA-IIs in 2005-06.

Progress toward goal:

- Not yet available

School Improvement Goals for 2006-07

Goal 1

Students will exceed the state participation threshold in all categories of the MCA-II.

Goal 2

Students will improve by 3 percent on the MCA-II reading assessment.

Goal 3

Students will improve by 7 percent on the MCA-II math assessment.

Goal 4

Students will improve by three-tenths of a point on the ACT composite.

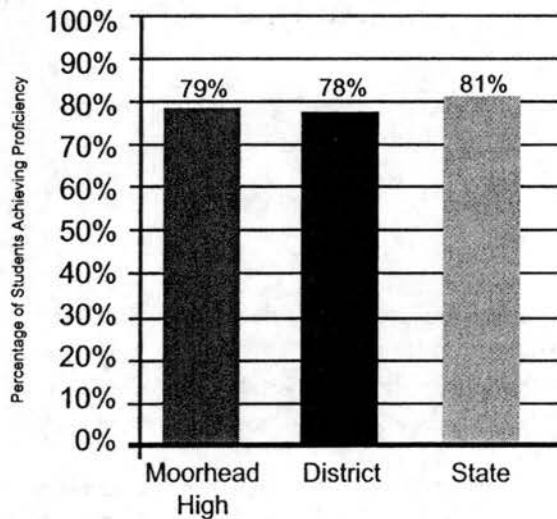
Goal 5

Participation on the ACT by seniors will increase to 70 percent.

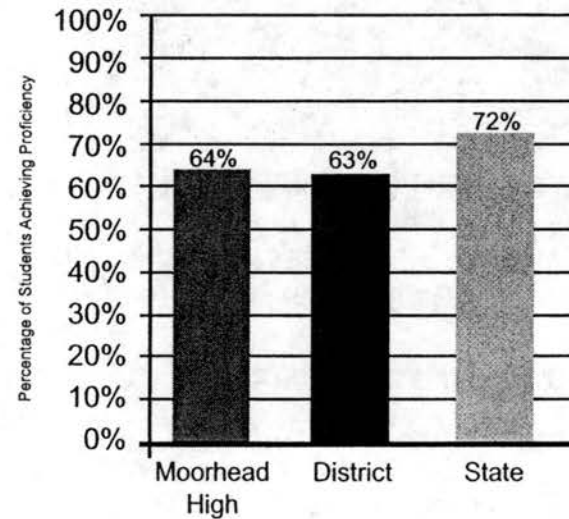
Moorhead High School

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.

2005 Minnesota Comprehensive Assessments (MCA) Reading – Grade 10



2005 Minnesota Comprehensive Assessments (MCA) Mathematics – Grade 11

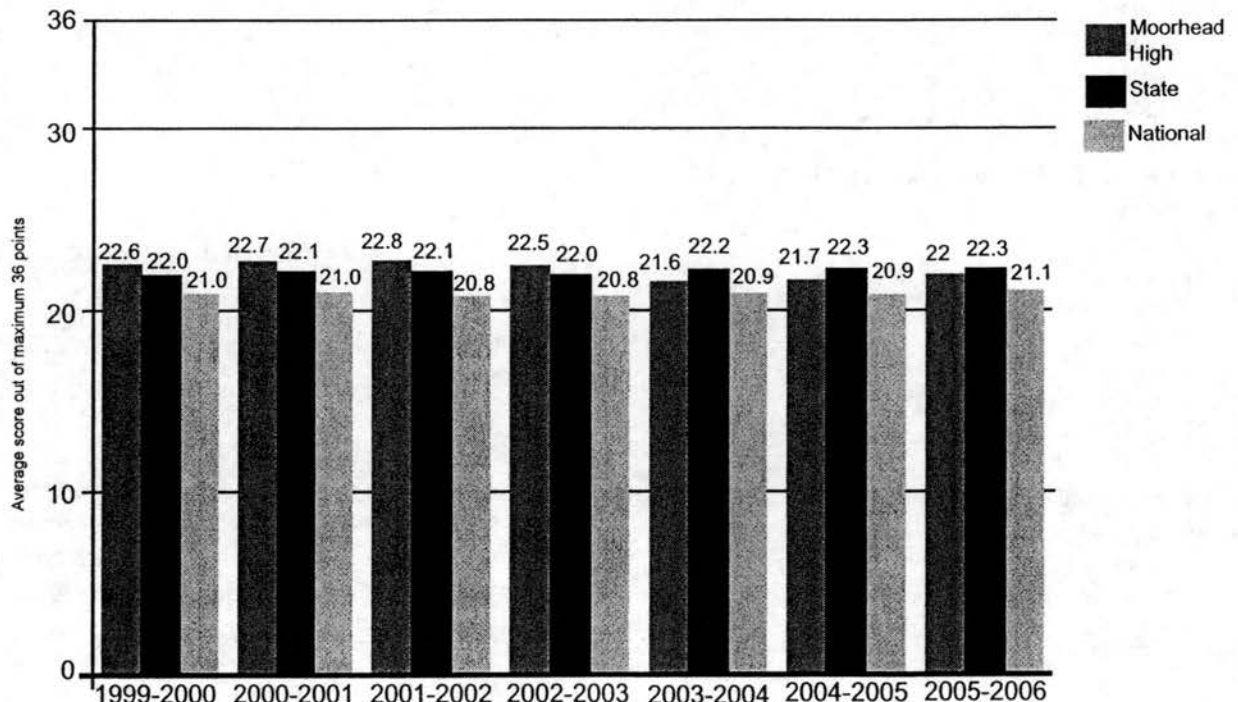


ACT Average Scores from 1999-2000 to 2005-2006

The American College Test or ACT is the admissions test most widely required by colleges in the Midwest. The test has a point range from 1-36.

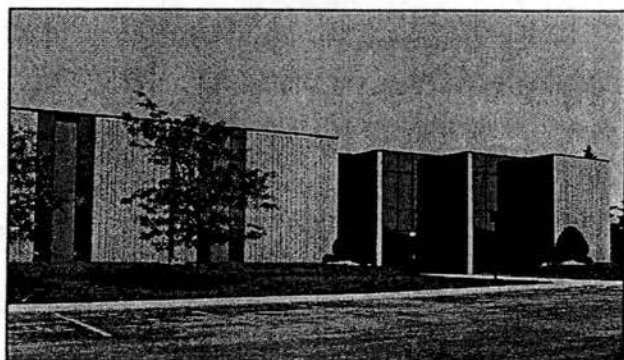
Number of Moorhead High students taking the test each year:

1999-00:	283
2000-01:	271
2001-02:	257
2002-03:	251
2003-04:	281
2004-05:	296
2005-06:	246



Red River Area Learning Center

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.



Red River Area Learning Center
1100 32nd Ave. S.,
Moorhead, MN 56560
(218) 284-2200

Program Manager: Deb Pender

Attendance Rate Not Yet Available

Enrollment by Grade (October 2005)

• Grade 6	0
• Grade 7	0
• Grade 8	0
• Grade 9	13
• Grade 10	16
• Grade 11	17
• Grade 12	15
• Total	61

Diversity of Student Population (October 2005)

• Native American	26.2%
• Asian	1.6%
• Hispanic	31.1%
• Black	3.3%
• White	37.7%

Percentage of Students Eligible for Free or Reduced-Price Lunch 77%

Percentage of Students Receiving Learner Support Services

Special Education	11%
English Language Learners	26%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school. The Red River Area Learning Center has goals related to the learning environment, intervention processes, family involvement, and school climate. Outlined here are student achievement goals.

School Improvement Goals for 2005-06

Goal 1

All students enrolled in the Red River ALC during 2005-06 will attend school 90 percent of the time (minimum).

Progress toward goal:

- Not yet available

Goal 2

The Red River Area Learning Center will demonstrate adequate yearly progress in student achievement. 100% of the ALC students will demonstrate positive growth toward attainment of the Minnesota Academic Standards and local graduation requirements.

Targets include:

- Student performance on the Minnesota Comprehensive Assessments in 2005-06 will reflect a .02 increase in student proficiency on the identified measures.

Progress toward goal:

- Not yet available

Goal 3

100% of the Red River Area Learning Center students will participate in statewide testing.

Progress toward goal:

- Not yet available

School Improvement Goals for 2006-07

Goal 1

All students enrolled in the Red River ALC during 2006-07 will attend school 90 percent of the time (minimum).

Goal 2

The Red River Area Learning Center will demonstrate adequate yearly progress in student achievement. 100% of the ALC students will demonstrate positive growth toward attainment of the Minnesota Academic Standards and local graduation requirements.

Targets include:

- Student performance on the MCA-IIs will reflect a .02 increase in student proficiency on the identified measures.

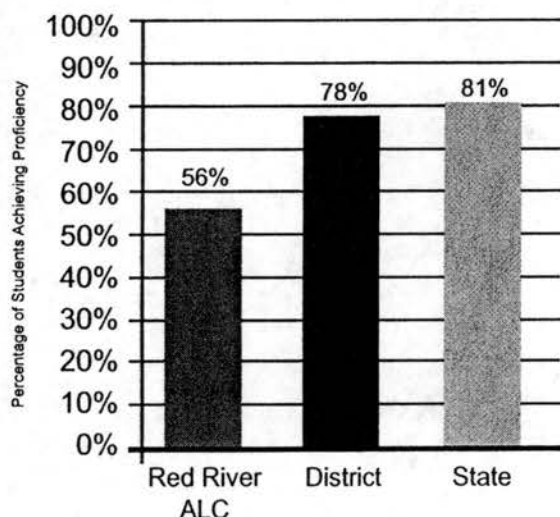
Goal 3

100% of the ALC students will participate in statewide testing.

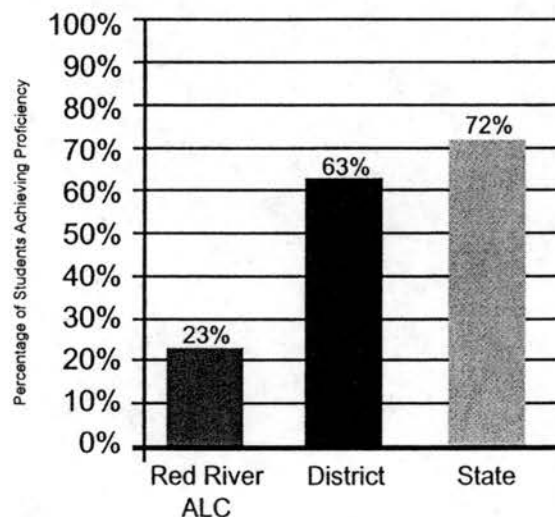
Red River Area Learning Center

This information will be updated after the Nov. 15 public release of the 2006 MCA-II results.

2005 Minnesota Comprehensive Assessments (MCA) Reading – Grade 10



2005 Minnesota Comprehensive Assessments (MCA) Mathematics – Grade 11





Moorhead Area Public Schools

Independent School District 152

2410 14th St. S., Moorhead, MN 56560
www.moorhead.k12.mn.us

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Carol Ladwig, Clerk • Cindy Fagerlie, Treasurer
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Administration

Dr. Larry P. Nybladh
Superintendent

Lynne Kovash
Assistant Superintendent of Teaching and Learning

Mark Weston
Assistant Superintendent of Business Services

The Annual Report on Curriculum, Instruction and Student Achievement is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district Web site at www.moorhead.k12.mn.us.

Photos in this publication were taken during the 2005-06 school year.
Designed and edited by Pamela J. Gibb.

Moorhead Area Public Schools, ISD 152, is an equal opportunity educator and employer.

Moorhead Area Public Schools

Summary of the 2005-06 Annual Report on Curriculum, Instruction and Student Achievement

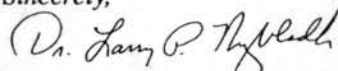
A Community of Learners

Moorhead Area Public Schools is a community of learners. Research supports improving student achievement by developing professional learning communities in schools. Professional learning communities are focused on high levels of learning for all students.

This year as we work together to enhance the teaching and learning process we will further develop professional learning communities and focus on student achievement throughout our district. Our collective efforts as a community of learners will provide significant potential impact on student learning.

Our district's annual report highlights test scores and district progress toward improvement goals from the past year. The full report is available on the district's Web site at www.moorhead.k12.mn.us or in the Superintendent's Office. It includes information on student progress and improvement goals for each school. This brief summary demonstrates our district's commitment to improving student achievement.

Sincerely,



Dr. Larry P. Nybladh, Superintendent



Full report available online

This notice of the district's Annual Report on Curriculum, Instruction and Student Achievement is distributed to the community as required by **Minnesota Statute, Chapter 120B, Subd. 5.**

Additional information about student achievement, assessment data and school improvement goals are included in the complete report, which is available on the district's Web site at www.moorhead.k12.mn.us or in the Superintendent's Office.

Following the Nov. 15 public release of the 2006 Minnesota Comprehensive Assessments-II, the complete report will be updated with 2006 assessment data and made available online or in the Superintendent's Office.

Moorhead students on track for meeting Minnesota's Basic Skills Test graduation requirements

Students in grades 10-12 must pass the reading, writing and math Basic Skills Tests.

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

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

Students who do not pass the Basic Skills Tests are given

additional testing opportunities.

Moorhead testing and graduation policies are available on the district's Web site at www.moorhead.k12.mn.us.

New Requirements

Students in grade 9 and younger will no longer take the BSTs as a graduation requirement. The legislature changed this requirement in July 2005.

These students will take the Minnesota Comprehensive Assessments-II/GRAD. The GRAD (Graduation-Required Assessments for Diploma) component replaces the BSTs for these students.

Basic Skills Test Results

Class designation is given when students enter 9th grade.

	Class of 2006	Class of 2007	Class of 2008	Class of 2009
Reading				
Pass State	373	408	387	331
Pass Individual	3	0	0	0
Not Passed	15	36	41	69
Exempt	4	4	N/A	N/A
Math				
Pass State	361	394	367	309
Pass Individual	11	0	0	0
Not Passed	21	52	63	96
Exempt	4	4	N/A	N/A
Writing				
Pass State	373	420	396	
Pass Individual	1	0	0	
Not Passed	16	18	25	
Exempt	4	4	N/A	

Pass State — Student passed at the state level. *Pass Individual* — Student passed at a level established in the student's Individualized Education Plan or 504 Accommodation Plan. *Not Passed* — Student did not pass at the state level. *Exempt* — Student exempted as established in the student's Individualized Education Plan or 504 Accommodation Plan.

2005-06 Curriculum and Instruction Advisory Committee: Bea Arett, Jessica Arett, Victor Black, Andrew Chen, Cindy Fagerlie, Charlie Fisher, Mary Flesberg, Stacey Foss (Chair), Yahya Frederickson, Pamela Gibb, Dana Haagenon, Jay Haiby, Judy Kotta, Lynne Kovash, Carol Ladwig, Karen Nitzkowski, Donna Norquay, Tammy Schatz, Jeff Seaver, Chizuko Shastri, Faye Smiley-Aakre, Clinton Talley, Bill Tomhave, Colleen Tupper, Kris Valan, Coralie Wai, Trudy Wilmer and John Wirries.

Visit www.moorhead.k12.mn.us or contact the Superintendent's Office at 284-3330 for the complete report.

Opening day enrollment up for Moorhead Area Public Schools after 11 years of decline

Moorhead Area Public Schools had 5,357 students in grades K-12 report for school on Sept. 5. This is 141 more students than were enrolled last spring and 102 students more than last year's opening enrollment.

Based on historic trend data, the district had projected enrollment to begin stabilizing. However this is the first year since 1995 that the district has seen a first day enrollment increase.

At 360 students, grade 3 is the smallest grade level in the district. Grade 9 is the largest with 465 students.

"With our enrollment in kindergarten, grade 1 and grade 2 at approximately 400 students each, we are optimistic for continued healthy enrollment in the district," said Lynne Kovash,

assistant superintendent of teaching and learning.

Without intervention, projections had indicated that enrollment would fall below 5,000 students this year.

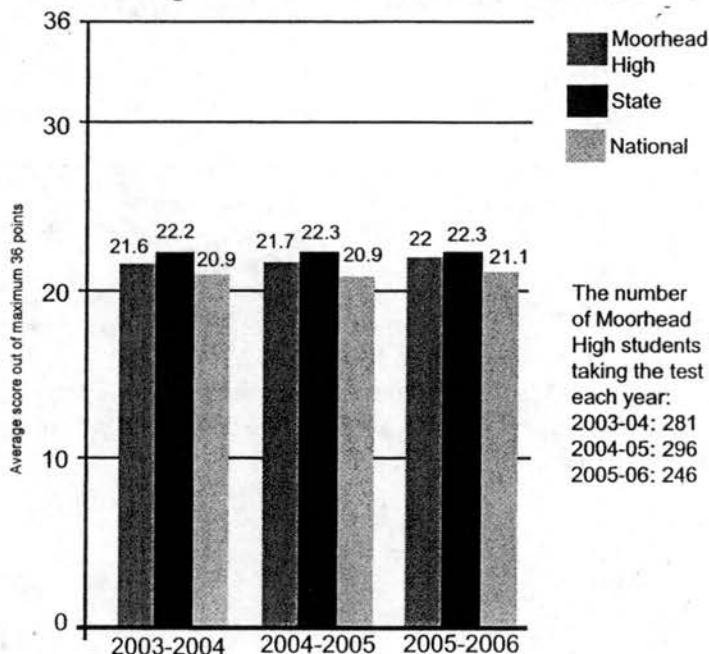
In 2001, the district undertook efforts to create greater economic efficiency, enhance educational effectiveness and modernize the district's facilities. This led to community support of a bond referendum with the new and newly remodeled schools opening for the 2004-05 school year.

According to Dr. Larry P. Nybladh, superintendent, the efforts to modernize facilities and enhance the quality of education across the district have provided an opportunity for community growth.

Moorhead High ACT scores show increase since 2003-04

The American College Test or ACT is the admissions test most widely required by colleges in the Midwest. The test has a point range from 1-36.

ACT Average Scores from 2003-04 to 2005-06



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Department of Business Services
Moorhead Area Public Schools

Memo B.07.014

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services *mw*

DATE: September 18, 2006

RE: Proposed Levy for 2006 Payable 2007

The School Board is required by law to certify to the county auditor the school district's preliminary 2006 Payable 2007 Property Tax Levy by September 30, 2006. At this time I am recommending that the School Board certify the maximum levy allowed by the State of Minnesota. Certifying the maximum gives authorization to the State of Minnesota to send changes to the preliminary levy data directly to the county auditor without further action from the School Board. Typically, there are minor changes made to the preliminary levy. The most common change would be an adjustment to the school district's authority to levy for Health and Safety projects. By levying the maximum, the school district still reserves the right to levy less. In the event that we levy less than the maximum at this time, we will not be able to increase our levying authority.

I have attached page 23 of the Levy Limitation and Certification Report. As well, I am attaching a 10-year graph demonstrating the school district's levying history.

Suggested Resolution: Move to certify the "Maximum" for the 2006 Payable 2007 Proposed Levy.

MLW:mde
Attachments

I. COMPUTATION OF 2006 PAYABLE 2007 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TACONITE ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER NONEX	135,425.61	1,977.26	N/A			
GEN-RMV VOTER EXEMP			N/A			137,402.87
GEN-RMV OTHER EXEMP	694,470.17	92,898.15	N/A			
GEN-NTC VOTER EXEMP			N/A			787,368.32
GEN-NTC OTHER EXEMP	1,111,376.22	6,331.47-	2,171.53			
TOTAL GENERAL	1,941,272.00	88,543.94	2,171.53			1,107,216.28
COMMUNITY SERVICE	290,003.26	6,716.36-	34.99-			2,031,987.47
DEBT-VOTER NONEX	5,782,606.52		5,769.91			283,251.91
DEBT-VOTER EXEMP						5,788,376.43
DEBT-OTHER NONEX						
DEBT-OTHER EXEMP						
TOTAL DEBT SERV	5,782,606.52		5,769.91			5,788,376.43
TOTAL	8,013,881.78	81,827.58	7,906.45			8,103,615.81

II. COMPARISON OF 2005 PAYABLE 2006 LEVY LIMITATION WITH 2006 PAYABLE 2007 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS): *1

FUND	05 PAY 06 LIMITATION	06 PAY 07 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
TOTAL GENERAL	2,317,951.88	2,031,987.47	285,964.41-	12.34-%
COMMUNITY SERVICE	234,005.39	283,251.91	49,246.52	21.05
GENERAL DEBT SERVICE *2	5,251,301.51	5,788,376.43	537,074.92	10.23
TOTAL	7,803,258.78	8,103,615.81	300,357.03	3.85 %

III. COMPARISON OF 2005 PAYABLE 2006 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH 2006 PAYABLE 2007 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS: *1

FUND	PAY 06 CERT LEVY + ADJUSTMENTS	PAY 07 CERT LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
TOTAL GENERAL	2,317,951.88			
COMMUNITY SERVICE	234,005.39			%
GENERAL DEBT SERVICE *2	5,251,301.51			
TOTAL AFTER ADJUSTMENTS	7,803,258.78			%

TABLES II AND III FOOTNOTES:

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

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

Ten Year Levy History

1997 payable 1998	8,160,672
1998 payable 1999	7,180,282
1999 payable 2000	7,551,750
2000 payable 2001	7,964,345
2001 payable 2002	2,212,551
2002 payable 2003	4,683,987
2003 payable 2004	5,473,906
2004 payable 2005	5,780,332
2005 payable 2006	7,803,259
2006 Payable 2007	8,103,616

