



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

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S-119-BOS
27 Nov 2006

INDEPENDENT SCHOOL DISTRICT #152

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

November 27, 2006

7:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

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

Moved by _____ Seconded by _____
Comments _____

- D. "We Are Proud"

*** **We Are Proud** of the Moorhead Area Public Schools' string program for being honored in October with the 2006-2007 Meritorious String Program Award. Each year, one school, college or youth orchestra in Minnesota is recognized by the Minnesota String and Orchestra Teacher's Association.

SCHOOL BOARD AGENDA - November 27, 2006

PAGE 2

In presenting the award to Moorhead, MNSOTA President Lorie Hippen said, "The musical quality, recruiting, retention, and overall enrollment figures of the Moorhead Public Schools all exceed the national levels of excellence. Since 1994 the string program has grown from 215 students to nearly 700." Moorhead orchestra teachers are Brian Cole, Doug Neill and Jon Larson.

- 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
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS - Nielsen
- (1) Approval of Family/Medical Leaves - Page 5
 - (2) Approval of Change in Contract - Page 6
 - (3) Approval of Resignations - Page 7
 - (4) Approval of New Employees - Page 8
- D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - November 27, 2006

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3. **HEALTH AND SAFETY PLAN UPDATE:** Nielsen

Pages 9-12

Suggested Resolution: Move to adopt the 2006-2007 Health and Safety Plan as presented.

Moved by _____ Seconded by _____

Comments _____

4. **2005-06 STAFF DEVELOPMENT REPORT:** Kovash

Pages 13-23

Suggested Resolution: Move to accept the assurances for staff development for the 2005-2006 Staff Development Report as presented and direct administration to submit the signed assurances to the Minnesota Department of Education as required.

Moved by _____ Seconded by _____

Comments _____

5. **MCA-II, AYP AND SCHOOL REPORT CARDS:** Kovash

Pages 24-35

6. **COMMITTEE REPORTS**

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

8. **ADJOURNMENT**

SCHOOL BOARD AGENDA - November 27, 2006**PAGE 4****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Technology Committee	November 28	3:45 pm	PCE
HMS End of First Trimester	December 1		
RRALC P/T Family Nights	December 4	5-7 pm	RRALC
RAS PTAC	December 4	6:30 pm	Media Center
MHS PTAC	December 4	7 pm	Conf Rm
SGR PTAC	December 4	7 pm	Media Center
Grs 9-12 P/T Confs	December 4, 5	5-8:30 pm	MHS/RRALC
Continuing Educ Com	December 5	6:45 am	Village Inn
Indian Education Parent Com	December 6	5 pm	PCE
Clay County Joint Powers Com	December 7	7 am	PCE
Human Rights Committee	December 7	3:45 pm	PCE
HMS PTAC	December 7	7 pm	Media Center
School Board	December 11	7 pm	PCE
EHS PTAC	December 12	6:30-8pm	Media Center
HMS Grade 6 Band Concert	December 12	7:30 pm	Cafetorium
Instr and Curr Adv Com	December 14	7 am	PCE
Early Chldhd Adv Com	December 14	7 pm	PCE
HMS Grade 6 Orchestra Concert	December 18	6:30 pm	Bethany
MHS Holiday Concerts	December 18	6:30 & 8 pm	Auditorium
Interagency Early Interv Com	December 20	12 pm	FSC
All School Neighborhood	December 21	9 am-12 pm	EHS
Activity Day			
Health/Safety/Wellness Com	December 21	9:30 am	PCE
HMS Grds 7-8 Orchestra Concert	December 21	7:30 pm	Bethany
Winter Break Begins	December 23		
K-12 Classes Resume	January 3		



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.054

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: November 20, 2006
RE: Family/Medical Leave

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

Bethanne Weltmer Sign Language Interpreter, High School, to begin approximately
December 20, 2006 for an estimated six weeks.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Bethanne Weltmer pursuant to Article IX, Section 3. of the T.C.I. contract.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.055

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: November 20, 2006

RE: Change in Contract

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

Gretta Link	Title I Teacher, Ellen Hopkins Elementary, from .57 FTE to .85 FTE, effective October 23, 2006. (Title I funded)
Jeannie Morlock	Media Assistant, Ellen Hopkins Elementary, from 4 hours per day to 8 hours per day, effective January 3, 2007. (Replaces Judi Ritterman)
Jill Perryman	Cafeteria Supervisor, S. G. Reinertsen Elementary, from 3 days per week to 4 days per week, effective November 14, 2006. (Replaces one day of LaRayne Schnanz schedule)
Ann Krier	Secretary, RRALC, 8 hours per day to Academic Registrar, RRALC, 20 hours per week, effective October 31, 2006. (Position supported by Title I Entitlement Grant and set aside funds)

SUGGESTED RESOLUTION: Move to approve the change in contract for Gretta Link, Jeannie Morlock, Jill Perryman and Ann Krier as presented.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.057

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: November 20, 2006
RE: Resignations

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

Dianne Meader	Food Service, Horizon Middle School, effective December 22, 2006.
Jeremy Truscinski	Bus Driver, Transportation, effective November 20, 2006.
Calleigh Besemer	Bus Driver, Transportation, effective November 11, 2006.

SUGGESTED RESOLUTION: Move to approve the resignation of Dianne Meader and Jeremy Truscinski and Calleigh Besemer as presented.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.053

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: November 20, 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.

Nathan Lindgren	Paraprofessional, Horizon Middle School, B21(3) \$12.84 per hour, 6.5 hours per day beginning November 20, 2006 (Replaces Paul Hoefer)
Kent Macleod	Weight Room Supervisor, High School, .050% Step 10, \$2,222 effective November 20, 2006. (Replaces Jon Martin)
Leah Engen	Cafeteria Supervisor, S. G. Reinertsen, \$8.22 per hour, 2 hours, 5 minutes per day, one day per week, effective November 14, 2006. (Replaces LaRayne Schanz)
Stephanie Gruenberg	Cafeteria Supervisor, S.G. Reinertsen, \$8.22 per hour, 2 hours 5 minutes per day, 3 days per week, effective November 14, 2006. (Replaces LaRayne Schanz)
Matthew Snare	Night Custodian, High School, A12(3) \$12.35 per hour, 8 hours per day, effective November 20, 2006. (Replaces Kevin Mathison)

SUGGESTED RESOLUTION: Move to approve the employment of Nathan Lindgren, Kent Macleoud, Leah Engen, Stephanie Gruenberg and Matthew Snare as presented.


RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo **HR.07.056**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron  Nybladh, Director of Human Resources

DATE: November 20, 2006

RE: Health and Safety Plan Update

Attached is the executive summary of the School District #152 Health and Safety Plan for 2006-2007. This plan has been reviewed and updated as needed by Melissa Mattson, our representative from the Lakes Country Service Cooperative, who is the contractor for the plan. Melissa will be at the School Board Meeting of November 27, 2006 to present changes to the plan and to answer questions.

The executive summary of the plan for 2006-2007 is attached. The updates will be incorporated into the Health & Safety Plan on the district web site in the near future. This annual update insures the plan conforms to State of Minnesota Standards.

SUGGESTED RESOLUTION: Move to adopt the 2006-2007 Health and Safety Plan as presented.

RN:jal

Moorhead Area Public Schools

Summary of Health and Safety Written Programs for 2006-2007

Background

The need for certain health and safety written programs is determined by which hazards are present in the district. Some of the programs are based on rules and regulations from agencies such as the Occupational Safety and Health Administration (OSHA), and the Environmental Protection Agency (EPA). Other programs are in place based on the Minnesota Department of Education's (MDE) Attachment 4 from the Health and Safety Revenue Application. The purpose of Attachment 4 is to suggest what a district should consider including in its health and safety program.

A Workplace Accident and Injury Reduction Program (AWAIR)

Contact: Ron Nielsen, Director of Human Resources

Addresses the following:

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

Asbestos Contact: Orv Kaste, Property Services Supervisor

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

Bloodborne Pathogens Contacts: Lona Daley-Getz and Christy Elias, School Nurses

This program is meant to eliminate or minimize occupational exposure in accordance with 29 CFR 1910.1030. All employees identified as occupationally exposed must receive training annually; be provided appropriate personal protective equipment; and offered the Hepatitis B vaccination at the employer's expense.

Chemical Hygiene (Lab Safety) Contact: Jana Kasper, High School Science

The general intent of the Chemical Hygiene Program is:

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

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

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

This program complies with Title III of the Superfund Amendments and Reauthorization Act. There are substances at the buildings in quantities that require a Tier II report to be filed annually with the Minnesota Emergency Response Commission and the local fire department.

Compressed Gas Contacts: Mechanic for Transportation, Metals and Auto Shop Instructors, and Lead Custodians for Propane

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

Confined Space Contact: Orv Kaste, Property Services Supervisor

This program is based on 29 CFR 1910.146, and establishes minimum safety standards to be followed when employees enter into or work in permit-required confined spaces.

Control of Hazardous Energy Sources Contact: Orv Kaste, Property Services Supervisor

This program establishes minimum requirements for the lockout of energy isolating devices. The purpose of this procedure is to prevent injury from the unexpected start-up or release of stored energy when performing maintenance on certain types of equipment.

Electrical Safety Contact: Orv Kaste, Property Services Supervisor

This program is designed to prevent electrical related injuries, and to comply with 29 CFR 1910.331 to 1910.335. This standard addresses safe work practices for employees.

Employee Right-To-Know Contact: Ron Nielsen, Director of Human Resources

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

Fire Safety Contacts: Orv Kaste, Property Services Supervisor and Building Principals

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

Hazardous Waste Contact: Orv Kaste, Property Services Supervisor

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

Hearing Conservation Program Contact: Ron Nielsen, Director of Human Resources

The purpose of this program is to protect the hearing of employees and meet the requirements of 29 CFR 1910.95. It includes sound level monitoring of areas/equipment generating high noise levels, training of affected employees, use of hearing protection and audiograms if applicable.

Hoists, Jacks, and Chain Slings Safety Contacts: Instructors or Department Heads

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

Indoor Air Quality Contact: Orv Kaste, Property Services Supervisor

This program is to comply with the 1997 Omnibus Education Act by implementing an IAQ Management Plan, and encompasses guidelines provided by the MDE and EPA's "Tools for Schools" document.

Ladder Safety Contact: Orv Kaste, Property Services Supervisor

Employees who use ladders must be trained in proper selection, inspection, use and storage. This program is based on 29 CFR 1910.25, 1910.26, and 1910.27.

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

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

Machine Guarding Contacts: Individual Instructors

This policy complies with 29 CFR 1910.211 to 1910.219 "Machinery and Machine Guarding".

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

This program covers the requirements for PPE (with the exception of PPE used for respiratory and hearing protection or PPE required for hazardous material response to spills or releases). Applicable standards are 29 CFR 1910 Subpart I, 132, 133, 136, 138 and 1910.120 App B. All employees are provided with required PPE to suit the task and known hazards at no cost to the employee.

Playground Safety Contacts: Elementary Principals

There are not any regulations in place regarding playground safety. However, in order to provide safe playgrounds for students, this program states that the district will follow the Consumer Product Safety Commission's guidelines published as the "Handbook for Public Playground Safety."

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

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

Radon Contact: Orv Kaste, Property Services Supervisor

Following the advisement of the MDH, the district will test for radon after any major re-modeling of the HVAC system. Testing will focus on basements and low-level areas in the school buildings.

Underground Storage Tanks Contact: Orv Kaste, Property Services Supervisor

This program follows state and federal regulations as administered by the MPCA and the EPA regarding underground storage tanks.

Welding Safety Contacts: Mechanic for Transportation and Metals Shop Instructor

This program references 29 CFR 1910.252. The program outlines general safety rules, training, and standard operating procedures.



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.055

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: November 20, 2006
RE: Staff Development Report

A power point presentation is attached as an update regarding staff development legislation and requirements.

Also attached is a copy of the district staff development report for the 2005-2006 school year. State statute requires the staff development report to be completed by October 15. The due date was changed to December 15 for the 2005-06 report due to the implementation of an electronic reporting system.

Each school site is mandated to complete a report on the 25% set aside for their building.

The board is required to act upon the assurances as attached.

SUGGESTED RESOLUTION: Move to accept the assurances for staff development for the 2005-2006 staff development report as presented and direct administration to submit the signed assurances to the Minnesota Department of Education as required.

LAK/kmr
Attachment

Staff Development Update

Adapted from Presentation by the
Professional Development
Specialists, MDE

December
2006

Paradigm Shift in Staff Development

From

Individual development

Fragmented, piecemeal
improvement efforts

District-focused

Focus on adult needs and
satisfaction

To

Individual development and
organizational development

SD driven by clear, coherent
strategic plan for district, site

School-focused

Focus on student needs &
learning outcomes, and
changes in on-the-job
behaviors

Paradigm Shift in Staff Development

From

Training conducted away

Transmission of knowledge
by experts

Process-focused

Directed at teachers

To

Multiple forms of job-embedded
learning

Study by teachers of the skills
of teaching & learning processes

Results-focused

Directed at everyone who affects
students

Paradigm Shift in Staff Development

From

Summative evaluations only
(level of satisfaction)

A 'frill' that can be cut



To

Formative & summative
evaluations planned from
the beginning

Indispensable process
without which schools
cannot hope to prepare
young people for
citizenship and productive
employment

Adapted from work by JoEllen Kilton, Dennis Sparks and Stephanie Hirsch

The National Staff Development Council (NSDC) Vision

♦ Results-driven

♦ Standards-based

♦ Job-embedded



Results-Driven

Results-driven education for students requires
results-driven staff development for adults.

- ♦ What do students need to know and be able to do?
- ♦ What do educators need to know and be able to do to ensure student success?
- ♦ What professional development will ensure educators acquire the necessary knowledge and skills?

"Begin with the end in mind."
Stephen Covey

Standards-Based

Standards necessary in schools today:

- ✦ Student
- ✦ Teaching
- ✦ Leadership
- ✦ Staff Development



Job-Embedded

- ✦ Happens during the work day in the work place
- ✦ Supports team learning
- ✦ Includes all the teachers all the time

At school, everyone's job is to learn.



Context Standards

How is the organization structured to support adult learning?

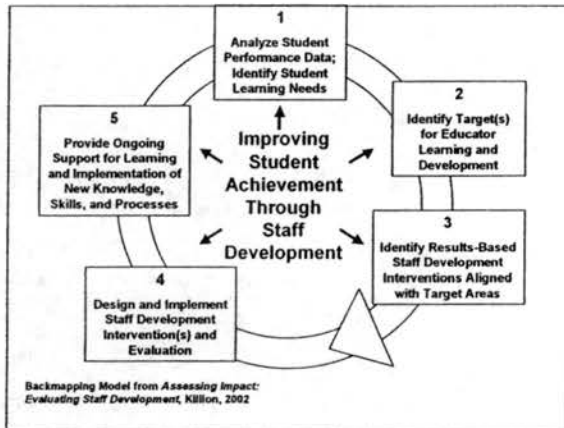
- ✦ Learning communities
- ✦ Leadership
- ✦ Resources



Process Standards

How is learning designed to support adult acquisition of new knowledge and skills?

- ✦Data
- ✦Evaluation
- ✦Research-based methods
- ✦Design
- ✦Learning
- ✦Collaboration



2005 Staff Development Legislation

122A.60 Program
122A.61 Revenue



School Board must establish an Advisory Staff Development Committee that:

1. develops the district plan
2. assists site professional development teams

Advisory staff development committee and the site teams must be teachers representing various grade levels, subject areas and special education.

The advisory committee must also include nonteaching staff, parents and administrators.

**Effective Staff Development Activities
must meet the following criteria:**

1. classroom and research-based strategies
2. teacher practice – improve instructional skills
3. teacher opportunities to use student data
4. teacher content knowledge and instructional skills
5. align with Academic Standards
6. build professional relationships/ collaboration/
mentoring
7. align with district alternative pay system

**Effective Staff Development activities
may include:**

- Curriculum development
- Curriculum training programs
- Team training
- Staff development activities required by law
- Activities associated with professional teacher compensation



**Staff Development 2% set aside
must not provide time for:**

- Field trips
- Independent tasks
 - report cards
 - calculating grades
 - organizing classroom materials



Staff Development Report

- Due October 15
- Must report on staff development activities and expenditures
- Must include assessment and evaluation data
- Must include percentage of teachers and other staff who participate in effective staff development activities (MN NCLB requirement)



One year change in 2006 - Report due December 15

Report Expenditures



- Curriculum development and curriculum training
- Training models
- Expenditures at the district and site levels
- Grants to school sites

Staff Development Revenue

- 2% of basic revenue for SD
- 50% - 25% - 25% (site*, district, grants)
- SOD districts are exempt from 2% but must develop a plan and must report

*Based on the number of teachers at the site

MN Staff Development Report

Content of the Report includes:

- ✦ School Board Achievement Goals
- ✦ District Staff Development Goals
- ✦ District Activities
- ✦ District Staff Information
- ✦ Statement of Assurances
- ✦ School/Site Goals
- ✦ School/Site Activities

Staff Development Electronic Reporting

Prior to the start of the school year:

1. Enter School Staff Development Goals

Throughout the year:

1. Enter school-level staff development activities as they occur.
2. View activity reports to monitor progress toward school and district goals.

End of school year:

1. Enter the number of staff who received staff development training.
2. Enter impact information for each goal.
3. Review reports including public report – edit if necessary.

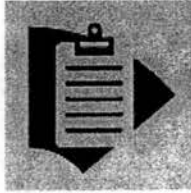
SMART Goal Setting

- ♦ **Specific/Strategic**
- ♦ **Measurable**
- ♦ **Attainable**
- ♦ **Relevant/Results-oriented**
- ♦ **Time-bound**

Goals set in the district and in each school. The work is continuing on refining and continuing to study the SMART goal process.

Staff Development Report

- ♦ Will be used during the year to collect information.
- ♦ The goal is to have each school complete the report on line.



Questions??

Staff Development Report Statement of Assurances

General Information and Instructions: School districts using state staff development revenue under M.S. §126C.10 subd. 2, and M.S. §22A.61 must complete the forms in the Staff Development Planning and Reporting System (online at <http://education.state.mn.us>) and submit a copy of a signed Statement of Assurances (this form) to the Professional Development Team at MDE by December 15, 2006. A program report must be completed by all districts, including those not reserving funds. Please complete this page, including all required signatures, and fax or mail to MDE:

MDE-Staff Development Reporting
1500 Highway 36 West
Roseville, MN 55113

FAX: 651-582-8517

District Contact Information

District Name: MOORHEAD PUBLIC SCHOOL DISTRICT District Number: 0152-01
Address: 2410 14th St S
City: Moorhead State: MN Zip: 56560
Current District Staff Development Chair: Lynne Kovash E-mail: lkovash@moorhead.k12.mn.us

On behalf of the school district identified above, we assure the Minnesota Department of Education that the district is in compliance with the allocations for staff development allocations; two percent reserved revenue and any additional funding legislation related to:

*Revenue Expenditures * Staff Development Planning * Staff Development Outcomes

I hereby certify that the program information provided online is complete and accurate, that the district will abide by the statement of assurances, and that records will be maintained at the district to verify program development, participation and expenditures.

District Goals for improving student achievement for 2005-2006 were:

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
Increase use of strategies and resources for teaching word recognition, word analysis and reading fluency.

Staff reviewed student achievement data including MAP and MCA results along with grades and scores on common assessments. Teachers reviewed the Minnesota Standards to analyze and align curriculum. All staff learned reading strategies and math skills.

A part time reading coach was hired to work directly with classroom teachers.

To review and analyze student data for the purpose of progress monitoring, and to investigate and incorporate effective instructional practices that improve student learning.

Increase use of strategies and resources for teaching mathematical operations and math facts.

Staff reviewed student achievement data including MAP & MCA results along with grades and scores on common assessments. Teachers reviewed the Minnesota Standards to analyze and align curriculum. All staff learned reading strategies and math skills.

Provided a half time math coach to work with math teachers focusing on areas of deficiencies. All math teachers were trained in method to improve student achievement.

Prior to the start of school all staff were informed of the deficiencies in our participation rate. All staff meetings focused on techniques to improve student participation.

Licensed staff met with the Truancy Intervention Team weekly to develop capacity to intervene effectively with students that had excessive absences.

Staff reviewed student achievement data including MAP and MCA results along with grades and scores on common assessments. Teachers reviewed the Minnesota Standards to analyze and align curriculum. All staff learned reading strategies and math skills.

Prior to the start of school all staff were informed of the deficiencies in our participation rate. All staff meetings focused on techniques to improve student participation.

Hopkins staff share responsibility, collaborate and take action to facilitate increased student achievement.

Hopkins staff members share responsibility, collaborate and take action to facilitate increased student achievement.

To review and analyze student data for the purpose of progress monitoring, and to investigate and incorporate effective instructional practices that improve student learning.

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.

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.

Teachers will study, implement and reflect upon best practice strategies for teaching reading skills to all students.

A part time reading coach was hired to work directly with classroom teachers.

Provided a half time math coach to work with math teachers focusing on areas of deficiencies. All math teachers were trained in method to improve student achievement.

Prior to the start of school all staff were informed of the deficiencies in our participate rate. All staff meetings focused on techniques to improve student participation.

NA

Licensed staff met with the Truancy Intervention Team weekly to develop capacity to intervene effectively with students that had excessive absences.

Staff reviewed student achieved data including MAP and MCA results along with grades and scores on common assessments. Teachers reviewed the Minnesota Standards to analyze and align curriculum. All staff learned reading strategies and math skills.

Prior to the start of the school all staff were informed of the deficiencies in our participate rate. All staff meetings focused on techniques to improve student participation.

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NA

perintendent

Date

strict Staff Development Chair

Date



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.053

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: MCA-II, AYP and School Report Cards
RE: November 20, 2006

On November 15, the Minnesota Department of Education released the accountability data for all school districts in the state. This release is about three months behind the previous release of data. The time was needed to grade, evaluate and validate the results as a new test was created to reflect the higher standards and more grades were added this year. In the future, it is expected that test results will be released in August.

Moorhead School District made Adequate Yearly Progress for two consecutive years. This means that the district is no longer on the needs improvement list from the Minnesota Department of Education.

The MCA – II are the Minnesota Comprehensive Assessments that are given to students in reading and mathematics every year so schools and school districts can measure student progress toward state academic standards, as required by federal education mandates and guidelines (NCLB). State officials this year introduced a new test that will better reflect how students are doing with more rigorous standards. Because it is a new test, the results should not be directly compared with the tests from the previous years. In the 2005-06 school year, the tests were given in grades three through eight, and grades 10 and 11.

The state report cards and adequate-yearly-progress lists evolved because the No Child Left Behind Act (NCLB) requires all students to be academically proficient by 2014 and teachers to be highly qualified. If Title I schools don't meet the academic standards set by states for two or more years in a row, they can face a range of consequences.

The high school test will also serve as the state's graduation test for the class of 2010. Students will have to reach a minimum score by their senior year to graduate on time.

The school report cards were also released on November 15. Minnesota schools receive report cards each year based on their performance on the Minnesota Comprehensive Assessments. Schools are rated from one star to five stars. The report card provides information about each school to the public.

Information regarding the individual test results report, state standards and assessment requirements and district results are attached. The board presentation will provide information regarding student achievement on the MCA – II, the school report cards and information about navigating the MDE website to find information regarding student achievement on state assessments.

LAK/kmr
Attachment

24

The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world

CFL CONTROL DISTRICT 5555
1500 HIGHWAY 36 WEST
ROSEVILLE, MN 55113-4266



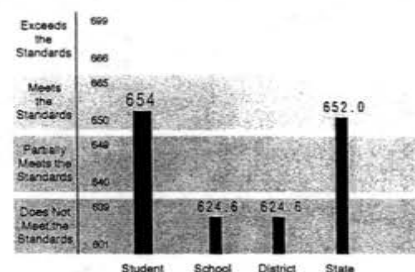
MINNESOTA ASSESSMENTS
Minnesota Comprehensive
Assessments-Series II
Student Report

Spring 2006

How did CONTROL perform on the Minnesota Assessment?

Mathematics

CONTROL Meets the Standards



Student: CONTROL C. BIRGE
MARSS ID: 555500000563
Vendor ID: 129400323
Local Use #: 563
Birth Date: September 12, 1993
School: CFL MIDDLE 301
District: CFL CONTROL DISTRICT 5555
Grade: 06

Dear Parent/Guardian,

In the spring of 2006, your child participated in the Minnesota Assessment System. These tests measure your child's progress on the Minnesota Academic Standards.

This report contains your child's results. You will see your child's score and achievement level for each test your child took. You will be able to compare your child's performance to the average Minnesota student. On the back page of this report is information on how to learn more about the Minnesota Assessment System. If you have questions about your child's results, contact your child's teacher or school.

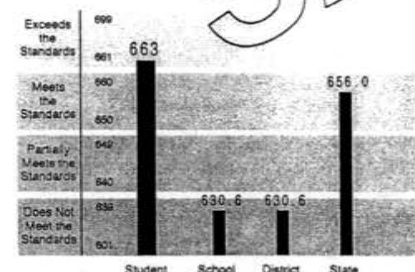
Minnesota believes all students can learn and strives to set high standards of student performance. Your involvement in your child's education is important. Your child's teacher can work with you to help your child be successful on the Minnesota Academic Standards.

Sincerely,

Alice Seagren
Commissioner

Reading

CONTROL Exceeds the Standards



Each year the Minnesota Department of Education conducts annual assessments of all students in grades 3 - 8 (mathematics and reading), grade 10 (reading), and grade 11 (mathematics). The tests measure student knowledge and skills identified in the Minnesota Academic Standards. The test results serve many purposes. The state uses them for school accountability. Teachers track the performance of students and schools on the Minnesota Academic Standards. Students and their parents/guardians use the scores to track individual progress on the Minnesota Academic Standards. School administrators use them to make instructional and policy decisions.

For more information on the Minnesota Assessment System, visit the Minnesota Department of Education Research and Assessment website at:
http://education.state.mn.us/mde/Accountability_Programs/Assessment_and_Testing/index.html

For more information on the Minnesota Assessment System, visit the Minnesota Department of Education Research and Assessment website at:
http://education.state.mn.us/mde/Accountability_Programs/Assessment_and_Testing/Assessments/MCA_II/index.html

To view the Minnesota Academic Standards, visit the following website:
http://education.state.mn.us/mde/Academic_Excellence/Academic_Standards/index.html

For a complete description of all achievement levels, visit the Minnesota Department of Education Research and Assessment website at:
MCA-II:
http://education.state.mn.us/mde/Accountability_Programs/Assessment_and_Testing/Assessments/MCA_II/MCA_II_Reports_Schools_Parents/index.html
OR ELL tests:
http://education.state.mn.us/mde/Accountability_Programs/Assessment_and_Testing/Assessments/ELL_Tests/ELL_Reports_Schools_Parents/index.html



Mathematics							<input checked="" type="radio"/> Proficient	<input type="radio"/> Not Proficient
Strand	Points Earned	Points Possible	Averages			What was measured?		
			School	District	State			
Number Sense	16	21	7.9	7.9	14.1	Understanding of numbers, operations, and quantitative reasoning		
Patterns & Functions	6	10	2.8	2.8	6.4	Understanding of patterns, relationships, and algebraic reasoning (the use of symbols to represent real-world situations)		
Data, Statistics, & Probability	8	12	1.6	1.6	7.7	Understanding of probability (the chance that an event will occur) and statistics (the collection, organization, and interpretation of data)		
Spatial Sense, Geometry, & Measurement	11	16	4.7	4.7	9.9	Understanding of geometry and spatial reasoning (the location/position of an object and the amount of space it occupies in the real world)		

MEETS THE STANDARDS

Students at this level of mathematics meet the mathematics skills of the Minnesota Academic Standards. Some of the skills these students can demonstrate consistently include the following:

- **Mathematical reasoning skills** such as organizing and recording mathematical processes used in solving problems logically; communicating why solution steps are valid to determine logical solutions
- **Number sense and computation skills** such as comparing rational numbers with symbols; determining prime factorization and greatest common factor; adding three fractions with unlike denominators; representing percentages visually; solving multi-step problems systematically; computing with percents greater than 100%; interpreting remainders; using estimation to solve problems
- **Pattern and algebraic thinking skills** such as naming a point on a coordinate plane with an ordered pair; performing order of operations including division
- **Data and probability skills** such as calculating mean; identifying an outlier in a data set; using data in graphs to estimate probability; understanding the concept of median; representing possible outcomes to draw conclusions
- **Spatial, geometry, and measurement skills** such as converting measurements within the customary system; recognizing when a pair of angles is supplementary

Reading							<input checked="" type="radio"/> Proficient	<input type="radio"/> Not Proficient
Strand	Points Earned	Points Possible	Averages			What was measured?		
			School	District	State			
Vocabulary	7	7	3.8	3.8	5.4	Ability to use a variety of strategies to expand reading vocabulary (the use of non-text clues in order to understand new words)		
Comprehension	17	21	5.7	5.7	14.4	Ability to show understanding of the meaning of texts and demonstrate literal, interpretative, inferential, and evaluative comprehension		
Literature	18	26	7.3	7.3	16.0	Ability to read, understand, respond to, analyze, interpret, evaluate, and appreciate a wide variety of fiction, poetic, and nonfiction text		

EXCEEDS THE STANDARDS

Students at this level of reading exceed the reading skills of the Minnesota Academic Standards. Some of the skills these students demonstrate very consistently include the following:

- **Vocabulary expansion skills** such as analyzing word structure and using inferred context clues to understand new words or uncommon meanings of known words
- **Comprehension skills** such as representing deep comprehension by interpreting, evaluating, and responding to challenging text; making inferences and drawing conclusions by creating a clear statement containing essential ideas supported with critically selected details; retelling events in an ordered sequence; distinguishing accurate statements or quotes from opinion; comparing and contrasting information; critically reading and evaluating to determine the author's purpose, point of view, audience, and message
- **Literature skills** such as analyzing and explaining the relationships among elements of fiction, including setting, character, plot, conflict/resolution, theme, and tone; analyzing how figurative language and literary devices contribute to the meaning of a text; explaining analogies, similes, metaphors, and multi-meaning words; demonstrating the effect of the speaker; recognizing the difference of first-person and third-person point of view; responding to literature while supporting reactions by making discerning literary connections



Academic Excellence

uperintendent: LARRY NYBLADH

110 14TH STREET S
MOORHEAD, MN 56560
Phone: 218-284-3300

MOORHEAD PUBLIC SCHOOL DISTRICT

Did my District make AYP in 2006?

If your school has a "NO" in any category it did not meet AYP. This table shows whether your school met the required targets in participation and proficiency for reading and mathematics and the other required category of attendance or graduation.

AYP Status: Making AYP

	Reading		Mathematics		*Attendance	*Graduation
	Part. Rate	% Prof	Part. Rate	% Prof	Rate	Rate
All Students	Yes	Yes	Yes	Yes	Yes	Yes
American Indian/Alaskan Native	Yes	Yes	Yes	Yes		
Asian/Pacific Islander	Yes	Yes	Yes	Yes		
Hispanic	Yes	Yes	Yes	Yes		
Black	Yes	Yes	Yes	Yes		
White	Yes	Yes	Yes	Yes		
Limited English Proficient	Yes	Yes	Yes	Yes		
Special Education	Yes	Yes	Yes	Yes		
Free/Reduced Price Lunch	Yes	Yes	Yes	Yes		

indicates too few or no students in a category.

The Minnesota AYP plan looks at four areas in determining whether a school or district has made adequate yearly progress:

- **Participation** : Schools and districts must test 95% of students in tested grades.
- **Proficiency** : Students in tested grades must show adequate yearly progress towards proficiency and be 100% proficient in reading and mathematics by 2013-14. Students must score above the "50" mark for their grade to be considered proficient. For example in third grade a score of 350 or above is proficient, in fourth grade a score of 450 or above is proficient, etc.
- ***Attendance** : Elementary schools, middle schools and districts must have an average daily attendance rate of 90% or show acceptable growth towards 90% to make AYP. Attendance data is taken from the previous school year.
- ***Graduation** : High schools and districts must have an average graduation rate of 80% or show acceptable growth towards 80% to make AYP. Graduation data is taken from the previous school year.

The No Child Left Behind Act also required schools and districts to break out their data into nine different subgroups or cells:

- All students
- LEP
- Special Education
- Free and Reduced Price Lunch
- White
- Black
- Asian Pacific Islander
- American Indian
- Hispanic

A school or district must have at least 40 students in a cell in order for it to count for participation. A school or district must have at least 20 students in a group in order for it to count for proficiency with the exception of special education, and Limited English Proficient (LEP). There must be at least 40 students in the special education or LEP group to be counted for proficiency.



Academic Excellence

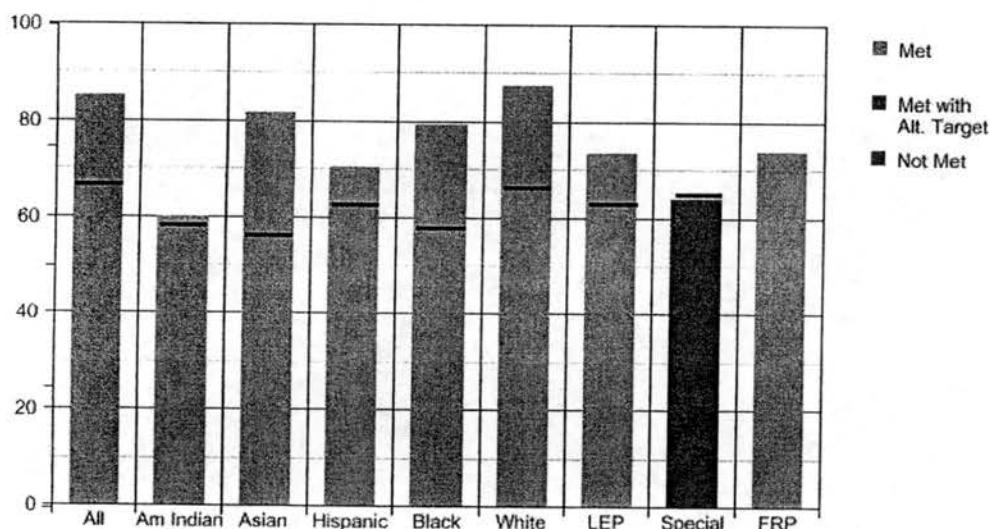
Superintendent: LARRY NYBLADH

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MOORHEAD, MN 56560
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MOORHEAD PUBLIC SCHOOL DISTRICT

How did the District do in reading Proficiency?

Proficiency Participation



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

Index Rate:	2005	2006	
	Rate	Target	Rate
	80.29	66.46	85.18
Am Indian	57.89	57.86	59.72
Asian	83.33	56.02	81.63
Hispanic	54.76	62.43	70.50
Black	57.35	57.72	79.23
White	83.54	66.25	87.52
LEP	51.95	62.61	73.39
Special	57.38	64.61	63.87
FRP	66.02	65.31	73.83

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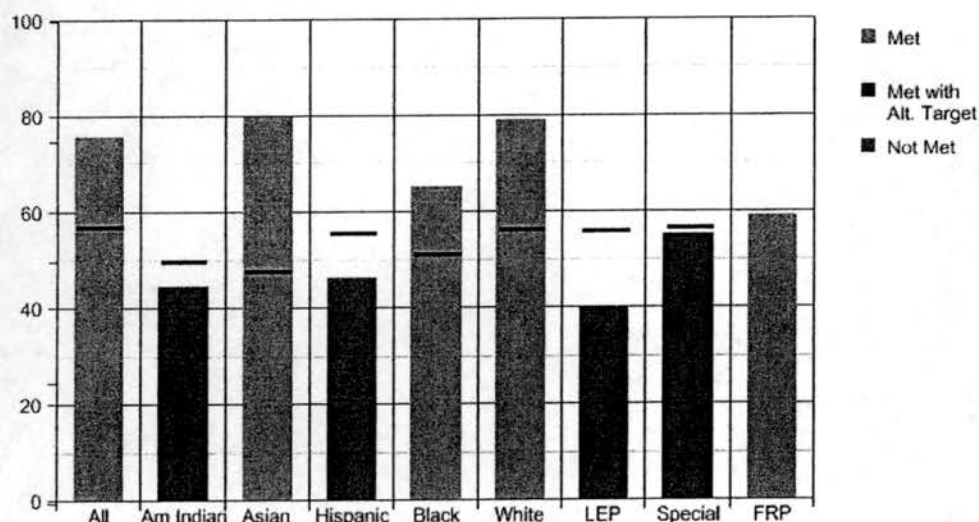
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MOORHEAD, MN 56560
Phone: 218-284-3300

MOORHEAD PUBLIC SCHOOL DISTRICT

How did the District do in Math Proficiency?

Proficiency **Participation**



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

Index Rate:	2005	2006	
	Rate	Target	Rate
All	63.99	56.65	75.38
Am Indian	45.24	49.55	44.59
Asian	81.82	47.60	79.59
Hispanic	38.66	55.21	46.39
Black	51.61	50.85	65.08
White	66.57	56.04	79.04
LEP	40.42	55.62	40.27
Special	43.08	56.25	55.24
FRP	50	57.97	58.93



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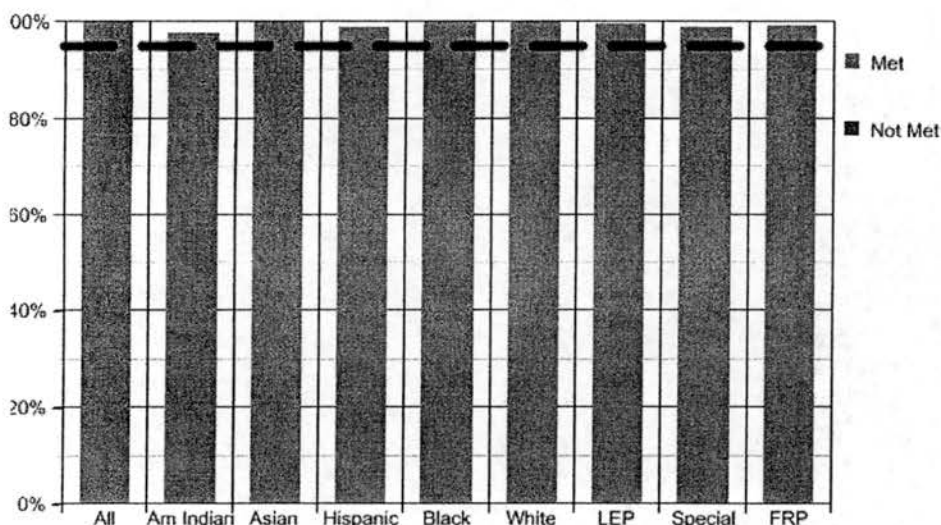
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Phone: 218-284-3300

MOORHEAD PUBLIC SCHOOL DISTRICT

How did the District do in Math Participation?

Proficiency Participation



The mathematics participation graph shows the percent of students across tested grades who participated in the As this year. There are nine possible groups included in this calculation. This graph shows a bar for groups of students or more. Groups of fewer than 40 students are not shown. If the bar is at or above the 95% line the group has met the AYP requirements.

Participation:	2005	2006	
	Rate	Target	Rate
	98.22	95.00	99.64
Indian	100	95.00	97.67
ian	100	95.00	100.00
panic	97.2	95.00	98.64
ck	94.44	95.00	100.00
ite	98.31	95.00	99.79
P	97.81	95.00	99.17
ecial	98.65	95.00	98.70
P	98.32	95.00	99.14

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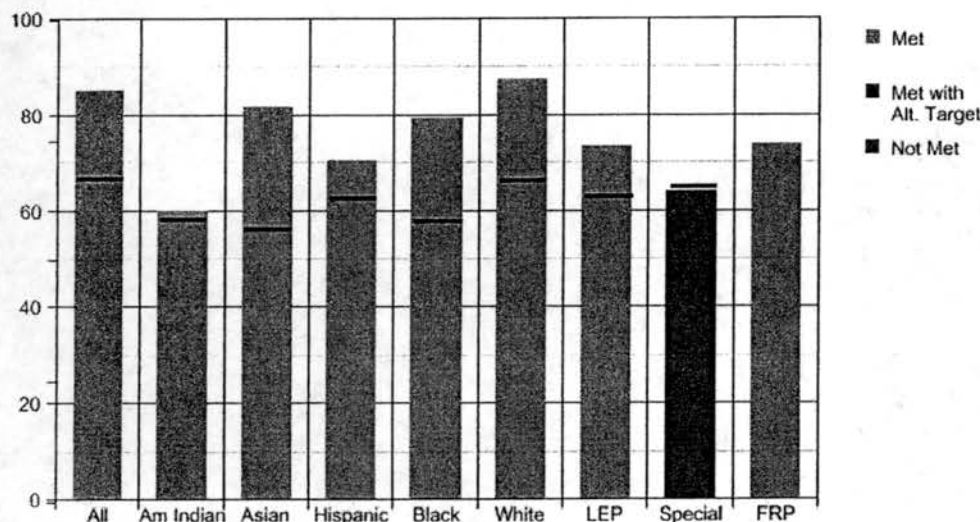
uperintendent: LARRY NYBLADH

410 14TH STREET S
 OORHEAD , MN 56560
 hone: 218-284-3300

MOORHEAD PUBLIC SCHOOL DISTRICT

ow did the District do in reading Proficiency?

Proficiency **Participation**



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

Index Rate:	2005	2006	
	Rate	Target	Rate
All	80.29	66.46	85.18
Am Indian	57.89	57.86	59.72
Asian	83.33	56.02	81.63
Hispanic	54.76	62.43	70.50
Black	57.35	57.72	79.23
White	83.54	66.25	87.52
LEP	51.95	62.61	73.39
Special	57.38	64.61	63.87
FRP	66.02	65.31	73.83



Academic Excellence

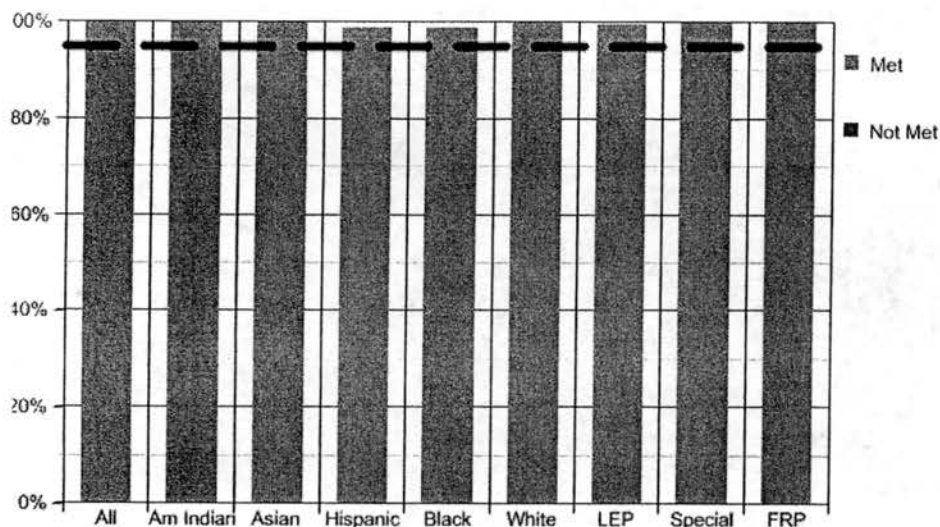
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MOORHEAD PUBLIC SCHOOL DISTRICT

How did the District do in reading Participation?

Proficiency Participation



The reading participation graph shows the percent of students across tested grades who participated in the assessment this year. There are nine possible groups included in this calculation. This graph shows a bar for groups of students or more. Groups of fewer than 40 students are not shown. If the bar is at or above the 95% line the district has met the AYP requirements.

Participation:	2005	2006	
	Rate	Target	Rate
	99.42	95.00	99.82
Am Indian	97.73	95.00	100.00
Asian	100	95.00	100.00
Hispanic	99.12	95.00	98.66
Black	100	95.00	98.59
White	99.48	95.00	99.96
LEP	99.31	95.00	99.19
Special	98.23	95.00	100.00
FRP	98.57	95.00	99.52

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District Annual Measurable Achievement Objectives for ELL

District No: 0152 - 01	District Name: MOORHEAD PUBLIC SCHOOL	Consortium Fiscal Host Name: NA	2005-2006
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Computation Date: 11/07/2006

LANGUAGE ABILITY

Test of Emerging Academic English (TEAE) and Minnesota Student Oral Language Observation Matrix (MNSOLOM)

Language ability (progress and proficiency) is based on the district's or the consortium's LEP population.

PROGRESS

Cohort	Number of ELL contributing 1 or more matched test scores	Number of matched test scores 04-05 - 05-06	Rate of progress (%)	State target (%)	Status
0 - 2.9 years	74	145	91.03	65.92	A
3 - 5.9 years	62	158	87.97	69.43	A
6+ years	76	228	92.98	65.85	A

PROFICIENCY

Cohort	Number of ELL contributing all 3 test scores	Number of matched test scores 05-06	Rate of proficiency (%)	State target (%)	Status
0 - 2.9 years	35	105	14.29	1.69	A
3 - 5.9 years	48	144	18.75	2.78	A
6+ years	76	228	21.05	2.76	A

CONTENT ABILITY

The reading index rate listed below is generated using either the MN Comprehensive Assessments II (MCAII-reading) or the Test for Emerging Academic English (TEAE-reading). The math index rate only uses the MCAII-math.

Math

Index	Target Index	Status
40.27	55.62	S

Reading

Index	Target Index	Status
73.39	62.61	A

Title III districts or consortia must meet state goals (shown by an 'A' in the status column) for each cohort that meets the minimum cell size requirement (n greater than or equal to 20).

ANNUAL STATUS

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008 - 2009	2009-2010	2010- 2011
B	B	A	-	-	-	-	-

Status Key: A = Above the state target; B = Below the state target; Z = Not meeting minimum cell size of at least 20 students; X = Lack of data on which to base a status; "S" = AYP safe harbor conditions met. Two consecutive years of "B" status requires a district plan to improve its ESL services. Four consecutive years of "B" status requires a district to restructure its ESL services in cooperation with the Minnesota Department of Education. An asterisk next to any status value indicates that the value is based on a successful appeal of a calculated value.

Current Verification Correction Summary - 2006 Preliminary AYP Data

Minnesota

Department

of Education

Special Education 1% Cap Waived

Making AYP

District/Nclbid: 0152-01/308 MOORHEAD PUBLIC SCHOOL DISTRICT 000 All Schools														
Used in AYP Calculation					Used in AYP Calculation						Used in AYP Calculation			
PARTICIPATION					PROFICIENCY						ATTENDANCE			
# of Students Tested	# of Answer Docs	% of Students Participating	AYP Status		Total Index Points	# of Oct. 1 Docs Returned	2006 Index Rate	Index Target	SH Index Target	AYP Status	# of Students	Att. Rate	Att. Target	AYP Status
GRADUATION											Drops	Grads	Total	AYP Status
A All Students														
Math	2,752	2,762	99.64	A	2005.0	2,660	75.38	56.65	A		5,182	94.34	90.00	A
Reading	2,746	2,751	99.82	A	2267.5	2,662	85.18	66.46	A		40	401	441	90.93 80.00 A
B American Indian/Alaskan Native														
Math	84	86	97.67	A	33.0	74	44.59	49.55	50.71	S *	197	90.73	90.00	A
Reading	83	83	100.00	A	43.0	72	59.72	57.86	A		2	4	6	66.67 38.56 Z
C Asian/Pacific Islander														
Math	52	52	100.00	A	39.0	49	79.59	47.60	A		79	94.21	90.00	A
Reading	52	52	100.00	A	40.0	49	81.63	56.02	A		1	2	3	66.67 80.00 Z
D Hispanic														
Math	217	220	98.64	A	90.0	194	46.39	55.21	44.79	S *	467	90.67	90.00	A
Reading	221	224	98.66	A	141.0	200	70.50	62.43	A		6	12	18	66.67 68.10 Z
E Black, not of Hispanic origin														
Math	70	70	100.00	A	41.0	63	65.08	50.85	A		136	93.59	90.00	A
Reading	70	71	98.59	A	51.5	65	79.23	57.72	A		4	9	13	69.23 72.83 Z
F White, not of Hispanic origin														
Math	2,329	2,334	99.79	A	1802.0	2,280	79.04	56.04	A		4,303	94.82	90.00	A
Reading	2,320	2,321	99.96	A	1992.0	2,276	87.52	66.25	A		27	374	401	93.27 80.00 A
G Limited English Proficient														
Math	238	240	99.17	A	89.0	221	40.27	55.62	46.38	S *	486	92.00	90.00	A
Reading	246	248	99.19	A	171.0	233	73.39	62.61	A		7	15	22	68.18 80.00 Z
H Special Education														
Math	533	540	98.70	A	284.5	515	55.24	56.25	48.77	S *	981	93.55	90.00	A
Reading	547	547	100.00	A	338.5	530	63.87	64.61	61.64	S *	11	57	68	83.82 80.00 A
I Free/Reduced Priced Lunch														
Math	804	811	99.14	A	435.5	739	58.93	57.97	A		1,552	92.43	90.00	A
Reading	828	832	99.52	A	568.5	770	73.83	65.31	A		16	58	74	78.38 73.85 A *

Status Code Definitions

A = Above Target

B = Below Target

Z = Cell Size Limitation

X = No Data

S = Safe Harbor

-- = cell size below 20

:__ = appeal granted

Reduction applied due to 1% Alternative Assessment Cap

* AYP status based on adjusted target including safe harbor target or data combined across years.

Version 495

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AG_NCLBResults02_AYP_Verification_Summary/P

AYP Consequence History

District: 0152-01 MOORHEAD PUBLIC SCHOOL DISTRICT

School: 000 All Schools

IASA Transition Status:

Reading: AYP Track 0

Math: AYP Track 0

2003	ALL	Am Indian	Asian	Hispanic	Black	White	LEP	Special	FRP	Subject Status
Reading Participation	Yes	-	-	Yes	-	Yes	Yes	Yes	Yes	Making AYP
Reading Proficiency	Yes	Yes	-	Yes	-	Yes	Yes	Yes	Yes	
Math Participation	Yes	-	-	No	-	Yes	Yes	No	No	Not Making AYP
Math Proficiency	Yes	Yes	-	Yes	-	Yes	Yes	Yes	Yes	
Attendance	Yes									Making AYP
Graduation	Yes									
District Consequence Status: Not Making AYP										NCLBID 308

Reading History AYP Track 0 A	Math History AYP Track 0 B	Other History AYP Track 0 A
----------------------------------	-------------------------------	--------------------------------

2004	ALL	Am Indian	Asian	Hispanic	Black	White	LEP	Special	FRP	Subject Status
Reading Participation	Yes	Yes	-	Yes	-	Yes	Yes	Yes	Yes	Not Making AYP
Reading Proficiency	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	
Math Participation	Yes	Yes	-	Yes	Yes	Yes	Yes	Yes	Yes	Not Making AYP
Math Proficiency	Yes	No	Yes	No	Yes	Yes	No	Yes	No	
Attendance	Yes									Making AYP
Graduation	Yes									
District Consequence Status: Not Making AYP										NCLBID 308

Reading History AYP Track 0 AB	Math History AYP Track 2 BB	Other History AYP Track 0 AA
-----------------------------------	--------------------------------	---------------------------------

2005	ALL	Am Indian	Asian	Hispanic	Black	White	LEP	Special	FRP	Subject Status
Reading Participation	Yes	Yes	-	Yes	-	Yes	Yes	Yes	Yes	Making AYP
Reading Proficiency	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Math Participation	Yes	Yes	-	Yes	-	Yes	Yes	Yes	Yes	Making AYP
Math Proficiency	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Attendance	Yes									Making AYP
Graduation	Yes									
District Consequence Status: Making AYP										NCLBID 308

Reading History AYP Track 0 ABA	Math History AYP Track 2 BBA	Other History AYP Track 0 AAA
------------------------------------	---------------------------------	----------------------------------

2006	ALL	Am Indian	Asian	Hispanic	Black	White	LEP	Special	FRP	Subject Status
Reading Participation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Making AYP
Reading Proficiency	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Math Participation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Making AYP
Math Proficiency	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Attendance	Yes									Making AYP
Graduation	Yes									
District Consequence Status: Making AYP										NCLBID 308

Reading History AYP Track 0 ABAA	Math History AYP Track 0 BBAA	Other History AYP Track 0 AAAA
-------------------------------------	----------------------------------	-----------------------------------

Current Consequence: Making AYP

Consequence Phases

Consequence Phase 0 AYP Track 0 <u>No Consequence</u>	Consequence Phase 1 AYP Track 2 <u>School Choice</u>	Consequence Phase 2 AYP Track 3 <u>Supplemental Services</u>	Consequence Phase 3 AYP Track 4 <u>Corrective Action</u>	Consequence Phase 4 AYP Track 5 <u>Prepare for Restructuring</u>
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Version 2

AG_NCLBResults03_AYP_Consequence_History/IP

Printed on: 11/20/2006 2:50:32PM

Minnesota Department of Education

Page 1 of 16

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5-M9-BOS
11 Dec 2006

INDEPENDENT SCHOOL DISTRICT #152

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

December 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 _____

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 - December 11, 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) Approval of Contract Renewal - Pages 5-15

(2) Approval of Grants - Pages 16-17

B. BUSINESS SERVICE MATTERS - Weston

C. HUMAN RESOURCE MATTERS - Nielsen

(1) Acceptance of Resignations - Page 18

(2) Approval of New Employees - Page 19

D. SUPERINTENDENT MATTERS - Nybladh

(1) Approval of November 13 and 27, 2006 Regular Meeting Minutes - Pages 20-26

(2) Approval of December Claims

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

Moved by _____ Seconded by _____

Comments _____

3. SCHOOL BOARD/STAFF DIALOGUE: Kovash

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

Response to Intervention (RTI) Plan - Kovash

Pages 27-30

4. MINNESOTA K-12 ACADEMIC STANDARDS REQUIREMENTS: Kovash

Pages 31-40

SCHOOL BOARD AGENDA - December 11, 2006

PAGE 3

5. **2005-2006 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT**

ACHIEVEMENT UPDATE: Kovash

Pages 41-67

6. **2006 PAYABLE 2007 LEVY:** Weston

Pages 68-70

Suggested Resolution: Move to set the 2006 Payable 2007 Levy at \$8,104,415.81. The School Board Clerk is authorized to certify the proposed levy and send the original to the County Auditor of Clay County, Minnesota prior to December 28, 2006.

Moved by _____ Seconded by _____

Comments _____

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

Pages 71-97

The School Board will conduct a first reading on the following policies: School Board Member Development (203), Out-of-State Travel by School Board Members (216), Grievance Procedures for Equal Opportunity (402), Employment Disability Nondiscrimination (404), Employment of Faculty and Staff (410), Veteran's Preference Hiring (411), Employee License Status (412), School District Evaluation of Personnel (470), Students in Homeless Situations (514), Notification to Staff Regarding Placement of Students with Violent Behaviors (555), Title 1 Policy Governing Parental Involvement (607), Public Solicitation in Moorhead Area Public Schools (906), and Relations Between Nonpublic Educational Organizations and Moorhead Area Public Schools (920).

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

SCHOOL BOARD AGENDA - December 11, 2006**PAGE 4****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
EHS PTAC	December 12	6:30-8 pm	Media Center
Grade 6 Band Concert	December 12	7:30 pm	Cafetorium
Instr and Curr Adv Com	December 14	7 am	PCE
Early Chldhd Adv Com	December 14	7 pm	PCE
MHS Holiday Concerts	December 18	6:30 and 8 pm	Auditorium
HMS Grade 6 Orchestra Concert	December 18	6:30 pm	Bethany
MHS Holiday Concerts	December 18	6:30 & 8 pm	Auditorium
Interagency Early Interv Com	December 20	12 pm	FSC
All School Neighborhood Activity Day	December 21	9 am-12 pm	EHS
Health/Safety/Wellness Com	December 21	9:30 am	PCE
HMS Grds 7-8 Orchestra Concert	December 21	7:30 pm	Bethany
Winter Break Begins	December 23		
K-12 Classes Resume	January 3		
Indian Educ Parent Com	January 3	5 pm	PCE
Clay County Joint Powers Com	January 4	7 am	PCE
HMS PTAC	January 4	7 pm	Media Center
RAS PTAC	January 8	6:30 pm	Media Center
School Board	January 8	7 pm	PCE
MHS PTAC	January 8	7 pm	Conf Rm
SGR PTAC	January 8	7 pm	Media Center
EHS PTAC	January 9	6:30-8 pm	Media Center
Com Ed Advisory Council	January 9	7 pm	PCE
K-12 Prof Dev Before/After Schl	January 10		
Instr and Curr Adv Com	January 11	7 am	PCE
Early Childhood Adv Com	January 11	7 pm	PCE
K-12 Prof Dev Day/Martin Luther King Jr. Day	January 15	No School	
Policy Review Committee	January 15	7 pm	PCE



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.059

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: December 4, 2006
RE: 2006-2007 Homeless Liaison Contract Renewal

Attached is a renewal contract for Homeless School Liaison services between Moorhead Public Schools and Lakes & Prairies Community Action Partnership Inc. for the 2006-2007 school year.

Services provided will be to assist with evaluating strengths and needs of Homeless Children and Youth, assist with referral services and access and to coordinate services to homeless children and youth for social work, medical, dental, mental and other health services. Services will be provided an average of 20 hours per week.

Moorhead Schools will agree to pay all allowable costs incurred not to exceed \$25,200.00 for the 2006-2007 school year.

SUGGESTED RESOLUTION: Move to approve the contract between Moorhead Public Schools and Lakes & Prairies Community Action Partnership, Inc. for Homeless School Liaison services in the amount of \$25,200.00 for the 2006-2007 school year.

LAK/kmr
Attachment

**Contract Between
Moorhead Public Schools
And
Lakes & Prairies Community Action Partnership, Inc.**

This Agreement is made effective as of July 1, 2006, by and between, Housing/Self Sufficiency, a program of Lakes & Prairies Community Action Partnership, Inc. of 715 11th Street North Suite 402, Moorhead, Minnesota 56560 and Moorhead Public Schools of 810 4th Street South, Moorhead, Minnesota 56560.

In this agreement, the party who is contracting to receive services shall be referred to as "MPS" and the party who will be providing the services shall be referred to as "LPCAP."

MPS has a need to sub-contract for Homeless School Liaison services. LPCAP has knowledge and experience in administering Programs for the Homeless.

MPS desires to have services provided by LPCAP; therefore, it is hereby agreed between the parties as follows:

1. Description of Services

Please see the full description of services set forth in the Attached Job Description as "Homeless Liaison". Services listed are those such as: Assist with evaluating strengths and needs of Homeless Children & Youth, Assist with referral services & access, coordinate services to homeless children and youth for social work, medical, dental, mental and other health services. Services will be provided an average of 20 hours per week.

2. Performance of Services

LPCAP shall determine the manner in which the services are to be performed and the specific hours to be worked. MPS will rely on LPCAP to arrange working hours as necessary to fulfill LPCAP's obligations under this agreement.

3. Special Sub-Contract Requirements

LPCAP agrees to follow all the rules and regulations set forth in the Grant Contract/Grant Agreement with the McKinney-Vento Education for Homeless Children and Youth that is attached to this agreement.

4. Payment of Services/Reporting

At the end of the contract period, LPCAP will request reimbursement for Services. LPCAP will submit all Reports Required. MPS will pay for all allowable costs incurred under the terms of this agreement, not to exceed \$25,200.00 for the 2006-2007 school year.

5. Term/Termination

This agreement will remain in effect until June 30, 2007, or until all obligations set forth in this agreement have been satisfactorily fulfilled, whichever occurs first.

6. Indemnification

LPCAP agrees to indemnify, protect and hold MPS harmless from all liabilities, losses, injuries, damages, claims, demands, suits, fees (including attorney fees), costs and/or judgments that may be asserted against MPS that result from the acts or omissions of LPCAP, LPCAP's employees, if any and LPCAP's agents.

7. Assignment

LPCAP's obligations under this Agreement may not be assigned to or transferred to any party or parties without the prior written consent of MPS.

8. Confidentiality

LPCAP and its employees and/or agents will not at any time or in any manner, either directly or indirectly, use for personal benefit, or divulge, disclose, or communicate in any manner any information that is proprietary to MPS. LPCAP and its employees and/or agents will protect such information and treat it as strictly confidential. This provision shall continue to be effective after the termination of this Agreement. Upon termination of the Agreement, LPCAP will return to MPS all records, notes, documentation and other items that were used, created, or controlled by LPCAP during the term of this Agreement.

9. Entire Agreement

This Agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written.

10. Amendments to the Contract

Each section of this contract shall remain in effect throughout the terms of this contract unless the parties agree, in written document signed by both parties to amend, add or delete a section.

11. Severability

If any provision of this agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

12. Applicable Law

The laws of the State of Minnesota shall govern this Agreement.

Party receiving services:
Moorhead Public Schools

By: _____ Date: _____

Typed Name: _____

Title: _____

Party providing Services:
Lakes & Prairies Community Action Partnership, Inc.

By: _____ Date: _____

Joseph P. Pederson
Executive Director

Section 1. Extent of Need

1. Describe the Neglected or Delinquent population(s) in your LEA (include relevant MCAs, BSTs, other academic data, annual child count, case management, program data, etc.)

The WCRJC Educational Programs received full approval status by MDE in Mar. 2005

240 students were enrolled during 2004 (unduplicated count) with 231 students in the secure program (detention, treatment) and 68 students court ordered to the non-secure program (shelter care) for consequential or mental health evaluation services. Males were over represented in the detention (.85) and shelter care (.57) programs. Two thirds of all students were in short term placement (≤ 15 calendar days). 112 students were enrolled during Oct 2004, with 33 students residing in the facility for ≥ 30 days. One student in 2004 was enrolled for ≥ 90 days. In 2004 student ages ranged from 8-18 yrs. More middle level students were enrolled in the nonsecure program. The highest concentration of students was in grades 9 and 10 (.50). The detention program included more students in grades 11 and 12 who were diploma seeking and/or working on their GED (.36). All eligible WCRJC students participated in the state assessments. 2004 MCA and 2005 BST results were inconclusive due to the small numbers of students being tested. 91 students were screened from January 2005, to present. Individual results on the NWEA Measures of Academic Progress (MAP) indicated deficient skills in reading/language and mathematics. Forty three percent of the student Reading scores were $\leq .34$, falling within the LO classification at a 7th grade proficiency level. Seventy five percent of the student Math scores were $\leq .34$. One half of the Math scores in the LO were at the tenth percentile or below. Diagnostic information indicated that skill development in the first quartile was deficient across areas measured. Skill development in the second quartile indicated scatter, with gaps in particular areas that require further attention. 34% of the 2004 student population was eligible for special education services, including EBD, SLD and OHI. No students qualified for ELL services.

Trends indicate that 1/3 of the students placed in the WCRJC Detention Center have dropped out of school at some point during their academic careers. Youth of color were also over represented in the WCRJC student programs (.42), with students of American Indian (.27), Hispanic (.12), and African American (.04) descent. 32% of the WCRJC students in 2004 had dropped out of school at some point during their academic career, compared to 1.8 percent of students in Moorhead District. In 2004 1/3 of the student population presented significant mental health concerns at intake. 14% of the students reported suicidal ideation in the past 90 days. 34% of the students presented significant drug and alcohol problems at intake. No difference in the percentage of males and females with presenting needs was found. There was a difference, however, in the type of symptoms presented. Males reported feelings of anger and irritability and females reported more somatic complaints.

The WCRJC Transition Program served approximately 18 students per quarter, including services to students in the facility and upon discharge. Ethnic genre and gender breakdowns mirrored the demographic composition of the student population. Approximately 4.5 individual contacts were made with students from Clay and Becker Counties accounting for one half of the students served. 88% of the youth made successful transitions to the next school, job, or institutional site. 100% of the students received career exploration, life skills and vocational instruction. 100% also received support services and the related outcomes. 17% of student transition to Alternative Learning Centers and 22% to private and public schools.

28% of the youth worked jobs, lived independently or lived at home with individual contributions being made to support the household.

2. Describe the existing Neglected or Delinquent Education Program(s) in your LEA (identification, placement, staffing, and type of supplemental programming for N or D students).

WCRJC Detention Program:

Identification: Court Services

Placement: Short term detention (<15 days), Longer Term (15+), treatment (30-90 days).

Staffing: Two teachers (2 FTE), Two paraprofessionals (1.0, .77), Liaison (1.0), Technology assistant (.10), Special Education facilitator (.08), Administrator (.14).

Supplemental Programming: Clay County Extension, Extended Day/Learning year, Treatment Transition/After Care, Mental Health Screening, Crisis Triage, Community Programs, Truancy Intervention, Transition Care Program, Homeless Education Program, Minor Parent Program, Public Health

WCRJC Shelter Care:

Identification: Court Services, Human Services, Truancy Intervention, Schools

Placement: Up to 30 days

Staffing: One teacher (1 FTE), One paraprofessional (.62), Technology assistant (.05), Special Education facilitator (.45), Administrator (.06).

Supplemental Programming: Clay County Extension, Extended Day/Learning year, Treatment Transition/After Care, Mental Health Screening, Crisis Triage, Community Programs, Truancy Intervention, Transition Care Program, Minor Parent Program, Public Health

Red River Area Learning Center:

Day School Multiple Sites: RRALC Separate Site, Horizon Middle School, Moorhead High School

Extended Day/Learning Year: RRALC Separate Site, Horizon Middle School, Moorhead High School, Barnesville High School, DGF Senior High School

Identification: Court Services, Human Services, Truancy Intervention, Schools, Open Enrollment –

Minnesota Graduation Incentives Program

Placement: Screening – Learner Support Team

Staffing: N/D Secretary Registrar, School Social Worker, Homeless Education Program, Academic Licensed and Non Licensed Staff, Administrator

Supplemental Programming: Clay County Extension, Extended Day/Learning year, Treatment Transition/After Care, Mental Health Screening, Crisis Triage, Community Programs, Truancy Intervention, Transition Care Program, Minor Parent Program, Public Health

3. Describe the gaps that exist for Neglected or Delinquent students (academic, graduation and attendance rates, etc.)

The strong link between academic failure and juvenile offending underlies the importance for educational reform to address the specific needs of high-risk youth. Gaps include the following:

Access to Student Records, Current Student Records/Portfolios:

Additional support services at the RRALC to account for frequent moves, multiple placements, etc., among delinquent students, including activities to retrieve records from previous placements/enrollments, provide updates on student progress and performance on statewide testing and related standards, and other paperwork as required. Expeditious determination of student progress towards graduation and assistance with graduation planning.

Forwarding of student records to other educational facilities and placements, including diagnostic assessment results to expedite student placement and to identify academic, vocational and social emotional needs that require further attention.

Academic Achievement:

Opportunities to accelerate achievement growth, attain proficiency benchmarks, and meet the same rigorous state standards as age/grade mates.

Curricular options that account for skill deficiencies and meet secondary content requirements.

Graduation Rates:

Drop out prevention activities, including reentry services, are necessary to promote grade level progression, attainment of the State Standards, and achievement of a high school diploma. Strategies to engage young males and/or students with two plus years of high school remain critical to transition services and drop out prevention efforts. Resiliency literature suggests that relevancy and authenticity to the learning process must be emphasized, thus providing a connection between traditional studies and future goals. Career exploration, life skills training, and vocational instruction are important elements of a real life approach to education for delinquent youth. Every student who exits the WCRJC Programs should have an adult in their primary school placement that is committed to nurturing a personal sense of self-worth and supporting the student's efforts to succeed in school. In addition, research suggests that adjudicated youth are 54% more likely to be charged with a non-law technical violation than those who were not enrolled in school. Fear of legal action can be a factor in student decisions to discontinue their continued involvement in educational programming. A closer partnership between the educational institution and the aftercare program will enhance advocacy and early intervention strategies before a violation and court appearance is necessary.

Multicultural Education:

Students of color are over represented among delinquent students. Programming should include a high-quality, relevant, and interesting curriculum that treats the language and culture of all students as resources, conveys high expectations, presents available options for their lives, and demands student investment in learning. Students should have the high-quality, up-to-date resources necessary for an effective education. Follow up programming that incorporates culturally specific mentoring and culturally sensitive services are also required.

Transition Services, Student Wellness:

After care services help solidify collaborative efforts among the various agencies involved with WCRJC students. These services include the coordination and maintenance of community services prior to a youths' release from the program, followed by close supervision and advocacy for several months after release. Reentry services assist the young person during the transition from incarceration to home and the community.

4. Describe the ongoing and sustained type and amount of professional development opportunities addressing the needs of Neglected and Delinquent students currently available to school personnel and how that has impacted student academic performance.

The WCRJC educational staff are part of the Moorhead Area Schools District Staff Development Plan. The staff are engaged in a number of professional development opportunities that address the needs of Neglected and Delinquent students. Moorhead district staff have four professional development days built into the school year. The WCRJC staff received two additional days for on site training opportunities in 2003-04. In addition to designated staff development days, a variety of training is available to staff on a monthly basis to address unique learner needs. Funding is also available for staff to attend professional development opportunities such as conferences, professional meetings, etc.

Examples of staff development opportunities in 2004-05 included:

Crisis Prevention Intervention: During the 2003-04 school year, licensed and non-licensed staff were required to acquire or maintain certification in Nonviolent Crisis Intervention Techniques. These training building/maintains professional skills to cope with students with tenuous coping skills and to maintain a safe and orderly classroom.

Hot Topics: Staff receives monthly training in topics related to current trends and best practices in the delivery of services to unique learner populations. The district level trainings also provide an opportunity for staff to consult with staff from other buildings/programs.

Assessment: As the district has adopted the measure district-wide, all staff will participate in additional training during the 2004-05 school year and beyond. The data will be essential to measure incremental student growth and progress towards program/district state defined benchmarks according to the requirements of NCLB.

Mandatory Trainings: The Moorhead District utilizes experts from it's own ranks and those in the service cooperative to provide professional development in federal and state mandated areas.

Lakes Country Service Cooperative: The cooperative also provides a number of one and two day trainings throughout the school year in a variety of areas related to unique learner needs, vocational development, and other initiatives. For example: one of the WCRJC staff spent two days learning about the MN Career Investigation System for use in her classroom.

Curriculum Development: Two days were spent reviewing MN state standards and realignment of curricular areas. Gaps in curricular offerings and opportunities for accelerated skill development were identified.

State level: Program staff and administration addressed areas in need identified by MDE. A corrective action plan was designed and implemented in 2004-05 resulting in the status of full approval. All staff attended the Care and Treatment Conference in Brainerd in March 2005. Staff also attended other state sponsored conferences and meetings. Staff had opportunity to enroll in relevant university course. Staff are being encouraged to look at further academic work in specific licensure areas to meet the requirements of the NCLB Highly Qualified Teacher requirements.

Section 2. Goals/ Performance Targets Required Under Title I, Part D

1. Describe the academic performance targets for Neglected or Delinquent students (meeting proficiency levels on the MCAs and BSTs or valid assessments like NWEA, STAR, etc.)

70% of delinquent students who have successfully completed treatment will be transitioned, that is, returned to school, complete diploma or GED after one year.

The percentage of students in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the MCAs will increase by 3%.

2. Describe the performance targets for Neglected or Delinquent students regarding Transition

The transition counselor will conduct pre-exit interviews of delinquent students successfully completing treatment. The transition counselor, with clerical help, will contact at least 90% of the sites where students have transitioned by follow-up visits or phone checks to determine successful transition including forwarding of student records.

3. Describe the performance targets for Neglected or Delinquent students regarding follow-up.

The transition counselor, with clerical help, will contact at least 90% of the sites where students have transitioned by follow-up visits or phone checks to determine successful transition including forwarding of student records.

Section 3, Legal Requirements Under Title I, Part D

1. Describe formal agreements

An identification of the "liaison" for eligible school LEAs (identified on the cover page of this application – The Title I Contact).

A description of formal agreements (identified on the "certification page" section of the application).

A budget breakdown page and a budget summary page are to be completed as directed (Finance Dimension 406).

A summary of the services to be provided under the program (maximum of six pages attached).

- * A description (summary format) of the extent of need

- * A description of the goals/performance targets in measurable form.

- * A description of how the program under this subpart will be coordinated with other Federal, State and local programs.

- * A description of how the programs will be coordinated with programs operated under the Juvenile Justice and Delinquency Program Act of 1974

- * A description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing IEPs.

2. Summarize the services to be provided under the program.

The goal of the Moorhead School District Neglected and Delinquent Education Program will be to provide high quality educational services to neglected and delinquent youth placed at the West Central Regional Juvenile Center (WCRJC). The Program will engage the students in the learning process, prepare them to meet the same challenging State standards that all students are expected to meet, facilitates their transition between educational settings, support their achievement of a high school diploma (or equivalent) and equip them with a solid background for meeting educational and vocational goals beyond high school.

Interventions supported by the 2005-06 Neglected and Delinquent Education Program will include the following:

Co-Funding of a full time teacher (.25) to provide additional expanded learning opportunities for WCRJC students.

Funding of a paraprofessional (5 hours per day) at the West Central Regional Center to assist with accelerated skill development;

Co-Funding of a full-time transition coordinator with the WCRJC. Treatment program to provide services to neglected and delinquent youth to further education or employment;

Co-Funding of a part-time registrar for youth at-risk with Title I N and D set aside funds to ensure that records are updated and maintained as students transition between educational and treatment facilities;

Support for the development and integration of successful strategies and approaches for accelerated skill development in Reading and Mathematics;

Support for licensed staff to work with the requirements of NCLB, to integrate state standards and to address the needs of separate site populations and research based approaches to accelerated skill development and student learning;

Support for student resources and technology at the WCJRC with Moorhead District Technology and Special Education Departments, includes multicultural resources and support for drop out prevention activities linked to the Clay Co Re-Entry Project and the Red River Area Learning Center.

3. Describe how the program under this subpart will be coordinated with other Federal, State, and local programs.

The N and D Program is part of a broader District vision to provide comprehensive programming for youth at-risk in attainment of State standards, transition and follow up. The Neglected and Delinquent Program is consistent with the Moorhead District's mission: " To develop the maximum potential of every learner to thrive in a changing world. " The development of alternative programs for youth at risk is prioritized in the School District's Five Year Plan. The relationship of the Moorhead District and the West Central Regional Juvenile Center is unique in that a significant number of students served in the facility (.40) are resident of the Moorhead District. The Director of Alternative Programs will continue to serve as the N and D and Homeless Liaison. There is significant overlap in these populations. This assignment is a strategic plan to ensure that the needs of the youth at the WCRJC are addressed as an integral part of the development of a comprehensive programming for youth at-risk in attainment of State Standards, transition and follow up. Several entities within the Moorhead District have been part of a collaborative effort to effectively address the needs of delinquent students. The cooperation between the programs works to ensure a continuous

network of support services across locations in the Moorhead District. The continuum of programs and services includes the Department of Teaching and Learning (i.e., Reading Recovery and Literacy Initiative, Compensatory Programs, Special Education, Alternative Education, etc.), Technology, Safe and Drug Free Schools- Student Assistance, Indian Education, Migrant Education, Building Leadership Teams, etc. The initiative to promote coordination of sites for students at risk has contributed to the expanded role of the Student Assistance Program in the Moorhead District. The Student Assistance Coordinator has become a critical link in accessing educational opportunities for delinquent youth across the district. The program has become the "voice" of the District in advocating to the courts for prevention and intervention services for individual youth, and the "hub" of collaborative effort between alternative education and traditional education and will be an important link to transition student within the program.

4. Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Program Act of 1974.

The N and D Program is part of a broader community based vision to provide comprehensive programming for youth at-risk in attainment of State standards, transition and follow up. A variety of agencies, including Moorhead School District, West Central Regional Juvenile Center (WCRJC), Clay County Court Services (Minnesota Department of Corrections), Clay County Social Services, Clay County Joint Powers Collaborative, Clay County Children's Mental Health Collaborative, Health Communities Initiative and local providers. The Neglected and Delinquent Education Program works closely with the Treatment Component of the West Central Regional Juvenile Center to effectively meet the needs of students placed at the facilities. Meetings between the administrators and staff of the WCRJC Director and Moorhead Director of Alternative Programs work collaboratively with Court Services, Social Services and other community agencies to promote a comprehensive system of wrap around support services for the delinquent students.

The Clay County Children's Mental Health Collaborative has been very effective in assisting entities to work together to meet the needs of the delinquent population. An increasing number of neglected and delinquent programs for mental health, chemical health and community-based services have been established in Collaborative and related programming (ex. Truancy Intervention Program) has encouraged a trend towards development of services within the Clay County area. A transition worker and juvenile probation officer will be co-located at the Red River Area Learning Center to effectively transition student from correctional settings and to support their successful participation in an educational program. A Student Services Coordinator from Moorhead Senior High School will work with the team to support students as they transition into more trend is being evidenced for placement of neglected and delinquent youth from other counties in the Clay County area fro care and treatment. As Moorhead is the sole urban are within Clay County, many of these youth are enrolled in the Moorhead District. These trends demonstrate the need for the continued development of alternative approaches to serve neglected and delinquent students which reflect best practices in the delivery of high quality educational programming and related support services and activities.

5. Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of the child's or youth's existing Individual Education Plan (IEPs).

In compliance with the recommendations of the CFL Care and Treatment Task Force, 2000, all students enrolled at the WCRJC three days or more will be screened for academic and support needs. Moorhead District's Department of Information Systems, Special Education and Compensatory Programs, Alternative Education and Building Level Staff have worked with staff from the West Central Regional Juvenile Treatment and Educational Programs to address the need for facilitation of student information and records in a timely manner. A secretary is in the office at the Moorhead District Special Education Central Office in the afternoon and transitions to the West Central Regional Juvenile Center in the evening. Within the Moorhead District the Secretary has access to information stored in the district's data management system for all schools. This process facilities immediate access to IEP's and other information for Moorhead students.

The District has also identified a central contact for the schools in the thirteen county area so that student information is tracked for out of district student placed at the WCRJC as well. The secretary works with the education and treatment staff at the WCRJC to ensure that they have the necessary informant for student planning.

A full compliance review of the education program at West Central Regional Juvenile Center (WCRJC) was conducted in January 2004. A corrective action plan (CAP) was developed for areas of noncompliance and carried out by Moorhead Public Schools.

The follow-up compliance and approval review was conducted on December 15, 2004. The follow-up visit consisted of a review of 6 facility-selected special education records; 3 general education records, interviews with education staff and administrators; and classroom observations.

The Special Education Director and the WCRJC Education Coordinator worked with the staff to improve the quality of programming and due process for all students attending WCRJC. A due process facilitator is assigned to work with staff 1/2 day per week. This facilitator also works with the ALC and has helped improve the reintegration of some Moorhead students into the ALC. There is also a school psychologist assigned to the building that completes evaluations and provides mental health diagnostic services.

6. The LEA is not sub-contracting this program to an intermediate district or private school education program for the eligible facility.



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.058

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: November 29, 2006
RE: Staff Development Grants

The attached list of staff development incentive grants were funded for the 2006-2007 school year. The grants were reviewed by the staff development committee.

The grantees will be notified and final reports will be submitted and reviewed by the staff development committee before payments will be made. The use of the staff development incentive grant funding has been a means to provide additional support to district and school goal areas.

SUGGESTED RESOLUTION: Move to approve the staff incentive grants for a total of \$39,116.00.

LAK/kmr
Attachment

November 2006 Staff Development Grant Requests

	Applicant(s)	Title	Bldg	Requested	Awarded
1	Jeremy Blake Ryan Lyson Missy Eidsness	STEM (Mathematics)	MHS	\$1,500.00	\$ 1,500.00
2	Ann Woell	United Streaming Training	Asp	\$1,000.00	\$ 1,000.00
3	Jennifer Garcia Eric Stenehjerm	STEM (Science)	MHS	\$3,000.00	\$ 1,500.00
4	Christy Leier	Aligning Science Stds	Horizon	\$2,192.00	\$ 2,192.00
5	Sue Geihl	Visual Arts Curriculum Mapping Gr 1-12	Horizon	\$1,800.00	\$ 1,800.00
6	Pat Sullivan	Response to Intervention and the Speech/Language Pathologist Role	PCE	\$1,800.00	\$ 1,800.00
7	Margaret Claymore MariBeth Plankers	Reading through Reciprocal Teaching	MHS	\$1,700.00	\$ 1,700.00
8	MariBeth Plankers	Collaboration/Differentiation 9th Grade House	MHS	\$2,500.00	\$ 2,500.00
9	Audrey Erickson	Improving Critical Thinking in Social Studies by Emphasizing Literacy Skills	MHS	\$1,081.44	\$ 1,081.00
10	Gene Boyle	Stevenson HS Tour	MHS	\$ 5,993.00	\$ 5,993.00
11	Missy Eidsness	Improving Achievement for all in Mathematics through researched based Instruction Practices	MHS/ HMS	\$ 2,550.00	\$ 2,550.00
12	Jennifer Garcia	Improving STEM through Forensic Science Curriculum Development	MSH	\$ 3,000.00	\$ 3,000.00
13	Lynne Kovash	Thomas Many	Dist	\$ 12,500.00	\$ 12,500.00
Grant Applications not awarded				Awarded	\$ 39,116.00
14	Doug Engstrom Mark Ring Jon Larson	Grammy Signature School visitation	MHS	\$3,045.00	\$0.00
15	Brittney Rehm	Curriculum writing for Geography units in World Language and ESL classes	MHS	\$500.00	\$0.00
16	Colleen Tupper	Spring Staff Development Plan	Horizon	\$500.00	\$0.00
17	Vicki Breneman	Math Recovery in Stillwater MN	PCE	\$1,552.00	\$0.00
18	SI Teachers and Mary Jo Schmid	SI Curriculum Development in Science and Social Studies	Hopkins	\$2,100.00	\$0.00
19	Rachel Lerum	Math CoTeaching	MHS	\$2,016.00	\$0.00
20	Bonnie Stafford	Tenth Grade History Reading	MHS	\$ 270.36	\$0.00
21	Lynne Kovash	Visitation of Kildeer & Stevenson	Dist	\$ 14,010.00	\$0.00
Total				\$ 71,018.80	\$ 39,116.00



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.059

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: December 4, 2006

RE: Resignation

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

Jacob Welch Web Developer/Programmer, Probstfield Center for Education, effective
December 15, 2006. (Revised from December 8, 2006)

Brenda Rapske Cafeteria Supervisor, Robert Asp Elementary, effective December 18, 2006.

Joyce Aaserud Cafeteria Supervisor/Crossing Guard, Robert Asp Elementary, effective
December 8, 2006.


SUGGESTED RESOLUTION: Move to approve the resignation revision of Jacob Welch and the resignations for Brenda Rapske and Joyce Aaserud as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo **HR.07.058**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron , Director of Human Resources

DATE: December 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.

Robert Byrd Food & Nutrition Server, Horizon Middle School, 2.75 hours per day, \$8.22 per hour, effective November 27, 2006. (Replaces Armando Amaya)

Judy Wiebesick Paraprofessional, S.G. Reinertsen Elementary, 2.5 hours per day, \$9.18 per hour, effective November 27, 2006. (Replaces Jessica Swanson)

Ashley Mekash 7th Grade Basketball coach, Horizon Middle School, .050 Step 0, \$1,078.00, for the 2006-2007 season. (Replaces Jennifer Carlson)

Amanda Henry Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) \$12.65 per hour, 6.5 hours per day, effective January 3, 2007. (Replaces Linda Nistler)

Karen Trana Paraprofessional, Horizon Middle School, B21 (0-2) \$12.65 per hour, 6.5 hours per day, effective December 4, 2006. (position will be paid for by resident district 100%)

Armando Flores Paraprofessional, Red River Area Learning Center, B21 (7) \$13.60 per hour, 4 hours per day, effective November 20, 2006. (Replaces Aracely Moore)

SUGGESTED RESOLUTION: Move to approve the employment of Robert Byrd, Judy Wiebesick, Ashley Mekash, Amanda Henry, Karen Trana and Armando Flores as presented.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 13, 2006
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Carol Ladwig, Kristine Thompson, Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: Mike Siggerud.

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: Fagerlie moved, seconded by Tomhave, to approve the agenda as revised. Motion carried 6-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: On behalf of the nonprofit organization Minnesota Soccer - Moorhead, Inc., Marty Johanson, 2303 Chancery Street South, presented an \$8,000 check to assist in furthering the goals of the Horizon Middle School Soccer Fields. Gwen Johanson and Roger Erickson also accompanied Mr. Johanson.

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

Grant Renewal - Accept the Even Start-Partners in Learning Family Literacy Program grant funding from the Minnesota Department of Education in the amount of \$137,000. The Even Start-Partners in Learning Family Literacy Program provides education for adults, children ages birth-kindergarten, parent education and parent/child interaction time. Currently they are in year 5 of the grant.

Resignations

Erika Cantu - Paraprofessional, Ellen Hopkins Elementary, effective October 27, 2006.

Kevin Mathison - Custodian, High School, effective November 3, 2006.

Paul Hoefer - Paraprofessional, Horizon Middle School, effective November 1, 2006.

Jacob Welch - Web Developer/Programmer, Probstfield Center for Education, effective December 8, 2006.

Sue Nichols - Crossing Guard, S.G.Reinertsen Elementary, effective November 10, 2006.

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INDEPENDENT SCHOOL DISTRICT #152
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Retirement

Judi Ritterman - Media Assistant, Ellen Hopkins Elementary, effective December 22, 2006.

Family/Medical Leave

Dana Sande - Supervisor of Online Planning & Assessment, Probstfield Center for Education, effective October 2, 2006 for an undetermined amount of time.

New Employees

Greg Salvevold - Head Baseball Coach, Senior High School, .100% Step 8, \$4,198.00 beginning with the 2006-2007 season. (Replaces James Hurley)

Kathleen Shasky - Paraprofessional, High School, B21 (0-2) \$12.65 per hour, 6.5 hours per day, effective October 30, 2006. (Replaces Jessica Swanson)

Marn Odden - Paraprofessional, Partners in Learning, B21 (0-2) \$12.65 per hour, 6 hours per day, Tuesday thru Thursday, 31 weeks per year, effective November 28, 2006. (Replaces Valeria Zamarron)

Minutes - Approve the October 9 and 23, 2006 regular meeting minutes as presented.

Claims - Approve the November Claims, subject to audit, in the amount of \$1,073,817.70.

General:	\$896,497.55
Food:	\$154,447.31
Community Service:	\$22,872.84
TOTAL	\$1,073,817.70

Motion carried 6-0.

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.)

Youth Commission Before and After School Program Update - Bob Kueneman, Executive Director of the Youth Commission, presented information regarding the before and after school programming offered in the elementary schools. Kueneman highlighted the program's mission, goals, philosophy, history, what the program includes and provides, costs, and enrollment

**REGULAR MEETING
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history.

ENROLLMENT PROJECTIONS: Kovash provided a presentation regarding the projections for student enrollment for the next five years. An increase of 143 students over last year's projections has been a change from the past history of declining enrollment. The number of students on November 1, 2006 represents a 129 student increase over the number of students last year on November 1. The largest enrollment continues to be at the secondary level with 463 students in the ninth grade. The smallest class is the third grade

COMMITTEE REPORTS: Brief reports were heard regarding the Activities Council, S.G. Reinertsen PTAC, Instruction and Curriculum Advisory Committee, Elementary Parent FYI Night, Early Childhood Advisory Committee, Horizon Middle School PTAC, Moorhead High School Play "Side Show", Clay County Joint Powers Committee, Robert Asp School PTAC, and Ellen Hopkins PTAC meetings and events.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Nybladh reminded School Board members of the MSBA Annual Leadership Conference scheduled for January 10-12, 2007 and asked School Board members to contact Michelle with their travel plans. School Board members were also reminded of the Lakes Country Service Cooperative Board election deadline.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:54 p.m.

Carol Ladwig, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 27, 2006
PAGE 1**

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

MEMBERS ABSENT: Mike Siggerud.

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 presented.

APPROVAL OF AGENDA: Tomhave moved, seconded by Dulski, to approve the agenda as presented. Motion carried 6-0.

WE ARE PROUD:

*** **We Are Proud** of the Moorhead Area Public Schools' string program for being honored in October with the 2006-2007 Meritorious String Program Award. Each year, one school, college or youth orchestra in Minnesota is recognized by the Minnesota String and Orchestra Teacher's Association.

In presenting the award to Moorhead, MNSOTA President Lorie Hippen said, "The musical quality, recruiting, retention, and overall enrollment figures of the Moorhead Public Schools all exceed the national levels of excellence. Since 1994 the string program has grown from 215 students to nearly 700." Moorhead orchestra teachers are Brian Cole, Doug Neill and Jon Larson.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Family/Medical Leave

Bethanne Weltmer - Sign Language Interpreter, High School, to begin approximately December 20, 2006 for an estimated six weeks.

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Change in Contract

Gretta Link - Title I Teacher, Ellen Hopkins Elementary, from .57 FTE to .85 FTE, effective October 23, 2006. (Title I funded)

Jeannie Morlock - Media Assistant, Ellen Hopkins Elementary, from 4 hours per day to 8 hours per day, effective January 3, 2007. (Replaces Judi Ritterman)

Jill Perryman - Cafeteria Supervisor, S. G. Reinertsen Elementary, from 3 days per week to 4 days per week, effective November 14, 2006. (Replaces one day of LaRayne Schnanz schedule)

Ann Krier - Secretary, RRALC, 8 hours per day to Academic Registrar, RRALC, 20 hours per week, effective October 31, 2006. (Position supported by Title I Entitlement Grant and set aside funds)

Resignations

Dianne Meader - Food Service, Horizon Middle School, effective December 22, 2006.

Jeremy Truscinski - Bus Driver, Transportation, effective November 20, 2006.

Calleigh Besemer - Bus Driver, Transportation, effective November 11, 2006.

New Employees

Nathan Lindgren - Paraprofessional, Horizon Middle School, B21(3) \$12.84 per hour, 6.5 hours per day beginning November 20, 2006 (Replaces Paul Hoefer)

Kent Macleod - Weight Room Supervisor, High School, .050% Step 10, \$2,222 effective November 20, 2006. (Replaces Jon Martin)

Leah Engen - Cafeteria Supervisor, S. G. Reinertsen, \$8.22 per hour, 2 hours, 5 minutes per day, one day per week, effective November 14, 2006. (Replaces LaRayne Schanz)

Stephanie Gruenberg - Cafeteria Supervisor, S.G. Reinertsen, \$8.22 per hour, 2 hours 5 minutes per day, 3 days per week, effective November 14, 2006. (Replaces LaRayne Schanz)

Matthew Snare - Night Custodian, High School, A12(3) \$12.35 per hour, 8 hours per day, effective November 20, 2006. (Replaces Kevin Mathison)

Motion carried 6-0.

HEALTH AND SAFETY PLAN UPDATE: Melissa Mattson, contract representative from Lakes Country Service Cooperative, briefly reviewed minor changes to the plan.

Thompson moved, seconded by Tomhave, to approve the 2006-07 Health and Safety Plan as presented. Motion carried 6-0.

**REGULAR MEETING
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2005-2006 STAFF DEVELOPMENT REPORT: Tomhave moved, seconded by Fagerlie, to accept the assurances for staff development for the 2005-2006 Staff Development Report as presented and direct administration to submit the signed assurances to the Minnesota Department of Education as required. Motion carried 6-0.

MCA-II, AYP AND SCHOOL REPORT CARDS: Kovash reported that on November 15 the Minnesota Department of Education (MDE) released the accountability data for all school districts in the state. This release is about three months behind the previous release of data as time was needed to grade, evaluate and validate the results as a new test was created to reflect the higher standards and more grades were added this year. The tests results will be released in August next year.

Moorhead Area Public Schools has made Adequate Yearly Progress for two consecutive years which means the school district is no longer on the needs improvement list from MDE.

The MCA-IIs are the Minnesota Comprehensive Assessments that are given to students in reading and mathematics every year so schools and school districts can measure student progress toward state academic standards, as required by federal education mandates and guidelines (NCLB). This year state officials introduced a new test that better reflects how students are doing with more rigorous standards. Because it is a new test, the results will not be directly compared with tests from previous years.

The state report cards and adequate yearly progress lists evolved because NCLB requires all students to be academically proficient by 2014 and teachers are to be highly qualified. If Title I schools don't meet the academic standards set by states for two or more years in a row, they can face a range of consequences.

The high school test will also serve as the state's graduation test for the class of 2010. Students will have to reach a minimum score by their senior year in order to graduate on time.

The school report cards were also released on November 15. Minnesota schools receive report cards each year based on their performance on the Minnesota Comprehensive Assessments. Schools are rated from one star to five stars. The report card provides information about each school to the public.

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Kovash also provided information related to navigating the MDE Web site to review student achievement on state assessments.

COMMITTEE REPORTS: Brief reports were heard regarding the Ellen Hopkins PTAC, Hopkins Play "101 Dalmatians", Interagency Early Intervention Committee, Community Education Advisory Committee, Student Assistance Advisory Committee, and Activities Council meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Nybladh reminded School Board members of the January 10-12 MSBA Annual Leadership Conference to be held in Minneapolis and indicated Tomhave would be recognized at the MSBA Recognition Luncheon for his efforts related to the Ambassador Program. Nybladh asked Board members to determine their attendance at the luncheon and contact Michelle. Nybladh reported that the Moorhead High School Orchestra will perform at the conference during the closing general session.

Nybladh indicated he distributed a draft survey related to the district's strategic planning initiative prior to the meeting and requested feedback on the survey prior to the December holiday break. Nybladh noted the February 12 date for the proposed work session would need to be changed due to Board member conflicts. Nybladh will determine alternative dates and survey Board member preference.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:13 p.m.

Carol Ladwig, Clerk



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.062

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: December 4, 2006
RE: Response to Intervention Plan

Jill Skarvold will provide the board with information regarding the Response to Intervention plan (RTI) developed in the elementary schools. Moorhead Area Public Schools received a substantial grant from the Minnesota Department of Education to implement the RTI process in the district.

LAK/kmr
Attachment

RTI: Response to Interventions



Jill Skarvold, Director of Learner Support Services
Lynne Kovash, Asst Superintendent Teaching & Learning
Presentation to MAPS School Board
December 11, 2006

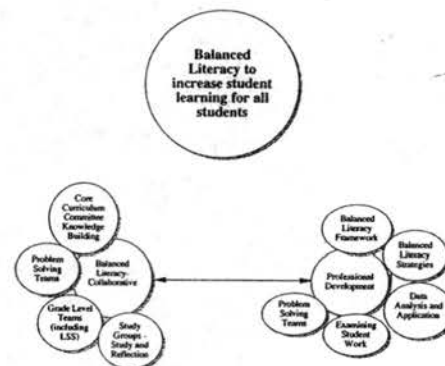
We believe that in order to increase learning of all students:

- Instruction is based on core standards
- Instructional data must be analyzed and used in decision-making for instruction
- The RTI process needs carefully planned ways to support teachers as they respond to the very diverse needs within the classroom system
 - Without supports built into the framework, it will be impossible to have an RTI process that is effective, efficient and sustainable.

RTI Grant

- RTI process is focused on responding to the needs of students
 - Changes focus from "wait to fail" to "do something now"
- State competitive grant--\$50,000 per year (possible renewal for up to 5 years)
- Moorhead was one of just 5 schools in state of MN to receive an RTI grant
- Grant is being used to provide professional development, collaboration time, academic coaching
 - Coaches:

<ul style="list-style-type: none"> • Asp • Hopkins • SGR 	<ul style="list-style-type: none"> Sandy Kortan Shannon Dahlberg Shannon Kieder
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- Balanced literacy to change instruction to meet the needs of more students (75-85%) in the general classroom
- Priority of 06-07 school year is to develop capacity of all teachers to work collectively to improve student achievement

Focus Year 1

- Emphasis on supporting collaborative structures that
 - Increase learning for all learners
 - Support teachers
 - Target early intervention through Problem Solving Teams
- Thus, will emphasize professional development in
 - Utilizing effective reading strategies in a balanced reading framework
 - Identifying interventions that exist in the General Education setting that can be utilized at different levels of duration/intensity
 - Implementing protocols for Examining Student Work
- Academic Coaches will
 - Support staff in understanding/analyzing data as well as to target interventions
 - Provide additional professional development in research-based reading interventions
- Create a system of periodic monitoring that guides decision-making about the instruction needed by students

Elements to have in place for RTI

- Professional Development (i.e., professional learning)
 - Coaches
 - Data....Data....Data-analyzing and utilizing
 - Helping identify instructional strategies / interventions
 - Reading Institute
 - Framework for Balanced Literacy
 - Research Based Reading Instruction
 - Data Analysis and Application
 - Examining Student Work (Protocols)
 - Problem Solving Teams
 - Professional Learning Communities
 - Reading Strategies
 - Examining Student Work

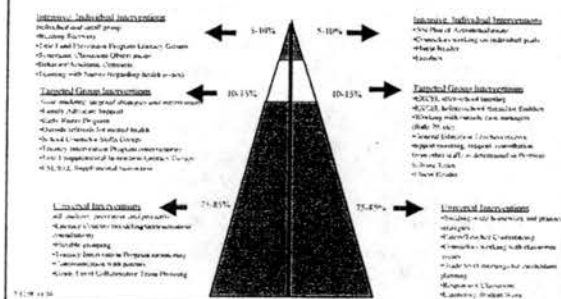
Elements to have in place for RTI (continued)

- Assessment Plan for reading (districtwide)
- Reading / Literacy Curriculum
- Screening / Progress Monitoring
- Tiers of Intervention

Screening

- Measures of Academic Progress (MAPs)
- Dynamic Indicators of Basic Literacy Skills (DIBELS)
- Data analyzed 3/year (fall, winter, spring) by grade level teams

Tiered System Structures Literacy System for Student Success



TIER I

- Supplemental instruction for those students who are falling below benchmarks
 - Phonemic development
 - Fluency
 - Word analysis
 - Comprehension
 - Vocabulary
- For those receiving supplemental instruction, will conduct periodic probes (at least bi-monthly) to see meeting benchmarks
- If no progress across 4 consecutive data points, refer to Problem Solving Team and Tier II

TIER II

- Students below 20%ile
- Referred to Problem Solving Team
 - To match interventions to learning needs and performance data
 - To develop Learning Plan
- Interventions implemented for set period of time
 - Extension of learning time in reading/literacy instr
 - Small group 3-5 x/week
 - Delivered by support staff (ESL, Title, Literacy Teachers, Early Risers Family Advocates)
 - Progress monitoring weekly
 - Intervention change made when progress below aim-line on 4 measures
 - Intervention changed 3x, move to TIER III

TIER III

- End of TIER II interventions and not meet target goals, refer to TIER III
- Problem Solving Team reviews progress, checks fidelity, and revises learning plan
- Interventions implemented
 - 1:1 or small group < 4 provided intervention 5x/week
 - Delivered by support staff (ESL, Title, Literacy Teachers, Early Risers Family Advocates, Reading Recovery)
 - Progress monitoring 2x/week
 - If performance on probe falls below aim line on 4 consecutive measures, intervention is to be changed
- If not meet target goals after intervention has been changed 3x, consider referral to Child Study

Problem Solving Team

- How does the Problem Solving Team fit into the literacy tiered structure and balanced literacy structure?
- Within building—who is on the team and how is it accessed?
- When will they meet?
- How are the coaches involved?
- What format is used to document Intervention Plan and maintain data?

Collaboration

- Grade Level Teams
 - Include Learner Support Staff
 - Discuss student progress and best practices
 - Analyze screening info and other sources of data to differentiate instruction
- Study Groups / Professional Learning Communities
 - Examining Student Work protocols to reflect on instructional practices and make changes in instruction/materials to increase student achievement
 - Differentiating instruction / strategy instruction
 - Restructuring of Professional Development days

Collaboration, continued

- Core Curriculum Committee
 - General Ed & Learner Support Teachers
 - Meet periodically to build knowledge for all teachers on balanced reading instruction and research based practices
 - Representatives help Grade Level teams analyze data
 - Connection to standards
- Problem Solving Teams
 - Gen ED teacher, at least one academic support staff, and others important to areas of students' needs
- Special Education
 - SpEd will be a part of each collaborative team above
- Minnesota State University-Moorhead
 - Reading Institute creation and partnership for staff development

Challenges

- Consistent training and continued support for Academic Coaches
- Engaging all in Balanced Literacy Staff Development
- Problem Solving Teams
- Interventions & commitment to utilizing data to direct instruction
- Operationalize TIERS

Questions?





Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.060

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: December 4, 2006
RE: Minnesota K-12 Academic Standards Requirements

The Minnesota Department of Education has provided information regarding the Minnesota K-12 Academic Standards required state tests and graduation requirements. As our district continues to work toward improving curriculum and teaching strategies for all areas, it is important to note legislative changes and other requirements that will affect our students.

Attached is a one page table as a reference to all the requirements for students in K-12 public schools. The attached PowerPoint presentation will be shared with the board to discuss the district's initiatives to continually align, evaluate and determine curriculum to meet all content areas.

LAK/kmr
Attachment

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SUBJECT	SCHOOL DISTRICT STANDARDS REQUIREMENTS¹ The district must embed the standards into the curriculum so that all students receive instruction in all standards (i.e., the district must provide all standards to all students.) Revised standards will include technology and information literacy skills, as appropriate, and college and work readiness skills in each subject.	REQUIRED STATE TESTS FOR 2006-07 and implementation dates for new tests MN Comprehensive Assessments (MCA-II); Basic Skills Tests (BST) – Note: The Class of 2009 is the last class required to pass the BSTs to graduate. The Class of 2010 is the first class required to pass the graduation portion of the high school MCA-IIs.	STATE GRADUATION REQUIREMENTS FOR STUDENTS 21.5 course credits² Total includes 7 elective credits. Students must also meet local requirements. Graduation credit requirements must be fully in place for the class of 2007-08 unless otherwise noted.
Language Arts*	State Standards Grades K-2, 3, 4, 5, 6, 7, 8, 9-12 Revision year: 2009-2010 Implement revised standards: 2012-13	MCA-II Reading Grades 3-8, 10 Minnesota Writes! Grade 6 BST Reading Grades 10-12 retests BST Written Composition Grades 9-10	4 credits - and - Pass Written Composition Grade 9 - and - Pass MCA-II Reading Grade 10 Transition: Students in Grades 9-12 in 2005-06 must pass BST Reading and BST/MCA in Written Composition Grade 10
Math*	State Standards Grades K-2, 3, 4, 5, 6, 7, 8, 9-11 Revision year: 2006-2007 Implement revised standards: 2010-2011	MCA-II Mathematics Grades 3-8, 11 BST Mathematics Grades 9-12 retests Mathematics Test for English Language Learners (MTELL), Grades 3-8, 11	3 credits , encompassing the algebra, geometry, and statistics and probability content specified in the grades 9-11 standards - and - Pass MCA-II GRAD Mathematics Grade 11 2008-09 Transition: Students in Grades 9-12 in 2005-06 must pass BST Mathematics Students in the class of 2015 must complete an Algebra I credit by the end of 8 th grade, and must also complete an Algebra II credit or its equivalent, in addition to the requirements above.
Arts*	Local or State Standards Grades K-3, 4-5, 6-8, 9-12 (state standards) Revision year: 2007-2008 Implement revised standards: 2010-11 Note: Districts must offer 3 and require 1 in the areas of dance, music, theater, visual arts and/or media arts in 9-12. (In grades K-8, districts must offer 3 and require 2 in dance, music, theater and/or visual arts.)	No state required tests Locally selected assessments	1 credit
Science*	State Standards Districts may choose either option: a) Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-12; or b) Grades K-2, 3-5, 6-8, 9-12 Implementation date: 2006-07 Revision date: 2008-2009 Implement revised standards: 2011-12	MCA-II Science Grades 5 and 8 2007-08 MCA-II Life Sciences at end of course once in Grades 10-12 2007-08	3 credits , including one in biology Note: An agriculture science course may fulfill a general science credit requirement. Students in the class of 2015 must earn a biology credit and a chemistry or physics credit as part of the 3 credit requirement.

SUBJECT	SCHOOL DISTRICT STANDARDS REQUIREMENTS ¹	REQUIRED STATE TESTS FOR 2006-07 and Implementation dates for new tests	STATE GRADUATION REQUIREMENTS FOR STUDENTS 21.5 course credits ²
Social* Studies	State Standards Grades K-3, 4-8, 9-12 Implementation date: 2006-2007 Revision date: 2010-2011 Implement revised standards: 2013-14	No state required tests Locally selected assessments	3.5 credits , encompassing U.S. history, geography, world history, economics, and government/citizenship - or - 3 credits encompassing U.S. history, geography, world history, government/citizenship and a .5 credit in economics (taught in social studies, business, or agriculture education department)
Health/ Physical Education*	Local Standards In grades K-8 phys. ed. instruction must be given to all students each year; in grades K-8 health instruction must be given each year or by district-determined grade bands. Grade 9-12 instruction must be provided to all students at least once in both areas. Districts determine periodic standards revision cycle.	No state required tests Locally selected assessments	Local decision
Career & Technical Education	Local Standards Districts must offer courses in this elective subject area. Districts determine periodic standards revision cycle.	No state required tests Locally selected assessments	Local decision
World Languages	Local Standards Districts must offer courses in this elective subject area. Districts determine periodic standards revision cycle.	No state required tests Locally selected assessments	Local decision
English Language Proficiency (ELP)³	State Standards Grades K-2, 3-5, 6-8, 9-12 (Adopted per NCLB)	<ul style="list-style-type: none"> • Reading and Writing Observation Matrix, Grades K-2 • Test of Emerging Academic English (TEAE) Reading/ Writing, Grades 3-12 • Test of Emerging Academic English Listening and Speaking (TEAELS), includes MN Student Oral Language Observation Matrix (SOLOM), Grades K-12 	LEP students are subject to the same graduation cred requirements as all students.

¹ Required standards are indicated by an asterisk (*).

² A course credit is equivalent to a student successfully completing an academic year of study, or a student mastering the applicable subject matter, as determined by the local school district.

³ Federally required if districts receive Title III dollars.

Minnesota Standards Revision Process

Department of Teaching and
Learning

December 11, 2006

Information from Academic Standards and High School
Improvement Presentation - November 2006



Minnesota K-12 Academic Standards, Required State Tests and Graduation Requirements

SUBJECT	SCHOOL DISTRICT STANDARDS REQUIREMENTS	REQUIRED STATE TESTS FOR 2006-07 and implementation dates for new tests	STATE GRADUATION REQUIREMENTS FOR STUDENTS 21.5 course credits
Language Arts*	State Standards Grades K-2, 3, 4, 5, 6, 7, 8, 9-12 Revision year: 2009-2010 Implement revised standards: 2012-13	MCA-II Reading Grades 3-8, 10 Minnesota Written Grade 6 BST Reading Grades 10-12 (retests) BST Writing Composition Grades 9-10	4 credits - and - Pass Written Composition Grade 9 - and - Pass MCA-II Reading Grade 10 Transition: Students in Grades 9-12 in 2005-06 must pass BST Reading and BST/MCA in Written Composition Grade 10
Math*	State Standards Grades K-2, 3, 4, 5, 6, 7, 8, 9-11 Revision year: 2006-2007 Implement revised standards: 2010-2011	MCA-II Mathematics Grades 3-8, 11 BST Mathematics Grades 9-12 (retests) Mathematics Test for English Language Learners (MTLELL), Grades 3-8, 11	3 credits, encompassing the algebra, geometry, and statistics and probability content specified in the grades 9-12 standards - and - Pass MCA-II GRADE Mathematics Grade 11 2008-09 Transition: Students in Grades 9-12 in 2005-06 must pass BST Mathematics Students in the class of 2015 must complete an Algebra I credit by the end of 8 th grade, and must also complete an Algebra II credit or its equivalent, in addition to the requirements above.
Arts*	Local or State Standards Grades K-3, 4-5, 6-8, 9-12 (same standard) Revision year: 2007-2008 Implement revised standards: 2010-11 Note: Districts must offer 3 and require 1 in the areas of dance, music, visual arts and media arts in K-12 (in grades K-8, districts must offer 1 and require 1 in dance, music, theater and/or media arts.)	No state required tests Locally selected assessments	1 credit
Science*	State Standards Districts may choose either option: a) Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-12; or b) Grades K-2, 3-5, 6-8, 9-12 Implementation date: 2006-07 Revision date: 2008-2009 Implement revised standards: 2011-12	MCA-II Science Grades 5 and 8 2007-08 MCA-II Life Sciences at end of course since in Grades 10-12 2007-08	3 credits, including one in biology Note: An agriculture science course may fulfill a general science credit requirement. Students in the class of 2015 must earn a biology credit and a chemistry or physics credit as part of the 3 credit requirement.

Revised 7/13/2006

SUBJECT	SCHOOL DISTRICT STANDARDS REQUIREMENTS ¹	REQUIRED STATE TESTS FOR 2006-07 and Implementation dates for new tests	STATE GRADUATION REQUIREMENTS FOR STUDENTS 21.5 course credits ²
Social Studies	State Standards Grades 4-5, 4-5, 9-12 Implementation date: 2006-2007 Revision date: 2010-2011 Implement revised standards: 2013-14	No state required tests Locally selected assessments	3.5 credits, encompassing U.S. history, geography, world history, economics, and government/citizenship or 3 credits encompassing U.S. history, geography, world history, government/citizenship and a .5 credit in economics taught in social studies, business, or agriculture education department
Health/Physical Education ³	Local Standards In grades 4-8 physical education must be given to all students each year; in grades 9-12 physical education must be given each year or the district determined grade levels Grade 9-12 instruction must be provided to all students at least once in four years. Districts determine periodic standards review cycle.	No state required tests Locally selected assessments	Local decision
Career & Technical Education	Local Standards Districts must offer courses in this discipline subject area. Districts determine periodic standards review cycle.	No state required tests Locally selected assessments	Local decision
World Languages	Local Standards Districts must offer courses in this discipline subject area. Districts determine periodic standards review cycle.	No state required tests Locally selected assessments	Local decision
English Language Proficiency (ELP) ⁴	State Standards Grades 4-5, 3-5, 6-8, 9-12 (Adapted per NCLB)	• Reading and Writing Observation Matrix, Grades 4-5 • Test of Emerging Academic English (TEAE) Reading/Writing, Grades 3-12 • Test of Emerging Academic English Listening and Speaking (TEAEELS) includes the Student Oral Language Communication Matrix (SOLCM), Grades 4-12	LEP students are subject to the same graduation credit requirements as all students.

¹ Required standards are indicated by an asterisk (*)

² A course credit is equivalent to a student successfully completing an academic year of study, or a student mastering the applicable subject matter, as determined by the local school district.

³ Federally required 4 districts receive Title III dollars.

Division of Academic Standards and High School Improvement
Download a copy of this document at: <http://www.arkansas.gov/education/standards/academic-standards/>

Revised 7/15/09

Standards Periodic Review Cycle

Content Area	Review	Implement Standards	Review
Mathematics	2006-2007	2010-2011	2015-2016
Arts	2007-2008	2010-2011	2016-2017
Science	2008-2009	2011-2012	2017-2018
Language Arts	2009-2010	2012-2013	2018-2019
Social Studies	2010-2011	2013-2014	2019-2020

Cycle to be determined locally....Health, PE
World Language and Career, Tech Ed.

Idea for Curriculum Cycle Alignment with State Cycle

Year	Minnesota Adopted July 2006	Ideas for alignment
2006-2007	Math Revision	
2007-2008	Arts Revision	Math
2008-2009	Science Revision	Arts Career/Technical Education
2009-2010	Language Arts Revision	Science Health/Physical Education
2010-2011	Social Studies Revision	Language Arts
2011-2012		Social Studies World Language
2012-2013		Gifted and Talented Services Student Support and Counseling Services

Revisions must reflect:

- ✦ Technology and information literacy standards (in consultation with school media specialists)
- ✦ College and work readiness skills



- MS 120B.023 Benchmarks

Revision must reflect -

- ✦ New graduation requirements for mathematics



Revision must reflect new graduation standards

- ✦ Complete Algebra I by the end of grade 8; effective 2010 - 2011 (this year's fourth grade).
- ✦ Complete Algebra II or its equivalent (graduation class of 2014 - 2015).
- ✦ State grade 11 math test must include Algebra II items aligned with standards (effective 2013-2014).

Revisions must reflect -

- ✦ New graduation requirements for science



New graduation requirements

- ✦ Complete a Chemistry or Physics credit (Graduation class 2014-2015)
- ✦ .5 credit of Economics can be taught in Social Studies, Agriculture, or Business department.

- MS 120B.024

Standards Revision Process

- ✦ Standards Committee
 - ✦ K-12 teachers, postsecondary, business, parents
- ✦ Technical Writing Team
 - ✦ Subset of standards committee
 - ✦ Takes directions from the standards committee to make wording changes.

Standards Revision Process

- ✦ First Draft
- ✦ Public review and comment period
 - ✦ Online feedback
 - ✦ Town meetings - one held at Fergus Falls
 - ✦ Targeted Feedback (Commissioner meets with education and business groups)

Standards Revision Process

- ✦ Second draft
- ✦ Expert reviews (math, reading and language arts)
- ✦ Third draft
- ✦ Commissioner approval
- ✦ Legislative approval
- ✦ Rulemaking process

Moorhead's Planning

- ✦ Feedback on Math Standards
- ✦ Consortium work and training to implement new requirements and standards
- ✦ Align curriculum process and procedures with state timelines



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.061

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: December 4, 2006
RE: Updated Annual Report on Curriculum, Instruction and Student Achievement

At the September 18 board meeting the School Board approved the 2005-2006 Annual Report on Curriculum, Instruction and Student Achievement. Although the MCA-II test data is not a required part of the report, it was determined that the administration would update the report as the MCA-II data became available. The report has been updated and the revised report will be posted to the website.

Updated portions of the report will be shared with the board at the meeting.

LAK/kmr
Attachment

Moorhead Area Public Schools
Independent School District 152

DRAFT

A Community of Learners



**2005-06 Annual Report on
Curriculum, Instruction and Student Achievement**

December 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.



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.

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.

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.

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 2006 Minnesota Comprehensive Assess-

ments-II, which were publicly released on Nov. 15. The report, which was approved by the School Board in September, has been updated with the 2006 results which were unavailable for September's report. The state-required MCA-IIs are just one way the Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals.

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.

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.

Ky ban không biết đọc tiếng Anh và muốn giúp đỡ trong ngôn ngữ của bạn, xin gọi số 284-3310.

اذا كنت لا تفهم اللغة الانجليزية وتريد المساعدة في لغتك الأم، يرجى الاتصال برقم 284-3310.

如果你不懂英语，并希望得到帮助，请拨打电话 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 <i>Rep: Senior Citizens</i>	Dana Haagenon 2007 <i>Rep: Hopkins Parent</i>	Chizuko Shastri 2007 <i>Rep: Horizon Parent</i>
Jessica Arett 2006 <i>Rep: Senior Class</i>	Jay Haiby 2006 <i>Rep: Reinertsen Parent</i>	Faye Smiley-Aakre 2007 <i>Rep: Minorities</i>
Victor Black 2007 <i>Rep: Sophomore Class</i>	Judy Kotta 2006 <i>Rep: Horizon Parent</i>	Clinton Talley 2006 <i>Rep: Support Staff</i>
Andrew Chen 2007 <i>Rep: Junior Class</i>	Lynne Kovash 2007 <i>Rep: Administration</i>	Bill Tomhave 2006 <i>Rep: Higher Education</i>
Cindy Fagerlie 2007 <i>Rep: School Board</i>	Carol Ladwig 2007 <i>Rep: School Board</i>	Colleen Tupper 2007 <i>Rep: Principals</i>
Charlie Fisher 2007 <i>Rep: Gifted/Talented Teacher</i>	Karen Nitzkowski 2006 <i>Rep: Community Education</i>	Kris Valan 2007 <i>Rep: Higher Education</i>
Mary Flesberg 2006 <i>Rep: Secondary Teacher</i>	Donna Norquay 2007 <i>Rep: Minorities</i>	Coralie Wai 2007 <i>Rep: Moorhead High Parent</i>
Stacey Foss, Chair 2006 <i>Rep: Moorhead High Parent</i>	Tammy Schatz 2006 <i>Rep: Hopkins Parent</i>	Trudy Wilmer 2006 <i>Rep: Robert Asp Parent</i>
Yahya Frederickson 2006 <i>Rep: Minority Community</i>	Jeff Seaver 2007 <i>Rep: Clergy</i>	John Wirries 2007 <i>Rep: Reinertsen Parent</i>
Pamela Gibb, Secretary 2006 <i>Rep: District Communications</i>		

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.

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.

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.



Horizon Middle School seventh-grade students cut open the stomach of a frog during science class.

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

Continued on page 5

Measuring Student Progress

Continued from page 4

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.

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

The school district made adequate yearly progress as a result of the 2005 MCA results and the 2006 MCA-II results. The district is no longer identified as needing improvement.

The district will continue to work with the continuous improvement plan to focus on increasing achievement for all students.

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:			To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements
Reading	6-8	April 17 & 19, 2007	
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 6-8	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. 17, 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.

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

Minnesota Comprehensive Assessments

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.

On the 2006 MCA-IIs, student performance was broken down into four achievement levels with level four indicating exceeding the standards. Students who scored in level three were considered meeting state standards. Students scoring in level two partially meet the standards, and students scoring in level one do not meet the standards. Students in levels three and four are considered to be proficient.

The MCA tests measure students' progress toward high

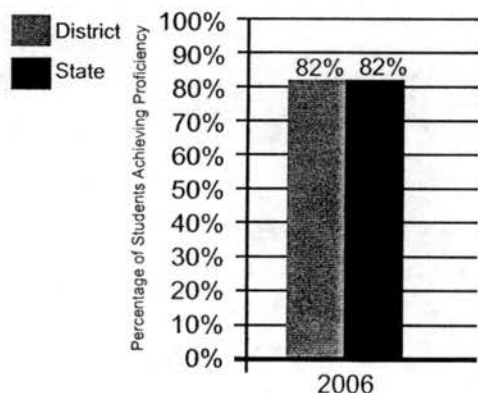
academic standards. Students currently in grade 9 and younger will be required to pass the MCA-II/GRAD, which will be taken at the high school level.

All students in the Moorhead School District, including special education and English language learners, are included in the test information.

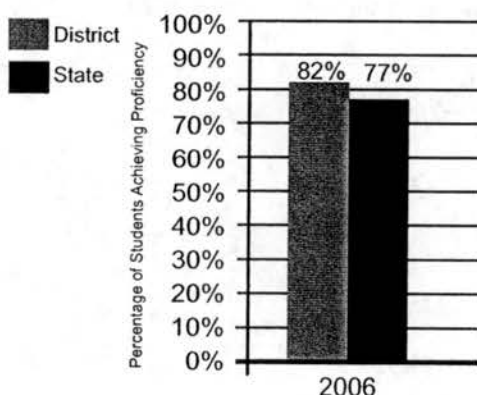
The administrative and teaching staff continue to develop programs to address achievement levels of all students. The Measures of Academic Progress or MAP assessment provides information on the progress that individual students make toward meeting grade-level benchmarks.

Teachers at all levels will be developing and using districtwide assessment to measure achievement in each grade level.

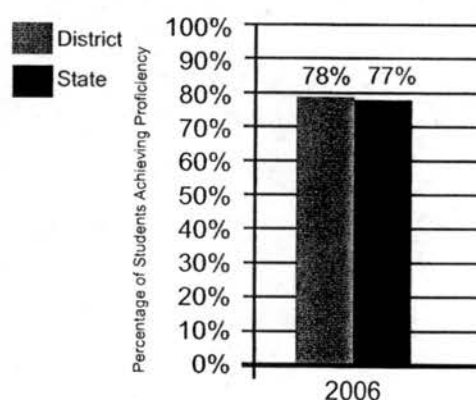
Minnesota Comprehensive Assessments-II
Reading – Grade 3



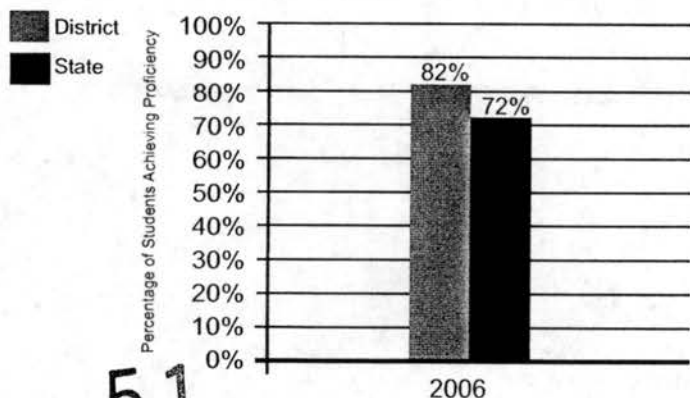
Minnesota Comprehensive Assessments-II
Reading – Grade 4



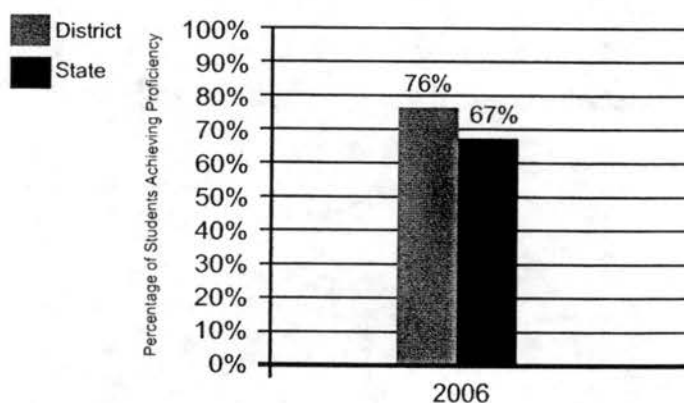
Minnesota Comprehensive Assessments-II
Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 6



Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 7

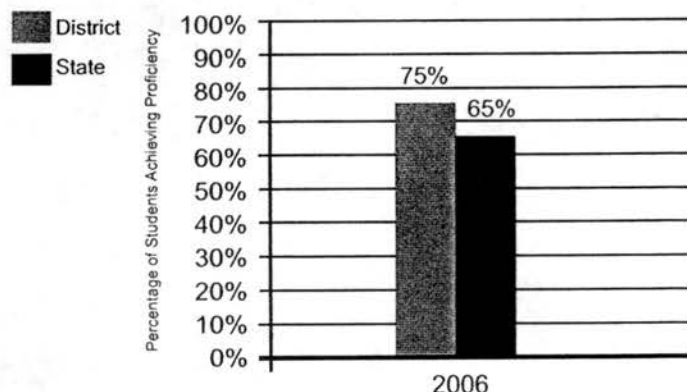


Continuous Improvement Process

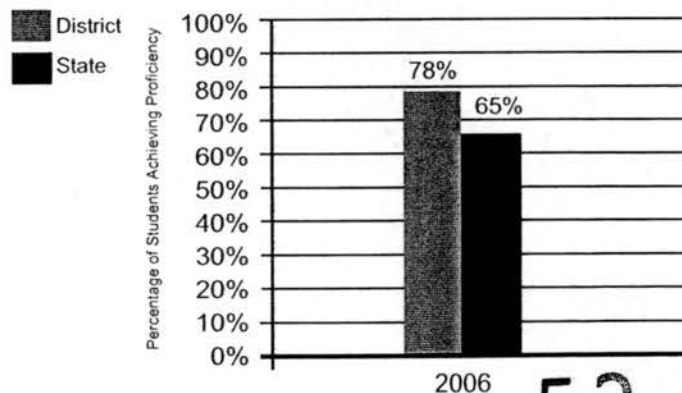
Strategies and Accomplishments for AYP Improvement Plan

- 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 have and 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 facilitation 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.
 - Secondary teachers work together to align standards, curriculum and common assessments.
- Develop strategies for high school reform based on Breaking Ranks II, a nationally recognized guide on high school reform, and the high school reform grants 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 9 to develop goals and continued planning for the 2006-07 school year. School goals are

Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 8



Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 10



Improving Student Achievement

Elementary Mathematics

Moorhead Area Public Schools has been working on a model of continuous improvement. An Improvement Plan was developed in January 2005 to address and develop a performance goal for mathematics. This goal will continue through the 2006-07 school year.

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. With the change in the MCA assessments, this goal will continue and will be reviewed in August 2007 with the results of the 2007 MCA-II.

Strategies and Accomplishments for Elementary Mathematics

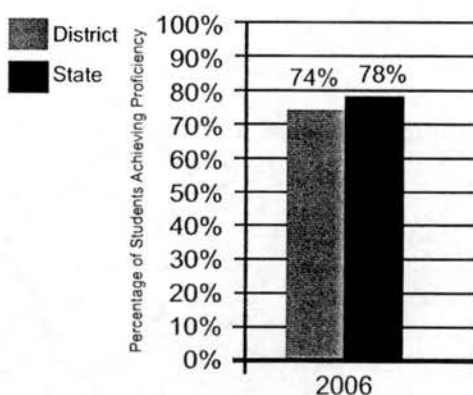
- Provide staff development to ensure all elementary math teachers, including newly hired and reassigned teachers, fully understand the instructional methods and research base of the Everyday Math program.
- Research and implement strategies that have been proven through research to improve student achievement in mathematics.

- Ensure consistent and adequate time during the day to teach math.

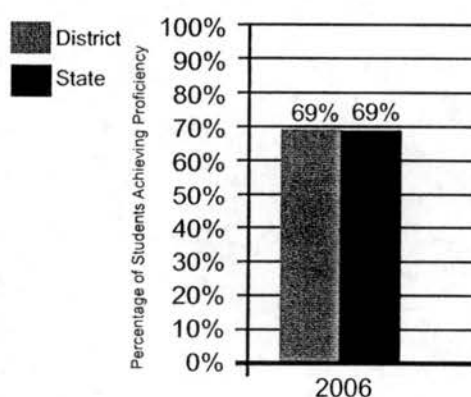
Continuous Improvement Plans

- Elementary schools have developed and reviewed goals based on reviewing the assessment data (see page 9 or 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.

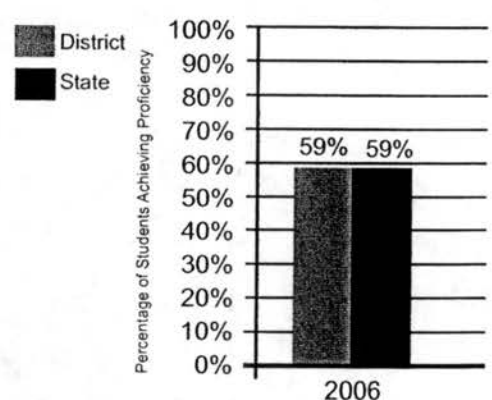
Minnesota Comprehensive Assessments-II
Mathematics – Grade 3



Minnesota Comprehensive Assessments-II
Mathematics – Grade 4



Minnesota Comprehensive Assessments-II
Mathematics – Grade 5



Improving Student Achievement

Secondary Mathematics

Moorhead Area Public Schools has been working on a model of continuous improvement. An Improvement Plan was developed in January 2005 to address and develop a performance goal for mathematics. This goal will continue through the 2006-07 school year.

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 continued.
 - Professional development on differentiated instruction will be provided to math teachers.
 - Math departments and teacher teams are continuing to work together to develop a system of coordinating mathematics standards.

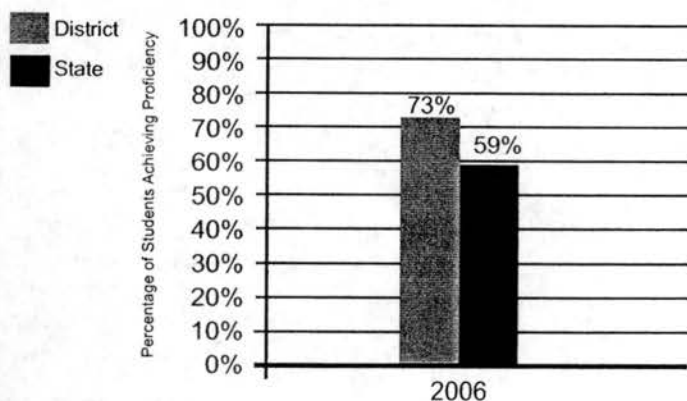
- Continue to determine opportunities for students by increasing available resources including increased instructional time, mentoring opportunities, parent collaboration and engagement, and staff collaboration opportunities.

- 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.

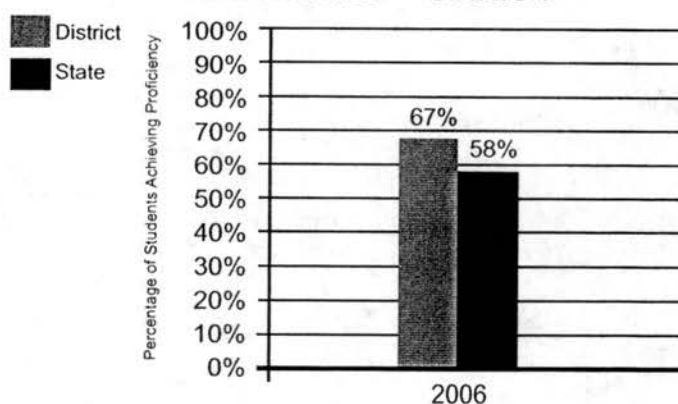
Continuous Improvement Plans

- Middle school and high school have developed academic goals.
- Goals will be based on reviewing the assessment data.
- Action plans 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.

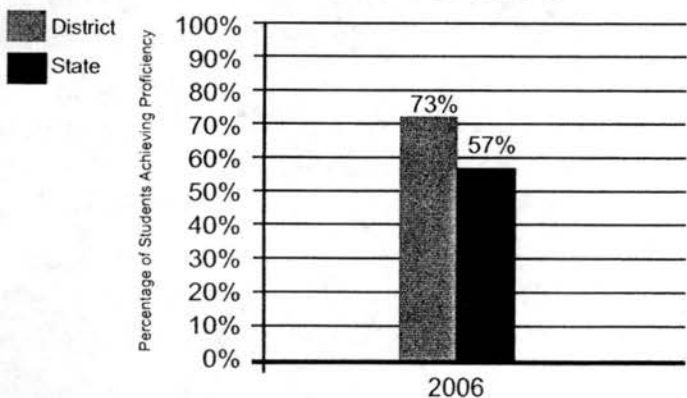
Minnesota Comprehensive Assessments (MCA-II)
Mathematics – Grade 6



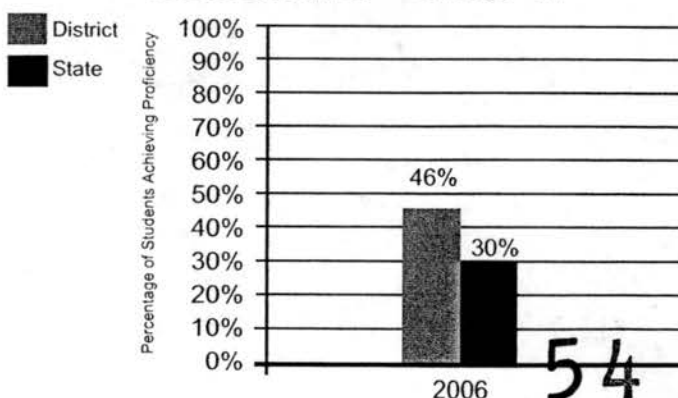
Minnesota Comprehensive Assessments (MCA-II)
Mathematics – Grade 7



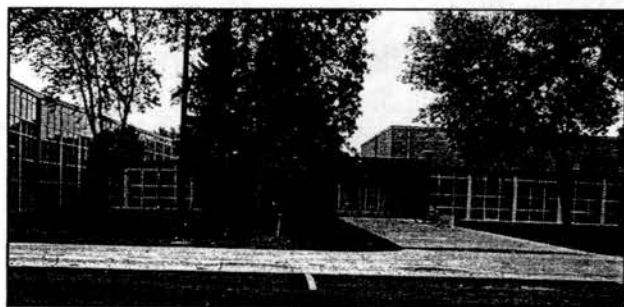
Mathematics – Grade 8



Mathematics – Grade 11



Ellen Hopkins Elementary School



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 (2004-05) 95%

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:

- 57.4 percent of students in grades 2-5 met the growth target in reading, a mean growth of 8.8 percent.

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:

- 53.2 percent of students in grades 2-5 met the growth target in math, a mean growth of 10.2 percent.

School Improvement Goals for 2006-07

Goal 1

By the end of the 2006-07 school year, using Measures of Academic Progress (MAP) data, 65 percent of students in grades 2-5 will meet or exceed their growth target in reading.

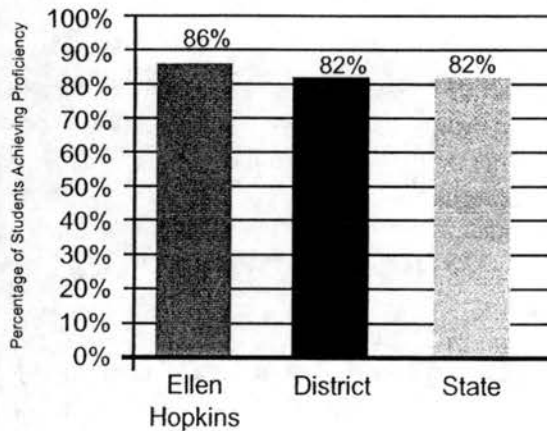
Goal 2

By the end of the 2006-07 School Year, using the Measure of Academic Progress (MAP) data, 60% of students in grades 2-5 will meet or exceed their growth target in math.

Ellen Hopkins Elementary School

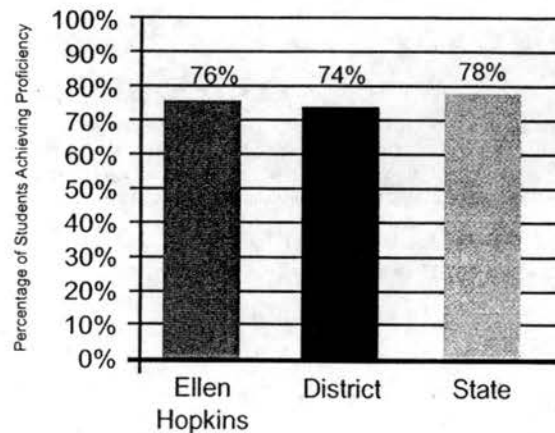
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 3



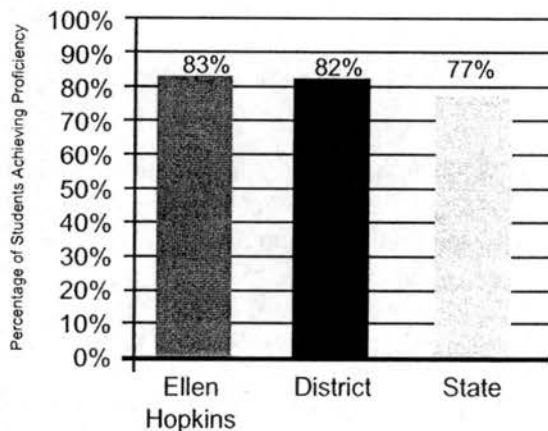
2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 3



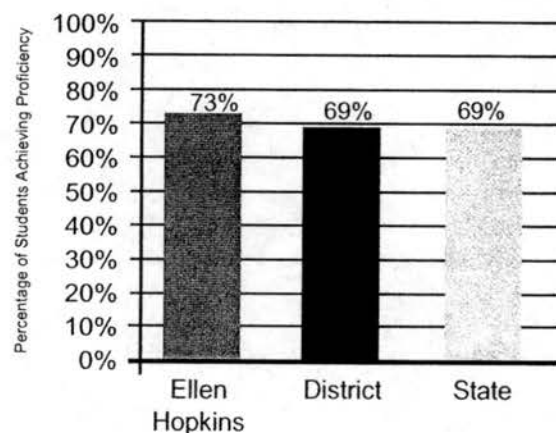
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 4



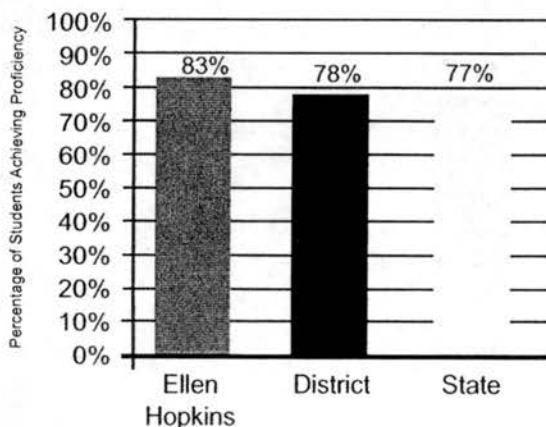
2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 4



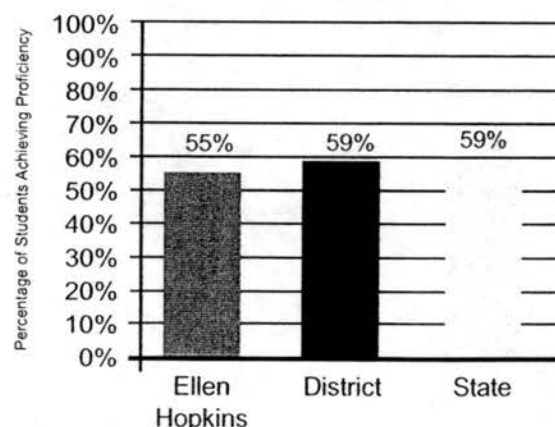
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 5

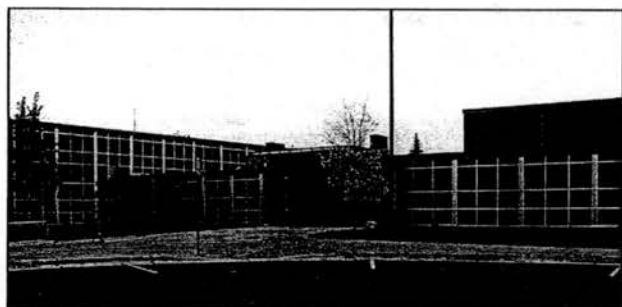


2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 5



Robert Asp Elementary School



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 (2004-05) 95%

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.

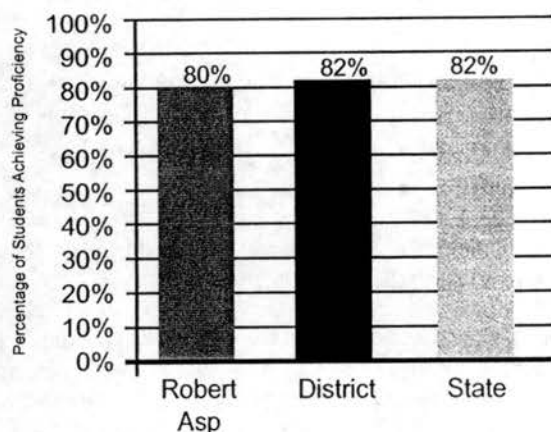
Areas in needs of improvement:

- 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

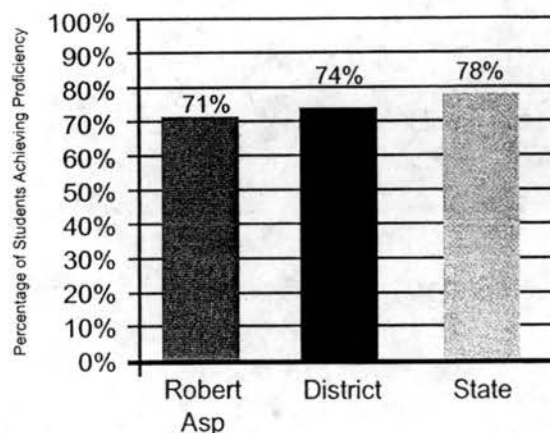
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 3



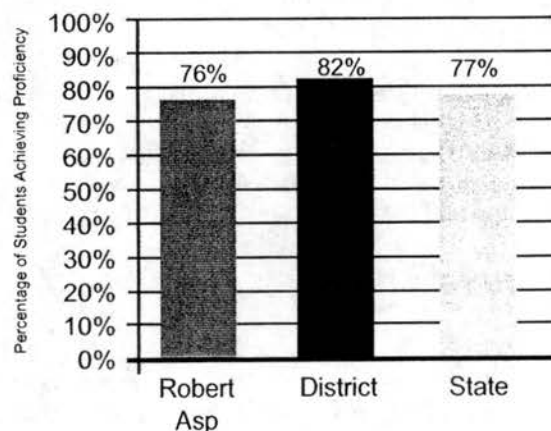
2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 3



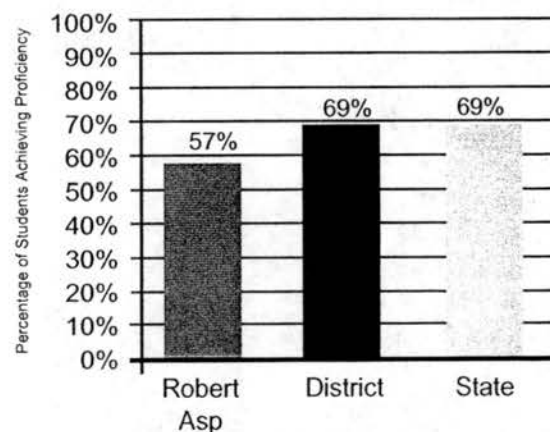
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 4



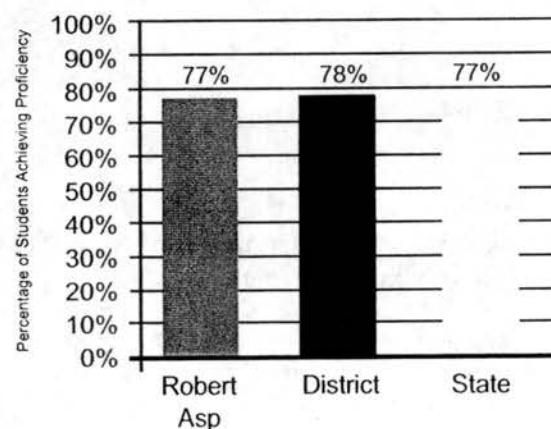
2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 4



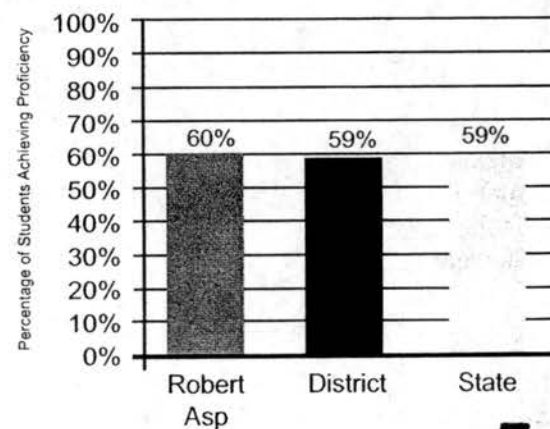
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 5

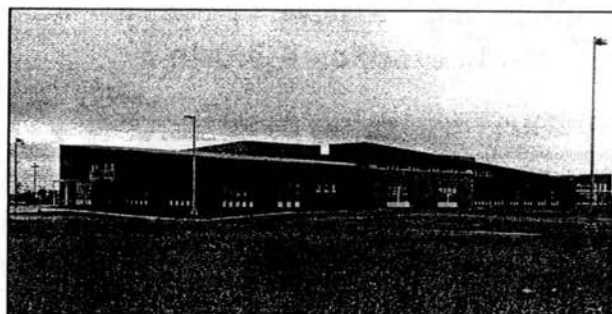


2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 5



S.G. Reinertsen Elementary School



**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 (2004-05) 96%

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.

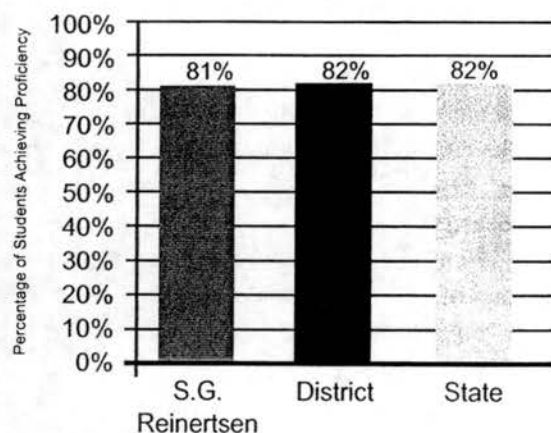
Targets include:

- The number of students scoring below the 34th percentile will decrease from an average of 29 percent to 25 percent.

S.G. Reinertsen Elementary School

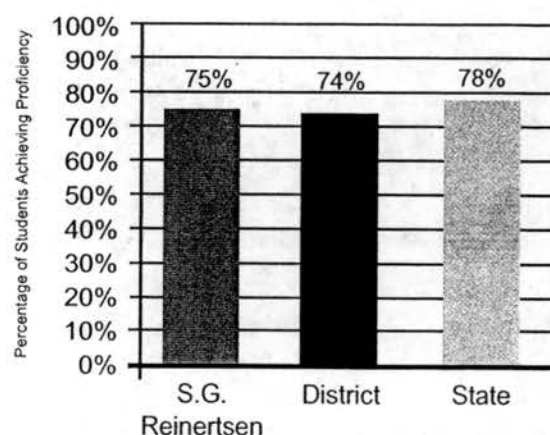
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 3



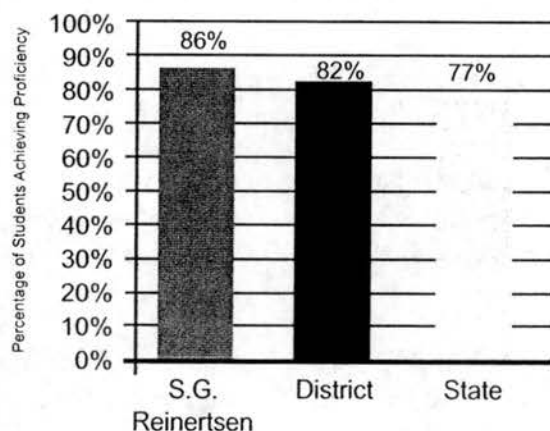
2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 3



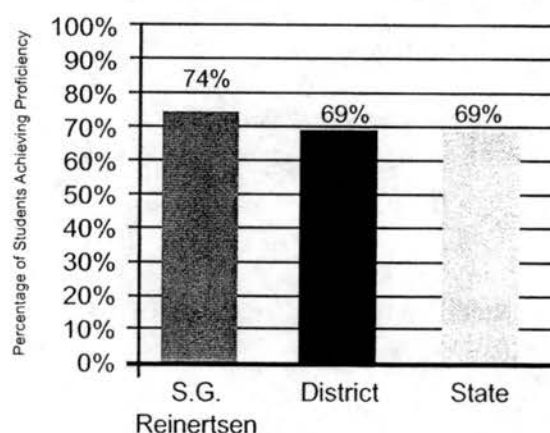
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 4



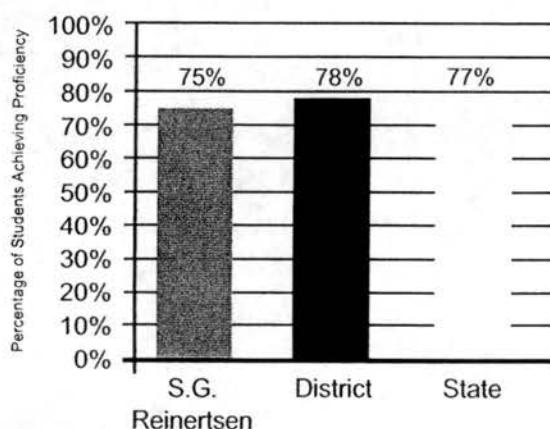
2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 4



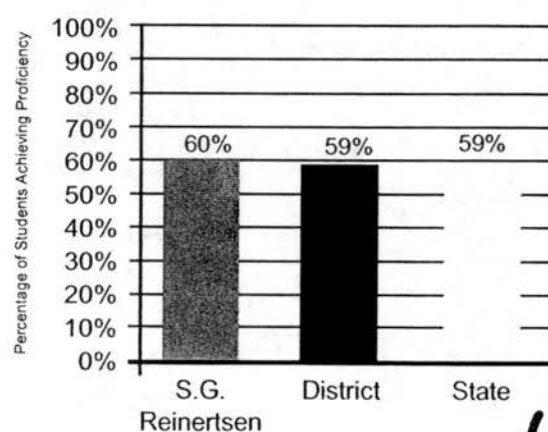
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 5



2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 5



Horizon Middle School



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 (2004-05) 95%

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:

- In grades 6, 7 and 8, "all students" exceeded state averages. The subgroup of special education students did not meet proficiency requirements.

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:

- In grades 6, 7 and 8, "all students" exceeded state averages.

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.

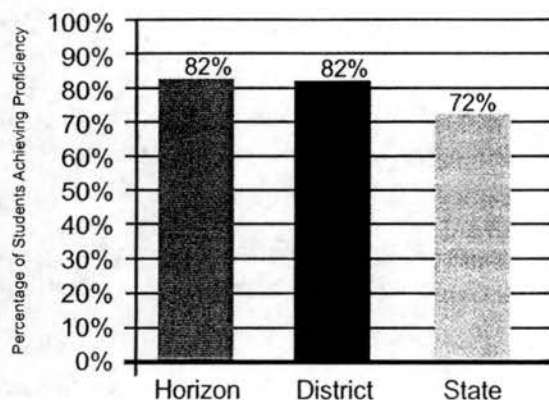
Goal 2

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.

Horizon Middle School

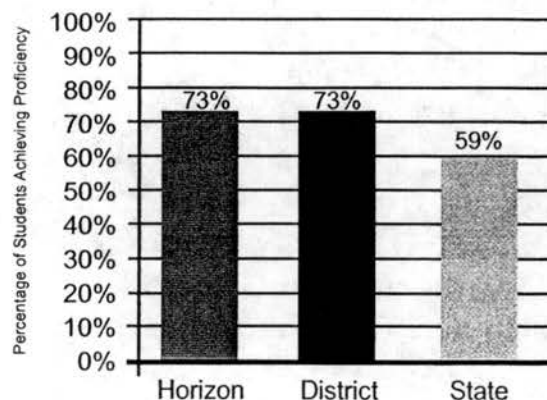
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 6



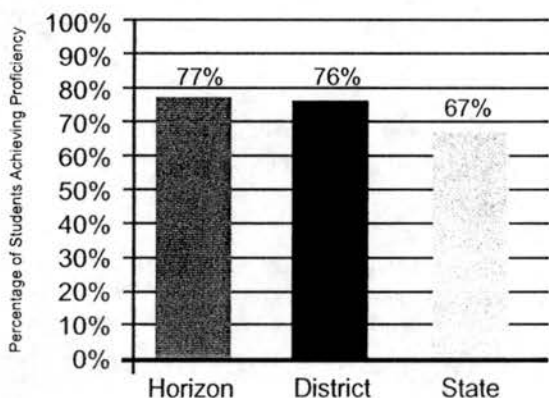
2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 6



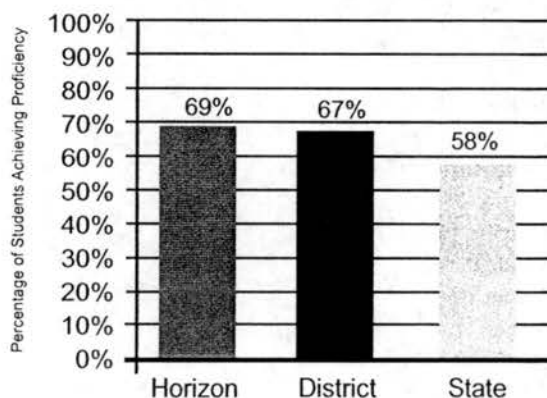
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 7



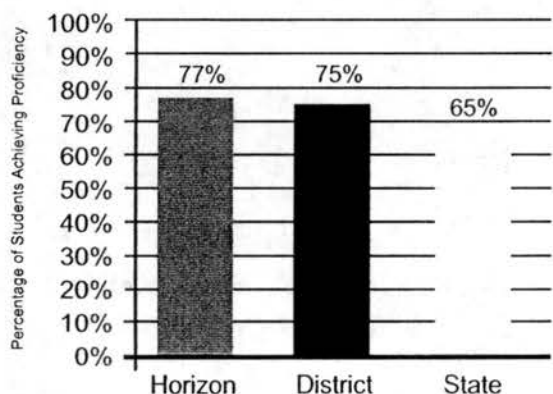
2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 7



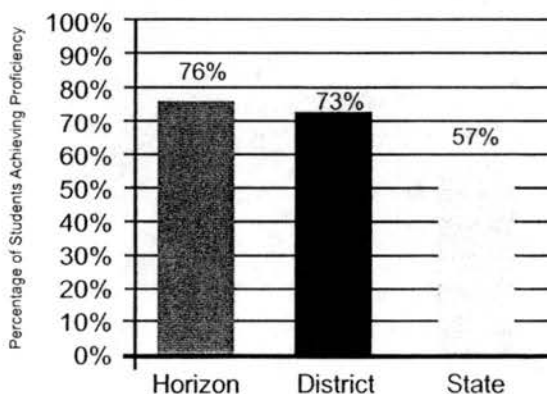
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 8

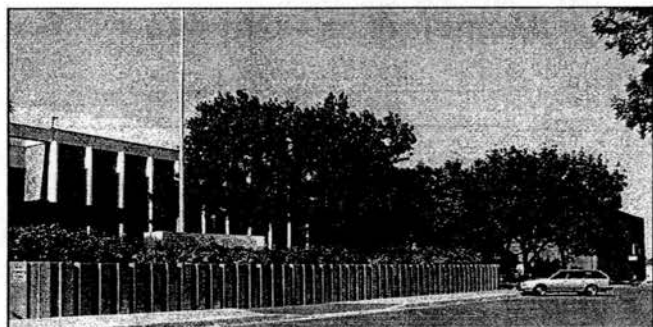


2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 8



Moorhead High School



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 (2004-05) 93%

Graduation Rate (2004-05) 95%

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:

- "All students" exceeded the state averages with 80 percent proficient compared to the state average of 65 percent.

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:

- "All students" exceeded the state averages with 49 percent proficient compared to the state average of 30 percent. The subgroup of special education students did not meet proficiency requirements.

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:

- Participation was 100 percent for "all students" and subgroups on both the reading and math tests.

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.

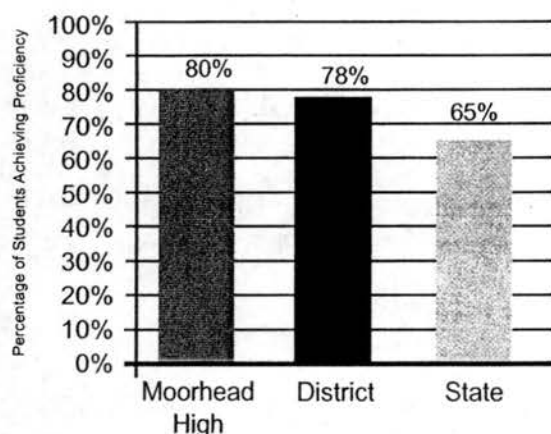
Goal 5

Participation on the ACT by seniors will increase to 70 percent.

Moorhead High School

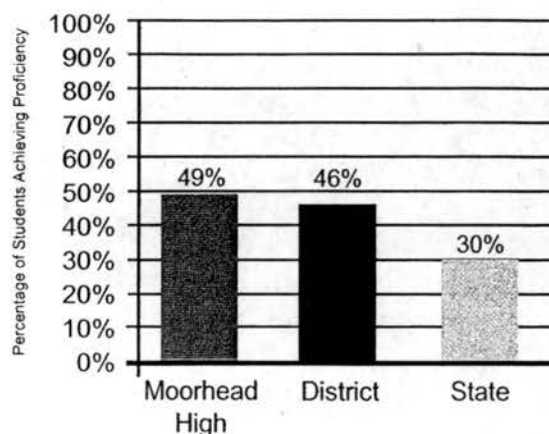
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 10



2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 11

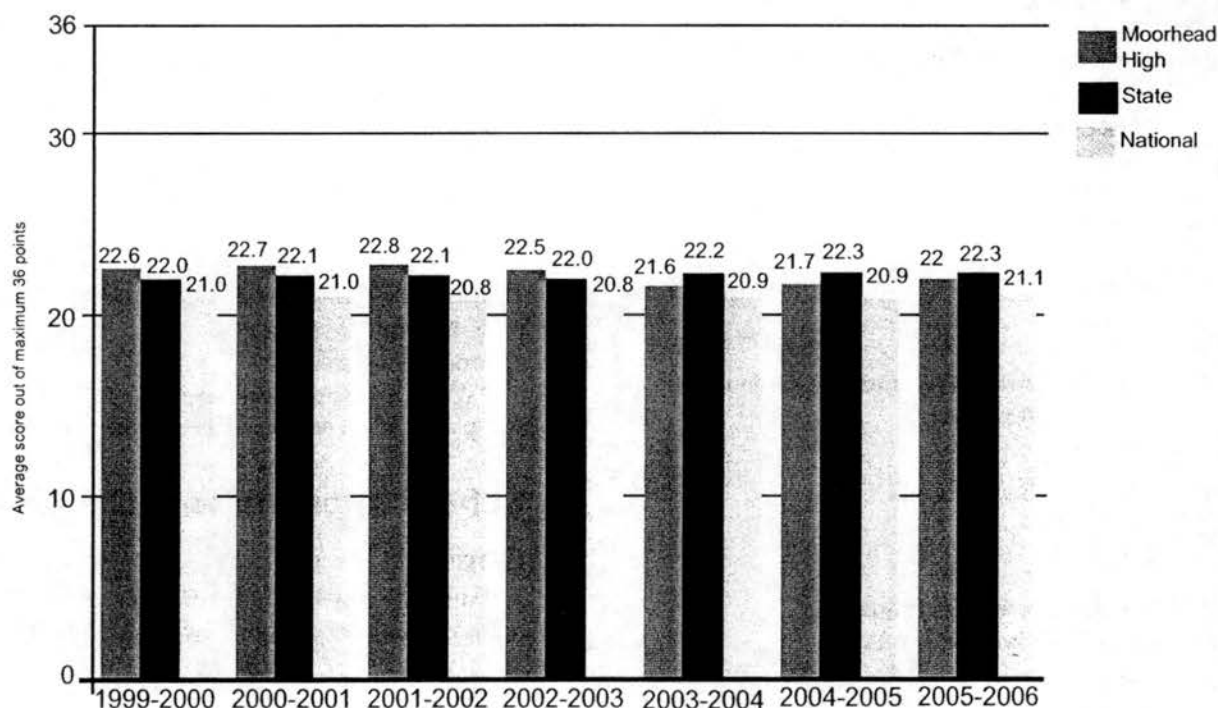


ACT Average Scores from 1999-2000 to 2005-2006

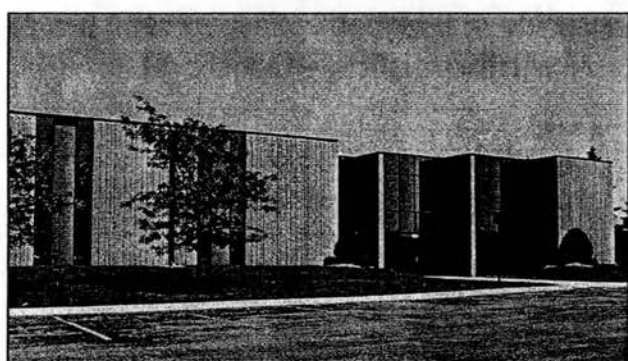
The American College Test or ACT is the admissions test most widely required by colleges in the Midwest. The test has a point range from 1-36.

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



Red River Area Learning Center
1100 32nd Ave. S.,
Moorhead, MN 56560
(218) 284-2200

Program Manager: Deb Pender

Attendance Rate (2004-05) 88%

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:

- Attendance rate was 88 percent.

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:

- While 100 percent growth was not achieved, Red River ALC made adequate yearly progress as a school.

Goal 3

100% of the Red River Area Learning Center students will participate in statewide testing.

Progress toward goal:

- While 100 percent participation was not achieved, the ALC met state participation requirements to make adequate yearly progress.

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.

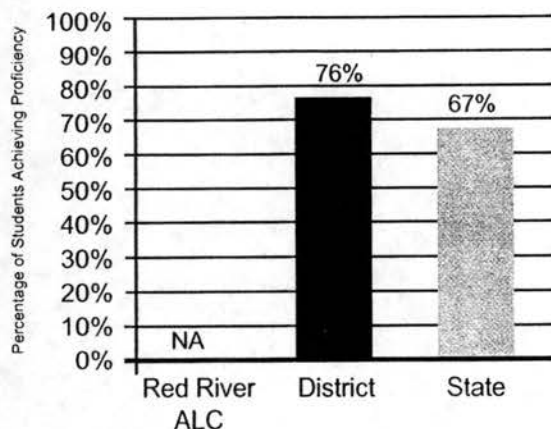
Goal 3

100% of the ALC students will participate in statewide testing.

Red River Area Learning Center

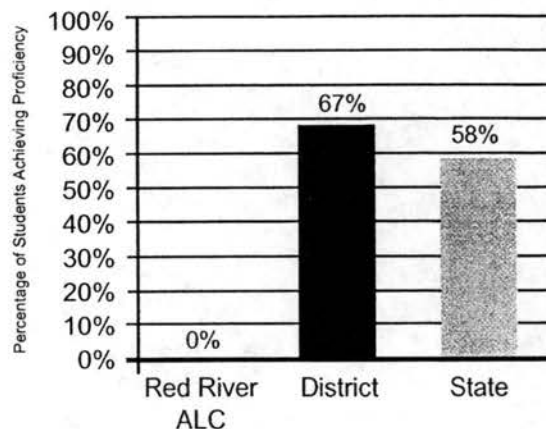
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 7



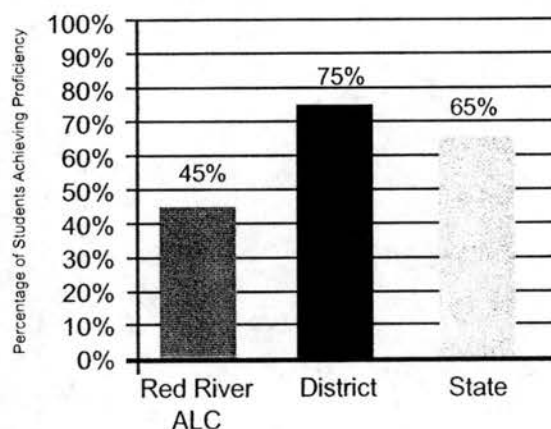
2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 7



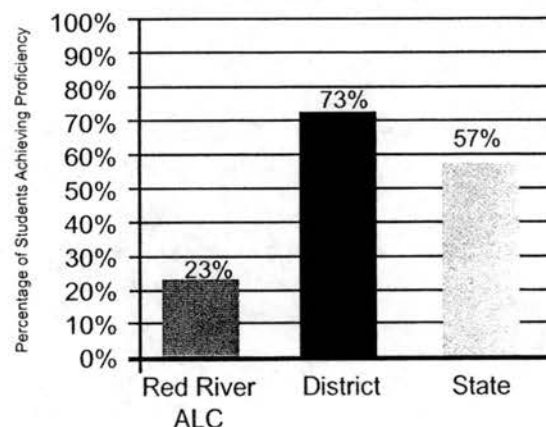
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 8



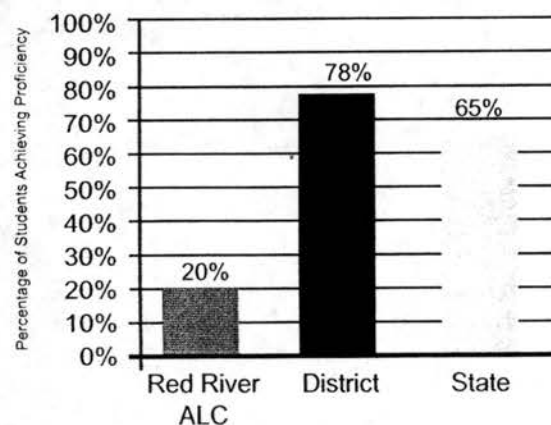
2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 8



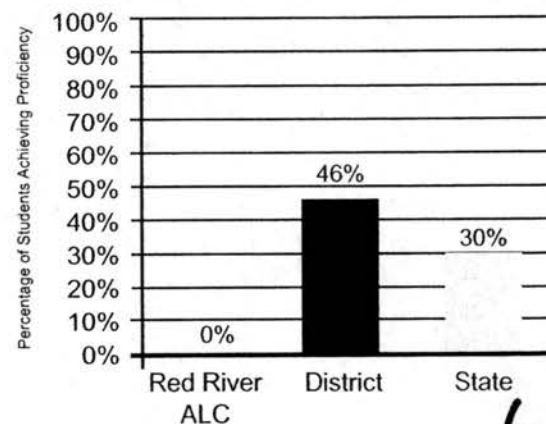
2006 Minnesota Comprehensive Assessments (MCA-II)

Reading – Grade 10



2006 Minnesota Comprehensive Assessments (MCA-II)

Mathematics – Grade 11



66



Moorhead Area Public Schools

Independent School District 152

2410 14th St. S., Moorhead, MN 56560

www.moorhead.k12.mn.us

2006 School Board

Lisa Erickson, Chair • Bill Tomhave, Vice Chair
Carol Ladwig, Clerk • Cindy Fagerlie, Treasurer
Karin Dulski, Director • Mike Siggerud, Director • Kristine Thompson, Director

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.



Department of Business Services
Moorhead Area Public Schools

Memo B.07.019

TO: Dr. Larry P. Nybladh, Superintendent

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

DATE: November 30, 2006

RE: 2006 Payable 2007 Levy

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

	<u>Recommended Payable 2007</u>
General - RMV Voter Approved	\$ 137,402.87
General - RMV Other	\$ 787,368.32
General - NTC Other	\$1,108,016.28
Community Service	\$ 283,251.91
Debt Service	\$5,788,376.43
 Net School Tax Levy	 \$8,104,415.81

Suggested Resolution: Move to set the 2006 Payable 2007 Levy at \$8,104,415.81. The School Board Clerk is authorized to certify the proposed levy and send the original to the County Auditor of Clay County, Minnesota prior to December 28, 2006.

MHW:mde
Attachment

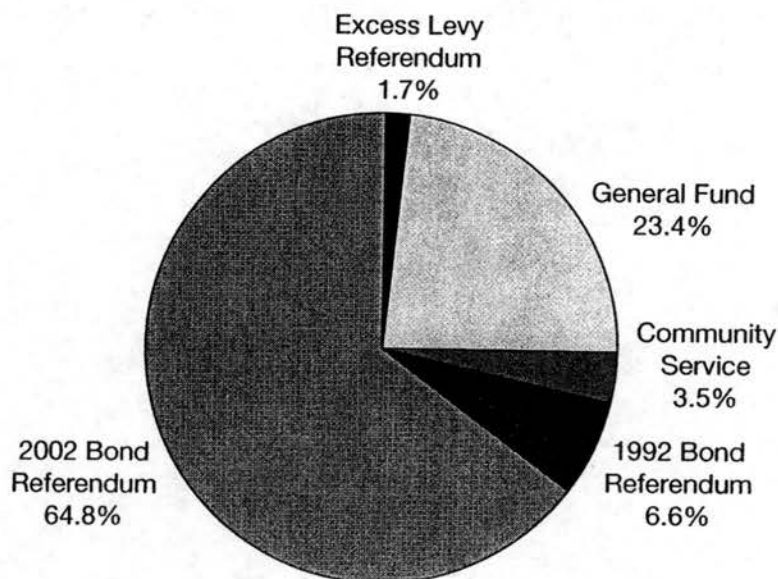
Moorhead Area Public Schools

2006 Payable 2007 Levy Limitation

As detailed in the narrative and demonstrated in the pie chart, voter approved bond referendums will comprise 73.1 percent of the 2006 payable 2007 levy.

\$137,402.87	Voter approved excess levy referendum from 1998
\$1,895,384.60	General - Other
\$283,251.91	Community Education programs
\$5,788,376.43	Voter approved bond referendums <ul style="list-style-type: none">• 1992 bond referendum payment (\$556,000)• 2002 bond referendum payment (\$5,482,625)
<hr/>	
\$8,104,415.81	Total

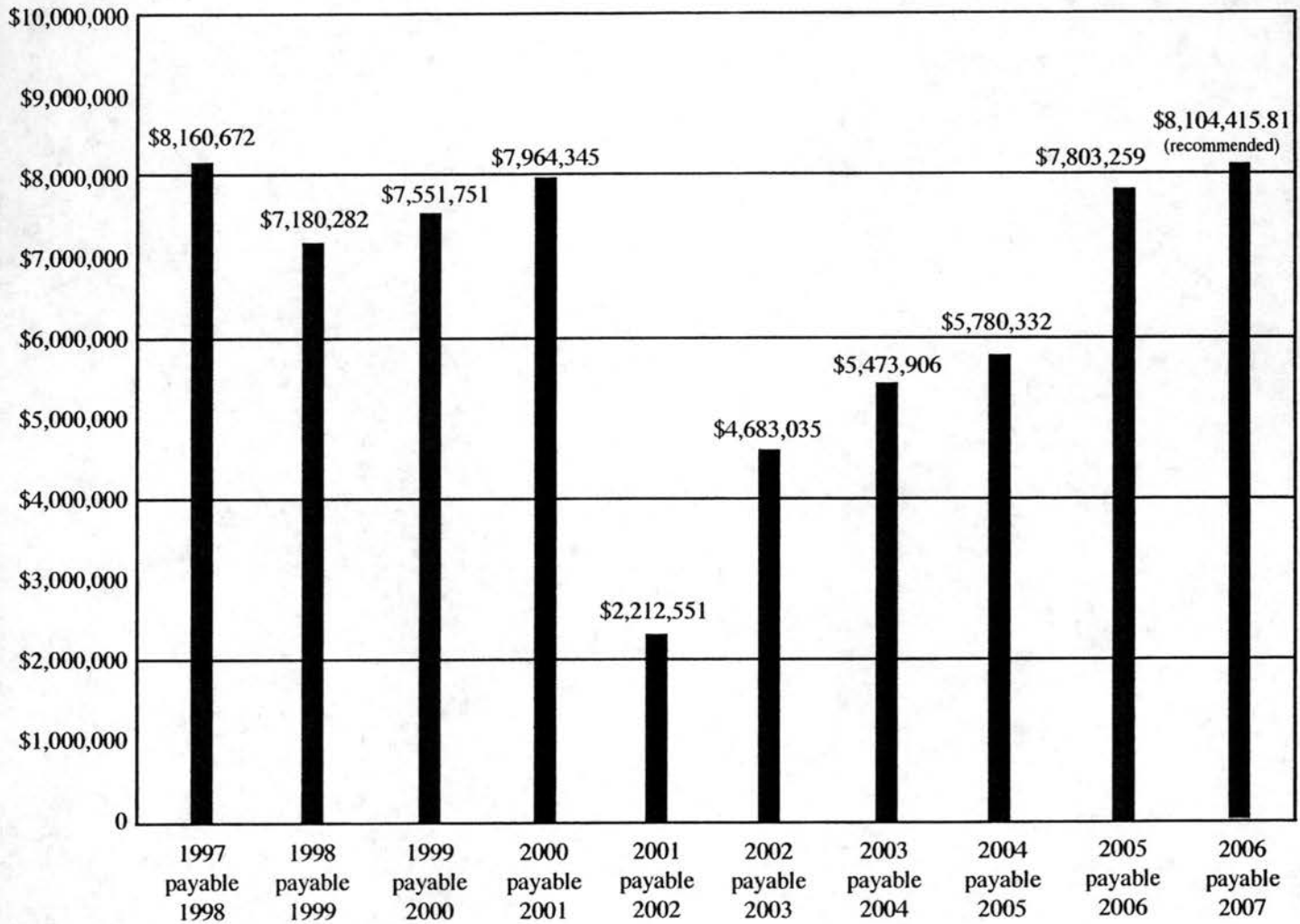
2006 Payable 2007 Levy



Moorhead Area Public Schools

Ten Year Levy History

The graph below shows the 2006 payable 2007 levy in comparison to the levy the school district has had in the past 10 years.





Superintendent of Schools
Moorhead Area Public Schools

Memo S.07.043

TO: School Board

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

DATE: December 4, 2006

RE: First Reading of Policies

Please find attached policies, School Board Member Development (203), Out-of-State Travel by School Board Members (216), Grievance Procedures for Equal Opportunity (402), Employment Disability Nondiscrimination (404), Employment of Faculty and Staff (410), Veteran's Preference Hiring (411), Employee License Status (412), School District Evaluation of Personnel (470), Students in Homeless Situations (514), Notification to Staff Regarding Placement of Students with Violent Behaviors (555), Title I Policy Governing Parental Involvement (607), Public Solicitation in Moorhead Area Public Schools (906), and Relations Between Nonpublic Educational Organizations and Moorhead Area Public Schools (920), for your review.

LPN:mde
Attachments

Board Policies

School Board Member Development

Administrative Procedure: 203

Section: 200 SCHOOL BOARD

Date Adopted: 8/27/2001

Date Revised: 2/24/2003

Dates Reviewed: 02/24/2003

I. PURPOSE

The purpose of this policy is to recognize the need for continuing inservice and development for its members and to encourage members of the Moorhead School Board to participate in professional development activities designed for them so they can perform their responsibilities.

II. GENERAL STATEMENT OF POLICY

A. All Moorhead School Board members are encouraged to participate in ~~s~~School ~~b~~Board and related workshops and activities sponsored by the local, state and ~~n~~National ~~s~~School ~~b~~Board ~~a~~Association (NSBA), as well as in activities of other educational groups. Funds for participation at such meetings will be allocated in the Annual Operating Plan as approved by the School Board.

B. School ~~b~~Board members are expected to report back to the ~~s~~School ~~b~~Board and share materials of interest gathered at various meetings and workshops.

C. New ~~s~~School ~~b~~Board members will be provided the opportunity and encouraged, as required by Minnesota Statute 123B.09 Subd. 2, to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). Board clerks, as required by Minnesota Statute 204B.25, will attend state/county auditor training meetings related to municipal/county/school board elections every two years.

D. Moorhead School Board members will be reimbursed for necessary expenses to attend meetings and conventions pertaining to school activities and objectives of the ~~s~~School ~~b~~Board within approved policy and budget allocations of the school district relating to reimbursement of expenses involving attendance at workshops and conventions. (See Moorhead School Board Policy 824~~0~~: Reimbursement for Travel, Professional Meetings; and Conferences.)

F. Attendance and selection of ~~School~~ ~~b~~Board members to attend the annual ~~National School Board Association~~ (NSBA) meeting will be at the discretion of the ~~s~~School ~~b~~Board, with ~~School~~ ~~b~~Board members encouraged to attend one meeting during their term of office.

G. If the ~~s~~School ~~b~~Board determines it is in the interest of the school district to have ~~s~~School ~~b~~Board members attend other non-association state or additional national conferences as a ~~s~~School ~~b~~Board representative, reimbursement of expenses by the ~~school~~ district must be approved by the ~~s~~School ~~b~~Board.

Legal References:

Minnesota Statute 123B.09 Subd. 2 (School Board Member Training)

Minnesota Statute 204B.25 Subd. 4 (Training for Local Election Officials)

Cross-References:

Moorhead School Board Policy 216: Out-of-State Travel by School Board Members

Moorhead School Board Policy 722: School District Owned Vehicle Reservations

Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences

Board Policies

Out-of-State Travel by School Board Members

School Board Policy: 216

Section: 200 SCHOOL BOARD

Date Adopted: 4/10/2006

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to control out-of-state travel by Moorhead School Board members as required by law.

II. GENERAL STATEMENT OF POLICY

School Board members have an obligation to become informed on the proper duties and functions of a School Board member, to become familiar with issues that may affect the Moorhead Area Public Schools, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as School Board members. Occasionally, it may be appropriate for School Board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the School Board finds it proper for School Board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as School Board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the School Board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the Superintendent. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

B. Automobile travel shall be reimbursed at the mileage rate set by the School Board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

C. Amounts to be reimbursed shall be within the School Board's approved budget allocations, including attendance at workshops and conventions.

VI. ANNUAL REVIEW

This policy must be annually reviewed by the School Board.

Legal References:

Minnesota Statute 123B.09, Subd. 2 (School Board Member Training)

Minnesota Statute 471.661 (Out-of-State Travel)

Minnesota Statute 471.665 (Mileage Allowances)

Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

Cross References:

Moorhead School Board Policy 203: School Board Member Development

Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences

Board Policies

Grievance Procedures for Equal Opportunity

School Board Policy: 402

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 12/13/1983

Date Revised: 11/10/2003

Dates Reviewed: 5/17/1988

4/26/1994

2/8/1999

11/10/2003

I. PURPOSE

The Moorhead Area Public Schools ~~District~~ provides opportunity for students, parents, guardians of students, or school ~~District~~ employees to grieve matters pertaining to discriminatory practices. Where grievance procedures are established through master contracts/agreements with employee organizations, either this or the employee organization's procedure may be implemented to resolve the problem.

This procedure addresses itself to discriminatory acts or policies regarding race, color, national origin, creed, religion, sex, sexual orientation, marital status, age, limited English proficiency, and status with regard to public assistance or disability. This procedure may be used as a complaint against an individual or the ~~School District~~ for alleged discriminatory acts in violation of state or federal statutes or school ~~District~~ policy. Nothing provided herein shall abridge or limit the right of any individual to seek enforcement of state and/or federal laws, or to be represented by counsel.

II. GENERAL STATEMENT OF POLICY

Section 1: Definition

Grievance: A complaint about an alleged violation, misinterpretation, or inequitable application of state and/or federal laws and regulations or school ~~District~~ policy and procedures affecting equality in the educational program and/or employment practices.

Grievant: Any student, parent or guardian of a student, or employee of the school ~~District~~ who believe(s) that in the past ten (10) days there is, or has been, a violation, misinterpretation or inequitable application of state and/or federal laws and regulations or school ~~District~~ policy and procedures affecting equality in the educational program and/or employment practices.

Respondent: Person, persons, or group named in grievance who allegedly discriminated.

Supervisor: Any administrator, i.e. Superintendent, ~~Principal~~ Building Administrator, Assistant Principal, Assistant Superintendent, Human Resources Director, members of the Supervisor's bargaining unit, or Moorhead School Board.

Days: "Days" shall mean all weekdays, excluding Saturday, Sunday and days designated as holidays by state law.

Section 2: Waiver of Steps and Time Limits

The number of days indicated shall be the absolute maximum for initiating such a grievance. Postmarks or dates or initialed receipts shall serve for counting days to comply with this grievance procedure. Communications must be transmitted through U.S. certified mail or hand delivered and witnessed. The parties, by mutual written agreement, may waive any step and extend any time limit in the grievance procedure. If the grievant does not meet the time limits, the grievance will be considered forfeited. If the respondent/supervisor does not respond within the time limits, the grievant may proceed to the next step immediately.

Section 3: Withdrawal

A grievance may be withdrawn by the grievant at any step.

Section 4: Procedure

The grievant should first make and attempt to resolve the complaint through open discussion with the respondent and/or respondent's immediate supervisor, building supervisor, or his/her designee. The discussion must take place within a twenty (20) day period from the time that the alleged incident of discussion occurs. The informal complaint shall include the following information: (1) nature of the grievance; (2) facts, including dates, places, persons, and actions; and, (3) relief requested. If the grievance is not resolved in or with the Human Resources Department the informal discussion stage, the grievant may file a formal oral or written complaint (see Administrative Procedure 402.1: Discrimination Complaint Form) with the immediate supervisor of the respondent within twenty-five (25) days from the date of the event giving rise to the complaint.

The formal complaint shall include the following information: (1) nature of the grievance; (2) facts including dates, places, persons, and actions; and, (3) relief requested. The formal written grievance shall be certified mailed or hand delivered and witnessed to the immediate supervisor of the respondent or the Human Resources Department who will determine whether the grievance is filed at the correct level. The supervisor will notify the grievant will be notified if the placement is not appropriate. If filed at the appropriate step, the supervisor will have five (5) days to respond, during which time the supervisor and the Human Resources Director shall have held a conference with interested parties before the response will be sent to the District's Human Resources Director, Superintendent of Schools, and to the School Board next step.

If the grievant is not satisfied with the response of the previous step, an appeal may be filed with the Superintendent within a period of five (5) days following the supervisor's/Human Resources Director's response. The Superintendent will respond in the same manner as any other supervisor, and will render a decision and mail by certified mail or hand deliver with witness the response within the five (5) day period. A copy of the response will be sent to the District's Human Resources Director and, if applicable, to the School Board.

If the grievant is not satisfied with the response of the Superintendent, an appeal may be filed with the School Board within a five (5) day period following the Superintendent's response. The School Board will have the following options to consider the matter: 1) within 14 days, appoint an independent hearing officer; 2) within 14 days, appoint a subcommittee of the School Board to hear the grievance; or, 3) within 14 days, take the grievance to the full School Board to be considered at the next regularly scheduled School Board meeting unless the School Board is next scheduled to meet within seven (7) days of receipt of the grievance appeal.

The School Board decision shall be rendered within five (5) days of the hearing of the grievance. A copy of the response shall be sent to the Superintendent of Schools and to the District's Human Resources Director.

Nothing in this grievance procedure shall preclude the grievant from filing a complaint with any or all of the following agencies at any time:

MN Department of Human Rights
Army Corps of Engineers Centre
190 East 5th Street, Suite 704
St. Paul, MN 55101
1-800-657-3704

U.S. Equal Employment Opportunity Commission
1801 L Street NW
Washington, D.C. 20507
(202) 663-4900

Equal Employment Opportunity Commission (Regional Office)
Reuss Federal Plaza
310 W. Wisconsin Avenue
Suite 800
Milwaukee, WI 53203-2292
1-800-669-4000

Equal Employment Opportunity Commission
330 2nd Avenue South, Suite 430
Minneapolis, MN 55401-2224

Legal References:

Minnesota Statute 363 (Minnesota Human Rights Act)
29 U.S.C. 621 et. seq. (Age Discrimination in Employment Act)
29 U.S.C. 2615 (Family and Medical Leave Act)
38 U.S.C. 4301 et. seq. (Vietnam Era Veterans Readjustment Assistance Act)
38 U.S.C. 4211 et. seq. (Veterans Reemployment Rights Act)
42 U.S.C. 2000e et. seq. (Title VII of the Civil Rights Act)
42 U.S.C. 12101 et. seq. (Americans with Disabilities Act)
20 U.S.C. 1681 et. seq. Title IX of the Education Amendments of 1972)

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 401: Equal Employment Opportunity Statement
Moorhead School Board Policy 404: Employment Disability Nondiscrimination
Moorhead School Board Policy 410: Employment of Faculty and Staff
Moorhead School Board Policy 411: Veteran's Preference Hiring
Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Board Policies

Employment Disability Nondiscrimination

School Board Policy: 404

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 8/12/2002

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to provide fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

A. Moorhead Area Public Schools ~~District~~ shall not discriminate against qualified individuals with disabilities, because of the disabilities of such individuals, in ~~with~~ regard to job application procedures, hiring, advancement, discharge, compensation, job training, or any other terms, conditions or privileges of employment.

B. Moorhead Area Public Schools ~~District~~ shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

C. Moorhead Area Public Schools ~~District~~ shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.

D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy should contact the ~~school's~~ Superintendent. They may be referred to the Human Resource ~~office~~ Department or the appointed ADA/Section 504 coordinator.

Legal References:

29 U.S.C. 794 et seq. (~~504~~ of Rehabilitation Act of 1973, 504)
42 U.S.C., Ch. 126 ~~B-12112~~ (Americans with Disabilities Act)
29 C.F.R. Part 32
34 C.F.R. Part 104

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 401: Equal Employment Opportunities Statement
Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity

Board Policies

Employment of Faculty and Staff

School Board Policy: 410

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 8/26/2002

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to outline parameters which are followed in the employment of new faculty and staff at the Moorhead Area Public Schools ~~District~~.

II. GENERAL STATEMENT OF POLICY

- A. The school district will seek to hire the most qualified individual for each open position within the school district.
- B. The school district will comply with all federal and state laws and district policy in the hiring of faculty and staff for open positions within the school district.
- C. The school district will seek to hire a diverse workforce representative of the student population of the school district.

III. HIRING PROCEDURES

- A. Whenever a potential job opening exists for either a new or existing position, a job requisition will be completed by the supervisor/~~principal~~ building administrator and sent to the Human Resources Department who will log in the job requisition and route it to the Assistant Superintendent of Teaching and Learning and the Assistant Superintendent of Business Services and the Director of Human Resources for approval.
- B. Approved job requisitions are ~~sent to Human Resources for posting~~ in the school district buildings in accordance with contract agreements and also on the district Web site (www.moorhead.k12.mn.us) by Human Resources staff.
- C. ~~Other~~ A Advertising of open positions by electronic and non-electronic means is utilized as needed to help ensure an adequate supply of qualified candidates.
- D. Applications are gathered by ~~the~~ Human Resources staff and presented to supervisors/~~principals~~ building administrators to sort and screen to choose the most qualified candidates to interview with consideration of seeking a diverse workforce.
- E. Interviews are conducted and a candidate is selected.
- F. An offer of employment is made and agreed to contingent upon Moorhead School Board approval and successful completion of a background check.
- G. Candidates are presented to the School Board for approval.
- H. Upon approval by the School Board, an official hire letter is sent to the candidate.
- I. The candidate begins work as a new hire.

Legal References:

- 29 U.S.C. 794 et. seq. (B 504 of Rehabilitation Act of 1973; ~~Title I and Title V of the Americans with Disabilities Act of 1990~~)
- 29 U.S.C. 621 et. seq. (Age Discrimination in Employment Act)
- 42 U.S.C. 12101 et. seq. (Americans with Disabilities Act)

42 U.S.C. 2000e et. seq. (Title VII of the Civil Rights Act)
Minnesota Statute 43A.11 (Veterans Preference)
Minnesota Statute 123B.03 (Background Checks)
~~Title VII of the Civil Rights Act of 1964~~
~~Equal Pay Act of 1963~~
~~Age Discrimination in Employment Act of 1967~~
~~Civil Rights Act of 1991~~
Minnesota Statute 147.991-.999 (Pay Equity)
Minnesota Statute 363.12, Subd. 1 (Freedom from Discrimination)

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 401: Equal Employment Opportunity Statement
Moorhead School Board Policy 404: Employment Disability Nondiscrimination
Moorhead School Board Policy 411: Veteran's Preference Hiring
Moorhead School Board Policy 412: Employee License Status
Moorhead School Board Policy 413: Employment Background Check

Board Policies

Veteran's Preference Hiring

School Board Policy: 411

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 8/12/2002

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to comply with Minnesota law mandating preference points for veterans applying for employment with political subdivisions.

II. GENERAL STATEMENT OF POLICY

A. The Moorhead Area Public Schools ~~District~~ will comply with Minnesota law regarding veteran's preference right and mandating of preference points to veterans and spouses of deceased veterans or disabled veterans.

B. Veteran preference points will be applied pursuant to applicable law.

C. Eligibility for veteran's preference and definition of veteran for purpose of preference will be pursuant to applicable law.

III. PROCEDURES

A. The ~~district~~ Human Resources Department will obtain a copy of the Veteran's DD214 Form to ensure that the person is eligible for the veteran's preference.

B. The ~~district~~ Human Resources Department will obtain information from the veteran claiming disability status.

C. Applicable points will be added to the evaluation system as required by law.

Legal References:

Minnesota Statute 43A.11 (Veteran's Preference)

Minnesota Statute 197.46 et. seq. (Veteran's Preference Act)

Hall v. City of Champlin, 463 N.W. 2d 502 (1990)

Cross Reference:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination

Moorhead School District Policy 401: Equal Employment Opportunity Statement

Moorhead School Board Policy 404: Employment Disability Nondiscrimination

Moorhead School Board Policy 412: Employee License Status

Moorhead School Board Policy 413: Employment Background Check

Board Policies

Employee License Status

School Board Policy: 412

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 8/12/2002

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. Moorhead Area Public Schools will not permit placing itself at risk by employing a teacher who does not hold a valid teaching license from the State of Minnesota. This policy does not negate a teacher's duty and responsibility to maintain a current and valid Minnesota teaching license.

Although there are some options under Minnesota licensure where a variance or community expert classification is necessary to provide services to students, it is the position of the district to utilize these on a rare occasion when a licensed teacher cannot be found.

II. GENERAL STATEMENT OF POLICY

A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.

For purposes of the federal No Child Left Behind Act, a highly qualified teacher is one who holds a valid license under this chapter to perform the particular service for which the teacher is employed in a public school or who meets the requirements of a Highly Objective Uniform State Standard of Evaluation (HOUSSE).

B. No person shall be a qualified teacher until that person has filed for record with the Superintendent/designee of Moorhead Area Public Schools, a license, or a copy thereof, authorizing that person to teach school in the district and perform the particular service for which the teacher is employed by the school district. On rare occasions where a licensed teacher cannot be obtained, the district will seek a variance or a community expert authorization from the State of Minnesota.

C. Moorhead Area Public Schools will establish a procedure for annually reviewing its teacher license files to verify that every teachers license is current and appropriate to the particular service for which the teacher is employed in the school district.

III. PROCEDURES

A. The Superintendent/ ~~or his~~ designee shall establish a schedule for the annual review of teacher licenses.

B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the Superintendent/ ~~or his~~ designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the Superintendent/designee prior to the expiration of the current license. However, failure to provide this notice, does not relieve the teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

C. If it is discovered that a teacher's license has expired, the Superintendent/designee will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the Superintendent's/designee's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment. This also applies to

teachers working with a variance or community expert authorization. They must reapply for a community expert authorization or variance each year if a teacher's license is not obtained.

Legal References:

Minnesota Statute 122A.16 (Highly Qualified Teacher Defined)

Minnesota Statute 122A.22 (District Verification of Teacher Licenses)

Minnesota Statute 122A.25 (Nonlicensed Community Experts)

Minnesota Statute 122A.40, Subd. 13 (Immediate Discharge)

Minnesota Statute 127A.42 (Reduction of Aid for Violation of Law)

~~Vettleson v Special School District No. 1, 361 N.W. 2d 425 (Minn. App. 1985)~~

~~Lucio v School Bd of Indep. Sch. Dist. No. 25, 574 N.W. 2d 737 (Minn. App. 1998)~~

~~In the matter of the proposed discharge of John R. Statz (Christine D. Ver Ploeg), June 8, 1992 affirmed 1993 WL 129639 (Minn. App. 1993)~~

Board Policies

School District Evaluation of Personnel

School Board Policy: 470

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 2/9/1998

Date Revised: 8/26/2002

Dates Reviewed: 08/26/02

I. PURPOSE

The purpose of a performance assessment is to determine the level of competency of an employee and to seek ways to increase that competency level on a continuing basis. Effective use of this process increases the quality of service of the employee to the Moorhead Area Public Schools District and assists the employee in meeting the mission of the school district.

II. GENERAL STATEMENT OF POLICY

A. The Moorhead Area Public Schools District develops mechanisms to assess, maintain and continually improve competency of its employees. Individual employee competency is assessed and assured at the time of hire and throughout employment with the district with formal assessments conducted with staff who have a probationary period and after they attain tenure or regular employment status. (Please refer to Administrative Procedure 470.1: Performance Evaluation of School District Staff.)

B. Different evaluation systems are in place for the following job classifications:

1. Licensed Personnel - Policy 473
2. Administration and Supervisors - Policy 471
3. Principals - Policy 472
4. Support Staff - Policy 474

These evaluation systems are consistent with different employee contract provisions and with Minnesota ~~S~~state Statute provisions.

Legal Reference:

Minnesota Statute 122A.40, Subd. 5, Subd. 8 (Employment; Contracts; Termination)

Cross References:

Moorhead School Board Policy 471: Administrator and Supervisor Performance Evaluation

Moorhead School Board Policy 472: Principal Performance Evaluation

Moorhead School Board Policy 473: Licensed Personnel Performance Evaluation

Moorhead School Board Policy 474: Support Staff Performance Evaluation

Board Policies

Students in Homeless Situations

School Board Policy: 514

Section: 500 STUDENTS

Date Adopted: 8/26/2002

Date Revised:

Dates Reviewed:

I. PURPOSE

The Moorhead Area Public School Board recognizes that maintaining school of origin enrollment and a regular, mainstream environment has a positive impact on the academic achievement of students in homeless situations. Therefore, every effort will be made to eliminate, to the extent possible, any barriers that limit equal access to education programs and services, or limit the opportunity for students in homeless situations to reach high standards.

II. GENERAL STATEMENT OF POLICY

A. Definition of Homeless Child and Unaccompanied Youth

Pursuant to McKinney-Vento 42 USC 11434a[2] and Education Law 3209(1)(a), a homeless child is defined as a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. This definition includes a child who is:

- o sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up;
- o living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- o living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings;
- o abandoned in hospitals;
- o awaiting foster care placement; or
- o a migratory child who qualifies as homeless because he or she is living in circumstances described above.

An unaccompanied youth is a homeless child for whom no parent or person in parental relation is available.

~~A~~B. Services

Children and youth in homeless situations will be provided services comparable to those received by other students including transportation to and from their school of origin to the extent possible. The district will designate a liaison for students in homeless situations who will ensure that the rights of homeless students are protected and they have the opportunity to reach the same high academic standards expected of all students.

~~B~~C. Enrollment

Evidence of immunizations, guardianship, residential status or other documentation will not be barriers to immediate enrollment of students in homeless situations. Where appropriate, the enrolling school or office will refer the parent or guardian to the district homeless liaison for assistance in obtaining appropriate documentation. The district homeless liaison will also assist unaccompanied youth with placement/enrollment choices.

~~C~~D. Placement

To the extent feasible, students in homeless situations will remain in their school of origin and transportation will be provided. They have the right to stay in their school of origin for the entire time they are homeless, or until the end of any academic year in which they move into permanent housing, unless a parent or guardian chooses otherwise.

~~D~~E. Disputes regarding the educational placement of a student in a homeless situation will be expeditiously addressed through a dispute resolution process. Parents or guardians and unaccompanied youth must be informed of the process and in the event of a dispute, the student must be immediately enrolled in the school of choice while the dispute is being resolved.

Legal References:
McKinney-Vento Homeless Assistance Act, 2002
Education Law 3209(1)(a)

Board Policies

Notification to Staff Regarding Placement of Students with Violent Behaviors

School Board Policy: 555

Section: 500 STUDENTS

Date Adopted: 8/26/2002

Date Revised:

Dates Reviewed:

I. PURPOSE

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff and making determinations regarding a student with a history of violent behavior.

II. GENERAL STATEMENT OF POLICY

A. Any staff member or other employee of Moorhead Area Public Schools who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the building administrator.

B. The building administrator will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notification and the determination of strategies to manage the behavior notifying and determining how staff will manage such student.

a) A meeting to discuss the Individualized Educational Program (IEP) of a student may be used for this purpose. Administrative Procedure 555.1: Staff Notification of Violent Behavior by Students must be completed.

C. Only staff members whose work assignment reasonably requires access to the information will receive notification.

III. PROCEDURE DEFINITIONS

For purposes of this policy, the following terms have the meaning given them.

A. Administration

"Administration" means the Superintendent, building administrator, or other designee.

B. Classroom Teacher

"Classroom Teacher" means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence have occurred during the current or previous school year.

2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

"Incident(s) of violence" means willful conduct in which a student endangers or causes physical injury to the student, other students, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or the employee's contract or position description approved by the Moorhead School Board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.
4. Perform a task directly related to responding to a request for data.

F. School Staff Member

"School Staff Member" includes:

1. A person duly elected to the School Board;
2. A person employed by the School Board in an administrative, supervisory, instructional, or other professional position;
3. A person employed by the School Board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and
4. A person employed by, or under contract to, the School Board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

A. Reports of Violent Behavior

Any staff member or other employee of Moorhead Area Public Schools who becomes aware of any information regarding the violent behavior of an enrolling student or any student in the building shall immediately report the information to the building administrator where the student is enrolled or seeks to enroll. ~~The building administrator shall contact parents for further information.~~

B. Recipients of Notice

~~Upon receipt of the information, the administration shall determine the staff members or other employees of the school district whose work assignments reasonably require access to the information.~~

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above), will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The

administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's responsible authority appointed by the School Board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this detailed determination, the responsible authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice (Administrative Procedure 555.1)

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. Name of the student;
2. Date of notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in Section IV.D. of this policy.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. MAINTENANCE AND TRANSFER OF RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to

enroll in accordance with Moorhead School Board Policy 504: Protection and Privacy of Pupil Records.

VI. PARENTAL NOTICE

A. The administration will notify parents that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.

B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.

C. Parents will be given notice that they have the right to review and challenge records or data, (including the data documenting the history of violent behavior), in accordance with Moorhead School Board Policy 504: Protection and Privacy of Pupil Records.

VII. TRAINING NEEDS

Representatives of the school district and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

A meeting shall be promptly convened for the purpose of notification. Persons present at the meeting will include a representative of the administration, parents and any staff members determined by the administration to reasonably require access to the information, and any other staff members necessary to determine intervention services or conflict resolution.

1. The administrator shall identify the student and the student's history of violent behavior.

2. The persons present at the meeting shall discuss whether there is any need for intervention services, or conflict resolution or training for staff members.

3. The persons present at the meeting shall be directed to not release any of the information obtained at the meeting to any other individual as the information constitutes private educational data.

4. The administrator shall advise any individual who was unable to attend the meeting what was discussed at the meeting.

5. The administration shall determine a procedure to notify substitute teachers of this information when appropriate.

D. Any decision regarding intervention services, or conflict resolution or training for staff members, will be reviewed periodically to determine whether the services are still necessary or whether additional services are needed.

Legal References:

Minnesota Statute 121A.64 (Notification)

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

Minnesota Statute 13.04, Subd. 4 (Process for Challenging Data under State Law)

Minnesota Rules Pts. 1205.0100-1205.2000

34 C.F.R. Secs. 99.1-99.67 (Family Educational Rights and Privacy)

Minnesota Statute 120A.22, Subd. 7 (School Attendance - Education Records)

Minnesota Statute 121A.45 (Grounds for Dismissal)

Minnesota Statute 121A.64 (Notification of Students with Violent Behavior)

Minnesota Statute 121A.75 (Law Enforcement Notice to Schools)

Minnesota Rules Parts 1205.0100-1205.2000 (Data Practices)

20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

34 C.F.R. 99.1-99.67 (Rules Implementing FERPA)

34 C.F.R. 99.20-99.22 (Process for Challenging Data under Federal Law)

Minnesota Laws 2003, 1st Sp., Ch. 9, Art. 2, 53

Cross Reference:

Moorhead School Board Policy 504: Protection and Privacy of Student Records

Board Policies

Title 1 Policy Governing Parental Involvement

School Board Policy: 607

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to encourage and facilitate ~~parental participation in Chapter 1~~ involvement by parents of students participating in Title I in the educational programs and experiences of students in the Moorhead Area Public Schools. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parent involvement in relation to decisions about the Title 1 services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the Moorhead Area Public Schools to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the involvement of parents in its Title 1 programs.

B. It is the policy of the Moorhead Area Public Schools to fully comply with 20 U.S.C. 6319 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title 1 programs written parental involvement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

A written parent involvement policy will be incorporated into Moorhead Area Public Schools' Title 1 plan and will be distributed to parents of participating children. The policy will establish the expectations for parent involvement and describe how the school district will:

A. Involve parents in the joint development of the district's Title 1 plan and the process of school review and improvement;

B. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement;

C. Build the schools' and parents' capacity for strong parent involvement;

D. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start and Even Start;

E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents, and, particularly, with parents who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority; and,

F. Use the findings of the evaluations to design strategies ~~for improving and revising~~ for more effective parental involvement and to revise , if necessary, the district-level and school-level parental involvement policies .

G. ~~If the district's Title 1 plan is not satisfactory to the parents of participating children, the district will submit any parent comments with the plan when the plan is submitted to the State~~ Involve parents in the activities of the schools.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

Each school will develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents of participating children a written parental involvement policy that shall describe the means for carrying out the federal requirements of parental involvement.

A. The policy will describe the means by which each school with a Title I program will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
2. Offer a flexible number of meetings, and may provide, with funds under Title I, services to facilitate parental involvement.
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent involvement programs, including the school parental involvement policy and the joint development of the school wide program plan, unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children;
4. Provide parents of participating children with: timely information about Title I programs; school performance profiles as required by law and their child's individual student assessment results along with an interpretation of the results; a description and explanation of the curriculum in use, the forms of assessment used, and the proficiency levels students are expected to meet; the opportunity to make suggestions, share experiences with other parents and participate in decisions relating to their child's education; and, timely responses to parents' suggestions as soon as practicably possible; and
5. Submit any parent comments on the school wide program plan when it is submitted to the school district.

B. As a component of this policy, each school shall develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student ~~achievement~~ academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards and attainment of State standards. The compact will:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in ~~an environment that will enable participating students to meet State student performance standards~~ a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
2. Describe the ways each parent will be responsible for supporting their children's learning, such as monitoring school attendance and homework completion, monitoring television watching, volunteering in the classroom, and participating in ~~discussions about their children's education and use of extracurricular time~~ as appropriate in decisions relating to his or her child's education and use of extracurricular time.
3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate, and observe in the child's classroom.

C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student achievement, the policy will describe how each school and the school district will:

1. Provide assistance to participating parents in such areas as understanding ~~Federal and State education goals, State content and student performance standards, assessments, monitoring their child's progress, working with educators to improve their child's performance, and participating in decisions regarding their child's education~~ such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Provide materials and training to assist parents in working with their children to improve their children's achievement, ~~such as coordinating necessary literacy training from other sources~~ including coordinating necessary

literacy training and using technology, as appropriate, to foster parental involvement;

3. Educate school staff, with the assistance of parents, in the value and contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school;

4. Coordinate and integrate parental involvement programs and activities with Head Start and other programs, as is feasible and appropriate.

5. Develop appropriate roles for community-based organizations and businesses in parental involvement activities and providing information about and encouraging the formation of partnerships between public schools, businesses and parents;

6. Conducting activities such as parent resource centers and opportunities for parents to learn about child development and child rearing, as appropriate and feasible;

7. Ensure, to the extent possible, that information about school and parent meetings, programs, and activities is sent home in the language used in the homes of the participating children; and

8. May provide other reasonable supports for parental involvement.

D. To carry out the requirements of parental involvement, the Moorhead Area Public Schools will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.

E. The Moorhead Area Schools will assist parents and parent organizations in learning of and about parental information and resource centers.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal Reference:
20 U.S.C. 6319 (Title I)

Cross Reference:
Moorhead School Board Policy 606: Title I Policy Governing Comparability

Board Policies

Public Solicitation in Moorhead Area Public Schools

School Board Policy: 906

Section: 900 COMMUNITY RELATIONS

Date Adopted: 6/23/2003

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to provide ~~guidance for handouts and presentations in school buildings~~ for distribution of materials appropriate to the school setting by nonstaff and nonstudents on school district property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT OF POLICY

A. The Moorhead Area Public Schools intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting, within the limitations and provisions of this policy.

B. Communication between the school and the home is important in promoting informed participation of parents in the education of their children and in making parents aware of opportunities for their children.

C. Some regulations are needed to give importance to school items, to reduce the number of presentations and items distributed, and to ensure that students are not exploited.

D. Moorhead Area Public Schools reserves the right to edit or to refuse any materials submitted.

E. To provide for orderly and nondisruptive distribution of materials, regulations and procedures, please refer to Administrative Procedure 906.1.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.

B. "Materials" includes all materials and objects intended by nonschool persons or nonschool organizations for distribution. Examples of nonschool-sponsored materials include but are not limited to leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.

C. "Nonschool person" means any person who is not currently enrolled as a student in or employed by the school district.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of

disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. "School activities" means any activity sponsored by the school, including but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.

IV. HANDOUTS IN SCHOOL BUILDINGS

1. All written handouts directed to all children in grades K-6 must be submitted through KIDsource. KIDsource will be distributed monthly on a well-publicized schedule. Groups that have used distribution through the schools will be notified of this requirement.
2. Handouts for districtwide distribution which cannot be included in KIDsource (rulers, bags, pencils, etc.) are to be approved by the Assistant Superintendent ~~for Instruction~~ of Teaching and Learning and so indicated on the packets sent to the schools. Non-school groups granted permission to distribute such materials must divide the materials into groups of 30 and bring them to the district office.
3. All materials pertaining to a single school must be approved by the building ~~principal~~ administrator.
4. The ~~school~~ district will not distribute materials whose sole purpose is commercial or political.
5. The office of the ~~principal~~ building administrator or the district office may ask students to take home flyers or other written materials directly related to the educational mission of the schools.
6. Each building may develop procedures to make distribution of non-curricular informational materials as easy as possible for school staff.

IV. CLASSROOM PRESENTATIONS

A classroom presentation for the purpose of recruiting students into an activity is allowed only when the activity is part of the school curriculum or is school-sponsored.

Non-school groups can, however, make use of KIDsource to get their information to students or they may arrange with the building ~~principal~~ administrator to make presentations in the school buildings before or after school or at a school activity night.

VI. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be called.

Legal References:

U. S. Const., Amend. I

Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)

Cornelius v. NAACP Legal Defense and Educational Fund, Inc., 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)

Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)

Cross Reference:

Moorhead School Board Policy 544: Activities Fund Raising

Board Policies

Relations Between Nonpublic Educational Organizations and Moorhead Area Public Schools

School Board Policy: 920

Section: 900 COMMUNITY RELATIONS

Date Adopted: 10/1/1985

Date Revised: 8/26/2002

Dates Reviewed: 07/01/1992

11/01/1994

12/01/1996

08/26/2002

I. PURPOSE

A nonpublic school requesting approval as a private school for operation in Moorhead Area Public Schools District is required to furnish information to the Superintendent of Schools consistent with the Minnesota Compulsory Instruction Law* (120A.22).

The school district shall maintain a listing of approved schools.

II. GENERAL STATEMENT OF POLICY

A. Reporting Responsibilities of Accredited Schools:

Nonpublic schools, persons or institutions that are accredited by a state recognized education accrediting agency must submit the following information to the Superintendent of the district in which the child resides:

1. By October 1 of each year, the name, birth date and address of each child receiving instruction.
2. By October 1 of each year, the parent of persons receiving instruction in a home school shall submit immunization statements, as required by Minnesota Statute 121A.15, Subds. 1-9, the health standards law covering school children (other nonpublic schools submit immunization reports directly to the Commissioner of ~~Children, Families and Learning~~ Education within 60 days of the commencement of each new school term).

B. Reporting Responsibilities of Non Accredited Schools

Nonpublic schools, persons or institutions that are not accredited by a state recognized education accrediting agency must submit the following information to the Superintendent of the school district in which the child resides:

1. By October of each year, the name, birth date and address of each child receiving instruction.
2. By October 1 of each year, the parent of persons receiving instruction in a home school shall submit immunization statements, as required by Minnesota Statute 121A.15, Subds. 1-9, the health standards law covering school children (other nonpublic schools submit immunization reports directly to the Commissioner of ~~Children, Families and Learning~~ Education within 60 days of the commencement of each new school term).
3. The name of each instructor and evidence of compliance with one of the six options for being qualified as an instructor:
 - (1) hold a valid Minnesota teaching license in the field and for the grade level taught;
 - (2) be directly supervised by a person holding a valid Minnesota teaching license;
 - (3) successfully complete a teacher competency examination;
 - (4) provide instruction in a school that is accredited by a state recognized accrediting agency;
 - (5) hold a baccalaureate degree; or
 - (6) be the parent of a child who is assessed yearly on a nationally norm-referenced standardized achievement examination.

4. An annual instructional calendar.

5. For each child instructed by a parent who meets none of the options for being a qualified instructor except the sixth option (being a parent of a child who is assessed), a quarterly report card on the achievement of the child in each required subject area (see ** below).

6. Assessment. In addition to the above reporting requirements, the law specifies that, "each year" the performance of every child enrolled in a nonpublic school must be assessed using a nationally norm-referenced standardized achievement examination. The specific exam used, method of administration, and location is to be determined through a mutual agreement between the Superintendent of the district in which the child receives instruction and the person in charge of the child's instruction.

If the results of the assessments indicate that the child's performance on the total battery score is at or below the 30th percentile or one grade level below the performance level for children of the same age, the parent shall obtain additional evaluation of the child's abilities and performance for the purpose of determining whether the child has learning problems.

To the extent the standardized examination does not provide assessment in all the subject areas required in Minnesota law (see ** below), the parent must assess the child's performance in the applicable subject area. This requirement applies only to a parent who provides instruction and does not meet one of the first three requirements for being qualified as an instructor (see 3 above).

In addition to the above terms, which must be reported to appropriate school district Superintendents, nonpublic schools, persons and institutions that are not accredited must make the following information available:

Documentation indicating that the subjects required by this law are, in fact, being taught. This documentation must include class schedules, copies of materials used for instruction and descriptions of methods used to assess student achievement.

* In relation to the Compulsory Instruction Law, "nonpublic schools" include all methods used outside public education to comply with the law.

** For purposes of fulfilling Minnesota's Compulsory Instruction Law, instruction must be provided in at least the following subjects:

- (1) basic communication skills including reading and writing, literature, and fine arts;
- (2) mathematics and science;
- (3) social studies including history, geography, and government; and
- (4) health and physical education.

The above is a summary of requirements specified in Minnesota's Compulsory Law, M.S. 120A.22-120A.26, as well as related provisions of other state laws.

Legal References:

Minnesota Statute 120A.22-120A.26 (~~Minnesota's Compulsory Law Instruction~~)

Minnesota Statute 121A.15 Subdivisions. 1-9 (~~Health Standards; Immunizations; School Children~~)

Cross References:

Moorhead School Board Policy 530: Student Immunization Requirements

Moorhead School Board Policy 532: Medication ~~Policy~~

Moorhead School Board Policy 6078: Home Schooled Students