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

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Version 3
August 20, 2018

S-M9-805
25 June 2007

INDEPENDENT SCHOOL DISTRICT #152

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

June 25, 2007
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 School 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

School 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, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. TEACHING/LEARNING MATTERS - Kovash
   (1) Acceptance of Revised Census Numbers - Page 6
   (2) Approval of Affiliation Agreement - Pages 7-9
   (3) Approval of Grant Application - Pages 10-50

B. BUSINESS SERVICE MATTERS - Weston
   (1) Acceptance of Dairy and Bakery Bids - Pages 51-55

C. HUMAN RESOURCE MATTERS - Nielsen
   (1) Approval of Family/Medical Leave - Page 56
   (2) Approval of Resignation - Page 57
   (3) Approval of Change in Contracts - Page 58
   (4) Approval of New Employees - Page 59

D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

3. **APPROVAL OF LEASE AGREEMENTS**: Weston
Pages 60-77

Suggested Resolution: Move to approve the Moorhead Sports Center Lease Agreement and Agreement for Use of City of Moorhead Facilities and ISD #152 Facilities to begin September 1, 2007 through June 30, 2012.

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF MOORHEAD HIGH SCHOOL STUDENT HANDBOOK**: Kovash
Pages 78-107

Suggested Resolution: Move to approve the 2007-2008 Moorhead High School Student Handbook as presented.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF PART-TIME AND SUBSTITUTE PAY SCHEDULE CHANGE**: Nielsen
Pages 108-109

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

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF THE 2007-2008 ANNUAL OPERATING PLAN**: Weston
Page 110

Suggested Resolution: Move to approve the 2007-2008 Annual Operating Plan which includes the preliminary budget for the 2007-2008 school year.

Moved by _____ Seconded by _____
Comments _____

7. **CLOSE PUBLIC MEETING**: Tomhave

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

Moved by _____ Seconded by _____
Comments _____

8. **OPEN PUBLIC MEETING**: Tomhave

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

   Moved by _____ Seconded by _____
   Comments _____

9. **COMMITTEE REPORTS**

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

11. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
EXCEL Grades 8-9	June 12-28	7:30 am-2:30 pm	Mhd High School
EXCEL Summer Academy	June 12-July 23	7:30 am-12 pm	Horizon
EXCEL Grades 10-12	June 12-July 26	7:30 am-4:30 pm	RRALC
EXCEL Grds 10-12 Night Class	June 12-July 26	5:45-8:45 pm	RRALC
EXCEL Summer Academy - Jump Start for 6th Grade	June 18-August 23	7:30 am-12 pm	Horizon
Extended School Year (EXCEL) - Elementary	June 18-28 and Aug 13-23	8-11:30 am	Asp, Hopkins & Reinertsen
Extended School Year (ESY Spec Ed Summer Program	June 19-August 2	8 am-12 pm	Hopkins, Horizon and Mhd High School
EXCEL Grades 8-9	July 10-26	7:30 am-2:30 pm	RRALC
School Board Work Session	July 16	5 pm	PCE
School Board	July 16	7 pm	PCE
Early Childhood Screening	July 17-19	Varies	PCE
Gr 9 GRAD Test of Written Comp and Grds 10-12 Basic Skills Writing Test Retakes	July 24		Mhd High School
Basic Skills Test Retakes (Grds 10-12 Math)	July 25		Mhd High School
Basic Skills Test Retakes (Grds 10-12 Reading)	July 26		Mhd High School

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.07.145

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: Revised Census Numbers

RE: June 13, 2007

The funding for General Community Education is calculated on the total population from the district census taken every ten years. The same number is used until the state information is updated following the next full census. However, there is a process for a district to capture funding reflecting new growth which may occur within the ten-year period. The process requires a resolution of the board to change the census number.

Since the 2000 census, Community Education has been using the census figure of 36,282. According to Dr. Tom Gillapsy, state demographer, the current 2006 estimate for Moorhead Area Public Schools is 39,225. Last year Moorhead Area Public Schools was able to increase the census figure to 37,529. This increase of 1,696 would result in additional revenue for general Community Education of $9,209 per year plus an additional increase for youth development.

SUGGESTED RESOLUTION: Move to accept the change of the census number from 37,529 to 39,225 as indicated in Minnesota demographic information.

LAK/kmr

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.07.147

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: June 18, 2007

RE: Affiliation Agreement

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

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

SUGGESTED RESOLUTION: Move to approve the affiliation agreement with the University of Mary, Bismarck, ND for Occupational Therapy students.

LAK/kmr
Attachment

UNIVERSITY OF MARY
Program in Occupational Therapy
Division of Human Performance Sciences

AGREEMENT

WHEREAS, University of Mary, Bismarck, ND, hereafter referred to as the University, is currently conducting an *Occupational Therapy Curriculum* within the University and desires to obtain clinical education for the students enrolled in the curriculum;

WHEREAS, **Moorhead Public School System, 2410 14th St. S., Fargo, ND 56560** hereafter referred to as the Facility, has an *Occupational Therapy Department* and is willing to furnish clinical education in *Occupational Therapy* for students of the University:

NOW, THEREFORE, in consideration of the mutual agreements set forth herein, **Moorhead Public School System** agrees as follows:

1. *Responsibilities of the facility*:
   - Provide a jointly and appropriately planned and supervised program of clinical experience
   - Facility has ultimate responsibility for patient care
   - Maintain records and reports on each student's performance and inform the school of unsatisfactory performance on a timely basis
   - Evaluate the student's performance and provide a copy to the school
   - Permit the inspection of the facilities and the student's record
   - May request that a student be removed from the practice setting when appropriate
   - May request removal of a student whose health status is hazardous to the service recipients or personnel
   - Provide the academic and clinical credentials of any person supervising or teaching the student
   - Provide student access to emergency services, with student responsible for costs if appropriate
   - Provide updated agreements and information on a timely matter to the school including health requirements
   - The Facility assumes no obligation for compensation or reimbursement to the student regarding professional liability insurance, or hospitalization.

In addition, the facility will provide the following

_____ Yes _____ No A room at or nearby the facility free or at a reduced cost
_____ Yes _____ No Meals free of charge ___/day
_____ Yes _____ No Stipend
_____ Yes _____ No Other _____

2. *Responsibilities of the school*:
   - Provide student information that is legally permissible
   - Provide information requested by the facility about the program
   - Assure that the student has been informed about the health requirements of the facility
   - Assure that the prerequisite coursework for the particular type of experience has been successfully completed

- Designate a faculty member to coordinate with the facility - arbitration of disputes shall be the responsibility of the faculty member in charge of clinical education
- Enforce the rules and regulations governing the students
- Provide proof of professional liability insurance
- Remove the student from the practice setting if appropriate and recommended by the facility
- The liability of the University is limited by the constitution and laws of the State of North Dakota and by the limits of the insurance of the University.

3. *Responsibilities of the student*:
   - Serve others in ways that model the professional, religious, ethical, and humanistic values inherent in the Benedictine tradition of health care established by the University sponsors, the Sisters of Annunciation Monastery;
   - Follow the administrative policies of the facility
   - Follow the facility's regulations regarding professional attire
   - Follow the schedule and operating hours of the facility
   - Gain written permission from the facility before publishing any written material relating to the clinical education experience
   - Provide transportation to and from facility
   - Subsidize and provide documentation and proof of immunization as required by the facility
   - College student's claims to workers' compensation or unemployment compensation insurance programs shall be determined by State law for students enrolled in the program.

4. *General*
   - This agreement is not assignable, but is binding on the corporate successors of the parties.
   - This agreement is not a third-party beneficiary contract, and confers no rights upon any students or employees of the parties.
   - This agreement is of indefinite duration, however, it is subject to termination by either party upon 90 days' written notice to the other, delivered by registered mail.
   - This agreement shall be effective when executed by both parties.
   - Each party shall be responsible for claims, losses, damages, and expenses which may arise out of negligent acts or omissions of that party or its agents, employees, or students in performance of this agreement.

University

By _____ **Date** 5-23-07
President, University of Mary

By _____ **Date** 5/29/07
Director, Program in Occupational Therapy

By _____ **Date** 5/29/07
Academic Fieldwork Coordinator

Facility

By _____ **Date** _____
Clinical Coordinator of Clinical Education

By _____ **Date** _____
Facility Administrator

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.07.149

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: June 19, 2007

RE: 2007-2008 Consolidated Application for Elementary and Secondary Education Act

Attached is the draft program information and a budget summary related to the district's plan for the Elementary and Secondary Education Consolidation Application. The application is completed with Electronic Minnesota Accountability Plan (EMAP) and filed on-line. The application is due June 30, 2007.

The preliminary 07-08 allocation for Title programming includes:

Title I, Part A	Basic Programs	$ 635,779
Title I, Part D	Neglected or Delinquent	$ 27,521
Title II, Part A	Improving Teacher Quality	$ 283,291
Title III	Limited English Proficiency	$ 29,960
Title IV	Safe and Drug Free Schools	$ 21,264
Title V	Innovative Programs	$ 8.711

The funding, along with previous year carry over will be used for a variety of programs including Title I services, Instructional Coaches, Home School Liasions, and professional development.

SUGGESTED RESOLUTION: Move to approve the 2007-2008 Consolidated Application for Elementary and Secondary Education Act as presented.

LAK/kmr
Attachment

Minnesota Department of Education	NCLB Consolidated Programs 1500 Highway 36 West Roseville, MN 55113-4266	NCLB CONSOLIDATED APPLICATION FOR ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)	0708-0136

GENERAL INFORMATION: Please send the signed original and one copy to the above address no later than
Upon request, this application can be made available in alternative formats including Braille, audiotape, and large print.

UNIFORM LEA IDENTIFICATION

LEA Name		LEA Number	Telephone Number
MOORHEAD PUBLIC SCHOOL DISTRICT		00152	(218) 284-3330
Address 2410 14TH ST. S.		City/Zip Code MOORHEAD / 56560	
LEA Representative Name Dr. LARRY NYBLADH	Title Authorized	E-Mail Address lkovash@moorhead.k12.mn.us	FAX Number (218) 284-3333

ESEA PROGRAMS INCLUDED IN THIS APPLICATION

CHECK BOX	PROGRAM	CONTACT NAME	TELEPHONE #	E-MAIL ADDRESS
X	**Title I, Part A**	Sarah King	(218) 284-3724	sking@moorhead.k12.mn.us
X	**Title I, Part D**	Deb Pender	(218) 284-2230	dpender@moorhead.k12.mn.us
X	**Title II, Part A**	Lynne Kovash	(218) 284-3315	lkovash@moorhead.k12.mn.us
X	**Title II, Part D**	Lynn Day	(218) 284-3344	lday@moorhead.k12.mn.us
X	**Title III, LEPS**	Sarah King	(218) 284-3724	sking@moorhead.k12.mn.us
X	**Title V**	Sarah King	(218) 284-3724	sking@moorhead.k12.mn.us
****Homeless Liaison (required)**		Linda Scheets	(218) 284-2213	lscheet@moorhead.k12.mn.us

LOCAL BOARD OF EDUCATION ACTION

The LEA MOORHEAD PUBLIC SCHOOL DISTRICT (LEA Name) Superintendent,
Dr. LARRY NYBLADH, (Superintendent Name) will ensure that the LEA maintains compliance with the appropriate Federal statutes and regulations (Public Law 107-110), and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this application.

FINAL REVIEW/APPROVAL

NCLB Staff Approval Dieu-Anh Nguyen	
Supervisor Approval	

NCLB/ESEA CONSOLIDATED APPLICATION

ED-02288-03

NCLB PARENT AND FAMILY PROGRAM PARTNERSHIPS DESCRIPTION

This information gathered in this section is intended to fulfill the Parent Partnership requirements for all NCLB/ESEA programs in the application.

1. Describe capacity building activities designed to involve parents in the instructional process that will be implemented for staff and parents.

Web access to assignments and grades; e-mail parent access to all personnel in district
Parent-Teacher conferences

District Parent Advisory Committee formation to inform and provide feedback on activities and grant. The Parent Advisory Committee completed the survey, "Measure of School, Family and Community Partnership". The results will inform the two Title schools as to the perceived needs of parents on the advisory committee. The two Title schools will develop building parent involvement committees following the framework of School, Family and Community Partnerships and the six Keys of effective family partnerships.

Assignment of .1 FTE family involvement coordinator to assist two Title schools in the formation of their parent Advisory committees.

Purchase of materials to support families in school involvement.

Planning with Head Start leadership ways to continue parent support and activities that Head Start has found successful.

Family activities at school, such as Math Night and book fairs.

Community Education classes for parents to understand and be able to support their children in Everyday Math and the Scott Foresman reading series.

- School Newsletters

Coordination with Head Start for spring open houses in elementary buildings for incoming kindergarten children and their families.

Planning with Head Start Parent coordinator for incoming Head Start parents so that parents can continue parent involvement activities and leadership roles in elementary buildings.

2. Describe activities of the local education agency (LEA) to inform parents of their NCLB Report Card or LEA School Report Card.

Annual report to community, which includes NCLB and School Report Card

Presentations about NCLB to each PTAC

Presentations at public School Board meeting.

Hiring of Instructional Assessment Coach who will be able to share achievement date in a parent friendly and understandable way.

3. Describe staff development activities designed to enable teachers to involve parents in their children's education.

Materials will be purchased to support and strengthen teacher skills in involving parents in meaningful ways to improve student achievement.

4. Describe plans to increase involvement of English Language Learner (ELL) parents and community members in programs that support English Language Learners, excluding provisions for accessibility of information in the parent's native language.

Collaboration with Parents in Learning through Community Education and Head Start – a program which supports parents in the learning of English while their children are on site.

Home-School Liaisons, bi-lingual paraprofessionals help link home and school.

Contributing financially as a community partner to the operation of the Metro Interpreter Resource Center. Contracting with community interpreter services when district does not have staff person who speaks the language needed by the family.

Translations available upon request.

Statement in public languages on all mailings with school phone number to receive verbal or written translations.

Invitation to participate in ESEA district and school Parent Advisory Committees.

Work collaboratively with local groups such as Centro de Cultural and Mujeres Unidas to involve parents and receive input from them to improve the educational system for ELLs and families.

5. Describe strategies for using technology to promote parental involvement and increase communication with parents.

Parent access to Power School, the district student data management system for student's schedule, homework, grades, etc.; family-friendly web-site; e-mail access to all staff in district.

6. Describe awareness and outreach activities for engaging parents with migrant, ELL, homeless, neglected or delinquent, or recent Head Start.

Two Home-School Liaisons for the Homeless

Participate in EvenStart grant at Partners in Learning; additional collaboration with Partners in Learning and Head Start.

Presentations about NCLB to PTACS.

2 FTE home-school liaisons for Migrant and ELL families.

Bi-lingual paras at each school; some bi-lingual teachers in district.

TIPS and HUGS programs within schools – family supportive truancy prevention programs in collaboration with juvenile system.

Close work with Partners in Learning, a program that supports families and children in English Language learning (Head Start, Moorhead Schools, Adult Basic Education collaboration).

7. Describe how families and youth experiencing homelessness are informed of their educational rights under the McKinney-Vento Act.

One of two Home-School Liaisons is immediately contacted by school personnel when homelessness is known or suspected.

NCLB PARENT AND FAMILY PROGRAM CHECKLIST: (check and date accordingly)

X The local education agency has updated and submitted to MDE a written parent involvement Title I policy on (date) 6/27/2007.

X The local education agency has updated and submitted to MED a sample Title I school-parent compact (school level) on (date) 6/27/2007.

X The LEA has developed this application in consultation with parents of participating students on (date) 6/19/2007.

NONPUBLIC SCHOOL PARTICIPATION INFORMATION

St. Joseph School participates in the district's Title program. At St. Joseph School, the Title I coordinator consults approximately once per month with the St. Joseph's principal, Val Ritland, to review the services provided and to expedite expenditures.

During the spring of 2006, Park Christian expressed interest in participating in the 06-07 planning cycle. Following visits, e-mails, and phone conversations, Park Christian chose to participate in Title II, Part A, Title IV and Title V. The 06-07 Consolidated plan factored Park Christian into the budgetary plans of Title II, Part A, Title IV and Title V., Park Christian did not choose to participate in Title 1, Part A. Through consultation efforts, Park Christian chose not to access Title II, Part A, Title IV and Title V during the 2006-2007 school year. Park Christian chooses not to participate in any of the ESEA Titles during 2007-2008.

2. Please provide a description about the content of the discussion with nonpublic schools.

Review Title I service delivery model at St. Joseph School

Sharing of ESEA application and budget pages with St. Joseph and Park Christian

Discuss staff development offerings in the public schools

Quarterly sharing of expenditures to date

Discuss and then order requested materials

Discuss, register, and make payment for St. Joseph staff to attend workshops; pay for stipends

Review budget reduction impact on public and consequently at St. Joseph

Planning for ESEA 2007-2008 grant and budget implications with both non public schools

3. Describe how you will ensure that programs and services funded by this grant are equitable for nonpublic school participants. Explain any differences in programs and services offered to nonpublic schools.

The Title I Coordinator documents all meetings and returns requested information in a timely manner. The Principal and Title I teacher at St. Joseph has access to staff development offerings, teachers meetings and leadership meetings within the public school.

Other visits, phone calls, e-mails, and monthly newsletters with other Title personnel will provide ongoing support for the Title I teacher assigned at St. Joseph.

NCLB PARENT AND FAMILY INVOLVEMENT CHECKLIST:

- Attach the LEA's Parent Involvement Policy/Procedures
- Date that this document was reviewed and updated: 1/8/2007
- Attach the LEA's Title I school's Parent/Teacher Compact
- Attach a list of the parents that were involved in the development of the LEA application
- Date that this application was developed with parents: 6/19/2007

Title 1 Policy Governing Parental Involvement

School Board Policy: 607

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002
Dates Reviewed: 1/8/2007

Date Revised: 1/8/2007

I. PURPOSE

The purpose of this policy is to encourage and facilitate 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 more effective parental involvement and to revise, if necessary, the district-level and school-level parental involvement policies.

G. 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 1 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 1, 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 1 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 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. The compact will:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in 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 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 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, 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

Moorhead Area Public Schools

Independent School District 152

Elementary School

Home-School Compact

Research Update:
Student achievement increased the most when
HOME & SCHOOL
Have HIGH EXPECTATIONS and GOOD COMMUNICATIONS

Teachers and the Principal will:

- respect and value each child and his/her family
- provide a learning environment that promotes active learning
- assist each child in achieving Minnesota's high standards
- maintain open lines of communication between students & parents
- work with children to resolve conflicts in positive, nonviolent ways
- use available resources to meet student needs and customize instruction

Parents will:

- see that their children attend school regularly & are "on time."
- spend time each day/evening with their child reading, writing & talking
- attend parent-teacher conferences and school events
- help their child to resolve conflicts in positive, nonviolent ways

Students will:

- show respect for other students and adults in the school
- set goals to improve their reading, writing and math skills
- discuss what they're learning at school and homework with parents
- work to resolve conflicts in positive, non-violent ways

We agree to work together in this partnership.

Teacher's Signature _____ Date _____

Parent's Signature _____ Date _____

Student's Signature _____ Date _____

Principal's Signature _____ Date _____

Moorhead Area Public Schools

Independent School District 152

Elementary School

Title I/Basic Skills Program Notification

Date: _____

To the parents or guardians of _____

Moorhead Public Schools will offer a Title I/Basic Skills Program again this year. This is an educational program that provides additional instruction for students in reading and math during a portion of the school day.

Based on assessment data, it is recommended that your child receive instructional support in the area of Reading and/or Math.

If at anytime, you have questions or concerns about your child's progress or questions about these support programs, please contact your child's Classroom Teacher, a Learner Support Teacher or the Building Principal.

Supplementary instruction is scheduled to begin: _____

Sincerely,

Principal Classroom Teacher Learner Support Teacher

Distribution of Title 1 Funds To Title I Schools 2007-2008

Section I Calculation of Basic or Adjusted Per Pupil Funding Unit									
1. Total District K- 12 Enrollment		5,435				**District Level Activities**		**Parent Involvement**	
2. #Free & Reduced		1,569		140				Teach .1 FTE Faye	$3,880
3. District Ave.		29.40%		145	subs	$0			
4. Total Title 1 Funds Requested	**$629,770**	$664,770	**$35,000**	170	Secretary/Tech	$8,000	pam $6448		
5. Basic PPFU		$423.69		185	Non contract	$1,000			$150
				200	Fringe	$1,550			$1,550
6. Will your district serve any eligible school with less than				305	contracted ser	$1,000			
35% eligible students? If yes multiply line 5 by 125%		$530		329	Postage	$0			$200
				366	In Dist Travel	$760			
				367	Staff Dev.	$1,500			$148
Section II Determination of Title I Funds For School Distribution				430	Supplies	$1,000			$370
1. Enter amount of Line #4 of Section I Above			$664,770	555	Equip	$0	Parent Compute		$0
2. Title I Professional Development Set Aside (5-10% required)		5.0%	$31,488		**Total**	**$14,810**			**$6,298**
3. Meeting AYP			$0						
		Total Staff Dev	**$45,500**						
to be set aside to be used for:		**Amt. Remaining**	**$619,270**		Vicki B. .25; Cheri .25				
					Staff Dev.			**N&D 06-07**	**Homeless**
a. Administrative Costs	**$29,858**			140	Teacher	$29,200			$10,870
a1. Admin Set aside (2nd time)	$0			141	Para				
c. Indirect Costs 1.8% 04-05	$15,791			145	subs	$4,000			
d. District Level Activities	**$14,810**			170	Secretary/Tech			$9,750	
e. Parent Involvement Set-Aside	**$6,648**	(1% of grant total)		185	Non contract	$1,000			
f. Homeless Set-Aside	$12,370			200	Fringe	$6,000		$1,320	$1,500
g. Neglected or Delinquent Set-Aside	$11,070			305	contracted ser	$2,000			$0
h. Total Set-Aside	**$90,547**			329	Postage				
				366	In Dist Travel	$1,000			
3. Total TITLE I Funds for school distribution.		**$528,723**		367	Staff Dev.	$1,300			
				430	Supplies	$1,000			
				555	Equip	$0			
					Total	**$45,500**		**$11,070**	**$12,370**

Section III - Distribution of Title I Funds To Target Schools 2005-2006

(1) Name of Target School	(2) percent of School Low-Income Students	(3) Numbers of Low-Income Students In Target School Attendance Area			(4) PPFU -OR-APPFU	(5) AMOUNT TO BE DISTRIBUTED TO SCHOOL	(6) AMOUNT REMAINING
		Public	NonPublic	Total			**$528,723**
Asp	39.70%	758		301	$1,020.00	$307,020	$221,703
Hopkins	35.07%	767		269	$763.55	$205,395	$16,308
St. Joseph - Asp			168	10	$1,020.00	$10,200	$6,108
St. Joseph -Hopkins				8	$763.54	$6,108	$0
							$0
						$16,308	
				570			
RRALC	68.80%	134		70.89			
CCOC	37.50%	16		6			

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TITLE I, PART A – PROGRAM NARRATIVE

1. Describe the students and staff to be served: the services to students and staff and how these services will assist in the LEA in reaching their identified performance target.

Robert Asp is a Targeted Assistance K-5 elementary building; enrollment of 716 with free and reduced percentage of 38.54% on October 1, 2005. Ellen Hopkins Elementary, K-5, is also a Targeted Assistance school, enrollment of 749 with free and reduced percentage of 32.04%. The overall percentage of students who have free and/or reduced meals was 28.8 with an enrollment of 5242 as of Oct. 1, 2005. Title dollars at Asp and Hopkins will be used to support learners at risk through: Title I, Reading Recovery, and ELL teachers who will collaboratively plan with general education teachers and provide instructional support to meet performance targets; supplemental staff development to support curriculum alignment; differentiated instruction, study groups; collaborative planning time to study assessment results and plan appropriate instructional interventions.

2. Describe how your program was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this application), and other appropriate school personnel.

Teachers, principals and administrators reviewed the Title I program model for 2005-06 and decided to continue to support the following prior recommendations:

1. Targeted Assistance elementary schools continue to facilitate learning community development.
2. Targeted Assistance elementary schools implement a continuum of academic support for K-5.
3. Serve most "at risk" students based on Title 1 criteria.
4. All staff work together during common reading and math times.
5. Flexible grouping for reading and math as supplemental support to classroom instruction.
6. Collaboration time of classroom teachers to be inclusive of Learner Support Staff (Title I, ESL, Special Education staff).
7. Title I teachers be an integral part of the assessment team in each building.
8. Assessment data about children's needs and progress drive selection of instructional models and strategies.
9. Title I dollars should be allocated to eligible elementary schools even if the middle or high school became eligible. Review of school eligibility for 2006-07, concurred with prior statement. However, because Horizon Middle School is eligible for funding for 2006-07, it was decided that additional district staff development Title I dollars will be used for math coaching at the Middle School.

3. Describe how your LEA intends to coordinate and integrate services for the following student populations in your LEA (as appropriate):

*** Limited English Proficiency (LEP, ELL, ESL) students**
*** Students with disabilities**
*** Migrant (MEP) students**
*** Neglected or Delinquent students**
*** Students who are homeless**
*** Immigrant students**

1. Supplemental staff development will provide for teaching specialists such as Title I, ESL, and Special Education teachers to improve student learning in reading and math. For example, staff development will be done to support assessment initiatives, analysis of data, implementation of supplementary reading materials. Although Moorhead elementary schools met AYP in math during the 2004-05, Title I will continue to support the district study of and staff development for improving

student learning in math. Moorhead is in it's second year of an AYP/AMAO plan, and chooses to set aside 10% plus for math and reading coaches, support of teachers and principals in data analysis to inform instruction, and supplemental staff development to improve Title I and ESL student learning. A laptop will be purchased for a math coach; projection capability for small instructional spaces used by Title I and ESL teachers will be completed.

2. Title, ESL and Special Education teachers work closely with 1.75 FTE Migrant Liaisons and a Kurdish Liaison to support ESL and Migrant students.

3. The Homeless Liaison is partially supported by Title I dollars.

4. Title I dollars supplement the Neglected and Delinquent grant by supporting student coordination of educational services.

5. Moorhead Summer Programs support students who were eligible for Title, ESL, and Migrant services.

6. Title I Teachers: 8.35 FTE among Robert Asp, Ellen Hopkins, and St. Joseph schools. Ellen Hopkins proposes to pilot an extended day option for selected "at-risk" kindergarten children. The plan includes home-school support from a Title I teacher. The resulting extended day costs will be a cooperative effort between Targeted Services and Title I.

4. Non-Public Services

Allocating Title funds and services to Nonpublic Schools. Please address the following:

- **a) Describe the process for collecting students free and reduced priced lunch eligibility student data**
- **b) Describe Title I services, including where services will take place.**
- **c) Describe the identification of LEA staff providing services**
- **d) Describe the process for supervising LEA staff at the nonpublic sites**

a) At St. Joseph School, families are asked to fill out the same eligibility form for free and reduced meals as the public schools. October 1 is used as the date at which a count is taken. The resident school at which the child would have attended if not enrolled at the private school is determined. If that school is a Title I eligible school, the child is counted. As of Oct. 1, 2005, 19 children were counted, and this figure will be used to calculate the St. Joseph's allocation of Title I funds for 2006-07.

b) Title I services will be provided on site at St. Joseph School in a separate room free of religious artifacts. Coordination and collaboration will take place between the Title I teacher and classroom teachers to facilitate meaningful supplementary classroom support.

c) The teacher to serve St. Joseph was based on the review of staff having approximately the same FTE, as St. Joseph required. The goal was to have someone who was highly qualified and who would not loose efficiency by having to travel between sites. The person who fulfilled the criteria is someone who just completed her Masters degree and has strong skills.

d) The teacher assigned to St. Joseph School is a tenured and highly qualified teacher. The Title I coordinator will consult with the teacher on a monthly basis in conjunction with a visit with the principal.

5. Our LEA does not hire paraprofessionals with Title I Part A funds

6. Targeted Assistance Schools:

a) Student selection criteria used for selection of Title I students.

Along with parent recommendation, information obtained about learners from work sampling, DIBELS testing, Reading/Math Skills Assessment, Measures of Academic Progress and MCA testing will be considered to determine Title I eligibility. The neediest learners will receive services before less needy learners.

b) Describe services to students including the definition of the service model to be used:

Regular education responsible for core curriculum presentation; specialists provide support and additional adaptations in collaboration with other team members.

Model: Moorhead Schools will be in its third year of implementing learning communities for continuous improvement with partnership among specialists and regular education teachers to support student learning.

c) Describe where and when the services will be provided:

In class services during core curriculum presentation; out of class supports driven by student need for supplementary strategies and materials

Summer School supports created to meet needs of students receiving Title I, ESL or Targeted Services after school services.

7. Our LEA does NOT have schools that are approved and operating as School-Wide Programs.

8. Title I Services to K-2 Students

Identify the assessment tool your district will use to measure the progress of students and programs.

DIBELS in K and Grade 1 – improvement demonstrated
Work Sampling results – demonstrated improvement
DRA or QRI – informal reading assessment – improvement demonstrated
Math Skills curriculum assessment – improvement demonstrated
Overall improvement on Measures of Academic Progress (MAP) assessment in reading and math at 2nd Grade from Fall to Spring.

9. Professional Development
All Title I staff are highly qualified

During the 2005-06 school year, Moorhead Schools determined that all teachers of regular and special education, K-12 are Highly Qualified. They have either met High Qualified by having licensure in the subject area of instruction or through the HOUSSE process.

In 2005-06, Moorhead Schools was in it's second year of not meeting AYP. Although it is not known whether Moorhead School has made AYP for 2006-07, more than 10% of the Title I allocation is planned for set-aside in staff development for students at risk.

Four approaches will comprise the staff development set-aside for teachers engaged in supporting at-risk learners. These staff development activities will go beyond and are supplemental to the district-level staff development offered to all staff:

1. Assessment: staff providing supplemental support to at-risk students will receive additional training in diagnostic and progress monitoring assessment in both reading and math. Additional staff development activities and teacher work has been planned as a result of revisions to the AYP School Improvement Plan developed late fall of 2005.
2. Strategies and Materials: staff providing supplemental supports to at-risk students will receive additional training in the implementation of supplementary materials to support student learning in reading and math in conjunction with planning within learning communities. Additional staff development activities and teacher work have been planned as a result of the AYP School Improvement Plan revised late fall of 2005.
3. Model: staff providing supplemental supports to at-risk students will receive additional training regarding how to analyze assessment data of at-risk learners to enable learning communities to better serve all learners. Additional staff development activities and teacher work have been planned as a result of the AYP School Improvement Plan revised late fall of 2005
4. Regular Education Support: four teachers will devote .25 FTE of their time to coaching activities in math and reading to support regular education teachers. Coaching will emphasize how to differentiate instruction for children at risk, and how to interpret assessment information to inform instruction.

Title I, Part D Regular - N or D Prevention / Intervention Composite Budget

MOORHEAD PUBLIC SCHOOL DISTRICT (#0708-0136)

Contact: Deb Pender (218) 284-2230 dpender@moorhead.k12.mn.us

District Number	Finance Code	Program Code	REAP Eligible	Starting Date	Ending Date	Fiscal Year
00152	406	216	No	7/1/2007	6/30/2008	2008

Object Codes	Program Code	FTE/ Hours(h)	Cost (1000)	Total
110	Executive/Managerial	0/0h	$0	$0
140	Licensed Instructional	0/0h	$0	$0
141	Non-licensed Instructional	0.5/0h	$13,466	$13,466
143	Licensed Support	0/0h	$0	$0
144	Non-licensed Support	0.05/0h	$1,215	$1,215
145	Licensed Substitutes	0/0h	$0	$0
146	Subs for non-licensed instructional	0/0h	$0	$0
170	Non-instructional Support	0/208h	$3,012	$3,012
185	Extended Time	0/0h	$0	$0
200	Fringe benefits (all)	0/0h	$2,560	$2,560
305	Consulting Fees/Fees For Services	0/0h	$4,500	$4,500
329	Postage and Parcel Services	0/0h	$0	$0
350	Repairs and Maintenance Services	0/0h	$0	$0
366	Travel, Conventions and Conferences	0/0h	$1,300	$1,300
368	Out-Of-State Travel, Federal Reimbursed	0/0h	$0	$0
398	Chargeback (phone/printing)	0/0h	$0	$0
401	Non-Instructional Supplies/Materials	0/0h	$0	$0
430	Supplies & Materials (non-individualized)	0/0h	$2,500	$2,500
433	Supplies & Materials (individualized)	0/0h	$0	$0
461	Tests & Scoring	0/0h	$0	$0
470	Media Resources	0/0h	$0	$0
490	Food	0/0h	$0	$0
530	Other Equipment Purchased	0/0h	$0	$0
555	Technology Equipment	0/0h	$0	$0
820	Dues and Membership	0/0h	$0	$0
	SUBTOTAL	0.55/208h	$28,553	$28,553
	Indirect Costs (Max. Allowed: 2.0 %) **Max amount allowed: ($571)**			$0
	TOTAL	0.55/208h	$28,553	$28,553

TITLE I, PART D – SUBPART 2 NEGLECTED OR DELINQUENT EDUCATION NARRATIVE

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.)

Section 1. Extent of Need

298 students were enrolled in the West Central Regional Juvenile Center Education Programs during academic year 2006-07. There were 378 enrollment records, accounting for 69 students with multiple placements. Of the total student population, .71 were in the facility for <15 days, .14 for 16-30 days, .11 for 31-90 days and .04 for > 90 days. Students ranged from 11-19 years of age with the majority of students (.71) between the ages of 15-17 years. 1/3 of the students were upperclassmen working on graduation requirements and/or GED preparation. Males were overrepresented in the student population, 3:1. Youth of color were also overrepresented, including Native American (.21), Hispanic (.11), and African American (.07).

Academic Needs

A review of the data indicates that accelerated skill development should be a priority in the current grant cycle. Multiple data sources indicate that 1:3 students are severely deficient in reading skills and 2:3 students are severely deficient in math skills. While formal test results (BST, MCA) were inconclusive due to small sampling size, multiple data points yielded similar results. One in ten students received a passing score on the February, 2006, BST Math Score. Four of six students received a passing score on the BST Reading Test. Nine of eleven students received passing scores on the BST Writing Test. Spring 2006 MCA were consistently below established standards, ie. deficient. 2:3 students fell below the 34th percentile on the NWEA screening in mathematics (Spring, 2007), with 1:3 falling below the 15th percentile in Mathematics, and 1:3 students were below the 34th percentile in Reading. In addition, 1:3 students (06-07) have educational disabilities (EBD, SLD, OHI), and .02 qualify for ELL services.

Mental Health

A review of data indicates that mental heath support should be a focus of the current project. All students were screened for mental health concerns by the treatment team at intake with the Massachusetts Screening Inventory. Results from May, 2007, indicated that 2:3 students had one or more areas of need, including concerns with drugs and alcohol (.23); anger and irritability (.25); depression and anxiety (.16); somatic complaints (.25); suicidal ideation (.14); and thought disturbance (.04). A review of gender differences indicated that males reported more concerns with chemicals and females reported more suicidal ideation.

Transition and Follow Up

Transition and follow up are best practices in work with neglected and delinquent youth. During 2006, the WCRJC Transition Program served approximately 20 students per quarter. Services were provided to students during their placement at the WCRJC and upon discharge. An average of 30 contacts (per individual/per quarter) were made while students were residing in the facility, with an average of seven follow up contacts upon discharge. All of the students (100%) received support services and other resources while residing in the facility. In addition, all of the students received career exploration, life skills and vocational instruction. Results indicate that 2:3 students made successful transitions to the next school, job or institutional site. More than half of the students returned to a community school upon discharge, including 25% of the students registering at an alternative learning program and 27% of the students in a public or private school, respectively. 28% of the students 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, Re Entry Services Project, 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, Re Entry Services Project, 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 emphasizes the importance of educational reform to address the specific needs of high-risk youth. Gaps include the following:

Gap One: Efficient and timely retrieval of student records for educational planning. Records are often difficult to locate. Further, they are often incomplete and outdated.

- Additional services are provided at the Red River Area Learning Center to ensure that records of highly mobile students are retrieved in a timely manner, are updated regularly, and account for all academic work. Records are updated to include all student placements, academic achievement, progress towards graduation, and performance on statewide testing and related standards.

Gap Two: Research based approaches to address the needs of struggling learners

- Provide students with opportunities to accelerate learning. in order to attain proficiency benchmarks, and to meet the same rigorous state standards as age/grade mates. This will include supplemental staff development for teaching specialists at the WCRJC to improve student learning in reading and math.

Gap Three: Research based approaches to ensure that at risk youth graduate from high school and have a solid background for education and training beyond high school.

- 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.

- Transition and Follow Up Services: 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.

- Mentoring: 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.

- Support: 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.

- Supplemental supplies will be purchased as needed.

Gap Four: Strategies to support inclusiveness and to address issues related to diversity.

- 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.

Gap Five: Collaborative processes to address mental health concerns.

- Processes established between education staff and treatment staff to address student needs.
- Representation on Clay County Mental Health Collaborative to advocate for the needs of delinquent and neglected youth.
- Regular meetings with collaborative partners to address gaps in services to address wellness concerns.

Gap Six: Insufficient support resources for students to effectively transition to the community.

- 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 or Neglected and Delinquent students currently available to school personnel and how that has impacted student academic performance.

- Supplemental staff development under Title I Part A will provide for teaching specialists to improve student learning in Reading and Math. For example, Title I Part A specialists will work with WCRJC education staff to support assessment initiatives, analyze data, and identify supplemental reading and math materials that address the needs of the WCRJC student population. Title I will support the WCRJC study of and staff development for improving student learning in Math. Moorhead is in its third year of an AYP/AMAO plan, and chooses to set aside 10% plus for math and reading coaches, support of teachers and principas in data analysis to inform instruction and supplemental staff development to improve Title I and ESL learning.

- The WCRJC educational staff are included in 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 2006-07. 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 2006-07 included:

Crisis Prevention Intervention: During the 2006-07 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.

Common Assessment: As the district has adopted the NWEA district-wide, all staff will participate in additional training during the 2006-07 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: WCRJC staff will attend state sponsored workshops related to students at risk, ie. Care and Treatment Conference. 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.

4. Describe how the Title I, Part D program or programs addressed in this application will be evaluated annually.
The N or D Title I Part D program will be part of continuous improvement process that Title I programs are engaged in district-wide. This will include a site visit by the Manager of Compensatory Programs annually and a review of state/federal reporting documents as required. The Title I specialists in reading, math and assessment will work with the WCRJC team to review testing data and to gage progress towards proscribed benchmarks. The program staff will meet with the WCRJC Program Manager and the Treatment Director monthly. The Title I, Part D program will be part of the agenda. Other specialists will be invited as necessary. In addition, the Clay County Work Group for adjudicated youth will serve as an advisory group for the project. The group will meet quarterly and the project will be included on the agenda. Parent and student feedback will also be solicited annually.

5. Describe how the results of this annual evaluation:

a. Will be used o make programmatic decisions,
Recommendations from groups involved with the continuous improvement process will be reviewed by the WCRJC staff, treatment director and education coordinator monthly. Changes will be implemented as feasible. Recommendations from the group(s) will be brought to the district department of teaching and learning for support.

b. Will impact academic achievement,
Results from the continuous improvement process will guide educational decisions and address the needs of student at the WCRJC, ie: assessment, curriculum selection, teaching strategies, etc. Ongoing assessment will be used to gauge student progress.

c. Will include information and data on use of funds, types of service and students serviced,
A data base will be developed and maintained. Minutes of meetings and other data will be collected and available for review.

d. Will be documented and submitted to MDE upon request.
A data base will be developed and maintained. Minutes of meetings and other data will be collected and available for review.

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 2007-08 Neglected and Delinquent Education Program will include the following:

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

2. 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;

3. 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;

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

5. 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;

6. Support for the WCRJC Education Manager to participate in the Clay County Collaborative Work Group to address wrap around processes (ie. mental health) for neglected and delinquent youth.

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

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

The N and D Program is part of a broader District vision to provide comprehensive programming for youth at-risk in attainment of State standards, transition and follow up. The Neglected and Delinquent Program is consistent with the Moorhead District's mission: " To develop the maximum potential of every learner to thrive in a changing world. The 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 supervise the WCRJC education program and the N or D Project. 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 special education facilitator from the district special education office will work with the WCRJC staff weekly to ensure full compliance with due process requirements. This facilitator also works with the ALC and has helped improve the reintegration of some Moorhead student into the ALC. There is also a school psychologist assigned to the building that completes evaluations and provides mental health diagnostic services.

The WCRJC staff will participate in a peer review of special education records at the WCRJC, under the direction of the special education facilitator. Corrective action plans will be reviewed on a monthly basis by the program coordinator, treatment director and district specialists as needed.

The Special Education Director and the WCRJC Education Coordinator will continue to work with the staff to ensure a continuous improvement process is in place related to programming and due process for all students attending WCRJC.

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

Title II, Part A
2007-2008

Teacher(s)/Class Reduction	STEP/LANE	FTE	3% Salary	FICA .0765	TRA 0.05	WC .0075	Grp Life	5% HEALTH	TOTAL
Sue Knorr	MA 30 14	1	$63,826	$4,883	$3,191	$479	$84	$10,037	$82,500
Diane Thiel	BA 70 14	1	$63,110	$4,828	$3,156	$473	$84	$10,037	$81,688
Lisa Seljevold	MA 20 13.5	1	$59,403	$4,544	$2,970	$446	$84	$5,086	$72,533
Staff Dev. Coaches		Sub Total	**$186,339**	**$14,255**	**$9,317**	**$1,398**	**$252**	**$25,160**	**$236,720**
							Benefits	**$50,381**	
Missy Eidsness-Title II	MA 30 12	1	$60,869	$4,656	$3,043	$457	$84	$0	$69,109
Vicki Breneman-Title II SGR	MA 30 14	0.25	$15,912	$1,217	$796	$119	$21	$1,271	$19,337
Shannon Rieder - Title II SGR	MA 30 14	0.25	$15,912	$1,217	$796	$119	$21	$2,509	$20,575
			$92,694	**$7,091**	**$4,635**	**$695**	**$126**	**$3,781**	**$109,022**
							Benefits	**$16,328**	

	Total Teacher Salary	**$279,032.66**	
	Building Benefits	**$50,381**	Building level only
	Total Teacher Benefits	**$66,709**	Building level + Coaches
	Total Benefits	**$66,709**	Total teacher; sub; extra contract

$50,381 Teacher;sub;extra - Vicki)

Total Teachers **$345,742**

Non Public Participation

1. Amt of Title II funds plan to spend on professional dev in 07-08	$115,442		
2. Enter the total K-12 enrollment for your LEA in SY 06-07	**5336**		call 2/12/07
(public and non-public) as listed on your SY 06-07 entitlement .			430
sheet on Line 2	**5934**		168
3. Divide Line 1 by Line 2 and enter the amount on Line 3	$19		
4. Enter your LEA's total Eisenhower Professional Development			
allocation in SY 2001-2002 on Line 4	$36,880		
5. Enter the amount of federal Class Size Reduction (Fin. Code 416) funding			
expended on professional development in SY 2001-2002	$0		
6. Add Line 4 and Line 5 and enter the sum on Line 6	$36,880		
7. Enter the total K-12 enrollment for your LEA in SY 2001-2002			
(public and non-public) as listed in 2001-2002	6,450	St. Joe's	
8. Divide Line 6 by Line 7 and enter the amount on Line 8.		**$3,268**	
This is the "hold harmless" per pupil amount for professional development.	$6		
9. Enter the larger of Line 3 and Line 8 on Line 9. This is the minimum per .	**$19**		
pupil amount that must be used to support services to non-public personnel		P.C.	
under Title II, Part A in SY 2005-2006		**$8,365**	

Other Staff Dev. Activities

145 Substitutes			$1,500
185 Teacher work analyze data; instruction			$2,000
185 Non Contract - St. Joe's staff dev.			**$400**
200 Benefits			$455
305 consultant - Barb Hexum			$0
200 Benefits - St. Joe's (Judy)			**$48**
305 consultant - St. Joe's sfaff			**$1,233**
305 consultant - Park Christian			$0
366 staff dev			$0
366 staff dev. - St. Joe's			**$1,587**
366 staff dev. - Park Christian			$0
430 Supplies & Materials			$2,465
	Excludes private	**Sub Total**	**$4,420**
	Includes Private	**Total**	**$353,430**

TITLE 11 FUNDS AVAILABLE			**$282,828**
Carry Over	$70,602.00	available;	$70,602
Total Amt. Available			**$353,430**
185 non contract	**$400**		$0
200 benefits	**$48**		
305 pay staff	**$1,233**		
366 staff dev	**$1,587**	$3,268	
305 pay staff			
366 staff dev			

TITLE II, PART A TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND PROGRAM NARRATIVE

Section I. Needs Assessment

1. Taking into consideration the academic needs of your students, describe your LEA's most pressing needs for professional development and hiring so as to ensure that your teachers have the means, including subject matter to knowledgeable and teaching skills, and your principals have the instructional leadership skills to provide students with the opportunity to meet challenging State and local student academic achievement standards. Be sure to consider the eligible non-public personnel in this assessment.

All teachers will be part of the continuous improvement process in each school. Teachers will use a collaborative process to set goals for their students' classroom, examine student work and determine promising instructional strategies that will affect student learning in each classroom. These practices will be tied to district and building SMART goals. Teachers will continue the process to integrate content areas into a balanced literacy framework and refine alignment of math standards. Due to consideration of the levels of achievement in mathematics, teachers will be provided the opportunity for training using Everyday Math curriculum and other researched mathematics programs and strategies. Our schools will have a curriculum that is well integrated and articulated throughout the entire school district K-12. Teachers will be part of professional learning activities that determine the essential curriculum, targets and common assessments for each department/grade level.

2. Describe the process to conduct your LEA's needs assessment for Title II, Part A. Be sure to include information on the composition of the team involved in the process and how the needs assessment was conducted through a collaboration of teachers, paraprofessionals, principals, other relevant school personnel and parents.

The needs assessment was conducted by teachers and administration to determine the best placement and utilization of staff to provide the best environments for student learning. The process was conducted by a team of teachers and building administration assessing the needs of students through achievement scores and other assessment information. A team of teachers also examined the reading and math scores, standards and classroom assessments to determine the needs of individual buildings.

The needs assessment was conducted as a part of the continuous school improvement. As a continuing part of the needs assessment, we are using Newman's framework (as delineated by Beth Aune) to examine our structure, culture and capacity to enhance student learning in Moorhead Area Public Schools.

Section II, Program Description

1. Using the Needs Assessment as the basis for local decisions, describe the main activities your LEA will conduct using Title II, Part A funds. For each activity, please include an explanation of how the proposed activity will support implementation of challenging content and academic achievement standards, be based upon scientifically based research, and be expected to have a strong measurable, and positive impact upon student achievement.

The funding will be used to maintain a smaller class size, instructional coaching and for collaborative processes for schools based upon a continuous school improvement model to include professional development activities for goal setting, team work, curriculum alignment, examining student work, analyzing and interpreting data, common assessment, and setting intervention strategies using promising practices. Our schools are developing professional learning communities to develop a culture where student learning is at the core. The development of this learning organization is at the core of the activities that will take place during the school year. As part of this emphasis of a learning organization, the emphasis will be examining student work, secondary reading collaborative effort and curriculum alignment in common reading, math, science and social studies standards. Funding will also be utilized to develop common assessments in reading, math and writing.

2. Class Size Reduction. If your LEA plans to use any Title II, Part A funds for class size reduction, the following information is required:

School	Grade	Reason	FTE CRS	# Students	Classrooms	Class Size Without CSR	Class Size With CRS
R Asp	1	A	1	129	5	25.80	21.50
Hopkins	1	B	1	113	4	27.75	22.20
R Asp	2	A	1	123	4	30.50	24.40

3. High Quality Professional Development. Please describe your LEA's overall plan for professional development in SY 2005-06. List each proposed activity supported by Title II, Part A. If applicable, include information on activities proposed to benefit personnel in non-public schools. For each proposed activity, provide a description of how the activity satisfies the definition of "high quality professional development" in Section 910(34) of ESEA, particularly by demonstrating that it is not a one-time or short-term activity disconnected from the rest of the professional development plan.

The activities in #1 reflect the idea of high quality job embedded ongoing professional development. The activities described will allow for teachers working together developing expertise over time.

4. Other Title II, Part A Activities. If your LEA plans to use Title II, Part A funds for any other authorized activity, provide a description of each activity including who will benefit, the goal of the activity, and the connection to your needs assessment.

We have not used funds for any other purpose.

5. Coordination with Federal, State, or Local Professional Development Activities. Please describe how your LEA will coordinate Title II, Part A professional development activities with other federal, state, and local resources.

As our school and district develop goals that will center on student learning and reculturing, all local, state and federal staff development funds are being expended to develop a process for professional learning communities and developing goals that are specific, measurable, attainable, results oriented and time bound. A core of teachers has been trained and all funds will be used for all the aspects of developing the capacity of all teachers to be part of the continuous improvement process. Teachers will meet and work in learning teams vertically (K-12) and by grade level during the year. This will provide added opportunity for all teachers to have common understanding of the curriculum, standards, and assessment.

Section 3 Non-Public Participation (If Applicable)

1. Administrative Control. Please describe the process your LEA ha instituted to ensure that the LEA ALWAYS retains administrative control of the Title II, Part A funds.

The ESEA Coordinator meets monthly with the principal of St. Joseph School to ensure that information is shared, to take input from the principal regarding goals, activities, materials to purchase and staff development desired. Park Christian chooses not to participate. The Title I coordinator orders all materials/supplies and arranges for all staff development activities, e.g. registration, reimbursement of expenses, consultative time, etc.

2. Services. Describe the services the LEA will provide with these funds.

Staff from the private school are invited to district staff development activities; LEA register private school staff for staff development activities related to core content support of at-risk students; LEA pays for consultative time of St. Joseph's staff.

Title III Regular - Limited English Proficient Students Composite Budget

MOORHEAD PUBLIC SCHOOL DISTRICT (#0708-0136)

Contact: Sarah King (218) 284-3724 sking@moorhead.k12.mn.us

District Number	Finance Code	Program Code	REAP Eligible	Starting Date	Ending Date	Fiscal Year
00152	417	205	No	7/1/2007	6/30/2008	2008

Object Codes	Program Code	FTE/ Hours(h)	Cost (1000)	Total
110	Executive/Managerial	0.05/0h	$4,272	$4,272
140	Licensed Instructional	0/0h	$0	$0
141	Non-licensed Instructional	1/0h	$17,864	$17,864
143	Licensed Support	0/0h	$0	$0
144	Non-licensed Support	0/0h	$0	$0
145	Licensed Substitutes	0/27h	$800	$800
146	Subs for non-licensed instructional	0/0h	$0	$0
170	Non-instructional Support	0/0h	$0	$0
185	Extended Time	0/0h	$16,631	$16,631
199	Salary Adjustments	0/0h	$0	$0
200	Fringe benefits (all)	0/0h	$5,900	$5,900
305	Consulting Fees/Fees For Services	0/0h	$3,000	$3,000
329	Postage and Parcel Services	0/0h	$0	$0
350	Repairs and Maintenance Services	0/0h	$0	$0
360	Transportation Contracts with Private or Public Carriers	0/0h	$0	$0
365	Interdepartmental Transportation (Chargeback)	0/0h	$0	$0
366	Travel, Conventions and Conferences	0/0h	$689	$689
368	Out-Of-State Travel, Federal Reimbursed	0/0h	$0	$0
389	Staff Tuition Reimbursement	0/0h	$0	$0
390	Payments for Educational Purposes	0/0h	$0	$0
391	Payments to Minnesota School Districts (Cost Sharing Agreements)	0/0h	$0	$0
394	Supplemental Services/Field Trips	0/0h	$0	$0
398	Chargeback (phone/printing)	0/0h	$0	$0
401	Non-Instructional Supplies/Materials	0/0h	$0	$0
430	Supplies & Materials (non-individualized)	0/0h	$804	$804
433	Supplies & Materials (individualized)	0/0h	$0	$0
460	Textbooks and Workbooks	0/0h	$0	$0
461	Tests & Scoring	0/0h	$0	$0
470	Media Resources	0/0h	$0	$0
490	Food	0/0h	$0	$0
530	Other Equipment Purchased	0/0h	$0	$0
555	Technology Equipment	0/0h	$0	$0
820	Dues and Membership	0/0h	$0	$0
	SUBTOTAL	1.05/27h	$49,960	$49,960
	Indirect Costs (Max. Allowed: 2.0 %) **Max amount allowed: ($999)**			$0
	TOTAL	1.05/27h	$49,960	$49,960

TITLTE III, PART A – PROGRAM NARRATIVE

1. Provide an overview of how your LEA will use Title III funds to supplement existing federal and state programs serving English Language Learners. Explain, as necessary, current programming in order to demonstrate the supplemental use of Title III funds.

ELLs are placed in regular education classes. Depending upon level of English proficiency and length of time in the dominant English culture, they are supported in the classroom with ESL teacher consultation, or served with varying amounts of out-of-classroom-support with the ESL teacher. Type and intensity of services is dependent upon the ESL teacher's judgment based on review of the learner's history, academic performance in the classroom, performance on the MAP, and results of the TEAE or Woodcock Munos Test of Emerging English.

Because of no Migrant school year dollars and severe reduction of Title V dollars in 2007-2008, two Home-School liaisons, one from Migrant (Hispanic) and one funded (Kurdish) through Title V, will be funded through Title II. They will assist in Home-School relationships and communication for Moorhead's two minority language groups. Moorhead Schools contributes through Title II dollars, to the support of Metro Interpreter Resource Center (MIRC). Because of MIRC, Moorhead Schools has access to people who speak a variety of languages for better communication with families.

Additional supplementary materials will be purchased as needed for core curriculum.

2. Describe required professional development activities using Title III dollars designed to address LEP issues. What are the LEA's strategies for providing ongoing, sustained professional development regarding LEP students for ESL teachers, mainstream teachers, principals, administrators, paraprofessionals and other staff?

All teachers will be a part of the learning community/continuous improvement process in each school. Teachers will use a collaborative process to set goals for their classroom, examine student work and determine promising instructional strategies that will affect student learning in each classroom, school and the district. Teachers will complete the process of aligning reading and math standards, and begin the process of aligning science and social studies standards. ESL teachers will provide essential input into the process. Title III dollars will be used to provide staff development for classroom teachers and ESL teachers in effective strategies for teaching ELLs in the regular setting.

NCLB/ESEA CONSOLIDATED APPLICATION
Title III, Part A – Programs/Activities

How many programs/or activities does Title II support? 3

Name of project or activity: ESL bilingual Home-School Liaisons

a) Describe the program or activity and the performance it supports.

Support for ELLs in the funding of two Home-School Liaisons.
The Home-School Liaisons support Goals 1 & 2.

b) Describe how the data from your needs assessment influenced your decision to provide the program or activity.

Moorhead Schools need to provide a variety of support to enable communication between home and school. Funding the two liaison positions through Title III is one initial way in which communication can continue through bilingual support.

c) Describe how the effectiveness of the program or activity will be evaluated.

Increase in student achievement as measured by curriculum-based assessment, MAP and TEAE.
Parent Survey

d) Describe the anticipated timeline of the program or activity.

The bilingual Home-School Liaisons will continue their employment during the 9 months of the 2007-2008 school year.

e) Describe how the budget supports the program or activity including specifics from the budget summary.

Funding of the bilingual Home-School Liaisons (Object Code 185) at the district level.

NCLB/ESEA CONSOLIDATED APPLICATION
Title III, Part A – Programs/Activities

Name of project or activity: Materials and Supplies

a) Describe the program or activity and the performance it supports.

This year's Title III dollars will purchase supplementary materials related to core curriculum and additional materials related to supporting ESL students in the classroom, as a supplement to what the district supports.

Supports Performance Goals 1 & 2.

b) Describe how the data from your needs assessment influenced your decision to provide the program or activity.

As ESL teachers will need additional materials that the building cannot supply to better support their learners. As staff development for regular education teachers occurs, additional materials may be needed to supplement students in the regular education setting.

c) Describe how the effectiveness of the program or activity will be evaluated.

Having appropriate materials, software and computers to individualize curricular supports for students improves achievement.

d) Describe the anticipated timeline of the program or activity.

3 months

e) Describe how the budget supports the program or activity including specifics from the budget summary.

Line item for supplies in the budget (Object Code 430).

NCLB/ESEA CONSOLIDATED APPLICATION
Title III, Part A – Programs/Activities

Name of project or activity: ESL Model and Staff Development

a) Describe the program or activity and the performance it supports.

Activity supports Goals 1, 2 & 5.
Based on study of Moorhead's ESL program in comparison with other programs examined, develop: integrate ESL model within school learning communities; provide classroom teacher and ESL teacher staff development to support ELLs within the content areas in the classroom.

Activity will include regular education teachers, reading specialist, Instructional Assessment Coach and building-level leadership.
Support the development of learning communities within schools to support learners.

b) Describe how the data from your needs assessment influenced your decision to provide the program or activity.

Based on LEP student MCA and TEAE achievement results, we know that supporting ELLs in the content areas in the classroom provides better student achievement than a traditional ESL pull out model.

The district has adopted the philosophy that small learning communities support student achievement. The ESL program must be an integral part of those communities to support the learners and teachers toward improvement in achievement.

Cummins makes a distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Research suggests that it takes 1-2 years for a student to develop BICS, but 5-7 years, some research says 10 years, to develop CALP. It is crucial that we discover how to support students in their transition between BICS and CALP in the classroom setting, and to improve academic achievement.

Learning communities, effectively implemented, have been shown to improve student achievement

c) Describe how the effectiveness of the program or activity will be evaluated.

Product: ESL teacher support in reading and math aligned with TESOL and MN Graduation Standards
Formation of learning communities.
Implementation of strategies & approaches in the classroom.
TEAE & MCA results.

d) Describe the anticipated timeline of the program or activity.

To provide staff development and ongoing support of the staff development, it is estimated that the activities will take 7 months during the school year to implement.

e) Describe how the budget supports the program or activity including specifics from the budget summary.

• Substitute teachers (Object Code145) will be needed to support teachers when they attend staff development activities & ESL group meetings (ESL and regular education teachers participating in group work); non contract funds (Object Code185) to support work done after contract hours; staff development travel dollars (Object Code 366).

TITLE III, PART A - PROGRAM NARRATIVE (CONTINUED)

2. Type of Program: Please indicate what type of program you will adopt for serving ELLs. Check all that apply. These programs are known by various names, the most common names for each program type are listed below.

☐ Two-Way Immersion/Dual Language – A native English-speaking group and a non-English group (e.g. Spanish speakers) are both taught academic content in both languages for an extended period of time. Both groups develop academic proficiency in both languages.

☐ One-Way Immersion/Language Immersion – The primary target students are native English language speakers. The primary goal is to be proficient in a foreign language, to master subject content taught in a foreign language, and to acquire an understanding of and appreciation for other cultures. About half of class time is spent on learning in the foreign language.

☐ Transitional Bilingual Education – ELL receive academic instruction for the L1 for part of the day. For the remainder of the day, they receive ESL taught traditionally, with the focus on language, plus some mainstream classes. As English proficiency increases, instruction through L 1 decreases. The program lasts 2-4 years.

☑ ESL Pullout – Students attend mainstream classes for much of the day and also meet separately for about 3-10 hours a week in small groups with an ESL instructor who focuses on language development.

☑ Content-Based ESL – ELL receive ESL instruction, taught by ESL licensed teacher, in preparation for grade-level content instruction in English. The emphasis is still on language development, but augmented with academic subject matter vocabulary and beginning concepts.

☑ Sheltered English Instruction – ELL are taught academic content in English by content licensed teacher. However, the English language used for instruction is adapted to proficiency level of the students. While the instruction focuses on content, sheltered English instruction also promotes English language development.

☐ Structured English Immersion – ELL are taught subject matter in English by content licensed teacher who is also licensed in ESL or bilingual education. The teacher is proficient in the first language of the student. Students may use their native language for clarification, but the teacher uses only English. No ESL instruction is provided in this model.

☐ Newcomer Program - Newly-arrived immigrants from a variety of countries, having limited or no English proficiency, are taught all day in English (and in the L1 when possible). The emphasis is on academic and transitional needs, including the acquisition of social and survival English, beginning literacy, and integration into the culture of the American school. The program may last six months to one year.

☑ Collaborative Model – ELL receive instruction in the mainstream setting with ESL or language support. Collaboration involves joint planning, instructional delivery, and evaluation of instructional practices, student results and performance. This allows the mainstream teacher and ESL/bilingual staff the opportunity to focus on the ELL's individual learning needs in the same classroom with their mainstream classmates.

☐ Other – Please describe, including the duration and intensity of the program.

Title IV, Part A - Safe and Drug-Free Schools & Communities Act Composite Budget

MOORHEAD PUBLIC SCHOOL DISTRICT (#0708-0137)

Contact: Lynne Kovash (218) 284-3315 lkovash@moorhead.k12.mn.us

District Number	Finance Code	Program Code	REAP Eligible	Starting Date	Ending Date	Fiscal Year
00152	433	206	No	7/1/2007	6/30/2008	2008

Object Codes	Program Code	FTE/ Hours(h)	Cost (1000)	Total
110	Executive/Managerial	0/0h	$0	$0
140	Licensed Instructional	0/0h	$0	$0
141	Non-licensed Instructional	0/0h	$0	$0
143	Licensed Support	0/0h	$0	$0
144	Non-licensed Support	0/0h	$0	$0
145	Licensed Substitutes	0/0h	$0	$0
146	Subs for non-licensed instructional	0/0h	$0	$0
170	Non-instructional Support	0/0h	$0	$0
185	Extended Time	0/0h	$0	$0
199	Salary Adjustments	0/0h	$0	$0
200	Fringe benefits (all)	0/0h	$2,887	$2,887
305	Consulting Fees/Fees For Services	0/0h	$10,547	$10,547
329	Postage and Parcel Services	0/0h	$0	$0
350	Repairs and Maintenance Services	0/0h	$0	$0
360	Transportation Contracts with Private or Public Carriers	0/0h	$0	$0
365	Interdepartmental Transportation (Chargeback)	0/0h	$0	$0
366	Travel, Conventions and Conferences	0/0h	$0	$0
368	Out-Of-State Travel, Federal Reimbursed	0/0h	$0	$0
389	Staff Tuition Reimbursement	0/0h	$0	$0
394	Supplemental Services/Field Trips	0/0h	$0	$0
398	Chargeback (phone/printing)	0/0h	$0	$0
401	Non-Instructional Supplies/Materials	0/0h	$0	$0
430	Supplies & Materials (non-individualized)	0/0h	$1,124	$1,124
433	Supplies & Materials (individualized)	0/0h	$0	$0
460	Textbooks and Workbooks	0/0h	$0	$0
470	Media Resources	0/0h	$0	$0
490	Food	0/0h	$0	$0
530	Other Equipment Purchased	0/0h	$0	$0
555	Technology Equipment	0/0h	$0	$0
820	Dues and Membership	0/0h	$0	$0
	Object Codes allowable only if Flexed to eligible titles.			
391	Payments to School Districts (Cost Sharing Agreements)	0/0h	$0	$0
	SUBTOTAL	0/0h	$14,558	$14,558
	Indirect Costs (Max. Allowed: 2.0 %) **Max amount allowed: ($291)**			$0
	TOTAL	0/0h	$14,558	$14,558
	Total percent of the budget flexed to other titles: 0.00%			

TITLE IV, NEEDS ASSESSMENT

2. Summary of Needs Assessment and Interpretation of Data Based on the sources of data checked in #1, provide a one to three page summary interpreting the findings of your comprehensive assessment. A needs assessment summary should include discussion of:

a) Data relevant to BOTH alcohol, tobacco and other drug use and violent attitude and or behavior, including data regarding specific drug trends, or specific violent behavior (bullying, weapons offenses, harassment; etc.).

b) Any significant increases or decreases in BOTH alcohol, tobacco, and other drug use, and violent attitude and/or behavior data.

Information from the MSS (2004) indicates 26% of the males and 35% of 9th grade females; 60% male and 50% of 12th grade females have reported using alcohol products during the past 30 days. While the needs are showing a slight decline the percentage continues to remain high.

The use of marijuana, (17% of 9th grade males, 15% of 9th grade females) and (43% of 12th grade males, 30% of 12th grade females) also indicates a need in the area of drug use at Moorhead High School.

Information from the Disciplinary Incident Reporting System (DIRS) shows Horizon Middle School had 4 incidents with illegal drugs in 04-05, 6 incidents in 05-06 and 0 incidents in 06-07. The incidents requiring the most administrative intervention was disruptive/disorderly conduct/insubordination and fighting. Moorhead High School data shows similar trends to the Middle School with the most frequent incidents of disruptive/disorderly conduct/insubordination and fighting.

Moorhead High School will utilize a Student Assistance Model incorporating outside agencies and support staff to implement preventive and responsive services targeted to reducing incidents of alcohol and other drug use. Horizon Middle School will be involved with Positive Behavioral Interventions and Support (PBIS) training through the Minnesota Department of Education. The elementary schools will utilize the Second Step Curriculum and Responsive Classroom model correlated closely with a comprehensive student assistance model.

TITLE IV, COMMUNITY COORDINATION

1. Describe how the Applicant will notify the community of the intent to make application, and how it will publicly report progress toward the attainment of stated goals.

School board reports, School board minutes, Parent/Teacher Advisory Committee and School District Newsletters

Before submission of the application, the Applicant afforded a reasonable opportunity for public comment on the application and considered such comment, if any [Section 9306(a)(7)].

2. Describe how the Applicant will coordinate programs funded under SDFSCA with other state and local programs (including community coalitions) for drug and violence prevention.

The programs are coordinated through the local county collaborative, consisting of school district and community members.

TITLE IV, PARENTAL INVOLVEMENT

1. Describe how parents have provided input in developing the application and how you plan to engage and promote the involvement of parents during the school year.

Parents are involved through the advisory committee and through each school's parent/teacher advisory committee (PTAC)

Parents are consulted according to the district and school discipline handbooks when students are violent or have known issues with substance abuse.

Interventions are designed with the input of the parents and are chosen to have positive impact for the whole family system.

TITLE IV, PROGRAM SUMMARY

PROGRAM SUMMARY

The program is an integral part of district-wide student assistance and policy development. The schools will continue to offer assistance to students, families and staff through intervention, education and post-vention activities.

The various data collection programs: DIRS, Minnesota Student Health Surveys and district data collections will assist with continued needs assessment and programming.

TITLE IV, FUNCTION OF THE ADVISORY COUNCIL

FUNCTIONS OF THE ADVISORY COUNCIL

1. The Advisory Council must address the following items. Advisory Council minutes must be kept on file.

2. Advisory Council's involvement in reviewing the application, progress reports, evaluations, etc. will be documented by:
The committee's agenda, minutes and reports.

3. Provide the proposed dates for the advisory council meetings

Monday, September 24, 2007
Monday, November 26, 2007
Monday, February 25, 2008
Monday April 21, 2008

TITLE IV, OUTCOME GOALS

Impact and Process Goal Number 1
1. ATOD use-behavior
Decrease in the number of students using alcohol and marijuana during the past 30 days.

2. What is the percentage of change you expect across program participants? 5%

3. By when is the change expected to occur? 6/2007

Impl. Date	**Program**
6/1/2000	Responsive Classroom
6/1/2007	Second Step
6/1/2007	PBIS

4. Methods of Measurement

Minnesota Student Survey data
Pre/post program record reviews

5. Who will collect the data?
Counselors, Building Administrators

6. When will the data be collected?
2007

MOORHEAD PUBLIC SCHOOL DISTRICT (#0708-0136)

Contact: Sarah King (218) 284-3724 sking@moorhead.k12.mn.us

istrict Number	Finance Code	Program Code	REAP Eligible	Starting Date	Ending Date	Fiscal Year
00152	415	207	No	7/1/2007	6/30/2008	2008

bject odes	Program Code	FTE/ Hours(h)	Cost (1000)	Total
110	Executive/Managerial	0/0h	$0	$0
140	Licensed Instructional	0/0h	$0	$0
141	Non-licensed Instructional	0/0h	$0	$0
143	Licensed Support	0/0h	$0	$0
144	Non-licensed Support	0/0h	$0	$0
145	Licensed Substitutes	0/0h	$0	$0
146	Subs for non-licensed instructional	0/0h	$0	$0
170	Non-instructional Support	0/0h	$0	$0
185	Extended Time	0/68h	$2,000	$2,000
199	Salary Adjustments	0/0h	$0	$0
200	Fringe benefits (all)	0/0h	$1,000	$1,000
305	Consulting Fees/Fees For Services	0/0h	$0	$0
329	Postage and Parcel Services	0/0h	$0	$0
350	Repairs and Maintenance Services	0/0h	$0	$0
360	Transportation Contracts with Private or Public Carriers	0/0h	$0	$0
365	Interdepartmental Transportation (Chargeback)	0/0h	$0	$0
366	Travel, Conventions and Conferences	0/0h	$0	$0
368	Out-Of-State Travel, Federal Reimbursed	0/0h	$0	$0
389	Staff Tuition Reimbursement	0/0h	$0	$0
390	Payments for Educational Purposes	0/0h	$0	$0
394	Supplemental Services/Field Trips	0/0h	$0	$0
398	Chargeback (phone/printing)	0/0h	$0	$0
401	Non-Instructional Supplies/Materials	0/0h	$1,000	$1,000
430	Supplies & Materials (non-individualized)	0/0h	$4,531	$4,531
433	Supplies & Materials (individualized)	0/0h	$0	$0
460	Textbooks and Workbooks	0/0h	$0	$0
461	Tests & Scoring	0/0h	$0	$0
470	Media Resources	0/0h	$0	$0
490	Food	0/0h	$0	$0
530	Other Equipment Purchased	0/0h	$0	$0
555	Technology Equipment	0/0h	$0	$0
820	Dues and Membership	0/0h	$0	$0
	Object Codes allowable only if Flexed to eligible titles.			
391	Payments to School Districts (Cost Sharing Agreements)	0/0h	$0	$0
	SUBTOTAL	0/68h	$8,531	$8,531
	Indirect Costs (Max. Allowed: 2.0 %) **Max amount allowed: ($171)**			$0
	TOTAL	0/68h	$8,531	$8,531
	Total percent of the budget flexed to other titles: 0.00%			

TITLE V – INNOVATIVE PROGRAMS PROGRAM NARRATIVE

Program Description

1. How were your Title V program activities determined?

The Title V goals and objectives were planned by the district staff development committee, administrators & teachers.

The staff development committee is composed of teacher representatives from elementary, junior and senior high, support staff representatives, building and central administrative representatives. Community education representatives and school board representatives are also a part of the committee.

Consultation with technology department regarding collection and analyzing of data to drive instruction.

2. Describe how the Title V initiatives are tied to promoting challenging academic achievement standards.

Support of DIBELS license for assessment of K-6th grade students.
Technical support subscription for a fluency reading program, Read Naturally.
Staff development and support of collaboration among teacher groups to use data to improve instruction.

3. Describe how the Title V activities will improve student academic achievement.

Analysis of data from DIBELS helps drive instruction for at risk learners.

Read Naturally improves reading fluency and comprehension for at-risk learners.

Staff development to improve use of data to drive instruction

4. Describe how the Title V activities are part of an overall education reform strategy.

Data entry and analysis, at all levels within the district, is a strategy which will reform the way we think about accountability in learning for students in Moorhead, particularly those students at risk of not meeting MN standards.

Read Naturally engages at-risk learners to increase reading fluency which improves reading comprehension.

TITLE V – INNOVATIVE PROGRAMS PROGRAM NARRATIVE

Evaluation Plan

1. Describe how the Title V programs addressed in this application will be evaluated annually.

Improved learning for all groups as a result of data input and analysis.
Improved reading fluency and comprehension.
Improved use of data to drive instruction.

2. Describe how the results of this annual evaluation:

a. Will be used to make programmatic decisions.
b. Will impact academic achievement.
c. Include information and data on use of funds, types of service and students served
d. Will be documented and submitted to MDE upon request.

Results of evaluation will determine whether the district continues to use DIBELS for young learners.

Results will be collected from each source described to compile a report containing the information and data on the use of funds, types of services and students served and effects on academic achievement. The report will be on file in the office of Learner Support Services, Sarah King.

TITLE V – NONPUBLIC SCHOOL PARTICIPATION INFORMATION PART I

Non-Public Services

1. Administrative Control. Please describe the process the LEA has instituted to ensure that the LEA ALWAYS retains administrative control of the Title V funds ad any materials purchased with these funds.

The ESEA Coordinator meets monthly with the principal of St. Joseph School to ensure that information is shared, to take input from the principal regarding goals, activities, materials to purchase and staff development desired. The Title I coordinator orders all materials/supplies and arranges for all staff development activities, e.g. registration, reimbursement of expenses, consultative time, etc.

2. Services. Please describe the nonpublic services the LEA will provide with these funds.

St. Joseph in consultation with the LEA, will purchase media subscription services and instructional materials.

Determining Non-Public Per Public Enrollment

This information is on your LEA's most recent entitlement sheet.

1.	Total Number of Public School students (MARSS)	5336
2.	Total Number of Non-Public students (ED-00027)	598
3.	Total enrollment	5934
4.	Title V Budget	$8,531
5.	Line 4 (entitlement) divided by line 3 (enrollment)-PPFU	$1.44

Department of Business Services
Moorhead Area Public Schools

Memo B.07.037

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services MW

DATE: June 18, 2007

RE: Dairy and Bakery Bids

Bids have been received for the 2007-08 dairy and bakery products. The bid summaries are attached. The low bidders are Dean Foods/Land O'Lakes and Pan O Gold Baking Company.

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

Suggested Resolution: Move to accept the dairy bid, in the amount of $200,000, received from Dean Foods/Land O'Lakes and the bakery bid, in the amount of $29,000, received from Pan O Gold Baking Company.

MHW:mde
Attachment

TO: Mark Weston
FROM: Mary Bonemeyer mb
RE: 2007-08 Dairy and Bakery Bids
DATE: June 18, 2007

Attached are the 2007-08 dairy and bakery bid summaries. The low bidders are Dean Foods/Land O Lakes and Pan O Gold Baking Company. The milk prices are .04 (30%) higher per carton than last year. The contract value is $200,000 for dairy and $29,000 for bakery products.

2007-2008 MILK BID SUMMARY

QUANTITY	DESCRIPTION	CASS CLAY	DEAN FOODS
	1. Half Pint Size 1.0% Butterfat Strawberry/carton	.186	NA
	2. Half Pint Size 1.0% Butterfat White/carton	.185	.17
	3. Half Pint Size 2.0% Butterfat White/carton	.189	.18
	4. Half Pint Size Fat Free White/carton	.176	.166
	5. Half Pint Size Fat Free Chocolate/carton	.189	.175
	6. Half Pint Size Lactose Free/carton	.46 - FIRM	.45
	7. 2.0% Milk, Gallon	3.66	2.92
	8. Pt. - Whipping Cream	1.44	1.20 - FIRM
1,750	9. Shake Mix-Vanilla - 1/2 Gallon	2.28 - FIRM	1.90 - FIRM
1,100	10. Shake Mix-Chocolate - 1/2 Gallon	2.38 - FIRM	1.90 - FIRM
1,100 BX	11. Novelties, 2 Dozen Per Box		
	A. Dixie Cups Ice Cream	7.95 - FIRM	5.25 - FIRM
	Sherbet	7.85 - FIRM	4.60 - FIRM
	B. Creme Freeze	6.85 - FIRM	NA
	C. Fudgesicles	6.95 - FIRM	4.60 - FIRM
	D. Cheerios	8.45 - FIRM	5.25 - FIRM
	E. Ice Cream Sandwiches	7.95 - FIRM	5.25 - FIRM
	F. Drumsticks	17.90 - FIRM	7.00 - FIRM
	12. -5- Lb. Sour Cream	6.72	6.75 - FIRM
	13. -5- Lb. Sour Cream - Fat Free	6.48	5.75 - FIRM
	14. -5- Lb. Cottage Cheese, 2% Lowfat	6.72	7.50 - FIRM
	15. -5- Lb. Cottage Cheese, Fat Free	6.72	7.50 - FIRM

QUANTITY	DESCRIPTION	CASS CLAY	DEAN FOODS
	16. -3- Lb. Cream Cheese	9.85 - FIRM	7.15 - FIRM
	17. -36-1 Lb. Grade AA Butter	89.28 - FIRM	2.1125 .57 OM
	18. -5- Lb. Yogurt, Lowfat, flavor	4.72 - FIRM	4.20 FIRM
	19. -6- Oz. 100% Apple Juice	.168 - FIRM	.16 FIRM
	20. -6- Oz. 100% Grape Juice	.168 - FIRM	.25 FIRM

Base Price if escalator clause proposed: $16.77 per hundredweight (June skim milk) and $1.5807 per hundredweight (June butterfat). Adjusted for escalator clause attached.

om - (over market) - escalator per pound over June 2007 market AA price.

2007-2008 BREAD BID SUMMARY

ANITY	DESCRIPTION	PAN-O-GOLD	SARA LEE
150 DOZ	Coney Buns, white whole wheat (first ingredient is whole wheat flour), sliced, bulk pack, standard length	5.75/60 CT	1.15/16 CT
300 DOZ	Hamburger Buns, white whole wheat, (first ingredient is whole wheat flour) plain, sliced, bulk pack 4".	5.75/60 CT	.75/8 CT
750 DOZ	Tea Biscuits, white whole wheat (first ingredient is whole wheat flour), dozen	1.15/12 CT	NA
700 DOZ	Steak Bun, white whole wheat (first ingredient is whole wheat flour) plain/sesame seed 5 1/2" sliced, dozen	3.00/24 CT	3.50/24 CT
700 LVS	Texas Toast, 1 1/2#, sliced (slices per loaf=_____)	1.05/18 CT	.92/18 CT
500 LVS	French Bread, 1# sliced (slices per loaf=_____)	1.05/15 CT	.95/16 CT

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.07.123**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 18, 2007

RE: Family/Medical Leave

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

Molly Froemke	Deaf/Hard of Hearing Teacher, Horizon Middle School, effective approximately September 16, 2007 for six weeks.

SUGGESTED RESOLUTION: move to approve the Family/Medical Leave for Molly Froemke pursuant to Section IV, Article 38 of the Teachers' Master Contract.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.07.120**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 18, 2007

RE: Resignation

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

Sara Schwer	Counseling Office Secretary, Horizon Middle School, effective July 20, 2007.

SUGGESTED RESOLUTION: Move to approve the resignation of Sara Schwer as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.07.121**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 18, 2007

RE: Change in Contract

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

Eric Dobervich	Chemistry Teacher, High School from .875 FTE to 1.00 FTE, BA+10 (2) $33,198 (2006-07 Salary Schedule) effective for the 2007-08 school year. (Replacing .125 FTE from Stacey Lentz)
Angela Cassidy	English Teacher, High School from .875 FTE to 1.00 FTE, MA (3) $38,842 (2006-07 Salary Schedule) effective for the 2007-08 school year. (Replacing .125 FTE from Stacey Lentz)
Krisanne Emch	Spanish Teacher, High School, from .8125 FTE to 1.00 FTE, BA+10 (0) $30,868 (2006-07 Salary Schedule) effective for the 2007-08 school year. (Replacing .125 of Grady Carlson overload)
Tina Bentz	Social Science Teacher, High School, from .75 FTE to .833 FTE, BA+10 (2), $27,653.93 (2006-07 Salary Schedule) effective for the 2007-08 school year. (Replacing .0625 of Mick Dunn overload)

SUGGESTED RESOLUTION: Move to approve the change in contract for Eric Dobervich, Angela Cassidy, Krisanne Emch, Tina Bentz as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.07.119**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nelsen, Director of Human Resources

DATE: June 18, 2007

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.

Rachel Armstrong	Interpreter, District Wide, B32 (9) Certified, $25.50 per hour effective with the 2007-2008 school year. (Replaces .5 of Regina Sherod and .5 of unfilled new position)
Molly Schenck	Life Science Teacher, High School, .5 FTE, BA (1.5) $15,605.25 (2006-2007 Salary Schedule), effective with the 2007-2008 school year. (Replaces Jennifer Engkjer)
Chelsea Hausauer	First Grade Teacher, S. G. Reinertsen Elementary, 1.00 FTE, BA+30 (1) $34,775.00 (2006-2007 Salary Schedule), effective with the 2007-2008 school year. (Replacing Mary Molick)

SUGGESTED RESOLUTION: Move to approve the employment of Rachel Armstrong, Molly Schenck, Chelsea Hausauer as presented.

Department of Business Services
Moorhead Area Public Schools

Memo B.07.040

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services MW

DATE: June 19, 2007

RE: Lease Agreements

Accompanying this letter please find lease agreements for the Moorhead Sports Center and school district and city facilities and property. Over the past several weeks Don Hulbert, Orv Kaste and I have been meeting with representatives from the City of Moorhead to work out a new five- year lease for the Moorhead Sports Center and other properties and facilities used by both entities. I am happy to announce that we have come to an agreement that is beneficial to both entities.

Please contact me should you have any questions regarding these lease agreements.

Suggested Resolution: Move to approve the Moorhead Sports Center Lease Agreement and Agreement for Use of City of Moorhead Facilities and ISD #152 Facilities to begin September 1, 2007 through June 30, 2012.

MHW:mde
Attachments

LEASE AGREEMENT
MOORHEAD SPORTS CENTER
FOR SCHOOL YEAR, SEPTEMBER 1, 2007 - JUNE 30, 2012

This Agreement made and entered into this 2nd day of July, 2007, by and between the City of Moorhead, a municipal corporation and political subdivision of the State of Minnesota, hereinafter referred to as the "CITY," and Independent School District #152, a municipal corporation, hereinafter referred to as "SCHOOL," and terminates June 30, 2012.

WITNESSETH:

WHEREAS, the CITY owns and operates an all-purpose sports and recreation building known as the Moorhead Sports Center; and

WHEREAS, the CITY has Sports Center space available that is not needed by the CITY and wishes to lease same to SCHOOL; and

WHEREAS, the SCHOOL has need for Sports Center space and wishes to lease same from the CITY; and

NOW THEREFORE, it is agreed by and between the CITY and the SCHOOL hereto as follows:

1. That the CITY hereby agrees to lease to the SCHOOL and the SCHOOL hereby agrees to lease from the CITY Sports Center space as depicted on the Space Utilization Schedule incorporated herein as Exhibit 1 and 1A.

2. That the SCHOOL will be responsible for upkeep and maintenance of its leased Sports Center space, as well as the expense of water, electricity, and gas utilities, as depicted in Exhibit 1 and Exhibit 1B.

3. That the SCHOOL will reimburse CITY according to the Lease Payment Schedule incorporated herein as Exhibit 2.

4. That the SCHOOL agrees to provide liability insurance to protect and indemnify the CITY from any and all claims for injuries or damage occurred or incurred by virtue of the SCHOOL use of said facilities under this Agreement and in no event shall the SCHOOL provide for less than $1,000,000.00 personal injury liability per occurrence.

5. This Agreement will be for the duration for a period September 1, 2007 – June 30, 2012. The SCHOOL and CITY each can terminate this lease, with six months prior written notice to the other party effective August of each year.

6. The City and School entered into a lease of the area covered by this lease in June 1992. At that time the School expended funds on fit up costs, in some of the areas covered by the lease, which the City agreed to amortize over a 20 year period, and if the City terminated the Lease to reimburse the School for the remaining unamortized costs, less any costs the City has in removing any walls, or other improvements included in the fit up costs. The amortization agreement continues as part of this lease, with the 20-year amortization schedule commencing in June 1992 with completion June, 1 2012.

7. This Agreement shall be binding upon and inure to the benefit of successor and assigns of the parties hereto and before it becomes effective, will be submitted to the respective governing bodies for their approval by resolution; certified copies of which resolutions shall be attached to the executed copy of the Agreement.

CITY OF MOORHEAD

BY: _____
Mark Voxland, Mayor

ATTEST: _____
Bruce A. Messelt, City Manager

INDEPENDENT SCHOOL DISTRICT NO. 152

BY: _____
Chair

ATTEST: _____
Clerk

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Exhibit 1
Space Utilization Schedule

	Room #	Actual Sq/ft.	Utilities [1]	Maint. [2]
Current				
Art Room (Original)Mezzanine	202	4,214	School	School
Fitness Room	209	600		School
Wrestling Room	232	2,990	School	School
Janitor Closet by Art Room		72		School
Overlook (Art) [3]		560	School	
Total:		**8436**		
Proposed				
Stairwell	101/201		City	School
Hallway	118		City	School
Stairway	170//230		City	School
Stairway	199/241		City	School
Restrooms for wrestling	206/207		City	School
Restrooms weight room	218/220		City	School
Fitness Center hallway)				

Notes:

1. Metered separately and paid by School or City
2. Indicates who is responsible for the maintenance in area.
3. Area was part of agreement in lieu of City payment to School for the connecting link.

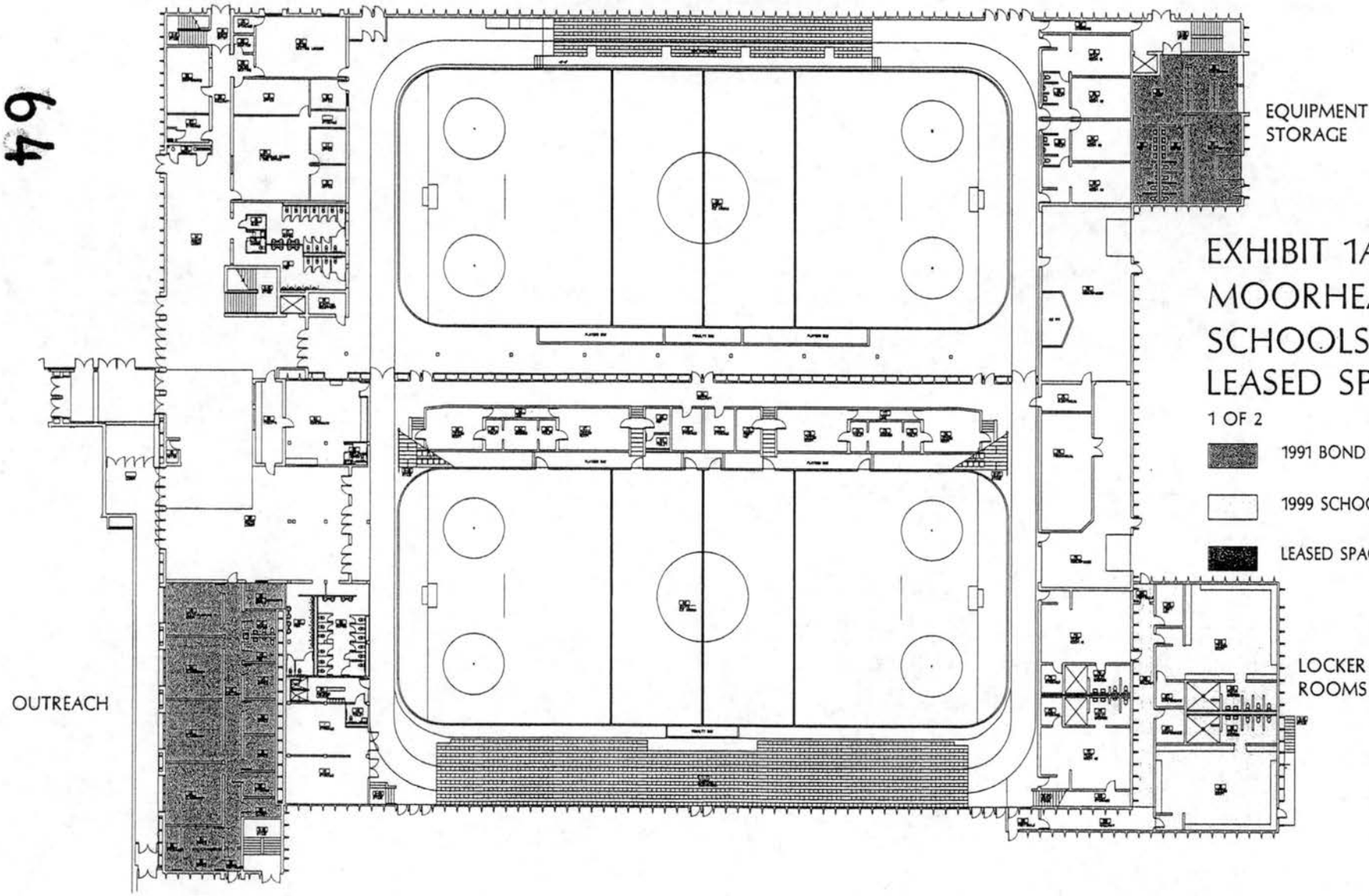

EXHIBIT 1A
MOORHEAD PUBLIC SCHOOLS
LEASED SPACE MAP

1 OF 2

1991 BOND

1999 SCHOOL EXPANSION

LEASED SPACE

MOORHEAD SPORTS CENTER
MOORHEAD, MN

1 FIRST FLOOR PLAN
SCALE: 1/32" = 1'-0"

NORTH

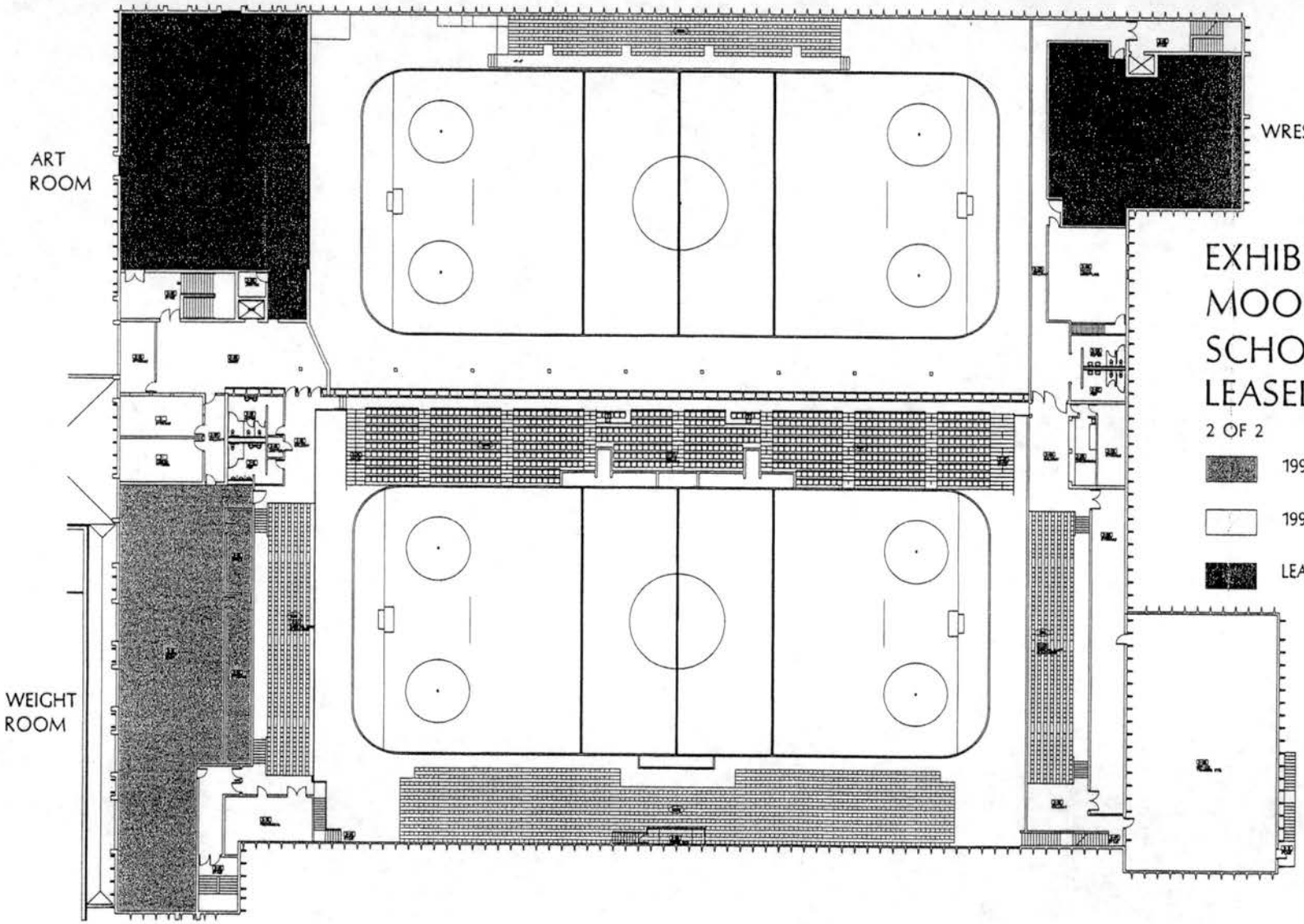

EXHIBIT 1A
MOORHEAD PUBLIC SCHOOLS
LEASED SPACE MAP

2 OF 2

1991 BOND

1999 SCHOOL EXPANSION

LEASED SPACE

MOORHEAD SPORTS CENTER
MOORHEAD, MN

1 SECOND FLOOR PLAN
SCALE: 1/32" = 1'-0"

NORTH

Exhibit 2
Payment Schedule

Payment Due	Square Footage	Rate per sq/ft.	Amount
December 2007	8436	$8.35	$70,441
December 2008		$8.60	$72,550
December 2009		$8.86	$74,743
December 2010		$9.13	$77,021
December 2011		$9.41	$79,383

Note: Lease payments do not reflect costs which may be incurred by CITY or SCHOOL for the payment of utilities and maintenance.

The Annual payment is due in December for each year to:

City of Moorhead
Accounts Payable
500 Center Avenue
Moorhead MN 56561

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AGREEMENT FOR USE OF
CITY OF MOORHEAD FACILITIES & ISD #152 FACILITIES
FOR THE SCHOOL YEAR FALL 2007 –2012

THIS AGREEMENT made and entered into this 2nd day of July, 2007, by and between the CITY OF MOORHEAD, a municipal corporation and political subdivision of the State of Minnesota, hereinafter referred to as "CITY," and Independent School District No. 152, a municipal corporation, hereinafter referred to as "SCHOOL"; and

WITNESSETH:

WHEREAS, this lease does not cover the areas of the Sports Center covered by the; Lease Agreement for additional space at the Moorhead Sports Center, and

WHEREAS, the CITY OF MOORHEAD has constructed and operated several facilities within its Parks and Recreation System made available for a multitude of active and passive recreation and education activities; and

WHEREAS, the SCHOOL operates among other education programs and activities, a physical education program, extra curricular activities program, picnics, junior varsity and varsity events, and athletic programs; and

WHEREAS, City facilities shall be available for the use of SCHOOL activities; and

WHEREAS, SCHOOL operates educational facilities which will be made available to the CITY for recreational purposes; and

WHEREAS, the SCHOOL and the CITY may from time to time find it necessary to charge fees to cover the operational costs of its facilities, these fees will be agreed upon prior to the use;

WHEREAS, the CITY and the SCHOOL each shall have secondary rights of refusal for the mutual use of the programs after the respective owner of each have scheduled their activities and curriculum, with the exception of those civic organizations currently using the facilities; and

WHEREAS, the CITY and the SCHOOL do mutually promote and provide recreation and education activities and events through its Park and Recreation programs, Community Education programs, and other types of publications and shall cooperate and coordinate its resources and share in the responsibilities of setting forth priorities and activities for the use of the facilities and sharing of the human, physical and financial resources to promote the optimum number of recreation and continuing education activities for community residents; and

WHEREAS, the CITY and the SCHOOL acknowledge in consideration of this Agreement certain further and additional agreements and activities and understandings may be reached from time to time by CITY and SCHOOL for use of lands and properties and the maintenance of the same.

NOW, THEREFORE, it is hereby agreed by and between CITY and SCHOOL as follows:

1. The CITY does hereby agree to lease to the SCHOOL, and the SCHOOL does hereby agree to take from CITY the Moorhead Sports Center building to conduct during the school year, and under the SCHOOL'S direct supervision, a portion of the SCHOOL's physical education, extra curricular activities, and athletic programs during the school year and annually reimburse the City according to the payment schedule in Exhibit A.

2. Insurance. The City and the School agree to maintain a minimum of $1,000,000 per occurrence liability insurance, to insure against any liability caused by that party's obligations under this Agreement. Each party will name the other as an additional insured with respect to the facility. The insurance of the party which has sole responsibility for a claim will be primary.

3. Liability. Liability for any claims, meaning all third-party claims, losses, damages and expenses, including attorney fees, resulting from personal injury, death or property damage shall be handled in the following manner.

> One Party Liable. The City and the School acknowledge that they shall be responsible for any loss, cost, damage, claim, or other charge that arises out of or is caused by the actions of that party or its employees, officials, volunteers or agents. No party shall be liable for any loss, cost, damage, claim, or other charge that arises out of or is caused by the actions of the other party or its employees, officials, volunteer or agents. No party is responsible for the actions of the other party and is only responsible for those tasks assigned to it in this Agreement. The City and the School agree to defend and indemnify the other for all claims that are the sole responsibility of the indemnifying party.

4. Certificate of Insurance. Upon request, the City and the School District will provide to the other party a certificate of insurance verifying that the insurance policies required by this Agreement are in effect.

5. The SCHOOL acknowledges that the CITY will be entering into agreements similar to this Agreement with other organizations within the CITY for the use of the Sports Center building, and specifically recognizes that its request for use of the Sports Center building over and above the days and times contemplated in this lease agreement will be subject to the availability of the Sports Center building.

6. This Agreement shall be binding upon and insure to the benefit of the successors and assigns of the parties hereto and, before it becomes effective, will be submitted to the respective governing bodies of the parties for approval by resolution, certified copies of which resolutions shall be attached to the executed copy of the Agreement.

7. The parties intend that this Agreement be an ongoing, self-renewing Agreement; however, the parties agree that annual reviews of the experiences of each party under this Agreement will take place no later than May 31 of each year; any amendments, additions or deletions to this Agreement, including the rate to be charged for the use of the facility, will be incorporated into this Agreement as an addendum; if either party determines to cancel this Agreement, notice must be given prior to June 1 of the year in which cancellation is intended to take place.

8. The CITY and SCHOOL agree that there are various CITY and SCHOOL District owned facilities that both parties wish to make available, under certain conditions to the other for its events and activities under certain conditions. These facilities are noted in Exhibit B. The CITY and SCHOOL acknowledge the following use policies for these facilities outlined in Exhibits C, and D.

IN WITNESS WHEREOF, the parties have hereunto set their hands as of the day and year first above written.

CITY OF MOORHEAD

BY: _____
Mark Voxland, Mayor

ATTEST: _____
Bruce A. Messelt, City Manager

INDEPENDENT SCHOOL DISTRICT NO. 152

BY: _____
Chair

ATTEST: _____
Clerk

DATE: _____

Exhibit A
Payment Schedule

CITY and SCHOOL agree to the following Rental Payment Schedule and rates therein for the 2007-2012 School Years during the term of this Agreement:

ISD Functions Current Contract 2007 and Beyond

ISD Functions	Hours/ Games	Current Rate	2007-08*	2008-09*	2009-10*	2010-11*	2011-12*
PE Dry Floor	100	$13.55	$1,355	$1,396	$1,438	$1,481	$1,525
PE Ice Use	100	$24.78	$2,478	$2,552	$2,629	$2,708	$2,789
B/Hockey Practice	160	$92.50	$14,800	$15,244	$15,701	$16,172	$16,657
A & B Games	10	$730.79	$7,308	$7,527	$7,753	$7,986	$8,226
Boys A Game	1	$510	$510	$525	$541	$557	$574
Dry Floor	60	$13.55	$813	$837	$862	$888	$915
G/Hockey Practice	85	$92.50	$7,863	$8,099	$8,342	$8592	$8,850
Girls A Games	10	$510	$5,100	$5,253	$5,410	$5,572	$5,740
Golf			$596	$614	$632	$651	$671
S.C. Track		No charge	**0**	**0**	**0**	**0**	**0**
Sub Total:			**$40,823**	**$42,047**	**$43,308**	**$44,607**	**$45,947**
Gym Use			($2500)	($2500)	($2500)	($2500)	($2500)
Pool Use			($5000)	($5000)	($5000)	($5000)	($5000)
Total:			**$33,323**	**$34,547**	**$35,808**	**$37,107**	**$38,447**

*3% annual increase

The Annual payment is due by December of Each Year to:

City of Moorhead
Accounts Payable
500 Center Avenue
Moorhead MN 56561

- 2012 is the final payment on the bond & grounds lease expires

- Playoff games will be billed separately after the 10 game allotments have been met. This will be priced at the single game rate.

Exhibit B

Facilities Available for Use

The CITY has the following facilities that are used by the SCHOOL:

Centennial Park
Gooseberry Mound Park
Horizon Shores
Hansmann Park
MB Johnson Park (cross country)
Memorial Park
Matson Memorial Field
Menards Soccer Complex
Moorhead Sports Center
Johnson Farms
Woodlawn Park
Viking Ship Park
Alm Park
Allison Parkway
Angela's Park
Arbor Park
Arrowhead Park
Belsly Park
Bennett Park
Homestead Park / Bridgeview
Knapp Park
Five Nine Park
Daly Park
Lamb Park
Meadows Park
Morningside Park
Northeast Park
Queens Park
Buland Park
Ridgewood Park
River Oaks Park
Riverview Estates Park
Romkey Park
South Park
Village Green East
Village Green Park
Viking Ship Park
Voll Park

The SCHOOL has the following facilities that are used at various times by the CITY;

Ellen Hopkins Elementary (gyms)
Moorhead Senior High School (swimming pool / vestibule) / tennis courts
Probstfield Learning Center (gym)

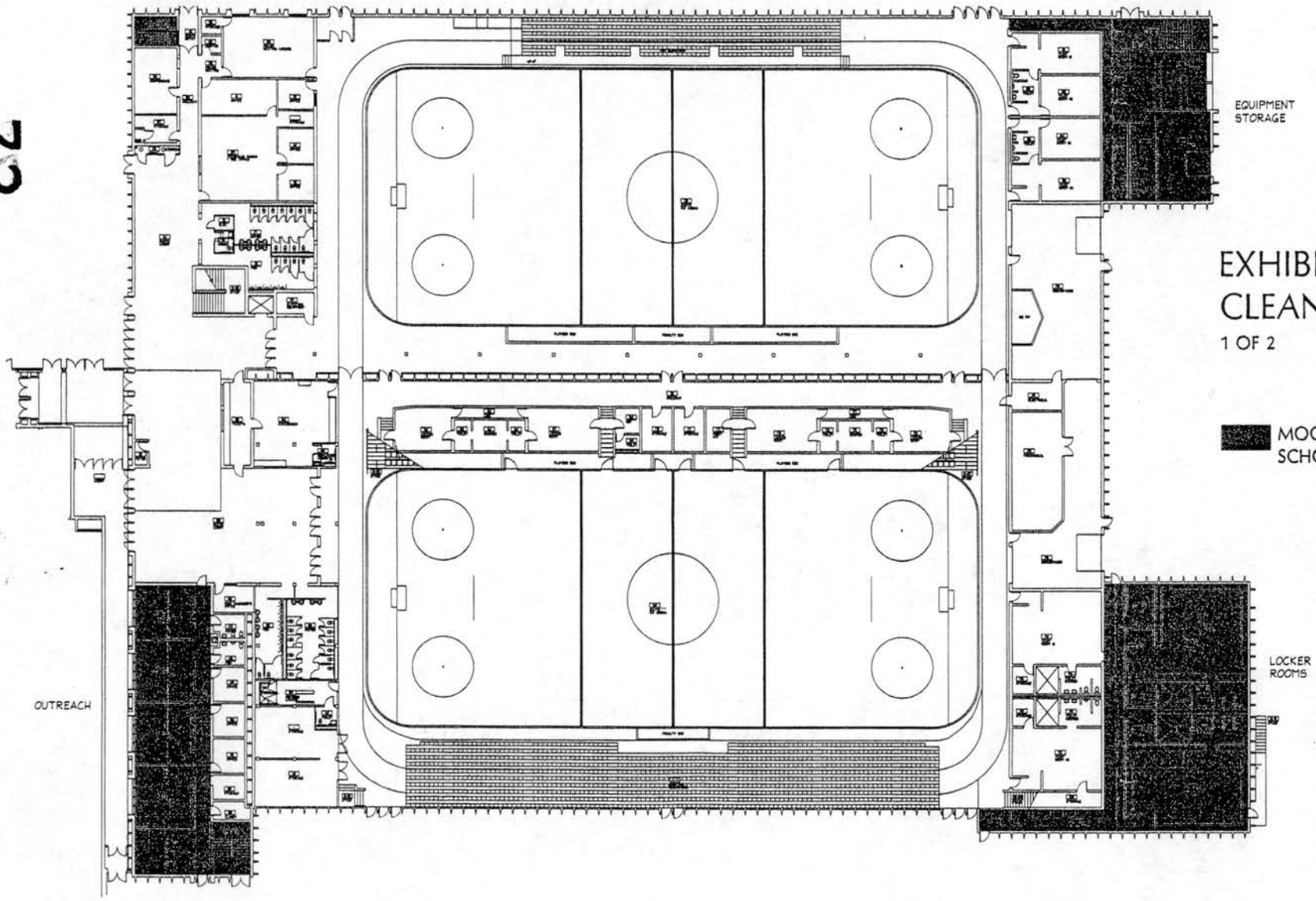

EXHIBIT 1B
CLEANING MAP
1 OF 2

MOORHEAD PUBLIC SCHOOLS

MOORHEAD SPORTS CENTER
MOORHEAD, MN

1 FIRST FLOOR PLAN
SCALE: 1/32" = 1'-0"

NORTH

Project No: 04-026
Date: JUNE 16, 2007

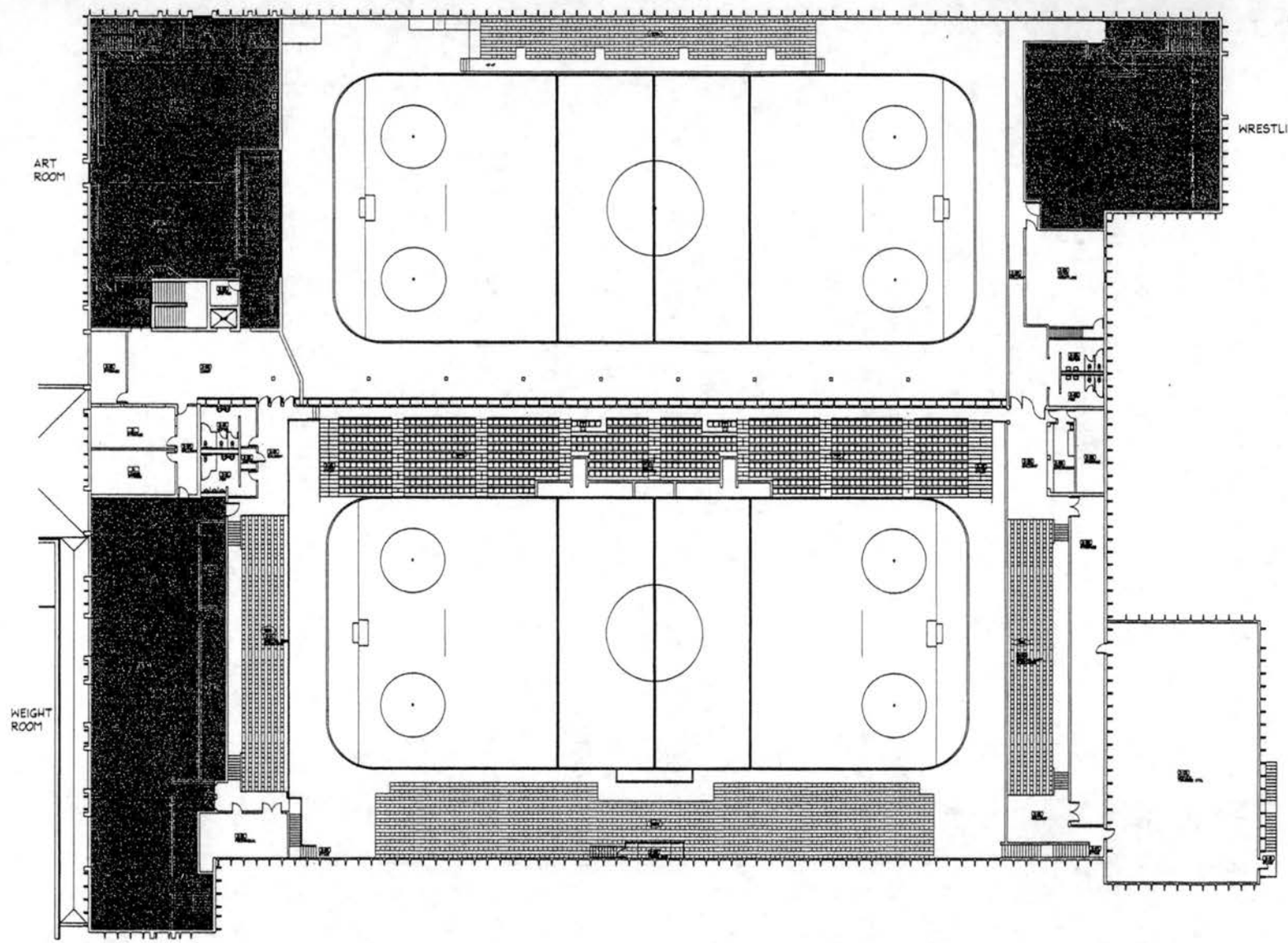

EXHIBIT 1B
CLEANING MAP
2 OF 2

MOORHEAD PUBLIC SCHOOLS

MOORHEAD SPORTS CENTER
MOORHEAD, MN

1 SECOND FLOOR PLAN
SCALE: 1/32" = 1'-0"

NORTH

Project No: 04-028
Date: JAN 16, 2007

Exhibit C
Moorhead Sports Center Grounds Maintenance

Parking Lots:

Cost to install the Parking lots was split between the City of Moorhead and the Moorhead School District. 100 % of the North lot and 50 % of the East Lot was financed by the City of Moorhead. The remainder was financed by the Moorhead School District.

Snow Removal: (Attachment C1 map)

- **Parking Lots:** The school will have their contractor remove snow and bill the City of Moorhead for ½ of the East lot and all of the North lot. As is the School District policy, the contractor for the School is instructed to clear snow when there is 2 inches recorded. City will have the option to call snow removal contractor for additional services and bill to City in the event that wind blows snow on the entrances, etc.
- **Sidewalks:** The City staffs are responsible for the snow removal on the North, East and South sides of the Sports Center. Moorhead Schools is responsible for the West side of the building including the Mall area and sidewalks along the tennis courts and into the Outreach Center.

Mowing: (Attachment C2 map)

- The City of Moorhead Sports Center staff will mow the following;
  1. In-between the tennis courts and the Sports Center on the South side of the building.
  2. West side of the building, the East side of the Mall area next to the building.
  3. East side of the Building, next to the building only. Island will be the responsibility of the School.

Resurfacing, Signing, and Striping the East and North Parking Lots:

- The City will incur the costs of the maintenance of the North and East Parking Lots and charge back the School District for ½ of the East Lot.

Parking Lot Lighting:

- Electricity: City of Moorhead pays full cost of parking lot lights
- Fixture replacement: City of Moorhead pays full cost
- Standard maintenance including bulb replacement: City Pays full costs

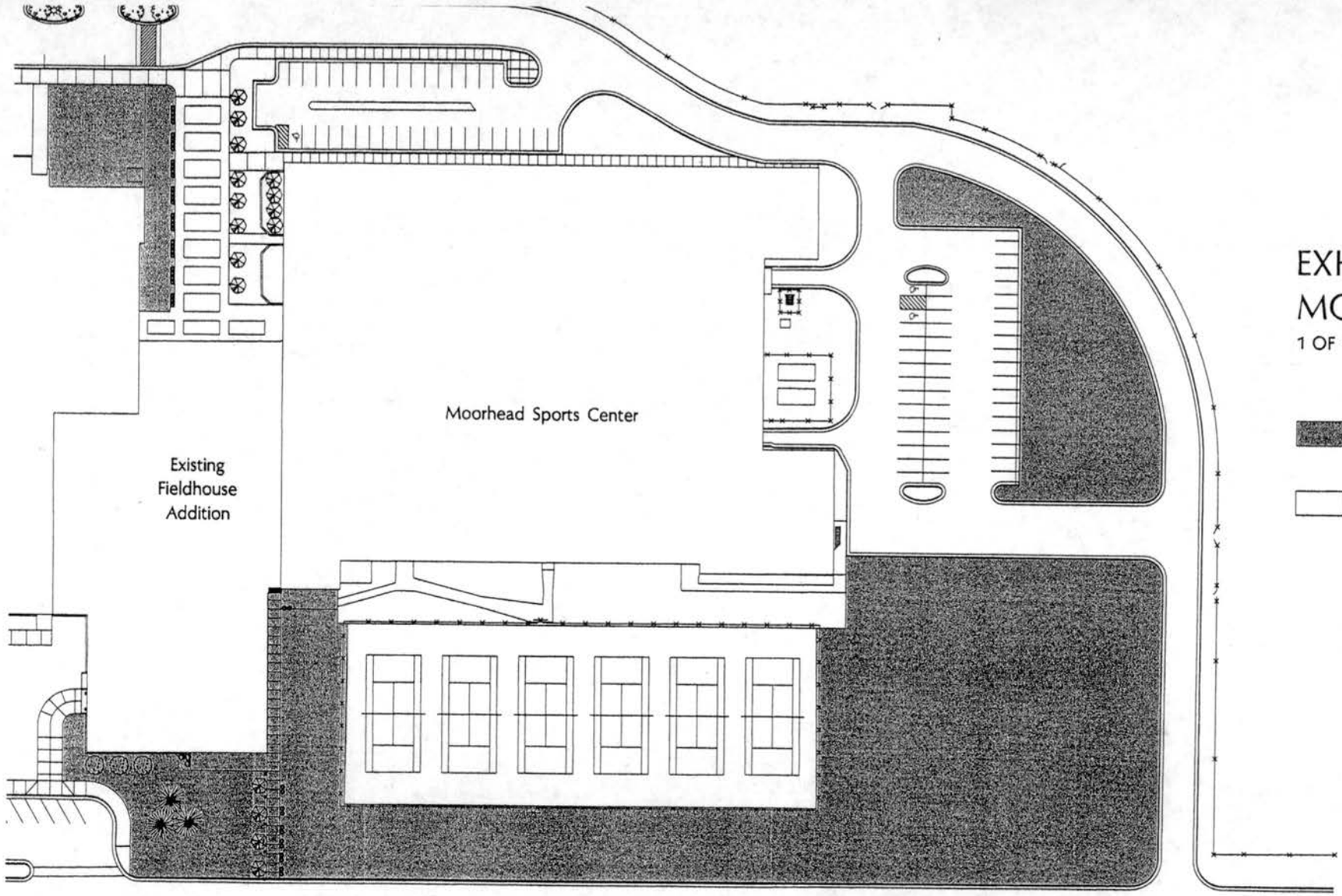

EXHIBIT 2C
MOWING MAP

1 OF 1

SCHOOL DISTRICT

SPORTS CENTER

1 SECOND FLOOR PLAN
SCALE: 1/64" = 1'-0"

NORTH

MOORHEAD
SPORTS
CENTER
MOORHEAD, MN

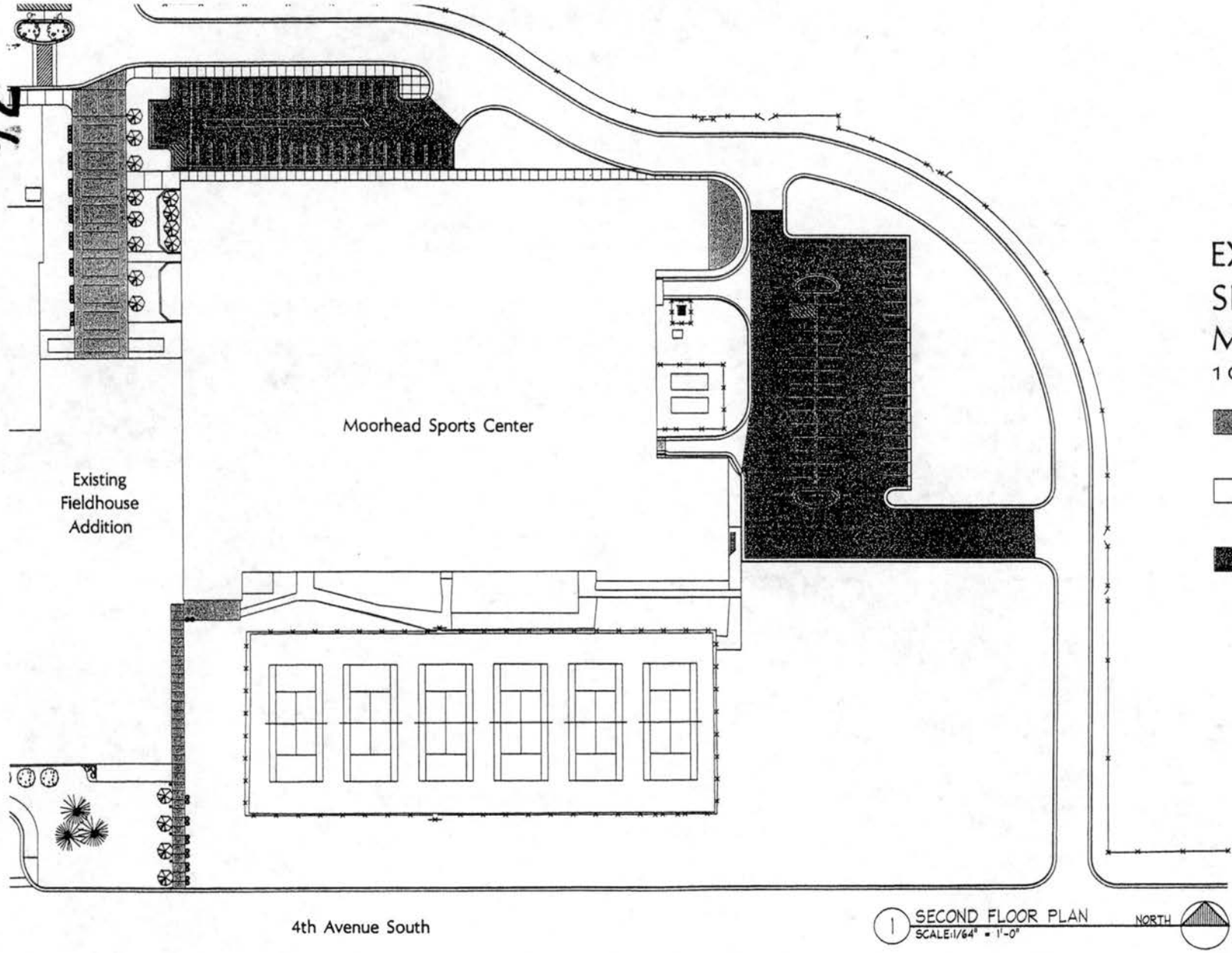

EXHIBIT 1C
SNOW REMOVAL MAP

1 OF 1

SCHOOL DISTRICT

CITY OF MOORHEAD

CONTRACTED

MOORHEAD SPORTS CENTER
MOORHEAD, MN

Exhibit D

City Structures on School District Land / Gym Usage

1) The CITY will continue to use the site (South Park),on the east end of Ellen Hopkin's campus for a neighborhood park.

2) **Ellen Hopkins Storeroom Addition:** This was built and paid for by the City of Moorhead on School District Land. It is used exclusively by Moorhead Parks and Recreation and is keyed for City use.

3) **School owned Gyms are used at Ellen Hopkins for Moorhead Parks and Recreation Youth and Adult Volleyball, Basketball, and open gym, programming.**

   Usage is weeknights from 4 – 11 p.m. Usage on Saturdays is 8:00 a.m. – 4:00 p.m. and Sundays from 12 noon – 6:30 p.m. Gyms are used from September to May of each year.

4) **Procedures for Usage:**
   - If school is not open, City staff will open and close the school.
   - City is responsible for security
   - City is responsible for cleaning all areas

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.07.148

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: June 18, 2007

RE: Moorhead High School Handbook

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

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

The handbook is available in a print copy as well as on the district web site at www.moorhead.k12.mn.us

SUGGESTED RESOLUTION: Move to approve the 2007-2008 Moorhead High School Student Handbook as presented.

LAK/kmr
Attachment

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

District Web site is located at:
www.moorhead.k12.mn.us

Moorhead High School
Daily Class Schedule
~~**2006-07**~~
2007-08

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

Lunch Schedule

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

Deposits to lunch accounts may be made throughout the school day into the meal account deposit box located by food and nutrition office.

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

SHORTENED SCHOOL DAY SCHEDULE

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

Lunch Schedule

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

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

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

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

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

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

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

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

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

EXCUSED ABSENCES: The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. The student has the right and obligation to make up any work missed with full credit. The State of Minnesota recognizes the following reasons for excused absence: personal illness, death or medical emergency in the immediate family, medical, dental or orthodontic treatment, counseling appointments, and inclement weather. Other reasons that could be acknowledged are personal requests for **absence made 24 hours in advance** (e.g. legal appointments, religious activities, travel, family vacations, competitions, state tournaments and school activities). We encourage parents to hold these requests to a minimum. The school will be the final authority in excusing the student and issuing an Advance Make-up Slip.

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

UNEXCUSED ABSENCES: Unexcused absences are all absences which can be avoided or delayed, and for which prior arrangements and/or approval have not been made through the principal's office. These absences indicate that the student is absent from school with or without the consent of parents, but the excuse given is not

acceptable to the school administration. Unexcused absences or truancy receive no daily credit for work missed. Common unexcused absences may be: missing the bus, car trouble, oversleeping, work at home, work at a part-time job, need for extra sleep, baby sitting, hair appointments, shopping, visiting friends, skipping class, ~~job interviews~~, not returning to school following noon hour, leaving school ill without checking out with the health office, falsifying notes or explanations for absence, etc.

1. An unexcused absence will result in detention time assigned.
2. Coaches and advisors will be advised of team members/students who have unexcused absences. When an unexcused absence is verified, a student will not be permitted to participate in each of that day's or the next day's scheduled extracurricular activities (e.g. practice, game, rehearsal).
3. On the third unexcused absence the student will be referred to ~~the Student Assistance Team~~ a truancy intervention or counseling program. Once the referral has been made, attendance will be closely monitored, attendance contracts may be held and detention and in-school suspension will be used to enforce school district policy. Parental/guardian notification will be made.

MEDICAL RELATED ABSENCE: Physician verification will be required for excused absences if personal illness goes beyond three (3) consecutive days. If administration believes other reasons, other than illness, may underlie the repeated absences medical verification may be requested.

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

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

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

DETENTION: Detention will be held daily before school and after school. Detention **can not** be served during the scheduled school day of 8:25 a.m.-3:30 p.m. Detention will be assigned for unexcused

absences and may be assigned for other disciplinary reasons. Freshmen, sophomores and juniors who fail to attend detention will be assigned in-school suspension. **It is the students responsibility to monitor PowerSchool for detention notification.**

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

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

MAKE-UP POLICIES FOR EXCUSED ABSENCES: ~~For excused absences, a student shall be allowed two (2) school days for each absent day to make up any additional work missed and receive a grade. At teacher may require additoinal assignments to compensate for any loss of class disscussion and lecture information. School work not turned in to a teacher within the two day guidelines may result in the assignment receiveing a lower grade or no credit. In the case of a prolonged excused absence, a deadline should be mutually agreed upon by teacher and student. A prnicpal willmediate if mutal agreemnt is not reached.~~ School work missed because of an excused absence must be made up within two class days from the date of the student's return to school. This applies to school work assigned during the time period the student was absent from school. Any previously assigned work is due on the day of the students return. The student will be required to make arrangements with the teacher to make up any school work missed and receive a grade. A teacher may require additional assignments to compensate for any loss of class discussion and information.

School work not turned in to a teacher within the two-day guideline may result in the assignments receiving a lower grade or no credit. In the case of a prolonged (3 or more days) excused absence, the teacher and student should mutually agree upon a deadline. An administrator will mediate if mutual agreement is not reached.

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

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

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

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

PASSES: Students who need to leave their classes for purposes such as the washroom, office, health office, locker, or counselor must use the hallway pass included in their student handbook signed by their teacher. Students who abuse passes by being disruptive or using them excessively may lose this privilege. Students may be denied pass privileges after three (3) unexcused absences. Reinstatement of pass privileges will occur only after a suitable plan for correcting attendance problems has been developed by the student, submitted to the administration and followed successfully.

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

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

GUIDELINES FOR VISITORS TO MHS: City ordinances and state statutes require that all visitors report to the main office immediately for a visitor's permit. Student visitors are not allowed. Exceptions will require advanced administrative approval.

An individual or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s)

does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district. Unauthorized persons in the building will be asked to leave and may be reported to the police; failure to leave will result in trespassing charges being filed.

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

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

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

TOBACCO: ~~Moohread High has been designated a tobacco free bulding. Tobacco in obvious prossession - in hand, in mouth, lit or unlit, or the exhaling of smoke is a violation. Tobacco use or possession, including smokeless tabacco, is not permitted by any student on school premises, at school acitivites, on school buses or on any field trips. The penality for smoking shall be a one day suspension from classes for the first offense and notification of law enforcement. A parent conference will take place upon reentering school. Any additional offesne will cause three days out of school suspension and a parent conference.~~
Moorhead High has been designated a tobacco-free building. Tobacco use or possession, including smokeless tobacco, is not permitted by any student while on the school grounds or at school-sponsored events. Minimum corrective actions include:
- Referral to legal authorities
- Parent(s)/Guardian(s) conference
- Additional corrective actions may be used.

For additional information refer to School Board Policy 551 and 573 on the school district Web site or in the school office.

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

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

For additional information refer to School Board Policy 572 on the

school district Web site or in the school office.

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

Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:

1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Moorhead School Board Policy 570.

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

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

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

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

1. Everyone in Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our

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

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

<u>HAZING:</u> "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with

ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

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

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

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

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

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

BULLYING: "Bullying" means any written, electronic or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions.

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

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

LOITERING: Students are not allowed to loiter in locker bays or hallways while classes are in session.

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

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

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

MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT: It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the responsibility of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all

cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services.

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

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

LOCKERS: Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials. Lockers have been assigned to each student. Students are expected to use the locker that is assigned to them and are not allowed to share lockers. Locks for lockers will be provided by the school. A deposit of $10 will be collected from each student and will be returned upon the student's graduation or withdrawal from MHS when the lock is returned to the main office. If you lose your lock, you must pay an additional $10 deposit to obtain a new one. Students are not allowed to write on the inside or outside of any locker. The use of a school locker is a privilege. Students who fail to comply with school locker use guidelines may lose locker use privileges. Replacement cost for lockers is $80 plus installation fee.

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

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

POWERSCHOOL: PowerSchool allows parents and guardians to access their child's grades, attendance, and lunch account balance through their telephones or home computers. To access PowerSchool, parents and guardians need an authorization code, which is available in the school counseling office: you will be asked to show a picture ID before codes are given. Please contact the office for more information. **Students are responsible to monitor PowerSchool for notification of detentions they may have been assigned for unexcused absences or disciplinary reasons.**

~~**NUISANCE DEVICES: Because of the potential for diistruption to the learning environment, students are not to bring items to school which may create a danger, create a distrubance or may interfere with the normal condiot ofo the school. These devices typically may inolude, but are not limited to: water guns, chains, beepers, elecronic games, or laser lights. Radios, CD, and MP3 players are not to be used in classroom without teacher approval.**~~

~~**CELL PHONES: Cell Phones are not be be seen or used in the school building between the hours of 8:15 and 3:30. First vilation will resutl in a warning. Subsequent vioolations will result in confiscation of phone.**~~

PERSONAL ELECTRONIC DEVICES (PEDs): Personal electronic devices include all electronic communication and entertainment devices that can be used by an individual that includes cell phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants.
PEDs, **except for cell phones**, may be used during passing time or in classrooms with teacher permission, or in new and old commons during study time. Signage will designate acceptable use areas for cell phones.
*The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
*PEDs may not be attached to the school network with a wired or wireless connection.
*Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed.
*PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).
- Student conference
- Confiscation

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

COMPUTER USE/COPYRIGHT POLICIES: Computers are provided for student use at several locations. Students are advised that

"computer hacking," use of the computers to duplicate copyrighted materials or other inappropriate use may result in losing access to the machines and/or referral to authorities. Faculty and administrative computers are off limits to students.

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

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

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

FIRE, TORNADO AND LOCK DOWN DRILLS: Emergency drills will be conducted throughout the school year.

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

GRADUATION REQUIREMENTS: Moorhead High School students must complete 26 credits. Registration guidelines list a total of 29 credits. Along with completion of credits, students must also fulfill all the requirements of the Minnesota Academic Standards and district approved standards including passing Basic Skills Tests in writing, reading, and mathematics or Minnesota Comprehensive Assessments - Series II tests. Each student must complete a graduation application no later than the semester preceding graduation.
All students participating in the graduation exercises must have completed the required minimum number of credits and met all graduation requirements as well as completed the Senior Checkout Process with his/her Counselor. Students who fail to complete the Senior Checkout process will not be allowed to participate in the graduation exercises. Those students not participating in the graduation exercises will be able to pick up their diplomas beginning

on the Monday following the ceremony.

Beginning with the Class of 2011, students will be required to return or pay for all library books, text books or other school issued material they failed to return during their years at MHS before they can begin the Senior Checkout process. The Senior Checkout process is required to participate in the graduation exercises.

If a senior has not served all of his or her assigned hours of detention by the second to the last Friday before graduation ceremonies, that senior will not be allowed to participate in the ceremonies.

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

GRADUATION DEFICIENCIES: Students who fail to meet graduation requirements at the end of four years of attendance will be permitted to continue in school and carry a course load sufficient to permit them to meet graduation requirements the following year.

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

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

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

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

9th grade counselor	Toni Bach	284-2313
10-12 A-G	Chad Mattson	284-2319
10-12 H-N	Jeff Robinson	284-2316

10-12 O-Z	Sarah Miller	284-2315
Student Assistance	Scott Matheson	284-2314

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

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

PASS/FAIL OPTION: Students taking a required course load are eligible to request pass/fail in one or more classes but must be graded in a minimum of four classes. Check with your counselor for forms. Deadlines for pass/fail option is 15 school days from the start of the class. Once you have been graded, you cannot change to a pass/fail option. Students who drop two grade levels below the average that they are capable of carrying could have this option removed the first or third quarter, and they would be graded by letter grade in the course for the rest of the semester. Students who fail a course and retake it at a later time will have their original failure replaced by the more recent grade.

TESTING OUT OPTION: A student may receive credit for a course on a pass/fail basis before, during or after taking that course by successfully demonstrating mastery of its content through a testing process. Testing out is offered two times per year (October and December). The student must complete the application to test out one week before the assessment dates. For more information, please see your counselor.

For additional information or an application refer to School Board Policy 653.1 on the school district Web site or in the school office.

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

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

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

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

• Grade 12 - 3.60 cumulative G.P.A. through first semester
A = 4.00, A- = 3.75, B+ = 3.50, B = 3.00, B- = 2.75, C+ = 2.50, C = 2.00, C- = 1.75, D+ = 1.50, D = 1.00, D- = .75

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

HONOR CARDS: Gold cards will be given to students who earn a 3.5 - 4.0 G.P.A.; Silver to students with 3.0 - 3.49; White to students who improve their G.P.A. by .2 over the previous semester. Cards will be reissued each semester. Students must present both an ID and their card for each use. Lost cards will not be replaced. Discounts and premiums are for the cardholders use only. Abuse or misuse of the card will result in its forfeiture. Cards may also be forfeited at the discretion of the administration.

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

DROPPING A CLASS: Once you are enrolled in a class, you may drop it only after consultation with a counselor. You will also need parental permission. In most instances, you cannot drop a class with fewer than 15 students enrolled. If you drop a class, you will report to an assigned designated area for that hour for the remainder of the semester. The deadline for dropping a class is 15 school days from the start of the class. Any class dropped after this deadline will result in a withdraw/fail which carries the same GPA weight as an "F".

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

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

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

must meet district requirements.

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

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

HOMEBOUND INSTRUCTION: Students who are absent for 10 consecutive days are eligible for homebound instruction. Authorization from a physician must be on file requesting the same. All requests for homebound instruction are to be directed to the health office and then to the Office of Teaching and Learning (284-3310) ~~Learner Support Services office (284-3715)~~ and can be initiated before the time lines are in effect.

MINNESOTA CHOICE PROGRAMS: The open enrollment option is available for students to attend the Minnesota school of their choice. The deadline for an application for open enrollment is January 15 of the preceding year. See your counselor for more information.

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

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

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

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

more strict than those established, but these are minimum rules that must be enforced:

1. Any student failing two or more classes, or having two or more incompletes, will be ineligible for a minimum of two weeks. Student eligibility will be monitored at the end of each nine week grading period. Students deemed ineligible will have to provide evidence that they have achieved passing status or have satisfied any incompletes to regain eligibility.
2. There shall be no conduct by students participating in activities, whether or not that activity is currently in season, that will bring discredit to the student, parents, activity, school or community. Penalties for rule violations will be administered at the discretion of school officials.
3. Moorhead School Board Policy and the Minnesota State High School League rules shall be enforced as the minimum standard of conduct for all participants in activities.
4. Students are expected to be in school on the day of a contest, play, concert or event as well as the following day. Violations may result in a forfeiture of practice on the succeeding day, loss of the right to appear in a public performance or meet and/or an unexcused absence.
5. Students must dress appropriately when representing the school. Neat, casual dress clothes are appropriate.
6. Awards and honors are presented in trust. Should the student violate that trust, the honor or award may be revoked. Fees are charged to participate in certain school activities and all athletic programs. However, the total fee for any student shall not exceed $100 per year.

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

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

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

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

Fall: Cross Country - girls and boys
Football - boys
Soccer - girls and boys

Tennis - girls
Swimming - girls
Volleyball - girls
Dance line - girls
Cheerleading - girls and boys

Winter:
Basketball - boys and girls
Swimming - boys
Gymnastics - girls
Wrestling - boys
Hockey - boys and girls
Dance line - girls
Cheerleading - girls and boys

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

SCHOOL SONG

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

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

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

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

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

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

3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.
(weeks are counted as calendar days)
For additional information see School Board Policy 551 on the school district Web site or in the school office.

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

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

For additional information refer to School Board Policy 644 on the school district Web site or in the school office.

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

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

The fee requirement may be waived if any of the following circumstances prevail:
1. If a family cannot afford to pay the fee, as determined by the building principal using the Free or Reduced-Price School Meals criteria.
2. In situations where students who provide their own musical instruments are asked to switch to a school-owned instrument to obtain a balance in instrumentation, no fee will be requested.
3. No student will be denied the right to participate in music because of any or all of the above.

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

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

- Name
- Date & place of birth
- Participation in activities
- Height and weight of team members
- Dates of attendance
- Degree and awards
- Most recent and previous school

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

RELEASE OF INFORMATION: ~~Students over the age of 18 who wish to restrict school correspondence to their parents must notify the office of the restruction and provide an address to send future correspondence.~~ All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

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

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

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

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

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

For additional information refer to School Board Policy 632 on the

school district Web site or in the school office.

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

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

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

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

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

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

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

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

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

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

It is the policy of the Moorhead Area Public School District to allow the limited use and parking of motor vehicles by students in school district locations. It is the position of the school district that a fair and equitable districtwide student motor vehicle policy will contribute

to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

Student Parking of Motor Vehicles in School District Locations
Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving motor vehicles to Moorhead High School may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways or in other designated areas, (e.g. staff, visitors or busing lanes). **Vehicles in violation of parking regulations will receive a warning for the 1st offense and towed at owners expense for subsequent violations.**

Patrols, Inspections and Searches
School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

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

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

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

Bus service is provided to all eligible students.

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

COMMUNICATION ASSISTANCE: If a parent or guardian is in need of accommodations to communicate with a child's school or to participate in a child's education, please contact Moorhead High at (218) 284-2300 to make a request. Examples of accommodations include: TDD at a child's school, large print or Braille materials,

accessible meeting facilities, sign language interpreter or assistive listening device kit for all meetings, conferences, activities, etc.

HEALTH CARE: The health office is located in the Administrative office complex. A health tech is on duty from 8:00 a.m. to 4:00 p.m. A licensed school nurse staffs the health office on a part-time basis and is on call in case of emergencies.
Parents of students with special health conditions should notify the nurse at the beginning of the school year. Staff will be notified of special health conditions concerning their students.

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

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

Minnesota law requires all students in grades 7-12 to have completed the primary series of immunizations including a total of two MMR (measles, mumps, rubella) vaccinations, at least three polio vaccinations, and a tetanus/diphtheria (TD) booster at or after age eleven. Students who have a medical or conscientious exemption from these requirements must have an exemption form on file in the health office.
Vision and hearing screening is done based on referrals from teacher, parents or students if a problem is suspected or as part of the assessment for special education services.

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

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

considered unexcused.

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

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

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

Students are responsible for returning materials on time so that they are available for use by others. If something is lost or damaged, the original cost of the item will be charged. Overdue lists are posted on the bulletin board across from the office and in the library. Students with excessive overdue materials will lose their checkout privileges until their overdue materials are returned.

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

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

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

School Calendar 2007-2008

August 28-31	K-12 Teacher Workshop
September 3	Labor Day Holiday
September 4	K-12 Classes Begin
September 6	MHS Back to School Night
September 28 & 29	Homecoming Parade, Game, Dance
October 11	Parent Teacher conferences (5-8:30)
October 15	Parent Teacher conferences (5-8:30)
October 16 & 17	No School
October 18 & 19	Education Minnesota - No School
November 7	End of 1st Quarter
November 21-23	No School
November 27	Grad/BST Writing Retest Grades 10-12
November 28	BST Math Retest Grades 11-12
November 29	BST Reading Retest Grades 11-12
December 3	Parent Teacher conferences (5-8:30)
December 4	Parent Teacher conferences (5-8:30)
December 22	Winter Break Begins
January 3	Classes Resume
January 18	End of 1st Semester/2nd Quarter
January 21 & 22	Teacher Workshops - No School
February 5	BST Math Retest Grades 11-12
February 6	BST Reading Retest Grades 11-12
February 11	Parent Teacher conferences (5-8:30)
February 12	Parent Teacher conferences (5-8:30)
February 13-15	No School
February 18	President's Day Holiday
March 17-21	No School
April 2	End of 3rd Quarter
April 8	BST Writing Grade 12 only
April 9	BST Math Grade 12 only
April 10	BST Reading Grade 12 only
April 15	Grade 9 GRAD Test of Written Comp.
April 15 & 16	MCA II Grade 10 Reading, Grade 11 Math
April 28	Parent Teacher conferences (5-8:30)
April 29	Parent Teacher conferences (5-8:30)
May (dates TBD)	MCA-II Science Test
May 26	Memorial Day Holiday - No School
June 4	Last Day for Students
June 8	Graduation

STORM MAKEUP DAYS
Jan. 2, March 17, 18, June 5, 6, & beyond

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.07.124**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 19, 2007

RE: Part-time and Substitute Pay Schedule Change

Attached is a copy of the Part-time and Substitute Pay Schedule for 2007-2008. This pay schedule covers district employees who are not part of a contract or association. Approval of this pay schedule is requested.

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

PART TIME AND SUBSTITUTE PAY SCHEDULE
2007-2008

	2006-07	2007-08	$ Inc.	% Inc.
ADULT ED				
Vocational Licensed Teacher (New)	23.46	23.93	0.47	2.0
Vocational Licensed Teacher 2 years	23.97	24.45	0.48	2.0
Vocational Licensed Teacher 3 years or more	24.43	24.92	0.49	2.0
Avocational Teacher	16.20	16.52	0.32	2.0
After-school	15.26	15.57	0.31	2.0
Program Assistant/Classroom Aide	7.32	7.47	0.15	2.0
Evening Sec/part-time clerical and para	9.18	9.45	0.27	3.0
Catalog Delivery	7.24	7.38	0.14	2.0
Helper	6.43	6.60	0.17	2.7
Kid Source	6.97	7.11	0.14	2.0
SUBSTITUTE TEACHERS				
Daily	80.00	82.00	2.00	2.50
10 Day Consecutive same classroom	105.00	108.00	3.00	2.85
30 Day Consecutive same classroom	161.50	166.50	5.00	3.10
Substitute Bonus: After 50 days	82.00	84.00	2.00	2.44
After 75 days	83.00	85.00	2.00	2.40
After 100 days	84.00	86.00	2.00	2.38
LICENSED TUTORS - TEACHERS	23.18	24.40	1.22	5.25
ASSISTANT SERVERS - FOOD SERVICE				
Part-time (non-contract) (start)	9.32	10.75	1.43	15
After 3 years	9.60	11.05	1.45	15
After 5 years	9.87	11.35	1.48	15
After 10 years	10.15	11.65	1.50	15
NOON HOUR SUPERVISORS/FOOD SERVICE WORKERS/SUBS				
Part-time (non-contract) (start)	8.22	8.60	0.38	4.5
After 3 years	8.50	8.90	0.40	4.5
After 5 years	8.78	9.20	0.42	4.5
After 10 years	9.05	9.50	0.45	4.5
~~Students~~	~~7.94~~			
INTERPRETERS				
Part-time (non-contract)	20.96	22.63	1.67	7.9
~~Freelance~~	~~Market~~	~~Market~~		
COTAS				
Part-time (non-contract)	16.20	16.91	0.71	4.38
~~Freelance~~	~~Market~~	~~Market~~		
SECRETARIES				
Part-time (non-contract)	9.18	9.45	0.27	3.0
PARAPROFESSIONALS (TEACHERS ASSISTANTS)				
Part-time (non-contract)	9.18	9.45	0.27	3.0
Substitute	9.18	9.45	0.27	3.0
CUSTODIANS				
Part-time (non-contract)	9.18	9.45	0.27	3.0
STUDENT HELP	6.15	6.60	0.45	7.3

Revised 06/18/2007

Department of Business Services
Moorhead Area Public Schools

Memo B.07.038

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services MW

DATE: June 19, 2007

RE: 2007-08 Annual Operating Plan

The preliminary budgets, by fund, for 2007-2008 are as follows:

Fund	Beginning Fund Balance	Revenues	Expenditures	Ending Fund Balance
01-General/rsp/Cap	$ 8,139,205	$50,594,400	$51,932,341	$ 6,801,264
02-Food Service	$ 500,655	$ 1,815,036	$ 1,890,647	$ 425,044
04-Community Ed	$ 17,151	$ 1,285,146	$ 1,296,795	$ 5,502
07-Debt Service	$42,489,416	$ 6,318,320	$ 6,039,625	$42,768,111

Suggested Resolution: Move to approve the 2007-2008 Annual Operating Plan which includes the preliminary budget for the 2007-2008 school year.

MHW:mde
Attachment

2007-2008
Annual Operating Plan

Dr. Larry P. Nybladh - Superintendent

Lynne Kovash - Assistant Superintendent of Teaching & Learning

Mark Weston - Assistant Superintendent of Business Services

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

2007-2008
ANNUAL OPERATING PLAN

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SCHOOL BOARD

	Term Expiration
Lisa Erickson, Director	2009
Bill Tomhave, Chairperson	2011
Karin Dulski, Treasurer	2011
Cindy Fagerlie, Director	2009
Mike Siggerud, Director	2009
Carol Ladwig, Clerk	2009
Kristine Thompson, Vice Chairperson	2011

CENTRAL OFFICE TEAM

Dr. Larry P. Nybladh, Superintendent

Lynne Kovash, Assistant Superintendent of Teaching and Learning

Mark Weston, Assistant Superintendent of Business Services

Ron Nielsen, Director of Human Resources

Jill Skarvold, Director of Special Education and Federal Programs

Dan Markert, Director of Information Systems and Instructional Support

INDEPENDENT SCHOOL DISTRICT 152
MOORHEAD, MINNESOTA

MISSION STATEMENT

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

THE SCHOOL ENTITY

The District encompasses 206 square miles in Clay County. It includes all or part of 11 townships. It is 34 miles long and ranges from 3 1/2 to 9 1/2 miles wide. It is bounded on the west by the Red River. The communities of Moorhead, Georgetown, Kragnes, Sabin, and Rustad are all part of the District. The District currently employs over 800 individuals in full and part-time positions. The District owns and operates a maintenance garage, an education center, 3 elementary schools, a middle school, a high school and an area learning center.

OBJECTIVES OF THE ANNUAL OPERATING PLAN

1. To approve the 2007-2008 preliminary budget.
2. To project revenue and expenditures for a two year period beyond the current budget.
3. To present historical information.
4. To have the above information organized in such a manner that it may be used as a tool in the District's long range planning process.

I. GENERAL FUND

INTRODUCTION

For budgetary purposes the following assumptions were used when actual amounts were not available. For revenues a 2% increase was utilized. Expenditures are projected at an increase ranging from 3 - 5%.

Approximately 90% of the District's revenue in the general fund is based on a state formula, which multiplies an allowance determined by the legislature according to the number of pupil units attending the District.

Utilizing the assumptions already detailed in this report, the school district is anticipating 2007-2008 general fund revenues to be $50,594,400. This reflects an increase of $2,380,206 as compared to anticipated revenues for 2006-2007. This increase is primarily due to the General Education Aid formula increase and the increase to the Special Education formula.

Utilizing the assumptions already detailed in this report, the school district is anticipating 2007-2008 general fund expenditures to be $51,932,341. This reflects an increase of $2,357,132 as compared to anticipated expenditures for 2006-2007.

The net result of the recommended general fund (01) budget is a deficit of $1,337,941 for the 2007-2008 school year. The 2007-2008 general fund (01) ending balance is projected to be $6,801,264. Budget assumptions will be monitored to verify accuracy as new information becomes available. In the event significant changes are required, the AOP will be brought to the school board and amended as necessary.

REVENUE **Line #**

Property Taxes **1**
The property taxes have increased due to the levy increase in equity and transition revenue, capital outlay, and bus levy.

Interest **2**
Current interest rates are trending higher, but the increase in rates are being offset by a declining fund balance.

Tuition and Fees **3**
This line item contains the fees from participation in extra-curricular activities, the ticket sales from activity events, and the tuition received from other districts. The tuition revenue fluctuates annually and is difficult to predict. Most of the students that have tuition agreements are special needs students. This population enters and leaves the District daily.

Other Local Sources **4**
Revenue is projected to increase by 2% annually. Rent from school facilities, rent from other property, student teacher reimbursement, concessions, reimbursement from Lake Land Mental Health Day Treatment, reimbursement from LCSC special education, and miscellaneous.

General Education Aid **5**
This aid represents the State share of the basic general education revenue which includes transportation revenue. Due to stabilizing enrollment and the increase in the formula allowance the General Education Aid has increased. For fiscal year 2005 and later, general education revenue is provided entirely through state aid payments.

Tax Credits **6**
Border City tax credit is the largest of the tax credits we receive.

Non Public Transportation Aid **7**
We receive funding to support non-public to/from transportation, and non-public between buildings transportation. This transportation is a required transportation to provide equal access to services for nonpublic students.

Special Education Aid **8**
This is partial reimbursement for expenditures in special education. The aid represents a percentage of salary and supply costs incurred by the District. The District also receives aid for excess special education cost.

Federal Sources.....9
The District receives a number of federal grants both directly and through the State of MN. Title 1 programming being the largest and the Flow-thru funding for special education being the next largest.

Operating Capital.....11
The formula for calculating operating capital revenue is $73 plus $100 multiplied by the facilities age index (1.2298 for 2007-08) multiplied by the adjusted marginal cost pupil units. In addition, districts that operate year round programs such as the RRALC are entitled to $30 for each pupil unit attending a year round program. The aid/levy mix is the same percentage as the general education formula allowance funding.

Lease Levy 12
The District is authorized under MN Statute 126C.40 to levy for the cost of leasing space for instructional purposes or for school storage. The District submits an annual application to the commissioner for approval. The total levy for a year must not exceed $100 times the resident pupil units for the fiscal year to which the levy is attributable.

Head Start Rent 13
The Clay Wilken Opportunity Council paid in advance $150,000 of which $50,000 was recorded into the construction fund for the construction cost of the classrooms at Probstfield Educational Center in FY03 and $100,000 was receipted into paid up rent in FY04. In FY05 and on is the anticipated rent revenue we will be receiving.

Sale of Property.....14
When there is property that is no longer of use to the District it is sold at a public auction or with public notice and the receipts are deposited in the capital outlay fund. Exceptions are made when state statute dictates that proceeds must be allocated other than described.
In FY 03-04 the sale of Edison, Riverside and the land sale at Reinertsen and Horizon are recorded. In FY 04-05 the sale of Lincoln is recorded.

Microsoft Settlement.....15
The Minnesota Microsoft Cy Press Program has given dollars back to the school districts for qualifying purchases of hardware and software.

Health and Safety.....17-18
To receive health and safety revenue for any fiscal year a district must submit to the commissioner an application for aid and levy. The application may be for hazardous substance removal, fire and life safety code repairs, labor and industry regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management. The revenue received through aid and levy is equal to the expenditures of the approved projects. (See lines 79-85)

EXPENDITURES **Line #**

Administration and Support Services..... 23-26
These lines include all costs for general administration, instructional administration, school site administration, and administrative support services. Administrative services are defined as those provided by head administrators who are in charge of instructional or instruction-related units. This includes the school board, superintendent, principals, assistant superintendents, and directors of instructional areas. Included are the costs of their immediate offices, including those individuals in direct support of the administrator and the administrative support positions.

Regular and Vocational Instruction 27-30
These lines include all activities dealing directly with the teaching of pupils in the classroom and co-curricular activities at the kindergarten, elementary and secondary levels excluding expenditures for special education instruction.

Special Education Instruction 31-34
These line items include the budget for activities that provide learning experiences for pupils of any age who, because of certain atypical characteristics or conditions, have been identified as requiring, or who would benefit by, educational programs differentiated from those provided pupils in regular or vocational instruction.

Instructional Support Services..... 35-38
These line items include the budget for activities for assisting the instructional staff with the content and process of providing learning experiences for pupils in the kindergarten through twelfth grade. It includes, but is not limited to, the organization, management and operation of libraries and media centers and the budgets for staff development.

Pupil Support Services 39-42
Includes all services provided to pupils, which do not qualify to be classified as instructional services. The services include counseling and guidance, health, psychological, social work, crime prevention, and others.

Operations and Maintenance of Buildings and Grounds..... 43-47
These line items include the budgets for activities related to maintaining and sustaining the utility, economic and aesthetic value of existing District owned property. For buildings, this includes custodial care and ordinary upkeep. Equipment consists of repairs and maintenance of equipment to sustain original condition of completeness and efficiency.

Transportation Services.....48-53
Includes the salaries and benefits and other costs to operate the transportation department.

Property/Liability Insurance 54
This includes insurance premiums for property, and liability coverage.

OPERATING CAPITAL EXPENDITURES

Capital expenditures consist of expenditures for acquisition, additions, or improvement of sites, building, and equipment. An item qualifies as equipment if all the following criteria are met:

- It retains its original shape and appearance with use. It has a normal useful life of at least three years.
- It is nonexpendable. That is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with and entirely new unit.
- It represents an investment of money (usually a unit cost range of greater than $500), which makes it feasible and advisable to capitalize the item.
- It does not lose its identity through incorporation into a different or more complex unit or substance.

Under a property control system each item or group of like items would be separately inventoried and controlled.

Special Assessments 56
Special assessments will be based on city improvements including projects related to repaving streets, curb and gutter work, and needed improvements for city services.

Leases 57
The District currently has lease agreements with the City of Moorhead for the Sports Center and Outreach Center, LaFamiglia Limited Partnership for RRALC, Fargo Schools for the gymnastics center, and Lakes Country Service Cooperative for the YES program.

Telephone/Telecommunications 58
Expenses include equipment and the leasing of telephone lines. E-rate reimbursements received through the federal government will cause this line item to fluctuate.

Building Discretionary Allocation 59
Each building is allocated capital dollars to cover incidental expenses that are not part of the long-range facility plan. The allocation is $7.84 per student based on projected enrollments.

Athletics 60
This budget is for additions and replacement of athletic equipment.

Textbook/Curriculum Adoption 61
There is a review process annually to decide the needs relative to textbook acquisitions. It is predicted that the use of textbooks will decline with the increased use of technology.

Music 62
This budget is for additions and replacement of musical instruments. Musical instrument purchase and replacement will be based on recommendations from the District's music staff.

EXPENDITURES (Continued) **Line #**

Media 63
Audiovisual equipment and application software will be purchased based on the recommendation of the Building Technicians, Media Specialists, and Principals with assistance from the Director of Media Services and Director of Information Systems and Instructional Support. Attention will focus on the district's integration of technology and the delivery & implementation of the MN Profiles of Learning. Media/library print books and electronic resources will be purchased as recommended by building Media Specialists in collaboration with the Director of Media Services & the Director of Information Systems and Instructional Support. Specific attention will be given to the current curriculum cycle, the district's focus on technology integration and those resources needed for implementation of the MN Graduation Standards.

Equipment Contingency Fund 64
Equipment that must be replaced immediately for continuity of instructional programs or for equipment essential for District operations will be purchased when necessary from this budget.

Technology Staffing 65
This budget is for the wage and benefit expense associated with the Director of Information Systems and Instructional Support.

Technology Plan 66
The technology plan is attached. It details the annual operating costs and the planned acquisitions for the next three years.

Microsoft Settlement..... 67
The Minnesota Microsoft Cy Press Program has given dollars back to the school districts for qualifying purchases of hardware and software

Building Construction and Maintenance Plan 68
The building construction and maintenance plan is attached. It details the projected expenditures by building. This budget is for the replacement of lawn maintenance and snow removal equipment. Purchases will be based on the recommendations of the Buildings and Grounds Supervisor. The Building and Grounds Supervisor will make recommendations regarding purchasing vehicles for use by District staff.

Pool Construction 69
Expenditures related to renovating of the pool.

Health and Safety Expenditures 72-77
The commissioner has approved all of the expenditures included in this category. To be considered by the commissioner for health and safety funding the project must be for hazardous substance removal, fire and life safety code repairs, labor and industry regulated facility and equipment violations, or health, safety, and environmental management including indoor air quality management. MN Statute 123B.57 defines the health and safety program.

INE #		2004-05 ACTUAL	2005-06 ACTUAL	2006-2007 PROJECTED	2007-2008 PROJECTED 1.02	2008-2009 PROJECTED 1.02	2009-2010 PROJECTED 1.02
	Formula Allowance per Pupil Unit	4,601	4,783	4974	5,074	5,124	5,226
	Enrollment (Nov. 2006 Projections)	5,276	5,252	5381	5,396	5,402	5,444
	REVENUES:						
	General Fund						
1	Property Taxes	447,705	674,884	1,411,269	1,445,965	1,474,884	1,504,382
2	Interest	203,081	456,955	580,000	580,000	580,000	580,000
3	Tuition & fees	850,666	777,803	1,141,957	1,164,796	1,188,092	1,211,854
4	Other local sources	582,950	954,425	790,410	802,662	818,715	835,090
5	General ed aid	30,223,590	31,671,714	33,128,625	34,700,923	34,934,350	35,633,037
6	Tax credits/Border city aid	213,255	147,174	291,762	297,596	303,548	309,619
7	Non public trans aid	89,355	135,707	92,965	94,824	96,720	98,655
8	Special ed aid,excess aid,pr yr adj	6,554,614	6,151,743	6,217,771	7,335,411	8,049,493	8,210,483
9	Federal aids	2,891,736	2,782,149	2,824,821	2,881,318	2,938,944	2,997,723
10	**Total General Fund**	**42,056,952**	**43,752,554**	**46,479,580**	**49,303,495**	**50,384,747**	**51,380,842**
	Operating Capital						
11	Operating Capital aid	1,278,554	1,055,724	866,490	842,379	788,776	804,552
12	Lease Levy	317,559	257,144	278,616	275,728	281,243	286,867
13	Head Start Rent	13,671	18,374	17,743	18,098	18,460	18,829
14	Sale of Property	206,334	0	0	0	0	0
15	Microsoft Settlement		165,872	116,732	20,098	0	0
16	**Total Operating Capital**	**1,816,118**	**1,497,114**	**1,279,581**	**1,156,303**	**1,088,478**	**1,110,248**
17	Health & safety levy	143,416	(38,342)	336,305	13,499	13,769	13,904
18	Health & safety aid	27,986	(7,182)	118,728	121,103	123,525	124,736
19	**Total Health & Safety**	**171,402**	**(45,524)**	**455,033**	**134,602**	**137,294**	**138,640**
20	**Total Revenues**	**44,044,472**	**45,204,144**	**48,214,194**	**50,594,400**	**51,610,520**	**52,629,730**
21	% CHANGE	-6.15%	2.63%	6.66%	4.94%	2.01%	1.97%
22	$ CHANGE	(2,888,699)	1,159,672	3,010,050	2,380,206	1,016,120	1,019,211
	EXPENDITURES:						
23	Admin salaries	2,502,956	2,537,355	2,733,228	2,869,889	3,013,384	3,164,053
24	Admin fringe benefits	391,952	406,828	428,012	449,413	471,883	495,477
25	Admin supplies	13,654	13,422	14,715	15,156	15,611	16,079
26	Admin other	147,164	203,117	152,255	161,823	166,677	171,678
27	Instruct salaries (reg & voc)	14,098,328	14,859,766	15,510,129	16,285,635	17,099,917	17,954,913
28	Instruct fringe benefits	4,183,217	4,503,728	4,567,513	4,795,889	5,035,683	5,829,433
29	Instruct supplies	441,955	437,275	588,557	606,214	624,400	682,299
30	Instruct other	1,341,160	1,069,308	906,382	933,573	961,581	1,050,745
31	Spec ed salaries	7,868,898	8,248,685	8,592,837	9,022,479	9,473,603	10,966,879
32	Spec ed fringe benefits	1,735,692	1,906,229	1,895,376	1,990,145	2,089,652	2,419,033
33	Spec ed supplies	79,208	67,388	77,423	79,750	82,140	89,750
34	Spec ed others	1,152,631	1,433,957	1,445,075	1,488,430	1,533,080	1,675,230
35	Instruct support salaries	1,395,607	1,459,535	1,524,003	1,600,203	1,680,213	1,945,057
36	Instruct support fringe benefits	223,526	259,123	280,556	294,584	309,313	358,068
37	Instruct support supplies	99,801	104,573	95,790	140,260	144,470	157,860
38	Instruct support other	161,151	157,588	252,002	259,560	267,350	292,140
39	Pupil support salaries	821,113	834,166	896,555	941,383	988,452	1,144,257
40	Pupil support fringe benefits	187,535	191,902	204,788	215,027	225,779	261,367
41	Pupil support supplies	5,572	4,848	7,691	7,920	8,160	8,910
42	Pupil support other	12,960	32,760	11,120	11,450	11,790	12,880
43	Bldgs & grounds salaries	1,098,104	1,093,760	1,199,130	1,259,087	1,322,041	1,530,428
44	Bldgs & grounds fringe benefits	180,318	180,572	196,907	206,752	217,090	251,309
45	Bldgs & grounds energy exp	*1,362,923*	1,650,084	1,699,500	1,750,485	1,803,000	1,970,186
46	Bldgs & grounds supplies	*252,020*	219,632	308,338	317,588	327,116	357,448
47	Bldgs & grounds other	*140,585*	235,895	211,960	218,319	224,868	245,720
48	Transportation salaries	388,667	393,862	416,531	439,747	461,734	534,515
49	Transportation benefits	54,817	57,572	56,163	69,290	72,755	84,222
50	Transportation contracted services	1,712,675	1,839,330	1,996,182	2,034,750	2,095,793	2,290,129
51	Transportation supplies	251,455	311,374	330,568	378,200	389,546	425,667

INE #		2004-05 ACTUAL	2005-06 ACTUAL	2006-2007 PROJECTED	2007-2008 PROJECTED	2008-2009 PROJECTED	2009-2010 PROJECTED
52	Transporation equipment	151,149	74,036	70,926	75,000	77,250	84,413
53	Transportation other	26,920	18,631	24,720	25,000	25,750	28,138
54	Property/ Casuality Insurance	237,448	242,614	201,139	142,490	146,765	160,374
55	**Total General Expenditures**	**42,721,161**	**45,048,915**	**46,896,071**	**49,085,491**	**51,366,845**	**56,658,659**
56	Op cap special assessments	4,945	197,648	17,629	23,362	24,063	26,294
57	Op cap Leases	336,940	290,667	299,960	308,959	318,228	347,736
58	Op cap Telephone/telecomm	70,885	4,360	79,843	82,238	84,705	92,560
59	Op cap Bldg Discretionary	12,412	32,558	41,219	42,456	43,729	47,784
60	Op cap Athletics	7,980	6,142	10,129	10,433	10,746	11,742
61	Op cap Textbooks	199,477	279,104	320,000	335,000	345,050	377,045
62	Op cap Music	12,715	12,340	13,506	13,911	14,329	15,657
63	Op cap Media	42,389	43,173	45,025	46,376	47,767	52,196
64	Op cap Eq Contingency/copiers	15,556	11,357	117,144	120,658	124,278	135,802
65	Op cap Technology Staffing	94,928	100,794	104,524	109,750	115,238	133,402
66	Op cap Technology Plan	619,329	574,164	484,197	498,861	513,827	529,241
67	Op Microsoft Settlement	0	168,201	116,731	20,098	0	0
68	Op cap Bldg Const/Maint Plan	682,266	625,774	747,600	1,178,748	556,000	482,000
69	Op cap Pool Construction	603,633	0	0	0	0	0
70	Op Cap Purchase of Land	361,287	0	201,630		0	0
71	**Total Operating Cap Expenditures**	**3,064,742**	**2,346,280**	**2,599,137**	**2,790,850**	**2,197,959**	**2,251,460**
72	Health & Safety Physical Hazard	201,352	26,709	26,300	20,000	30,000	30900
73	Health & Safety Hazardous Subst	20,876	2,188	1,800	8,000	15,000	15450
74	Health & Safety Enviromental Mgmt	23,895	23,308	2,700	3,000	25,000	25750
75	Health & Safety Asbestos	172,207	86,324	15,000	10,000	10,000	10300
76	Health & Safety Fire Safety	17,411	58,749	34,200	15,000	15,000	15450
77	Health & Safety Indoor Air Quality	5,033	3,508	0	0	0	0
78	**Total Health & Safety Expenditures**	**440,774**	**200,786**	**80,000**	**56,000**	**95,000**	**97,850**
79	**TOTAL EXPENDITURES**	**46,226,677**	**47,595,982**	**49,575,209**	**51,932,341**	**53,659,804**	**59,007,969**
80	% Change	5.8%	3%	4%	5%	3%	1%
81	$ Change	2,518,205	1,369,305	1,979,227	2,357,132	1,727,463	443,765
82	REV OVER EXP (EXP OVER REV)						
83	General Fund	(664,209)	(1,296,361)	(416,491)	218,004	(982,098)	(5,277,816)
84	Operating Capital	(1,248,624)	(849,166)	(1,319,556)	(1,634,547)	(1,109,481)	(1,141,212)
85	Health & Safety	(269,372)	(246,310)	375,033	78,602	42,294	40,790
86	Total Rev Over Exp (Exp over Rev)	(2,182,205)	(2,391,838)	(1,361,015)	(1,337,941)	(2,049,284)	(6,378,239)
87	BEGINNING FUND BALANCE						
88	General Fund	8,984,282	8,320,073	7,023,712	6,607,221	6,825,226	5,843,128
89	Operating Capital	5,001,078	3,752,454	2,903,288	1,583,731	(50,816)	($1,160,297)
90	Health & Safety	88,901	(180,471)	(426,781)	(51,748)	26,854	$69,148
91	Total Beginning Fund Balance	14,074,261	11,892,055	9,500,218	8,139,205	6,801,264	4,751,979
92	Transfer From General Fund	0	0	0	0	0	0
93	Transfer to Operating Capital	0	0	0	0	0	0
94	Transfer From Fund 22	0	0	0	0	0	0
95	ENDING FUND BALANCE						
96	General Fund	$8,320,073	$7,023,712	$6,607,221	$6,825,226	$5,843,128	$565,312
97	Operating Capital	$3,752,454	$2,903,288	$1,583,731	($50,816)	($1,160,297)	($2,301,509)
98	Health & Safety	($180,471)	($426,781)	($51,748)	$26,854	$69,148	$109,938
99	Total Ending Fund Balance	$11,892,055	$9,500,218	$8,139,205	$6,801,264	$4,751,979	($1,626,259)
100	As a % of Expenditures	25.73%	19.96%	16.42%	13.10%	8.86%	-2.76%

Replace Condensate Tank	20,000						
Parking Lot Resurface	300,000	263,300					
Tennis Courts					265,000		
Gym Flooring Refinishing			4,000			3,000	3,000
Fence & Stadium			4,315				
Gym Floor Repair/replace					3,000		
Sound Shell			12,369				
Replace Carpet rm 306-309			7,650				
Main Elevator Repair				11,150			
Boiler Retube					30,000		
Replace Steam Coils			4,100	6,940	16,000		
Drain Field				4,135			
Dampers				8,000			
Cabinet Replacements				50,000			
Score Board					35,000		
Folding Door Auditorium						145,000	
Carpet Auditorium						25,000	
Running Track Repair							80,000
Repair Gym Wall							10,000
TOTAL	**320,000**	**263,300**	**32,434**	**80,225**	**349,000**	**173,000**	**93,000**
Horizon Middle School	**03-04**	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**
Track Repair			10,700				
Smokestack Repair	8,000						
Storage bldg			60,000				
Site Work			7,500				
Monumental signs			10,725				
Acoustical Panels			7,881				
Aluminum Column Covers (15)			16,500				
Padded chairs			9,160				
Gym Floor Refinishing			3,000	1,645	3,000	3,000	3,000
Clay Removal			42,400				
Handicapped Door West Side				4,650			
Soccer Fields				200,000	50,000		
Rain Gutters				1,180			
Ventilation					85,000		
Tree Replacement					16,000		
Cut Around BB Field					3,000		
Goal Posts					5,000		
Repaint							20,000
TOTAL	**8,000**	**0**	**157,166**	**207,475**	**162,000**	**3,000**	**23,000**
ROBERT ASP ELEMENTARY	**03-04**	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**
Sealcoat Basketball Court							
Smokestack Repair	8,000						
Storage Bldg			24,355				

Gym Floor Refinish			3,000	1,322	2,000	2,000	2,000
Water Heater Conversion				18,400			
TOTAL	**8,000**	**0**	**30,277**	**19,722**	**277,000**	**2,000**	**2,000**
Hopkins Elementary	**03-04**	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**
Gym Floor Refinish			4,000	1,678	17,000	3,000	3,000
Driveway				8,500			
Side Walk Replacement					4,000		
Running Track Repair						80,000	
Total	**0**	**0**	**4,000**	**10,178**	**21,000**	**83,000**	**3,000**
SG Reinertsen	**03-04**	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**
Site Work			11,180				
Monumental Signs			10,725				
Cabinets			36,309				
Roof Hatch			8,865				
Classroom Walls				10,000			
Paint Hallways				1,370			
Receiving				7,430			
Sidewalks				5,365	15,000		
Gym Floor Refinish							
Repaint							15,000
TOTAL	**0**	**0**	**67,079**	**24,165**	**15,000**	**0**	**15,000**
PROBSTFIELD/ Education Ce	**03-04**	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**
Parking Lot Resurface							
Smoke stack repair			5,000		5,000		
Door Openers			5,000				
Intercom/Paging/Clock System			14,700				
Electrostatic Locker Painting				8,000			
Chemical Feed Pump Replacement					2,500		
Paint Lockers						7,000	
TOTAL	**0**	**0**	**24,700**	**8,000**	**7,500**	**7,000**	**0**
RRALC			**05-06**	**06-07**	**07-08**	**08-09**	**09-10**
Carpet				5,835	0		
Remolding					9,248		
Lock Replacement Lockdown					13,000		
Total				**5,835**	**22,248**	**0**	**0**
MAINTENANCE BUILDING	**03-04**	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**
Carpet Replacement			4,000				
Door Replacement	4,000		2,000			40,000	
Parking Lot Surface							90,000
TOTAL	**4,000**	**0**	**6,000**	**0**	**0**	**40,000**	**90,000**

Maintenance Equipment	20,000	104,847		5,000	20,000		
Maintenance Repairs	6,770						
Vehicles	61,586	12,443	35,078		45,000	37,000	20,000
Maintenance Pickup							35,000
Bobcat with Attachments			16,850			1,000	1,000
Lawn/Snow Cleaning Eq				20,000	35,000	45,000	30,000
TOTAL	**88,356**	**117,290**	**51,928**	**25,000**	**100,000**	**83,000**	**86,000**
UNDEDICATED CAPITAL	**03-04**	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**
Undedicated	300,000	402,030	200,000	367,000	225,000	165,000	170,000
TOTAL	**300,000**	**402,030**	**200,000**	**367,000**	**225,000**	**165,000**	**170,000**
BUILDING C/O SUMMARY 200	**03-04**	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**
Senior High	320,000	263,300	32,434	80,225	349,000	173,000	93,000
Junior High/Horizon Middle Sch	8,000	0	157,166	207,475	162,000	3,000	23,000
Robert Asp Elementary	8,000	0	30,277	19,722	277,000	2,000	2,000
Hopkins	0	0	4,000	10,178	21,000	83,000	3,000
Probstfield Elementary/Center f	0	0	24,700	8,000	7,500	7,000	0
SG Reinertsen Elementary	0	0	67,079	24,165	15,000	0	15,000
RRALC	0	0		5,835	22,248	0	0
Maintenance Building	4,000	0	6,000	0	0	40,000	90,000
Maintenance- Equip-Vehicles	88,356	117,290	51,928	25,000	100,000	83,000	86,000
Undedicated	300,000	402,030	200,000	367,000	225,000	165,000	170,000
Art Program at Sports Center re	60,000	0	0	0	0	0	
TOTAL SUMMARY	**788,356**	**782,620**	**573,584**	**747,600**	**1,178,748**	**556,000**	**482,000**
HEALTH & SAFETY	**03-04**	**04-05**	**05-06**	**06-07**	**07/08**	**08-09**	**09-10**
Physical Hazard Control/ Demol	365,000	225,000	30,900	26,300	20,000	30,000	30,000
Hazardous Substance Manager	15,000	11,000	15,450	1,800	8,000	15,000	15,000
Health & Safety Management	29,325	25,000	25,750	2,700	3,000	25,000	25,000
Safety Committee Time	25,000	15,000	15,450	15,000	10,000	5,000	5,000
Asbestos Ahera Compliance	305,000	115,000	15,450	0	0	5,000	5,000
Fire Safety	15,000	21,934	22,592	34,200	15,000	15,000	15,000
Violence Prevention	0	0	0	0	0	0	
Air Quality Control	15,000	0	0	0	0	0	
Antimicrobial Filters	15,000	0	0	0	0	0	
EPA Loan - High School	61,000	61,000	61,000	0	0	0	
EPA Loan - Robert Asp	15,600	15,600	15,600	0	0	0	
Remove Fire Dampers							
Corridor Rated Doors Edison							
Corridor Rated Doors Washingt							
Other							
TOTAL	**860,925**	**489,534**	**202,192**	**80,000**	**56,000**	**95,000**	**95,000**

TECHNOLOGY PLAN

Annual Operations		04/05	05/06	06/07	07/08	08/09	09/10
Infrastructure						1.03	1.03
	WAN -- Fiber Optics Lease	43,700	24,000	24,000	24,000	24,720	25,462
	Miscellaneous Electrical Upgrades	1,000	1,000	2,200	2,200	2,266	2,334
	Cabling -- Misc. District wide	6,365	6,556	12,000	12,000	12,360	12,731
	NW Links Membership	6,896	7,103	7,316	0	0	0
		57,961	38,659	45,516	38,200	39,346	40,526
Hardware							
	Telephone System Maintenance	3,713	3,825	3,500	3,500	3,605	3,713
	Cellular Communication	1,644	1,694	3,100	3,100	3,193	3,289
		5,357	5,519	6,600	6,600	6,798	7,002
Maintenance Agreements							
	Software/Support Agreement	6,200	6,365	4,660	4,800	4,944	5,092
	Internet Bandwidth (minus E-Rate)	7,200	7,200	7,416	7,638	7,868	8,104
	Region I Software/Support Agreement	50,000	52,451	63,580	65,487	67,452	69,476
	Cisco WAN Agreements	2,814	2,814	0	0	0	0
		66,214	68,830	75,656	77,926	80,263	82,671
Department Operations							
	General Supplies (Subscriptions, tools, e	2,200	2,251	2,319	2,300	2,369	2,440
	Security/Clock/Paging/RF support	0	0	8,000	8,200	8,446	8,699
	CD-R's & Other Media	800	845	1,500	2,000	2,060	2,122
	Backup Archival Tapes	1,500	1,688	1,300	1,300	1,339	1,379
		4,500	4,784	13,119	13,800	14,214	14,640
Software Subscriptions							
	AntiVirus	3,400	3,497	700	700	721	743
	Group Calendaring/Scheduling	2,100	2,122	2,750	2,800	2,884	2,971
	SSL Certificates	0	0	700	700	721	743
	AppleWorks/iWorks	1,200	1,500	1,545	1,550	1,597	1,644
	Email	5,500	5,628	4,000	4,000	4,120	4,244
	Inspiration/Kidspiration	1,200	0	0	0	0	0
	FileMaker Pro Server & Client New/Upgra	1,500	1,639	0	0	0	0
	Web Filtering	16,000	16,391	18,000	18,000	18,540	19,096
	SENDIT membership	1,400	1,463	1,200	1,200	1,236	1,273
	Student Management Agreement	20,000	12,180	0	22,000	22,660	23,340
	Network operating system upgrade	4,900	15,000	4,000	4,120	4,244	4,371
		57,200	59,420	32,895	55,070	56,722	58,424
Staff Development							
	Local training classes	18,036	19,134	16,000	16,000	16,480	16,974
	Operations specialized training	5,000	5,000	8,225	9,000	9,270	9,548
	Intern Help (Salary)	6,700	6,955	8,000	8,200	8,446	8,699
		29,736	31,089	32,225	33,200	34,196	35,222
	Subtotal Operational Expenditures	220,968	208,301	206,011	224,796	231,540	238,486

TECHNOLOGY PLAN

echnology Acquisitions		04/05	05/06	06/07	07/08	08/09	09/10
Infrastructure							
	WAN -- Video Network/TV & Web Studio	10,000	10,000	0	10,000	10,300	10,609
	WAN -- Expansion/Upgrade	44,000	0	0	0	0	0
	LAN -- Hub/Switches New/Replacement	11,895	5,000	0	0	0	0
		65,895	15,000	0	10,000	10,300	10,609
Hardware							
	Auditorium Operations(Lights/Sound)	5,000	5,000	5,000	5,000	5,150	5,305
	RAM/CPU Upgrades	5,000	5,000	5,000	5,000	5,150	5,305
	TV/LCD Projection System/Projection Sc	6,000	35,000	58,800	12,000	12,360	12,731
	Computer Workstations	79,000	150,000	135,000	186,000	191,580	197,327
	Network Printers	10,680	5,000	2,500	2,065	2,127	2,191
	Peripheral Add-ons	5,000	5,000	1,000	5,000	5,150	5,305
	Data Servers/upgrades	8,900	0	47,000	5,000	5,150	5,305
	Emerging Technologies	10,000	10,000	10,000	30,000	30,900	31,827
		129,580	215,000	264,300	250,065	257,567	265,294
Software							
	Student Management System Options	30,000	0	0	0	0	0
	New/Curriculum Contingency	10,300	7,705	4,886	5,000	5,150	5,305
		40,300	7,705	4,886	5,000	5,150	5,305
Staff Development							
	Specialized Training--New Technologies	9,270	9,768	9,000	9,000	9,270	9,548
		9,270	9,768	9,000	9,000	9,270	9,548
	Subtotal Technology Acquisitions	245,045	247,473	278,186	274,065	282,287	290,756
	Subtotal Operational Expenditures	220,968	208,301	206,011	224,796	231,540	238,486
	TOTAL TECHNOLOGY PLAN	**466,013**	**455,774**	**484,197**	**498,861**	**513,827**	**529,241**
	Transfer to Construction Tech	-245,000	0	0	0	0	0
	Final Technology Plan	**221,013**	**455,774**	**484,197**	**498,861**	**513,827**	**529,241**

Microsoft Cy Pres Settlement

	2006-07	2007-08	
General Purpose/Hardware	**Projected**	**Projected**	
	1,500.00	0.00	
	53,593.21	11,720.64	
	0.00	0.00	
Total Hardware	**55,093.21**	**11,720.64**	
Software			
	35,025.84		
	17,766.00		
	933.90		
	1,400.00		
	6,337.73	4,759.00	
	0.00	3,618.00	
	175.00	0.00	
Total Software	**61,638.47**	**8,377.00**	
Total Cy Pres Settlement	**116,731.68**	**20,097.64**	**302,875**

Licensed Staff	2006-07 Actual	2007-08 Budget (06-07 budget)	Increase (Decrease)
Elementary (K-5)	85.5	88.5	3
Middle School (6-8)	55.5	54.5	-1
Senior High (9-12)	71.7	71.2	-0.5
Alternative Education	8.8	8.8	0
Special Education	112.41	111.41	-1
Federal Programs/Grants *	15.25	15.25	0
ESL	6.53	6.53	0
Elementary Art	3	3	0
Elementary Music	6.7	6.7	0
Elementary Physical Educa	6.46	6.46	0
Gifted and Talented	2.5	2.5	0
Administrative	10	10	0
Media Specialists	5	5	0
Counselors	11	11	0
School Nurses	2	2	0
Supervisory	7	7	0
			0
Total Licensed Staff	409.35	409.85	0.5

Non-Licensed Staff

Administrative	2	2	0
Supervisory	9	9	0
Paraprofessionals	155.22	155.22	0
Non-Aligned/TCI	30.94	29.94	-1
Clerical	48.03	48.03	0
Custodial	33	33	0
Total Non-Licensed Staff	278.19	277.19	-1

*The total FTE may flucuate due to funding
Title I, II, V and additional grant positions

The following chart provides information regarding the average class sizes at each grade level. The district annual plan provides for class sizes within the following parameters.

Student to Teacher Ratios

Grade Level	01-02	02-03	03-04	04-05	05-06	06-07	Projected 07-08
Elem K-3	25:1	25:1	25:1	25:1	25:1	25:1	25:1
Elem 4-5	29:1	29:1	29:1	29:1	29:1	29:1	29:1
Middle School	30:1	30:1	30:1	30:1	30:1	30:1	30:1
Senior High	30:1	30:1	30:1	30:1	30:1	30:1	30:1

Secondary staffing for elective classes will require a student enrollment of 20.

Average Class Size

	01-02	02-03	03-04	04-05	05-06	06-07	Projected 07-08
	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size
Kindergarten	20	21	21	23	22	23	22
Grade 1	21	23	22	24	24	24	24
Grade 2	22	23	23	24	25	23	24
Grade 3	27	23	24	25	25	25	26
Grade 4	27	25	24	25	26	25	26
Grade 5	28	27	26	26	26	28	26
Grade 6	27	28	27	26	29	30	28
Grade 7			29	29	26	25	30
Grade 8			30	26	26	26	26
District Average K-6	24.5	24	24	25	25	24	23
District Average 6-8			29	27	27	27	28

**The average class size is based on October 1 enrollment.

MOORHEAD AREA PUBLIC SCHOOLS COHORT PROJECTIONS

NOVEMBER 2006

November-06				Weighted Average									
	ACTUAL ENROLLMENT						PROJECTED ENROLLMENT						
	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	Nov. 05 Projections	Variance between Actual and Projected
Kindergarten	371	363	337	403	378	421	410	400	400	400	400	390	31
Grade 1	419	368	354	353	411	401	434	423	412	412	412	381	20
Grade 2	356	405	361	357	360	414	403	436	425	414	414	411	3
Grade 3	401	345	406	351	368	359	414	403	436	425	414	359	0
Grade 4	432	397	337	388	359	380	360	416	405	438	427	364	16
Grade 5	393	442	409	340	391	372	388	368	424	413	447	364	8
Grade 6	433	396	438	418	353	422	387	403	383	441	430	396	26
Grade 7	459	438	414	444	419	367	432	396	413	392	452	359	8
Grade 8	425	446	431	413	446	431	369	434	398	415	394	415	16
Grade 9	464	436	451	444	438	463	447	383	451	413	431	462	1
Grade 10	460	471	433	487	446	430	468	452	387	456	418	447	-17
Grade 11	464	460	474	420	461	460	426	464	448	384	452	434	26
Grade 12	437	458	462	458	422	461	457	424	461	446	382	456	5
Grades K-4	1979	1878	1795	1852	1876	1975	2021	2078	2078	2090	2068	1905	70
Grades K-5	2372	2320	2204	2192	2267	2347	2409	2446	2502	2503	2515	2269	78
Grades K-6	2805	2716	2642	2610	2620	2769	2796	2849	2885	2944	2945	2665	104
Grades 1-3	1176	1118	1121	1061	1139	1174	1251	1262	1273	1252	1241	1151	23
Grades 4-6	1258	1235	1184	1146	1103	1174	1135	1187	1212	1292	1303	1124	50
Grades 5-6	826	838	847	758	744	794	775	772	807	854	877	760	34
Grades 6-8	1317	1280	1283	1275	1218	1220	1188	1234	1194	1248	1275	1170	50
Grades 7-8	884	884	845	857	865	798	801	830	811	807	845	774	24
Grades 7-12	2709	2709	2665	2666	2632	2612	2600	2553	2559	2505	2528	2573	39
Grades 9-12	1825	1825	1820	1809	1767	1814	1799	1723	1748	1699	1682	1799	15
Grades K-12	5514	5425	5307	5276	5252	5381	5396	5402	5444	5449	5472	5238	143
Increase/Decline		-89	-118	-31	-24	129	15	6	42	6	23		
Percent			-2.14%	-0.57%	-0.45%	2.45%	0.29%	0.11%	0.77%	0.11%	0.42%		

VEHICLE INVENTORY

ID #	Vehicle Type	Model Year	Chassis	Body	Fuel type	Capacity	6/1/2006	Miles as of 6/1/2007	Miles	Special Equipment	Scheduled Replacement	Purchase Price	Notes
93	SCHOOL BUS	1993	IHC	THOMAS	DIESEL	78	104,200	104,367	167		2005	$ 53,485	Delayed Replacement - Being used as a spare only
94	SCHOOL BUS	1993	IHC	THOMAS	DIESEL	78	120,298	120,348	50		2005	$ 53,780	Delayed Replacement - Being used as a spare only
96	SCHOOL BUS	1995	IHC	AMTRAN	DIESEL	77	141,344	151,577	10,233		2007	$ 48,787	Delayed Replacement - replacing bus 95 first
87	SCHOOL BUS	1996	IHC	THOMAS	DIESEL	77	113,363	116,802	3,439		2008	$ 56,575	
89	SCHOOL BUS	1996	IHC	THOMAS	DIESEL	77	141,312	142,136	824	Lift Equipped	2008	$ 56,575	
95	SCHOOL BUS	1996	FORD	CARPENTER	DIESEL	77	106,379	108,677	2,298		2008	$ 54,927	Accelerated Replacement - Carpenter Bus Issue
83	SCHOOL BUS	1998	IHC	Blue Bird	DIESEL	30	76,338	81,521	5,183	Lift Equipped	2010	$ 59,104	
84	SCHOOL BUS	1998	IHC	Blue Bird	DIESEL	31	89,498	104,577	15,079	Lift Equipped	2010	$ 59,104	
00-103	MINI-VAN	2000	GMC	Safari (red)	GASOLINE	7	75,994	79,091	3,097		2010	$ 22,734	
00-104	MINI-VAN	2000	GMC	Safari(Teal Blue)	GASOLINE	7	102,195	120,105	17,910		2010	$ 22,692	
05-105	4WD	2000	DODGE	Durango	GASOLINE	7	76308	79460	3,152		2011	$ 12,995	
71	SCHOOL BUS	2001	GMC	Blue Bird	DIESEL	77	88208	96162	7,954		2013	$ 54,692	
72	SCHOOL BUS	2001	GMC	Blue Bird	DIESEL	77	91020	101933	10,913		2013	$ 54,692	
73	SCHOOL BUS	2004	IHC	Blue Bird	DIESEL	77	22410	38049	15,639		2016	$ 60,289	
74	SCHOOL BUS	2004	IHC	Blue Bird	DIESEL	77	26967	36357	9,390		2016	$ 60,490	
05-106	MINI-VAN	2005	DODGE	Caravan	GASOLINE	7	20872	38757	17,885		2016	$ 25,450	
75	SCHOOL BUS	2006	IC Bus	IC Bus	DIESEL	77	19986	34813	14,827		2018	$ 63,531	
86	SCHOOL BUS	2006	IC Bus	IC Bus	DIESEL	47	15855	29538	13,683	Lift Equipped	2018	$ 73,437	
76	SCHOOL BUS	2007	IC Bus	IC Bus	DIESEL	77	964	8623	7,659		2019	$ 67,036	
88	SCHOOL BUS	2008	IC Bus	IC Bus	DIESEL	45	9741	24155	14,414	Lift Equipped	2019	$ 74,036	
									173,796				

II. FOOD SERVICE

INTRODUCTION

For budgetary purposes the following assumptions were used when actual amounts were not available. For revenues a 2% increase was utilized, while expenditures utilized a 3.00% increase.

This fund must be established in a district that maintains a food service program for pupils. Food service includes those activities, which have as their purpose the preparation and service of milk, meals, and snacks in connection with school and community service activities.

Revenues and expenditures for Food Service activities are recorded in this fund. Eligible expenditures include application processing, meal accountability, food preparation, meal service, and kitchen custodial service.

If revenues exceed expenditures, the resultant positive fund balance may not be transferred to the General Fund. If a deficit occurs, permanent transfers should be made from the General Fund to the Food Service Fund as of the end of the fiscal year.

1 Manual for the Uniform Financial Accounting and Reporting System for Minnesota schools ppIII-2

REVENUE RATIONALE

Basic Assumptions

The number of paid, free and reduced price lunches will remain the same as 2006-07.

Reimbursements

The per meal reimbursement from the state (lunch) will increase by .015.

The per meal reimbursement for commodities will remain increase by .0025.

The per meal federal reimbursement (cash) for paid meals will remain neutral.

The per meal federal reimbursement (cash) for free and reduced meals will increase yearly by .03 per breakfast, .06 per lunch, and .01 for snacks.

2007-2008 Reimbursements (Tentative)

State Reimbursement:

$ .12	All Lunch
$ .55	Paid Breakfast
$ .30	Reduced Breakfast

Commodities Reimbursement (Food Distribution Program):

$ .17 each meal (lunch)

Federal Reimbursement:

$ .23	Paid lunch
$2.06	Reduced lunch
$2.46	Free lunch
$ .24	Paid breakfast
$1.04	Reduced breakfast
$1.34	Free breakfast
$ .06	Paid Snack
$ .33	Reduced Snack
$ .66	Free Snack

K-Milk Reimbursement:

$ .145	Milk - Federal
$ .14	Milk - State

EXPENDITURE RATIONALE

Basic Assumptions

Expenses will increase by three percent per year.

FUND BALANCE DEFINITIONS **Line #**

Miscellaneous Local Revenue **2**
Catered meals (lunch) to Headstart Program at Probstfield.

Purchased Services **14**
Costs include supervision, administrative services, repairs and maintenance, printing/publications, travel/professional development, consulting fees, operation and maintenance.

Food Costs (USDA Commodities) **15**
Based on the number of reimbursable student meals (lunch only) that were served the previous school year.

Fund Balance Projections **24**
Use of Food Service funds to pay for capital outlay expenditures will decrease the fund balance.

Funding for capital outlay is received only from paid meal revenue (no contribution is received from free or reduced price meals). Decreases in the fund balance will result in a price increase.

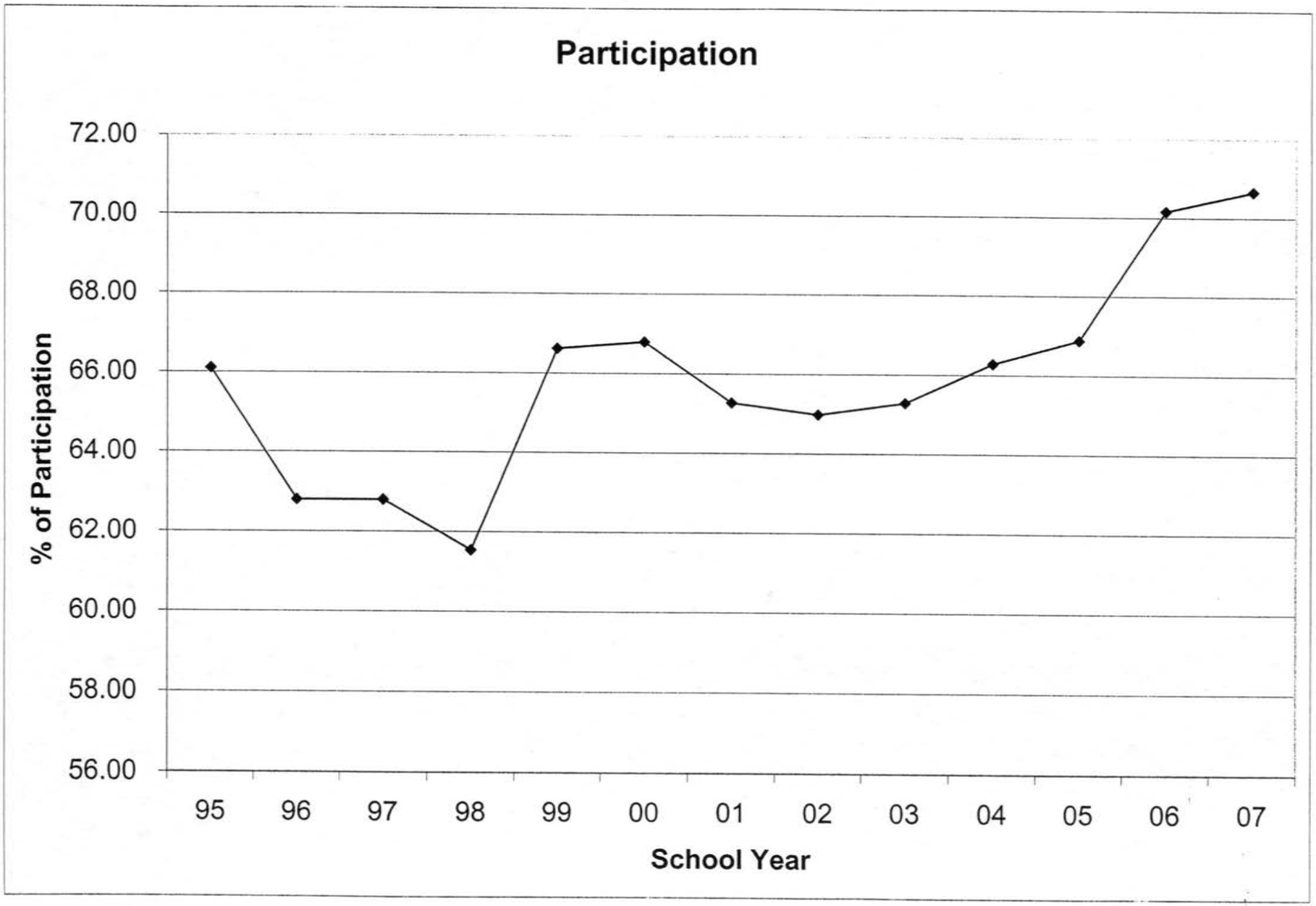
NDEPENDENT SCHOOL DISTRICT #152
OOD SERVICE FUND (02)

ine #		2004-05 ACTUAL	2005-06 ACTUAL	2006-07 PROJECTED	2007-08 PROJECTED	2008-09 PROJECTED	2009-10 PROJECTED
	REVENUES:				1.02	1.02	1.02
	Other local and county sources:						
1	Interest	7,127	17,393	17,400	17,400	17,750	18,110
2	Miscellaneous local revenues	29,869	31,216	34,698	34,698	35,390	36,100
3	Subtotal other sources	36,996	48,610	52,098	52,098	53,140	54,210
	State sources:						
4	Lunch/Breakfast program aid	110,288	140,964	119,187	127,504	130,050	132,650
	Federal sources:						
5	Lunch program aid	586,834	637,051	669,592	683,738	697,410	711,360
6	Food distribution program	60,819	104,864	87,777	94,260	96,150	98,070
7	Subtotal federal sources	647,653	741,915	757,369	777,998	793,560	809,430
8	Sale of food	763,314	871,179	857,379	857,436	874,580	892,070
10	TOTAL REVENUES	1,558,251	1,802,668	1,786,033	1,815,036	1,851,330	1,888,360
11	% CHANGE	1.38%	15.69%	-0.92%	1.62%	2.00%	2.00%
12	$ CHANGE	21,183	244,417	(16,635)	29,003	36,294	37,030
	EXPENDITURES:				1.03	1.03	1.03
	Pupil support services:						
12	Salaries and wages	437,543	412,925	427,329	444,803	462,595	481,099
13	Employee benefits	62,648	63,945	73,551	76,298	79,350	82,524
14	Purchased services	139,252	149,094	166,163	171,876	177,030	182,340
15	Food costs-USDA commodities	60,819	77,537	65,419	70,695	72,820	75,000
16	Food costs, milk and supplies	931,372	906,183	947,850	1,026,695	1,057,500	1,089,230
17	Equipment/Construction	32,080	10,048	44,293	63,200	65,100	67,050
18	Other expenditures	26,166	21,622	36,000	37,080	38,190	39,340
19	TOTAL EXPENDITURES	1,689,880	1,641,354	1,760,605	1,890,647	1,952,585	2,016,583
20	% CHANGE	10.57%	-2.87%	7.27%	7.39%	3.28%	3.28%
21	$ CHANGE	161,544	(48,527)	119,251	130,042	61,938	63,998
22	REV OVER EXP (EXP OVER REV)	(131,630)	161,314	25,428	(75,611)	(101,255)	(128,223)
23	BEGINNING FUND BALANCE	445,543	313,913	475,227	500,655	425,044	323,789
24	ENDING FUND BALANCE	$313,913	$475,227	$500,655	$425,044	$323,789	$195,566
25	Fund Balance as a % of Expenditures	18.58%	28.95%	28.44%	22.48%	16.58%	9.70%

ANALYSIS OF PARTICIPATION (REIMBURSABLE MEALS)

MONTH	ADP	HS	MS	ASP	HOP	RE	TOTAL
2004-05							
SEPTEMBER	3125	23.4	92.8	95.9	92.3	94.4	68.7
OCTOBER	3095	23.4	91.4	95.7	93.0	95.9	68.2
NOVEMBER	3086	24.2	90.9	94.9	93.0	96.1	68.4
DECEMBER	3073	24.1	92.0	96.1	91.4	95.6	68.5
JANUARY	3066	25.8	91.6	94.7	92.2	92.6	68.5
FEBRUARY	3065	25.7	90.9	93.3	91.8	94.2	68.4
MARCH	2995	23.4	90.3	94.6	90.7	93.6	67.3
APRIL	3074	24.1	92.9	96.1	94.4	94.9	69.2
MAY	2936	23.6	89.3	86.8	91.5	90.8	66.1
TOTAL	2999						66.88
2005-06							
SEPTEMBER	3236	26.4	94.9	94.4	94.4	95.0	70.8
OCTOBER	3233	27.2	91.2	96.6	95.2	97.1	70.7
NOVEMBER	3227	28.3	92.1	95.9	94.9	96.2	71.1
DECEMBER	3213	28.4	92.0	95.9	94.9	95.4	71.1
JANUARY	3210	28.1	92.2	95.7	95.7	94.6	71.2
FEBRUARY	3178	27.9	91.3	94.7	95.2	93.5	70.5
MARCH	3086	26.8	89.6	91.3	91.3	91.6	68.6
APRIL	3195	26.9	92.7	95.4	95.6	95.6	71.2
MAY/JUNE	3018	25.3	88.9	87.3	89.5	91.9	67.4
TOTAL	3170						70.16
2006-07							
SEPTEMBER	3275	27.6	96.5	93.6	93.8	95.0	71.0
OCTOBER	3274	27.2	93.7	97.1	98.2	96.5	71.7
NOVEMBER	3285	27.0	93.7	95.6	95.8	97.5	71.5
DECEMBER	3237	26.7	92.7	95.4	95.3	96.9	71.1
JANUARY	3214	26.9	93.7	95.1	93.6	95.0	70.9
FEBRUARY	3173	28.2	92.1	93.5	92.1	92.7	70.2
MARCH	3211	28.9	91.6	95.1	94.9	95.4	71.4
APRIL	3221	26.1	93.3	97.1	97.4	97.0	72.7
MAY	3005	24.1	89.8	86.9	89.4	90.9	67.1
TOTAL	3206						70.66

Fiscal Year	% Participation
95	66.10
96	62.80
97	62.80
98	61.54
99	66.62
00	66.79
01	65.27
02	64.98
03	65.28
04	66.28
05	66.88
06	70.16
07	70.66


Participation
72.00
70.00
68.00
66.00
64.00
62.00
60.00
58.00
56.00
% of Participation
95
96
97
98
99
00
01
02
03
04
05
06
07
School Year

IV. COMMUNITY EDUCATION

INTRODUCTION

The district census is 36,282. Due to growth in the district, we will be using 37,529 from the state demographer's office beginning in the 07-08 school year.

The Early Childhood census fluctuates based on data collected on new births, adoptions (as available) moves into and out of the district.

Community Education was unalloted in the following categories in 2002-03:
General Community Education
Adult Basic Education
Early Childhood Family Education
School Readiness

The formulas for General community education decreased in 04-05, as did ECFE and School Readiness. Some of the money was restored in 06-07. We also work to increase revenue from donations, tuition, sponsorships, fees, and grants.

For the past several years, we have held the line on spending. We have reduced clerical staff and realigned our coordinators' job descriptions to address the decline in funds.

REVENUE **Line #**

General Community Education 1
Levies are certified in December of each year for the forthcoming school year. Community Education funds are categorical funds, meaning they cannot be transferred from one fund to another.

General Community Education revenue is based on district population. Our previous number was 37,093. As of the 2003 fiscal year, the number is 36,282. In 07-08 it will increase to 37,529. For 06-07, the formula for maximum revenue is at $6.42 per capita—up from $6.23 in 05-06 but still lower than $6.95 prior to 2003,

The 2001 legislature approved an additional levy to provide for youth enrichment activities outside of school hours. Moorhead receives $29,801 in the general Community Education fund.

Fees 2
Since local and state funding probably will decrease, we need to look at income from fees to help maintain present programs. An attempt has been made to increase income derived from fees by improving marketing efforts and by providing quality programs with maximum customer service. In addition, non-resident participants in subsidized programs pay higher fees and we will continue to evaluate charging higher fees to all non-residents in programs when possible. We also seek donations for our programs. On-line registration was added in 2003-2004 and met with great success, both in terms of staff time and revenue generated.

Choices 4
Disabled adult funding is based on a grant from the state and local levy authority. There has been no increase since 1990-91. Fees collected help to offset class and activity costs. A state grant, local levy, and program fees support the program.

REVENUE (Continued) **Line #**

Adult Basic Education **5**
The State and Federal grants are applied for annually. ABE is the only program in Community Education that receives Federal funds. In recent years we have written and received grant opportunities, as well we have sub-contracted with other groups. Enrollment in ABE continues to grow at a rapid rate.

Interest **6**
The projected decrease in our Fund Balance will result in less interest income.

Early Childhood Family Education **7**
The ECFE state grant and local levy are based on the number of children in the district age 0-4. The population high was 2323 in 1994-95. The count in November 2005 was 1,890. The per capita funding had been $120. The state has decreased per capita funding beginning in 2005 to $96. The formula has increased to $112 for the 06-07 school year and will return to $120 for the 2007-2008 school year.

Kindergarten Readiness **8**
Kindergarten Readiness receives funding from the Minnesota Department of Education based on the amount of dollars allocated by the state and the number of programs that apply for funds. The local funding formula is based on population and K-12 free/reduced lunch numbers. According to Greg Sogaard, Program Finance - Education Finance at the Minnesota Department of Education, "School Readiness aid entitlement numbers are ALWAYS an ESTIMATE until final payments are made to school districts." The program will be supplemented with grant dollars when possible.

Other **10**
This category includes early childhood screening, non-public school funds and grants. We are to receive between $30-$50 from the Department of Education for each preschooler who is screened. Revenues are based on actual expenditures, as this is a reimbursable program. Non-public student count includes St. Jospeh's, Park Christian, and home-schooled students. Although grants are used to supplement our programs, they cannot be anticipated and are difficult to rely on for future funding.

EXPENDITURES **Line #**

General Community Education 14
These expenses are for the administration and support services for general community education programs. Community Education and district marketing costs programs are included. Expenses for Service Learning, after-school enrichment, older adults programs, and adult enrichment are included.

Choices 15
All expenses related to programs for adults with disabilities and programs that assist adults in their participation in regular community offerings are included. The expenses also include one part-time coordinator who was reduced to 10 hours per week for 2004-2005.

Adult Basic Education 17
All costs related to the operation of the Adult Basic Education program including licensed teachers, paraprofessionals, administration, rent and support services. This line also includes costs related to technology and rent.

Early Childhood Family Education 18
All costs related to the Early Childhood Family Education program including licensed teachers and paraprofessionals and rent. Administrative and support services are shared with the Kindergarten Readiness programs.

Kindergarten Readiness 19
All of the costs related to assisting children ages 3 1/2 to 5 to enter Kindergarten with the skills necessary for success are included. These costs include licensed teachers and paraprofessionals and rent. Administrative and support services are shared with the ECFE program.

Other 21
Expenses related to actual costs incurred to fulfill grant and non-public school agreements. Early Childhood Screening is also included.

COMMUNITY EDUCATION (04)

INE #		2004-05 ACTUAL	2005-06 ACTUAL	2006-07 PROJECTED	2007-08 PROJECTED	2008-09 PROJECTED	2009-10 PROJECTED
						1.02	1.02
	REVENUES:						
1	Gen Com Ed	$259,438	$278,291	288,717	290,274	296,079	302,001
2	Fees	195,947	202,380	230,850	247,310	252,256	257,301
4	Choices	17,874	25,302	26,000	26,000	26,000	26,000
5	ABE	431,675	368,909	388,006	384,800	392,496	400,346
6	Interest	3,540	681	500	500	510	520
7	ECFE	265,157	197,019	205,071	226,800	231,336	235,963
8	Kindergarten Readiness	61,179	58,956	60,871	59,462	60,651	61,864
10	Other	54,613	185,919	193,340	50,000	50,000	50,000
11	TOTAL REVENUES	1,289,421	1,317,457	1,393,355	1,285,146	1,309,329	1,333,995
12	% CHANGE	-21.46%	2.17%	5.76%	-7.77%	1.88%	1.88%
13	$ CHANGE	(352,394)	28,036	75,898	(108,209)	24,183	24,667
	EXPENDITURES:					1.03	1.03
14	General Com Ed	482,266	447,493	469,185	476,788	491,092	505,824
15	Choices	23,912	25,994	26,000	24,585	26,000	26,000
17	ABE	410,125	364,500	378,073	384,835	396,380	408,271
18	ECFE	335,954	228,844	226,071	228,091	234,934	241,982
19	Kindergarten Readiness	78,485	87,550	60,871	59,910	61,707	63,559
21	Other	164,033	266,504	268,026	122,586	126,264	130,051
22	TOTAL EXPENDITURES	1,494,775	1,420,885	1,428,226	1,296,795	1,336,376	1,375,688
23	% CHANGE	-1.29%	-4.94%	0.52%	-9.20%	3.05%	2.94%
24	$ CHANGE	(19,602)	(73,890)	7,341	(131,431)	39,581	39,311
25	REV OVER EXP (EXP OVER RE	(205,353)	(103,428)	(34,871)	(11,649)	(27,047)	(41,692)
26	BEGINNING FUND BALANCE	360,803	155,450	52,022	17,151	5,502	(21,546)
27	ENDING FUND BALANCE	$155,450	$52,022	$17,151	$5,502	($21,546)	($63,238)
28	As a % of Expenditures	10.40%	3.66%	1.20%	0.42%	-1.61%	-4.60%

VII. DEBT SERVICE FUND

INTRODUCTION

The Debt Service fund is used to show revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

When a bond issue is sold, the school board must levy a direct general tax upon the property of the district for the payment of principal and interest on such bonds as due. The revenue from such tax must be separately accounted for in a Debt Service Fund (M.S. 475.61).

When an excess is accumulated in a Debt Service Fund due to interest earnings, lower than anticipated tax delinquency, or excess building funds, the levy for debt redemption may be reduced in whole or in a part as dictated by fund balances and debt retirement requirements. Where there are accumulations in the fund as the process of debt repayment nears an end, the accumulations should be used to reduce debt levies. Where there is any balance left in the Debt Service Fund after all obligations have been discharged, such balance shall be permanently transferred to the General Fund, with an equal levy reduction (M.S. 475.61).

There can be no borrowing from the Debt Service Fund. Any cash balance or investment in a Debt Service Fund is held in trust for the bondholders, and must not be used to support cash deficits in other funds (M.S. 123B.78, Subd. 4).

Due to the successful passage of a $64 million bond referendum on March 12, 2002, the debt service fund has had a substantial increase.

REVENUES Line #

Local Property Tax Levy 1
This is determined by the bond payment schedule. The District must levy 105% of the annual debt service requirement.

Interest Income 4
Interest rates appear to be static in the short term.

State Sources 5-8
Aid received for the replacement of local taxes.

EXPENDITURES LINE #

Principal on bonds **10**
As required by bond payment schedule.

Interest on bonds **11**
As required by bond payment schedule.

INDEPENDENT SCHOOL DISTRICT #152
DEBT SERVICE FUND (Fund 07)

LINE #		2004-05 ACTUAL	2005-06 ACTUAL	2006-07 PROJECTED	2007-2008 PROJECTED	2008-2009 PROJECTED	2009-2010 PROJECTED
	REVENUES:						
1	Local property tax levy	3,207,204	3,511,744	4,192,261	5,208,816	5,312,992	5,419,252
	Other local sources:						
3	Proceeds of refunding bonds		1,741,134				
4	Interest income	0	0	0	0	0	0
4.1	Sale of Townsite						
4.2	Interest from Bonds						
	State sources:						
5	HACA (Homestead credit)	484,446	522,220	511,351	included in levy	included in levy	included in levy
6	Border city aid	517,228	491,225	525,454	included in levy	included in levy	included in levy
7	Other appropriations	36,958	0	0	included in levy	included in levy	included in levy
8	State aid / Equalization Aid	2,242,307	1,847,145	1,109,504	1,109,504	1,109,504	1,109,504
		3,280,939	2,860,589	2,146,309	1,109,504	1,109,504	1,109,504
9	Total revenues	6,488,143	8,113,467	6,338,570	6,318,320	6,422,496	6,528,756
	EXPENDITURES:						
10	Principal on bonds	2,725,000	2,840,000	2,965,000	3,095,000	3,215,000	3,380,000
11	Interest on bonds	3,326,058	5,015,749	3,071,734	2,943,625	2,807,687	2,666,500
12	Other debt service	115,504	26,930	1,000	1,000	1,000	1,000
13	Total expenditures	6,166,562	7,882,679	6,037,734	6,039,625	6,023,687	6,047,500
14	Revenues over (under) expenc	321,582	230,788	300,836	278,695	398,809	481,256
15	Other Financing Sources						
16	Sale of refunding bonds	42,080,000	3,375,000				
16a	Payment to refunded bond		-3,365,000				
17	Bond Premium	210,155	17,948				
18	Total other financing sources	42,290,155	27,948				
19	BEGINNING FUND BALANCE	(681,892)	41,929,844	42,188,580	42,489,416	42,768,111	43,166,920
20	ENDING FUND BALANCE	$41,929,844	$42,188,580	$42,489,416	$42,768,111	$43,166,920	$43,648,176

5-M9-B05
16 July 2007

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

July 16, 2007
7:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Larry P. Nybladh, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. "We Are Proud"

   *** **We Are Proud** of the Moorhead High School boys golf team for placing third in the state golf tournament. Team members are Aaron Wheeler, Pat Deitz, Nick Olsgaard, Spencer Hilde, Charlie Erickson, and Zach Kappes. Head coach is Eric Tollefson.

*** **We Are Proud** of the Moorhead High girls track team members who qualified for state. They are Kylene Ramsey, Jeri Johnson-Chamber, Rachael Hakk, Hanna Stordahl, and Leslie Eldred. Individual place winners are Kylene Ramsey, state champion in shot put; Jeri Johnson-Chamber, 4th place in shot put, 6th place in discus; Rachael Hakk, 5th place in high jump; and Hannah Stordahl, 14th place in 1,600 meter run. Head coach is Tom Dooher.

*** **We Are Proud** of the Moorhead High boys track team members who qualified for state. They are Trent Johnson, Matt Weeks, Paul Lillehaugen, Erik Hanson, Tyler Iverson, David Haugen, Matt Dohman, Paul Daniely, and Jon Bye. Individual place winners are Trent Johnson, 8th place in 100 meter dash; Matt Weeks, 5th place in 300 meter hurdles; and Paul Lillehaugen, Erik Hanson, Tyler Iverson and David Haugen, 9th place in 4 x 800 meter relay. Head coaches are Tom Dooher and Jon Moe.

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

2. **ORGANIZATION OF THE SCHOOL BOARD** - Tomhave

A. MEETING DATE, TIME AND LOCATION

Suggested Resolution: Move to set the regular meetings of the School Board for 7:00 p.m. in the Probstfield Center for Education Board Room 224 on the second and fourth Monday of each month with the following exceptions: December 10 (one meeting in December), May 27 (due to the Memorial Day holiday) and the annual organizational meeting Monday, July 21 (one meeting in July).

Moved by _____ Seconded by _____
Comments _____

B. SCHOOL BOARD COMPENSATION
Page 8

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

Moved by _____ Seconded by _____
Comments _____

3. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the School 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 School 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, School 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 2007-2008 Minnesota State High School League Membership - Pages 9-10
   (2) Acceptance of English Civics and Literacy Education Grant - Pages 11-20
   (3) Approval of West Central Regional Juvenile Center Clerical Contract Renewal - Pages 21-22
   (4) Approval of Clay County Social Services Service Coordination Contract - Pages 23-28

B. BUSINESS SERVICE MATTERS - Weston
   (1) Approval of Resolution for Investment of Excess Funds for 2007-2008 - Pages 29-30
   (2) Approval of Authorized Staff to Initiate Financial Transactions for 2007-2008 - Pages 31-33
   (3) Approval of Official Depositories for 2007-2008 - Page 34
   (4) Approval of Resolution Authorizing Payment of Goods and Services for the 2007-2008 School Year - Pages 35-36
   (5) Approval of Resolution for Collection of NSF Checks and Leases for 2007-2008 - Pages 37-38
   (6) Approval of School Leaders Errors & Omissions Insurance Deductible - Page 39

C. HUMAN RESOURCE MATTERS - Nielsen
   (1) Approval of Resignations - Page 40
   (2) Approval of Early Retirement - Page 41

(3) Approval of New Employees - Page 42
(4) Approval of Health and Safety Management Assistance Services Contract - Pages 43-46
(5) Acceptance of Health and Safety Plan Attachment 99 Criteria Update - Pages 47-54

D. SUPERINTENDENT MATTERS - Nybladh
(1) Approval of Official Newspaper Designation - Page 55
(2) Approval of Legal Services - Page 56
(3) Approval of Minnesota School Boards Association Membership - Pages 57-60
(4) Approval of Lakes Country Service Cooperative Service Agreement - Pages 61-65
(5) Approval of National School Boards Association Membership - Pages 66-68
(6) Approval of June 11 and 25, 2007 Meeting Minutes - Pages 69-78
(7) Approval of July Claims

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

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF MAJOR MAGNITUDE FIELD TRIP TO HAWAII**: Kovash
Pages 79-84

Suggested Resolution: Move to approve the Major Magnitude Field Trip for Moorhead High School Band and Orchestra students to Honolulu, Hawaii in March or April 2009.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF DIETARY AND FOOD SERVICE EMPLOYMENT AGREEMENT**: Nielsen
Pages 85-86

Suggested Resolution: Move to approve the 2007-2009 Dietary and Food Service Employment Agreement as presented with the total package cost as follows:

2007-2008	4.49%	$ 8,208.00
2008-2009	4.51%	$ 8,590.00
TOTAL	9.0 %	$16,798.00

Moved by _____ Seconded by _____
Comments _____

6. **TERMINATION OR REDUCTION OF NON-LICENSED POSITIONS**: Nielsen
Pages 87-88

Suggested Resolution: Move to direct administration to effect termination or reduction of non-licensed employee positions as provided under Minnesota Statute 123B.02 and in accordance with the Paraprofessional Contract provision Article XII for the following positions:

Termination and Non-Renewal of Employment

Michael Ochoa	1.00 FTE	Liaison

Reduction of Employment

Christine Rositas	1.00 FTE to .875 FTE	Home School Liaison
Donna Norquay	1.00 FTE to .875 FTE	Home School Liaison

Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF HORIZON MIDDLE SCHOOL STUDENT HANDBOOK**: Kovash
Page 89

Suggested Resolution: Move to approve the 2007-2008 Horizon Middle School Student Handbook as presented.

Moved by _____ Seconded by _____
Comments _____

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
EXCEL Summer Academy	June 12-July 23	7:30 am-12 pm	Horizon
EXCEL Grades 10-12	June 12-July 26	7:30 am-4:30 pm	RRALC
EXCEL Grds 10-12 Night Class	June 12-July 26	5:45-8:45 pm	RRALC
EXCEL Summer Academy - Jump Start for 6th Grade	June 18-August 23	7:30 am-12 pm	Horizon
Extended School Year (EXCEL) - Elementary	June 18-28 and Aug 13-23	8-11:30 am	Asp, Hopkins & Reinertsen
Extended School Year (ESY Spec Ed Summer Program	June 19-August 2	8 am-12 pm	Hopkins, Horizon and Mhd High School
EXCEL Grades 8-9	July 10-26	7:30 am-2:30 pm	RRALC
Early Childhood Screening	July 17-19	Varies	PCE
Gr 9 GRAD Test of Written Comp and Grds 10-12 Basic Skills Writing Test Retakes	July 24		Mhd High School
Basic Skills Test Retakes (Grds 10-12 Math)	July 25		Mhd High School
Basic Skills Test Retakes (Grds 10-12 Reading)	July 26		Mhd High School
Work Session	August 13	5 pm	PCE
School Board	August 13	7 pm	PCE
MSBA Summer Seminar	August 15-17		Minneapolis
Chamber New Tchr Brkfst	August 24	7-8:30 am	Marriott
School Board	August 27	7 pm	PCE
Prof Dev (a.m.)/Teacher Work Day (p.m.)	August 28		
Back To School Night (HMS)	August 28		Horizon
Grade 6		4-5 pm	
Grade 7		5:30-6:30 pm	
Grade 8		7-8 pm	
Professional Development	August 29-31		
Back to School Night (Elems)	August 30	6-7:30 pm	Elem Schools
Labor Day	September 3		
K-12 Classes Begin	September 4		
Back to School Night (MHS)	September 6	6:30-8 pm	Mhd High School

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.001

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: July 5, 2007

RE: School Board Compensation

The following are previous rates related to School Board compensation:

1996	$450 monthly per School Board member
1997	$450
1998	$450
1999	$550
2000	$550
2001	$550
2002	$550
2003	$550
2004	$550
2005	$550
2006	$700
2007	$700

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

LPN:mde

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.003

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: July 9, 2007

RE: Minnesota State High School League Membership

Attached please find the 2007-2008 Resolution for Membership in the Minnesota State High School League. The Resolution of Membership affirms:

(1) that the board of education for our school delegates the control, supervision and regulation of League-sponsored athletic and fine arts activities to the Minnesota State High School League

(2) that our school board adopts the Constitution, Bylaws and Rules and Regulations of the League

(3) that the administration for and the responsibility for supervising the activities are assigned to our official school representative.

SUGGESTED RESOLUTION: Move to approve the resolution of membership into the Minnesota State High School League for 2007-2008.

LAK/kmr
Attachment

MINNESOTA STATE HIGH SCHOOL LEAGUE
2100 Freeway Boulevard
Brooklyn Center, MN 55430-1735
763-560-2262 Fax: 763.569.0499 www.mshsl.org

2007-2008 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

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

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

Moorhead High School

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

1. _____ Make new application for membership in the Minnesota State High School League; School Enrollment (9-12): _____

   OR;

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

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

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

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

ined: _____ Signed: _____
Clerk/Secretary - Local Governing Board — Superintendent or Head of School

te: _____ Date: _____

trict Office Address, City, Zip: Probstfield Center for Education

2410 14th St. S. Moorhead, MN 56560

nool Superintendent's Phone: 218-284-3335 School Superintendent's Email: lnybladh@moorhead.k12.mn.us

RETURN ONE COPY TO THE MSHSL NOT LATER THAN SEPTEMBER 1, 2007
Retain one copy for the school files.

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.007

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: July 10, 2007

RE: English Civics and Literacy Education Grant

Minnesota Department of Education has awarded Moorhead Area Public Schools funding in the amount of $31,022 for the English Civics and Literacy Education Grant (EL/Civics).

The purpose of the Adult Basic Education program is to provide an integrated program of services that incorporates English language and literacy with civics education so that limited English proficient persons will be able to understand and navigate governmental, educational, and workplace systems and other key American institutions, such as banking and health care.

The funding will be used to cover the cost of salary and benefits for instructional staff with Moorhead Adult Basic Education, clerical and technical support, materials, supplies, travel to MDE meetings, software, rent and contracted services for childcare.

Attached is a copy of the Grant Award and Agreement to Copy with Assurances and Provisions.

SUGGESTED RESOLUTION: Move to approve the 2007 EL/Civics Federal Grant from the Minnesota Department of Education.

LAK/kmr
Attachment

APPLICATION COVER SHEET

EL/Civics

Grant Award Opportunity

ROJECT INFORMATION

tarting Date: **August 1, 2007**

nding Date: **June 30, 2008**

Federal Funding Source: **EL/Civics Federal**

TOTAL AMOUNT $31,022

PPLICANT INFORMATION

istrict or Agency: Moorhead Area Public Schools

ISD#: 152
Agency Federal Tax ID: 41-6008721
Agency State Tax ID: 803-3594

uthorized Administrator: Dr. Larry Nybladh
tle: Superintendent of Schools
ddress: 2410 14th St. S.
Moorhead, MN 56560

Telephone:218-284-3335
Fax: 218-284-3333
Email: lnybladh@moorhead.k12.mn.us

ogram Contact Person &Title: Bonnie Herman ABE ogram Manager
ddress: 2410 14th St. S.
Moorhead, MN 56560

Telephone: 218-284-3460
~~Fax: 218-284-3455~~
Email: bherman@moorhead.k12.mn.us

istrict or Agency Accountant: Denice sinner

Telephone:218-284-3365
Email: dsinner@moorhead.k12.mn.us

PPLICANT APPROVAL TO SUBMIT

_____ Date

EQUIRED Signature [enter title of person]

_____ Date

nd **REQUIRED** signature if needed

dd additional signatures that may be required..i.e. ard]

IDE STAFF INFORMATION

uthorized Representative:
arry Shaffer

Telephone: 651/582-8432
Email: barry.shaffer@state.mn.us

rogram Specialist:
ianne Dayton

Telephone: 651/582-8336
Email: dianne.dayton@state.mn.us

rants Specialist:
aurie Rheault

Telephone: 651/582-8432
Email: laurie.rheault@state.mn.us

Agreement to Comply with Assurances & Provisions

(Note if Exempt from Requirement)

The Grantee shall comply with all applicable federal, state and local laws, ordinances, rules and regulations and provisions stated therein and herein in the performance of the Grant Award. Compliance with the assurances and provisions of the grant is indicated by the signing of this Agreement.

Regarding clauses 13, 14, 15 and 16 below, Grantee shall refer to the **Education Department General Administrative Regulations (EDGAR)** to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines the award.

1. **SURVIVAL OF TERMS**
   The following clauses survive the expiration or cancellation of this Award:
   4(d). State Audits; 5. Liability; 7. Publicity; 8. Government Data Practices; 9. Data Disclosure; and 12. Governing Law, Jurisdiction and Venue.

2. **USE OF FUNDS**
   The use of funds shall be limited to that portion identified in the Materials and the attached Workplan and Budget and by any applicable state or federal laws. Funds may not be used for gifts or novelty items (unless individually and specifically approved by the STATE) or for payments to vendors displaying exhibits. Funds may not be used to pay for or support other projects not identified in this application. Funds may not be used for the benefit of state employees, which includes, but is not limited to, reimbursement for any expenditures, including travel expenses; costs of registration fees for training sessions or educational courses presented or arranged by; payments to state employees for presentations at workshops, seminars, etc. whether on state time, vacation time, leave of absence, or any other non-work time.

   A. The Grantee, in the conduct of activities under this award, shall submit such reports as may be required by written instructions of the STATE within the times required by it. The STATE shall withhold funding if reporting requirements are not met in a complete, accurate and timely manner.

   B. The Grantee shall present reports to the Commissioner of the Department of Education (COMMISSIONER) or State's Authorized Representative. At the COMMISSIONER'S discretion, the reports may be presented at Departmental, legislative, other state agency, or public meetings where the Grantee shall be available to explain the PROJECT and to respond to questions.

   C. Reimbursement for travel and subsistence expenses actually and necessarily incurred by Grantee in performance of this project will be paid provided that the Grantee shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than in the current "Commissioner's Plan" promulgated by the Commissioner of Employee Relations and Grantee will only be reimbursed for travel and subsistence outside the State of

Minnesota if it has received prior written approval for such out of state travel from the STATE.

D. The State will promptly pay the Grantee after it presents an itemized invoice for the services actually performed and the State's Authorized Representative accepts the invoiced services. Invoices must be submitted timely and according to the schedule as outlined in the AWARD.

3. EQUIPMENT

Upon termination of the Award, all equipment purchased during the award period shall be returned by the Grantee to the STATE at the State's discretion.

4. FINANCIAL AND ADMINISTRATIVE PROVISIONS

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

B. RECORDS. The Grantee shall maintain books, records, documents, and other evidence pertaining to the costs and expenses of implementing this Application to the extent and in such detail as will accurately reflect all gross costs, direct and indirect, of labor materials, equipment, supplies, services, and other costs and expenses of whatever nature. The Grantee shall use generally accepted accounting principles. The Grantee shall preserve all financial and cost reports, books of account and supporting documents, and other data evidencing costs allowable and revenues and other applicable credits under this award which are in the possession of the Grantee and relate to this award, for a period of no less than six years and the respective federal requirements where applicable.

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

1. The six-year retention period shall commence from the date of submission of the final expenditure report;
2. If any litigation, claim or audit is started before the expiration of the six-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved.
3. The Grantee agrees to cooperate in any examination and audit under the provisions of this paragraph.

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

D. STATE AND FEDERAL AUDITS. The books, records, documents, and accounting procedures and practices of the Grantee shall be subject to examination by the State or federal auditors, as authorized by law. Minnesota Statutes section 16C.05 subd. 5, requires the State audit clause be

in effect for a minimum of six years. Federal audits shall be governed by requirements of federal regulations.

1. If the Grantee (in federal OMB Circular language known as "subrecipient") receives federal assistance from the State of Minnesota, it will comply with the Single Audit Act of 1984 as amended and OMB circular A-133, "Audits of States, Local Governments and Non-Profit Organizations" for audits of fiscal years beginning after June 30, 1996; or

2. The Grantee will provide copies of the single audit reporting package (as defined in A-133 section 320(c)), financial statement audits, management letters and corrective action plans to the STATE, the Office of the State Auditor, Single Audit Division, or Federal Audit Clearinghouse in accordance with OMB A-133.

5. LIABILITY

Grantee agrees to indemnify and save and hold the STATE, its agents and employees harmless from any and all claims or causes of action, including all attorneys' fees incurred by the STATE arising from the performance of the Award by Grantee's, agents or employees. This clause shall not be construed to bar any legal remedies Grantee may have for the STATE'S failure to fulfill its obligations pursuant to the award and subsequent awards.

6. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS

A. Intellectual Property Rights:

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

B. Obligations

1. Notification: Whenever any invention, improvement, or discovery (whether or not patentable) is made or conceived for the first time or actually or constructively reduced to practice by the Grantee, including its employees and subcontractors, in the performance of the Award, the grantee will immediately give the State's Authorized Representative written notice thereof, and must promptly furnish the Authorized Representative with complete information and/or disclosure thereon.

2. Representation: The Grantee must perform all acts, and take all steps necessary to ensure that all intellectual property rights in the Works and Documents are the sole property of the

STATE, and that neither the Grantee nor its employees, agents, or subcontractors retain any interest in and to the Works and Documents. The Grantee represents and warrants that the Works and Documents do not and will not infringe upon any intellectual property of other persons or entities. Not withstanding Liability clause 5, the Grantee will indemnify; defend, to the extent permitted by the Attorney General; and hold harmless the STATE, at the Grantee's expense, from any action or claim brought against the STATE to the extent that it is based on a claim that all or part of the Works or Documents infringe upon the intellectual property rights of others. The Grantee will be responsible for payment of any and all such claims, demands, obligations, liabilities, costs, and damages, including but not limited to, attorney fees. If such a claim or action arises, or in the Grantee's or the STATE's opinion is likely to arise, the Grantee, must at the STATE's discretion, either procure for the STATE the right or license to use the intellectual property rights at issue or replace or modify the allegedly infringing Works or Documents as necessary and appropriate to obviate the infringement claim. This remedy of the STATE will be in addition and not exclusive of other remedies provided by law.

7. PUBLICITY

Any publicity given to the program, publications, or services provided resulting from the Award, including, but not limited to notices, informational pamphlets, press releases, research, reports, signs and similar public notices prepared for the Grantee or its employees individually or jointly with others or any subawardees, shall identify the STATE as the sponsoring agency. The publicity described may only be released with the prior approval of the State's Authorized Representative. The Applicant/Awardee must not claim that the State endorses its products or services.

8. GOVERNMENT DATA PRACTICES

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

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

9. DATA DISCLOSURE

Under Minn. Stat. § 270.66, and other applicable law, the Grantee consents to disclosure of its social security number, federal employer tax identification number, and/or Minnesota tax identification number, already provided to the State, to federal and state tax agencies and state personnel involved in the payment of state obligations. These identification numbers may be used in the enforcement of federal and state tax laws which could result in action requiring the Grantee to file state tax returns and pay delinquent state tax liabilities, if any.

10. WORKERS' COMPENSATION

Grantee certifies that it is in compliance with Minn. Stat. § 176.181, subd. 2, pertaining to workers' compensation insurance coverage. The Grantee's employees and agents will not be considered State employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the State's obligation or responsibility. (Exemption/Waiver as allowed under law.)

11. ANTITRUST

Grantee hereby assigns to the State of Minnesota any and all claims for overcharges as to goods and/or services provided in connection with the Award resulting from antitrust violations which arise under the antitrust laws of the United States and the antitrust laws of the State of Minnesota.

12. GOVERNING LAW, JURISDICTION AND VENUE

Minnesota law, without regard to its choice-of-law, provisions, governs the Award. Venue for all legal proceedings arising out of the Award, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota.

13. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for organizations granted an award **over $100,000**, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the Grantee must certify that:

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

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

(c) The Grantee shall require that the language herein shall be included in any award documents for all subawards at all tiers (including subgrants, contracts under award, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

14. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The Grantee certifies that it and its principals:

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

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

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

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

B. Where the Grantee is unable to certify to any of the statements herein, he or she shall attach an explanation to the **AGREEMENT TO COMPLY FORM** as part of the Application.

15. DRUG-FREE WORKPLACE

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

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

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

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

(1) The dangers of drug abuse in the workplace;
(2) The Grantee's policy of maintaining a drug-free workplace;
(3) Any available drug counseling, rehabilitation, and employee assistance programs; and
(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the award be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the Award, the employee will:

(1) Abide by the terms of the statement; and
(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected Award;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph
(d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of

Paragraphs (a), (b), (c), (d), (e), and (f).

16. DRUG-FREE WORKPLACE (Awardees Who Are Individuals)

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

A. As a condition of the Award, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity under the Award; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any Award activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected Award.

17. TRANSFERABILITY

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

18. TIME

The Grantee must comply with all the time requirements described in the application and award. In the performance of this award, time is of the essence.

19. OTHER PROVISIONS

The Grantee must comply with all the requirements described in the application.

Please enter the title of the Application award opportunity:

EL/Civics

List the site(s) for the performance of work done in connection with this specific Award opportunity.

Place of Performance Probstfield Center for Education	Place of Performance
Street Address 2410 14th St. S.	Street Address
City, State & Zip Moorhead, MN 56560	City, State & Zip
County Clay	County

Check ☐ if there are (additional) workplaces on file that are not identified above.

By signing this form, I the Authorized Representative, acknowledge that I have read the assurances in their entirety as stated within and shall comply with all applicable federal, state and local laws, ordinances, rules and regulations and provisions stated therein and herein in the performance of this Award. I agree to comply with all conditions and submit required documents and certifications as required.

Printed Name of Authorized Representative Dr. Larry Nybladh
Signature of Authorized Representative
Date Signed

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.008

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: July 10, 2007

RE: West Central Regional Juvenile Center Clerical Contract Renewal

Attached is a renewal contract for clerical services for the school program at the West Central Regional Juvenille Center for the 2007-2008 school year. The cost breakdown is as follows:

Salary	$31,844.00
FICA	$ 1,974.00
Medicare	$ 462.00
PERA	$ 2,070.00
Insurance	$ 7,440.00
TOTAL	$ 43,790.00

The school district's share is one-half of the clerical services or $21,895 billed in quarterly amounts of $5,473.75.

SUGGESTED RESOLUTION: Move to approve the clerical services with West Central Regional Juvenile Center for the 2007-2008 school year.

LAK/kmr
Attachment

The following is an agreement between Independent School District #152., Moorhead and the West Central Regional Juvenile Center.

School District # 152 agrees to purchase and the West Central Regional Juvenile Center agrees to provide, a secretary, who will work at both sites. School District #152 agrees to pay 50% (20 hours) of the secretary's salary and fringe benefits.

The contract period of this agreement will be effective July 1, 2007 through June 30, 2008. District #152's financial share for this service for the designated contract period will be $21, 895.00. The West Central Regional Juvenile Center will bill Independent School District #152 on a quarterly basis in the amount of $5,473.75.

It is understood and agreed that if either party chooses to withdraw from this contract, it will give at least a sixty (60) day written notice to the other party. Otherwise this agreement will remain in effect from July 1, 2007 through June 30, 2008.

Barry Steen, Director
West Central Regional Juvenile Center

Date: 7/6/07

School Board Chairperson
Independent School District #152

Date: _____

cc: Jill Skarvold
Deb Pender

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.005

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: July 9, 2007

RE: Service Coordination Contract

Attached is a contract with Clay County Social Services (Fiscal Host) for the Clay County Interagency Early Intervention Committee (IEIC) to enter into an agreement with Moorhead Public Schools (Local Partner) to purchase a service coordination on behalf of eligible infants and toddlers, and their families which meet the standards as required by Part C, IDEA and Minn. Stat. 125 a, Subd. 29-48.

SUGGESTED RESOLUTION: Move to approve the Service Coordination Contract with Clay County Social Services and Moorhead Public Schools.

LAK/kmr
Attachment

CONTRACT BETWEEN IEIC FISCAL HOST AND LOCAL PARTNER

Clay County Social Services (Fiscal Host) for the Clay County IEIC agrees to enter into an agreement with

Moorhead Public Schools (Local Partner) to purchase the following Part C services/activities on behalf of eligible infants and toddlers and their families which meet the standards as required by Part C, IDEA and Minn. Stat.125 A, Subd. 29-48;

Services: Service Coordination

The Moorhead Public Schools (Local Partner) will be responsible for Part C activities agreed to in this document and Clay County Social Services (Fiscal Host) will transfer revenues generated from the Part C Program to the Local Partner

Signature: Director: Jim Skarvold 6/25/17

County/School Board Chair_____Date_____

Fiscal Host Board Chair_____Date_____

Note: All expenditure data must be submitted to the MDE for payment through the Electronic Data Reporting System (ERDS). The fiscal host will work with the Local Partner to determine how this process will be accomplished.

A copy of this contract must be on file with the Fiscal Host and the Local Primary Agency

Minnesota Department of Health

Protecting, maintaining and improving the health of all Minnesotans

IEIC FY 2008 Application for IDEA Part C and Part B-619 Preschool Funds

Part C Child Find Indicators Form Confirmation

Please print out this confirmation page, of the information you submitted, for your records.

Reporting IEIC: **Clay**

Reporting Year: **FY2008**

Logout

Return To > IEIC FY 2008 Application Home Page.

IEIC Program Evaluation Analysis

State Performance Plan (SPP) Indicator No.	State Rate 2006-07 and Target for 2007-08	Program Evaluation Analysis	Degree of Need
Percent of infants birth to 1 with IFSPs (SPP Indicator No. 5)	**State Rate:** .46% **Target:** .6%	At or above state rate? **Yes** At or above 2007-08 Target? **Yes** If 'No' to either of the above, the current IEIC performance rate is and analysis for why the rate is below the state or target rate is: **The overall IEIC numbers meet the target rate. However, one very small district in the IEIC, with sound Child Find procedures, had no students identified until late in the year. Due to the small pool of chidren in a small school district, the statistical analysis is neither valid or reliable**	**Low**
Percent of infants and toddlers birth through two with IFSPs (SPP	**State Rate:** 1.56% **Target:** 1.9%	At or above state rate? **Yes** At or above 2007-08 Target? **Yes** If 'No' to either of the above, the current IEIC performance rate is and analysis for why the rate is below the state or target	**Low**

Indicator No. 6)		rate is: **Overall, the IEIC exceeds the target rate. Again, if one looked at each individual district, you will see sound child find processes and the percentage data does not reflect accurate or viable analysis**	

2007-08 Action Plan(s)

Goal Statement: **Clay County IEIC will continue to maintain the target rates as defined by the Department of Education**				
Desired Outcome	**Strategies**	**What Collected Data Will Give Evidence of Progress?**	**Progress/Results Analysis**	**Status**
Outcome 1: **Continue to maintain the target rates**	Strategy 1: **Utilize a strong subcommitte dedicated to Child Find activities; Invest in the Follow Along Program as managed through Public Health; continue with Collaborative meetings; Provide funding for District school Early Intervention programs to purchase evaluation tools and provide training opportunities for staff**	Data 1: **Annual MDE District Early Childhood Special Education Profiles; attendence at training for majority of staff; Analysis of success of administration of tools for reliability and effeciency in identifying individuals**	Analysis 1:	Status 1:

Return To > IEIC FY 2008 Application Home Page.

Minnesota Department of Health
Protecting, maintaining and improving the health of all Minnesotans

IEIC FY 2008 Application for IDEA Part C and Part B-619 Preschool Funds

Part C 45-Day Timeline Indicator Form Confirmation

Please print out this confirmation page, of the information you submitted, for your records.

Reporting IEIC: **Clay**

Reporting Year: **FY2008**

Logout

Return To > IEIC FY 2008 Application Home Page.

IEIC Program Evaluation Analysis

Indicator	State Rate 2006-07 and Target for 2007-08	Program Evaluation Analysis	Degree of Need
Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45 day timeline (SPP Indicator No. 7)	**State Rate:** 75.9% **Target:** 100%	At or above state rate? **Yes** At or above 2007-08 Target? **No** If 'No' to either of the above, the current IEIC performance rate is **100%** and analysis of why the rate is below the state or target rate is: **Moorhead District was at 97%, with analysis indicating 8 of the 10 not meeting the timeline was due to unusual family circumstances Lake Agassiz District was at 100%; and Dilworth-Glyndon-Felton was at 75%, with the 1 untimely assessment being due to exceptional family circumstances.**	**Medium**

2007-08 Action Plan(s)

Goal Statement: **All initial evaluations and assessments will be completed within the 45 day timeline.**				
Desired Outcome	**Strategies**	**What Collected Data Will Give Evidence of Progress?**	**Progress/ Results Analysis**	**Status**
Outcome 1: **All Infant and Toddler evaluations will be conducted within the 45 days**	Strategy 1: **We will evaluate and identify the systemic barriers that hinder meeting the timeline**	Data 1: **MDE Early Childhood Special Education District Profiles**	Analysis 1:	Status 1:

Go Back To > IEIC FY 2008 Application Home Page.

Department of Business Services
Moorhead Area Public Schools

Memo B.08.001

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services MW

DATE: July 5, 2007

RE: Resolution for Investment of Excess Funds for 2007-2008

Attached please find the resolution giving authority and responsibility to invest funds, which are not currently needed in accordance with Minnesota Statute 118A.04.

Suggested Resolution: Move to approve the resolution for investment of excess funds giving authority and responsibility to the Assistant Superintendent of Business Services or designee in accordance with Minnesota Statute 118A.04 for the 2007-2008 school year.

MLW:mde
Attachment

RESOLUTION TO

AUTHORIZE PROCEDURES FOR THE INVESTMENT OF EXCESS FUNDS

The Assistant Superintendent of Business Services, or designee, is hereby vested with the authority and responsibility to invest funds, which are not currently needed in accordance with Minnesota Statute 118A.04 for the 2007-2008 school year.

_____ _____

Chair Clerk

_____

Date

Department of Business Services
Moorhead Area Public Schools

Memo B.08.002

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services MW

DATE: July 5, 2007

RE: Authorize Staff to Initiate Financial Transactions for 2007-2008

Please find attached letters to Mr. James Hambrick of Wells Fargo Bank and Mr. Hal Wentzel of Bremer Bank indicating the names of district personnel who have authority to make transactions on the listed accounts.

Suggested Resolution: Move to authorize the listed district personnel to make transactions on the listed accounts for the 2007-2008 school year.

MLW:mde
Attachments

Moorhead Area Public Schools

Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560
Fax: (218) 284-3333 • www.moorhead.k12.mn.us
Superintendent's Office: (218) 284-3330 • Teaching and Learning: (218) 284-3310
Business Services: (218) 284-3370 • Human Resources: (218) 284-3350

July 17, 2007

Mr. James Hambrick
Wells Fargo Bank
PO Box 340
Moorhead, MN 56560

Dear Mr. Hambrick:

We would like to update the list of district personnel who have access to our accounts as follows:

Authority to make phone transfers:	Denice Sinner	Minda Sadlowski
	Mark Weston	Dr. Larry Nybladh
Authority to request stop payments:	Denice Sinner	Nancy Evans
	Mark Weston	Minda Sadlowski
	Dr. Larry Nybladh	
Authority to obtain account information:	Denice Sinner	Nancy Evans
	Mark Weston	Minda Sadlowski
	Dr. Larry Nybladh	Lisa Erickson
	Cindy Fagerlie	

The authority extends to the following district accounts: 10110 901204
14138 12538

Thank you.

_____
Bill Tomhave, School Board Chair

_____
Carol Ladwig, School Board Clerk

_____
Karin Dulski, School Board Treasurer

An Equal Opportunity Employer

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

Moorhead Area Public Schools

Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560
Fax: (218) 284-3333 • www.moorhead.k12.mn.us
Superintendent's Office: (218) 284-3330 • Teaching and Learning: (218) 284-3310
Business Services: (218) 284-3370 • Human Resources: (218) 284-3350

July 17, 2007

Mr. Hal Wentzel
Bremer Bank, N.A.
3131 Frontage Road
Moorhead, MN 56560

Dear Mr. Wentzel:

We would like to update the list of district personnel who have access to our account as follows:

Authority to make phone transfers:	Denice Sinner	Nancy Evans
	Mark Weston	Minda Sadlowski
	Dr. Larry Nybladh	
Authority to request stop payments:	Denice Sinner	Nancy Evans
	Mark Weston	Minda Sadlowski
	Dr. Larry Nybladh	
Authority to obtain account information:	Denice Sinner	Nancy Evans
	Mark Weston	Minda Sadlowski
	Dr. Larry Nybladh	Lisa Erickson
	Cindy Fagerlie	
The authority extends to the following district account:		05119684

Thank you.

_____
Bill Tomhave, School Board Chair

_____
Carol Ladwig, School Board Clerk

_____
Karin Dulski, School Board Treasurer

Department of Business Services
Moorhead Area Public Schools

Memo B.08.003

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services MW

DATE: July 5, 2007

RE: Official Depositories for 2007-2008

The following investment brokers and depositories are recommended for approval:

Wells Fargo Bank, Bremer Bank, State Bank & Trust, State Bank of Hawley, US Bank, Gate City Bank, Bank of the West, Northwestern, Minnesota School District Liquid Asset Fund Plus, Moody Investors, and Morgan Stanley.

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

Suggested Resolution: Move to designate the 2007-2008 school district official depositories as presented.

MLW:mde

34

Department of Business Services
Moorhead Area Public Schools

Memo B.08.004

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services MW

DATE: July 5, 2007

RE: Resolution Authorizing Payment of Goods and Services for the 2007-2008 School Year

Attached please find the resolution providing authorization to make payment for goods and services in advance of School Board approval consistent with Minnesota Statutes 123B.11, 123B.02 and 471.38.

Suggested Resolution: Move to approve the resolution to authorize the Assistant Superintendent of Business Services to make payment for goods and services in advance of School Board approval for the 2007-2008 school year consistent with Minnesota Statutes 123B.11, 123B.02 and 471.38.

MLW:mde
Attachment

RESOLUTION TO
AUTHORIZE PAYMENT OF GOODS AND SERVICES
IN ADVANCE OF SCHOOL BOARD APPROVAL
FOR THE 2007-2008 SCHOOL YEAR

BE IT HEREBY RESOLVED, for the 2007-2008 school year, consistent with Minnesota Statutes 123B.11, 123B.02 and 471.38, the Assistant Superintendent of Business Services, or designee, are hereby vested with the authority to make the following payments in advance of School Board approval when necessary.

A. Payment of expense claims against the district:
   1. Postage payments.
   2. An administrator has authorized purchases made by school personnel, which do not exceed two hundred dollars; provided, however, such purchases have been authorized by an administrator.
   3. Officials, referees and judges fees.
   4. Special program speaker and consulting fees.
   5. Petty cash fund replenishment
   6. Utility bills.
   7. Registration and travel expenses.
   8. Employee group insurance payments.
   9. Employee flexible benefit plan payments.
   10. Employee retirement plan payments.
   11. Payments necessary for discount privileges.
   12. Contractual progress payments, common to building construction, as necessary to meet established due dates.

B. Investment purchases.

C. Electronic funds transfer payments covering investments and bond principal, interest, and fiscal agent service charges. Assistant Superintendent of Business Services shall follow these policy controls:
   - The disbursing bank shall keep on file a certified copy of this authorization, which allows electronic funds transfer.
   - The initiator shall document the request and obtain approval from the Assistant Superintendent of Business Services, or designee, before making the transfer.
   - A written confirmation of the transaction shall be made no later than one business day after the transaction and shall be used to support the transaction.

_____ _____

Chair Clerk

_____

Date

Department of Business Services
Moorhead Area Public Schools

Memo B.08.005

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services MW

DATE: July 5, 2007

RE: Resolution for Collection of NSF Checks and Leases for 2007-2008

Attached please find the resolution giving authority and responsibility to collect NSF checks and leases.

Suggested Resolution: Move to approve the resolution for collection of NSF checks and leases giving authority and responsibility to the Assistant Superintendent of Business Services for the 2007-2008 school year.

MLW:mde
Attachment

RESOLUTION TO AUTHORIZE
COLLECTION OF NSF CHECKS AND LEASES

The Assistant Superintendent of Business Services, or designee, is hereby vested with the authority and responsibility to collect NSF checks and leases for the 2007-2008 school year

_____ _____

Chair Clerk

_____

Date

Department of Business Services
Moorhead Area Public Schools

Memo B.08.006

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services MW

DATE: July 5, 2007

RE: School Leaders Errors & Omissions Insurance Deductible

As requested, I have written a resolution that places the burden of the deductible for our current Errors & Omission Insurance on the Moorhead Area Public School District.

Please contact me should you have any questions regarding this language.

Suggested Resolution: Move to approve that the Moorhead Area Public School District pay the deductible for any employee or School Board member who is protected by the school district's current Leaders Errors & Omissions Insurance.

MLW:mde

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.004**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: July 9, 2007

RE: Resignation

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

John Bergeron	Computer Technician, High School, effective July 20, 2007.
Jeannine Zebley	Bus Driver, Transportation, effective June 1, 2007.
Frank Zebley	Bus Driver, Transportation, effective June 1, 2007.
Ava Solberg	Interpreter, Robert Asp Elementary, effective June 29, 2007.
Elrene Cossette	Principal Secretary, S. G. Reinertsen Elementary, effective June 13, 2007.

SUGGESTED RESOLUTION: Move to approve the resignation of John Bergeron, Jeannine Zebley, Frank Zebley, Ava Solberg and Elrene Cossette as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.007**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: July 10, 2007

RE: Early Retirement

The administration requests approval of Early Retirement of the following person:

Sheila Hastings	LD Teacher, Horizon Middle School, effective July 10, 2007.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Sheila Hastings as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.005**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: July 9, 2007

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.

Nicole Blasing	SLD Teacher, Robert Asp Elementary, MA (7) $44,223.00, 1.00 FTE, effective at the beginning of the 2007-2008 school year. (Replaces Karen Fjellanger)
Marissa Parmer	Fall Cheerleading Advisor, High School, .040 Step 7, $1,630.00 effective beginning with the 2007 fall season. (Replaces Kristi Boen)
Kim Werlinger	Counseling Secretary, Horizon Middle School, B21 (4) $13.82 per hour, 8 hours per day, 196 days per year, effective July 23, 2007. (Replaces Sara Schwehr)
Melanie Renslow	Media Secretary, S.G. Reinertsen Elementary, A12 (2) $12.36 per hour, 4 hours per day, 186 days per year, effective August 28, 2007. (Replaces Connie Nokken)
David Busby	Night Custodian, High School, A12 (3) $12.90 per hour, 8 hours per day, effective July 16, 2007. (Replaces Abram Perez)
Conrad Bernard	Night Custodian, High School, A12 (3) $12.90 per hour, 8 hours per day, effective July 18, 2007. (Replaces Matt Snare)

SUGGESTED RESOLUTION: Move to approve the employment of Nicole Blasing , Marissa Parmer, Kim Werlinger, Melanie Renslow, David Busby and Conrad Bernard as presented.

HUMAN RESOURCE	MEMO #: HR .08.002

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

SUBJECT: Health and Safety Management Assistance Services

DATE: July 16, 2007

A contract for Health and Safety Management Assistance Services for fiscal year 2008 has been received from the Lakes Country Service Cooperative. This is a necessary contract which is mandated by the State of Minnesota which insures that all aspects of the district's Health and Safety Program is in compliance with state requirements. This contract is separate from the Health and Safety consultation services contract. As copy of the contract is attached.

SUGGESTED RESOLUTION: Move to approve the Health and Safety Management Assistance Services contract with Lakes Country Service Cooperation for the 2007-2008 school year.

RN/jal

Lakes Country Service Cooperative

Jeremy Kovash, Executive Director
1001 E. Mount Faith | Fergus Falls, MN 56537
Phone: (218) 739-3273 | Fax: (218) 739-2459 | www.lcsc.org

JUN 21 2007

May 18, 2007

To: Region IV Superintendents

From: Jeremy Kovash, Executive Director
Jane Eastes, Manager of Administrative Services

Re: Health and Safety Management Assistance Services

Enclosed is a contract for Health and Safety Management Assistance Services for fiscal year 2008. The rate for this service will be the same as the previous three years' annual rate of one-half penny per square foot ($00.005), capped at $2500.00 per district. This fee is an eligible expense under the Health and Safety Levy. Please note that, unless we have been notified of a change, the square footage numbers were taken from the Department of Education's website. If you see a discrepancy in your square footage, please let us know.

Jane Eastes is the Region IV management assistance provider. Her duties are outlined in the contract. She will assist you with evaluating and strengthening your health and safety program, act as a regional liaison with Phil Allmon of the Department of Education, and assist you in the Health and Safety Levy process from project identification to approval. She is able to approve projects, using the Department of Education's criteria, up to $10,000. She is also able to assist you in gathering documentation needed for larger projects.

As a reminder, this service is separate from the Health and Safety consultation services.

If you have any questions, please do not hesitate to contact us.

44

Service Cooperative Board of Directors

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Lakes Country Service Cooperative
HEALTH AND SAFETY MANAGEMENT ASSISTANCE SERVICES
2007-2008

JUN 21 2007

THIS AGREEMENT, effective the 1st day of July, 2007, by and between Lakes Country Service Cooperative, hereinafter referred to as SC, and Independent School District Moorhead, ISD# 152, located at Moorhead, Minnesota, hereinafter referred to as School, witnesseth:

1. That the SC is engaged in providing consultation and coordination of services related to the management of environmental health and safety concerns for public school districts. "Environmental Health and Safety Management" means school district activities necessary for a district's compliance with state law and rules of the departments of Health, Labor and Industry, Public Safety, and Pollution Control Agency, as well as any related federal standards.

   The SC will provide a trained health and safety professional having significant fieldwork experience as the Management Assistance Coordinator. Duties of the Management Assistance Coordinator will include:

   - Assist schools in identifying and prioritizing health and safety plans and programs. Particular emphasis shall be provided to assist districts in planning to manage, monitor and improve Attachment 99 emphasized areas.
   - Evaluate all aspects of programs for the identification, recognition and control of hazards.
   - Assist districts in prioritization and scheduling of district health and safety revenue application reporting, including new requirements such as five-year plans and health and safety program/plan submission.
   - Conduct on-site management assistance work for a minimum of one site visit per district per fiscal year, including one mock OSHA building walk-through.
   - Work with the Minnesota Department of Education and other Service Cooperatives in the development of future H & S priorities.
   - Provide direct communication with the Minnesota Department of Education.
   - Provide interpretations of mandatory requirements from the Minnesota Department of Education.
   - Assistance completing mandatory reports such as Attachment 99, IAQ information and development, machine guarding, etc.
   - Assistance to determine what is allowable under Health & Safety Levy funding.
   - Assistance coding Health & Safety Projects.
   - Ability to approve Health & Safety projects up to $10,000 that meet MDE criteria.
   - Support Minnesota Department of Education activities such as hosting regional meetings, implementing new programs, and hosting training to support educational initiatives.

2. Such services will be provided to and paid for by the School beginning July 1, 2007, at an annual fee based on the gross square footage of the School buildings. The fee will be as follows:

   961898 square feet x .005/square foot, not to exceed $2500.00 = **$2500.00**

3. That services will be provided to the School, and such entity agrees to pay fees listed above for said services. Payment will be payable in two installments during the fiscal year.

4. The term of this agreement will automatically renew for another year. Either entity can terminate this agreement with a written 60 day notice per the other entity. Prices are subject to change annually with a 90 day prior notification to the school district.

IN WITNESS WHEREOF, the parties hereto have executed this agreement effective the day and year first above written.

Member School District No 152
Moorhead, Minnesota

BY:_____

Moorhead School Board Chair

July 16, 2007
(Date)

Lakes Country Service Cooperative

BY:_____
Executive Director

_____

_____
(Date)

HUMAN RESOURCE	MEMO #: HR .08.006

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

SUBJECT: Attachment 99 Update

DATE: July 10, 2007

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

There were no major changes from the previous year.

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

RN/jal

Attachment

School District: Moorhead **Contact Person: Ron Nielsen**
Date: July 16, 2007

Begin Board-certifying here. General Requirements

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

Part I Attachment 99 Performance Criteria – IAQ Management Plan

A. IAQ Coordinator – required in plan

☒ A person meeting criteria in Attachments 3 and 7 has been appointed as the districts IAQ coordinator
☒ Communication pathway has been established to notify district staff, parents, and students, who the IAQ Coordinator is and how to contact him/her.
☒ IAQ coordinator's role and authority shall be clearly defined and understood by district employees, such that he/she can operate effectively.
☒ The IAQ Coordinator's name and certificate number are: Orv Kaste # I0422 .

B. Walk-through performed (required in plan)

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

C. Evaluation of key building systems- required in plan

☒ District shall evaluate all classrooms using equivalent* to the EPA's Tools For Schools Teacher's Checklist at least annually.
☒ District shall evaluate ventilation systems using equivalent* to the EPA's Tools For Schools Ventilation Checklist at least annually. Activity 22 may be excluded here.
☒ District shall evaluate all building maintenance issues using equivalent* to the EPA's Tools For Schools maintenance checklist at least annually.

*** Equivalent means that each element of each topic is included to the depth described in TFS. If there is a significant departure, an explanation shall accompany the plan.**

D. IAQ Management Plan (required in plan)

☒ District shall develop and implement an effective **district specific** IAQ management plan that shall at a minimum have the following elements:
☒ Identification of IAQ Coordinator
☒ Communication plan/policy that is specific to the district
☒ Complaint plan/policy that is district specific
☒ Plan/policy to address district IAQ issues observed and/or noted during the walk through or through the building systems evaluation process
☒ Implementation schedule that prioritizes and allocates expenditures to remediate known IAQ issues such as deferred maintenance items (e.g. roof leaks)
☒ Operations and maintenance plan to maintain building components and mechanical systems

☒ District policies that are established that affect air quality (animals, cleaning, renovation projects, pest management, chemical use, etc.)
☒ Annual review of district IAQ Management Plan by IAQ Coordinator and/or IAQ Committee, and school board. This includes a review of all documentation to ensure the plan is indeed district specific and current.

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

Attachment 99 Performance Criteria – Safety Committees

☒ A district safety committee shall be established where the district exceeds 25 employees or is experiencing excessive lost workdays or accident/incident rates.
☒ Written statements shall be developed describing safety committee role, responsibilities, activities and administrative support.
☒ Role of safety committee shall be stated, and shall include consideration of the following:
☒ Review high hazard areas of health and safety for adequacy of program protection.
☒ Monitor the effectiveness of the safety and health program. Assist administrators, H&S coordinators and supervisors on district/school H&S issues. Bring committee recommendations to school board.
☒ Everyone in district needs to know they should contact members of safety committee FIRST for H&S issues.
☒ There shall be greater employee representation than management, with each bargain unit represented. The safety committee member list shall be posted.
☒ The number of employee representatives on the committee shall equal or exceed the number of management representatives. The safety committee members shall be made known to all district staff.
☒ The safety committee shall meet at least quarterly.
☒ An agenda shall be established prior to meeting. Attendance and minutes shall be recorded. A report of activities shall be posted where all employees have access to it.
☒ The chair shall be elected by the committee and identified by name.
☒ Training shall be provided to safety committee members as to their roles and responsibilities.
☒ Meeting activities shall include consideration of these activities:
☒ Establish annual safety goals and objectives for meeting those goals
☒ Conduct and/or review safety inspections
☒ Assist in accident investigation.
☒ Review accident reports and OSHA 300 logs.
☒ Accept and evaluate employee suggestions. Make reporting uncomplicated, keeping reporters at ease.
☒ Review job procedures and recommend improvements
☒ Monitor safety program effectiveness
☒ Publicize and promote safety and health
☒ School board shall review the program annually.

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

☒ There shall be a written and current Chemical Hygiene Plan for all laboratories, per OSHA Laboratory Safety Standard 29 CFR 1910.1450.
☒ The Chemical Hygiene Officer (CHO) shall be identified for each laboratory. Her name is Jana Kasper.
☒ The CHO shall be responsible for developing and reviewing at least annually chemical handling, storage labeling and disposal procedures (SOPs).
☒ The CHO shall be responsible for reviewing at least annually lab activities to ensure safe procedures are

used.

☒ The CHO shall review stored chemicals annually and remove unused or excess amounts.

☒ The CHO shall be responsible for developing and reviewing at least annually engineering controls (e.g. ventilation, chemical storage, fume hoods, gas lines and shutoff, fire prevention, eye-wash and deluge shower)

☒ The CHO shall be responsible for developing and reviewing at least annually personal protective equipment (PPE) needs (e.g. eye protection, gloves, splash guards, gowns). Included are ensuring students do not wear dangerous clothing (e.g. rings, chains, unsafe shoes, un-bound hair).

☒ The CHO shall be responsible for developing and reviewing at least annually necessary training for lab employees and ensure that safety is adequately included in curriculum.

☒ The CHO shall be responsible for developing and reviewing at least annually record keeping practices and procedures, to include chemical inventory, MSDS sheets, monthly checks of safety equipment and implementing MDE and other safety checklists.

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

☒ District shall develop and implement a Written Management Plan for Lockout/Tagout, encompassing OSHA standard 29 CFR 1910.147, explaining procedures for implementing Lockout/Tagout for each area for each building where LO/TO hazards exist.

☒ The district administration shall identify school district Contact Person(s) for Lockout/Tagout zones.

☒ The district administration shall survey the facility at least annually to identify energy potential physical hazards that require Lockout/Tagout.

☒ The district administration shall train affected employees on proper Lockout/Tagout methods and techniques at least annually.

☒ The district administration shall identify and procure Lockout/Tagout locks, tags and other devices. (List locations of equipment)

☒ The district administration shall evaluate Lockout/Tagout record keeping practices and procedures at least annually.

☒ Procedures are in place to inform contractors of Lockout/Tagout requirements

☒ Specific energy controls are developed when required.

☒ The district administration shall evaluate current Lockout/Tagout procedures at least annually.

Attachment 99 Performance Criteria – Confined Spaces

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

Confined Space Standard

☒ District shall develop and implement a Written Management Plan for Confined Spaces, encompassing OSHA standard 29 CFR 1910.146, explaining procedures for implementing Confined Spaces for each area for each building where Confined Spaces hazards exist.

☒ The district administration shall identify school district Contact Person(s) for Confined Spaces permit and non-permit zones.

☒ The district administration shall survey the facility at least annually to identify Confined Spaces physical hazards per the standard that require Confined Space entry procedures, using the criteria found at http://www.osha-slc.gov/dts/osta/oshasoft/csa.html.

☒ The district shall determine the location of all Confined Spaces, and which are Permit Required Confined Spaces using the criteria found in Attachment A of the standard.

☒ Using the criteria found in 1910.146(c)(5), the district shall determine which Permit Required spaces need comply with paragraphs (d) through (f) and (h) through (k) of the standard.

☒ For Permit Required spaces that need not comply with paragraphs (d) through (f) and (h) through (k) of the standard, the district shall establish and maintain monitoring and inspection data that will demonstrate that continuous forced air ventilation alone is sufficient.

☒ For Permit Required spaces where the district has not established and maintained monitoring and inspection data that will demonstrate that continuous forced air ventilation alone is sufficient, the district shall implement paragraphs (d) through (f) and (h) through (k) of the standard.

☐ The district shall establish a properly trained and provisioned Permit Required Confined Space rescue and emergency service, that will become activated whenever a person enters a Permit Required Confined Space.

☐ The district shall carry out practice Permit Required Confined Spaces rescues at least once every 12 month, as called for under paragraph (K) of the standard.

☒ District shall inform Confined Spaces entrants information called for in the standard, how they may communicate with persons outside the Confined Spaces and what steps they should take if they should develop a medical emergency while in the Confined Spaces (e.g. heat stress, electrocution, burns, heart attack, etc.).

☒ The district shall inform any outside contractor doing work in a Confined Space that the workplace contains permit spaces and that permit space entry is allowed only through compliance with a permit space program per 1910.143.

Attachment 99 Performance Criteria – Employee Right-To-Know (ERTK)

Employee-Right to Know - Hazard Communication. The program shall:

☒ Develop and implement a Written Management Plan for Minnesota Employee Right To Know, in compliance with Minnesota Regulations 5206.

☒ Identify school district Contact Person(s) for MN ERTK.

☒ Review Written Plan as needed, and update (at least annually).

☒ Identify Hazard communications functional areas (e.g. kitchen, shops, art, maintenance, etc.).

☒ Survey the facility to identify chemical, heat, noise, radiation and infectious agents hazards.

☒ Manage Material Safety Data Sheet (MSDS) acquisition, compilation and distribution. Ideally, MSDS would be available in functional area.

☒ Perform Chemical Inventory. Update at least annually. Ideally, chemical inventory would be available with MSDSs in functional area.

☒ Monitor use and markings on Secondary Use Containers.

☒ Ensure placement of ERTK Minnesota-approved posters.

☒ Perform initial and annual functional area training.

☒ Provide all record keeping activities and procedures.

☒ Respond to regulatory agency correspondence, guidelines and recommendations, guidelines and recommendations.

☒ Monitor or provide updates on regulatory changes and new developments.

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

Management Assistance Summary Report
Program Review
2006-2007 School Year

District Name: Moorhead School District #152 Region: 4
Building Name: District-wide Contact Person: Ron Nielsen

Management Assistance Technician: Jane Eastes, Lakes Country Service Cooperative

The following observations regarding the district's health and safety program were made during several visits to your district. These observations and recommendations are meant to assist you in identifying areas of your program that need strengthening. The last column is for you to complete. Please contact me with any questions at 800-739-3273 or jeastes@lcsc.org.

TOPIC	OBSERVATION	RECOMMENDATION	TIMELINE FOR ACCOMPLISHMENT
Safety Training	Some instructors did not receive their annual safety training - the science instructors at the High School, the art instructors at the High School, and FACS instructors at the High School.	Complete safety training with all identified instructors. It's important that instructors in high hazard areas receive safety instruction specific to their areas.	January 2008
Safety Training	There are some Carbon Dioxide and Class K fire extinguishers in the District and employees who may use these extinguishers have not had training.	Identify employees who are expected to use fire extinguishers and ensure they receive training on the specific types of extinguishers available.	January 2008
Chemical Hygiene	The fume hoods in the 9th grade science rooms have not been tested for air flow because they are being used for storage. The 9th grade science teachers have not had training on the District's chemical hygiene plan. Some chemicals are not fully labeled and being stored properly.	Provide training for the 9th grade science teachers on the specific requirements of the District's chemical hygiene plan. Require the science teachers to remove storage from the fume hoods and use them only for chemical preparation and demonstration. Test fume hoods annually.	January 2008
Indoor Air Quality	The District will need to replace the certified IAQ coordinator when the Property Services Supervisor retires.	Identify a new IAQ Coordinator and enroll that person in the joint MDH/MDE IAQ certification class.	September 2007
Confined Space	Review the confined space plan and update appropriately.	There are fewer confined spaces in the district and there	November 2007

		are some that employees no longer enter. Revise the plan to reflect these changes.	
Employee Right to Know	Chemical product inventories and material safety data sheets in some program areas (e.g. art) need to be brought up to date.	Inventory chemical products used in each area and ensure that material safety data sheets are available for those products.	January 2008
Hearing Conservation	Noise level testing has not been done on the grounds equipment.	Test the sound levels of each piece of equipment used in grounds maintenance. Record the exposure time for each employee and determine if any employee is exposed to the point that a Hearing Conservation Program needs to be implemented.	September 2007
Hearing Conservation	Employee exposure information in high noise areas has not been collected.	Compare noise levels and employee exposure rates to determine if any employees need covered under a Hearing Conservation program.	January 2008
Personal Protective Equipment	Hazard assessments have not been completed for this year need to be done for art, FACS, Science.	Perform a written hazard assessment for each job category that requires the use of personal protective equipment.	January 2008
Forklift Safety	It is time for employees trained to drive the forklift to have refresher training and perform observed driving skills.	Every three years refresh employees on the hazards of driving a forklift and observe their driving skills.	August 2007

Date: _____

School District: _____

Person Affirming: _____

Signature: _____

Telephone with ext. _____

I affirm that the following is an accurate, board-approved summary of this school district's current Health and Safety program, submitted in accordance with Minn. Stat. § 123B.57 regardless of whether or not funding is requested. A copy of the school board minutes is attached.

Additional comments:

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.003

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: July 5, 2007

RE: Official Newspaper Designation

Administration recommends *The Forum* be designated as the school district's official newspaper for the 2007-2008 school year.

Suggested Resolution: Move to designate *The Forum* as the district's official newspaper for the 2007-2008 school year.

LPN:mde

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.004

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: July 5, 2007

RE: Legal Services

The school district has historically obtained legal services on a time and material basis. Therefore, the administration recommends authorizing administration to obtain legal assistance on a time and material basis.

Suggested Resolution: Move to approve obtaining legal assistance on a time and material basis.

LPN:mde

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.005

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: July 5, 2007

RE: 2007-2008 MSBA Membership

The 2007-2008 membership fee to the Minnesota School Boards Association (MSBA) will be $8,467 (including the policy services renewal). Attached is information related to membership benefits.

The following is a history of the fee structure for the past few years:

1993-94 = $4,687 (formula changed PPU to TU)
1994-95 = $4,946
1995-96 = $5,295
1996-97 = $5,459
1997-98 = $5,558
1998-99 = $5,667
1999-00 = $5,623
2000-01 = $5,772
2001-02 = $5,934
2002-03 = $6,153
2003-04 = $6,309
2004-05 = $7,049
2005-06 = $7,660
2006-07 = $8,019

Suggested Resolution: Move to approve the 2007-2008 Minnesota School Boards Association membership in the amount of $8,467.

LPN:mde
Attachments

Leadership Conference January 17 & 18, 2008

'. Jefferson Ave.
:ter, Minnesota
6082-3015

507.934.2450
800.324.4459

507.931.1515
'.mnmsba.org

MINNESOTA SCHOOL BOARDS ASSOCIATION

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BA's Mission:
irt, promote, and
ince the work of
c school boards.

July 2, 2007

JUL - 9 2007

Dear Superintendent:

It's time to renew your district's membership to MSBA!

On behalf of your Association's board and staff, I want to thank you for the opportunity to "support, promote and enhance" your important work. We look forward to another year of serving your board and school district.

Your dues invoice is included with this letter. MSBA's Board of Directors has adopted an operating budget of $3,486,135 for fiscal year 2007-08. Dues are the stabilizing support for any association. Without the strong support of membership through the payment of dues, MSBA can neither maintain nor expand the menu of programs and services needed and enjoyed by our members.

In these years of financial strain, members naturally want to ensure they are getting the maximum services and benefits for their dues. Here is a list of some of your membership's primary benefits:

- Free on-call assistance on matters ranging from the open meeting law to personnel issues to NCLB implementation to elections. Checking with MSBA first may save significantly on attorneys' fees.
- Lobbying at the state and federal levels coupled with daily Capitol updates during the legislative session.
- Negotiations training and master agreement analysis.
- Access to the MSBA Insurance Trust, which offers competitive rates and programs designed specifically for school districts.
- Access to Policy Services (if a subscriber) and customized policy audits.
- Free access to the Public Education Employee Relations Network (PEERNet).
- Free registration to the annual Leadership Conference for the entire district leadership team.
- Free "toolkits," such as the School Board Recognition Week program.
- Free on-call communications consulting. Additionally, the Ambassador Program spreads the "good news" about your schools and dispels myths about public education.
- Power-Card - a highly secure procurement card program available for the direct purchase of goods and services, which greatly increases the efficiency of the purchasing process, and has the potential to generate rebates to your district.
- Reduced-cost board training, including seminars, workshops and customized inservice training brought to your board room. Online training is available for your convenience.

(over)

- Access to money-saving cash management and borrowing programs, including but not limited to, the Minnesota School District Liquid Asset Fund Plus, the Minnesota Tax and Aid Anticipation Borrowing Program, and the Lease Purchase Program.
- Free electronic and print postings for administrative job vacancies.
- Free access to an electronic, downloadable MSBA calendar listing important dates for elections and education-related events.
- Free subscriptions to MSBA publications, including the following: *Boardcaster*, *Journal* magazine, *Capitol Compass* (electronic) and *Management Services Newsletter* (electronic).
- Newly elected board members receive MSBA's *Service Manual*, a comprehensive listing of education-related laws and regulations at a minimal cost. This manual is also available online for all others.
- Free electronic news clipping service from the state's daily and weekly newspapers.
- MSBA Online, the Association web site that provides round-the-clock access to information and services.

Subscribers to Policy Services will also find their renewal notice on the same invoice. Policy revisions keep your district in compliance with current law. You can access and download all model policies from the MSBA website 24 hours a day, 7 days a week. Also, our policy consultants are here to answer your questions about policy issues. If you are not a member of Policy Services, please call us for more information.

In its continuing effort to assist its members in achieving cost-efficiencies, your MSBA has formed two new partnerships. Along with co-sponsor MASA, MSBA has endorsed PaySchools, an electronic payment processing system that enables districts to receive school-related fees from parents via electronic check, credit or debit card. MSBA has also created a partnership, the Minnesota Playground Surfacing Program (MPSP), with the National Safe Surfacing Initiative, LLC. Brochures highlighting both of these exciting new opportunities have been included with this mailing. You can also access further information about PaySchools and MPSP on our website at www.mnmsba.org.

MSBA is recognized nationwide as an outstanding service organization, and we will strive to uphold that reputation. MSBA's board and staff look forward to working with you. If you have any questions, please don't hesitate to call your Association office at 800-324-4459.

Sincerely,

Bob Meeks
Executive Director

Dennis Halverson
Dennis Halverson (Centennial)
MSBA President

Enc.

Minnesota School Boards Association
900 West Jefferson Ave. ◆ St. Peter, MN 56082-3015

INVOICE

DATE	INVOICE #
7/3/07	1729

ATTN: Accounts Payable
ISD #152
2410 14th St S
Moorhead, MN 56560-4624

JUL - 9 2007

MSBA: Support, promote and enhance the work of local school boards.

11/15/2007

ITEM	DESCRIPTION	QTY	RATE	AMOUNT
DIST	**Association Dues (FY 7/1/07 to 6/30/08)**			8,027.00
POLICYREN	**Policy Services Renewal (FY 7/1/07 to 6/30/08)**			440.00

Dues for **ISD #152** are based on 5280.72 "Average Daily Membership of Students Served" for the fiscal year ended June 30, 2006, as provided by the Minnesota Department of Education.

In accordance with IRS Code Sec. 6113, contributions or gifts (including membership dues) to MSBA are not deductible as charitable contributions for Federal income tax purposes.

QUESTIONS ABOUT THIS INVOICE?
800-324-4459 • 507-934-2450
FAX 507-931-1515
www.mnmsba.org

TOTAL	8,467.00

60

CUSTOMER COPY

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.006

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: July 6, 2007

RE: 2007-2008 Lakes Country Service Cooperative Agreement

Attached please find the 2007-2008 service agreement with the Lakes Country Service Cooperative.

The membership cost is $5,000. All other services are fee based.

Suggested Resolution: Move to approve the 2007-2008 Lakes Country Service Cooperative service agreement as presented.

LPN:mde
Attachment

Lakes Country Service Cooperative

Jeremy Kovash, Executive Director
1001 E. Mount Faith | Fergus Falls, MN 56537
Phone: (218) 739-3273 | Fax: (218) 739-2459 | www.lcsc.org

JUN - 5 2007

TO: Region IV Public Schools Consortium

FROM: Jeremy Kovash, Executive Director

DATE: June 1, 2007

SUBJECT: Lakes Country Service Cooperative Membership

On behalf of the employees and Board of Directors of the Lakes Country Service Cooperative, allow me to take this opportunity to thank you for your membership with us. We are proud of the programs we offer and hope you enjoy the benefits that our agency provides.

Our staff strives to meet the needs of our members by adding new products and services on a continuous basis. As we embark into our fourth decade of service, we envision future opportunities to meet the needs and complex concerns of a growing and diverse membership. We look forward to serving your needs for the 2008 fiscal year.

Please feel free to contact our office with any questions or concerns.

Service Cooperative Board of Directors

Chair[illegible] • David Schomack, Perham
[illegible], At Large
Barry Bergem, Battle Lake

Vice Chairperson • Norman Korstad, Underwood
Supt. Scott Monson, Morris
Nancy Dashner, Frazee - Vergas

Clerk • Robert Block, Ottertail County
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Dr. William Tomhave, Moorhead

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AN EQUAL OPPORTUNITY EMPLOYER
Serving the Counties of: Becker • Clay • Douglas • Grant • Otter Tail • Pope • Stevens • Traverse • Wilkin

JUN - 5 2007

Contracts and Service Agreements Between
Lakes Country Service Cooperative And Region IV School District Members

The **Moorhead Public School** will be participating in the following service agreements with Lakes Country Service Cooperative for Fiscal Year 2007-2008.

2007 ices	Will Participate in FY 2008 YES	NO	SERVICE	COST	
			Administrative Services		
			1. LCSC Membership Student Count - 5355	$ 1,200 per district plus 1.50 per student, maximum of $5000	$5,000.00
			2. Capital Outlay LCSC Site - Fergus Falls Facility Moorhead Site - Youth Ed. Services	Maintenance Fund $600 per district $400 per district	 $600.00 $400.00
			3. Administrative Inservice/Workshops	Participation fee of training expenses	
			4. Comparable Worth	A. $225 per day plus expenses B. $30/hr follow-up service	
			5. Cooperative Purchasing	No Charge for members	
	X		6. Health & Safety	Separate Contract	
	X		7. Health & Safety Management Assistance Program	Separate Contract	
			8. Nutrition Advisory Service	Separate Contract	
			9. Insurance/ Risk Management Offerings		
			A. Health Pool		
			B. VEBA Plans		
			C. Life Pool		
	X		D. Long Term Disability Pool		
			E. Long Term Care		
			F. Vision Eye Care Program		
			G. Dental		
			H. Wellness Program		
			I. Worksite Health Screening Service		
			J. Property & Casualty		
			K. Workers Compensation		
			L. Other		
			10. Print Services Newsletters, Envelopes, Letterhead, NCR, etc.	Time and Materials Project quotes available	

Contracts and Service Agreements Between
Lakes Country Service Cooperative And Region IV School District Members

007 ce	Will Participate in FY 2008 YES	NO	SERVICE	COST	
			Educational Services		
_	X	___	11. No Child Left Behind/MN Academic Standards Support Program	$2500 base fee plus .50 per K-12 student enrollment.	
_	___	___	12. Early Childhood/Family Education Regional Services Coordination	$730 plus .55 per 0-4 Child Count	
_	___	___	13. Early Childhood Educators/School Readiness	Contracted for individual districts	
_	___	___	14. Media Services/Lending Library	$4.75 per student - Unlimited Usage	
_	X	___	15. Framework for Understanding Poverty	Funded through workshop fees and grants	
_	X	___	16. Staff Development	Fee based on participation	
_	X	___	17. Principals Academy	Based on workshop participation fees	
_	X	___	18. Computer Software Training	Fee based on participation	
_	___	___	19. Cisco Area Training Center & Regional Academy.	Fee based on participation	
_	X	___	20. Grant Sourcing	No Fee	
			Student Academic Programs		
_	X	___	21. Knowledge Bowl - Jr. High	$40.00 per team per meet	___
_	X	___	22. Knowledge Bowl - Sr. High	$190.00 per team	___
_	___	___	23. Young Writers Conference	$25.00 per participant	___
_	X	___	24. Spelling Bee	No Fee	
_	___	___	25. Inventors Congress	$20.00 per participant	___
_	___	___	26. Honors Program (Banquet)	District responsible for $250.00 scholarship plus the cost of banquet meals for district participants.	___
_	X	___	27. Cyberknowledge (Internet Based Student Competition)	$40.00 per team per meet	

Contracts and Service Agreements Between
Lakes Country Service Cooperative And Region IV School District Members

007 ce	Will Participate in FY 2008 YES	NO	SERVICE	COST
			Special Programs	
_	X	___	28. Carl Perkins Consortium	The Special Programs are supported by regional application for grants through the Lakes Country Service Cooperative Regional Special Programs Department. The Grant amounts are based on various factors such as "pooling" based on various and changing formula, student enrollment or regional allocation. Minimal workshop registration fees may be charged to cover incidental expenses such as food and beverages.
_	X	___	29. Tech Prep Consortium	
_	X	___	30. Special Ed - Low Incidence/Lending Library	
_	X	___	31. R-CSPD	
_	X	___	32. Learn and Serve America (Service Learning)	
			Equipment Repair Services	
_	___	___	33. Computer Repair	$60.00/hr labor plus parts $27.50 Minimum Diagnostic Fee (no charge for repairs under warranty) _____ $15.00 handling charge per piece. $75.00/hr + $1.00/mile On site network services
_	___	___	34. AV Repair	$38.00/hr. labor plus parts during school year. _____

_____ _____ _____ _____

perintendent *Date* *LCSC Executive Director* *Date*

Please return completed agreement by July 1, 2007

Terri Blackwelder
Lakes Country Service Cooperative
1001 East Mount Faith
Fergus Falls, MN 56537

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.007

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: July 6, 2007

RE: 2007-2008 NSBA Membership

Please find attached information related to the 2007-2008 membership to the National School Board Association (NSBA). The 2007-2008 NSBA National Affiliate membership fee will be $3,700.

The following is a history of the fee structure for the past two years:

2005-06 = $3,350
2006-07 = $3,450

Suggested Resolution: Move to approve the 2007-2008 membership renewal fee to the National School Board Association (NSBA) National Affiliate membership in the amount of $3,700.

LPN:mde
Attachments

arch, 2007

·NSBA· National Affiliate

Excellence and Equity in Public Education through School Board Leadership

ear Colleague:

roughout the past year, you and your board have been benefiting from the tangible atures of NSBA's National Affiliate Program;

oviding National Affiliates with a platform so your VOICE can be heard.

gislative alerts – targeted alerts and updates via web, phone and fax that equip your board members to participate in a tional grassroots legislative campaign.

oviding National Affiliates with the tools and resources you need to implement your VISION

esources:
- Policy Research Briefs
- Information Research Services
- National Education Policy etwork (NEPN)

Member Only Resources:
- Policies
- SchoolGrants Biweekly Newsletter
- Policy Briefs

Networking:
- NSBA Annual Conference
- T+L^2 Technology Conference
- Periodic Briefings

oviding National Affiliates with the KNOWLEDGE you need to make informed decisions.

ublications:
- School Board News
- American School Board Journal
- Leadership Insider

Professional Development:
- National Conferences and Meetings

oviding National Affiliates with discounts to NSBA meetings and resources to SAVE you money.

- Discounts at Meetings and Conventions
- Discount on membership to the Technology Leadership Network
- Discounts on Publications

ese benefits are only part of what it means to be a National Affiliate. NSBA's National Affiliates support NSBA's vocacy efforts on national education policy and federal legislative issues. Thanks to the support from your school strict and others we have:

- ✓ Achieved another one year extension for the E-rate program that helps fund internet connections and education technology programs for schools and libraries.
- ✓ Implementing the Pledge for Americas Schoolchildren now with more then 170 signatures.
- ✓ NSBA's bill to improve NCLB introduced by Representative Young (R-Alaska) and endorsed by both Republicans and Democrats.
- ✓ Filing more Amicus briefs then all other educational organizations combined.

SBA's national advocacy efforts – with your continued support – will focus on helping Congress understand your needs. **s important that we continue to raise the level of grassroots work to ensure that the Congress understands at their responsibility to fund the programs is as critical as your responsibility to make these programs work at e local level.**

ank you for your district's ongoing support that enables NSBA to continue the kinds of work outlined above. Your voice needed more now than ever.

Jene Broderson

ne Broderson,
tional Affiliate Director

National School Boards Association
1680 Duke Street , Alexandria, VA 22314-3493
Phone: 703-838-6722 FAX: 703-548-5560
Federal ID #: 36-2210015

REMINDER

Membership Invoice

Bill to:

Moorhead Public School District #152
2410 14th St S
Moorhead, MN 56560-4624

MAY 21 2007

Invoice #	0000521919
Invoice Date	03/12/2007
PO #	
Membership #	0000004544

Student Enrollment: 5272

DESCRIPTION	DOLLAR AMOUNT
NSBA's National Affiliate Membership	$3,700.00
Membership Period: 07/01/2007 to 06/30/2008	
Total Due In U.S. Funds	**$3,700.00**

our district's National Affiliate fees include subscriptions to *School Board News* at the non-deductible rate of $28 per subscription, and to *merican School Board Journal* at the non-deductible discounted rate of $30 per subscription, for your full school board and superintendent. urrent *American School Board Journal* subscriptions will be converted upon expiration.

send payments to:
NSBA, PO Box 1807, Merrifield, VA, 22116-8007

Please detach and return with your remittance.

ad Public School District #152
4th St S
ad, MN 56560-4624

Invoice #: 0000521919
Invoice Date: 03/12/2007 Membership #: 0000004544

SELECT PAYMENT METHOD

☐ Check enclosed (made payable to NSBA in U.S. funds)
☐ VISA ☐ MasterCard ☐ AMEX Exp Date ____ / ____
Card # _____
Name as it appears on card _____
(Please print)
Cardholder's Signature _____
Cardholder's Phone # _____
Total Due **$3,700.00** Amount Paid $ _____

e send payments to:
National School Boards Association
PO Box 1807, Merrifield, VA, 22116-8007

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
JUNE 11, 2007

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

MEMBERS ABSENT: Mike Siggerud and Kristine Thompson.

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

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

APPROVAL OF AGENDA: Erickson moved, seconded by Dulski, to approve the agenda as revised. Motion carried 5-0.

WE ARE PROUD:

*** **We Are Proud** of the Moorhead High School students who placed at the Class AA State Speech Tournament in April. They are: Matt Cerar and Tausha Taylor, 1st place in Dramatic Duo; Evan Christie, 4th place in Creative Expression; Adam Christensen and Jorie Kosel, 3rd place in Dramatic Duo; Lynn Olson, 7th place in Great Speeches; Tristan Larson, 5th place in Humor; Matt Fitzgerald, 5th place in Original Oratory; Brendan Frost, 4th place in Drama; and Kelsey Langness, 8th place in Prose. The Moorhead High School speech coach is Angela Cassidy.

*** **We Are Proud** of the Moorhead High School students who qualified for the National Forensics League Speech Tournament in Kansas in June. The following students qualified for the national tournament: Matt Fitzgerald, Matt Cerar, Brendan Frost, Tausha Taylor, Adam Christensen, Jorie Kosel, Alison Thompson, Sadie Langemo, Logan Werlinger, and Tom Bergland. The Moorhead High School speech coach is Angela Cassidy.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Gift - Accept the donation of $1,000 from Forum Communications to assist with the National Issues Forum to be held by Moorhead Community Education in October.

Student Teaching Agreements - Approve the student teaching agreement with Minnesota State University Moorhead for a three-year term beginning August 23, 2007 and the student teaching agreement with Valley City State University for the 2007-08 school year.

Summer School Program - Approve the 2007 EXCEL Summer Extended Year Program staffing and budget information for elementary and secondary schools.

Grant Application - Approve the McKinney-Vento Education for Homeless Children and Youth Grant Application requesting $60,662 in funding as part of education for homeless children and youth in 2007-08.

Early Retirement

Shirley Larson - Paraprofessional, Horizon Middle School, effective June 1, 2007 (revision from Resignation item on the 5/29/07 agenda)

Resignations

Ashley Hill - Paraprofessional, High School, effective June 1, 2007.
Silvia Granados Campos - Spanish Immersion Teacher, Hopkins Elementary, effective June 1, 2007.
Terry Shercliffe - Assistant Hockey Coach, High School, effective at the end of the 2006-2007 season.
Greg Salvevold - Assistant Hockey Coach, High School, effective at the end of the 2006-2007 season.

Change in Contract

Abram Perez - Night Custodian, High School to Day/Night Custodian, Hopkins Elementary and High School, effective June 4, 2007.
Karla Brewster - Reading Recovery Teacher Leader, Hopkins C52 (16) Supervisor Schedule to Reading Recovery Teacher/Reading Intervention Teacher, MA+20 (13), $58,956.00, 2006-2007 Teacher Schedule Robert Asp Elementary, effective with the 2007-2008 school year. (Replaces Diane Erickson)
Charlene Lien - LD Teacher, Hopkins Elementary to RTI Coach/Title 1 Teacher, Robert Asp

Elementary, effective with the 2007-2008 school year. (Replaces Ginny Rutter)

Teacher Recall

Sayra Crary - ESL Teacher, Horizon Middle School, 1.00 FTE, BA (5) $35,083.00 (2006-2007 Salary Schedule), effective for the 2007-2008 school year. (Replaces Kathleen Andrews)

New Employees

Natalie Van Valkenburg - Third Grade Teacher, Robert Asp Elementary, BA+30 (1) $34,775.00, (2006-2007 Salary Schedule) effective with the 2007-2008 school year. (New FTE per staffing plan)

Erika Thiel - Third Grade Teacher, Robert Asp Elementary, MA (3) $38,842.00 (2006-2007 Salary Schedule), effective with the 2007-2008 school year. (Replaces Diane Johnson)

Julie Schauer - Second Grade Teacher, Robert Asp Elementary, BA+30 (1) $34,775.00 (2006-2007 Salary Schedule), effective with the 2007-2008 school year. (New FTE per staffing plan)

Martin Tonn - Building and Grounds Supervisor, Maintenance & Transportation, C44 (8) $64,625.00, effective August 1, 2007. (Replaces Orv Kaste)

Cheri Gess - Instructional Assessment Coach, District, MA+30 (7) $51,168.00, effective beginning with the 2007-2008 school year. (Replaces .50 FTE of Sandy Kortan & .50 FTE new proposed position)

Mark Fabian - Science Teacher, High School, BA (2) $31,758.00, effective beginning with the 2007-2008 school year. (Replaces .50 FTE Jennifer Engkjer & .50 FTE Amy Miller)

Minutes - Approve the May 14 and 29, 2007 regular meeting minutes as presented.

Claims - Approve the June Claims, subject to audit, in the amount of $851,624.74.

General:	$737,852.30
Food:	$87,575.89
Community Service:	$25,811.33
Trust and Agency:	385.22
TOTAL	$851,624.74

Motion carried 5-0.

APPROVAL OF SCHOOL DISTRICT INSURANCE PACKAGES: Tom Quam of Bremer Insurance reviewed renewal premiums for property and casualty insurance and workers'

compensation insurance packages.

Dulski moved, seconded by Erickson, to approve the property and casualty insurance package in the amount of $142,490 and the workers' compensation insurance package in the amount of $161,766 from the Minnesota School Boards Association Insurance trust (MSBAIT) effective July 1, 2007 through June 30, 2008, as provided by Tom Quam of Bremer Insurance. Motion carried 5-0.

APPROVAL OF MOORHEAD HIGH SCHOOL TENNIS COURT BIDS: Ladwig moved, seconded by Dulski, to approve Bid Tabulation Section 2 in the amount of $192,200 to Aggregate Industries and Bid Tabulation Section 3 in the amount of $25,870 to Dakota Fence for the Moorhead High School tennis court project. Motion carried 5-0.

APPROVAL OF MAJOR MAGNITUDE FIELD TRIP TO SCOTLAND: Ladwig moved, seconded by Fagerlie, to approve the major magnitude field trip for the Moorhead High School Theatre Department to participate in the American High School Theatre Festival 2008 in Edinburgh, Scotland from August 8-21, 2008. Motion carried 5-0.

DISTRICT ASSESSMENTS: Kovash provided a keynote presentation related to the Northwest Education Association (NWEA) Measures of Academic Progress (MAP) assessments. Students in grades 2-9 completed the third full testing period of the NWEA mathematic and reading assessments. Individual student reports and progress reports were sent to families with the report cards. School and classroom assessment results were shared at each school by building administration on the last teacher staff development day.

Kovash also reviewed the District Summary Report by Grade, Student Growth Summary and Student Growth District Summary Reports. The use of the MAP assessment is to provide the opportunity for administrators and staff to learn to use assessment data to guide instruction and monitor progress and academic growth of every student in the district.

APPROVAL OF POLICY: Ladwig moved, seconded by Fagerlie, to approve the policy, District Care Team Committee (234), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Erickson moved, seconded by Dulski, to approve the policy, Family and Medical Leave (422), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Erickson, to approve the policy, Staff Development (446), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Erickson moved, seconded by Fagerlie, to approve the policy, School District Student Attendance (515), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Erickson, to approve the policy, Student Discipline (551), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Dulski, to approve the policy, Student Dress and Appearance (577), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Dulski moved, seconded by Erickson, to approve the policy, Special Education Programs (602), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Dulski, to approve the policy, School District System Accountability (650), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Erickson, to approve the policy, Basic Skills Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students (656), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Dulski moved, seconded by Erickson, to approve the policy, Moorhead Area Public School District State Mandated Testing Plan and Procedure (660), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Erickson moved, seconded by Dulski, to approve the policy, Student Transportation Eligibility Guidelines (720), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Dulski moved, seconded by Erickson, to approve the policy, Student Transportation Safety (721), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Dulski, to approve the policy, Complimentary Athletic Season Passes/Single Event Passes (832), as presented. Motion carried

5-0.

COMMITTEE REPORTS: None.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Tomhave reported the 2007 MSBA Summer Seminar is scheduled for August 15-17, 2007 at the Bloomington Sheraton and directed School Board members to contact Michelle with their travel plans.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:26 p.m.

_____

Carol Ladwig, Clerk

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

MEMBERS ABSENT: None.

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

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

APPROVAL OF AGENDA: Ladwig moved, seconded by Siggerud, to approve the agenda as revised. Motion carried 7-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Revised Census Numbers - Accept the change of the census number from 37,529 to 39,225 as indicated in Minnesota demographic information.

Affiliation Agreement - Approve the affiliation agreement with the University of Mary, Bismarck, North Dakota for occupational therapy students.

Grant Application - Approve the 2007-08 Consolidated Application for Elementary and Secondary Education Act as presented.

Dairy and Bakery Bids - Accept the dairy bid, in the amount of $200,000, received from Dean Foods/Land O'Lakes and the bakery bid, in the amount of $29,000, received from Pan O'Gold Baking Company.

Family/Medical Leave

Molly Froemke - Deaf/Hard of Hearing Teacher, Horizon Middle School, effective approximately September 16, 2007 for six weeks.

Resignation

Sara Schwer - Counseling Office Secretary, Horizon Middle School, effective July 20, 2007.

Change in Contract

Eric Dobervich - Chemistry Teacher, High School from .875 FTE to 1.00 FTE, BA+10 (2) $33,198 (2006-07 Salary Schedule) effective for the 2007-08 school year. (Replacing .125 FTE from Stacey Lentz)

Angela Cassidy - English Teacher, High School from .875 FTE to 1.00 FTE, MA (3) $38,842 (2006-07 Salary Schedule) effective for the 2007-08 school year. (Replacing .125 FTE from Stacey Lentz)

Krisanne Emch - Spanish Teacher, High School, from .8125 FTE to 1.00 FTE, BA+10 (0) $30,868 (2006-07 Salary Schedule) effective for the 2007-08 school year. (Replacing .125 of Grady Carlson overload)

Tina Bentz - Social Science Teacher, High School, from .75 FTE to .833 FTE, BA+10 (2), $27,653.93 (2006-07 Salary Schedule) effective for the 2007-08 school year. (Replacing .0625 of Mick Dunn overload)

New Employees

Rachel Armstrong - Interpreter, District Wide, B32 (9) Certified, $25.50 per hour effective with the 2007-2008 school year. (Replaces .5 of Regina Sherod and .5 of unfilled new position)

Molly Schenck Life Science Teacher, High School, .5 FTE, BA (1.5) $15,605.25 (2006-2007 Salary Schedule), effective with the 2007-2008 school year. (Replaces Jennifer Engkjer)

Chelsea Hausauer - First Grade Teacher, S. G. Reinertsen Elementary, 1.00 FTE, BA+30 (1) $34,775.00 (2006-2007 Salary Schedule), effective with the 2007-2008 school year. (Replacing Mary Molick)

Motion carried 7-0.

APPROVAL OF LEASE AGREEMENTS: Fagerlie moved, seconded by Erickson, to approve the Moorhead Sports Center Lease Agreement and Agreement for Use of City of Moorhead Facilities and ISD #152 Facilities to begin September 1, 2007 through June 30, 2012. Motion carried 7-0.

APPROVAL OF MOORHEAD HIGH SCHOOL STUDENT HANDBOOK: Dulski moved, seconded by Siggerud, to approve the 2007-2008 Moorhead High School Student Handbook as revised. Motion carried 7-0.

APPROVAL OF PART-TIME AND SUBSTITUTE PAY SCHEDULE CHANGE: Erickson moved, seconded by Ladwig, to approve the pay schedule as presented. Motion carried 6-1; Thompson abstaining.

APPROVAL OF THE 2007-2008 ANNUAL OPERATING PLAN: Thompson moved, seconded by Dulski, to approve the 2007-2008 Annual Operating Plan which includes the preliminary budget for the 2007-2008 school year. Motion carried 7-0.

CLOSE PUBLIC MEETING: Siggerud moved, seconded by Thompson, to close the public meeting at 8:25 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

The meeting recessed at 8:25 p.m.; the Chair reconvened the meeting at 8:34 p.m.

OPEN PUBLIC MEETING: Dulski moved, seconded by Fagerlie, to open the public meeting at 9:23 p.m. Motion carried 7-0.

COMMITTEE REPORTS: A brief report was heard about the June Community Education Advisory Council meeting.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Ladwig recognized Fargo Public Schools' article in the American School Board Journal, July 2007, and noted an article in the Minnesota School Boards Association Journal, June 2007, regarding all-day kindergarten. Two School Board members stated they would not be able to attend the July 16 Work Session and School Board meeting. Discussion was held and School Board members rescheduled the July 16 Work Session to August 13 at 5 p.m. in PCE Board Room 224. The Committee Assignments agenda item will be placed on the August 13 School Board meeting. Thompson announced the "Suessical Jr. The Musical" performance was scheduled for June 28 at 10 a.m. and 2 p.m. in the Moorhead High School auditorium.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:37 p.m.

_____

Carol Ladwig, Clerk

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.001

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: July 9, 2007

RE: Major Magnitude Field Trip to Honolulu, Hawaii

Attached is information regarding a proposed Major Magnitude Field Trip for Moorhead High School Band and Orchestra students to attend the Polynesian Classic Music Festival in Honolulu, Hawaii.

Also included is a matrix of field trip requests with the dates and brief informational data.

The Moorhead High School Band and Orchestra is proposing to travel to Honolulu, Hawaii in March or April 2009 for the Polynesian Classic Music Festival.

The trip will cost approximately $2,300 per student. Students will be funding the trip through their own expense and through student fundraising.

SUGGESTED RESOLUTION: Move to approve the Major Magnitude Field Trip for Moorhead High School Band and Orchestra students to Honolulu, Hawaii in March or April 2009.

LAK/kmr
Attachment

Major Magnitude Field Trip -- Request Form

Administrative Policy of the Moorhead Public Schools

District Code: IICA-B
Date Adopted: 10/26/89
Revised: 01/08/01

Major Magnitude Field Trip
Field Trip
Request Form

Section I

Date of Request: 6-1-07

Person Requesting the Field Trip: Doug Engstrom, MHS Band Director
Jon Larson, MHS Orchestra Director

Purpose of the Trip: The purpose of this trip is to expose the Band and Orchestra students to a variety of performing situations including the Polynesian Classic Music Festival. The students will be competing against top high school bands and orchestras. They will observe and learn performing techniques from other music ensembles. The Band and Orchestra will be critiqued in clinic sessions. The students will also have the opportunity to tour cultural sites. The ultimate purpose of this trip is to help these students become better musicians.

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards: The Polynesian Classic Music Festival includes performances and clinic sessions with nationally known clinicians and critique ratings. The Band and Orchestra will also perform concerts at Bringham Young University, Pearl Harbor and on-board the USS Missouri. The students will attend performances of several outstanding High School Bands and Orchestras from around the country. The students will gain experience in performing in a variety of concert situations and will observe and learn performing techniques from other high school and professional bands and orchestras. These performances and observations partially fulfill the graduation standardsembedded in the High School instrumental courses, Arts Performance and Analysis. During the clinic sessions, the students will be critiqued on their performance with suggestions for improvement in playing technique.

Date of Trip Departure: March or April 2009 (will try to coordinate the trip with Spring Break 2009)

Destination Address: Polynesian Classic Music Festival, Honolulu, Hawaii

School: Moorhead High School

Contact Persons: Doug Engstrom and Jon Larson Phone/Extension 2431, 2432
Number of students: 150 Class/Group: Wind Ensemble and Orchestra

Number of Chaperones: 20

Number of school days: TBD will attempt to schedule during Spring Break 2009

Approximate cost per student: $2300.

Accommodation plan for students with an IEP or 504 plan: There are no students with an IEP or 504 plan in this class.

Funding Plan: Trip will be completely funded by the students: Fundraisers (brochure sale, coupon book, magazine sale, plant sale, annual fundraisers, etc.) and out-of-pocket by students.

Parental Notification: Parental Permission Form (see attached) and Parents' Meeting

Trip Itinerary: see attached

Student Roster: will be determined with 2008-2009 class registration

Authorization Signature of Building Principal: Jane Boyle

Signature of Assistant Superintendent - Teaching/Learning:

Lynne Walsh

Board Approval Date: _____

Section II
Final Trip Information

This is to be received by the Superintendent/Assistant Superintendent - Teaching/Learning and Building Principal at least TWO (2) weeks prior to the date of departure. (Failure to provide this assurance will result in immediate cancellation of the trip. School Board Policy: IICA).

_____ 1. Copy of the Major Magnitude Field Trip Request Form Section I with authorized signatures and school board approval;

_____ 2. Roster of students going on the trip with signed parental approval;

_____ 3. List of staff and adult chaperones going on the trip;

_____ 4. A detailed trip itinerary: transportation plans at destination, hotel/motel accommodations, addresses, phone numbers, places and time lines of activities/events planned;

_____ 5. An accommodation plan for students with an IEP or 504 plan;

_____ 6. Trip expenses, district costs, fund raising, and cost of the trip for individual students;

_____ 7. List of emergency phone numbers where staff/chaperones can be reached in case of an emergency;

_____ 8. Transportation plans to and from destination: (company, flights, times, costs, schedule, chaperoning, approved district Transportation Request form (Administrative Form IICA-A Section I) if needed.

Moorhead High School Music Department

2300 Fourth Avenue South
Moorhead, Minnesota 56560

Douglas C. Engstrom & Jonathan D. Larson
Directors
(218) 284-2431 (218) 284-2431

Summer 2007

Dear High School Wind Ensemble and Orchestra Parents:

We want to inform you of an exciting event for school year 2008-2009. Plans for a 2009 Wind Ensemble and Orchestra Tour are under way. The proposal for a wind ensemble/orchestra trip to Polynesian Classic Music Festival in Honolulu, Hawaii has been sent to the school board for final approval. The 2008-09 Wind Ensemble and Chamber & Symphony Orchestras will be included in this trip.

The dates of the performing trip are during March or April 2009 and the specific dates will be determined when the 08-09 school calendar is set. The tour will include a performance and clinic sessions Polynexian Classic Music Festival with nationally known clinicians and critique ratings. The Band and Orchestra will also perform concerts at Bringham Young University, Pearl Harbor and on-board the USS Missouri.

The cost of the trip will be about $2300 which covers transportation, hotel, admissions to attractions, and several meals. When the final details and arrangements have been set, you will be notifyied of the exact cost. Following the school board approval, a $100 down payment will be needed from each student. The Band and Orchestra will conduct fundraising programs to offset the cost of the trip.

We are also looking for several parent chaperones to assist on this trip. Contact your musical director if interested. Additional family members are also encouraged to participate on this tour.

You will be notified about a parent meeting where trip details, forms and costs will be available.

We are very excited about the possibility to travel and perform with these students. Thank you supporting your son or daughter's involvement in music education at Moorhead High School.

Sincerely,

Doug Engstrom
MHS Band Director
284-2431

Jon Larson
MHS Orchestra Director
284-2432

Moorhead Area Public Schools Major Magnitude Field Trips as of July 1, 2007

Board Approved	Group	Request Date	Tentative Trip Date	Instructor	Destination	Approx. Student Cost
Yes	French	4/5/06	June 2008	Marilyn Proulx	France	$2,899.00
Yes	Choir MHS	5/7/07	March 13-19, 2008	Mark Ring	Italy	$1,899.00
Yes	Spanish MHS	5/7/07	March 15-22, 2008	Brittney Rehm	Costa Rica	$1,999.00
Yes	MHS Theatre	6/11/07	Aug 8-21, 2008	Rebecca Meyer-Larson and Brian Cole	Scotland	$4,300.00
	Band Orchestra	6/13/07	March or April 2009	Doug Engstrom Jon Larson	Honolulu, Hawaii	$2,300.00

HUMAN RESOURCE	MEMO #: HR .08.003

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

SUBJECT: Dietary and Food Service Employment Agreement

DATE: July 3, 2007

On June 7, 2007 the District and AFSCME representatives reached a tentative agreement on a new two year contract for the Dietary and Food Service Employees of the district for 2007-2009. The agreement was approved by the union membership on June 11, 2007.

Language changes in the contract include:

1. Article 5. Employee Rights
   Section 5. Personnel Files

2. Article 6. Rates of Pay
   Section 2. Increase Status
   Section 3. Salary Schedule Placement
   Section 4. New Employees
   Section 5. Certification
   Section 8. Minimum Pay
   Section 11. Basic Salary Schedule

3. Article 9. Leave Provisions
   Section 4. Emergency Leave
   Section 6. Medical Leave

4. Article 10. Group Insurance
   Section 8. Additional Life Insurance
   Section 10. Workers' Compensation

5. Article 12. Seniority, Vacancies and Layoff
   Section 4. Staff Reduction

6. Article 13. Miscellaneous
   Section 4. Union Stewards
   Section 6. Resignation
   Section 11. Uniforms

7. Article 14. Grievance Procedure
   Section 4. Adjustment of Grievance
   Section 7. Election of Remedies and Waivers

8. Article 15. Duration

9. Appendix A. Pay Schedules by Band and Grade

The monetary settlement was:

2007-2008	4.49%	$8,208.00
2008-2009	4.51%	$8,590.00
TOTALS	9.0%	$16,798.00

Suggested Resolution: Move to approve the 2007-2009 Dietary and Food Service Employment Agreement as presented with the total package cost as follows:

2007-2008	4.49%	$8,208.00
2008-2009	4.51%	$8,590.00
TOTALS	9.0%	$16,798.00

RN/jal

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.008**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: July 10, 2007

RE: Termination or Reduction of Non-Licensed positions

The following personnel have been recommended for termination or reduction of their employment with the Moorhead Area Public schools as a result of loss of funding within the Elementary and Secondary Education Act (ESEA). Reductions are being made in accordance with applicable contract provisions of the Master Agreement for Paraprofessionals, Article XII and under the Personnel Policy for Non-Aligned Employees as follows:

Termination's and Non-Renewal of Employment

Michael Ochoa	1.0 FTE	Liaison

Reduction of Employment

Christine Rositas	1.00 FTE to .875 FTE	Home School Liaison
Donna Norquay	1.00 FTE to .875 FTE	Home School Liaison

Reduction of FTE

ESL Paraprofessional	1.00 FTE

This position currently held by Bayan Alemadi will be eliminated and Bayan Alemadi will be transferred to a vacant paraprofessional position elsewhere with the district.

Summary of Reductions:

Paraprofessional	1.00 FTE
Non-Aligned	1.25 FTE
TOTAL	2.25 FTE

SUGGESTED RESOLUTION: Move to direct administration to effect termination or reduction of non-licensed employee positions as provided under Minnesota Statute 123B.02 and in accordance with the Paraprofessional Contract provision Article XII for the following positions:

Termination and Non-Renewal of Employment

Michael Ochoa	1.00 FTE	Liaison

Reduction of Employment

Christine Rositas	1.00 FTE to .875 FTE	Home School Liaison
Donna Norquay	1.00 FTE to .875 FTE	Home School Liaison

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.002

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: July 9, 2007

RE: Horizon Middle School Student Handbook

Attached is the 2007-2008 Horizon Middle School Student Handbook. According to the School Board Policy 221, the handbook is to be presented to the School Board for annual review.

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

The handbook will be available in a print copy as well as on the district web site at www.moorhead.k12.mn.us.

SUGGESTED RESOLUTION: Move to approve the 2007-2008 Horizon Middle School Handbook as presented.

LAK/kmr
Attachment

Horizon Middle School

Moorhead Area Public Schools

2007-2008 Student Handbook

Horizon Middle School

3601 12 Avenue South, Moorhead, MN 56560
Office Phone (218) 284-7300
Fax Number (218) 284-7333

Welcome to Horizon Middle School!

As you walk through the doors of Horizon Middle School, you will experience enhanced educational programming and numerous activity options. You will have the advantage of working and playing in a state-of-the-art facility that was designed to accommodate small learning communities of core classes, exploratory classes, and activity areas.

This handbook provides introductory information about our school. At any time, please do not hesitate to call or e-mail your questions or concerns.

This document can be made available in an alternate format such as large print or audio cassette. Call 284-3310 to make a request.

If you do not read English and would like help in your own language, please call 284-3310.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 284-3310.

Neu ban khong biet doc tieng Anh vui long goi so
trung tam tro giup cua ban,xin goi so 284-3310

ئەگەر تۆ بە ئینگلیزی نوزانا خوێندنا تۆ تەمامێت

هاریکاریا ب زمانێ خو ، هیڤیە تەلەفونا ژمارە 284-3310.

如果你不懂英语，并需要母语
帮助，请打电话给 284-3310.

ប្រសិនបើអ្នកមិនអាចអានភាសាអង់គ្លេស
សូមទូរស័ព្ទមកលេខ
284-3310

This handbook may be changed or amended during the school year. Contact the principal or visit our Web site @www.moorhead.k12.mn.us for more information.

ACCELERATED CLASSES

Based on test scores and teacher recommendation, students are selected for accelerated classes. Students must maintain a grade of A or B in an accelerated class in order to continue membership in the class. Students who were not placed in an accelerated class at the beginning of the school year, but who demonstrate marked gains at any point during the school year, may be invited to move to an accelerated class. Consultation with parents is an important part of any proposed schedule change.

ACCIDENTS

All school-related accidents, whether they involve students or visitors and whether they occur during or outside of school hours, must be reported to the school nurse or health assistant immediately.

APPEARANCE

Horizon Middle School's (HMS) guidelines regarding dress are simple; clothing must be clean and appropriate. Clothing must not cause a disruption to the educational program. Students may not wear clothing that advertises alcohol, cigarettes, or other controlled substances or that has inappropriate wording or graphics. If students should wear an article of clothing that is inappropriate, they will be asked to wear something else or to turn the article of clothing inside-out and will be advised not to wear the clothing to school again. Students may not wear chains, caps or jackets in school. Bare midriffs, tops with spaghetti straps, all see-through fabrics, and bandanas are examples of attire that are not suitable for school. Shorts and skirts must be of length that when the student's arms are fully extended at their sides, the length is at least as long as the student's fingertips. Underwear cannot be visible; this includes boxer shorts. Teachers and administrators also may refer students to parent(s)/guardian(s) when clothing or grooming is questioned.

Students may not wear head coverings during the school day unless approved by the principal. Exemptions will be made for medical and religious reasons.

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

ASSEMBLIES

At all times, student behavior should be courteous. Unacceptable conduct includes whistling, uncalled-for clapping, and any type of disruptive or distracting behavior during an assembly program.

Students who have caused a disruption at an assembly may be excused from attending further assembly programs within the school year.

ATTENDANCE

We believe that students who have regular attendance achieve more at school and are better adjusted to school. Learning that is lost due to absences can never be adequately replaced. Regular, sound attendance habits require the cooperation of students, parent(s)/guardian(s), and educators.

EXCUSED ABSENCES

HMS complies with Minnesota State Statute in requiring that all students of middle school age attend school regularly when school is in session. The State of Minnesota recognizes the following reasons for excused absences: personal illness and/or medical, dental, or orthodontic treatment, death in the students immediate family or of a close friend or relative, serious illness in the student's immediate family, court appearances occasioned by family or personal action, religious instructions not to exceed three hours in any week, physical emergency conditions (such as fire, flood, storm, etc.), official school field trip or other school-sponsored outing, or removal of a student pursuant to a suspension. Parents/guardians must notify the school by phone at 284-7303 by 10:00 A.M. on the day of the absence to report the reason for the absence. When you call the attendance line, 284-7303, you will hear a voice message. Please leave your child's name, grade, and reason for absence. Please call in each day that your child is absent due to illness. Physician verification may be requested for excused absences if personal illness goes beyond three consecutive days or ~~excessive periodic~~ twelve or more cumulative days absences due to an illness.

Other reasons that could be acknowledged are personal requests for absence made 24 hours in advance (e.g. legal appointments, travel family vacations, state tournaments and school activities). We encourage parent(s)/guardian(s) to hold these requests for absence to a minimum. Students are responsible for completing coursework as if they were in attendance.

All work must be turned in before students participate in such an activity unless the teacher has made other arrangements. If a test is given on the day that students return to class, they are expected to take the exam. As in all cases of absence, students are responsible to obtain and complete make-up work.

Parent(s)/Guardian(s) may be asked to verify in writing the reason for a student's absence from school. School work missed because of an excused absence must be made up within two days from the date of the student's return to school. This applies to school work assigned during the time period the student was absent from school. Any previously assigned work is due on the day of the student's return. The student will be required to make arrangements with the teacher to make up any school work missed and received a grade. A teacher may require additional assignments to compensate for any loss of class discussion and information.

EXTENDED EXCUSED ABSENCE

A request for extended excused absence includes educational trips or competitions where students are accompanied by a parent(s)/guardian(s) or coaches. In order to offer the best educational experience for students, parent(s)/guardian(s) are asked to refrain from scheduling family vacations, etc., during the school year. In cases of extended excused absence, a parent or guardian should call the school or send a signed note to indicate the date(s) of the future absence, along with the reason for the absence. The students must then secure an advance make-up slip from the office. It is the students' responsibility to circulate the slip to teachers, who will give the assignments for the day(s) of the absence. Unless a teacher has indicated otherwise, all work must be made up before the student leaves on the extended excused absence.

LEAVING AND RETURNING TO SCHOOL DURING THE SCHOOL DAY

If students must leave school during the day for any reason, they must report to the office before leaving and/or upon returning. If a student is to be picked up from school, parent(s)/guardian(s) must call the school, send a signed note, or call for their children to receive an out-of-building pass. Students returning from an appointment during the school day must check into the office before returning to class. By presenting an appointment card, students will be given an admit-to-class pass.

Horizon Middle School students have a closed lunch period. During the lunch period, students will be released only to their own parent(s)/guardian(s); parent(s)/guardian(s) are asked to come to the office and to meet their child there.

UNEXCUSED ABSENCES

Parents must call the school each day that a student will not be attending or send a note to school accounting for each day missed when the student returns to school. If the parent(s)/guardian(s) does not notify the school within two days of the student's return to school, the absence will remain unexcused. Unexcused absences are all absences which can be avoided or delayed and those for which prior arrangements have not been made. Common unexcused absences include missing the bus, oversleeping, baby-sitting, hair appointments, visiting friends, skipping class, working at home, and leaving school ill without checking out with the school nurse.

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

BULLYING

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

Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the appropriate school district officials (teachers, administrators, coaches/advisors and other employees). A student may report bullying anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.

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

BUILDING CLEANLINESS

Our community has provided us with a beautiful school building. We ask that students be respectful and responsible by doing their part to keep the building clean. ~~Help keep the building clean by depositing unwanted paper in wastebaskets or proper recycling bins.~~ Students are not allowed to bring food/beverages into classrooms~~(excluding water with teacher permission) unless it is appropriate for a class (e.g. Family Consumer Science)~~ without teacher permission. Breakfast and lunch food items must be eaten in the ~~Commons/lunchroom~~ cafetorium. ~~You~~ Students must discard waste and clean any spills or messes~~ you make~~. Students who do not properly dispose~~ing~~ waste will face disciplinary measures.

BUS PROCEDURES/CONDUCT

Safe and efficient transportation of students to and from school, on field trips, and to school-sponsored events is necessary to the educational process at HMS. Student cooperation is needed so that bus drivers can devote their entire attention to driving. Students are to remain seated, to refrain from loud talking, and to accept direction from bus drivers. Violations of bus conduct rules and/or failure to accept direction from a bus driver may result in suspension of bus riding privileges.

Students must ride the bus to which they've been assigned. In cases of emergency when a parent(s)/guardian(s) needs a student to ride a different bus than the assigned bus, written notification to the office must be presented. The final authority on ridership in these cases are individual bus drivers to make the determination if space is available.
For additional information, please refer to School Board Policies 720-721 on the district Web site or in the school office.

CELL PHONES

Students may not turn on or use their cell phones during the school day ~~unless there is an emergency~~. If a student uses a cell phone inappropriately, it will be confiscated. ~~(See~~

~~Nuisance Items.)~~

COMMUNICATION ASSISTANCE

If a parent(s)/guardian(s) needs accommodations in order to communicate with school staff or in any way participate in their child's education, please contact the school office to request accommodations such as TDD, interpreters, assistive listening device kits, etc.

COMPUTER INFORMATION

The past few years have seen a dramatic change in the way technology helps schools relate to the world. Access to the Internet is an opportunity that HMS offers to its students. Bringing the Internet into the classroom provides new resources and opportunities to the educational experience.

Because we realize that there are no present technical solutions which can completely guarantee that students will be restricted from unwanted Internet material, the staff at HMS will make every effort to educate the students in the proper use of the system and will appropriately deal with any misuses or abuses. Should any student violate any of the provisions of the district and HMS Acceptable Use policy, his or her account may be terminated, future access may be denied, and disciplinary actions may be taken in accordance with school district policy. In addition, all users are held responsible for understanding that the inappropriate use of the communication system may be in violation of state, federal, and local laws. Violation can lead to investigation and prosecution by law enforcement agencies.

Parents/guardians who do not wish to allow their children access to the Internet, or any other electronic communication services at school, should indicate this desire by contacting a principal.

For additional information, please refer to School Board Policy 731 on the district Web site or in the school office.

CONCERNS

When parent(s)/guardian(s) have concerns, they are asked to first contact the school employee who is nearest to the situation causing the concern. If they do not receive satisfaction from that person, they should then contact the building principal for assistance. If the matter is still unresolved, they are advised to contact the superintendent of schools. They may be asked to state the concern in writing and to summarize the action taken to date. Should that fail, an appeal may be filed with the school board through the Superintendent's office.

CONFERENCES

Parent/guardian conferences are scheduled ~~twice~~ three times during the school year; the school calendar indicates specific dates. Parents and guardians will have the opportunity to meet with their child's team teachers and also with exploratory teachers.

At any time, parents and guardians are encouraged to call or e-mail individual teachers with questions or concerns. A staff directory is available on the district Web site and in the school office.

For additional information, please refer to the "Parent(s)/Guardian(s) Involvement" section of this handbook.

COPYRIGHT POLICIES

Students are reminded that indiscriminate copying of print and online material is illegal.

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

COUNSELING AND GUIDANCE SERVICES

We wish to assist young people in developing inner resources and social skills to help with emotional growth and responsible decision making. Young people must be involved in relationships with other people in order to acquire attitudes, values, roles, competencies, and ways of viewing the world that are shared by family, peers, and community. The Horizon Middle School counseling program is designed to help young people with their social, emotional, mental, and academic concerns.

COUNSELING SERVICES OFFERED

Consultation - Counselors consult with parent(s)/guardian(s), educators, administrators, and community agencies regarding strategies to help students. Our main focus is to be an advocate for the students.

Personal Counseling - Counseling is provided on a small group and/or individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action is taken.

Crisis Counseling - Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short term in nature. When necessary, appropriate referral sources are used.

Group Counseling - Group counseling is done based on student interest. Groups include but are not limited to: new student, friendship, family change, studies skills, grief, concerned persons.

Career Counseling - Counselors meet with students individually to discuss academics as well as future goals.

Referral - Counselors use referral sources to deal with crisis such as suicide, violence, abuse, terminal illness, drug and alcohol use, and other long term issues.

Testing - The counselors coordinate the use of the MAP tests and the Minnesota Comprehensive Assessments II (grades six through eight).

CURRICULUM REVIEW

Parents/guardians have the right to review the curriculum and to determine which instruction will be provided by the parent(s)/guardian(s). If you wish to review particular curricular areas, please call a principal.

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

DETENTION

Students who have failed to follow the rules of the school will be assigned detention. You will receive information from your child's team teachers regarding the team's detention policies. School detention is ~~from 2:20 P.M. until 3:20 P.M. on Monday through Thursday; when a school vacation begins midweek, there will be no detention on the day before the vacation begins. Students are expected to be on time and to have suitable study materials.~~ held after school, during lunch, and/or on Saturdays. Students are given 24 hours to make arrangements for transportation. Students who have been assigned detention must arrive on time, have study materials or a book to read, and work silently. Students will spend detention time studying and/or ~~cleaning the building~~ doing chores. ~~If students persist in displaying behavior that earned after school detention, they will be asked to attend Saturday morning detention.~~ If students do not have transportation home from detention, parent(s)/guardian(s) should contact a principal to discuss an alternate plan.

Students who are given several detentions may be referred to a student assistance team to explore reasons for detentions. Students who accumulate detentions may be excluded from optional school functions.

DISCIPLINE GUIDELINES

STATEMENT OF PHILOSOPHY

It is the position of the School Board of District #152 and the administrators and staff at the middle school that learning can best take place in an environment which is orderly, safe and stimulating, and which enables all students to develop to their fullest potential. The atmosphere of the school must promote fairness, courtesy, honesty, and respect among students, school personnel, and community members. To achieve this philosophy, these basic principles are applied:

A. The main purpose of schooling is learning, and learning requires a safe and orderly environment. Student disruptive behavior will not be allowed to interrupt the learning of other students.
B. Students are fully capable of making choices about their behavior and are responsible for their behavior. Should a student choose to misbehave, the student has made that choice knowing there are consequences for misbehavior.

VIOLATIONS AGAINST PERSONS AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. ~~In addition, the school retains the right to use any and all of the above described corrective actions including restorative measures as fitting in a particular disciplinary situation~~ In addition, the school retains the right to use any and all of the corrective actions in Policy 551, including detention, removal from class, in school suspension, out of school suspension, and restorative justice as fitting in a particular disciplinary situation.

1. ASSAULT - IN POSSESSION OF WEAPON: A student who threatens bodily harm or death to another without material physical contact while in possession of a weapon.
   - Parent(s)/Guardian(s) notification
   - Immediate out-of-school suspension
   - Confiscation of weapon
   - Immediate notification of police
   - Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

2. ASSAULT - THREAT: A threat of bodily harm or death against another person, without material physical contact.
   - Parent(s)/Guardian(s) conference
   - Suspension

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

4. DIRECT ATTACK ON ANOTHER PERSON -
   - Parent(s)/Guardian(s) conference
   - 5-day suspension
   - Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.
   - Notification of police.

5. DIRECT ATTACK WITH A WEAPON
   - Parent(s)/Guardian(s) notification
   - Immediate out-of-school suspension
   - Confiscation of weapon
   - Immediate notification of police
   - Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

6. DISRESPECTFUL LANGUAGE: Disrespectful language directed toward another person.
   - Student conference

7. DISRUPTIVE BEHAVIOR IN THE CLASSROOM: "Disruptive Behavior" is defined as:
   A. Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate

effectively with students in a class or with the ability of other students to learn;

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

C. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the School Board.
- Removal from class
- Parent(s)/Guardian(s)/Teacher conference prior to return
- Detention

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

9. HARASSMENT: Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age.
- Student conference
- Detention
- Notification of parents or guardians
- Notification of Title IX officer in cases of repeated sexual harassment.

10. HAZING: This means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.
- Parent(s)/Guardian(s) conference
- Suspension

11. INTERFERENCE/OBSTRUCTION: "Interference" or "obstruction" means any action taken to attempt to prevent a staff member from exercising his or her legally assigned duties.
- Parent(s)/Guardian(s) conference
- Suspension

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

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

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

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

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

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

13. VERBAL ABUSE: Verbal assaults, or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people.
- Parent(s)/Guardian(s) conference
- Suspension

VIOLATIONS AGAINST PROPERTY AND MINIMUM CORRECTIVE ACTIONS

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

1. ARSON: This is the intentional destruction or damage to any school building or property by means of fire or explosive.
- Immediate notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

2. FALSE FIRE ALARMS
- Immediate notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

3. ROBBERY OR EXTORTION: This refers to the obtaining of property from another person where his or

her consent was induced by a use of force.
- Notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

4. THEFT: PERSONAL PROPERTY: This means the unauthorized taking of and/or the unauthorized possession of the property of another person.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

5. THEFT OR UNAUTHORIZED POSSESSION OF SCHOOL PROPERTY: This refers to the unauthorized taking of and/or the unauthorized possession of school property.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

6. UNAUTHORIZED USE OF SCHOOL PROPERTY FOR NON-SCHOOL ACTIVITIES
- Notification of legal authorities
- Parent(s)/Guardian(s) conference

7. WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS: "Willful damage" is the intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

OTHER VIOLATIONS AND MINIMUM CORRECTIVE ACTIONS

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

1. ALCOHOL: This refers to the possession, use, or being under the influence of any alcoholic product while on the school grounds or at school sponsored activities.
- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent(s)/Guardian(s) conference
- Suspension from attending school-related activities as detailed below.

In addition, any student possessing, using or being under the influence of any alcoholic product while at a school-sponsored activity:
- 1st violation - The student will not be allowed to attend any school-sponsored activity for six weeks.
- 2nd violation - The student will not be allowed to attend any school-sponsored activity for eight weeks.
- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

Note: A week is counted as a calendar week.

2. DANGEROUS DRUGS/CONTROLLED SUBSTANCES: This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school sponsored events.
- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent(s)/Guardian(s) conference

In addition, any student possessing, using or being under the influence of any controlled substance while at a school-sponsored activity:
- 1st violation - The student will not be allowed to attend any school-sponsored activity for six weeks.
- 2nd violation - The student will not be allowed to attend any school-sponsored activity for eight weeks.
- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

Note: A week is counted as a calendar week.

3. DISORDERLY CONDUCT: "Disorderly Conduct" refers to engaging in offensive, obscene, or abusive language or in boisterous and noisy conduct tending to arouse alarm, anger, or resentment in others.
- Student conference
- Parent(s)/Guardian(s) conference

4. GAMBLING: "Gambling" is defined as the playing of a game of chance for stakes.
- Student conference
- Parent(s)/Guardian(s) conference

5. TOBACCO - POSSESSION: Possession of any tobacco product by a student while on the school grounds or at school-sponsored events.
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

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

- Referral to legal authorities
- Parent(s)/Guardian(s) conference

VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to

use any and all of the above-described corrective actions as fitting in a particular disciplinary situation.

1. CHRONIC AND UNEXCUSED ABSENTEEISM
   - Parent(s)/Guardian(s)/Student Conference
   - Detention

2. CONTINUAL WILLFUL DISOBEDIENCE: "Continual Willful Disobedience" means repeated refusal to follow school rules and regulations after conference resulting from the first violation.
   - Suspension
   - Parent(s)/Guardian(s) conference

3. DANGEROUS AND NUISANCE ARTICLES: A "Dangerous or Nuisance Article" is any article that, in the opinion of the school staff, ~~is dangerous or distracting.~~ may create danger, disturbance, or may interfere with the normal conduct of the school. These devices may include but are not limited to: water guns, beepers, electronic games, and laser lights.
   - Confiscation
   - Student conference

4. DEFIANCE OF AUTHORITY: This is defined as willful refusal to follow the legal direction/order given by a staff member.
   - Suspension
   - Parent(s)/Guardian(s) conference

5. ELECTRONIC NETWORK ACCEPTABLE USE: This applies to the use and access to the school district computer system and safe use of the Internet, including electronic communications. The use of this resource is a privilege and not a right. The district may suspend or revoke a student's access to the electronic resources network if district policies for procedures have been violated.
   - Parent(s)/Guardian(s) conference

6. LEAVING THE SCHOOL GROUNDS: This applies to leaving the school grounds during school hours without the proper clearance.
   - Student conference
   - Detention

7. MISBEHAVIOR ON SCHOOL BUS
   1st offense -- Warning
   2nd offense -- 5 day suspension from riding the bus/conference (meeting/phone) with parents.
   3rd offense -- 10 day suspension from riding the bus/conference (meeting/phone) with parents.
   4th offense -- 20 day suspension from riding the bus/meeting with parents.
   5th offense -- Suspended from riding the bus for the remainder of the school year.

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

8. PERSONAL ELECTRONIC DEVICES (PEDs):
   Personal electronic devices include all electronic communication and entertainment devices that can be used by an individual that includes phones, camera, music players, calculators, electronic games, video players, computers, and personal digital assistants.
   a) The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
   b) PEDs may not be attached to the school network with a wired or wireless connection.
   c) Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed.
   d) PEDs may be used in designated areas during school hours. The building administration will determine the designated common areas. Those areas will be indicated by signage and outlined in the school handbook.
   e) PEDs may only be used in the classroom with teacher approval.
   f) PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).
   - Student conference
   - Confiscation

9. RECORD AND IDENTIFICATION FORGERY: This category includes falsifying signatures or data as well as refusal to give proper identification when requested to do so by a staff member.
   - Parent(s)/Guardian(s) conference
   - Detention

10. SEVERE MISBEHAVIOR OR CONTINUED DISORDERLY CONDUCT ON SCHOOL BUS
   - Denial of transportation on school bus according to district policy

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

12. TRESPASSING: This refers to persons physically present on a school campus or at a school activity after being requested to leave by the building administrator or other person lawfully responsible for the control of said premises.
   - Warning
   - Referral to legal authorities

- Parent(s)/Guardian(s) conference

13. WILLFUL DISOBEDIENCE: "Willful Disobedience" is defined as any refusal to follow published school rules and regulations.
    - Student conference

Students may be disciplined for off campus conduct which disrupts, interferes, or otherwise affects the environment, activities or operation of the school.

Rules that apply to students during the school day also apply to field trips, school activities, bus stops, and district approved transportation.

Teachers and principals may use reasonable force to restrain or correct a student only when necessary to prevent the child from injuring him or herself, others, or property or to prevent bodily harm to another.

In addition to these guidelines, HMS may use restitution, community service, behavior instruction, student/parent or guardian information session, or other alternative strategies to improve student behavior.

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

DISCIPLINE HANDBOOK

All students receive and review the Moorhead Area Public Schools Discipline Handbook at the start of each school year. Students are responsible to know its contents.

In addition to the district handbook, building policies are included in this handbook. New entries may be made throughout the year by posting them in the daily announcements, which will be read to students and posted on the Horizon Middle School Web site.

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

DRUG AND WEAPON FREE ZONES

The area around Horizon Middle School is a drug and weapon free zone. Anyone caught possessing or selling drugs or anyone caught possessing, using, or recklessly handling a dangerous weapon may be subject to increased penalties as defined in state and federal law.

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

FAILED CLASSES

Students who fail trimester classes are expected to attend ~~our extended day (Excel After School Program), from 2:30 P.M. 4:15 P.M.,~~ opportunities for credit make up; opportunities may be offered after school, on Saturdays, and/or during the summer to make up core class credits.

FAMILY INVOLVEMENT

Families are encouraged to attend school events. Volunteers are needed to help in classrooms, chaperone field trips, operate concessions, supervise activities, etc. If you are interested in helping, please complete a volunteer form that is available in our office.

All parent(s)/guardian(s) are encouraged to attend Horizon PTAC meetings which are held the first Thursday of each month (provided school is in session that day) at 7:00 P.M. in the media center.

For additional information, please refer to School Board Policy 901 on the district Web site or in the school office.

FIELD TRIPS

Students may have opportunities to participate in field trips. In addition to parental/guardian permission slips, teacher requirements for participation in field trips may include, but are not limited to, completed homework assignments and acceptable behavior in class. While on field trips, students are expected to observe usual school rules.

FIRE, LOCKDOWN, AND TORNADO DRILLS

Fire, lockdown, and tornado drills are held at irregular intervals throughout the school year. In drills or in a real emergency situation, remember to:

1. ~~Check the posted instructions in each classroom and follow these exit instructions.~~ Observe directions given by staff.
2. Walk quickly and quietly to the designated area.

GANG ACTIVITY

Moorhead Area Public Schools recognizes that the harm done by the presence and activities of gangs in our school exceeds the immediate consequences of such activities such as violence and destruction of property. Gang activity also creates an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities. As a result, any dress, hand signs, or gestures proclaiming gang membership and/or affiliation or that may be interpreted as such are prohibited.

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

GRADING SYSTEM AND REPORT CARDS

~~The evaluation of student achievement is one of the most important functions of a teacher.~~ HMS uses the traditional A-F grading scale. A grade of I, or incomplete, is given when students have not been able to complete assignments due to illness, emergency, or a prearranged absence. If the incomplete work is not made up within two weeks after the end of the trimester, the I grade changes to an F. It is the student's responsibility to communicate with teachers and to

complete and turn in late work.

Shortly after the end of each trimester, student report cards will be distributed.

Parents/guardians are encouraged to use PowerSchool to obtain grade and attendance information about their child's progress at school. PowerSchool access codes are available in the school office.

Students who fail trimester classes are expected to attend ~~our extended day (Excel After School Program), from 2:30 P.M. 4:15 P.M., to make up core class credits.~~ opportunities for credit make up; opportunities may be offered after school, on Saturdays, and/or during the summer to make up core class credits.

HARASSMENT AND VIOLENCE POLICY

Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial, sexual orientation, national origin, or sexual harassment and violence of any kind.

A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sexual orientation, national origin, sex or gender:

1. name calling, joking or rumors
2. pulling on clothing
3. graffiti
4. notes or cartoons
5. unwelcome touching of a person or clothing
6. offensive or graphic posters or book covers; or
7. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

If you believe you have been the victim of any type of harassment, you should report it to any school district official. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights Officer. Your right to privacy will be respected as much as possible.

The school district will investigate all reports of religious, racial, sexual orientation, national origin, or sexual harassment or violence, and the school district will take all appropriate actions based on your report. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.

This is summary of the school district policy against religious, racial, sexual orientation, national origin, and sexual harassment and violence. For additional information, refer to School Board Policy 570 on the school district Web site or in the school office.

HAZING

No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing. A parent(s)/guardian(s) permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. This policy applies to behavior that occurs on or off school property and during and after school hours. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

DEFINITIONS

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

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

"Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

REPORTING PROCEDURE

1. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
2. The building principal is the person responsible for

receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.

3. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
4. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

SCHOOL DISTRICT ACTION

1. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
2. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
3. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

HEALTH SERVICES

A health assistant is on duty each day from 7:30 A.M. until 2:30 P.M. A licensed school nurse staffs the health office on a part-time basis and is on call in case of emergencies. All accidents must be reported to the health office immediately. Parents/guardians of students with special health conditions must notify the school nurse at the beginning of each school year. Staff will be advised of special health conditions affecting their students. Each year, all parent(s)/guardian(s) are asked to complete a student health update form, which gives information regarding home and work phone numbers, a listing of physician and hospital preferences, and the name of a person who will be contacted when parent(s)/guardian(s) are unavailable in an emergency situation.

The school does not provide aspirin or other medication for students. If students need prescription medication dispensed during school hours, parent(s)/guardian(s) must provide the health office with a physician's written order, written parental/guardian authorization, and a properly labeled container with specific directions about how and when the medication is to be administered in school.

Students who become ill during the school day should secure from their teacher a pass to the health office. If it is necessary for students to go home because of illness, a school official will contact parent(s)/guardian(s) to provide transportation home. Students should remain at home if they have a contagious illness or a temperature of 100 degrees or higher. Students should have a normal temperature for 24 hours prior to returning to school after an illness.

Vision and hearing screening is done for all seventh graders and by request for students in grades 6 or 8. Scoliosis screening to detect abnormal curvature of the spine is done for all seventh grade girls and eighth grade boys.

Certain immunizations or a signed exemption form are required by state statute. Failure to provide written verification of required immunization or an exemption form will result in a student not being able to attend school until this is received by the health office. Minnesota law requires all students who enter the seventh grade to have a total of two MMR (measles, mumps, rubella) vaccines, a series of three Hepatitis B vaccinations, and one varicella vaccination (or history of chickenpox disease). A tetanus/diphtheria (Td) booster given after age eleven will be required of all students in grades 7-12.

For additional information regarding immunizations, please refer to School Board Policy 530 on the district Web site or in the school office. For additional information regarding medication, please refer to School Board Policy 532.

HOMECOMING

HMS students will not be released to attend high school homecoming activities during the school day.

~~***HONOR ROLL***~~

~~An "A" and a "B" honor roll are printed each trimester. All course grades are used in computing a student's grade point average. Students who earn a 3.75 to 4.0 grade point average are placed on the "A" honor roll. In order to appear on the "B" honor roll, students must earn a grade point average between 3.0 and 3.74.~~

HOMEBOUND INSTRUCTION

Students who are absent for ten consecutive days are eligible for housebound instruction. In order to receive in-home tutoring, a physicians' authorization is necessary. Requests for homebound instruction should be directed to ~~the health office and~~ the office of ~~learner support services at 284-3710.~~

Teaching and Learning at 284-3310.

LAW ENFORCEMENT IN SCHOOL

A full-time school resource officer is a member of the HMS staff. Also, HMS has extended a standing invitation to any Moorhead police officer to visit our school.

Our school resource officer may be invited to participate in student conferences regarding individual student conduct. Should an official police investigation take place, parent(s)/guardian(s) will be contacted before questioning occurs.

LEARNER SUPPORT SERVICES

Our Learner Support Service department provides educational services designed to meet a variety of student needs. Learner Support Services encompass ~~S~~special ~~E~~education, accelerated education (STEP), and English ~~L~~language ~~L~~learners (ELL) services. Students served through Learner Support Services have met the required criteria for services and have an educational plan which is written by a team to address the student's needs.

Students can be referred for Learner Support Services by their parent(s)/guardian(s) or school personnel. If parent(s)/guardian(s) feel that their child may have unique learning needs,they should contact a guidance counselor or their child's teacher.

LIABILITY FOR LOST OR STOLEN ARTICLES

Students are reminded not to bring valuable articles to school and to be sure that all belongings in hall and gym lockers are secured. The school is not responsible for any lost or stolen articles of personal property.

LOCKERS

Each student is assigned a locker. The school does not provide locker security, and students are advised to purchase a combination or key lock. Students are required to provide the office with an extra key or the combination. If a student occupies a locker other than the one assigned, a school employee will remove the lock from the locker and all items inside it; the student may claim any possessions in the office.

Locker maintenance concerns must be reported to a secretary in the office; lockers will be repaired by custodians as soon as possible. If something is missing from a locker, students should notify a counselor or principal.

Under no circumstances are students to share lockers or to share their locker combinations or keys with others. Students should not keep valuable items in their lockers.

Students are responsible for the appearance of their lockers. Lockers should be clean and free of graffiti. When students are attaching pictures, posters, or mirrors to the inside of their lockers, they must use Poster Tac or a similar product; no tape or glue may be used.

LOCKER SEARCH

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

The policy above for school lockers also applies equally to student's desks or personal possessions as defined herein. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

DEFINITIONS

1. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-a-likes," alcoholic beverages, controlled substances and "look-a-likes," overdue books, and other materials belonging to the school district, and stolen property.
2. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.
3. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student or staff members, a student' suspicious behavior, a student's age and past history or record of conduct, or other reliable sources of information.
4. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

PROCEDURES

A. School officials may inspect lockers and desks at any time they believe inspection would be in the best interest of the school, the staff, or the student body. Student lockers, desks and personal possessions may be randomly searched throughout the school year without notice, without student consent and without a search warrant.

B. School officials may, in their discretion, employ the use of trained dogs for the purpose of conducting a general sniff search of student lockers and desks. If a dog alerts to a locker or desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion that contraband will be found. If it is determined that reasonable suspicion exists an internal search of the locker or desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

C. School officials may, upon a finding of individualized reasonable suspicion supported by articuable facts, employ the use of trained dogs for the purpose of conducting a sniff search of an employee's desk. If a dog alerts to the desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion exits an internal search of the desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

D. School officials may, without a search warrant, search the person and/or personal possessions based on a reasonable suspicion. The search will be reasonable in its scope and intrusiveness.

E. As soon as practicable after a search pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by policy or school officials.

F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.

G. A search of a person shall be conducted in privacy by a school official of the same sex. An adult witness of the same sex shall be present as an observer during the search.

H. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pinups and posters which may constitute sexual harassment, or cause educational disruption, etc.

SEIZURE OF CONTRABAND

If a search yields contraband, school offices will seize the item and, where appropriate, turn it over to legal authorities for ultimate disposition.

VIOLATIONS

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

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

LOST AND FOUND

Articles other than P.E. clothing that are found in and around the school should be turned into the office, where owners may claim their property. After several announcements are made to the effect that students should claim items, the items left are donated to charity on December 1, January 10, April 1, and June 1. The lost and found area is in the main office and may be accessed during regular office hours. P.E. clothing that is found is kept in the physical education offices; the P.E. teachers will help students to find lost P.E. clothing.

Students are asked to label all clothing clearly and permanently with first and last names, so that proper identification can be made on lost items.

LUNCH AND BREAKFAST

To encourage good nutrition, a well-balanced lunch is offered for $1.40. ~~Options for lunch include a full-meal hot food line or a Subs Your Way line; pizza line;~~ aAll lunches include milk. In addition, milk is sold for $.30, and malts are sold for $.65. Breakfast is available from 7:20 A.M.-7:40 A.M. and is $.25.

Students may deposit money into their meal accounts in the school office. To access their lunch accounts, students will punch in their student number.

Parents/guardians may take their own children out to lunch if they call for the students in the office at the beginning of the lunch period. Under no circumstances will anyone other than the student's own parent(s)/guardian(s) (or teacher, in the case of a field trip) be allowed to take any student from the building during the lunch hour.
Students may not receive pizza deliveries, birthday cakes, etc., during the school day.

While in the lunchroom, students are expected to cooperate by:

1. Knowing their student number.
2. Being orderly in the serving line.
3. Being courteous, cooperative, and respectful to food servers and lunchroom supervisors.
4. Remaining seated while eating lunch.
5. Not removing food from the cafeteria.
6. Leaving the table and floor clean.
7. Depositing all lunch refuse in wastebaskets.

Failure to follow these rules will result in consequences

ranging from eating in an assigned seat to receiving out-of-school suspension.

If you have questions about the lunch program, please call the food and nutrition service director at 284-3324 or the food and nutrition service secretary at 284-2327.

LUNCH SELECTIONS

Horizon Middle School offers several lunch options each day — hot lunch, pizza and Subs-Your-Way. The Subs-Your-Way line offers eight made to order sandwich or wrap choices daily. Each day students are able to select their lunch option in the morning. How much of each menu item to prepare is based on what students choose each morning.

There have been instances when students either do not sign up for a lunch choice or change their minds and take a different lunch choice than what they had indicated earlier in the day. When this happens, other students are not able to get their first choice for lunch. This does not mean that the cafeteria has run out of food. In these instances, the cafeteria may be out of the students' first entree choice, but students may select one of the other entree choices. Students are reminded to be considerate by signing up for their lunch each day and taking the menu item they originally chose.

MAKE-UP WORK

Regardless of the type of absence, students are responsible for obtaining and completing make-up work.

MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT

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

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

Refer to School Board Policy 534 on the Web site or in the school office.

MEDIA CENTER SERVICES

The HMS media center is open from 7:00 A.M. until 3:30 P.M.; licensed personnel are on duty from 7:15 A.M. through 2:45 P.M. Students are encouraged to use the media center as much as possible. The media center is accessed by students in a number of ways. Coursework will include visits to the center for research and for supplemental assignments. Research skills are taught in various classes and are followed by assignments.

Students are responsible for all material used or checked out to them. If materials are lost, damaged, or destroyed, students are expected to pay replacement costs.

NEWSLETTER

A newsletter, which contains important school-related information, will be sent home with students. The newsletter is also available on the district Web site.

NUISANCE ITEMS

Nuisance items are not allowed at school because of the disruption to our learning environment. A list of nuisance items includes but is not limited to: ~~personal listening devices, electronic games, CD/DVD players~~, laser lights, stink bombs, and water pistols. All such items will be confiscated. ~~In the case of cell phones and CD players or similar devices: On the first offense, the student will be warned. On the second offense, the object will be taken and returned at the end of the school day. On the third offense, the object will be confiscated and must be picked up by a parent. On the fourth offense, the object will be confiscated and may be picked up by a parent(s)/guardian(s) after the last school day but before June 15, when the item will be donated to charity.~~

OFFICE HOURS

The HMS office is open Monday through Friday from 6:30 A.M. to 3:30 P.M. Teachers are available from 7:15 A.M. through 2:45 P.M. Students should not be in the building before 7:30 A.M. or after 2:30 P.M. unless they are participating in an activity, receiving help from a teacher, using the media center, or serving detention.

PARENT/GUARDIAN INFORMATION

Typically, the school will mail information to the address where the student resides. If a noncustodial parent, shared-custody parent, or other entitled individual wishes to receive school mailings, that person should call the counseling office at 284-7312 to make arrangements.

PARENT-TEACHER ADVISORY COMMITTEE (P.T.A.C.)

The mission of the Parent-Teacher Advisory Committee of HMS is to give parent(s)/guardian(s) the opportunity to be involved in their children's education. The committee seeks parental/guardian input on issues and concerns, plans ways to provide special parent(s)/guardian(s) meetings to address these issues and concerns, publicizes the meetings, and provides program evaluations. The P.T.A.C. membership, consisting of parent(s)/guardian(s) and school personnel, meets each month. Any parent(s)/guardian(s) is welcome to attend our

P.T.A.C. meetings, which are held the first Thursday of each month, provided that there is school that day, at 7:00 P.M. in the media center.

PASS LOG SYSTEM

~~Pass logs are printed in the students' assignment books.~~ Pass logs are needed for going to the restroom, library, or locker. Teachers may use emergency passes when the need arises. Students who need to meet with a teacher, counselor, or principal must have their pass logs signed by that person before they will be excused.

This pass system is designed to develop student responsibility and is not intended to keep students from going where they need or want to be.

PATRIOTIC EXERCISES

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

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

PERSONAL ELECTRONIC DEVICES (PEDs)

Personal electronic devices include all electronic communication and entertainment devices that can be used by an individual and includes phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants.

In general, students should bring personal electronic devices to school only if a teacher has requested the use of the devices. The exception to this rule is the cell phone.

Cell phones may be used after 2:15 P.M. At no time should cell phones be seen or heard during the school day. Should a student have a cell phone that is visible during the day, the cell phone will be confiscated and returned at the end of the school day. If a student persists in exhibiting or using a cell phone during the school day, the phone will be returned only to a parent(s) or guardian(s).

Music players may be used in the weight room with teacher permission.

Electronic games should not be brought to school and will be confiscated if students are using them during the school day.

PHYSICAL EDUCATION

Physical education at HMS is co-educational and stresses fitness, flexibility, rhythms, aerobics, and team sports. Students are expected to wear appropriate clothing for physical education classes. They may not participate in P.E. class in the same clothing that they wear during the rest of the school day. The recommended P.E. uniform consists of black shorts, white t-shirt, gym shoes, a sweatshirt, and sweatpants. Inappropriate clothing for P.E. includes but is not limited to: cut-off shorts, tank tops, and bare midriff shirts. Showers are available and recommended; students must provide their own towels. All students are assigned a P.E. locker in a locker room. It is highly recommended that a student provide his/her own combination lock. Key locks are not recommended since keys can be lost, stolen, or accidentally locked in the locker. The combination must be recorded with the P.E. teacher so that the teacher can give out the correct combination if the student has forgotten theirs. Vandalism and/or theft will be handled accordingly by district policy regarding physical education equipment.

Students are able to make up physical education classes in two ways. One is by attending the weight room in our building for 30 minutes for each class period missed. The second way is through participation in an organized school or community activity that involves physical activity over a period of time, is regularly scheduled, is supervised by a coach or program director, and is open to any student; 30 minutes of an activity must be documented for each class period missed. Verification of make-up time is the responsibility of the student. Long term absences will be handled on an individual basis (vacations, illnesses, injuries, etc.)

Students who must be excused from physical education for more than five periods of class must give the health assistant a written doctor's statement describing the reason for non-participation and the expected date that the student may resume normal activities. In these cases, the teacher will likely find an alternative assignment for students. To be excused from P.E. for fewer than five class periods, the students must provide the health assistant with a signed request from a parent(s)/guardian(s). In these cases, the student will be expected to make up time as outlined above. It's the students" responsibility to adhere to the doctor's/parent's/guardian's recommendations regarding class participation for medical concerns.

POSITIVE INCENTIVE PROGRAM

The Positive Incentive Program Committee seeks to provide rewards and incentives to promote and recognize academic achievement at HMS. Academic credit cards, and Breakfasts of Champions are parts of this committee's work. Academic credit cards are issued to students who have grade point averages above 3.0 and also to students who have raised their grade point averages by 0.2 percent over the previous quarter. Card holders benefit from discounts and gifts from several participating area businesses.

Throughout the year, teachers are asked to select students who excel in various areas to be honored at our Breakfasts of Champions.

POWER SCHOOL

PowerSchool allows parents and guardians to access their child's grades, attendance, and lunch account balance through their telephones or home computers.

To access PowerSchool, parents and guardians need an authorization code, which is available in the school counseling office; you will be asked to show a picture ID before codes are given.

In the school office, instruction sheets provide information about how to access data. Also, at the first PTAC meeting of the school year, a workshop will be held that demonstrates access methods.

PROGRESS REPORTS

Progress reports are given to advise parent(s)/guardian(s) of student academic progress. The reports are sent home throughout the school year and communicate praise or concern. All D and F progress reports will be mailed home midway through each trimester. If parent(s)/guardian(s) receive a progress report and have questions, they are encouraged to contact teachers.

Parents/guardians are encouraged to use PowerSchool to receive current grade and attendance information.

PUBLIC INFORMATION/DATA PRIVACY POLICY

The following student information is considered public and may be disclosed unless the school principal is notified in writing that the information is considered private:

- Name
- Date and Place of Birth
- Participation in Activities
- Height and Weight of Team Members
- Dates of Attendance
- Degree and Awards
- Most Recent Previous School

In compliance with state law, anyone who requests data must first meet with a school administrator to discuss the use of the information and will incur any costs associated with obtaining the information. A public notice outlining this policy will be distributed by each building principal.
For additional information, please refer to School Board Policies 303 and 504 on the district Web site or in the school office.

REGISTRATION AND REQUIRED CLASSES

In late winter, students register for the following year's classes. Students are urged to examine future plans as well as individual interests and abilities when they choose courses.

RENTAL OF MUSICAL INSTRUMENTS

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

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

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

For additional information about rental and for the rental agreement, please refer to School Board Policy 831 and 831.1 on the school district Web site or in the school office.

REPORT CARDS

Report cards will be distributed at the conclusion of each trimester. First and second trimester report cards are distributed to students. Third trimester report cards may be picked up in the office during the weeks following school dismissal. If a report card can not be picked up, please call the office to have the report card mailed out.

SCHEDULE CHANGES

In general, students are not allowed to drop courses. Parents/guardians who are concerned about their child's schedule are invited to contact a principal or counselor to discuss their concerns.

SCHOOL DISTRICT CRISIS MANAGEMENT POLICY

Teachers and support staff have established and learned emergency procedures. In times of emergency, it is imperative that students fully cooperate with school and emergency staff.

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

SCHOOL DISTRICT INFORMATION NETWORK USE POLICY

Each fall, students receive training on acceptable use of district technology. Students also receive information about Internet safety. Students who use technology inappropriately will lose the privilege of using district computers.

For further information, please refer to School District Policy 731 on the district Web site or in the school office.

START (STUDENTS TALKING ABOUT REAL THINGS)

Every student will begin the day with a twenty-minute START period. During this time, students will hear school announcements. Activities which promote study skills, citizenship, scholastic achievement, leadership, and awareness of current news events are planned for this time. In their school supplies, students should have a notebook reserved for START activities.

STORM AND EMERGENCY SCHOOL CLOSURE

Unless there are extreme weather conditions or emergency situations, schools in Moorhead will be in session as scheduled. When HMS or the district as a whole is closed or closing, announcements will be made over local radio and television stations. In this situation, parent(s)/guardian(s) may call for their children at school by coming to the office. On the student registration form, parent(s)/guardian(s) of rural students are asked to submit the name of an urban Moorhead resident who will provide emergency housing for their child when rural buses are not running due to storm conditions.

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

STUDENT TRANSPORTATION SAFETY POLICY

All students are taught bus rules and regulations regarding student conduct and school bus safety. The district's "Pupil Transportation Safety Policy" brochure is included in each student's back-to-school materials.

SUMMER SCHOOL

Students who are not making expected academic progress may be referred to HMS or the Red River Area Learning Center to make up coursework that they have failed during the regular school year or to improve academic skills.

SAFETY AND SECURITY TECHNOLOGY

Safety and security technology has been installed in public areas of the building and on the grounds.
For additional information, please refer to School Board Policy 712 on the district Web site or in the school office.

SUSPENSIONS

IN-SCHOOL SUSPENSION (ISS)

Students may be placed in in-school suspension for disciplinary reasons or for a cooling-off period. Students who are placed in ISS must report to the ISS room on time, have books and other study materials with them, and take direction from the ISS supervisor. Students will receive assignments and take tests in the ISS room. Should a student choose not to follow the rules or refuse to accept direction from the supervisor, the student will be removed from school. A student assistance team will review instances of recurrent in-school suspensions to determine causes of behavior that result in ISS assignments.

OUT-OF-SCHOOL SUSPENSION (OSS)

Students will be placed in out-of-school suspension in compliance with the district discipline policy and this handbook. When students are assigned out-of-school suspension, they are not to be in HMS, on the HMS school grounds, or in the buildings or on the grounds of any other school in the district during the time of the suspension. Students are expected to make up all coursework. Parents/guardians may request to pick up their child's assignments; twenty-four hours notice is needed to communicate the need and for teachers to compile homework assignments.

TARDIES

Students who arrive at school after 7:45 A.M. must report to the office before proceeding to their class. If a parent(s)/guardian(s) has called to report an excused tardy (for illness, appointments, or emergencies) or comes into the office with the child to report such a reason, the student will be given a pass and will proceed to class. If the nature of the tardy is unexcused (for skipping, missing the bus, oversleeping, etc.), the student will be assigned one period of detention on the fourth such offense and on each subsequent offense. If a student reports to the office more than one ~~hour late~~ period (including START as a period) late, and the absence is unexcused, two periods of detention for each hour missed will be assigned. ~~Should a student miss three hours or more, in-school suspension may be assigned~~.

TELEPHONE

There are two free telephones for students to use. Students must dial "9" to access an outside line.

TEXTBOOKS

All basic texts are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. In order to locate misplaced books more easily, students should write their name, grade, and school on the book label. Students will be required to pay for lost or damaged school-owned textbooks.

THEFT

Moorhead Area Public Schools do not have insurance for stolen items. Thefts can be kept to a minimum if students:

1. Keep their lockers locked.
2. Do not share lockers.
3. Do not share their locker combinations with others.
4. Do not bring items of significant value to school.
5. Immediately report any theft to the office.

To assist in the return of stolen property, students are asked to clearly and permanently label all clothing and other belongings with their first and last names. Anyone responsible for theft will be referred to the Moorhead police and will be subject to treatment as outlined in the district discipline policy.

TOBACCO-FREE ENVIRONMENT

Smoking and the use of tobacco products shall be prohibited on all school district property, including district-owned and contracted vehicles.

Usage of any tobacco product by any person at any time while on district property shall be considered a violation of the Tobacco-Free Environment Policy. Possession by an elementary, middle or high school student of any type of

tobacco product while on district property shall be considered a violation of the tobacco-free environment policy. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition includes all school district property and all off campus school district-sponsored events except for lighting tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony (Minnesota Statute 144.4165).

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy.

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy.

Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment.

The success of this tobacco-free environment policy will depend on the thoughtfulness, consideration and cooperation of students, staff and citizens. All individuals on school premises share in the responsibility for adhering to and enforcing this policy. Although any individual may report observed violations, school district employees shall be expected to report all observed violations in accordance with the procedures listed below.

The Moorhead Public Schools will be proactive in tobacco-free help programs. A list of several resources will be made available for the convenience and preference of the employee. Student help programs will be provided for students as outlined in Moorhead School Board Policy 553 Crisis Intervention and Student Support.

Any violations of the tobacco-free environment policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

Notification will be provided indicating that Moorhead Area Public Schools are a tobacco-free environment. This policy shall appear in the student handbook. The school district will develop a method of discussing this policy with students and employees.

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

TRANSFERS

Students who are leaving HMS to transfer to another school should obtain a form the counseling office. All textbooks must be returned to teachers; teachers will sign off on the form with a check to indicate that books have been returned and will also indicate the grade earned. The completed form must then be returned to the counseling office.

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

TRUANCY

HMS complies with Minnesota State Statute by reporting to Clay County officials any student who has been absent from school without an excuse for one or more periods on seven different days within a single school year.

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

USE OF PESTICIDES

Weeds will be sprayed the first two weeks of June and the last two weeks of August. Buildings will be checked on a quarterly basis by a licensed exterminator. We will monitor and control pests by the use of glue traps and mechanical devices. Should the use of a pesticide become apparent, we will notify those parent(s)/guardian(s) who request. If you would like to be notified prior to pesticide applications made on days other than those specified in the estimated schedule (excluding emergency applications), please complete the " Request for Pesticide Notification" form, which you can get in our school office, and return it to the principal's office.

The long-term health effects on children from the application of such pesticides or the class or chemicals to which they belong may not be fully understood.

VANDALISM

The construction and maintenance of our school buildings and equipment are provided at great cost to taxpayers. Students who destroy or vandalize school property are required to pay for any loss or damage. If students willfully damage or destroy school property, the Moorhead police will be notified. If students should accidentally damage something, they should report it to their teacher or the office immediately.

VISITORS

City ordinances and state statute require that all visitors display ~~report to the main office immediately for~~ a visitor's permit. Parents/guardians are always welcome. However, because of teacher schedules, please call for an appointment if you wish to meet with a particular teacher.

Please note that during the school day, only the east and south doors will allow entrance to the building.

Students wishing to bring a guest to school must obtain approval from an administrator at least one day in advance of the visit; the visit is limited to no more than one-half day. Students in the Fargo, West Fargo, and DGF systems area are excluded from visiting. Visiting students must be in grades six through eight. Visiting students may not go on field trips. Visiting students will not be allowed during the last five days of the school year.

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

Please observe the parking directions as indicated on the diagram you received during orientation sessions.

WEDNESDAY STUDY PERIOD

Religious released time is observed Wednesday mornings from October through April. During that time, the Wednesday schedule extends START time by ten minutes.

WELLNESS POLICY

The Moorhead Area Public Schools will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, concession stands, and student stores. School staff will not use food or beverage choices that do not meet nutritional standards as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education program or behavior intervention plan) and will not withhold food or beverages as punishment (see Administrative Procedure 536.1.) The Moorhead Area Pubic Schools encourages parent(s)/guardian(s) to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. Parents and guardians have a primary and active role in promoting and protecting their child's health and well-being.Parents/guardians are encouraged to participate with their children in physical activities beyond the school day.

SCHOOL ACTIVITIES

PURPOSE OF THE ACTIVITIES PROGRAM

The goals of HMS's activities program are to allow students to explore their interests and abilities, to improve their skills, and to learn the importance of teamwork and sportsmanship. In order to achieve these goals for students, the HMS staff is committed to providing a well-balanced activities program that is available to all students. It is our hope that students participate in as many activities as they have the interest, time, and energy to pursue. All students who participate in activities are reminded that in order to participate, they must be making progress in their academic coursework. Another expectation for student participants is that their conduct be becoming to them and to Horizon Middle School. If a student's behavior is inappropriate, the student will be notified by a coach, by an advisor, or by the activities director that he/she is excluded from practice or competition for a specified period of time, for the season, or for the year.

Particular behaviors that could result in exclusion from activities include but are not limited to: theft, inappropriate language, unsportsmanlike conduct, insubordination (which means not accepting direction from school personnel such as coaches, hall supervisors, bus drivers, practicum students, etc.), misuse of equipment, reckless behavior, and/or not adhering to rules as presented by school personnel or in written communication.

INJURIES

Students must report all injuries immediately to their coach/adviser. If the student receives medical attention, the student must provide the trainer with a physician's signed verification that the student is able to participate in athletics. The verification forms are available from the trainer or your physician. Students who do not provide such verification are not allowed to participate until the form is received.

INSURANCE

The school does not assume liability for any injuries that occur while students are participating in activities. It is recommended that parent(s)/guardian(s) secure adequate coverage for their children. Each fall, the school distributes a flyer for a private carrier that insures school children; participation is optional.

LIABILITY

The school does not assume liability for any injuries that occur while students are participating in activities. In order to take part in any school activity, students and parent(s)/guardian(s) are required to sign acknowledgment of risk and/or eligibility statements. By signing these documents, parent(s)/guardian(s) and students assume liability for any injury, or even death, that may occur as a result of student participation in activities.

ATHLETIC ACTIVITIES

Athletic activities at HMS are scheduled into four blocks. First block activities are football, girls' volleyball, cross country running, girls' swimming, and girls' diving. Second block activities are girls' basketball, boys' wrestling, boys' swimming, and boys' diving. Boys' basketball and gymnastics occupy the third block. In the fourth block, golf, tennis, and track are offered.

INTRAMURAL ACTIVITIES

~~Intramural activities will be offered to our sixth grade students through after school programming provided by the YMCA. The YMCA after school activities will be taking place on site at HMS. Information regarding these programs will be shared during student orientation and back to school events.~~ Sixth grade intramural activities will be scheduled if student interest is demonstrated and if adult supervision can be secured.

IMPORTANT NOTICE!

All students participating in extracurricular athletics must have on record a physical examination performed by a physician before a student can begin practice. Physical examinations need to be done every three years.

All students are required to return a Horizon Middle School Eligibility Statement form, an Acknowledgment of Risk form, and a health history form. All forms must be in before a student is issued equipment and may participate. These forms must be signed by the student and his/her parent or guardian.

A $30 activity fee is charged for each middle school activity in which a student participates, $50 for varsity. There is a $100 maximum total student activity fee for each participant during a school year. In case of financial difficulty, the parent(s)/guardian(s) should contact the activity director at 284-7331 to determine that the fee can be waived. Fees are not refunded after the third week. For some activities, students are asked to purchase their own uniforms. For more information regarding activity fees, please refer to School Board Policy 542.

HMS belongs to the FM Middle School ~~Junior High~~ League; member schools are West Fargo Middle School, ~~Agassiz Junior High~~ Carl Ben Eielson Middle School, Ben Franklin ~~Junior High~~ Middle School, Discovery ~~Junior High~~ Middle School, Sullivan Middle School, and Dilworth/Glyndon/Felton. Although most contests are held in the metro area, occasionally teams may be required to travel a greater distance. Most transportation to other schools or sites for practices is provided by the school. ~~Practice schedules will be posted in both gyms for the current and following week.~~

Transportation to and from games is provided by our school district. Students are expected to ride player buses to and from contests. If a student's parent(s)/guardian(s) attend a contest and wish to take their child home, they must personally inform their child's coach. No notes are accepted. Players are allowed to ride home with their own parent(s)/guardian(s) only; coaches will not authorize students to ride home with friends or other relatives. For additional information regarding transportation, please refer to School Board Policy 543.

The philosophy of HMS athletics emphasizes participation. All students who attend regularly and whose behavior is appropriate will play in athletic competitions. We do not, however, guarantee equal playing time to all individuals. At the beginning of each season, organizational meetings are held. All meetings are announced on the daily announcements.

Practices for fall sports begin before the start of school. With this exception, HMS teams do not compete in the summer or during any school vacations.

Basically, there are two practice sessions for indoor sports at the middle school: from 2:~~20~~30 to 4:00 and 4:00 to 5:30. Football and track practices begin right after school. The schedules for other outdoor sports will vary. Practices for some sports are scheduled at the Moorhead Sports Center, Moorhead Senior High School, local parks, and local golf courses; these practices are scheduled when facilities are free and are announced at the beginning of each season.

No after school activities will occur on the last school day before vacations.

Games are normally held on weekday afternoons; there will be occasional evening, Saturday, and school day contests. At the beginning of the season, each participating student receives a game schedule along with coaches' names and phone numbers. If students are unable to attend practice or competition, they must validate the absence with their coach.

Students must advise their coaches of any illnesses or previous injuries that may impact participation.

Meritcare provides a certified athletic trainer to our school. The trainer is usually available Monday through Friday from 2:15 P.M. until all home activities are concluded. The trainer assists with conditioning and manages emergencies. Students and parent(s)/guardian(s) are invited to consult with our trainer about conditioning, exercise, diet, and sports injuries.

When students must miss school because of participation, they must have work made up before they leave. Students must be in school for at least one-half day on the day of a practice or activity in order to participate. When activities are terminated due to poor weather, students are expected to be in attendance for the remainder of the school day.
All teams have coaches; coaches may be assisted by practicum students and other volunteers.

ATTENDANCE

Students are expected to be in school on the day of a contest, play, concert or event as well as the following day. Violations may result in a forfeiture of practice on the succeeding day, loss of the right to appear in a public performance or meet and/or an unexcused absence.

ELIGIBILITY

Eligibility for participation may be limited by academic standing, disciplinary matters, enrollment status. If you have any questions about eligibility for participation in any aspect of the educational program contact the principal. For additional information regarding eligibility, please refer to School Board Policy 541.

BOYS' BASKETBALL-THIRD BLOCK

There are four seventh and four eighth grade boys' basketball teams. Each team will practice as one unit. During competitions, however, each team is divided into two sub-teams. Based on readiness, cooperation, talent, and attendance, players are assigned to sub-teams by their coaches. On contest days, one sub-team will play the F-M League schedule; the other sub-team will play games with other Moorhead teams and/or other schools. All students will

play in a League game at least once during the season. Movement between the sub-teams will be determined by coaches; consideration will be given to attendance, skill level, and improvement. Practices are held in the middle school gyms and may be before or after school. After the initial practice time, games are scheduled one or two times per week. It has been the custom to have a tournament at the senior high school near the end of the season. ~~Players are asked to purchase game shirts, which cost approximately $10.00.~~

BOYS' SWIMMING AND DIVING-SECOND BLOCK

HMS students practice and compete with senior high athletes. Practices are at the senior high school pool daily from 3:30 P.M. to 5:30 P.M. Competition suits are provided. Swimming and diving will begin in late November.

CROSS COUNTRY RUNNING-FIRST BLOCK

There is one HMS cross country team. Practices are held after school and last approximately one hour. Middle school students run 1.6 miles in meets, which are held throughout the season. Uniforms are provided by the school.

FOOTBALL-FIRST BLOCK

There are two seventh and two eighth grade football teams. Practices are held daily at the middle school field. All teams practice for approximately one and one half hours. After the initial practice period, games are held once a week. If students do not receive adequate game time during F-M League contests, coaches may schedule inter-squad or intra-squad games in lieu of practices.

Students purchase their own jerseys at approximately $18. Students are placed on either a gray or black team in their seventh grade year; they will remain on that team in eighth grade, so that they may use the same jersey. If a student has an older sibling or friend who already has a jersey, and the student wishes to use that uniform as well, the student should let a coach know, so the student can be placed on the matching team. Protective and safety equipment and game pants are school issue; students will be charged only if they have damaged equipment beyond usual wear and tear. Students must purchase and wear mouth guards.

GIRLS' BASKETBALL-SECOND BLOCK

There are three seventh and three eighth grade girls' basketball teams. Each team will practice as one unit. During competitions, however, each team is divided into two sub-teams. Based on readiness, cooperation, talent, and attendance, players are assigned to sub-teams by their coaches. On contest days, one sub-team will play the F-M League schedule; the other sub-team will play games with other Moorhead teams and/or other schools. All students will play in a League game at least once during the season. Movement between the sub-teams will be determined by coaches. Games are scheduled once or twice per week. ~~Students are asked to purchase game shirts, which cost approximately $10.00.~~

GIRLS' SWIMMING AND DIVING-FIRST BLOCK

HMS students practice and compete with high athletes. Practices are at the high school pool daily from 3:30 P.M. to 5:30 P.M.

GOLF-FOURTH BLOCK

Boys' and girls' golf competitors practice together but compete separately. Indoor practices may be held at the Moorhead Sports Center before or after school, and outdoor practices are after school at local golf courses. Transportation is provided to and from the middle school for both practices and meets. Students must have their own set of golf clubs in order to participate. No uniforms are required. Golf meets are held during the school day. Most meets are held in town; competitions in places such as Detroit Lakes are scheduled also. Meets are scheduled according to weather conditions.

GYMNASTICS-THIRD BLOCK

~~Seventh and eighth graders who turn out for gymnastics practice as one group. Practices are scheduled after school for approximately one and one half hours. There are no competitions, but a performance is given for parent(s)/guardian(s) and community at the end of the season. No uniforms are required.~~HMS students practice and compete with high athletes. Practices are at the high school daily from 3:30 P.M. to 5:30 P.M.

HIGH SCHOOL TEAMS

Occasionally, middle school students may, because of interest or ability, be invited to participate on high school athletic teams. The petitioning procedure in such cases is that the high school coach write a letter and confer with the high school activities director. If both are in agreement that high school competition is in the best interest of the student, the high school activities director then approaches the HMS activities director and principal. If everyone is still in agreement that the move would be a positive one, the coach will approach the student's parent(s)/guardian(s). If the parent(s)/guardian(s) confirms the school's decision, the student is then approached with the matter. The letter or petition is signed; then the HMS student becomes a member of the senior high team. Students and/or parent(s)/guardian(s) may express an interest in the process to a coach. For information about lettering, please refer to School Board Policy 545.

TENNIS-FOURTH BLOCK

Girls' tennis and boys' tennis are offered to seventh and eighth graders. Indoor practices may occur at HMS before and after school. Outdoor practices are held at Riverfront and Woodlawn Parks after school and at the senior high school after school and evenings. Transportation to and from the parks is provided; students and their parent(s)/guardian(s) are responsible for transportation for practices at the senior high.

Students provide their rackets; the school supplies tennis balls. No uniforms are required.

Girls' tennis participants are divided into beginning and intermediate groups. Each group is likely to be a mixed group, containing both seventh and eighth graders.

Students practice through the season for tournaments, which are held in the parks during a school day in May. Ribbons are awarded to tournament winners.

TRACK AND FIELD-FOURTH BLOCK

Girls' and boys' track and field practices and meets are held on the same days and times. Practices are held on the HMS track, weather permitting. Indoor practices may be called before and after school in the middle school gym. During competitions, athletes will compete against others of the same grade and gender.

After an initial practice period, an indoor evening meet is held at the Bison Sports Arena on the NDSU campus. Outdoor meets are held after school, with the exception of an all-city, all-day meet at NDSU that concludes the season. Ribbons are awarded to event winners of the all-city outdoor meet. ~~Participants are asked to purchase their own contest shirts at a cost of approximately $10.~~

VOLLEYBALL-FIRST BLOCK

Practices are held at HMS after school. After the initial practice period, games are scheduled once or twice a week. ~~Participants are asked to purchase their own game shirts at approximately $15 each.~~

There are actually two teams within each volleyball team. Participants are ability-grouped; attendance and progress may cause students to move from one team to the other.

WEIGHT ROOM

Our weight room is open during first and fourth blocks on Mondays and Thursdays from 2:~~15~~30 P.M. to 4:00 P.M. During second and third blocks, the weight room is open Monday through Thursday from 2:~~15~~30 P.M. to 4:00 P.M. A weight room supervisor is on duty to assist with safety concerns and individual programs.
The weight room at the high school is also available for middle school students to use. In general, weekdays from 3:30 P.M. to 5:00 P.M. are scheduled for student use.

WRESTLING-SECOND BLOCK

HMS has one wrestling team, which is composed of seventh and eighth graders. Wrestling practices are held HMS. After the practice period, meets are scheduled. Wrestling uniforms are provided by the school. Students must purchase and wear mouth guards.

ACADEMIC AND OTHER ACTIVITIES

DESTINATION IMAGINATION

Destination ImagiNation is a program that promotes problem solving, creativity and teamwork. Teams of five to seven students solve two types of Challenges within the program year. The Central Team Challenge involves structural, technical or theatrical oriented skills and takes several months to solve. Instant Challenges stimulate the team's ability to think quickly and creatively with only minutes to prepare solutions. All Moorhead teams compete at the regional competition at Horizon. The top team in each problem, at each level, advances to the state competition in Minneapolis in April. State winners compete at the Global Finals in May. There is no charge to participate, but each team requires an adult team manager.

GEOGRAPHY BEE

The National Geographic Society's National Geography Bee is held each year beginning in December and involves over 5 million students nationwide. The bee consists of three levels of competition: school, state, and national. All students at HMS compete in the preliminary round which is conducted in all social studies classes. From this competition, a school champion is determined. The school level winner then must complete a written examination to qualify for the state competition with only the top one hundred scorers moving on to the bee in St. Paul. The winner of the state competition advances to the national competition, which is held at the headquarters of the National Geographic Society in Washington, D.C. The winner there receives a $25,000 scholarship. There is no charge to participate.

HEROES

The HMS leadership group, HEROES, or Helping Encourages Responsibility, Organization, Enthusiasm, and Success, allows students with leadership skills to provide service throughout the Fargo-Moorhead community. Students are invited to attend HEROES leadership training, which teaches students about community issues, as well as gives the students leadership skills for a lifetime. The various activities the students participate in range from working at nursing homes, to raising money for playgrounds, to blood drives, to grant writing, to helping fifth graders make the transition into the middle school. Celebrations occur at the conclusion of each activity.

HONOR CHOIR

A selected group of students will be invited to become Honors Choir members; singing and dancing skills are the primary determiners for selection. The group will practice before and/or after school and will perform at school and community events. Students may be asked to provide concert attire.

SCHOOL NEWSPAPER

Students plan, write, edit, lay out, print, and fold our school

newspaper. The newspaper is produced periodically throughout the school year. There is no participation fee.

KNOWLEDGE BOWL

The Knowledge Bowl Team practices twice a week after school and participates in three regional meets each fall. During the meets, teams of students compete in both written and oral rounds by answering questions related to all areas of learning. Questions test students' recall, problem solving, and critical thinking skills. The middle school Knowledge Bowl season ends after Thanksgiving. There is no participation fee.

KNOWLEDGE MASTER

There are two Knowledge Master Open competitions each year, one in December and one in April. Each competition consists of two hundred challenging questions that require higher-level thinking skills and cover fourteen curriculum areas. The contests run on school computers to allow all schools the opportunity to compete in a large academic event without the expense of traveling to a central site. Scores are based on a combination of speed and accuracy. The HMS Team competes with over 900 teams nationwide in this competition.

LINKING UP

Linking Up is a mentorship program that is sponsored jointly by Concordia College, Moorhead Healthy Community Initiative, and Horizon Middle School. Students are matched with mentors; once per week through most of the school year, mentors and students engage in activities here at school and in the community. Students are referred to the program through the counseling office. There is no charge for the program.

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MATHCOUNTS

Mathcounts is a national competition sponsored by the Society of Engineers. Math teachers receive a sample problem kit, which is used in algebra and pre-algebra classes. After these "warm-ups," students are tested. These test scores, plus grades, are used to choose the top four students plus two alternates; these students are named to the Mathcounts team. This team moves on to chapter competition at Minnesota State University Moorhead. The top two chapter teams compete at state level, and the four individuals who earn top scores there move on to national competition. National winners receive scholarships. There is no charge to participate in Mathcounts.

PLAY

Each winter, the middle school, with support from community education, produces a play or review. All students are invited to try out for the production, and volunteers are needed to assist with props, makeup, programs, and other tasks. Most practices are held here at HMS; the play will be presented at the high school, and several practices near the production date will also be held at Moorhead High.

SCIENCE OLYMPIAD

HMS students who enjoy science have the opportunity to join the Science Olympiad Team. The team meets after school two or three times each week to work on the fifteen activities that have been chosen for the year. These activities may include building a car, plane or bridge, identifying fossils, performing experiments, or developing competencies in other areas. The team competes in the Regional Tournament at MSUM in February and the State Tournament at the University of St. Thomas in St. Paul in March. The top Minnesota team advances to the national competition. There is no participation fee.

SPELLING BEE

In January, all HMS English students take a spelling test. The top twenty sixth, seventh, and eighth grade spellers then compete in a spelling bee at HMS. The top six spellers from each grade advance to district competition. The top three spellers at the district level then participate in the regional competition; winners there advance to state and national contests. HMS students have competed at the state level. There is no participation fee.

STUDENT COUNCIL

Each fall, sixth, seventh, and eighth grade students are selected as Student Council representatives. Student Council members meet throughout the school year; they are involved in decisions that impact students here at HMS and also are active in fundraising to benefit the school and the community. In the past, Student Council has conducted daffodil sales to benefit the Cancer Society, organized a dance and donated its proceeds to the F-M Food Pantry, and purchased weight room equipment for our building. There is no participation fee.

TRI-COLLEGE MATH

The Tri-College Math contest is held each year on a rotating basis at NDSU, MSUM, and Concordia. Each school may enter four teams. A team consists of eight members, not more than four of whom are in the ninth grade and at least one of whom is in the seventh grade. Students are chosen by teachers based on classroom achievement, Mathcounts testing, and the student's previous Tri-College Math Contest scores. Team members participate in the individual and in the team competitions. There is no charge to participate.

PUBLIC NOTICE

Independent School District No. 152 gives notice to parent(s)/guardian(s) of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

1. Parents/guardians and eligible students are hereby informed that they have the following rights:
   a. That the parent(s)/guardian(s) or eligible student has a right to inspect and review the student's educational records. A parent(s)/guardian(s) or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent(s)/guardian(s) or eligible student will be notified of the time and place where the records may be inspected.
   b. That the parent(s)/guardian(s) or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent(s)/guardian(s) or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing; shall identify the item the parent(s)/guardian(s) or eligible student believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student; shall state the reason for this belief; and shall specify the correction the parent(s)/guardian(s) or eligible student wishes the school district to make. The request shall be signed and dated by the parent(s)/guardian(s) or eligible student. If the school district decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the school district will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) of eligible student when notified of the right to a hearing.
   c. That the parent(s)/guardian(s) or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her task. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility, and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, and student health and welfare.
   d. That the parent(s)/guardian(s) or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C. 1232g, and the rules promulgated thereunder. Said complaint should be directed to:

      Family Policy Compliance Office
      U.S. Department of Education
      400 Maryland Avenue S.W.
      Washington, DC 20202-4605

   e. That the parent(s)/guardian(s) or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of student records.
   f. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's Office.

2. Independent School District No. 152 has adopted a school board policy in order to comply with state and federal laws regarding education records. The policy does the following:

   a. It classifies records as public, private or confidential.
   b. It establishes procedures and regulations to permit parent(s)/guardian(s) or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
   c. It establishes procedures and regulations to allow parent(s)/guardian(s) or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
   d. It establishes procedures and regulations for access to and disclosure of education records.
   e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent(s)/guardian(s) or student when required prior to disclosure.

3. Copies of the school board policy and accompanying procedures and regulations are available to parent(s)/guardian(s) and students upon request to the Superintendent.

4. Pursuant to applicable law, Independent School District No. 152 gives notice to parent(s)/guardian(s) of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information." "Directory information" includes the following information relating to a student: the student's name; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

   a. The information listed above shall be public information which the school district may disclose from the education records of the student.
   b. Should the parent(s)/guardian(s) of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's/guardian's or eligible student's prior written consent except to school officials as provided under federal law.
   c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent(s)/guardian(s) or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:

(1) Name of student;
(2) Home address;
(3) School presently attended by student;
(4) Parents/guardians legal relationship to student, if applicable;
(5) Specific category or categories of directory information which is not to be made public without the parent's/guardian's or eligible student's prior written consent.

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
DATED: AUGUST 2000

Year at a Glance

August

13 Cross Country begins
20,23 Orientation for students grade 6 and new students entering HMS this fall (by appointment), school pictures
21-23 School pictures, Grade 7 and 8-pick up schedules
20 Football begins
21 Volleyball begins
28 Back to School Night
Grade 6:
• Classroom visitation 4:00-4:30 P.M.
• House meeting 4:30-5:00 P.M.
Grade 7:
• Classroom visitation 5:30-6:00 P.M.
• House meeting 6:00-6:30 P.M.
Grade 8:
• Classroom visitation 7:00-7:30 P.M.
• House 7:30-8:00 P.M.

September

3 Labor Day- No School
4 Classes Begin
6 PTAC meeting, 7:00 P.M., media center
17-28 Fall MAP Testing
28 Grade 6 and 7 orchestra in Homecoming Parade

October

1-12 Fall MAP Testing
4 PTAC meeting, 7:00 P.M., media center
11,15 Parent/Teacher Conferences (5-8:30 P.M.)
12,15 Vision and hearing screening
15 Grade 6-8 Orchestra at MSUM Orchestra Festival
16 Parent/Teacher Conferences (8-11 A.M.,12-4 P.M., 5-8:30 P.M.) ***No Classes***
17 ***No School*** / Teacher Comp.
18-19 ***No School***/Education Minnesota (EM) Conf.
23 Girls' Basketball begins
25 Grade 5 and 6 Orchestra Concert•7:30 P.M.•NDSU

November

1 PTAC meeting, 7:00 P.M., media center
Grade 7-8 Orchestra Concert•7:30 P.M.•Horizon
6 Wrestling begins
8 Grade 7 Band Concert•7:00 P.M.•Horizon
Grade 8 Band Concert•8:00 P.M.•Horizon
12 Season begins for girls' gymnastics at MHS
21-23 ***No School*** /Thanksgiving Holiday
30 End of Trimester I

December

6 PTAC meeting, 7:00 P.M., media center
10 Grade 6 Choir Concert•7:30 P.M.•Horizon
11 Grade 7 Choir Concert•7:30 P.M.•Horizon
13 Grade 8 Choir Concert•7:30 P.M.•Horizon
17 Grade 6 Orchestra Concert•6:30 P.M.•Bethany
18 Grade 6 Band Concert•7:30 P.M.•Horizon
20 Grade 7-8 Orchestra Concert•7:30•Horizon
24 Winter Break Begins

January 2007

3 Classes Resume
PTAC meeting, 7:00 P.M., media center
Boys' basketball begins
21 Martin Luther King Jr. Day/
No Classes/Professional Development
22 ***No Classes***/Professional Development
29 District Spelling Bee

February

4,5,7 Registration at MHS for grade 8, 6 P.M., Commons
7 PTAC meeting, 7:00 P.M., media center
Grade 8 Band, Choir, and Orchestra Valentines Concert•7:30 P.M.•Horizon
11-12 Parent/Teacher Conferences (5-8:30 P.M.)
13-18 ***No School***
28-29 Horizon Play (7:00 P.M.)

March

1 Horizon Play (7:00 P.M.)
6 PTAC meeting, 7:00 P.M., media center
7 End of Trimester II
13 Grade 5 & 7 Orchestra Concert•6:30 P.M.•NDSU
Grade 6 & 8 Orchestra Concert•8:00 P.M.•NDSU
17-21 ***No School*** / Spring Break
20 Track begins
25 Boys' Tennis, Girls' Tennis, Boys' Golf, Girls' Golf begins
26 Grade 6 Band Concert•6:30 P.M.•Horizon
Grade 7 Band Concert•8:00 P.M.•Horizon

April

3 PTAC meeting, 7:00 P.M., media center
4 Grade 7 orchestra tour
8 Grade 5 Band Rall7•7 P.M.
10 Jazz Band & Honor Band Concert•7:30 P.M.•HMS
Grade 6 Minnesota Writes!
15,17 Reading Minnesota Comprehensive Assessments-II, TEAE
22,24 Math MCA-II, TEAEM
28-29 Parent/Teacher Conferences (5-8:30 P.M.)
28-30 MCA Science testing and Spring MAP

May

1 PTAC meeting, 7:00 P.M., media center
1-23 MCA Science testing and Spring MAP
3 Grade 8 Orchestra Concert•7:30 P.M.•MHS
12 Grade 6 Choir Concert•7:30 P.M.•Horizon
13 Grade 7 Choir Concert•7:30 P.M.•Horizon
15 Grade 8 Choir Concert•7:30 P.M.•Horizon
19 All City Orchestra Concert•7:30•MHS Gym
20 Grade 6 Band Concert•6:30 P.M.•Horizon
Grade 7 Band Concert•8:00 P.M.•Horizon
22 Grade 8 Band Concert•7:30 P.M.•Horizon
23 Honor Choir tour
26 ***No School***/Memorial Day Holiday

June

3 Grade 8 Orchestra Concert•7:30 P.M.•MHS
4 Last Day for Students

Possible Snow Make-Up Days

January 2
March 17
March 18
June 5, 6 and beyond

S-M9-B05
13 Aug 2007

INDEPENDENT SCHOOL DISTRICT #152

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

August 13, 2007
7:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Larry P. Nybladh, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. "We Are Proud"

   *** **We Are Proud** of Sadie Langemo, who was named a Minnesota Scholar of Distinction in Theater Arts. The Scholars of Distinction Awards Program of 2007, which is sponsored by the Minnesota Department of Education and supported by the Perpich Center for Arts Education, honors students who demonstrate excellence in theater arts, science, math, applied geography and leadership. Langemo completed a portfolio and presented her culminating project demonstrating expertise in a chosen area of theater arts. She was one of five students who received the designation of Scholar of Distinction in Theater Arts. Langemo was selected to sing a musical theater selection at the recognition ceremony on May 19, 2007. The Moorhead High School theater director is Rebecca Meyer-Larson.

*** **We Are Proud** of Pam Gibb, communications coordinator, whose work on the 2006-07 Calendar and School Information publication was recognized by the National School Public Relations Association (NSPRA). The district calendar, with the theme "A Community of Learners," received an award of honorable mention in NSPRA's 2007 Publications and Electronic Media Contest.

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

2. **ORGANIZATION OF THE SCHOOL BOARD** - Erickson

A. COMMITTEE APPOINTMENTS
Pages 6-11

Suggested Resolution: Move to approve the committee appointments for the 2007-2008 school year.

Moved by _____ Seconded by _____
Comments _____

3. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the School 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 School 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, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. TEACHING/LEARNING MATTERS - Kovash
(1) Acceptance of Gift - Page 12
(2) Approval of United Way Native Students Project Grant - Pages 13-14
(3) Approval of Clay County Public Health Agreement Renewal - Pages 15-21
(4) Approval of University of Minnesota Center for Applied Research and Educational Improvement Evaluation Plan and Agreement - Pages 22-30
(5) Acceptance of Dakota Medical Foundation Grant - Pages 31-37

B. BUSINESS SERVICE MATTERS - Weston
(1) Approval of NSF Check Collection - Page 38

C. HUMAN RESOURCE MATTERS - Nielsen
   (1) Approval of Resignations - Page 39
   (2) Approval of Family/Medical Leaves - Page 40
   (3) Aproval of Change in Contract - Page 41
   (4) Approval of New Employees - Pages 42-43

D. SUPERINTENDENT MATTERS - Nybladh
   (1) Approval of July 16, 2007 Meeting Minutes - Pages 44-49
   (2) Approval of August Claims

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

Moved by _____ Seconded by _____
Comments _____

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

(This section is an effort on the part of the School 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.)

A Framework for Educating All Students - Kovash
Pages 50-51

5. **FIRST READING OF POLICY**: Weston
Pages 52-53

6. **MINNESOTA COMPREHENSIVE ASSESSMENT II (MCA-II) RESULTS**: Kovash
Pages 54-57

7. **APPROVAL OF CURRICULUM REVIEW CYCLE**: Kovash
Pages 58-62

Suggested Resolution: Move to approve the six-year curriculum review cycle.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF ELEMENTARY SCHOOL PARENT AND STUDENT HANDBOOK**: Kovash
Page 63

Suggested Resolution: Move to approve the 2007-2008 Moorhead Elementary School Parent and Student Handbook as presented.

Moved by _____ Seconded by _____
Comments _____

9. **COMMITTEE REPORTS**

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

11. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
EXCEL Summer Academy - Jump Start for 6th Grade	June 18-August 23	7:30 am-12 pm	Horizon
Extended School Year (EXCEL) - Elementary	June 18-28 and Aug 13-23	8-11:30 am	Asp, Hopkins & Reinertsen
MSBA Summer Seminar	August 15-17		Minneapolis
Ellen Hopkins PTAC	August 22	6:30 pm	Media Center
Chamber Educ Outlook Forum/ New Educator Breakfast	August 24	7-8:30 pm	Marriott
New Teacher Workshops	August 24, 27		PCE/Bldgs
School Board	August 27	7 pm	PCE
Prof Dev (a.m.)/Teacher Work Day (p.m.)	August 28		
Back To School Night (HMS)	August 28		Horizon
Grade 6		4-5 pm	
Grade 7		5:30-6:30 pm	
Grade 8		7-8 pm	
All Staff Breakfast	August 29	8-8:45 am	HS Commons
All Staff Assembly	August 29	8:45-10:45 am	HS Auditorium
Professional Development	August 29-31		
Back to School Night (Elems)	August 30	6-7:30 pm	Elem Schools
Labor Day	September 3		
K-12 Classes Begin	September 4		
Indian Educ Parent Com	September 5	5 pm	PCE
Clay Cnty Joint Powers Com	September 6	7 am	City Hall
Back to School Night (MHS)	September 6	6:30-8 pm	Mhd High School
Horizon PTAC	September 6	7 pm	Media Center
School Board	September 10	7 pm	PCE
Primary Election (No school activities from 6-8 pm)	September 11		
Prof Dev Before/After School	September 12		
Instr and Curr Adv Com	September 13	7 am	PCE
Early Chldhd Advisory Com	September 13	6:30 pm	PCE

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.002

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: August 6, 2007

RE: 2007-2008 Committee Assignments

Attached is a copy of the 2006-2007 Committee Assignments. Please review this document prior to the School Board meeting to expedite desired assignments for 2007-2008. School Board Chair, Bill Tomhave, has requested that you be prepared to express your interests and volunteer for service on the various committees.

Suggested Resolution: Move to approve the committee appointments for the 2007-2008 school year.

LPN:mde
Attachment

(including community involvement areas)

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

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

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2006-2007 BOARD LIAISON
Activities Council - reviews and recommends extra- and co-curricular activity/academic policies and is knowledgeable of Minnesota High School League activities.	Teaching and Learning Hulbert	4th Tu/mo; 7 am; MHS Conf. Rm; 9/26, 10/24, 11/28, 1/23/07, 2/27, and 4/24	Siggerud/Fagerlie
Community Education Advisory Council - evaluates and recommends programs that meet the community's needs.	Teaching and Learning Winterfeldt-Shanks	3rd Tu/mo; 7 pm; Probstfield (excluding December)	Tomhave/Ladwig
District Student Assistance Advisory - reviews and recommends policies and activities related to student and staff prevention, postvention and crisis issues involving chemical use, violence, grieving, and other related issues.	Teaching and Learning Kovash	Every other 3rd Mo/mo; 3-4 pm; Probstfield; Four times a year: 9/25, 11/27, 1/29/07 and 3/26	Siggerud/Ladwig
Human Rights - monitors textbook selection and works with human resources on the direction of multi-cultural, gender fair, and disability sensitive issues.	Superintendent Nybladh	1st Th/mo; 3:45 pm; Probstfield Four times a year: 10/5, 12/7, 2/1/07, and 5/3	Erickson/Thompson
Instruction & Curriculum Advisory- plans, evaluates and reports on district curriculum. (Two-year term)	Teaching and Learning Kovash	2nd Th/mo; 7 am; Probstfield 9/14, 10/12, 11/9, 12/14, 1/11/07, 2/8, 3/8, 4/12, and 5/10	Dulski/Fagerlie
Strategic Planning Committee (SPC) - carries out strategic planning, evaluating and reporting of the District's Five Year Educational Plan.	Superintendent Nybladh	Four times a year; 3:45 pm; Probstfield	Ladwig/Siggerud
Policy Review - reviews current policies and makes recommendation of new policies.	Superintendent Nybladh	3rd Mo/mo.; 7 pm; Probstfield 9/18, 11/20, 1/15/07, 3/19, and 5/21	Erickson/Siggerud

stration, serves a specific area, program or segment of the district, involve members of the staff and others as needed, may meet for a specific purpose until it is completed, may or may not include an appointed board member, designee or liaison, and completes a written report.

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

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2006-2007 BOARD LIAISON
Calendar - develops and recommends fiscal-year district calendar.	Superintendent Nybladh	January - March as needed.	Not Required
Continuing Education - administers the process for certificate renewal of licensed staff.	Human Resources Nielsen	1st Tu/mo; 6:45 am and 3:30 pm Village Inn and Probstfield (Alternate) (Oct-May)	Fagerlie
Early Childhood Advisory Committee - advises and provides support in the operation of the Early Childhood Family Education and Kindergarten Readiness Programs.	Teaching and Learning Bushaw	2nd Th/mo; 7 pm; Probstfield	Ladwig
Health/Safety/Wellness Committee - identifies and addresses safety issues related to students, staff and visitors.	System Support/Human Res Bacon/Nielsen	3rd Th/mo; 9:30 am; Probstfield	Ladwig/Erickson
*Indian Education/JOM Parent Committee - reviews grants obtained, provides input on how monies are disbursed, yearly financial report, and HSC report.	Teaching and Learning King/Norquay	1st Wed/mo; 5 pm; Probstfield	Fagerlie
Legislative Committee - develops recommendations for district's legislative program.	Superintendent Nybladh	Year around, as needed	Erickson/ Thompson
MN State High School League - supervision and regulation of League sponsored athletic and fine arts activities.	Teaching and Learning Kovash		Siggerud
Negotiations - serves as liaison to other Board members during the negotiation process.	Superintendent Nybladh	Year around, as needed Probstfield	Thompson/ Erickson Ladwig, Alt
Sabbatical Leave - receives, reviews and recommends sabbatical leaves for certified staff.	Human Resources Nielsen	February - April as needed. Probstfield	Dulski

* = Does not serve in an advisory capacity to the School Board.

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	BOARD LIAISON
Staff Development - promotes professional and personal growth opportunities for all staff of ISD #152.	Teaching and Learning Kovash	Every other 3rd Mo/mo; 3:30-4:30 pm; Probstfield; Four times a year: 9/18, 11/20, 3/19/07, and 5/21	Thompson/ Siggerud
Superintendent's Advisory Council (SAC) - provides opportunity for building PTACs to communicate and share ideas between themselves and with the superintendent.	Superintendent Nybladh	3rd Th/mo; 7 pm; Probstfield; 9/21, 11/16, 1/18/07, 3/8, and 5/17	Members Rotate
Technology - assists in developing the long-range goals of implementing new technologies and maintaining current technologies throughout the district.	Teaching and Learning Markert	4th Tu/mo; 3:45 pm; Probstfield	Thompson
Title I Parent Advisory - assists in reviewing Title I and other federal programs.	Teaching and Learning King	Year around, as needed	Dulski

and organizations. Representatives are appointed by the Board, administration or both as appropriate.

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

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2006-2007 BOARD LIAISON
Clay County Joint Powers Collaborative Governance Board - works in partnership with families and communities to enhance opportunities to improve child health and development, reduce barriers to adequate school performance, improve family functioning, enhance self esteem, and develop general employment skills.	Clay County Dawn Tommerdahl	Annually - October 4, 2006; 3:30 pm; Location to be determined	Tomhave Alt. Erickson
Interagency Early Intervention - (IEIC) oversees the interagency provision of services to children identified with disabilities age birth to kindergarten entry.	Jennifer Butze Sarah King	3rd Wed/mo; 12 pm; Family Service Center	Dulski
Clay County Joint Powers - shares resources for special projects and cooperatively make recommendations to local boards and councils.	(Rotates between school districts & cities of of Mhd & Dilworth, Clay County & Mhd Township)	1st Th/mo; 7 am; Moorhead Area Public Schools, PCE	Tomhave/ Erickson

information.

SCHOOL BUILDING	PTAC PRESIDENT/PHONE #	MEETING-DATE/TIME/LOCATION	2006-2007 BOARD LIAISON
Ellen Hopkins School	Dana Haagenson - 233-0199 Kari Klingsporn-Hitterdal - 233-6186	2nd Tuesday/mo; 6:30 pm; Media Center	Dulski
Robert Asp School	Michelle Haux - 233-3035	1st Monday/mo; 6;30 pm; Media Center	Tomhave
S.G. Reinertsen School	Melissa Entzion - 359-0495, 701/306-9096 Jackie Beedy - 291-0972, 701/446-0246, 329-1808	1st Monday/mo; 7 pm; Library	Fagerlie
Horizon Middle School	Scott Sternhagen - 236-9343	1st Thursday/mo; 7 pm; Media Centre	Ladwig
Moorhead High School	Yvonne Holm-Pederson - 233-5282	1st Monday/mo; 7 pm; Conf Rm (2nd Monday in Sept. and Jan.)	Thompson
Red River Area Learning Center	TBD	TBD	Siggerud

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.011 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: July 20, 2007

RE: Donation

Moorhead Area Public Schools has received the following donations from Dawn and Larry Papenfuss:

Mobile Stander valued at $1500
Pediatric Walking Bars valued at $350

These items will be very useful at Early Intervention Services working with young children who have physical disabilities.

SUGGESTED RESOLUTION: Move to approve the donations as presented from Dawn and Larry Papenfuss and direct administration to send a thank you card to:

Dawn and Larry Papenfuss
4401 4th St S
Moorhead, MN 56560

LAK/kmr

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.012 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: August 8, 2007

RE: Native Students Project Grant from United Way

Moorhead Area Public School District is a part of a collaborative Native Students Project with Fargo and West Fargo. This project is funded through a grant from United Way.

The total value of the grant is $28,440 per year. Moorhead Area Public School District will receive $9,580 per year for three years. The funds will be used to pay for one part-time employee to provide academic support for Native Students.

SUGGESTED RESOLUTION: Move to approve the Native Students Project Grant from United Way for $9,480 per year for three years.

LAK/kmr
Attachment

United Way

what matters.™

June 26, 2007

Ms. Lynne Kovash
Assistant Superintendent Teaching and Learning
Moorhead Area Public Schools
2410 14th St. S.
Moorhead, MN 56560

Mrs. Kovash,

On behalf of United Way of Cass-Clay and its Community Building Committee, I am happy to inform you that the Native Students Project for Fargo, Moorhead and West Fargo School Districts will be the recipient of a three year grant.

The allocations of these monies will be as follows:

- The total value of this grant is $28,440 per year or a total of $85,230 for three years.
- United Way of Cass-Clay will fund each school district $9,480 per year for three years.
- These funds will be used to pay one part time employee for each district at $12 per hour for 40 weeks of 19.75 hours per week.

The Native Student Project will be required to conduct an annual evaluation and presentation for the Community Building Committee. This will include outcome measurement data along with budgets and other financial statements. I will work with the facilitators of the program to help set up an Outcome Measurement Framework and strategies and to explain budgeting requirements.

Please contact me with any questions or comments.

Thank you for your partnership,

Cassie Skalicky
Community Investment Director
United Way of Cass-Clay

United Way of Cass-Clay, 219 7th Street South, P.O. Box 1609, Fargo, ND 58107-1609
Phone: (701) 237-5050 Fax: (701) 237-0982 www.uwcc.net
United Way of Cass-Clay brings people together to create lasting change that will improve lives.

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.015 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: Clay County Public Health Agreement Renewal

RE: August 3, 2007

Attached is a renewal agreement with Clay County Public Health for early childhood screening services. Clay County Public Health early childhood screening costs will remain at $37.00 per hour, per nurse.

The addendum to the agreement contains the Agency and Business Associate requirements under the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

SUGGESTED RESOLUTION: Move to approve the agreement and addendum with Clay County Public Health allowing Moorhead Schools to contract for early childhood screening services at a rate of $37.00 per hour for ECS screening days.

LAK/kmr
Attachment

AGREEMENT BETWEEN
CLAY COUNTY PUBLIC HEALTH
AND
MOORHEAD SCHOOL DISTRICT

JUL 27 2007

The Moorhead School District, hereinafter referred to as the "School" and Clay County Public Health, Moorhead, Minnesota hereinafter referred to as the "Provider" enter into this agreement for the period July 1, 2007 through June 30, 2008. These dates allow the school district to cover the fiscal year. Provider services will be requested starting two weeks prior to the first day of classes, throughout the school academic year and lasting two weeks after the last day of classes.

Whereas the Provider is a certified health care provider in Clay County and; Whereas the Provider has authorized the development of school health services and; Whereas the School wishes to purchase such services from the Provider; Now, therefore, in consideration of the mutual understandings and agreements set forth, the School and Provider agree as follows:

I. PROVIDER RESPONSIBILITIES:

1. Provide nursing services as a back-up in the School as requested.

2. Provide nursing consultation per phone or in person to the School as requested.

3. Assist with immunizations as requested by the school.

4. Assistance with communicable disease control as requested by the School.

5. The public health nurse shall provide the above services to the school district. The day of the week and the length of time spent in the school may vary according to the activity planned and requested by the school.

II. SCHOOL RESPONSIBILITIES:

The school shall appoint a health service aide in each building to assist the public health nurse. The aide shall at all times remain the employee and agent of the School. The School shall cooperate with all reasonable requests of the Provider in connection with the furnishings of the above service.

The School shall provide ample space for the public health nurse to care for students. The space shall be appropriate for the activity provided.

The School will give 48 hours (or more if possible) notice to Provider when services are needed to provide back-up for scheduled days off for the school nurse (e.g. for attendance at conferences, vacation days).

No person or persons shall on the ground of race, color, national origin, handicap, age, sex, or religion, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program service or benefit advocated, authorized, or provided by this Department.

III. STAFF:

The Provider shall make every reasonable effort to maintain sufficient staff, facilities and equipment to deliver the above mentioned services. The Provider shall notify the School if ever the Provider will be unable to provide the required quality or quantity of purchased services. Upon notification, School and Provider shall determine whether such inability will require a modification or cancellation of the contract.

IV. RECORDS:

1. Individual school health records will be maintained by the school health aide and kept on file in the School in accordance with school policy.

2. Necessary health forms will be provided by the School.

3. The School is responsible to comply with the Data Practices Act which includes notification of data collected, release of information and safeguarding the record.

V. COST OF SERVICES:

The School agrees to pay the Provider, upon receipt of the bill, $37.00 per hour spent by the public health nurse on school premises and consultation hours in the Provider's office, up to a maximum of $1,850.00 per year or 50 hours. The cost of supplies shall be in addition to this amount. The Provider will bill the School monthly specifying the dates and number of hours service was provided, and the amount being billed. The bill will be payable upon receipt.

VI. INDEMNIFICATION:

The School hereby agrees, to the extent permitted by law, to at all times indemnify provider against any and all claims, suits, actions, debts, damages, costs, charges and expenses, including court costs and attorneys fees, and against all liability, losses, and damages of any nature whatever, that provider shall or may at any time sustain or be put to by reason of the performance by provider of its obligations under this agreement, with the exception of any claims, suits, actions, debts, damages, costs, charges, expenses, liability and/or negligence of the provider, its officers, employees and agents.

_____ _____

School Superintendent (date) Chair, School Board (date)

_____

Director of Nursing, Clay County Public Health (date)

_____

Administrator, Clay County Public Health (date)

ADDENDUM TO AGREEMENT

This Addendum is effective on upon execution, and amends and/or is made part of the Agreement by and between Clay County Public Health ("Agency") and Moorhead Public Schools (Business Associate") dated 1/1/07, ("Agreement").

Agency and Business Associate agree to modify the Agreement, in order to comply with the Administrative Simplification requirements of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as set forth in Title 45, Parts 160 and 164 of the Code of Federal Regulations (the "CFR"). In the event of conflicting terms or conditions, this Addendum shall supersede the Agreement.

1. Definitions. Capitalized terms not otherwise defined in the Agreement shall have the meanings given to them in Title 45, Parts 160 and 164 of the CFR and are incorporated herein by reference.

2. Use and Disclosure of Protected Health Information. Business Associate shall use and/or disclose Protected Health Information ("PHI") only to the extent necessary to satisfy Business Associate's obligations under the Agreement.

3. Prohibition on Unauthorized Use or Disclosure of PHI. Business Associate shall not use or disclose any PHI received from or on behalf of Agency, except as permitted or required by the Agreement, as required by law or as otherwise authorized in writing by Agency. Business Associate shall comply with: (a) Title 45, Part 164 of the CFR; (b) State laws, rules and regulations applicable to PHI not preempted pursuant to Title 45, Part 160, Subpart B of the CFR; and (c) Agency's health information privacy and security policies and procedures.

4. Business Associate's Operations. Business Associate may use PHI it creates or receives for or from Agency only to the extent necessary for Business Associate's proper management and administration or to carry out Business Associate's legal responsibilities. Business Associate may disclose such PHI as necessary for Business Associate's proper management and administration or to carry out Business Associate's legal responsibilities only if:

    (a) The disclosure is required by law; or
    (b) Business Associate obtains reasonable assurance, evidenced by written contract, from any person or organization to which Business Associate shall disclose such PHI that such person or organization shall:

    (i) Hold such PHI in confidence and use or further disclose it only for the purpose for which Business Associate disclosed it to the person or organization or as required by law; and
    (ii) Notify Business Associate (who shall in turn promptly notify Agency) of any instance of which the person or organization becomes aware in which the confidentiality of such PHI was breached.

5. PHI Safeguards. Business Associate shall develop, implement, maintain and use appropriate administrative, technical and physical safeguards to prevent the improper use or disclosures of any PHI received from or on behalf of Agency.

6. Electronic Health Information Security and Integrity. Business Associate shall develop, implement, maintain and use appropriate administrative, technical and physical security measures in compliance with Section 1173(d) of the Social Security Act, Title 42, Section 1320d-2(d) of the United States Code and Title 45, Part 142 of the CFR to preserve the integrity and confidentiality of all electronically maintained or transmitted Health Information received from or on behalf of Agency pertaining to an Individual. Business Associate shall document and keep these security measures current.

7. Protection of Exchanged Information in Electronic Transactions. If Business Associate conducts any Standard Transaction for or on behalf of Agency, Business Associate shall comply, and shall require any subcontractor or agent conducting such Standard Transaction to comply, with each applicable requirement of Title 45, Part 162 of the CFR. Business Associate shall not enter into or permit its subcontractors or agents to enter into any Trading Partner Agreement in connection with the conduct of Standard Transactions for or on behalf of Agency that: (a) changes the definition, Health Information condition or use of a Health Information element or segment in a Standard; (b) adds any Health Information elements or segments to the maximum defined Health Information set; (c) uses any code or Health Information elements that are either marked "not used" in the Standard's Implementation Specification or are not in the Standard's Implementation Specification(s); or (d) changes the meaning or intent of the Standard's Implementation Specification(s).

8. Subcontractors and Agents. Business Associate shall require each of its subcontractors or agents to whom Business Associate may provide PHI received from, or created or received by Business Associate on behalf of Agency to agree to written contractual provisions that impose at least the same obligations to protect such PHI as are imposed on Business Associate by the Agreement.

9. Access to PHI. Business Associate shall provide access, at the request of Agency, to PHI in a Designated Record Set, to Agency or, as directed by Agency, to an Individual in order to meet the requirements under Title 45, Part 164, Subpart E, Section 164.524 of the CFR and applicable State law. Business Associate shall provide access in the time and manner set forth in Agency's health information privacy and security policies and procedures.

10. Amending PHI. Business Associate shall make any amendment(s) to PHI in a Designated Record Set that Agency directs or agrees to pursuant to Title 45, Part 164, Subpart E, Section 164.526 of the CFR at the request of Agency or an Individual, and in the time and manner set forth in Agency's health information privacy and security policies and procedures.

11. Accounting of Disclosures of PHI.

    (a) Business Associate shall document such disclosures of PHI and information related to such disclosures as would be required for Agency to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with Title 45, Part 164, Subpart E, Section 164.528 of the CFR.

(b) Business Associate agrees to provide Agency or an Individual, in time and manner set forth in Agency's health information privacy and security policies and procedures, information collected in accordance with Section 11(a) above, to permit Agency to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with Title 45, Part 164, Subpart E, Section 164.528 of the CFR.

12. Access to Books and Records. Business Associate shall make its internal practices, books and records relating to the use and disclosure of PHI received from or on behalf of Agency available to Agency and to DHHS or its designee for the purpose of determining Agency's compliance with the Privacy Rule.

13. Reporting. Business Associate shall report to Agency any use or disclosure of PHI not authorized by the Agreement or in writing by Agency. Business Associate shall make the report to Agency's Privacy Official not less than 24 hours after Business Associate learns of such unauthorized use or disclosure. Business Associate's report shall at least: (a) identify the nature of the unauthorized use or disclosure; (b) identify the PHI used or disclosed; (c) identify who made the unauthorized use or received the unauthorized disclosure; (d) identify what Business Associate has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure; (e) identify what corrective action Business Associate has taken or shall take to prevent future similar unauthorized use or disclosure; and (f) provide such other information, including a written report, as reasonably requested by Agency's Privacy Official.

14. Mitigation. Business Associate agrees to mitigate, to the extent practicable, any harmful effect that is known to Business Associate of a use or disclosure of PHI by Business Associate in violation of the requirements of the Agreement.

15. Termination for Cause. Upon Agency's knowledge of a material breach by Business Associate, Agency shall:

    (a) Provide an opportunity for Business Associate to cure the breach or end the violation and terminate if Business Associate does not cure the breach or end the violation within the time specified by Agency.
    (b) Immediately terminate the Agreement if Business Associate has breached a material term of the Agreement and cure is not possible.
    (c) If neither termination nor cure is feasible, Agency shall report the violation to the Secretary.

16. Return or Destruction of Health Information.

    (a) Except as provided in Section 16(b) below, upon termination, cancellation, expiration or other conclusion of the Agreement, Business Associate shall return to Agency or destroy all PHI received from Agency, or created or received by Business Associate on behalf of Agency. This provision shall apply to PHI that is in the possession of subcontractors or agents of Business Associate. Business Associate shall retain no copies of the PHI.
    (b) In the event that Business Associate determines that returning or destroying the PHI is infeasible, Business Associate shall provide to Agency notification of the conditions that make return or destruction

infeasible. Upon verification by Agency that the return or destruction of PHI is infeasible, Business Associate shall extend the protections of the Agreement to such PHI and limit further uses and disclosure of PHI to those purposes that make the return or destruction infeasible, for so long as Business Associate maintains such PHI.

17. Automatic Amendment. Upon the effective date of any amendment to the regulations promulgated by DHHS with respect to PHI, the Agreement shall automatically amend such that the obligations imposed on Business Associate as a Business Associate remain in compliance with such regulations.

IN WITNESS WHEREOF, each of the undersigned has caused this Addendum to be duly executed in its name and on its behalf effective as of January 1, 2007.

AGENCY	**BUSINESS ASSOCIATE**
Signed: _____	Signed: _____
Print Name: Kathy McKay	Print Name: _____
Title: Public Health Administrator	Title: _____
Date: _____	Date: _____

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.021 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: August 7, 2007

RE: Agreement with CAREI – Center for Applied Research and Educational Improvement

Attached is the evaluation plan and agreement with the University of Minnesota Center for Applied Research and Educational Improvement for the evaluation of the high school enhancements at Moorhead High School. As a part of the planning for the enhancements at the high school, an evaluation was to be completed after the fourth year of implementation. We have completed the third year and will beginning the fourth year.

The evaluation of the schedule will be completed in October with the remainder of the application to be completed in December. Our district has been a member of CAREI and have benefited from research done in other areas. We are looking forward to the evaluation and will provide updates to you with the process as well as the final reports in October and December.

SUGGESTED RESOLUTION: Move to approve the evaluation plan and agreement with the University of Minnesota Center for Applied Research and Educational Improvement for Moorhead High School Enhancements.

LAK/kmr
Attachment

Evaluation of Moorhead High School's Hybrid Block Scheduling, Professional Learning Communities, and Ninth Grade Center

August 8, 2007

Purposes of Evaluation:

- To provide teacher and student perception data of the Moorhead High School hybrid block schedule
- To provide a basic analysis of student assessment data
- To provide teacher perception data on professional learning communities
- To provide student perception data on the ninth grade center

Evaluation Methods:

- Online teacher and student surveys to be completed in September
- Teacher focus groups (2-4, with groups of no more than 8 teachers each), to be completed in late August
- Individual interview with assistant principal in charge of scheduling to be completed in early September
- Targeted phone interviews with teachers as needed
- Basic assessment and school level data analysis to be completed by end of October

* Evaluation questions will be developed in consultation with Moorhead Area Public Schools Assistant Superintendent, Lynne Kovash, and Moorhead High School principal, Gene Boyle

Evaluation Team:
Molly F. Gordon, M.A., Research Fellow
Kyla L. Wahlstrom, Ph.D., Director
Graduate Research Assistant

Evaluation Cost:

$6,875.00

Evaluation of Moorhead High School's Hybrid Block Scheduling, Professional Learning Communities, and Ninth Grade Center (Implemented in 2004-2005)

Study of Hybrid Block Scheduling

Evaluation Goal Areas and Sub-Questions	Source of Data	Analysis	Timeline for Data Collection
Goal #1: Increased Student Academic Outcomes • Increased performance on standardized assessments? • Increased completion and decreased dropout rates?	Moorhead High school state assessment test scores School completion and dropout data	Quantitative analysis of test scores and school completion and dropout rates – change over time	Summer/early Fall 2007
• Were students able to retain subject area content knowledge despite breaks in schedule?	Teacher focus group Teacher surveys	Qualitative analysis of teacher focus group interviews; quantitative descriptive analysis of teacher online surveys	September, October 2007
Goal #2: Changes in Teaching and Curriculum • Has the content or delivery of lessons changed? (e.g., more inductive hands on, active learning? More time for discussions, cooperative activities? Adjustments in pacing of classroom lessons?) • More quality time for planning/prep? • Increased teacher collaboration around student achievement issues and/or content areas?	Teacher focus group data Online teacher survey data Online student survey data	Qualitative analysis of focus group data Quantitative descriptive analysis of teacher and student online survey data	September, October 2007

Goal #3: Increased Options for Students • Were students able to take the courses that they wanted to take when they needed to take them? Electives? AP? Music? Etc.? • Do students and teachers feel the "skinnies" classes provide adequate amounts of time for teaching and learning?	Individual Interview with AP; other individual interviews if necessary Online student and teacher survey	Qualitative analysis of individual interviews; Qualitative descriptive analysis of online teacher and student surveys	September, October 2007

Study of Professional Learning Communities

Evaluation Goal Areas and Sub-Questions	Source of Data	Analysis	Timeline for Data Collection
Goal # 1: Increased Student Academic Outcomes • Increased performance on standardized assessments?	Moorhead High school state assessment test scores	Quantitative analysis of test scores – change over time	Summer/early Fall 2007
Goal #2: Increased Culture of Collaboration • Are there systemic processes in place for teachers to collaborate around student learning goals? • Are teachers working together on identifying common strategies for assessing learning? How is learning being monitored? • How are teachers using data to inform their practice?	Online teacher survey; as needed: periodic short email surveys	Quantitative descriptive analysis of survey results	September through December 2007

Study of the Ninth Grade Center

Evaluation Goal Areas and Sub-Questions	Source of Data	Analysis	Timeline for Data Collection
Goal #1: Increased Student Academic Outcomes			
• Increased performance on standardized assessments?	NWEA data from last three years	Quantitative analysis of assessment scores compared to state NWEA and/or national NWEA scores	Summer/early Fall 2007
• Increased graduation rates?	School level graduation rates	Quantitative analysis of graduation rates – change over time	
Goal #2: Increased Student Connection to School			
• Do students feel part of MHS? Do students feel that they have connections with adults in the school? With each other?	Online survey of 10th through 12th grade students	Quantitative descriptive analysis of student survey results	September through December 2007
• How do students perceive their transition to high school? Student perceptions of their time in the ninth grade center			
• Decreased behavior referrals?	School level student behavior referral data	Analysis of number of behavior referrals over time	

For Internal Use Only Depts must provide:	
ESAF #	21
Area/Org	780-2670

For Internal Use Only	
OES Contract #	
Analyst	

UNIVERSITY OF MINNESOTA

CENTER FOR APPLIED RESEARCH AND EDUCATIONAL IMPROVEMENT SERVICES AGREEMENT

THIS SERVICES AGREEMENT (the "Agreement") is entered into effective as of **August 15, 2007**, by and between the Regents of the University of Minnesota (the "University"), a Minnesota constitutional corporation, and **Moorhead Area Public Schools** ("School District"), a school district, having a place of business at **2410 - 14th Street South, Moorhead, MN 56560**. This Agreement is entered into by the University through its Center for Applied Research and Educational Improvement (CAREI).

NOW, THEREFORE, the parties agree as follows:

1. **Description of Services.** The University shall render the following services (reference to services in this Agreement shall be deemed to include any deliverables):

Evaluation of Moorhead High School's Hybrid Block Scheduling, Professional Learning Communities, and Ninth Grade Center. See attachment.

2. **Compensation.** For the services rendered under section 1, the School District shall pay the University **six thousand, eight hundred seventy-five** and **no**/100 dollars (**$6,875.00**).

2.1 The compensation shall be paid: (Check one of the two boxes)

☐ in full upon the signing of this Agreement; or
☒ in installments, payable on the following dates:
$6,875.00 on December 31, 2007

3. **Term.** The term of this Agreement shall commence on: (Check one of the two boxes)

☒ the date first above written; or
☐ on

3.1 The term of this Agreement shall expire on **December 31, 2007**, unless terminated earlier as provided in section 4.

4. **Termination.** Either party may terminate this Agreement for material breach on seven (7) days' written notice, during which period the breaching party may cure. Upon termination, the School District shall promptly pay the University for all services rendered and costs incurred up to and including the effective date of termination.

5. **Limitation of Remedies and Damages**. IN THE EVENT OF THE UNIVERSITY'S BREACH OR FAILURE TO PERFORM ANY OBLIGATION UNDER THIS AGREEMENT, THE UNIVERSITY'S ENTIRE LIABILITY AND THE SCHOOL DISTRICT'S EXCLUSIVE REMEDY SHALL BE, AT THE UNIVERSITY'S OPTION, EITHER (i) RETURN OF THE MONETARY CONSIDERATION PAID TO THE UNIVERSITY UNDER THIS AGREEMENT OR (ii) THE UNIVERSITY'S PERFORMANCE OF ANY OBLIGATION THAT FAILED TO SATISFY THE TERMS OF THIS AGREEMENT. IN NO EVENT SHALL EITHER PARTY BE LIABLE, FOR SPECIAL, INDIRECT, OR CONSEQUENTIAL DAMAGES, OF ANY KIND.

6. **Disclaimer of Warranties**. THE UNIVERSITY DISCLAIMS AND EXCLUDES ALL WARRANTIES, EXPRESS AND IMPLIED, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, CONCERNING THE SERVICES PROVIDED UNDER THIS AGREEMENT. THE PARTIES ACKNOWLEDGE AND AGREE THE SERVICES SHALL BE PROVIDED AND ACCEPTED "AS IS."

7. **No University Endorsements.** In no event shall the School District (or its successors, employees, agents and contractors) state or imply in any publication, advertisement, or other medium that the University has approved, endorsed or tested any product or service. In no event shall the University's performance of the services described in section 1 be considered a test of the effectiveness or the basis for any endorsement of a product or service.

8. **Use of Name or Logo.** Each party agrees not to use the name, logo, or any other marks (including, but not limited to, colors and music) owned by or associated with the other party or the name of any representative of the other party in any sales promotion work or advertising, or any form of publicity, without the prior written permission of the other party in each instance.

9. **Compliance with Data Privacy Laws**. Each party agrees to comply with all applicable data privacy laws, including but not limited to, the data privacy provisions of the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, with respect to all information gathered, generated, or received as a result of this Agreement.

10. **General Provisions.**

10.1 Amendment. This Agreement shall be amended only in a writing duly executed by all the parties to this Agreement.

10.2 Assignment. Neither party may assign any rights or obligations of this Agreement without the prior written consent of the other party.

10.3 Entire Agreement. This Agreement (including all attached or referenced addenda, exhibits, and schedules) is intended by the parties as the final and binding expression of their agreement and as the complete and exclusive statement of its terms. This Agreement cancels, supersedes and revokes all prior negotiations, representations and agreements between the

parties, whether oral or written, relating to the subject matter of this Agreement. The terms and conditions of any purchase order or similar document submitted by the School District in connection with the services provided under this Agreement shall not be binding upon the University.

10.4 Force Majeure. No party to this Agreement shall be responsible for any delays or failure to perform any obligation under this Agreement due to acts of God, strikes or other disturbances, including, without limitation, war, insurrection, embargoes, governmental restrictions, acts of governments or governmental authorities, and any other cause beyond the control of such party. During an event of force majeure the parties' duty to perform obligations shall be suspended.

10.5 Governing Law. The internal laws of the state of Minnesota shall govern the validity, construction and enforceability of this Agreement, without giving effect to its conflict of laws principles.

10.6 Jurisdiction. All suits, actions, claims and causes of action relating to the construction, validity, performance and enforcement of this Agreement shall be in the courts of Hennepin County, Minnesota.

10.7 Independent Contractor. In the performance of their obligations under this Agreement, the parties shall be independent contractors, and shall have no other legal relationship, including, without limitation, partners, joint ventures, or employees. Neither party shall have the right or power to bind the other party and any attempt to enter into an agreement in violation of this section 10.7 shall be void. Neither party shall take any actions to bind the other party to an agreement.

10.8. Notices. All notices, requests and other communications that a party is required or elects to deliver shall be in writing and shall be delivered personally, or by facsimile or electronic mail (provided such delivery is confirmed), or by a recognized overnight courier service or by United States mail, first-class, certified or registered, postage prepaid, return receipt requested, to the other party at its address set forth below or to such other address as such party may designate by notice given pursuant to this section:

If to the University:

University of Minnesota
Center for Applied Research and Educational Improvement
Attn: Molly Gordon
275 Peik Hall
159 Pillsbury Drive SE
Minneapolis, MN 55455
Phone No.: 612-624-4061
Facsimile No.: (612) 625-3086
E-mail: gordo057@umn.edu

With a copy to:

University of Minnesota
Office of the General Counsel
Attn: Transactional Law Services Group
360 McNamara Alumni Center
200 Oak Street S.E.
Minneapolis, MN 55455-2006
Facsimile No.: (612) 626-9624
E-mail: contracts@mail.ogc.umn.edu

If to the School District:

Moorhead Area Public Schools
Attn: **Lynne Kovash, Assistant Superintendent of Teaching and Learning**
2410 - 14th Street South
Moorhead, MN 56560
Phone No.: **218-284-3310, x. 3315**
Facsimile No.: **218-284-3333**
E-mail: lkovash@moorhead.k12.mn.us

10.9. Survival. Upon termination or expiration of this Agreement, section 2 and sections 5-10 shall survive.

IN WITNESS WHEREOF, the parties have entered into the Agreement as of the date first above written.

Regents of the University of Minnesota

By:_____
Name: **Stephanie Dilworth**
Title: **Director of Finance**

Date: _____

Moorhead Area Public Schools

By: _____
Name: **Lynne Kovash**
Title: **Assistant Superintendent of Teaching and Learning**

Date: _____

FORM: OGC-SC124
Form Date: 08.14.06
Revision Date: 08.22.06

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.018 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: August 7, 2007

RE: Dakota Medical Foundation Grant Agreement (New)

Moorhead Area Public Schools has received a $500 grant from Dakota Medical Foundation to purchase therapy stability balls. The therapy stability balls will be used at Ellen Hopkins Elementary as a 2nd Grade Classroom Therapy Project.

Through past research, it has been shown that sitting on the balls instead of traditional chairs assist children in improving posture, allows for more movement, enhances their attention, and concentration, improves blood flow, improves balance and coordination, and strengthens their core (postural) muscles. Each student will receive a ball appropriately sized for them. WittFitt consultants will provide support throughout the school year as a result of the training.

The program's goal is to increase the learning potential for each student by providing more movement through the use of therapy stability balls. Sitting on the ball activates mental capacities.

The cost of the program will be $1000 for the purchase of the therapy balls and training. The additional $500 will be paid by Ellen Hopkins Elementary. The balls will be used for up to 3 years. Future purchases will be made by the school in place of regular classroom chairs based on the success of the program.

SUGGESTED RESOLUTION: Move to accept the Dakota Medical Foundation Grant of $500 to purchase therapy stability balls.

LAK/kmr
Attachment

GRANT AGREEMENT
by and between
DAKOTA MEDICAL FOUNDATION/DAKOTA MEDICAL CHARITIES
MOORHEAD PUBLIC SCHOOLS – HOPKINS ELEMENTARY SCHOOL
2nd Grade Classroom Therapy Project

THIS AGREEMENT ("Agreement") by and among Dakota Medical Foundation, and its subsidiary, Dakota Medical Charities, hereinafter both collectively referred to as the "Foundation" and **Moorhead Public Schools – Hopkins Elementary School** ("Grantee") is effective on the **13th day of July, 2007** ("Effective Date").

The Foundation and the Grantee agree as follows:

I. GRANT AMOUNT AND USE OF FUNDS

A. Grant Amount. Subject to the foregoing conditions, the Foundation shall pay to the Grantee or to the Grantee's fiscal agent, if applicable, a total grant amount of **$500 to purchase therapy stability balls for student use to improve posture, allow movement, enhance attention/ concentration, improve balance/strengthen muscles** in accordance with the payment schedule listed below:

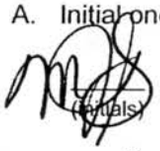
$500 **August 15, 2007**

B. Authorized Use of Grant Funds. The Grantee is authorized to use the grant funds solely to carry out the project entitled **2nd Grade Classroom Therapy Project** as described in Grantee's application dated **June 25, 2007** which is hereby incorporated into this Agreement. Grant funds shall only be expended in accordance with the specifications and time frame contained in the Grant Application **(project start date: August 15, 2007; project end date: June 15, 2008)**.

C. Notification of Any Changes. Grantee shall notify the Foundation immediately if there is any pending or actual change in the purpose of the project, any modifications to the Grant Application, or any change in the scope of the project or the timetable or budget for the project. Please refer to Section III. B. for details.

II. GRANTEE'S TAX STATUS

A. Initial one of the following representations:



_____ (initials)

Grantee hereby represents and warrants that it is exempt from federal income tax under Section 501(a) of the Internal Revenue Code of 1986, as amended (the Code) and as described in Section 501(c)(3) of the Code, and that its determination letters from the Internal Revenue Service ("Service") are still valid and have not been revoked.

_____ (initials)

Grantee hereby represents and warrants that it is a governmental entity operated for public purposes.

_____ (initials)

Grantee is not exempt from federal income tax under Section 501(a) of the Code as described in Section 501(c)(3) of the Code, and is not a governmental entity for public purposes. Grantee hereby represents and warrants that its tax status is_____ (e.g. "exempt under Section 501(c)(6)" or "not exempt"). Grantee shall use the funds as required herein in support of the Foundation's exempt purposes.

B. Grantee shall notify the Foundation immediately if there is any pending or actual change in the Grantee's tax status.

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III. GRANT PERIOD, GRANT CHANGES/AMENDMENTS, TERMINATION AND REPAYMENT

A. Grant Period.

The grant period shall commence on the Effective Date of this Agreement and shall be in force and effect for a period of one year or until the completion of the project.

B. Grant Changes/Amendments.

Grantee shall notify the Foundation **prior to** making any adjustments in the grant including, but not limited to, changes in: timeline, budget, or personnel. Such amendments, changes, or modifications shall be effective only on the execution of written amendment(s) signed by the Foundation and Grantee. Failure to notify the Foundation of deviations may result in grant termination and repayment of any expenditures associated therewith.

C. Termination. This Agreement shall automatically terminate upon expiration of the grant period; provided that all obligations which are by their nature continuing, including without limitation Sections II(B), III(C), IV, V and VI (A) though (C), shall survive any expiration or termination of this Agreement. This Agreement may be terminated by the Foundation at any time upon written notice to Grantee for any reason, including but not limited to: 1) The Foundation is not satisfied, in its sole discretion, with the performance of the project, Grantee's financial status, organizational structure or management team members, or 2) Grantee fails to comply with one or more conditions of this Agreement. If this Agreement is terminated prior to the scheduled completion of the project the Grantee shall provide the Foundation with a full accounting of the grant amount, including without limitation, a description of all expenses relating to the project and receipts for grant funds expended.

D. Repayment.

1. After the expiration of the final grant period, all allocated grant funds which have not been expended or for which expenditures have not been committed by executed contract or purchase order shall revert to the Foundation, and Grantee shall repay such amounts within 30 days after expiration of the grant period.

2. Within 30 days after demand by the Foundation, Grantee shall repay to the Foundation the amount requested to be repaid, including any interest earned thereon, in the event that the Foundation, in its sole discretion, determines that the Grantee:

   a. has violated the terms of this Grant Agreement or prior Grant Applications or Grant Agreements; or

   b. has made an unauthorized use of grant funds; or

   c. has changed the purpose of the project, failed to conduct the specified project within the time frame set forth, or within the budget parameters set forth; or

   d. has changed its charitable purposes, or has ceased to be exempt under Section 501(c)(3) of the Code, or has ceased to be a public charity or operation foundation as described in Sections 509 and 4942 of the Code, respectively.

IV. ACCOUNTING

A. Accounts and Records. Grantee shall establish and maintain accurate and complete accounts and financial and other records in relation to the receipt and expenditure of any and all grant funds for the project so that they adequately show the use of the grant funds exclusively for the purposes described in this agreement.

These project accounts and records shall be retained by the Grantee from the Effective Date of this Agreement and for at least three (3) years following the completion of the grant project period.

B. Audit. The project accounts and records of the Grantee shall be audited in the same manner as all other accounts and records of the Grantee are audited. The Grantee's project accounts and records (including but not limited to accounts and records relating to the project) may be audited and/or inspected on the Grantee's premises or otherwise by individuals or organizations designated and authorized by the Foundation at any time during the period specified in Section III(A) above and within three years thereafter.

V. REPORTS

A. Grant Reports and Performance Monitoring. The Grantee shall submit to the Foundation periodic interim reports and supporting information for the expenditure of the grant funds including without limitation: 1) a financial report comparing the amounts actually expended for each item with the budgeted amount approved by the Foundation and 2) a final report upon completion of the grant period. Such reports shall be submitted to the Foundation by Grantee in accordance with the reporting schedule listed below:

Final Report due: July 1, 2008.
To include:

1. **Report on completion of WittFitt training.**
2. **Summary of pre- and post-tests on time on task and core strength.**
3. **Summary of comparison of academic test scores as compared to other second grade classrooms in Moorhead.**
4. **Overall health result of project.**

Grantee shall also submit to the Foundation any other grant reports requested by the Foundation, within a reasonable time period, containing the requested information in the format designated by the Foundation. Grantee shall also supply the Foundation with such information as may be necessary or desirable to permit the Foundation to review the use made of this grant and its effect on the public status of Grantee.

B. Authorized Agent. For purposes of administration of the reporting and compliance provisions of this agreement, the Foundation's authorized agent is J. Patrick Traynor, President.

C. Grantee's Financial Status and Organization. Grantee shall supply the Foundation, upon its request, with any information as may be necessary or desirable to permit the Foundation to review Grantee's financial status, organizational structure and management team. Grantee shall notify the Foundation immediately if there is any substantial negative change in Grantee's financial position and/or management team members or organizational structure.

D. Conflicts of Interest Disclosure Form. Grantee acknowledges that Grantee must continuously disclose Grantee's potential conflicts of interest with the Foundation so that the Foundation can protect its tax-exempt status by avoiding transactions, arrangements, or uses of the Foundation's funds that might unreasonably benefit the private interests of Grantee, including benefits to Grantee, Grantee's directors, trustees, officers, committee members or key employees, or to immediate family members thereof. Thus, Grantee's President/Executive Director or equivalent thereof, and the President/Chair or equivalent thereof, of Grantee's Board of Directors, shall complete, or arrange for the completion of the attached Foundation Conflicts of Interest Disclosure Form ("form") and shall have a continuing obligation to immediately update the form if at any time throughout the grant period there is new information to report on the form. When applicable, if Grantee is an individual person, rather than an organizational entity, such individual person shall complete a Foundation Conflicts of Interest Disclosure Form ("form") and shall have the continuing obligation to immediately update the form if at any time throughout the grant period there is new information to report on the form.

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VI. GENERAL CONDITIONS

A. Publicity Approval. Grantee shall refer to the Foundation in any printed publicity regarding the grant award or the project supported by the grant. Grantee shall send to the Foundation copies of any such proposed printed publicity for review and approval. The Foundation may correct any inaccuracies in such proposed printed publicity, and Grantee agrees to incorporate such corrections into such publicity before printing and dissemination.

B. Acknowledgement. Grantee agrees that, whenever possible, the Foundation's funding should be acknowledged on all graphic material, programs and other publications related to the project. Oral acknowledgement should be given at any event for which there is no printed material and in any interview with the media.

C. Defense; Indemnification. Grantee hereby agrees to indemnify, defend and hold harmless the Foundation and its officers, directors, employees and agents from any liability, damage, loss or expense (including reasonable attorney fees and expenses of litigation) incurred or imposed upon the Foundation in connection with any claims, suits, actions, demands, or judgments arising out of or connected with the project or the grant. Grantee shall promptly notify the Foundation of any such claim, and shall cooperate with the Foundation in defense of the claim. Grantee agrees, at its own expense, to engage counsel approved in writing by the Foundation to assist in defense of such claim.

D. Binding Agreement and Assignment. Except as otherwise provided in this agreement, Grantee shall perform within its own organization the work provided for under this Agreement and shall not assign, subcontract, sublet, or transfer any of the work described without receiving the express written consent of the Foundation. This Agreement shall inure to the benefit of and be binding on the Foundation and Grantee and its successors and assignees, if any.

E. Independent Parties. The relationship between Grantee and the Foundation is that of independent contractors and not that of principal and agent, employer and employee, partnership or joint ventures. No party hereto has the authority to bind the other party without express written authorization of the other party.

F. No Third Party Rights. It is the explicit intention of the parties that no person or entity other than the parties is or shall be entitled to bring any action to enforce any provision of this Agreement, and that the covenants and agreements set forth in this Agreement shall be solely for the benefit of, and shall be enforceable only by, the parties or their respective successors and assigns as permitted hereunder.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives.

MOORHEAD PUBLIC SCHOOLS – HOPKINS ELEMENTARY SCHOOL

By: _____
Signature of President/Executive Director (or equivalent thereof) of Grantee

Mary Jo Schmid
(Please print name of above signature)

Title: Principal

Date: 8-7-2007

DAKOTA MEDICAL FOUNDATION/ DAKOTA MEDICAL CHARITIES

_____
Deb Watne, Grants and Programs Manager

Date: July 16, 2007

_____
J. Patrick Traynor, President

Date: 7/16/07

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By: _____
Signature of President/Chair (or equivalent thereof)
of the Board of Directors of Grantee

_____
(Please print name of above signature)

Title: _____

Date: _____

DAKOTA MEDICAL FOUNDATION/DAKOTA MEDICAL CHARITIES
ORGANIZATIONAL ENTITY GRANTEE
CONFLICTS OF INTEREST DISCLOSURE FORM

Grantee acknowledges that Grantee must continuously disclose Grantee's potential conflicts of interest with Dakota Medical Foundation/Dakota Medical Charities ("Foundation") so that the Foundation can protect its tax-exempt status by avoiding transactions, arrangements, or uses of the Foundation's funds that might unreasonably benefit the private interests of Grantee, including benefits to Grantee and Grantee's related persons, which include without limitation, Grantee's directors, trustees, officers, committee members, agents, contractors, key employees, or immediate family members thereof.

Thus, the President/Executive Director (or equivalent thereof) of Grantee, and the President/Chair (or equivalent thereof) of the Board of Directors of Grantee, shall complete, or arrange for the completion of this Foundation Conflicts of Interest Disclosure Form ("form") and shall have a continuing obligation to immediately update the form if at any time throughout the grant period there is new information to report on the form.

Potential Conflicts

I acknowledge that the Foundation must be informed about *any* potential conflicts of interest Grantee, Grantee's related persons, any individual, and/or anyone acting on grantee's behalf in any capacity may have with the Foundation and any of the Foundation's officers, directors and staff, including without limitation, any opportunities that Grantee and/or Grantee's related persons or any individual may have to direct the use of the Foundation's funds directly or indirectly to any of Grantee's related persons or their immediate family members, any individual, or any organization in which Grantee or Grantee's related persons may have a financial interest or position of control.

I have the following concerns about any potential conflicts of interest that Grantee or Grantee's related persons may have with the Foundation and any of its officers, directors and staff:

_____

_____

_____

I have, to the best of my knowledge, disclosed all potential or actual conflicts of interest with the Foundation. I agree to immediately report to the Foundation any changes in my above representations.

Mary [illegible] — 8-7-07

Signature of President/Executive Director (or equivalent thereof) of Grantee — **Date**

Signature of President/Chair (or equivalent thereof) of the Board of Directors of Grantee — **Date**

Department of Business Services
Moorhead Area Public Schools

Memo B.08.007

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Mark Weston, Assistant Superintendent of Business Services MW

DATE: August 7, 2007

RE: NSF Checks

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

On the General Account:

Julie Joyce Smith	$ 15.00
Joy Staton	$ 55.00
Donna Goehring	$ 35.00
Donna Goehring	$ 25.00
Daniel Williams	$ 30.00
Teresa Emerson	$ 30.00
Normalinda Montantez	$ 50.00
Total	$240.00

On the Activity Account:

Kristin McDermott	$ 15.92
Teresa Emerson	$ 17.00
Teresa Emerson	$ 20.00
Total	$ 52.92

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

MLW:mde

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.009**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: August 6, 2007

RE: Resignations

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

Amy Garrison	Paraprofessional on Leave of Absence, effective August 1, 2007.
Dawn Gnadt	Paraprofessional, Horizon Middle School, effective August 2, 2007.
Sam Garcia	Paraprofessional, High School, effective July 31, 2007.
Steven Smith	Custodian, High School, effective August 1, 2007.
Karen Trana	Paraprofessional, Horizon Middle School, effective August 3, 2007.
Jane Sweeney	Paraprofessional, Robert Asp Elementary, effective July 20, 2007.
Jane Aafedt	Occupational Therapist, Horizon Middle School, effective July 9, 2007.
Martin Tonn	Building & Grounds Director, Maintenance, effective August 2, 2007.
Shari Nelson	Lunchroom Supervisor & Crossing Guard, effective August 7, 2007.
Kathleen Evert	Computer Operator, S.G. Reinertsen, effective July 30, 2007.
Katie Ferden	Computer Operator/Server, Horizon, effective August 8, 2007.

SUGGESTED RESOLUTION: Move to approve the resignation of Amy Garrison, Dawn Gnadt, Sam Garcia, Steven Smith, Karen Trana, Jane Sweeney, Jane Aafedt, Martin Tonn, Shari Nelson, Kathleen Evert and Katie Ferden as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.011**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: August 6, 2007

RE: Family/Medical Leave

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

Rachel Lerum	LD Teacher, High School, effective approximately December 18, 2007 for the remainder of the 2007-2008 school year.
Susan Bryant	EBD Teacher, S.G. Reinertsen Elementary, effective August 16, 2007 for approximately two to six weeks.
Tessa Petrowske	COTA, District, effective approximately, January 11, 2008 for approximately six weeks.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Rachel Lerum and Susan Bryant pursuant to Section IV, Article 38 of the Teachers' Master Agreement and Section 3 of the T.C.I Master Agreement.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.013**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: August 6, 2007

RE: Change in Contract

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

Heather Hedlund	Elementary Office Secretary to Principal Secretary, S.G.Reinertsen Elementary, B22 (5) $14.48 per hour, 8 hours per day, 216 days per year. (Replaces Ellie Cossette)

SUGGESTED RESOLUTION: Move to approve the change in contract for Heather Hedlund as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.010**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: August 6, 2007

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.

Joshua Ihrke	Math Teacher, High School, BA (0) $29,554.00, 1.00 FTE, effective at the beginning of the 2007-2008 school year. (Replacement for grant position Missy Eidsness)
Jara Larson	EBD Teacher, Horizon Middle School, BA (0) $29,554.00, 1.00 FTE, effective beginning of the 2007-2008 school year. (Replaces Jill Filipi)
Steve Montplaisir	LD Teacher, Horizon Middle School, BA+30 (7) $42,498.00, 1.00 FTE, effective beginning of the 2007-2008 school year. (Replaces Sheila Hastings)
Patricia Knutson	Receptionist, High School, B21 (3) $13.63 per hour, 8 hours per day, 186 days per year, effective August 27, 2007. (Replaces Patricia Beach)
Rachel Bjornstad	Language Facilitator, Robert Asp Elementary, B32 (4) $18.92 per hour, 7 hours per day, 186 days per year. (Replaces Erin Sisco who transferred to Horizon)
Stephanie Green	COTA, EIS, B31 (2) $17.36 per hour, 7 hours per day, 186 days per year. (Replaces Amy Traut)
Jill Todd	Speech/Language Pathologist, Horizon Middle School, MA (2) $37,494.00, 1.00 FTE, effective at the beginning of the 2007-2008 school year. (Replaces Helen Friend)

Young Choe	Building Computer Technician, High School, B24 (9) $16.05 per hour, 8 hours per day, effective August 20, 2007. (Replaces Jon Bergeron)
James Kovarik	Building and Grounds Director, Maintenance, C44 (8) $56,174.56, effective August 20, 2007 (Replaces Martin Tonn)
Allison Krogstad	Occupational Therapist, District, MA (4) $20,095.00 .50 FTE, effective at the beginning of the 2007-2008 school year. (Replaces Jane Aafedt).
Monnie Soderberg	Elementary Office Secretary, S.G. Reinertsen Elementary, A13 (3) $13.22 per hour, 10 months, 206 days, effective August 20, 2007. (Replaces Heather Hedlund)

SUGGESTED RESOLUTION: Move to approve the employment of Joshua Ihrke, Jara Larson, Steve Montplaisir, Patricia Knutson, Rachel Bjornstad, Stephanie Green, Jill Todd, Young Choe, James Kovarik, Allsion Krogstad and Monnie Soderberg as presented.

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

MEMBERS ABSENT: Carol Ladwig and Mike Siggerud.

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

Chair Tomhave appointed Cindy Fagerlie to serve as Clerk for the July 16, 2007 meeting.

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

APPROVAL OF AGENDA: Thompson moved, seconded by Erickson, to approve the agenda as revised. Motion carried 5-0.

WE ARE PROUD:

*** **We Are Proud** of the Moorhead High School boys golf team for placing third in the state golf tournament. Team members are Aaron Wheeler, Pat Deitz, Nick Olsgaard, Spencer Hilde, Charlie Erickson, and Zach Kappes. Head coach is Eric Tollefson.

*** **We Are Proud** of the Moorhead High girls track team members who qualified for state. They are Kylene Ramsey, Jeri Johnson-Chamber, Rachael Hakk, Hanna Stordahl, and Leslie Eldred. Individual place winners are Kylene Ramsey, state champion in shot put; Jeri Johnson-Chamber, 4th place in shot put, 6th place in discus; Rachael Hakk, 5th place in high jump; and Hannah Stordahl, 14th place in 1,600 meter run. Head coach is Tom Dooher and assistant coaches are Mick Dunn, Justin Gall and Jeremy Blake.

*** **We Are Proud** of the Moorhead High boys track team members who qualified for state. They are Trent Johnson, Matt Weeks, Paul Lillehaugen, Erik Hanson, Tyler Iverson, David Haugen, Matt Dohman, Paul Daniely, and Jon Bye. Individual place winners are Trent Johnson, 8th place in 100 meter dash; Matt Weeks, 5th place in 300 meter hurdles; and Paul Lillehaugen, Erik Hanson, Tyler Iverson and David Haugen, 9th place in 4 x 800 meter relay. Head coaches are Tom Dooher and Jon Moe and assistant coach is Dennis Nelson.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: Renate Marquette, 1325 35th Avenue South, distributed a packet of information that included concerns

related to a safe walk zone near her residence to S.G. Reinertsen School.

ORGANIZATION OF THE SCHOOL BOARD:

Meeting Date, Time and Location - Fagerlie moved, seconded by Dulski, to set the regular meetings of the School Board for 7:00 p.m. in the Probstfield Center for Education Board Room 224 on the second and fourth Monday of each month with the following exceptions: December 10 (one meeting in December), May 27 (due to the Memorial Day holiday) and the annual organizational meeting July 21 (one meeting in July). Motion carried 5-0.

School Board Compensation - Fagerlie moved, seconded by Thompson, to set the School Board member compensation rate at $700 per month. Motion carried 5-0.

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

2007-2008 Minnesota State High School League Membership - Approve the resolution for membership in the Minnesota State High School League.

English Civics and Literacy Education Grant - Accept the grant from the Minnesota Department of Education for $31,022. Funding will be used to cover the cost of salary and benefits for instructional staff with Moorhead Adult Basic Education, clerical and technical support, travel, software, and rent and contracted services for childcare.

West Central Regional Juvenile Center Clerical Contract Renewal - Approve the contract renewal for clerical services for the school program at the West Central Regional Juvenile Center in the amount of $43,790 for the 2007-08 school year. The district's share is one-half of the amount or $21,895 which is billed quarterly.

Clay County Social Services Service Coordination Contract - Approve the service contract with Clay County Social Services (Fiscal Host) for the Clay County Interagency Early Intervention Committee (IEIC) to enter into an agreement with Moorhead Public Schools (Local Partner) to purchase service coordination on behalf of eligible infants and toddlers and their families which meet standards as required by Part C, IDEA and Minn. Stat. 125A, Subds. 29-48.

Investment of Excess Funds for 2007-2008 - Approve the resolution for investment of excess funds giving authority and responsibility to the Assistant Superintendent of Business Services or

designee in accordance with M.S. 118A.04.

Financial Transactions - Authorize district personnel to make transactions on accounts listed for the 2007-2008 school year as presented.

Official Depositories - Designate the 2007-2008 school district investment brokers and depositories of Wells Fargo Bank, Bremer Bank, State Bank & Trust, State Bank of Hawley, US Bank, Gate City Bank, Bank of the West, Northwestern, Minnesota School District Liquid Asset Fund Plus, Moody Investors, and Morgan Stanley. Bonds are handled by US Bank & Trust Corporations within Wells Fargo Bank-Minneapolis.

Payment of Goods and Services - Approve the resolution to authorize the Assistant Superintendent of Business Services to make payment for goods and services in advance of School Board approval for the 2007-2008 school year, consistent with M.S. 123B.11, 123B.02 and 471.38.

NSF Checks and Leases - Approve the resolution for collection of NSF checks and leases giving authority and responsibility to the Assistant Superintendent of Business Services for the 2007-2008 school year.

School Leaders Errors & Omissions Insurance Deductible - Approve the Moorhead Area Public School District to pay the deductible for any employee or School Board member who is protected by the school district's current Leaders Errors & Omissions Insurance for the 2007-2008 school year.

Resignations
John Bergeron - Computer Technician, High School, effective July 20, 2007.
Jeannine Zebley - Bus Driver, Transportation, effective June 1, 2007.
Frank Zebley - Bus Driver, Transportation, effective June 1, 2007.
Ava Solberg - Interpreter, Robert Asp Elementary, effective June 29, 2007.
Elrene Cossette - Principal Secretary, S. G. Reinertsen Elementary, effective June 13, 2007.

Early Retirement
Sheila Hastings - LD Teacher, Horizon Middle School, effective July 10, 2007.

New Employees
Nicole Blasing - SLD Teacher, Robert Asp Elementary, MA (7) $44,223.00, 1.00 FTE,

effective at the beginning of the 2007-2008 school year. (Replaces Karen Fjellanger)
Marissa Parmer - Fall Cheerleading Advisor, High School, .040 Step 7, $1,630.00, effective beginning with the 2007 fall season. (Replaces Kristi Boen)
Kim Werlinger - Counseling Secretary, Horizon Middle School, B21 (4) $13.82 per hour, 8 hours per day, 196 days per year, effective July 23, 2007. (Replaces Sara Schwehr)
Melanie Renslow - Media Secretary, S.G. Reinertsen Elementary, A12 (2) $12.36 per hour, 4 hours per day, 186 days per year, effective August 28, 2007. (Replaces Connie Nokken)
David Busby - Night Custodian, High School, A12 (3) $12.90 per hour, 8 hours per day, effective July 16, 2007. (Replaces Abram Perez)
Conrad Bernard - Night Custodian, High School, A12 (3) $12.90 per hour, 8 hours per day, effective July 18, 2007. (Replaces Matt Snare)

Health and Safety Management Assistance Services Contract - Approve the contract with Lakes Country Service Cooperative for fiscal year 2008. The rate for this service is the same as the previous three years' annual rate of one-half penny per square foot (($00.005), capped at $2,500 per district. The contract is mandated by the State of Minnesota to ensure all aspects of the district's Health and Safety Program are in compliance with state requirements.

Health and Safety Plan Attachment 99 Criteria Update - Accept the Attachment 99 criteria for the school district Health and Safety Plan. The Lakes Country Service Cooperative works collaboratively with the school district to update Attachment 99 of the district's Health and Safety Plan. This update ensures that the plan meets federal and state requirements. Attachment 99 is forwarded to the Minnesota Department of Education and verified in order for the district to access Health and Safety funding from the state.

Official Newspaper Designation - Approve designation of *The Forum* as the school district's official newspaper for the 2007-08 school year.

Legal Services - Approve obtaining legal assistance on a time and materials basis.

Minnesota School Boards Association Membership - Approve the 2007-08 membership in the amount of $8,467.

Lakes Country Service Cooperative Agreement - Approve the 2007-08 service agreement in the amount of $5,000 as presented. All other services are fee based.

National School Boards Association Membership - Approve the 2007-08 membership renewal

fee in the amount of $3,700.
Minutes - Approve the June 11 and 25, 2007 meeting minutes as presented.

Claims - Approve the July Claims, subject to audit, in the amount of $626,519.87.

General Fund:	$595,503.10
Food Fund:	10,047.58
Community Service Fund:	20,969.19
TOTAL	$626,519.87

Motion carried 5-0.

APPROVAL OF MAJOR MAGNITUDE FIELD TRIP TO HAWAII: Erickson moved, seconded by Fagerlie, to approve the Major Magnitude Field Trip for Moorhead High School Band and Orchestra students to Honolulu, Hawaii in March or April 2009. Motion carried 5-0.

APPROVAL OF DIETARY AND FOOD SERVICE EMPLOYMENT AGREEMENT: Dulski moved, seconded by Erickson, to approve the 2007-2009 Dietary and Food Service Employment Agreement as presented with the total package cost as follows:

2007-2008	4.49%	$ 8,208.00
2008-2009	4.51%	$ 8,590.00
TOTAL	9.0 %	$16,798.00

Motion carried 5-0.

TERMINATION OR REDUCTION OF NON-LICENSED POSITIONS: Thompson moved, seconded by Dulski, to direct administration to effect termination or reduction of non-licensed employee positions as provided under Minnesota Statute 123B.02 and in accordance with the Paraprofessional Contract provision Article XII for the following positions:

Termination and Non-Renewal of Employment

Michael Ochoa	1.00 FTE	Liaison

Reduction of Employment

Christine Rositas	1.00 FTE to .875 FTE	Home School Liaison
Donna Norquay	1.00 FTE to .875 FTE	Home School Liaison

Motion carried 5-0.

APPROVAL OF HORIZON MIDDLE SCHOOL STUDENT HANDBOOK: Erickson moved, seconded by Fagerlie, to approve the 2007-2008 Horizon Middle School Student Handbook as revised. Motion carried 5-0.

COMMITTEE REPORTS: None.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Tomhave reminded School Board members of the August 15-17 MSBA Summer Seminar in Minneapolis and the August 13 Work Session to begin at 5 p.m. and the regular meeting to follow at 7 p.m. Chair Tomhave noted the Superintendent's annual evaluation would be conducted at the August 27 School Board meeting.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:58 p.m.

_____
Carol Ladwig, Clerk

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.020 D

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: August 7, 2007

RE: A Framework for Educating All Students

Jill Skarvold and Lynne Kovash will share information with the board regarding an integrated conceptual framework for our district educational programming. The framework will serve as a conceptual guide for planning and implementing instructional programs and practices for all students.

The framework has also been an asset for planning and grant writing in the district. The purpose of the framework is to provide the context of the many initiative and programs in the district to support increased student learning for every students.

LAK/kmr
Attachment

Framework for Educating All Students

Draft 8/8/07

	Elementary	Middle School	High School
Curriculum	Core Curriculum	Core Curriculum	Core Curriculum
& Instruction	Standards	Standards	Standards
	Counseling Curriculum	Counseling Curriculum	Counseling Curriculum
	Service Learning	Service Learning	Service Learning
	Reading - Scott Foresman		
	Math - Everyday Math		
	STEP	STEP	
		Exploratories	Electives
			Honors/AP Courses
			ACT/SAT
Data	Common Assessments	Common Assessments	Common Assessments
	NWEA/MAP	NWEA/MAP	NWEA/MAP
	MCAII	MCAII	MCAII
	Asset Survey	Asset Survey	Asset Survey
	MTAS	MTAS	MTAS
	TEAE & MN SOLOM	TEAE & MN SOLOM	TEAE & MN SOLOM
	DIBELS/DRA/QRI	6th Gr:DIBELS/DRA/QRI	
	DIRS	DIRS	DIRS
		MN Student Health Survey	MN Student Health Survey
			HSSSE
Interventions	EXCEL	EXCEL	EXCEL
	- Extended Day	- Extended Day	- Extended Day
	- Extended Learning Yr	- Extended Learning Yr	- Extended Learning Yr
(The action taken		PBIS Strategies	
to improve student	TIPS	TIPS	TIPS
learning-it's what is		School within a School	School within a School
being done to or		Independent Study	Independent Study
with the student.)		Separate Site-Alt Learning Ctr	Separate Site-Alt Learning Ctr
	Early Risers (Alt Del)		
	Tutoring		
	- Americorp		
	- Volunteers		
	- Foster Grandparents		
	- America Reads		
	Literacy Groups (Alt Del)		
	Small Groups (Title, RR, ELL)		
		Read 180	
		Before/After School Study Grp	
			Peer Tutoring
			Applied Math
			Extended Media Ctr Hrs
Supports	Student Support Teams	Student Support Teams	Student Support Teams
	Instructional Assessment Coach	Instructional Assessment Coach	Instructional Assessment Coach
	Counselors	Counselors	Counselors
(Those groups/	Math Instructional Coach	Math Instructional Coach	Math Instructional Coach
individuals giving	WrapAround & Collab with Agencies	WrapAround & Collab with Agencies	WrapAround & Collab with Agencies
assistance for	Homeless Project	Homeless Project	Homeless Project
planning	Home School Liasions	Home School Liasions	Home School Liasions
interventions.)	Special Education (continuum)	Special Education (continuum)	Special Education (continuum)
	ELL	ELL	ELL
	Title/Basic Skills		
	Reading Recovery		
	Literacy Coach		
		Advisor/Advisee	
			Academic Instr Coach
			9th Grade Teams
			SADD
			Support Groups

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.008

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: July 25, 2007

RE: First Reading of Policy

Attached please find the policy, Tuition Fees (512), for your review. This policy is reviewed annually.

LPN:mde
Attachment

Board Policies

Tuition Fees

School Board Policy: 512

Section: 500 STUDENTS

Date Adopted: 9/13/1988

Date Revised: 6/12/2006

Dates Reviewed: 8/13/1991
7/6/1993
8/28/1995
8/26/1996
7/28/1997
8/10/1998
7/19/1999
6/26/2000
11/10/2003
9/26/2005
6/12/2006

I. PURPOSE

The Moorhead School Board will annually set fees for out of state students to attend Moorhead Area Public Schools based on the formula allowance and weights per pupil unit.

II. GENERAL STATEMENT OF POLICY

Tuition fees for full time students attending Moorhead Area Public Schools are as follows:

Kindergarten ~~$2,771~~ 3,105

Grades 1-3 ~~$5,546~~ 5,658

Grades 4-6 ~~$5,272~~ 5,378

Grades 7-12 ~~$6,466~~ 6,596

Special Education students and students attending under the Minnesota Attendance Options programs shall have financial arrangements based on state approved procedures.

Cross Reference:
Moorhead School Board Policy 511: Enrollment of Nonresident Students

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.019 R

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: August 7, 2007

RE: Minnesota Comprehensive Assessment II (MCA-II) Results

The results of the MCA-II were released on July 29, 2007. The MCA-II's are the assessments given to students in reading and mathematics every year to measure progress toward state academic standards, as required by federal education mandates and guidelines (NCLB).

Attached is an information sheet from the Minnesota Department of Education providing background regarding the test results. The information provided from the MDE is helpful in analyzing the results for Moorhead Area Public Schools.

The results will be shared with the board in a power point presentation. Results from the 2007 MCA-II tests show that the percent of students proficient in math and reading has remained steady in Minnesota compared to last year.

Also attached are charts for the reading and mathematics tests results. While these results show different levels of progress for each grade level, Moorhead Area Public Schools scores at or above the state averages for student proficiency.

The hard work of our students, staff and administration is evident through the slow and steady progress of students. We will continue to analyze the test results to continue to improve curriculum and instruction for every student in Moorhead Area Public Schools.

LAK/kmr
Attachment

Minnesota Department of Education
2007 MCA-II Information

- Results from the 2007 MCA-II tests show that the percent of students proficient in math and reading has remained steady in Minnesota compared to last year.

- This year's MCA-II results highlight the need to continue implementing reforms and innovations designed to increase rigor and better prepare every Minnesota student for success after high school.

- In 2007, math proficiency held steady. The slight increase in math proficiency is partially attributed to the fact that many ELL students took the MTELL instead of the MCA-II.

- Reading proficiency also held steady. The slight decrease in reading proficiency can also be attributed, in part, to ELL students taking the MCA-II rather than the language test they took last year, which is no longer permitted by the U.S Department of Education.

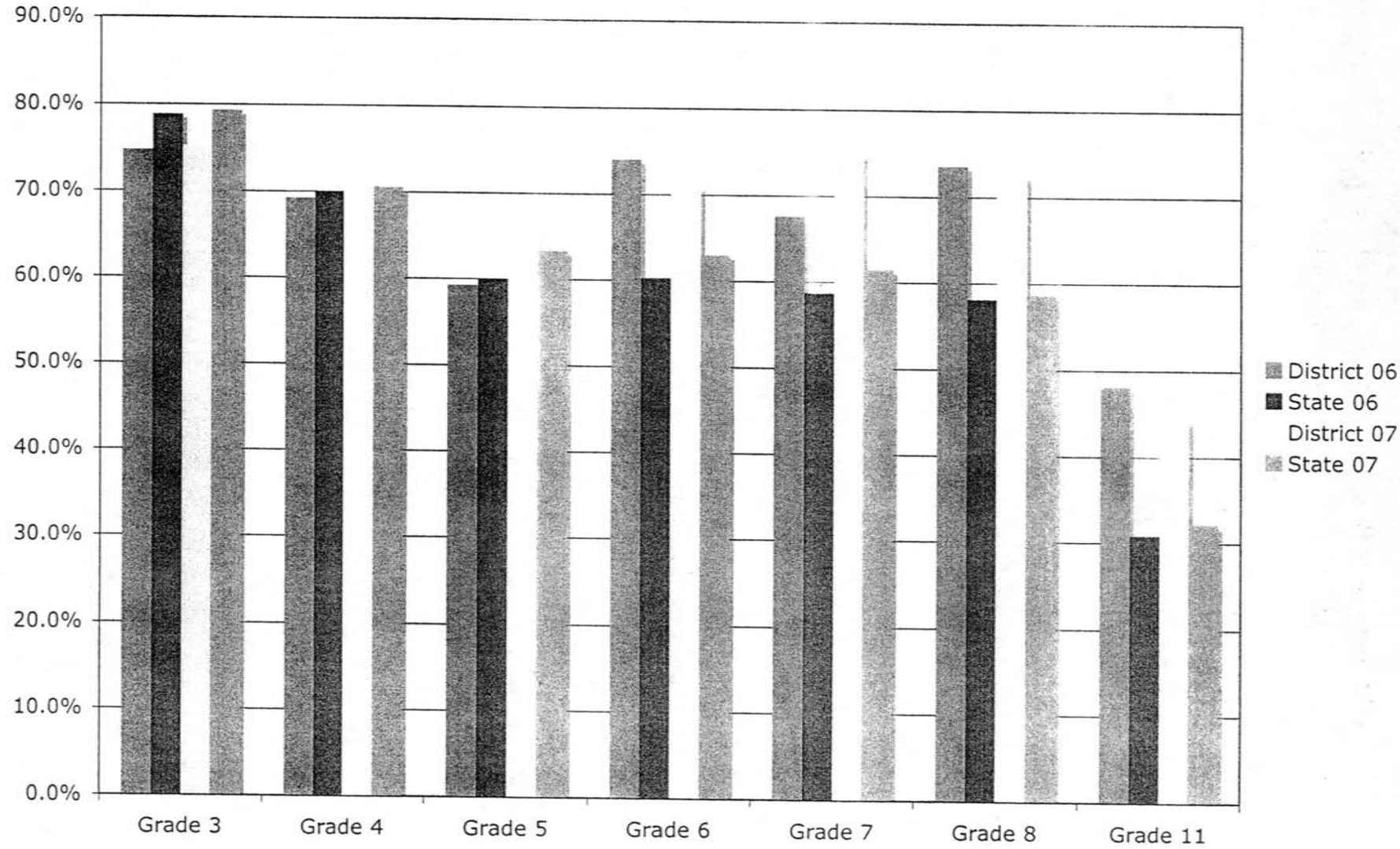
- While change will not be instantaneous, the reforms we are implementing now will eventually take our students from nation-leading to world-competing.

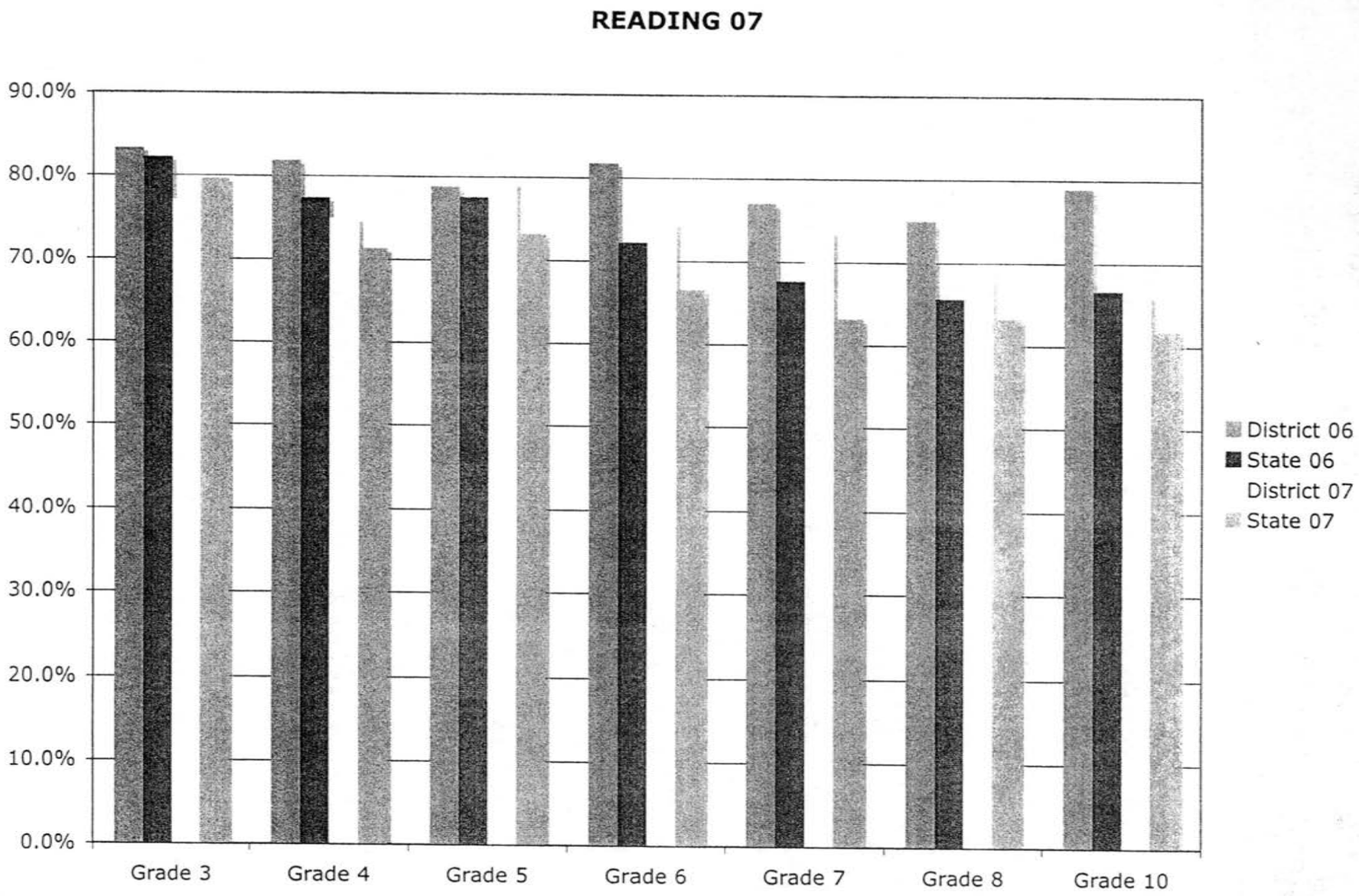
- Minnesota has implemented several reform initiatives designed to improve student achievement, including:
    - Repealed the Profile of Learning in 2003 and implemented new rigorous standards in math, reading and science, including a greater emphasis on college and work readiness skills.
    - New graduation requirements, including Algebra I in eighth grade and Algebra II, and Physics or Chemistry to graduate.
    - Continued investment in Advanced Placement and International Baccalaureate programs, which has resulted in greater participation in those college readiness programs.
    - Creation of new regional Math and Science Academies to provide professional development and training opportunities for elementary, middle and secondary teachers in math and science curricula, standards, and instruction.
    - The nation-leading Q Comp program, designed to advance the teaching profession by providing structured professional development and evaluation, and an alternative pay schedule to compensate teachers based on performance, not just seniority.

- The 2007 MCA-II results again reflect an achievement gap between students of color and white students. The numbers are similar to the 2006 test results. To reduce the gap, Minnesota's reform initiatives include more rigorous academic standards, which are being implemented to raise expectations and performance for all students.

While we continue to work to reduce the achievement gap through changes in public policy, we will not succeed without the help of every Minnesotan, especially parents. Being smart and successful in school should be applauded and encouraged. We must renew our focus on hard work, punctuality and respect in our schools.

MATHEMATICS MCA II




READING 07
90.0%
80.0%
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60.0%
50.0%
40.0%
30.0%
20.0%
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Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 10
District 06
State 06
District 07
State 07

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.016 R

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: August 7, 2007

RE: Curriculum Review

The Minnesota legislature adopted a revision schedule for the Minnesota Academic Standards. This schedule will be used as a guide for the curriculum review process in Moorhead Area Public Schools.

As a part of the No Child Left Behind (NCLB) Consortium through Lakes Country Service Cooperative, Moorhead Area Public School District will work together with our other districts in the review process to review standards and best practices in academic areas.

The cycle will be a six-year cycle. This cycle assists with updating of standards and practices, budgeting and current initiatives in academic areas.

SUGGESTED RESOLUTION: Move to approve the six-year curriculum review cycle.

LAK/kmr
Attachment

Key:

Tasks and products that will be done cooperatively by both the district and consortium

Tasks and products that will be done at the district level

Tasks and products that will be done at the consortium level

Research and Review	Appropriate Materials & Instruction	Implementation	Implementation Monitor and Adjust	Implementation Monitor and Adjust	Assessment and Evaluation of Improvements
"How does what we are doing now correlate with the research?"	*"What are we going to do, how are we going to do it, and how will we know that we got it done?"*	*"What does it look like in the classroom?"*	*"How well is it working and how can we make it work better?"*	*"How well is it working and how can we make it work better?"*	*"Is what we set out to do happening – are students learning?"*
TASKS	TASKS	TASKS	TASKS	TASKS	TASKS
* *Review and map existing curriculum*	* **Write course and grade level outcomes and benchmarks**	* **When appropriate distribute materials**	* *Review and update curriculum maps*	* *Where needed review and update curriculum maps*	* **Collect, review and summarize evidence of student learning**
* Research instructional methods and content	* **Determine how students will evidence learning**	* **Deliver staff development and follow up training**	* **Continue staff development and follow up**	* **Continue staff development and follow up**	* *Survey graduates*
* **Review local, state, and national test data, surveys and student work on standards**	* Develop criteria for the selection of instructional methods and materials	* *Collect and review first year's evidence of learning*	* **Review and update benchmarks and performance indicators**	* *Where needed review and update benchmarks and performance indicators*	* ***Evaluate success of implementation: tests, assessments, surveys and other data***
* **Develop mission and philosophy**	* Plan staff development for effective instruction	* *Summarize work for Board*	* *Collect and review evidence of learning*	* *Collect and review evidence of learning*	* *Summarize work for Board, include learning data, and recommendations*
* **Research related technology integration**	* *Select appropriate materials*		* *Review implementation plan*	* *Review implementation plan*	
* *Write improvement plan*	* *Summarize work for Board*		* *Make necessary adjustments*	* *Summarize work for Board*	
* *Summarize work for Board*	PRODUCTS	PRODUCTS	* *Summarize work for Board*		PRODUCTS
PRODUCTS	* **Content outcomes/benchmark**	* *Review of preliminary data*		PRODUCTS	* *Summary of student data*
* *Curriculum maps*	* **Performance indicators**	* *Summary of work*	PRODUCTS	* *Where needed updated maps*	* *Survey results*
* *Summaries of assessment data*	* **Implementation plan**		* *Updated maps*	* *Where needed updated benchmarks and performance indicators*	* *Summary of implementation success*
* Summary of research	* **A plan for appropriate staff development**		* *Updated benchmarks and performance indicators*	* *Summary of work*	* *Summary of work*
* Mission and philosophy	* *Selection of necessary materials*		* *Updated implementation plan*		
* *Improvement plan*	* *Summary of work*		* *Summary of work*		
* **Summary of work**					

DRAFT NCLB/Academic Standards Consortium Proposed Curriculum Review Cycle DRAFT

	Research and Review	Appropriate Materials & Instruction	Implementation	Implementation Monitor and Adjust	Implementation Monitor and Adjust	Assessment and Evaluation of Improvements
2006-2007	Career & Technical Education Health & Phy Ed	Science	Language Arts	Social Studies World Language	Arts	Math
2007-2008	Math	Career & Technical Education Health & Phy Ed	Science	Language Arts	Social Studies World Language	ARts
2008-2009	Arts	Math	Career & Technical Education Health & Phy Ed	Science	Language Arts	Social Studies World Language
2009-2010	Science	Arts	Math	Career & Technical Education Health & Phy Ed	Science	Language Arts
2010-2011	Language Arts	Science	Arts	Math	Career & Technical Education Health & Phy Ed	Science
2011-2012	Social Studies World Language	Language Arts	Science	Arts	Math	Career & Technical Education Health & Phy Ed

- When a content area is under review and revision a study of the related Minnesota Academic Standards must be a part of the review process.
- Review teams will review Instruction and content areas for inclusion, technology integration and diversity.
- Review teams will review outcomes, materials, instruction and assessments to assure that they are multicultural and gender fair.
- Review teams will identify pertinent questions to ask vendors.

* Now put in 2006-2007 to prepare for program approval in 2007-2008.

DRAFT NCLB/Academic Standards Consortium Proposed Curriculum Review Cycle DRAFT

Standards Revision Schedule

Content Area	State Revision	Consortium	Full Implementation as set by state
Mathematics	2006-2007	2007-2008	2010-2011
Arts	2007-2008	2008-2009	2010-2011
Science	2008-2009	2009-2010	2011-2012
Language Arts	2009-2010	2010-2011	2012-2013
Social Studies	2010-2011	2011-2012	2013-2014

DRAFT NCLB/Academic Standards Consortium Proposed Curriculum Review Cycle DRAFT

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Research and Review	Career & Technical Education Health & Phy Ed	Math	Arts	Science	Language Arts	Social Studies World Language
Appropriate Materials & Instruction	Science	Career & Technical Education Health & Phy Ed	Math	Arts	Science	Language Arts
Implementation	Language Arts	Science	Career & Technical Education Health & Phy Ed	Math	Arts	Science
Implementation Monitor and Adjust	Social Studies World Language	Language Arts	Science	Career & Technical Education Health & Phy Ed	Math	Arts
Implementation Monitor and Adjust	Arts	Social Studies World Language	Language Arts	Science	Career & Technical Education Health & Phy Ed	Math
Assessment and Evaluation of Improvements	Math	Arts	Social Studies World Language	Language Arts	Science	Career & Technical Education Health & Phy Ed

- When a content area is under review and revision a study of the related Minnesota Academic Standards must be a part of the review process.
- Review teams will review Instruction and content areas for inclusion, technology integration and diversity.
- Review teams will review outcomes, materials, instruction and assessments to assure that they are multicultural and gender fair.
- Review teams will identify pertinent questions to ask vendors.

* Now put in 2006-2007 to prepare for program approval in 2007-2008.

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.004 R

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: July 24, 2007

RE: Elementary School Parent and Student Handbook

Attached is the 2007-2008 Moorhead Elementary School Parent and Student Handbook. According to the School Board Policy 221, the handbook is to be presented to the School Board for annual review.

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

The handbook will be available in a print copy as well as on the district web site at www.moorhead.k12.mn.us.

SUGGESTED RESOLUTION: Move to approve the 2007-2008 Moorhead Elementary School Parent and Student Handbook as presented.

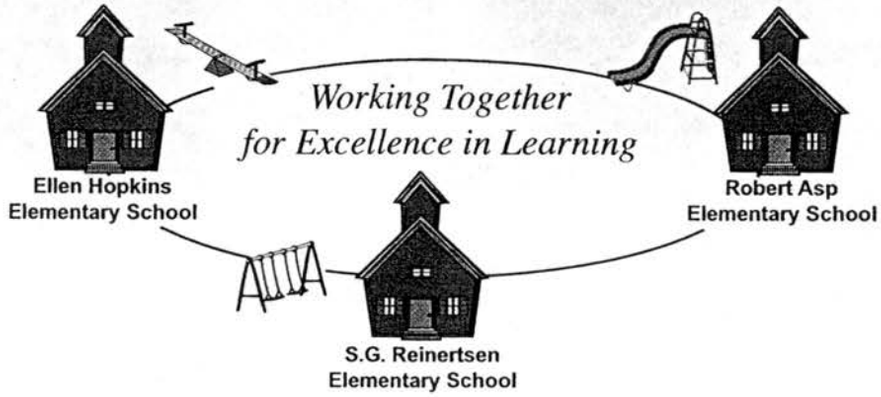
LAK/kmr
Attachment

Moorhead Elementary Schools
Parent & Student Handbook
2007-08

Working together for excellence in learning

Ellen Hopkins Elementary School
Robert Asp Elementary School
S.G. Reinertsen Elementary School

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



Elementary School Phone Numbers

Important phone numbers are listed below for each of the Moorhead elementary schools. A complete directory is also available on the district's Web site at www.moorhead.k12.mn.us.

Ellen Hopkins Elementary School
2020 11th St. S. 284-4300

Mary Jo Schmid, Principal 4330
Cheryl Wise, Secretary.....4301
Doris Babler, Secretary 4302
Health Office.....4310
Library Media Center.....4334
Fax.....4333

Robert Asp Elementary School
910 11th St. N..... 284-6300

Kevin Kopperud, Principal 6330
Winifred Evensen, Secretary.....6301
Kathy Enkers, Secretary.....6302
Health Office.....6310
Library Media Center.....6334
Fax.....6333

S.G. Reinertsen Elementary School
1201 40th Ave. S. 284-5300

Anne Moyano, Principal 5330
Heather Hedlund, Secretary 5302
Secretary 5301
Health Office.....5310
Library Media Center.....5334
Fax.....5333

Daily Schedule

Grades 1–5

Classes Begin	8:25 a.m.
Lunch Periods	Staggered, between 10:50 a.m. and 1:05 p.m.
Dismissal	2:50 p.m.

Kindergarten

Morning	8:25–10:55 a.m.
Afternoon	12:20–2:50 p.m.

School Year Office Hours

7 a.m.–4 p.m. Monday–Friday

This document can be made available in an alternate format such as large print or audio cassette. Call 284-3310 to make a request.

If you do not read English and would like help in your own language, please call 284-3310.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 284-3310.

Neu ban khong biet doc tieng Anh va muon giup do trong ngon ngu cua ban,xin goi so 284-3310.

284-3310.

284-3310.

如果你不懂英語，并需要幫助，請打电話 284-3310.

Visit www.moorhead.k12.mn.us for more information.

This handbook may be changed or amended during the school year. Contact the principal or visit our Web site at www.moorhead.k12.mn.us for more infromation.

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Welcome Moorhead Elementary Students and Families

Welcome to the new school year! We are eager to work with the students and families at our Moorhead elementary schools in order to provide an exciting, challenging and rewarding school year.

We invite you to become an active member of our educational community. We believe that supportive parents/guardians who work in partnership with us at school are important to our students' success. We invite, and we value, your involvement. We are committed to making your child's first years in school full of positive and enriching experiences. You are always welcome at school, and we are excited about having a great year working with you.

The success of a community depends upon the collaborative efforts of all its members. Here's to a great year of working together toward our common goal — the best possible school year for our students!

Arrival Time and Morning Routine

We ask that children who do not ride a bus arrive no earlier than 8 a.m. unless they will be eating breakfast at school. Since there is no playground supervisor prior to 8 a.m., the school does not assume the responsibility of accidents that occur during unsupervised periods. Breakfast is served from 7:45 a.m. to 8:10 a.m.

Procedure for Dropping Off Children

Parents dropping off children at the beginning of the day should use the parking lot. Please exercise caution when letting your child out of the car. Never allow children to run across the street or between buses or cars.

Procedure for Picking Up Children

When picking up children during the day, please park in the designated visitor lot and enter the building through the main entrance. All other doors are locked from the outside during the school day. To take a child out of class during the day, parents/guardians must come to the office and sign out their child. We do not permit students to wait outside their classroom.

Children will not be permitted to leave school with anyone other than their parents and/or legal guardians unless we have written authorization from you. Please send your child's teacher a written note in advance, notifying him/her when your child will be picked up and by whom.

School Safety Procedures and Locked Doors

Visitors are asked to enter the main entrance doors and register at the office before going to any other part of the building or classrooms. The main entrance doors by the office are unlocked during building hours 7 a.m. to 4 p.m. and for after-school programming.

To secure the building during the school day, all other doors will be locked. Locked doors are inconvenient at times, but student and staff safety is important and worth some inconvenience. The school staff know the procedures for safety in the event of a lock down or evacuation situation. Locked doors are a proactive step we take to decrease the likelihood of a dangerous incident at school.

Absences and Tardies

We believe:

* students with regular attendance achieve better academically in school;
* students with regular attendance are better adjusted to school;
* learning that is lost due to absence can never be adequately replaced;
* students with regular attendance have an understanding of the purpose and direction of their education.

Types of Absences

Excused Absences: The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. A student has the right and obligation to make up any work missed with full credit.

The State of Minnesota recognizes the following reasons for absence: illness, serious illness in the student's immediate family, a death in the student's immediate family or of a close friend or relative, medical, dental or orthodontic treatment or counseling appointment, court appearances, religious instruction not to exceed three hours in any week, or inclement weather. To be considered an excused absence, the student's parents/guardians may be asked to verify, in writing, the reason for the student's absence from school. Other reasons that could be acknowledged are personal requests for absence made 24 hours in advance (e.g., legal appointments, religious activities, travel, family vacations, state tournaments and school activities). We encourage parents/guardians to hold these requests for absence to a minimum. A doctor's statement may be required after 3 or more consecutive absences or excessive periodic absences due to illness.

Parents/guardians must call the school each day before 9 a.m. when a student will not be attending or send a note to school accounting for each day missed when the student returns to school. If you leave a message, please specify your child's name, teacher and the reason for the absence. If the parent/guardian does not notify the school within 2 days of the student's return to school, the absences will remain unexcused.

Unexcused Absences: Students who miss or are required to miss for reasons not acceptable to school officials may be required to report for detention and make-up work after school. Parents/guardians should not request permission for absence for personal convenience reasons (e.g. baby-sitting, running errands). An unexcused absence indicates the student is absent without the consent of the parent/guardian. Students who miss school for reasons not acceptable to school officials will be subject to consequences determined by the building principal.

Truancy: A student who misses the whole day or part of the day without the consent of either the school or parent/guardian is considered truant. A Family Advocate is available to assist parents/guardians who are having difficulty getting a student to school. Through the Family Advocate, the Moorhead Area Public Schools offers early intervention for attendance problems. If the interventions are not successful, a report of suspected parental neglect may be filed.

After a seventh unexcused absence (no contact from a parent/guardian as to the reason for an absence), the principal must file a Child in Need of Protection Services (CHIPS) petition with the Clay County Attorney's Office. A CHIPS petition usually results in a court appearance for truancy.

Every effort should be made to have your child at school on time. Tardiness is unfair to the child who misses instruction. It also interrupts the classroom for other children. Children should be in their classroom by

8:15 a.m. Students who arrive at school after 8:25 a.m. for any reason, must come to the office for a tardy slip before going to class.

Refer to School Board Policy 515 on the school district's Web site or in the school office.

Reporting Absences
Please call or send a signed note to report all absences. Speak to the secretary or leave a message stating your child's name, the teacher's name and the reason for the absence. This call allows us to inform the teacher so that plans can be modified in the classroom. It also keeps us current on the childhood illnesses which may be affecting our students.

If You Move
Please notify the school office if you have a new address or phone number. Stop by the school office and sign a Release of Records form if your child will be leaving and attending a school outside of the Moorhead School District. Refer to School Board Policy 517 on the school district's Web site or in the school office.

New Students
New students are a welcome addition to our school. Please register in the school office. The student will start attending class the next school day following their registration provided their registration occurs before noon.

Breakfast, Lunch, Milk
A nutritious lunch and breakfast will be served every day. School breakfast is available beginning at 7:45 a.m. Students have a thirty-minute lunch period. Lunch periods are staggered beginning at 10:50 a.m. Students eligible for free or reduced lunch are also eligible for free breakfast. More information about free and reduced meals is available in the school office.

We use a computerized lunch program. As the student passes through the lunch line, the student enters his or her student number. The computer keeps a record of when each child paid, how much, and when each child ate breakfast or lunch or purchased milk.

Students must prepay for meals and milk. Money is deposited into each child's account at the school office. We ask parents/guardians to deposit enough money for a week (or more) of meals. Students may put money in their account before school or during their noon hour. The cashier will let students know when their cash account is low and will give them a stamp on their hand to serve as a reminder that they need to deposit money in their account at the office. If a student owes $10 or more to food services, the student will not be allowed to purchase a lunch until the debt is paid. (A sandwich / milk lunch will be provided, however.) It is a parent/student responsibility to make sure that students have money in their account.

Students may have milk as a morning snack. There are no free or reduced arrangements for morning milk. Parents/guardians will receive a permission form for morning milk and only those children who return the form may receive morning milk. Milk charges are taken from the breakfast/lunch account. Milk is also available to children who choose to eat cold lunch at noon.

Lunch Invitation
Parents/guardians are welcome to eat lunch with their children. Come to the office and pay for your lunch when you arrive. Please join us!

Recess
Students in grades 1-5 will have a fifteen minute recess during the school day which will be scheduled by the teacher. Please do not request that your child be kept indoors for recess unless his/her physician feels it would be detrimental for the child to be out. In most cases, if a child is well enough to attend school, he or she should be allowed to go outdoors. Fresh air and activity increase alertness for class work. A written excuse should be provided to the teacher each day a child is to stay in from recess.

ACADEMIC AND ACTIVITY PROGRAMS

Art
Students in grades 1-5 receive instruction from a certified art teacher. The art teacher also arranges a field trip to a local art museum. In addition to the sessions with art teachers, students will have art experiences with their classroom teachers.

Curriculum Review
Parents/guardians have the right to review the curriculum and to determine which instruction will be provided by parents/guardians rather than teachers. For more information, please contact the assistant superintendent for teaching and learning, a principal, or a counselor regarding School Board Policy 620.

Elementary Guidance (Counseling)
Our elementary guidance and counseling program offers classroom guidance instruction, small group experiences and short-term individual counseling. An elementary counselor is at school full time. Students can make an appointment to see a counselor and parents/guardians or teachers can recommend or request an appointment for a child.

The Elementary Guidance/Counseling Program has two major components: preventive guidance and individual counseling. Preventive guidance involves classroom instruction which helps children in the areas of self-esteem, alcohol and drug awareness, decision making, problem solving, and social interaction. Individual counseling is designed to help parents, students and teachers with issues that may surface at some point during normal development. These include achievement, alcohol, behavior, death, divorce, fears / phobias, illness, siblings, etc.

Please feel free to contact the counselor's office with any concerns, questions or comments. All inquiries are strictly confidential.

Field Trips
Visits to various places in our community and in other communities enhance our educational program. Field trips are held in correlation with the curriculum for a particular grade level. Trips are always well supervised, but we do ask that you sign the "field trip permission" line on the registration form. Your child's teacher will notify you when parent volunteers are needed to assist on field trips. If you have a question about a field trip, feel free to call the classroom teacher.

Homebound Instruction
Students who are absent for 10 consecutive days are eligible for homebound or hospital bound instruction. Authorization from a physician must be on file requesting the same. All requests for homebound instruction are to be directed to the ~~Learner Support Services office at 284-3710~~ Department of Teaching and Learning at 284-3310 and can be initiated before the timelines are in effect.

Homework
Students are assigned homework, although the amount assigned depends on the availability of study time in school, individual work rate, grade level, and teacher. Parent support is important, especially for projects that may require collecting materials. Parents/guardians can also help find a quiet, less distracting place to do school work and can help their child review for tests, practice math facts, and cooperatively participate in parent-child activities the teacher may send home. For some assignments, your child's teacher will want the students to work independently to encourage responsibility and independent work habits. Contact your child's teacher if you have questions about homework.

Library Media Center
Students make extensive use of the library at school. We encourage them to check out and use library books at home as well. Library books support and extend school learning. Our students make regular trips to the library with their classmates but are free to check out and return books as needed. The library is open before and after school for student use.

Parents/guardians, teachers and the media center staff are in a partnership to encourage children to read, research and access information. We encourage you to share and discuss the books brought home and find time to read daily. You and your child should decide where their library and school materials will be stored while they are in your home. Children at all grades may exchange materials daily.

It is the responsibility of the student to take care of materials checked out and see they are returned promptly. If materials are lost or destroyed, a fee will be charged for replacement.

Minnesota Academic Standards
Academic standards in language arts, math, science and social studies have been adopted for K-12 students in Minnesota. The Moorhead School District ~~is~~ developinged standards in the areas of health and physical education, world languages and the arts.

Students will be tested yearly in grades 3-8 and in high school on the state standards. Each standard will be specific as to what students should know or be able to do within a particular subject area. The curriculum in the Moorhead schools reflects the emphasis of the state standards. For further testing information, see the testing section on page 9.

Music
Music instruction is provided for grades 1-5. Our music program is designed to encourage music skills and music appreciation through many musical experiences. Music class activities include singing, listening, appreciation, movement, learning and performing music fundamentals on a variety of instruments and performance opportunities. The Moorhead Area Public Schools' sequential music curriculum gives students a step-by-step opportunity to learn music skills that provides the foundation for band, orchestra, and choir in their later school years.

Orchestra

Students in fifth grade are eligible to participate in the school orchestra program. Individual and/or small group lessons will be provided one time per week. Students may purchase their own instrument or rent a school-owned instrument. Fee requirements may be waived under certain circumstances. For more information, please contact the orchestra instructor regarding School Board Policy 831.

Physical Education

Physical education instruction is provided for grades 1-5. Emphasis is placed upon physical fitness, skill development and the creation of a learning environment in which all students experience success and growth based upon their own levels of ability. Students are required to wear gym shoes for both indoor and outdoor physical education class. They may not wear hard soled shoes or only socks because of the risk of injury. Shoes must fasten with velcro or shoelaces. Slip on, zip-up shoes, shoes with wheels, and shoes with raised heels are dangerous in school. During the spring and fall, students may need a jacket or sweatshirt to wear outdoors. When selecting clothing for school, please remember that children are physically active every day.

Articles like pens, pencils, necklaces, etc., are to be left in the classroom. It is also recommended that the children with long hair bind it with a rubber band or tie it up during physical education class.

Please send a written note to the physical education teacher if your child is unable to participate in class. In most cases, if a child is well enough to attend school he or she should be allowed to participate in physical education.

School Safety Patrol

School patrol assists children in crossing streets on their way to and from school. Fourth and fifth grade boys and girls are selected to serve on the patrol. These students must obey school regulations to stay on the patrol. The school safety patrol program needs the full cooperation of our students and their parents/guardians. Please encourage your children to respect the patrol. Parents/guardians set a good example by not allowing their children to cross the street anywhere except at the street corners.

Pupils who disobey the safety patrol will have their names turned in to their classroom teacher. The school patrol is on duty 15 minutes before school starts and 15 minutes after school is dismissed.

Spanish Immersion Program

The Spanish Immersion Program at Ellen Hopkins Elementary School provides students the opportunity to become fluent in Spanish as well as English. All children in the district who are entering kindergarten in the fall are eligible to register for the program. Parents/guardians choose to enroll their children in the program. Limited space is available in grades K, 1 and 2.

The curriculum goals of the immersion program are the same as the goals for all elementary schools in the Moorhead Area Public Schools. The students will learn the same subject content that other students learn in the elementary school setting. The difference is that the classes are taught in Spanish. Students take the same standardized tests as other students. For more information, contact Mary Jo Schmid, Ellen Hopkins Elementary principal, at mjschmid@moorhead.k12.mn.us or (218) 284-4330.

Testing
Measures of Academic Progress (MAP) are a series of tests that measure your student's general knowledge in reading~~, language usage,~~ and math. The tests are given to students in grades 2, 3, 4 and 5 in the fall and the spring. The test results provide a measurement of development of academic ~~basic~~ skills and are shared with parents/guardians. The results are used to analyze a student's progress and to consider carefully the learning experiences that student might need. The test results are used to supplement, not replace, teacher judgment. ~~They~~ The information from tests is ~~are~~ used in conjunction with everything else we know about a student.

Third, fourth and fifth grade students take the Minnesota Comprehensive Assessment II in the late spring. The tests evaluate learning in reading and math and are based on the Minnesota Academic Standards. The scores are used to see how children are progressing and to evaluate our school's instructional program. Student attendance on testing days is very important. No Child Left Behind, the federal education law, requires that districts have a 95 percent participation rate for these tests. Absent students will be tested on a test make-up day. Students' results are mailed directly to the parent or guardians.

POLICIES

Activity Travel
Students and their coaches participating in athletic and/or academic activities at the state and national levels should refer to School Board Policy 543 on the Web site or in the school office.

Bullying
An act of bullying, by either an individual student or a group of students, is prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees. Refer to School Board Policy 578 on the school district Web site or in the school office.

Child Abuse and Neglect
It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the policy of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services or the proper city or county law enforcement agency.

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

Refer to School Board Policy 534 on the Web site or in the school office.

Crisis Management

Each elementary school has a crisis management plan to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school.

In addition, each elementary school has a student assistance team made up of staff from the school. The team provides support to students and staff who are experiencing significant life stresses. The team attempts to meet social and emotional needs of students so that they can obtain maximum benefits from their educational program.

Refer to School Board Policy 710 on the Web site or in the school office.

Drug-Free and Weapon-Free Zones

The area around each elementary school is a drug-free and weapon-free zone. Anyone caught possessing or selling drugs or anyone caught possessing, using or recklessly handling a dangerous weapon may be subject to increased penalties as defined in state and federal law.

Refer to School Board Policies 572 and 576 on the Web site or in the school office.

Harassment and Violence

Moorhead Area Public School District 152 Policy Against Religious, Racial, Sexual Orientation, National Origin, and Sexual Harassment and Violence

1. Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial, sexual orientation, national origin, or sexual harassment and violence of any kind.

2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sexual orientation, national origin, sex or gender:

   a. name calling, joking or rumors;
   b. pulling on clothing;
   c. graffiti;
   d. notes or cartoons;
   e. unwelcome touching of a person or clothing;
   f. offensive or graphic posters or book covers; or
   g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

3. If you believe you have been the victim of any type of harassment you should report it to any school district official.

4. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights Officer.

5. Your right to privacy will be respected as much as possible.

6. The school district will investigate all reports of religious, racial, sexual orientation, national origin, or sexual

harassment or violence and the school district will take all appropriate actions based on your report.

7. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.

8. This is summary of the school district policy against religious, racial, sexual orientation, national origin, and sexual harassment and violence.

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

Hazing Prohibition - Policy 571

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.

B. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

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

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted

area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURE

A. Any person who believes he of she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.

B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.

C. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or evens which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation. the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the

requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's building and staff handbooks. The building principal is responsible for developing a process for annually reviewing the handbook with students and staff.

School District Electronic Network Acceptable Use

The district policy addressing issues related to use of the electronic network can be read in full on the district Web site or obtained at a school office. The Electronic Network Acceptable Use policy addresses: network conduct, disciplinary actions for improper use, user notification, parents' responsibility, filter, publication of materials on the network, information contact/third party supplied information, limited expectation of privacy, and limitation of school district liability.

Refer to School Board Policy 731 on the Web site or in the school office.

Search of Student Lockers, Desks, Personal Possessions, and Student's Person - Policy 574

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the Moorhead Area Public School District's policies against contraband.

II. GENERAL STATEMENT OF POLICY

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

B. The policy above for school lockers also applies equally to student's desks or personal possessions as defined herein. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

C. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at anytime, without notice, without student consent, and without a search warrant.

D. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

E. It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

III. DEFINITIONS

A. "Contraband" means any unauthorized item, possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-a-likes," alcoholic beverages, controlled substances and "look-a-likes," overdue books, and other materials belonging to the school district, and stolen property.

B. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.

C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

A. School officials may inspect lockers and desks for any reason at any time, without notices, without student consent and without a search warrant.

B. School officials may, in their discretion, employ the use of trained dogs for the purpose of conducting a general sniff search of student lockers and desks. If a dog alerts to a locker or desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion that contraband will be found. If it is determined that reasonable suspicion exists, an internal search of the locker or desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

C. School officials may, upon a finding of individualized reasonable suspicion supported by articuable facts, employ the use of trained dogs for the purpose of conducting a sniff search of an employee's desk. If a dog alerts to the desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion, then an internal search of the desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

D. School officials may, without a search warrant, search the person and/or personal possessions based on a reasonable suspicion. The search will be reasonable in its scope and intrusiveness.

E. As soon as practicable after a search pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by policy or school officials.

F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.

G. A search of a person shall be conducted in privacy by a school official of the same sex. An adult witness of the same sex shall be present as an observer during the search.

H. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, or cause educational disruption, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school offices will seize the item and, where appropriate, turn it over to legal authorities for ultimate disposition.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include restitution (to include the cost of damaged school property), suspension, exclusion or expulsion, and the student may, when appropriate, be referred to legal authorities.

Tobacco-Free Environment

Smoking and the use of tobacco products shall be prohibited on all school district property, including district-owned and contracted vehicles. Possession by an elementary, middle or high school student of any type of tobacco product while on district property shall be considered a violation of the tobacco-free environment policy. This prohibition includes all school district property and all off campus school district-sponsored events.

The school district will act to enforce this policy and to discipline or take appropriate action against any

student, teacher, administrator, school personnel, or other person who is found to have violated this policy. Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment.

The Moorhead Public Schools will be proactive in tobacco-free help programs. Student help programs will be provided for students as outlined in Moorhead School Board Policy 553 Crisis Intervention and Student Support. Any violations of the tobacco-free environment policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

Refer to School Board Policy 573 on the Web site or in the school office.

Weather Related and Emergency School Closings

Occasionally the Superintendent of Schools will announce an emergency school early dismissal, late start or cancellation of school due to extreme heat, cold, snow or ice. As soon as the decision to close schools is made, an announcement will be made on all local radio and television stations. If you hear no announcement concerning Moorhead Area Public Schools, you should assume that school is open and that a regular schedule is being followed. We do not close early as often as many of our neighboring rural school districts. In the event schools are closed due to severe weather conditions, all after-school activities will be canceled.

Please do not call the school to find out whether school is being canceled. Our phone lines are very limited and we need to be able to make outgoing calls in an emergency situation. Please use your radio and plan ahead so that your child knows what to do in case school closes early. If your family has any unusual circumstances that might cause difficulty in case of a school closing, let us know when your child registers for school.

Although it is important to have an emergency plan, we rarely close school early. It is difficult for the school district to contact enough bus drivers and most importantly, too many children would arrive to a locked home or would have no supervision at home.

At school, we prepare for emergencies by conducting drills. Fire drills are held during the school year to instruct children as to the signals used, exits, and proper evacuation procedures in case of fire. We hold a tornado drill in conjunction with the state tornado drill. When the tornado signal is given, each teacher takes his/her class to an assigned area in the school.

~~We have a lock down procedure that would be used in the event of a dangerous intruder. All volunteers, visitors and staff wear identification tags.~~ The safety and security of all the students of Moorhead Area Public Schools is a main focus for our schools. Our schools have plans in place for crisis situations. Training and practice are essential so staff and students know what to do in different crisis situations.

Emergency drills are conducted so we can:

- practice the skills involved with evacuation or securing of the school,
- test, evaluate and refine the emergency response plan, and
- provide training for our staff to learn how to respond decisively and constructively to unexpected situations.

We will be practicing fire drills, lockdown drills and a tornado drill during the school year.

Refer to School Board Policy 711 on the Web site or in the school office.

Wellness

The school environment will promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity. Foods and beverages made available by the Moorhead Area Public Schools (including school stores, vending machines and a la carte cafeteria items) will meet or exceed current USDA Dietary Guidelines for Americans in accordance with nutrition and portion size standards.

Moorhead Area Public Schools recognizes that parents/guardians have a primary and fundamental role in promoting and protecting their children's health and well-being. The district will support parents' efforts to provide a healthy diet and daily physical activity for their children. Parents/guardians are encouraged to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. The Moorhead Area Public Schools will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

Refer to School Board Policy 536 and Administrative Procedure 536.1 on the Web site or in the school office.

DISCIPLINE PLAN

All children are expected to be courteous and respectful to each other and to members of the staff. They are expected to conduct themselves in such a manner that they will not disrupt the instructional program or interfere with others. Any type of fighting, harassing or threatening others is unacceptable behavior. If a serious problem occurs, parents/guardians will be asked to assist us in correcting the situation. If we feel it is not serious enough to warrant a formal conference, parents/guardians will be sent a note or will be called. Successful learning is contingent upon the self-discipline of each student as well as group discipline which supports a positive learning climate.

Please read the Moorhead Area Public Schools Discipline Policy Handbook which each student receives the first day of school. The handbook outlines district policies that pertain to all students.

Discipline at School

Moorhead Area Public Schools believe that discipline is a subject that can be "taught," just as we teach reading and writing and math, and that children learn best when they are actively engaged and invested in constructing their own understandings. The goals of our classroom and school-wide approaches to discipline are to:

- establish a calm, orderly and safe environment for learning;
- foster an appreciation for the role of rules in school;
- help children develop self-control and self-discipline;
- teach children to be responsible, contributing members of a democratic community; and
- promote respectful, kind and healthy teacher-student and student-student interactions.

Teachers are guided by School Board Policy 551 Student Discipline.
The policy specifies teacher responsibilities for student discipline, including the following:

- To encourage students to develop self-discipline and respect for authority.

- To treat students with dignity.
- To recognize individual differences among students.
- To prepare a written plan for discipline that meets his/her needs and confer with the principal regarding the acceptability of the plan. These rules shall be posted in the classroom and given to students.
- To inform parents/guardians through standardized notification of student deficiency.

The school board policy also specifies the responsibilities of all other school personnel to the goal of maintaining a school climate conducive to learning. They are:

- To maintain discipline according to all rules and regulations as outlined in the discipline policy and building handbook.
- To communicate or confer with teachers or administrators regarding discipline problems.
- To deal with students in a firm, fair, and consistent fashion.

Teachers will create classroom rules with their students during the opening days of school.

If a teacher decides to involve the principal in a disciplinary situation, or if the principal becomes involved as the result of a situation in one of the common areas of the school, the procedure will be:
The principal will consult with the student's teacher if possible before deciding upon a course of action. One exception is acts of physical aggression on the playground, where students will normally be assigned to spend one or more days of their recess time off the playground.

After-school detention is a consequence that may be assigned by a teacher or by the principal in consultation with the teacher. In cases of after-school detention, the classroom teacher or principal will contact the parent/guardian. In-school suspension is an option but it is a major and complex consequence assigned by the principal only. In cases of in-school suspension the principal will contact the parent/guardian. In-school suspension will most often be the consequence for gross disrespect, fighting or serious injury to another person.

At the elementary level our goal is to have a positive atmosphere for learning. Our school discipline plan is intended to help children learn and practice appropriate behavior in common areas of the school. The common areas of the school are the hallways, bus lines, playground, lunchroom, bathrooms, library media center and assembly. Each teacher also has a classroom discipline plan.

Our general expectations for children in all common areas of the school are to:

follow directions	respect people
respect property	keep hands, feet, and objects to self

In addition, each area has some specific expectations. For each area our expectations are:

<u>Lunchroom</u>
use quiet voices and proper table manners
stay in seats until excused

<u>Bus lines</u>
stay behind the white lines on the sidewalk
stay in line while waiting and while loading

<u>Hallways</u>
use quiet voices
walk

<u>Assemblies</u>
use quiet voices
show courtesy to presenters

the bus

sit in assigned place
remain in the gym for the entire program

Playground
play in designated play areas
refrain from throwing snowballs and rocks
refrain from fighting

If you have any questions about the school-wide discipline plan or individual classroom plans, feel free to contact a classroom teacher or the principal.

School Bus Service, Safety and Responsibility
School bus transportation is provided to any student who lives within their attendance area and who lives one mile or more from the school. Kindergarten students who live .5 mile or more from the school they are assigned will receive noon transportation. Information concerning bus routes is mailed to families prior to the start of school or may be obtained by checking the district Web site or calling the school district transportation office at 284-1410. Please contact the transportation office if you have questions about bus schedules or if your address changes. Students may not ride another child's bus in order to go to a party or to play together after school.

Riding a school bus is a privilege, not a right. A student's bus riding privileges may be taken away if a student violates rules for appropriate conduct while on the bus or while at the bus stop. All school rules are in effect on the bus and at the bus stop.

If the school bus and bus stop rules are broken, the school district's discipline procedures will be followed. Consequences are progressive and may include suspension of riding privileges. Depending on the nature of the offense, suspension or expulsion from school may also result. Records of school bus and school bus stop misconduct will be retained in the same manner as other student discipline records.

For a first offense, students are given a warning. For the second, a three school day suspension from riding the bus and a conference (meeting or phone) with parents/guardians is the penalty. For the third offense, the penalty is a five school day suspension from riding the bus and a meeting or phone conference with parents/guardians. The fourth offense merits a 10 day riding suspension from riding the bus and a meetings with parents/guardians. Further offenses are individually considered. Students may be suspended for longer periods of time including the remainder of the school year. When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense. For any significant bus conduct incident, a bus conduct report is sent to the student's principal and to the student's parents/guardians.

At the beginning of each school year, time is spent in the classroom and on the bus helping children learn bus safety, appropriate behavior and bus rules for riding the bus and waiting at bus stops. Staff are on duty after school until all buses are loaded. Student behavior in the bus lines is monitored. Please help your child understand and use appropriate bus behavior. If you have concerns about bus conduct policies, please contact our transportation supervisor, Dan Bacon, at 284-1411.

Refer to School Board Policy 720 and 721 on the Web site or in the school office.

Student Dress and Appearance

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

Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:

1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Moorhead School Board Policy 570.

When a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications. If students should wear an article of clothing that is inappropriate, they will be asked to wear something else or to turn the article of clothing inside-out and will be advised not to wear the clothing to school again. Parents/guardians may be notified. Head coverings and hats are not allowed to be worn in the building except with the approval of the building principal.

Refer to School Board Policy 577 on the school district Web site or in the school office.

MEETING UNIQUE NEEDS

English as a Second Language (ESL)

We provide small group and individual instruction in speaking, reading, and writing English for our students whose first or primary language is not English.

The ESL program assists limited English proficient students in the acquisition of English proficiency and content area skills necessary for successful participation in the mainstream curriculum. The ESL program provides specialized instruction in the oral communication and literacy skills of English. Listening comprehension, pronunciation, functional usage, vocabulary, grammar, reading, writing, spelling, and nonverbal language are all included in the program.

Health Services

Our health office is staffed during school hours by a full-time health technician trained in first aid and CPR. A licensed school nurse is scheduled to be in the health office several hours per week and is on call at all times in

cases of serious injury or illness at school. Children's health strongly affects school attendance and performance. The school nurse is available to help parents/guardians with any health concerns. The health office also manages immunization and health records, the administration of medication at school, hearing and vision screening, and specialized health procedures which must be done at school. Communication and cooperation between school personnel and parents/guardians is essential in understanding and meeting our children's health.

Immunizations: Minnesota State Law, M.S. 123.70 mandates that every student must show proof of full immunization, or supply the school with a notarized exemption form in order to attend school in Minnesota. To be fully immunized, your child should have:

5 - D.P.T. (Diphtheria, Pertussis, and Tetanus) immunizations
4 - Polio immunizations
1 - MMR (Mumps, Measles and Rubella) received after 1 year of age
3 - HBV (Hepatitis B)
1 - Varicella (Chicken Pox) or history of disease

The immunization dates (month, day, and year) are entered on the History and Physical Examination form, signed by the doctor or clinic where they were given, and are due the first day of school. Transferring students have 30 days to provide the school with immunization and health records. The Clay County Public Health Clinic, located at 715 11th Street North, offers immunizations throughout the week. Please call 299-7777 for an appointment.

Illness and Injury at School: If your child becomes ill while in school, school personnel will need to be able to contact you. Please complete emergency information on the school registration form, including doctor, hospital preference and alternate persons to call in case of an emergency. In an emergency the school nurse or other school personnel will see that your child gets treatment as specified by you on the registration form. We will not release ill students to go home without a parent/guardian contact and arrangements made for release of the student into the care of the parent/guardian or approved others.

Illness at home: Watch your child for symptoms of illness and keep him or her home if necessary. Please contact the school or health office if your child is staying home because of illness. Let us know if he or she has a contagious illness such as chicken pox, strep throat or infestations such as head lice or scabies. Children must stay home until symptom free or until they have written permission from their physician to return to school. Students should also have a normal temperature for 24 hours prior to returning to school after an illness.

Prompt reporting enables us to contain contagion and prevent reinfestation. You will be informed in writing if head lice has been found in your student's classroom. Please follow up by checking your child for evidence of lice or nits at least once a week for the next three weeks. Students may return to school after completion of special treatment for infestation.

Medication: No medication will be administered by school personnel without written authorization from the parents/guardians and signed doctor's orders. All medicine must be in the original bottle, labeled with the child's name, name of medication, and dosage to be given. If at all possible, medication should be given at home. Medication request form are available in the health office. Please let the health office know if your child is taking medication at home.

Hearing and vision: We conduct hearing and vision screening for our students and keep a record of the results.

You will be contacted if your child doesn't pass the screening.

Refer to School Board Policies 530 and 532 on the Web site or in the school office.

Special Education Services

The Moorhead Area Public Schools offer a variety of programs and services for children with disabilities. Disability areas include speech and language, learning disabilities, emotional/behavior disorders, hearing, vision, mental, physical, and health impairments and others. We have staff licensed to work with children in these areas as well as a school psychologist, social worker, occupational and physical therapists, and an adaptive physical education teacher. A team made up of staff and a student's parents/guardians determine the need for the program of special services. Children receive a comprehensive assessment, or evaluation, of their strengths and weaknesses before services begin. Information from parents/guardians is an important part of the process. We follow the due process procedures set by state and federal laws.

If you suspect that your child may have a disability that is interfering with school performance, a call or conference with the classroom teacher is the best place to start.

Supplemental Teaching and Enrichment Program (STEP)

STEP refers to an array of programs and activities for children needing enrichment outside of that provided in the classroom.

Junior Great Books is a reading program for first through fifth grade children interested in more challenging literature. It is led by trained parent volunteers.

Destination ImagiNation is a creative problem-solving experience. Parent volunteers will be trained to lead a DI group. Destination ImagiNation groups meet after school or on weekends.

Programs for third grade (Explore) and for fourth and fifth grade (Discover) are intended for students with multi-intelligences and abilities. Several types of information are considered in selection of children. We recognize that no program will meet the needs or be a good match for all talented children and attempt to provide a variety of academic challenges and enrichments. Advanced math is available for students in grade 5. Students will be considered through a review of assessment and classroom performance information.

You will find that many writing, research, and project assignments in the classroom, as well as special events such as the Inventor's Fair and class performances, offer all children open-ended opportunities for advanced instruction and performance. We encourage our students to take advantage of many enrichment opportunities in the community.

Other Supplemental Programs

At the elementary level we also offer programs that provide extra help and instruction in reading, writing, and math. These include Reading Recovery, Early Literacy Groups and Title I support at Hopkins and Asp. The America Reads program provides MSUM and Concordia College education majors to assist students with reading. We have tutors to assist students in the area of reading through the Minnesota Reading Corps. We use an after school Targeted Services program called EXCEL to give students extra help in reading, writing and math. We also use parent, community, and college student volunteers to assist our students.

Students who are performing below their grade level and are recommended by their teacher will be considered for these programs. If you think your child needs reading or math help or have questions about any of these programs, contact his or her classroom teacher. If you wish to volunteer, contact a teacher or principal.

PARENTS AND TEACHERS IN PARTNERSHIP

Addressing Concerns

When parents/guardians have concerns, they are asked to first contact the school employee who is nearest to the situation causing the concern. If you do not receive satisfaction from that person, then contact the building principal for assistance. If the matter is still unresolved, then contact the superintendent of schools. You may be asked by the superintendent to state the concern in writing and summarize the action taken to date. Should that fail, an appeal may be filed with the School Board through the Superintendent's Office.

Conferences and Progress Reports

Parent-teacher conferences are held each fall and midyear. Parents/guardians sign up for conference times when they attend Back to School Night and the fall Parent-Teacher Conferences. At the fall conference you can expect to review and discuss the expectations for academic learning and personal development at your child's grade level, student progress, and any concerns or questions you or the teacher have. During the midyear conference, student progress on the grade level expectations will be discussed. The conferences are brief and do not replace regular contact with your child's teacher. If you need to conference with a teacher at other times or have a question or concern, feel free to contact him or her.

Our students receive two written progress reports each year. They are sent home in January and on the last day of school.

Family Involvement

Many benefits result from a strong partnership between home and school. Family involvement in a student's education is a factor in student achievement. Informed and involved families become supporters of the school. Family involvement is a critical link to student achievement, to achieving a high quality education and to a safe disciplined learning environment.

Our elementary schools encourage family involvement. There are opportunities for parents/guardians to become involved both at home and at school. We make a special effort to reach out to parents whose language, culture, or family conditions make it difficult for them to participate in their child's education.

Our teachers use various channels of communication to keep families informed of their child's progress in school. Teachers encourage open communication between the family and the school.

We offer many opportunities for parents/guardians to volunteer at school. Some opportunities are offered by the school staff and some by PTAC. Please watch the newsletters and other flyers that are sent home for specific information about how to volunteer. Many of the opportunities are short term and some can be done at home, so we hope to accommodate the schedules of parent volunteers. All volunteers must sign in at the office and wear a volunteer name tag. Parents/guardians are also needed to serve on school district committees. These opportunities are described in the school district calendar sent to Moorhead Area Public Schools families in

August.

Refer to School Board Policy 901 on the Web site or in the school office.

Messages and Phone Calls
If you wish to deliver something to your child during the school day, please come to the office, and we will either handle the delivery for you or help you find your child quickly.

Taking phone calls at school is usually not convenient for a student. Although we understand that students sometimes must receive telephone messages during the school day, we appreciate our parents keeping message-delivering to a minimum. Students may not use cell phones during the school day.

Parents Right to Know (Title I)
School districts are required to notify parents of all children in all Title I schools (Robert Asp and Ellen Hopkins Elementary) at the beginning of each year, that parents have the right to request and receive timely information on the professional qualifications of the student's classroom teachers. This requirement applies to all parents of the children in the school — whether or not the students receive Title I services.

When the parent requests information on their child's classroom teacher's professional qualifications, Moorhead Area Public Schools must respond in a timely manner to the requested information and, at a minimum, report the following:
a. Whether or not the teacher has met Minnesota's licensing requirements for the grade level(s) and core academic subject(s) he or she teaches;
b. Whether or not the teacher is teaching under a variance status;
c. The education level and subject area of the teacher's college degree major and any graduate degree or certificate held;
d. Whether the child is provided services by paraprofessionals, and if so, their qualifications.

Robert Asp and Hopkins Elementary shall provide to each parent:
a. Information on the level of achievement of the parent's child on the state academic assessments.
b. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

This information provided to parents shall be in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

Refer to School Board Policy 607 on the Web site or in the school office.

Parent Teacher Advisory Council (PTAC)
We have a very active Parent Teacher Advisory Council made up of staff representatives, parents, and the principal. PTAC serves to increase communication between parents/guardians and the school, support parent involvement, increase awareness of the school by parents and the community, aid in securing funds for equipment and activities which support education and the school environment, and assist at school functions. Any parent or staff member is welcome to contact PTAC officers or attend PTAC meetings. Meetings are

announced in the newsletter and on the outdoor school sign.

PowerSchool
PowerSchool, the district's student management system, provides information about your student's attendance and lunch account balance. Parents/guardians are provided usernames and passwords to access information about their child. Usernames and passwords have not changed. You do not need new password information if you have have it from previous years. Parents/guardians who do not have a username and password may get those in the school office. Parents/guardians must bring a photo ID with them.

Visitors to the Building / Visiting Classrooms
Parents/guardians are always welcome to visit school, but please try to arrange your visit at a convenient time for both your child's teacher and yourself. Your child's teacher can provide you with a time that will be most profitable to you. All visitors must sign in at the office and wear a visitor name tag. We have learned from experience that it is best to limit classroom visits to 30-45 minutes. The classroom teacher will not always have the opportunity to talk with you for any length of time during a visit because his/her first responsibility is to the children.

Please do not invite children who are visiting your home to attend school with your child.

Refer to School Board Policy 905 on the Web site or in the school office.

OTHER INFORMATION

Bicycles
Children who are competent bicycle riders and know the rules of the road may ride bicycles to school. We recommend limiting this privilege to fourth and fifth grade students. The school area is very challenging for bike riders due to the large number of cars, buses, and pedestrians. Students are required to park their bikes in a bike rack and are strongly encouraged to lock their bikes. Students are also strongly encouraged to wear helmets when biking.

District Calendar
A school district calendar is mailed to all families prior to the start of the school year. The calendar provides information about the school district, important phone numbers, and dates of events. Please ask for one at the school office if you do not receive one in the mail.

District Web Site
The Moorhead Area Public Schools' Web site at www.moorhead.k12.mn.us provides information about the school district, school announcement, phone numbers, dates of events, and access to media center resources and PowerSchool.

Gift Giving
Gifts from students to staff are discouraged. A note from a student to express gratitude and appreciation to a staff member is welcome and appropriate. Individuals interested in making a gift to the school are encouraged to talk to the principal.

Insurance
Student insurance is designed primarily to offer low cost accident and dental policies to the students who don't have coverage under any individual family plan. The School Board approves the sale of the student accidental and/or dental insurance for the convenience of students and parents. Enrollment forms are distributed to students on the first day of school in the fall.

Lost and Found
Each year many articles of clothing and other items are lost. Please encourage your child to inquire about and to look for these articles around their classroom, locker and gym. They should also check the lost and found box. If your child is unsuccessful in finding their missing items, then perhaps a family member should check the box as well. If your child's articles of clothing are marked in some way, it will be much easier to identify and claim them. Unclaimed clothing is donated to charity ~~two to three times per~~ throughout the year. Lost glasses, keys and jewelry are kept in the school office.

Parent/Guardian Information
Typically, the school will mail information to the address where the student resides. If a noncustodial parent, shared-custody parent, or other entitled individual wishes to receive school mailings and other school information, that person should call the office to make arrangements.

Parking
Each school has a designated area for visitor parking and for student drop-off and pick-up. These areas are designed for student safety. The bus loading areas may not be used for parking or student drop-off and pick-up.

Party Invitations
We prefer that students do not hand out invitations to parties at school. Please consider mailing invitations or delivering them to homes.

Patriotic Exercises
In all classroom buildings K-12, the Pledge of Allegiance to the flag of the United States of America will be recited at least one or more times each week. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.

Refer to School Board Policy 633 on the Web site or in the school office.

Personal ~~Property~~ Electronic Devices (PEDs)
~~Students are reminded not to bring valuable articles such as personal listening devices, electronic games, CD players, cell phones, or other electronic equipment to school. The school is not responsible for any lost or stolen articles of personal property.~~
Students should not bring valuable articles such as personal listening devices, electronic games, video players, music players and other electronic equipment to school. Cell phones may not be used during the school day. The school district shall not be liable for the loss, damage, or misuse of any electronic or other valuable item brought to school. Electronic devices may not be attached to the school network with a wired or wireless connection. Any device that has the capability to take photographs or record video or audio shall not be used in

restrooms or any other area where privacy is assumed. Personal electronic devices are also governed by other district policies (e.g., harassment, copyright, acceptable use). Student conference and confiscation of items may be used if students do not follow this policy.

Refer to School Board Policy 551 on the Web site or in the school office.

Pesticide Applications

Weeds on school grounds are sprayed during the first two weeks in June and the last two weeks in August. The building is checked on a quarterly basis by a licensed exterminator. Pests are monitored and controlled by use of glue traps and mechanical devices. Parents/guardians are given the opportunity to request notification prior to pesticide applications made on days other than those specified above. The long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood.

Pets in School

Family pets are not allowed on school grounds or classrooms in Moorhead's K-5 schools. The factors that led to this position include unpredictable animal behavior, allergies, asthma, and diseases such as rabies. Photos or videotapes of pets are an acceptable method of sharing a pet.

Treats

Moorhead Area Public Schools enforces the Minnesota Health Department recommendation that all student treats be purchased commercially. Parents/guardians are encouraged to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

PUBLIC NOTICE: Protection and Privacy of Pupil Records

Independent School District No. 152 gives notice to parents of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

1. Parents and eligible students are hereby informed that they have the following rights:

a. That parent or eligible student has a right to inspect and review the student's education records. A parent or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected.

b. That the parent or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing, shall identify the item the parent or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible student wishes the school district to make. The request shall be signed and dated by the parent or eligible student. If the school district decides not to amend the record as requested by the parent or eligible student, the school district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent.

d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the School Board; a person or company with whom the school

district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;

e. That the school district forwards education records on a request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section 4155 of the federal No Child Left Behind Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;

f. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C 1232g, and the rules promulgated thereunder. Said complaint should be directed to:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605.

g. That the parent or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of pupil records.

h. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's Office or the district's Web site (www.moorhead.k12.mn.us).

2. Independent School District No. 152 has adopted a School Board policy in order to comply with state and federal laws regarding education records. The policy does the following:

a. It classifies records as public, private or confidential.

b. It establishes procedures and regulations to permit parents or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.

c. It establishes procedures and regulations to allow parents or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

d. It establishes procedures and regulations for access to and disclosure of education records.

e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.

3. Copies of the School Board policy and accompanying procedures and regulations are available to parents and students upon request to the Superintendent.

4. Pursuant to applicable law, Independent School District No. 152 gives notice to parents of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

a. The information listed above shall be public information which the school district may disclose from the education records of a student.

b. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.

c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent

or eligible student must make a written request to the building administrator within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
(1) Name of student and parent, as appropriate;
(2) Home address;
(3) School presently attended by student;
(4) Parent's legal relationship to student, if applicable;
(5) Specific category or categories of directory information which is not to be made public without the parent's or eligible student's prior written consent.

5. Pursuant to applicable law, Independent School District No. 152 hereby gives notice to parents of secondary students and eligible students of their rights regarding release of information to military recruiting officers. The school district must release, without parent or student consent, the names, addresses, and home telephone numbers of secondary students to military recruiting officers within 60 days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

SHOULD A PARENT OF A STUDENT OR THE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED TO MILITARY RECRUITING OFFICERS.

IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION, THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE RESPONSIBLE AUTHORITY (BUILDING ADMINISTRATOR) BY SEPTEMBER 1 EACH YEAR. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:
(1) NAME OF STUDENT AND PARENT, AS APPROPRIATE;
(2) HOME ADDRESS;
(3) STUDENT'S GRADE LEVEL;
(4) SCHOOL PRESENTLY ATTENDED BY STUDENT;
(5) PARENT'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;
(6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH IS NOT TO BE RELEASED TO MILITARY RECRUITERS.
(7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.

NOTICE: Refusal to release the above information to military recruiting officers alone does not affect the school district's release of directory information to the public, including military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Protection and Privacy of Pupil Records Policy also must be followed. If you do not want your child's or eligible student's directory information released to military recruiting officers, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers.

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
August 2006

2007-2008 Calendar

August 2007

28 Staff Professional Development (a.m.) / Teacher Work Day (p.m.)
29-31 Staff Professional Development
30 Back to School Night (Elementary Schools)

September

3 Labor Day
4 K-12 Classes Begin
17-28 Fall MAP Testing

October

1-12 Fall MAP Testing
12, 15 Kindergarten Parent / Teacher Conferences (day)
15 K-12 Parent / Teacher Conferences (5-8:30 p.m.)
16 K-8 Parent / Teacher Conferences (8-11, 12-4, 5-8:30) / MHS Comp Day / ***No Classes K-12***
17 ***K-12 No School*** / Teacher Comp.
18-19 ***K-12 No School*** / Education Minnesota (EM) Conference
22-31 MTAS Field Tests

November

1-9 MTAS Field Tests
7 End of 1st Quarter (MHS)
21-23 ***K-12 No School***

December

22 Winter Break Begins

January 2008

2 ***No Classes K-12*** / Teacher Comp.
3 K-12 Classes Resume
18 End of 2nd Quarter/Semester (MHS)
21 ***No Classes K-12*** / Staff Professional Development / Martin Luther King Jr. Day
22 ***No Classes K-12*** / Staff Professional Development (a.m.) / Teacher Work Day (p.m.)

February

11, 12 Kindergarten Parent / Teacher Conferences (day)
11, 12 K-12 Parent / Teacher Conferences (5-8:30 p.m.)
13 K-5 Parent / Teacher Conferences (8-11, 12-4) / MHS & HMS Comp Day / ***No Classes K-12***
14 ***K-12 No School*** / Teacher Comp.
15 ***K-12 No School***
18 ***K-12 No School*** / Presidents' Day

March

10-14 TEAE Testing Window
17-21 No School
24-28 TEAE Testing Window

April

2 End of 3rd Quarter (MHS)
15, 17 Reading MCA-II Grades 3-8
22, 24 Math MCA-II, MTELL Grades 3-8
28-30 MCA-II Science Test (Grades 5, 8, MHS) / Spring MAP Testing

May

1-23 MCA-II Science Test (Grades 5, 8, MHS) / Spring MAP Testing
26 ***K-12 No School*** / Memorial Day

June

4 Last Day for K-12 Students
5 Last Day for K-12 Staff / Staff Professional Development (a.m.) / Teacher Work Day (p.m.)
6 No School / Teacher Comp.
8 Graduation

Possible Snow Make-up Days

January 2
March 17
March 18
June 5, 6 and beyond

S-M9-BOS
27 Aug 2007

INDEPENDENT SCHOOL DISTRICT #152

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

August 27, 2007
7:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Larry P. Nybladh, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. "We Are Proud"

   *** **We Are Proud** of Tyler Hjalmquist, a member of the Moorhead High School boys tennis team, for advancing to the 2007 state tennis tournament. Head coach is Tim Costello.

   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 School 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 School 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, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. TEACHING/LEARNING MATTERS - Kovash
   (1) Acceptance of Gifts - Pages 5-6
   (2) Acceptance of Indian Education Grant Renewal - Pages 7-14

B. BUSINESS SERVICE MATTERS - Weston

C. HUMAN RESOURCE MATTERS - Nielsen
   (1) Approval of Resignations - Page 15
   (2) Approval of Family/Medical Leaves - Page 16
   (3) Approval of Other Leave - Page 17
   (3) Approval of Change in Contract - Page 18
   (4) Approval of New Employees - Page 19

D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

3. **ACT TEST RESULTS**: Kovash
   Pages 20-22

4. **FIRST READING OF POLICY**: Kovash
   Pages 23-25

5. **APPROVAL OF POLICY**: Weston
   Pages 26-27

Suggested Resolution: Move to approve the policy, Tuition Fees (512), as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF EMPLOYEE HANDBOOK**: Nielsen
Pages 28-64

Suggested Resolution: Move to approve the updated Employee Handbook as presented.
Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF STRATEGIC PLAN**: Nybladh
Page 65

Suggested Resolution: Move to approve the Strategic Plan as presented.

Moved by _____ Seconded by _____
Comments _____

8. **COMMITTEE REPORTS**

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

10. **CLOSE PUBLIC MEETING**: Tomhave

Suggested Resolution: Move to close the public meeting at _____ p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies and M.S. 13D.05, Subdivision 3, for the purpose of conducting the Superintendent's annual evaluation.

Moved by _____ Seconded by _____
Comments _____

11. **OPEN PUBLIC MEETING**: Tomhave

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

Moved by _____ Seconded by _____
Comments _____

12. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Prof Dev (am)/Teacher Work Day (pm)	August 28		
Horizon Back To School Night	August 28		Horizon
Grade 6		4-5 pm	
Grade 7		5:30-6:30 pm	
Grade 8		7-8 pm	
All Staff Breakfast	August 29	8-8:45 am	MHS Commons
All Staff Assembly	August 29	8:45-10:45 am	MHS Aud
Professional Development	August 29-31		
Back to School Night (Elems)	August 30	6-7:30 pm	Elem Schools
Labor Day	September 3		
K-12 Classes Begin	September 4		
Indian Educ Parent Com	September 5	5 pm	PCE
Clay Cnty Joint Powers Com	September 6	7 am	City Hall
MHS Back to School Night	September 6	6:30-8 pm	MHS
Horizon PTAC	September 6	7 pm	Media Center
Robert Asp Parent Social	September 10	6:30 pm	Media Center
School Board	September 10	7 pm	PCE
MHS PTAC	September 10	7 pm	MHS
Primary Election (No school activities from 6-8 pm)	September 11		
Prof Dev Before/After School	September 12		
Instr and Curr Adv Com	September 13	7 am	PCE
Early Chldhd Advisory Com	September 13	6:30-8 pm	PCE
SG Reinertsen PTAC	September 17	6:30 pm	Media Center
Policy Review Committee	September 17	7-8:30 pm	PCE
Ellen Hopkins PTAC	September 18	6:30-8 pm	Media Center
Com Ed Adv Council	September 18	7 pm	PCE
Interagency Early Interv Com	September 19	12 pm	FSC
Health/Safety/Wellness Com	September 20	9:30 am	PCE
Supt's Advisory Council	September 20	7-8:30 pm	PCE
Safe and Healthy Learners Com	September 24	3-4 pm	PCE
School Board	September 24	7 pm	PCE
Activities Council	September 25	7 am	MHS Conf Rm
Technology Committee	September 25	3:45 pm	PCE
Prof Dev Before/After School	September 26		
Homecoming Parade	September 28		
Hall of Honor Induction	September 29	5 pm	Marriott

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.025 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: August 21, 2007

RE: United Way Donation

United Way has donated 71 backpacks for distribution to students at Moorhead High School, Horizon Middle School, Indian Education, SG Reinertsen Elementary, Ellen Hopkins Elementary and Robert Asp Elementary.

The approximate value of each backpack is $24.00.

SUGGESTED RESOLUTION: Move to accept the donation of backpacks from United Way.

LAK/kmr

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.024 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: August 20, 2007

RE: Donation

Moorhead Area Public Schools has received a donation of $100 from West Acres Shopping Center for the Community Education Great Decisions program.

SUGGESTED RESOLUTION: Move to accept the donation of $100 from West Acres Shopping Center and direct administration to send a thank you card.

West Acres Shopping Center
Attn: Brad Schlossman
PO Box 9978
Fargo, ND 58106-9978

LAK/kmr

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.022 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: September 3, 2007

RE: Indian Education Grant Renewal

The US Department of Education Office of Indian Education has issued the Grant Award Notification Renewal for Indian Education for the 2007-2008 school year in the amount of $45,877 to Moorhead Area Public Schools

The majority of the grant funding will be used for the .5 Indian Home School Liaison and .5 American Indian Resource Teacher. Additional funds from the grant will be used for program support.

SUGGESTED RESOLUTION: Move to accept the Renewal of the Indian Education Grant from the US Department of Education for $45,877 for the 2007-2008 school year.

LAK/kmr
Attachment

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

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME:
MOORHEAD AREA PUBLIC SCHOOLS
2410 14th Street South
Moorhead, MN 56560

2 PROJECT DESCRIPTION
84.060A
FORMULA GRANTS TO LEAS

3 EDUCATION STAFF

RECIPIENT STATE DIRECTOR
SARAH KING (218) 284 - 3724

EDUCATION PROGRAM CONTACT
Bernard L. Garcia (202) 260 - 1454

EDUCATION PAYMENT CONTACT
GAPS PAYEE HOTLINE (888) 336 - 8930

4 KEY PERSONNEL

N/A

5 AWARD INFORMATION

PR/AWARD NUMBER S060A070637
ACTION NUMBER 01
ACTION TYPE New
AWARD TYPE Formula

6 AWARD PERIODS

BUDGET PERIOD 07/01/2007 - 06/30/2008
FEDERAL FUNDING PERIOD 07/01/2007 - 06/30/2008

7 AUTHORIZED FUNDING

CURRENT AWARD AMOUNT	$45,877.00
PREVIOUS CUMULATIVE AMOUNT	$0.00
CUMULATIVE AMOUNT	$45,877.00

8 ADMINISTRATIVE INFORMATION

DUNS/SSN 185180965
REGULATIONS EDGAR AS APPLICABLE

ATTACHMENTS F, L - OESE, M - OESE, S

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY: PL PL 107-110 ESEA AS AMENDED BY THE NO CHILD LEFT BEHIND ACT OF 2001
PROGRAM TITLE: INDIAN EDUCATION - GRANTS TO LOCAL EDUCATIONAL AGENCIES

CFDA/SUBPROGRAM NO: 84.060A

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0101A	2007	2007	ES000000	B	E10	000	060	4101A	$45,877.00

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

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: S060A070637

RECIPIENT NAME: MOORHEAD AREA PUBLIC SCHOOLS

TERMS AND CONDITIONS

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

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

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

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

JUL 13 2007

AUTHORIZING OFFICIAL DATE

er. 1
O-GAPS001 (01/98)

9

Attachment F

Request for Approval of Program Income

In projects that generate program income (10), the recipient calculates the amount of program income according to the guidance given in:

- 34 CFR 74.20(f) [institutions of higher education, nonprofit organizations, and hospitals]; or
- 34 CFR 80.25© [State and local governments and Federally-recognized Indian tribes].

Unless checked below as **NOT ALLOWED**, the recipient may exercise any of the options or combination of options, as provided in **EDGAR** {11}, for using program income generated in the course of the recipient's authorized project activities:

____Not Allowed	Adding program income to funds committed to the project by the Secretary and recipient and using it to further eligible project or program objectives;
____Not Allowed	Using program income to finance the non-Federal share of the project or program; and
____Not Allowed	Deducting program income from the total project or program allowable cost in determining the net allowable cost on which the Federal share of cost is based.

{10} As defined in 74.2 and 80.25 (b) of the Education Department General Administrative Regulations (EDGAR)

{11} 34 CFR 74.24(a)-(h) [institutions of higher education, nonprofit organizations, and hospitals]; or
34 CFR 80.25(a)-(h) [State and local governments and Federally-recognized Indian tribes.

Attachment L

TERMS AND CONDITIONS OF AWARD
INDIAN EDUCATION FORMULA GRANT PROGRAM,
TITLE VII, SUBPART1,

FY 2007

Preagreement Costs

As prescribed by the Education Department General Administrative Regulations (**EDGAR**), 34 CFR 80.22 Allowable costs, 34 CFR 75.707(h), costs which have been incurred by the grantee in anticipation of the execution of this award and which are specifically provided for the approved activities and budget are allowable hereunder. Specifically, these costs are for expenses for the operation of this project from July1, 1998 to June 1999 or for the budget period on the grand award notification.
NOTE: Carryover of funds from one year to the next is not allowed under this program.

Grant Reporting Requirements

Requirements for monitoring and reporting program performance may be found in 34 CFR 80.40. **NOTE:** Section 80.40(a) Monitoring by Grantees, and (d) Significant developments.

The Department of Education, Office of Indian Education, may administratively hold a grantees payment for failure to submit required reports or information (34 CFR 80.21(g) and 34 CFR 80.50 Closeout).

Grant recipients are required, as a condition of this award, to make a final performance report within 90 days after the completion of the project period (34 CFR 80.50(b)). **However, the performance report form has not been approved.** Upon approval, the form will be sent to all grantees. Once received, grantees will have 90 days to complete and return the form to the Office of Indian Education.

The final performance report will consist of a report of programmatic accomplishments on a report format prescribed by the Department of Education, Office of Indian Education (OMB No. 1810-0503).

Grant Amendment Requirements

Regulations governing programmatic and budgetary changes may be found in 34 CFR 80.30 (a), (b), (c), (d), (f).

Enclosed is an ED Form No. 524 to be used for required budget revisions.

Attachment M

OFFICE OF INDIAN EDUCATION

400 Maryland Avenue, SW
Washington, DC 20202

Name	Title	Phone Numbers
Peirce Hammond	Acting Director	(202) 401-0953
Cathie Carothers	Deputy Director	(202) 260-1683
Bernard Garcia	Group Leader	(202) 260-1454
John Cheek	Management Analyst	(202) 401-0274
Paulette Davis	Program Specialist	(202) 260-2840
Jean Hunt	Program Specialist	(202) 260-1518
Faye Lone	Program Specialist	(202) 205-6184
Josephine Quarterman	Support Assistant	(202) 260-1638
Annabelle Toledo	Program Specialist	(202) 260-1581

ATTACHMENT S

SPECIAL CONDITIONS FOR DISCLOSTING FEDERAL FUNDING IN PUBLIC ANNOUNCEMENTS

When issuing statements, press releases, request for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds included in this Act, including but not limited to State and local governments and recipients of Federal research grants, shall clearly state

(1) the percentage of the total costs of the program or project which will be financed with Federal money;

(2) the dollar amount of Federal funds for the project or program; and

(3) percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources

Recipients must comply with these conditions under Public Law 108-447, the "Consolidated Appropriations Act, 2005", DIVISIONS DEPARTMENT OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2005, Title V General Provisions, Sec.506, December 8, 2004.

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

'or Discretionary, Formula, and Block Grants (See Block 5 of the Notification)

. **RECIPIENT NAME** - The legal name of the recipient, name of the primary organizational unit that will undertake the funded activity, and the complete address of the recipient. The recipient is commonly known as the "grantee."

. **PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.

. **PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.

***RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.

EDUCATION PROGRAM CONTACT - The U.S. Department of Education staff person responsible for the programmatic, administrative and business-management concerns of the Department.

EDUCATION PAYMENT CONTACT - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.

.* **KEY PERSONNEL** - Name, title and percentage (%) of effort the key personnel identified devotes to the project.

. **AWARD INFORMATION** - Unique items of information that identify this notification.

PR/AWARD NUMBER - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number."

ACTION NUMBER - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"

ACTION TYPE - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)

AWARD TYPE - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK.

AWARD PERIODS - Project activities and funding are approved with respect to three different time periods, described below:

BUDGET PERIOD - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.

PERFORMANCE PERIOD - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.

***FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.

AUTHORIZED FUNDING - The dollar figures in this block refer to the *Federal* funds provided to a recipient during the award periods.

***THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.

***BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.

***PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.

RECIPIENT COST-SHARE - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.

RECIPIENT NON-FEDERAL AMOUNT - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be **required** to provide the non-federal funds.

ADMINISTRATIVE INFORMATION - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

DUNS/SSN - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.

***REGULATIONS** - The parts of the Education Department General Administrative Regulations (EDGAR) and specific program regulations that govern the award and administration of this grant.

***ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.

LEGISLATIVE AND FISCAL DATA - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

FUND CODE, FUNDING YEAR, AWARD YEAR, ORG. CODE, PROJECT CODE, OBJECT CLASS - The fiscal information recorded by the U.S. Department of Education's Grant Administration and Payment System to track obligations by award.

AMOUNT - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).

. **TERMS AND CONDITIONS OF AWARD** - Requirements of the award that are binding on the recipient.

***AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award.

)R FORMULA AND BLOCK GRANTS ONLY:

ee also Blocks 1, 2, 5, 6, 8, 9 and 10 above)

EDUCATION STAFF - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

AUTHORIZED FUNDING

CURRENT AWARD AMOUNT - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

PREVIOUS CUMULATIVE AMOUNT - The total amount of funds awarded under the grant before this action.

CUMULATIVE AMOUNT - The total amount of funds awarded under the grant, this action included.

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* This item differs or does not appear on formula and block grants.

14

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.014**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nelson, Director of Human Resources

DATE: August 20, 2007

RE: Resignation

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

Paul Larson	Head Wrestling Coach, High School, effective beginning with the 2007-2008 season.
Donald Nissen	Lunchroom Supervisor, Robert Asp Elementary, effective August 20, 2007.

SUGGESTED RESOLUTION: Move to approve the resignation of Paul Larson and Donald Nissen as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.016**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielson, Director of Human Resources

DATE: August 20, 2007

RE: Family/Medical Leave

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

Katherine Bormann	DCD Teacher, High School, effective approximately December 24, 2007 for approximately six weeks.
Sayra Crary	ESL Teacher, Horizon Middle School, effective approximately October 24, 2007 for twelve weeks.
Arlene Rauenhorst	Paraprofessional, High School, effective August 28, 2007 for an undetermined amount of time.
Deanna Monson	Liaison, Red River Area Learning Center, effective approximately September 22, 2007 for six weeks.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Katherine Bormann and Sayra Crary pursuant to Section IV, Article 38 of the Teachers' Master Agreement and Arlene Rauenhorst pursuant to Article VIII, Section 3 of the Paraprofessional Master Agreement and Deanna Monson pursuant to Article IV, Section 3 of the Non-Aligned Master Agreement.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.019**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: August 20, 2007

RE: Other Leave

The administration requests Other Leave for the following person:

Nicole Anderson	Paraprofessional, Hopkins Elementary, effective September 17, 2007 until November 5. 2007.

SUGGESTED RESOLUTION: Move to approve the Other Leave for Nicole Anderson as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.017**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: August 20, 2007

RE: Change in Contract

Debra Hoesley	ABE Paraprofessional to ABE Instructor, Probstfield Center for Education, 3.6 hours per day, Monday-Thursday, 40 weeks per year at $23.69 per hour. (Replaces Marla Anderson)

SUGGESTED RESOLUTION: Move to approve the change in contract for Debra Hoesley as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.015**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: August 20, 2007

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.

Lyman Hanson	Paraprofessional, High School, B21 (3) $13.31 per hour, 6.5 hours per day, 186 days per year, effective August 28, 2007. (Replaces Beth Schwab)
Scott Olson	Paraprofessional, High School, B21 (3) $13.31 per hour, 6.5 hours per day, 186 days per year, effective August 28, 2007. (Replaces Ashley Hill)
Carrie Lawrence	ESL Teacher, Robert Asp Elementary, BA+10(3) .50 FTE, $17,182.00, effective August 28, 2007. (Replaces Sayra Crary)
Shannon Albertson	Lunchroom Supervisor, Robert Asp Elementary, 2.5 hours per day, $8.60 per hour, effective September 4, 2007. (Replaces Donald Nissen)
Kim Shorey	Lunchroom Supervisor/Crossing Guard, Robert Asp Elementary, 5.5 hours per day, $8.60 per hour, effective September 4, 2007. (Replaces Shari Nelson)
Michael Ochoa	Hall Monitor, High School, B21 (3) $13.31 per hour, 6.5 hours per day, 186 days per year, effective August 28, 2007. (Replaces Sam Garcia)

SUGGESTED RESOLUTION: Move to approve the employment of Lyman Hanson, Scott Olson, Carrie Lawrence, Shannon Albertson, Kim Shorey and Michael Ochoa as presented.

RN/smw

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.023 R

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: August 20, 2007

RE: ACT Test Results

Attached is the five-year report for Moorhead School District ACT tests.

While Minnesota led the nation for the highest ACT test scores, Moorhead Area Public School District scores are at or above the state average in all catalogues.

Information will be shared with the board regarding Moorhead School District's results on ACT tests.

LAK/kmr
Attachment

ACT®

AUG 14 2007

College Readiness Letter for: MOORHEAD IND SCHOOL DIST 152

8/3/2007
Code: 247140

SUPERINTENDENT
MOORHEAD IND SCHOOL DIST 152
2410 14TH STREET S
C00191593 MOORHEAD, MN 56560

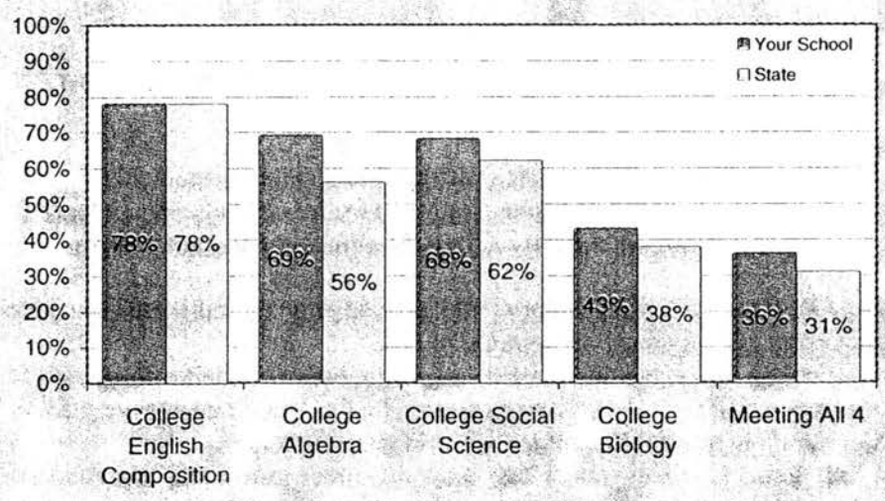
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your high school's ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

	Total Tested		English		Mathematics		Reading		Science		Composite	
Grad Year	Local	State	Local	State	Local	State	Local	State	Local	State	Local	State
2003	251	42,892	21.1	21.2	23.0	21.8	22.8	22.4	22.7	22.2	22.5	22.0
2004	282	42,163	20.1	21.4	22.1	22.0	21.7	22.6	21.8	22.3	21.6	22.2
2005	296	41,646	20.4	21.6	21.9	22.1	22.3	22.7	21.9	22.4	21.7	22.3
2006	246	41,650	20.6	21.6	22.5	22.1	22.3	22.6	22.0	22.3	22.0	22.3
2007	**287**	**43,534**	**21.8**	**21.8**	**23.9**	**22.5**	**23.4**	**22.8**	**23.0**	**22.5**	**23.2**	**22.5**

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?
While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

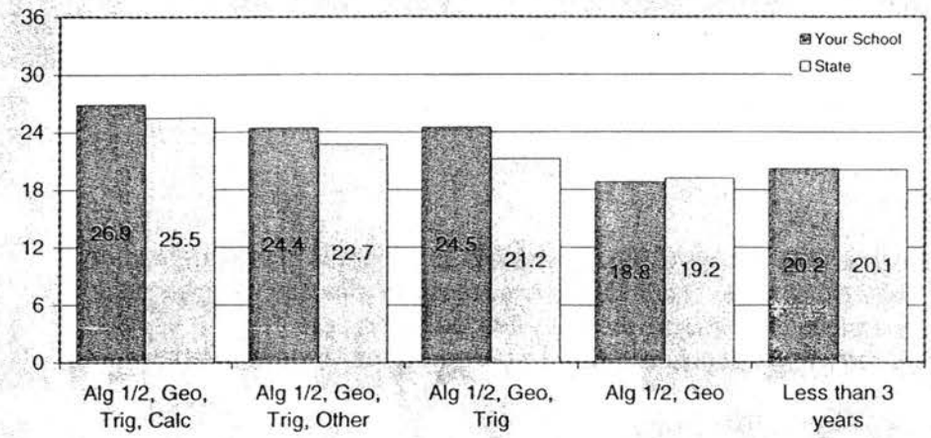
* English Composition: 18 on ACT English Test
* Algebra: 22 on ACT Math Test
* Social Science: 21 on ACT Reading Test
* Biology: 24 on ACT Science Test

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Letter has been sent to the Principal of each high school with 10 or more ACT-tested graduates.

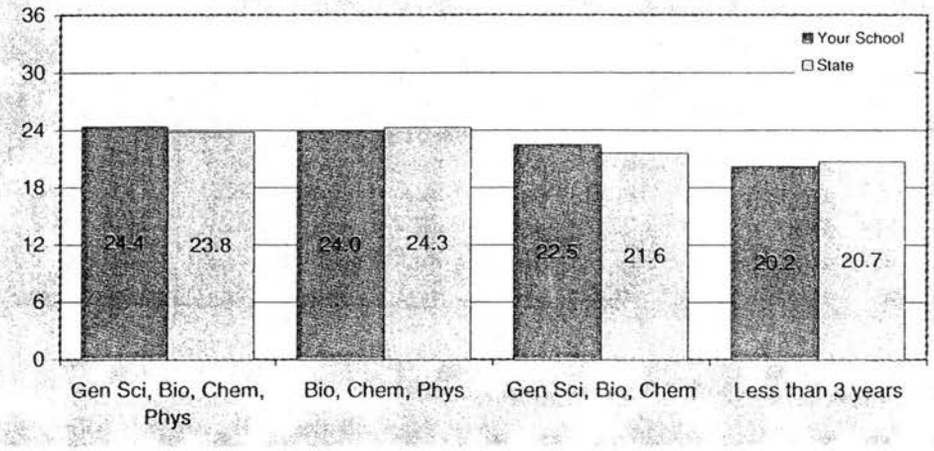
ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in math and science respectively.

Figure 2. Average ACT Math Scores by Course Sequence



Value Added by Math Courses
Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Math scores than students who take less than three years of math. In addition, students who take more advanced math courses substantially increase their ACT Math score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses
Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

1. **Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
2. **Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
3. **Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
4. **Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
5. **Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness at your school, contact your ACT Regional Director at 847-634-2560, or email act.midwest.region@act.org.

500 ACT Drive P.O. Box 168 Iowa City, Iowa 52243-0168 319/337-1000 www.act.org

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.011

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: August 20, 2007

RE: First Reading of Policy

Attached please find the policy, Inclusive Educational Program (609), for your review. This is a new policy for School Board consideration.

LPN:mde
Attachment

Board Policies

Inclusive Educational Program

School Board Policy: 609

Section: 600 EDUCATION PROGRAMS

Date Adopted: 9/10/2007

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of the policy is to establish and maintain an inclusive educational program as defined in Minnesota Statutes 3500.0550.

II. GENERAL STATEMENT OF POLICY

A. It is the intent of the Moorhead Area Public School Board to establish and maintain an educational program for students and staff which is inclusive of the cultural diversity of the United States and which reflects the historical and contemporary contribution of persons of African, Asian, Hispanic, European and Native American ancestries; females and males and persons with disabilities.

III. RATIONALE

A. We must ensure that our schools do a better job in helping students understand and appreciate all Americans whether or not they are of different racial and cultural heritage.

B. We must encourage males and females in our education program to understand the importance of the full utilization of all human resources in our society.

IV. EDUCATION PLAN

A. The Inclusive Education Plan will provide a framework and process for the integration of multicultural, gender-fair concepts throughout the educational program. A program which is multicultural and gender-fair will:

1. Foster understanding and appreciation of cultural diversity, with emphasis on American Indians, Asian/Pacific American, Black Americans and Hispanic Americans as well as on Americans of European ancestry and will reflect the wide range of contributions by and roles open to Americans of all races and cultures.

2. Emphasize the historical and contemporary contributions to society of women as well as men. Special emphasis will be placed on the contributions of women. The program will reflect the wide range of roles open to American women and men.

3. Emphasize the historical and contemporary contributions to society of persons with disabilities and will reflect the wide range of roles open to individuals with disabilities.

B. The Inclusive Education Plan:

1. Provides for an educational system that is sensitive to the "whole learner." Therefore, all aspects of the students' social, emotional, physiological and cultural needs must be addressed in order to provide a quality education.

2. Provides for staff development programming to assist staff in understanding and providing strategies to meet the needs of all students.

3. Provides for curriculum development/review and instructional strategies are crucial to the delivery and

implementation of this plan.

4. Will enhance, rather than replace, the traditional subject matter disciplines.

5. Will be accommodated within the present structures of the Moorhead Area Public Schools.

6. Will be a continuum that begins at kindergarten and extends into adult life.

7. Will promote wholesome attitudes toward self, persons with disabilities, racial minority groups and will address gender-fairness.

8. Will include motivation and rationale for Moorhead Area Public Schools staff to model behavior and attitudes leading toward a sensitivity to multicultural, gender-fair and disability-conscious issues.

C. The Human Rights Committee and the Instruction and Curriculum Advisory Committee shall review the plan annually and recommend to the Superintendent a process for its implementation and a monitoring system. The committees will be made up of staff, community members and will include substantive involvement by women and men, persons of color and persons with disabilities.

Legal References:
Minnesota Rules 3500.0550

Cross References:
Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools
Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee
Moorhead School Board Policy 235: Human Rights Committee
Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity
Moorhead School Board Policy 446: Staff Development
Moorhead School Board Policy 502: Student Disability Nondiscrimination
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 601: Instructional Goals of Moorhead Area Public Schools
Moorhead School Board Policy 604: Extended School Year for Students with Individualized Education Programs
Moorhead School Board Policy 620: Selection of Textbooks and Instructional Materials
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 901: Family Involvement

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.012

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: August 20, 2007

RE: Approval of Policy

Attached please find the policy, Tuition Fees (512)

Suggested Resolution: Move to approve the policy, Tuition Fees (512), as presented.

LPN:mde
Attachment

Board Policies

Tuition Fees

School Board Policy: 512

Section: 500 STUDENTS

Date Adopted: 9/13/1988

Date Revised: 6/12/2006

Dates Reviewed: 8/13/1991
7/6/1993
8/28/1995
8/26/1996
7/28/1997
8/10/1998
7/19/1999
6/26/2000
11/10/2003
9/26/2005
6/12/2006

I. PURPOSE

The Moorhead School Board will annually set fees for out of state students to attend Moorhead Area Public Schools based on the formula allowance and weights per pupil unit.

II. GENERAL STATEMENT OF POLICY

Tuition fees for full time students attending Moorhead Area Public Schools are as follows:

Kindergarten ~~$2,771~~ 3,105

Grades 1-3 ~~$5,546~~ 5,658

Grades 4-6 ~~$5,272~~ 5,378

Grades 7-12 ~~$6,466~~ 6,596

Special Education students and students attending under the Minnesota Attendance Options programs shall have financial arrangements based on state approved procedures.

Cross Reference:
Moorhead School Board Policy 511: Enrollment of Nonresident Students

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.018**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: August 20, 2007

RE: Employee Handbook

Attached is a copy of the revised Employee Handbook for the 2007-2008 school year. Changes have been made throughout the handbook to update it and make it more useful to employees.

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

RN/smw

MOORHEAD AREA PUBLIC SCHOOL DISTRICT #152

EMPLOYEE HANDBOOK

August ~~2006~~ 2007

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This is the Moorhead Area Public School District #152 Employee Handbook as of August ~~2006~~ 2007. It contains basic information for all employees regarding many aspects of employment in the Moorhead Area Public School District. The handbook is to be used as a guide in answering questions regarding personnel policies and is not intended as a contract/agreement or offer of employment. It is the right of the school district to add or delete to this handbook at any time. For clarification or further explanation of policies, please contact the Human Resources Office at 284-3350.

All prior versions of this handbook are hereby revoked.

Ron Nielsen
Director of Human Resources

August ~~1~~ 10, ~~2006~~ 2007

I. INTRODUCTION

A. Welcome

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

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

B. Mission Statement

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

C. Organizational Philosophy/Culture/Values

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

> Our democratic society depends upon citizens who think effectively, read critically, discuss intelligently, evaluate ideas constructively and creatively, and choose to act wisely based on a commitment to ethical values. The complexities and global nature of today's world require that education work in partnership with the rest of society to promote excellence, accountability, life-long learning, and receptiveness to change. Each individual has inherent value and dignity and every individual has the right to a public education throughout life.
>
> Our philosophy of education recognizes the inevitability of change. As knowledge expands, society will continue to be challenged in its ability to comprehend new information and deal with its implications. It is our belief that the principles outlined in this statement of philosophy are compatible with society as we anticipate it to be in the future, and a prerequisite for a future of which we can be proud.

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

II. YOUR RESPONSIBILITY AS AN EMPLOYEE

A. Success in the Moorhead Area Public School District

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

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

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

B. Attendance

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

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

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

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

C. Licensure/Certification

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

Beginning with the 2006-2007 school year all teachers must be highly qualified as required under the federal No Child Left Behind Act. In Minnesota this was accomplished through the licensing process for all teachers licensed after the year 2000. Teachers licensed before the year 2000 must either take the Praxis I test and the Praxis II test for their area of teaching or they must become highly qualified

through the State of Minnesota High Objective Uniform State Standard of Evaluation (HOUSSE) process. Please contact Human Resources for more information.

D. Confidentiality

Information you obtain as the result of your employment with the school district is confidential. Respect for the dignity of our students requires that you discuss any student issues only with those staff members and parents who need to know the information. In addition to student information, confidentiality is expected in other areas including staff information or school district business information. We will comply with requests for public information as they are received in accordance with state law and school district policy. Requests should be directed to the proper department for processing.

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

E. Conflict of Interest

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

F. Documentation

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

G. Gifts and Gratuities

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

H. Meal and Break Periods

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

I. Personal Appearance

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

J. Name Badges

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

K. Personal Property

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

L. District Property

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

M. Solicitations

Individuals, groups and organizations often wish to solicit employees to support a particular activity or organization. This solicitation may be charitable, political, union or for other purposes. Solicitations that are sanctioned by the district such as the

Moorhead Area Education Foundation or the United Way are permitted. All others need to be approved by administration in advance. The selling of tickets or merchandise by employees is permitted only on personal time in designated break areas.

N. Teamwork

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

O. School Board Policies & Administrative Procedures

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

P. Reporting

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

Q. Acceptable Use

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

III. EMPLOYMENT LAWS

A. Equal Opportunity Employer

The Moorhead Area Public School District prohibits discrimination in any form on the basis of race, color, creed, age, disability, sex, sexual orientation, national origin, marital status or status with regard to public assistance. This policy includes but is not limited to the following: employment, promotion, demotion, transfer, layoff, recall,

corrective actions, termination, rate of pay, other compensation, the application of policies and training. Please refer to School Board Policies 401, 402 and 404 which all speak to equal employment opportunity.

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

B. Immigration Law Compliance

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

C. Employment of Minors

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

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

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

D. Harassment

~~It is the goal of the Moorhead Area Public School District for all employees to work in an environment free from disruptive behavior or any type of discrimination including freedom from sexual harassment or other forms of harassment. The school district extends its best effort to accomplish this goal and expects all employees to do the same. Acts of disruptive behavior, sexual harassment or other forms of harassment by employees and non-employees will not be tolerated under any circumstances. Employees found in violation of this policy will be subject to immediate corrective action, up to and including termination of employment. Non-employees found in violation of this policy will be reported immediately to administration for action.~~

~~Sexual Harassment~~

~~1. Definition of Sexual Harassment: Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of sexual nature when:~~

~~a. Submission to such conduct is made either explicitly or implicitly as a term or condition of employment;~~

~~b. Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual;~~

~~c. Such conduct has the purpose or effect of substantially interfering with a person's work performance or creating a hostile, offensive, or intimidating work environment.~~

~~2. Prohibited acts of sexual harassment included in the definition encompass, but are not limited to:~~

~~a. Displaying in the work place (including personal lockers, other personal storage areas, offices, and cubicles) sexually suggestive objects or pictures;~~

~~b. Continual or repeated verbal comments of a sexual nature including sexual commentaries about a person's body or propositions of a sexual nature;~~

~~c. Threats or insinuations that a person's employment, wages, promotions, job assignments, or other conditions of employment may be adversely affected by refusing to submit to or tolerate sexual advances;~~

~~d. Retaliation against an employee for filing a complaint about the above cited or similar behavior.~~

~~Harassment/Disruptive Behavior~~

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

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

~~a. Offensive or inappropriate comments, written materials or illustrations in the work place;~~

~~b. Physical altercations or threats in the work place;~~

~~c. Verbally abusive behavior (loud, profane, disrespectful) in the work place;~~

~~d. Retaliation against an employee for filing a complaint about the above cited or similar behavior.~~

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

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

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

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

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

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

The purpose of the school district policy on harrassment is to maintain a learning and working environment that is free from religious, racial, national origin or sexual harrassment and violence. The Moorhead Area Public Schools prohibits any form of religious, racial, sexual orientation, national origin or sexual harrassment and violence.

See School Board Policy 570 - Prohibition of Harrassment and Violence.

GENERAL STATEMENT OF POLICY

A. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator, or other school personnel through conduct or communication of a sexual nature or regarding religion, national origin and race as defined by this policy. (For purposes of this policy, school personnel includes School Board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)

B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict or attempt to inflict religious, racial, sexual orientation, national origin or sexual violence upon any pupil, teacher, administrator or other school personnel.

C. The Moorhead Area Public Schools will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial, sexual orientation, national origin or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

See Administrative Procedure 570.1

E. Comparable Worth/Pay Equity

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

F. Public and Private Personnel Data

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

IV. COMMUNICATIONS

A. Web Site

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

The district extranet requires a username and password for entry. Employees receive a username and password to access the extranet. The extranet includes: bulletins, calendars, SEMS, your payroll/leave information, links to Flexible Spending account balances and many other areas. Be sure to check it out for your benefit.

B. Publications

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

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

C. Staff Meetings

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

D. Telephone and Mail

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

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

See Appendix A for building telephone numbers.

E. Other Communication

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

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

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

V. JOB PERFORMANCE

A. Job Responsibilities

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

B. Corrective Action

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

C. Your Supervisor

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

D. Initial Evaluation and Performance Review

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

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

E. Staff Development

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

VI. JOB OPPORTUNITIES

A. Web Site and Human Resources Job Posting

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

B. Hiring of Relatives

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

C. Right of Assignment

The school district has the right of assignment of all employees in the district.

VII. EMPLOYEE PAY AND RECORDS

A. Personal Information Changes

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

B. Overtime

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

1) All overtime must be authorized by your supervisor in advance, and
2) Exempt employees are ineligible for overtime.

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

C. Payday

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

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

D. Personnel Files

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

E. Exempt and Non-Exempt Employees

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

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

VIII. TIME AWAY FROM WORK

There are a number of reasons for employees to be gone from the work setting. Generally, whenever you miss work there are two procedures you need to follow: notify your supervisor to receive authorization/permisssion to be absent from work and record your absence on the Substitute Employee Management System(SEMS).

Quick reference guides for how to use the system by either telephone or computer can be found by logging on to the district's extranet then clicking on your name in the upper left hand corner and following the link found in your demographic information.

Known absences should be recorded into the system as far in advance as possible, particularly for those employees who need substitutes. Please follow instructions

and timelines to ensure the best functioning of the system.

A. Sick Leave

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

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

B. Parental Leave

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

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

C. Family and Medical Leave Act (FMLA)

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

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

Leave may be taken:

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

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

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

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

BASIC REGULATIONS AND CONDITIONS OF LEAVE:

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

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

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

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

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

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

STATUS OF EMPLOYEE BENEFITS DURING LEAVE OF ABSENCE:

Health Insurance. Group health care coverage will continue for employees on leave as if they were still working. Employees who are granted an approved leave of absence under this policy are advised to arrange to pay their share of premiums during the absence.

If the leave is paid, premiums will continue to be paid through payroll deductions. If the leave is unpaid, employees are responsible for making sure the district receives premium payments by the normal payroll dates. The Human Resources Department will provide a schedule of payment amounts and due dates at the beginning of any unpaid leave of absence.

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

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

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

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

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

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

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

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

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

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

Parenting leave must be arranged through your supervisor. You are encouraged to alert your supervisor and/or management at least 30 days prior to the date you will begin parenting leave, if possible. At the end of the leave, you will be reinstated to your old position or one that is substantially the same, if your old position is not available. If you are not able to, or choose not to return to work at that time, you will be considered to have voluntarily terminated your employment.

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

Employees who do not work the requisite hours stated above, but have been employed at least 12 consecutive months and work an average number of hours equal to one half the full-time equivalent position, are eligible for leave under the Minnesota Parental Leave Act (Minn. Stat. 181.941). Such employees shall be entitled to up to six weeks of unpaid leave of absence when they are a natural or adoptive parent. The employee at his or her own expense may continue group health coverage. Further details may be obtained from your supervisor or management. See School Board Policy 422: Family and Medical Leaves.

D. Personal Leave

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

on WebCenter Online.

E. Military Service Leaves

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

F. Funeral/Bereavement Leave

Time off with pay is granted in various ways in different contracts/agreements to allow an employee to attend the funeral and to either be with a relative prior to death or after to help with final arrangements. The list of relatives varies by contract/agreement and the paid time off provisions also vary by contract/agreement. Some contracts/agreements tie this provision into emergency leave. For more information check your contract or contact Human Resources.

G. Jury Duty

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

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

H. Deduct Days

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

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

Please see Human Resources for more information.

I. Other Leaves of Absence

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

leave provisions. Please check your contract/agreement for leave provisions in this category.

IX. EMPLOYEE BENEFITS

A. Insurance

Health Insurance

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

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

Life Insurance

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

Dental Insurance

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

Disability Insurance

The school district pays the premium for a long-term disability insurance policy for eligible employees. There is a 60 continuous work day waiting period for eligibility. The policy pays 60% of an employee's normal wage, subject to taxation, up to age 65 if necessary for continuing disability. Please contact Human Resources or Payroll for details if you are disabled. If you are hurt on the job you would be covered by Workers' Compensation, which is discussed later.

Unemployment/Re-employment Insurance

If you are terminated from your job or laid off from your job you may be eligible for this insurance. Please contact your local Job Service to apply for benefits on the Job

Service link on the district Web site under "Career Resources." The "Career Resources" section also has many other forms of assistance listed, ranging from interviewing skills, resume building, other Web sites listing jobs and employee assistance.

Cancer/Intensive Care Insurance

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

B. Vacation

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

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

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

C. Retirement

PERA & TRA

All employees in the Moorhead Area Public School District who meet minimum requirements of hours worked in a year are covered under either the Public Employee's Retirement Association or the Teacher's Retirement Association. The school district and the employer both contribute to those mandated state retirement plans in an amount set by law. Further information is available on the PERA Web site at www.mnpera.org or the TRA Web site at www.tra.state.mn.us.

Deferred Annuities - 403(b)

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

Social Security (FICA)

As an employee of the Moorhead Area Public School District you are automatically covered under the Federal Social Security Act. At the present time both you and the district, as your employer, contribute 6.2% of your gross salary to Social Security up to a maximum gross earning specified by the law. Any earnings more than that amount

are not taxed.

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

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

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

D. Flexible Spending Accounts

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

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

The flexible spending plan year runs September 1 - August 31. Employees hired during that time may participate for the remainder of the plan year. By using these accounts employees can pay for these expenses with before tax dollars and save themselves money. Please see Payroll for more information.

E. Employee Assistance Program

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

All information shared with the EAP Coordinator is held in a confidential manner and may not be disclosed to anyone without a signed release from the employee. Participation in the Employee Assistance Program is voluntary and there is no charge for assessment interviews. Current access to EAP programs can be gained by telephone at 866-326-7194. For hearing impaired the telephone number is 1-800-827-3707.

F. Employee Discounts

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

G. Workers' Compensation

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

X. HEALTH & SAFETY

Our district is committed to providing a healthy and safe work environment for all its employees. Regard for safety of our students and employees is of utmost concern. Safety does not occur by chance. It is the result of careful attention to all school district operations. Providing a safe place to work, a work environment conducive to safe work practices, and effective safety policies are primary concerns for the administration. It is our belief that employees at every level have a responsibility for maintaining safety and occupational health within the district, and are expected to cooperate fully with the district's health and safety policies. Violations of health and safety policies should be reported to the Director of Human Resources, the Director of Transportation or the Property Services Supervisor. Please review the specific Health and Safety Information on the district Web site. See School Board Policy 425: Health and Safety Protection.

A. Tobacco Free Environment

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

Enforcement

Signs will be placed at the entrance to each school district building stating that it is a tobacco free environment. "No Smoking" signs shall be placed in the halls and common areas of each district building.

The success of this tobacco free environment policy will depend on the thoughtfulness, consideration and cooperation of students, staff and citizens. All individuals on school premises share the responsibility for adhering to and enforcing this policy.

Although any individual may report observed violations, school district employees shall be expected to report all observed violations in accordance with the procedures listed below.

Violations - Staff

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

B. Drug Free Workplace/Drug-Free School

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

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

C. Employee Right-to-Know

The school district has identified hazardous substances, harmful physical agents or infectious agents in the school district and provides training and information for employee protection. Under School Board Policy 424, there is more information regarding the policy and coverage. Please familiarize yourself with the policy, identify the hazards around your work station and ensure you have read the Material Safety Data Sheets about those hazards in order to minimize risk to yourself. Also, please read Administrative Procedure 424.1 on personal protective equipment and follow up to use this equipment properly.

D. Emergency Closings/Crisis Management

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

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

Emergency or hazardous conditions are defined as those situations which make it impossible to carry on the normal teaching activities in the school and/or create a situation which could be harmful to the safety of the students and staff. Examples

include, but are not restricted to, bomb threats, weather and utility failures.

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

E. Health and Safety Protection

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

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

F. Fire Safety

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

Employees should know:

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

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

G. Automated External Defibrillator (AED)

The Moorhead Area School District maintains AEDs in the Middle School, the High School and the Moorhead Sports Center for use if needed. Please refer to School Board Policy 713: Automated External Defibrillator (AED) and Administrative Procedure 713.1 for use of the device.

H. Weapons

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

I. Wellness

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

XI. TRANSPORTATION

A. Driving for Work Related Purposes

If you use your vehicle for work related purposes you are expected to: 1) drive defensively; 2) wear your seat belt; 3) allow plenty of time; 4) make accommodations for bad weather; and, 5) carry appropriate equipment in your vehicle to ensure your safety (i.e., in the winter: blankets, boots, shovel, etc.).

B. Seat Belt Use

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

C. Vehicle Insurance

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

D. Driver's License

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

E. Parking

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

Appendix C is a map of all district building sites.

F. Mileage

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

XII. RESIGNATION FROM EMPLOYMENT

A. Notice of Resignation

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

B. Return of District Property

At the time of resignation or retirement and before you leave the district you will need to return all district property. Keys, keyfobs, identification badges and all other district property is to be given to your supervisor, who will ensure that all property is returned to the department where it originated.

C. COBRA Benefits

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

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

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

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

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

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

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

1. Your death;
2. Your termination from employment with the district (for reasons other than gross misconduct), or reduction in your hours of employment with the district;
3. Your divorce or legal separation;
4. A parent becomes entitled to medicare; or
5. The dependent ceases to be a "dependent child" under the terms of the group insurance plan.

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

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

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

If you or your family member elects to continue coverage, you must pay the district the cost of continued coverage monthly. Once your continuation coverage terminates for

any reason, it cannot be reinstated.

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

1. The federal COBRA law applies to employers with 20 or more employees. Provisions for continuation of health benefits under Minnesota law have been amended to substantially follow the federal COBRA law, without the 36 month limitation for surviving descendants. The Minnesota Act applies to all group insurance policies.

2. COBRA ensures that employees and beneficiaries do not lose health insurance coverage because of death, termination, reduction of employment hours, divorce or separation, retirement, or other qualifying event. Employees are allowed to continue on the group health plan at their own expense after a qualifying event.

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

3. Upon learning of a qualifying event, the district should provide the employee with a COBRA notice and election form.

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

5. Former employees or dependents who elect to continue coverage under COBRA must pay all of the premium for the continuation coverage.

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

D. Exit Interviews

The school district would appreciate the opportunity for an exit interview when you leave employment. This interview gives you the opportunity to tell us how we can improve our working conditions, policies, supervisory techniques and other areas. It also gives you the opportunity to tell us what is good about the district. If you are unable or unwilling to schedule a time to meet with the Human Resources Director and discuss this, we do have exit interview forms available from the principals, Human Resources, or on the district Web site under "Forms."

Ellen Hopkins Elementary School.....284-4300
2020 11th Street South

Robert Asp Elementary School.....284-6300
910 11h Street North

S.G. Reinertsen Elementary School.....284-5300
1201 40th Avenue South

Horizon Middle School.....284-7300
3601 12th Avenue South

Moorhead High School.....284-2300
2300 4th Avenue South

Red River Area Learning Center.....284-2200
1100 32nd Avenue South

Detention Center.....284-5150
915 9th Avenue North

Early Intervention Services.....284-3800
2410 14th Street South

Probstfield Center for Education.....284-3300
2410 14th Street South

Larry Nybladh, Superintendent.....284-3330

Ron Nielsen, Director of Human Resources.....284-3355

Lynne Kovash, Asst. Superintendent -
Teaching & Learning.....284-3311

Mark Weston, Asst. Superintendent -
Business Services.....284-3375

Dan Markert, Director of Information &
Instructional Support.....284-3345

Community Education.....284-3400

MEMO P.02.225

TO: Cabinet
Twelve Month Employees

FROM: Ron Nielsen, Director of Human Resources

DATE: November 15, 2002

RE: Storm Days/Inclement Weather

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

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

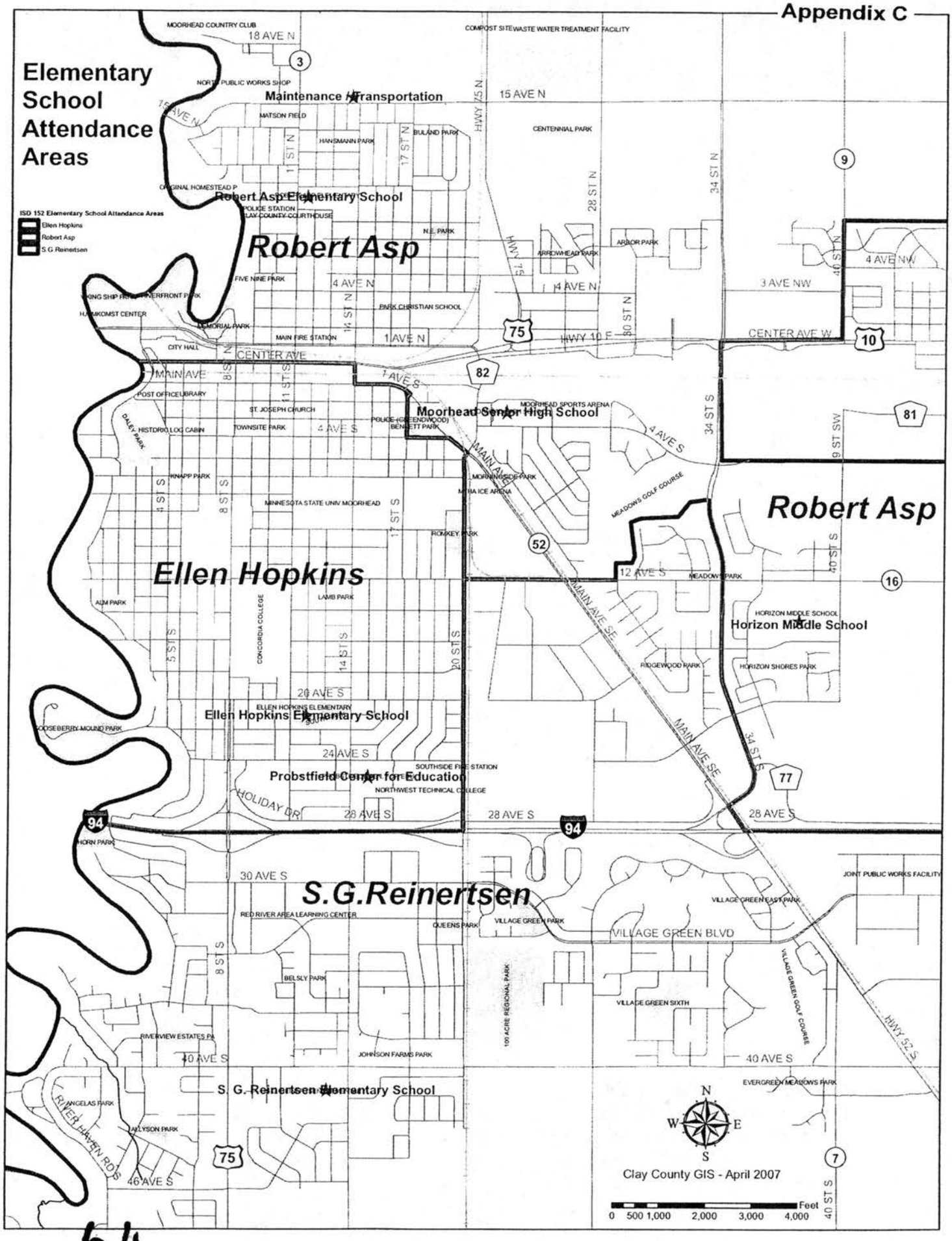
Operation and Maintenance employees are required to work on all storm days falling on regular work days, even though school may be closed because of inclement weather. Contract language under Article VI, Section 9 would be followed in that event.

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

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

RN:jg

Elementary School Attendance Areas



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.013

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: August 20, 2007

RE: Strategic Plan

Attached you will find a revised Strategic Plan document from the August 13, 2007 Strategic Planning Work Session.

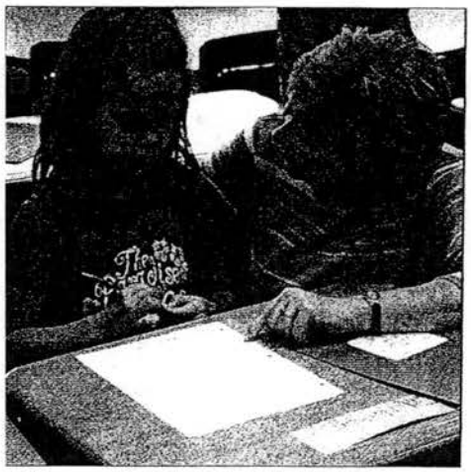
Suggested Resolution: Move to approve the Strategic Plan as presented.

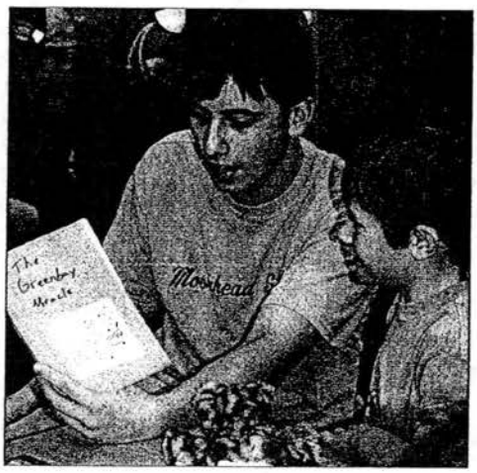
LPN:mde
Attachment

Moorhead Area Public Schools

– DRAFT 8.22.07 –

Strategic Plan





Adopted by the Moorhead School Board
TBD

Contents

The Strategic Plan for the Moorhead Area Public Schools was developed following a year-long planning process. The priority areas, goals and strategies identified will be addressed in the coming years. The plan will be examined regularly and priority areas and timelines may change according to the needs of the district.

Contents

Welcome 3

Planning Process 4-5
The processes used throughout the district to gather input and develop the plan are briefly described.

Guiding Philosophy, Mission, Vision & Core Values 6
The guiding philosophy, mission, vision and core values of the district are identified.

Priorities 7-14
Each priority area is identified with its goals and strategies.

SMART Goals 15
SMART goals and their use in the strategic plan are defined.

Action Plan 16-24
Priority areas, goals and strategies are further outlined with measures, targets, those responsible and timeline for each.

Acknowledgments 25
Stakeholders who were part of the planning process are recognized.

Additional information

Information compiled through the strategic planning process is available on the Moorhead Area Public Schools' Web site at **www.moorhead.k12.mn.us/planning**.

The following documents are included in the strategic planning folder:

- Community Survey Random Sample Executive Summary
- Community Survey Random Sample Full Report
- Community Survey Self-Selected Sample Executive Summary
- Community Survey Self-Selected Sample Full Report
- Internal Stakeholder Process Results Executive Summary
- Internal Stakeholder Process Results Outcome Diagnosis: Positives and Less than Positives
- Internal Stakeholder Process Results Priorities
- Internal Stakeholder Process Results Vision Statements
- School Board Process Results

Welcome

Dr. Larry P. Nybladh
Superintendent

On behalf of the Moorhead School Board, administration, faculty, staff, and students welcome to the Moorhead Area Public Schools Strategic Plan. This plan is the culmination of a lengthy and involved input and planning process. Throughout the past year, using the Chainsaw Planning Model, stakeholder groups from across the school district and community have provided invaluable perception and preference data which has served as the foundation of this strategic plan. Through the use of this "bottom up" process issues and ideas have percolated to the top and have been converted into broad priorities. Further, these priorities have been converted into goals and strategies.

It has been stated that, "Those who fail to plan, plan to fail." Moorhead Area Public Schools has a long history and tradition of planning in a strategic fashion. The effects of this penchant for planning are evident by the quality found across the district. However, this quality is very dependent upon continuous improvement. The context within which we deliver quality education is dynamic and the needs and the expectations are always changing. Thus the need to consistently and constantly be examining where we have been, where we are, and where we would like to be. This strategic plan will provide the required intentional focus across the district to continue the effort toward quality.

The beauty of the participatory process used in the development of this plan is that it provided the opportunity for the various stakeholders to have a significant voice and hand in deciding what should be important in focusing the school district in the coming time. I wish to express gratitude to all of those who participated freely and openly in expressing their perspectives and preferences. It is rewarding to see the intense interest all have in seeing that the best be delivered to those we serve. It is also exciting to think about all of the stakeholders joining together again in the commitment to the implementation of this strategic plan. A commitment that, undoubtedly, will take this school district to the next level.

Dr. Larry P. Nybladh

Dr. Larry P. Nybladh
Superintendent of Schools

Front: Cindy Fagerlie, Director, and Lisa Erickson, Director. Back: Kristine Thompson, Vice Chair, Karin Dulski, Treasurer, Michael Siggerud, Director, William K. Tomhave, Chair, and Carol Ladwig, Clerk.

Planning Process

The School Board of Moorhead Area Public Schools commissioned a planning process to assess the current status of the school district and to develop a strategic plan for the district's future.

During the past few years the Moorhead School District has seen many changes, including significant building projects and the implementation of major educational enhancements.

In August 2006, Bruce Miles leads a Chainsaw Planning session with Cabinet members.

Between 2000 and 2004, the district completed a collaborative decision-making process that led to the construction of two new schools, the renovation of the other district facilities, a reduction in the number of schools, and the implementation of educational enhancements such as the creation of small learning communities within the schools. Besides creating economic efficiencies across the district, these efforts have spurred housing developments and new residents, which has helped the district's enrollment stabilize. In the fall of 2006 for the first time in more than a decade, the school district experienced growth in student enrollment.

As part of strategic planning, the School Board and district administration needed to assess where the district has been, where the district is now, and where the district should go in the future.

During 2006-07, the school district conducted a strategic planning process. Chainsaw Planning is a bottom-up process that begins with input from individual stakeholders and moves up to the final strategic plan approved by the School Board. The process is designed to be efficient and allow school districts to focus on continuous improvement efforts.

In July 2006, Bruce Miles of Big River Consulting Group, LLC, was hired to conduct the Chainsaw Planning method. Miles met with Cabinet members in August 2006 to lead them through the process.

S.G. Reinertsen Elementary employees participate in the Chainsaw Planning process in January 2007.

District employees participated in the Chainsaw Planning process in January 2007. They identified a vision and priorities for the district for the next 18 months. Information from each school was compiled and is available on the district Web site.

Planning Process

Parents and community members had the opportunity to share their opinions about the Moorhead Area Public Schools through a community survey. Randomly selected parents, community members, and business and government leaders received the survey. Community members who did not receive the survey could complete the survey online or request a copy from the Superintendent's Office.

The survey was designed with two sets of questions to help the district administration and School Board gauge community perceptions related to various aspects of school district performance. One set of questions asked for community members' perceptions of the school district. The other questions allowed for the sharing of opinions about what the school district is doing or should be doing. The survey questions were designed to gather community members' input to be incorporated into the Chainsaw Planning process.

The results of the random sample and the self-selected sample are compiled separately. Results are available on the district Web site.

Information from the staff and the community survey results were used during a data reduction session by the district's administrative cabinet in late January 2007.

Moorhead School Board members continued the Chainsaw Planning process during a special meeting on April 23, 2007. Board members reviewed the results of the Chainsaw Planning process completed by district employees in January and discussed the community survey results. Using that information, board members completed the Chainsaw Planning process themselves, drafting a vision, priorities and goals for the district.

The administrative cabinet further reviewed the draft during meetings in June and August 2007. The district's strategic plan will be completed for the 2007-08 school year.

School Board members Carol Ladwig, Lisa Erickson and Cindy Fagerlie consider the options before casting their votes during the Chainsaw Planning process at the special board meeting in April 2007.

Guiding Philosophy

The guiding philosophy of Moorhead Area Public Schools is continuous improvement.

Mission

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

Vision

The vision of Moorhead Area Public Schools is to be a school district where all students will become lifelong learners and productive citizens. We will work collaboratively with our community to provide the resources necessary to be a school district of excellence.

Core Values

The Moorhead Area Public Schools is committed to the education and well being of each student. We are committed to:

- creating a positive learning environment that values children and youth.
- supporting all learners.
- holding high standards and expectations for all learners.
- making research based, data driven, collaborative decisions inclusive of stakeholder perspectives.
- seeking continuous improvement and planning for the future.
- advocating for children and youth within our community and district.
- celebrating students and staff.
- promoting pride in the Moorhead community and schools.

Priority Area 1:
Promote high expectations for student achievement and behavior.

Goal

Establish SMART goals (see page 15) at the building level that determine proficiency levels.

Strategy

- Provide support and assistance with SMART goals process.

Goal

Monitor student progress at least quarterly by teacher teams and by school district administrators.

Strategy

- Provide support and assistance in using and analyzing data.

Goal

Use achievement data (summative and formative) to direct instructional practices and decisions.

Strategy

- Provide support and assistance in using and analyzing data for the classroom.

Goal

Use collaborative teams at all levels for the purpose of examining data and student work.

Strategy

- Provide support and assistance in examining student work.

Goal

Provide a system of timely intervention for students who do not show growth or adequate development in learning,

Strategy

- Provide support and assistance in developing a system of interventions for students.

Priority Area 1 continued: Promote high expectations for student achievement and behavior.

Goal

Every classroom will deliver a curriculum that is focused on federal, state and district standards and is relevant to all students.

Strategies

- Provide instruction that meets the federal, state and district standards for each course or grade level.
- Differentiate pace, process and product to meet learning needs.
- Use research-based instructional practices to deliver the standards.

Goal

Implement a positive behavior support system districtwide.

Strategies

- Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.
- Expand positive behavior intervention system (PBIS) within all schools across the district.

Goal

Support standards-based and project-based service-learning curriculum.

Strategy

- Develop curriculum maps with standards and service-learning projects integrated.

Goal

Utilize effective data and record-keeping systems regarding student behavior.

Strategy

- Provide professional development and training of administration and staff.

Priority Area 2:
Enhance curriculum and instructional experiences to meet the needs of all learners.

Goal

Identify the needs of all learners and related needs for programming and services.

Strategy

- Collect and analyze data.

Goal

Improve student achievement.

Strategy

- Utilize Response to Intervention (RtI) and systemic interventions to improve student achievement for all.

Goal

Identify strategies to support diverse learners to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

This skills set includes:

- Information and communication skills (information and media literacy skills; communication skills)
- Thinking and problem-solving (critical thinking and systems thinking; problem identification, formulation and solution; creativity and intellectual curiosity)
- Interpersonal and self-direction skills (interpersonal and collaborative skills; self-direction; accountability and adaptability; social responsibility)
- Global awareness
- Financial, economic and business literacy, and developing entrepreneurial skills to enhance workplace productivity and career options
- Civic literacy

Strategies

- Integrate information and communications technology (ICT) literacy skills into current programs and models.

- Integrate science, technology, engineering and mathematics (STEM) initiatives into current programs and models.

Strategic Priority

Priority Area 3:
Promote a safe, healthy and respectful learning environment.

Goal

Develop and promote initiatives that encourage safe workplace practices.

Strategy

- Safe workplace practices defined and implemented.

Goal

Update district and building crisis management plans.

Strategy

- Updated plan developed in collaboration with law enforcement and Cass / Clay Unified Emergency Response Plan.

Goal

Plan developed for practice of all emergency procedures.

Strategy

- A tool will be developed and used for evaluation.

Goal

Determine programs and approach for districtwide bullying prevention.

Strategy

- Institute bullying prevention practices and programs for students and staff.

Goal

Utilize effective data and record-keeping systems regarding student behavior.

Strategy

- Provide professional development and training of administration and staff.

Priority Area 3 continued: Promote a safe, healthy and respectful learning environment.

Goal

Implement a positive behavior support system districtwide.

Strategies

- Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.

- Expand positive behavior intervention system (PBIS) within all schools across the district.

Goal

Design a comprehensive initiative to promote awareness of personal health for students and staff. The initiative will include the areas of physical, mental, emotional and financial health.

Strategy

- Develop an action plan for the comprehensive initiative.

Strategic Priority

Priority Area 4:
Explore the effectiveness of the school day / school year.

Goal

Determine effectiveness of current models and practices for school day / school year.

Strategies

- Evaluate high school schedule, ninth grade center and professional learning communities.
- Evaluate middle school model, practices and schedule.
- Evaluate elementary school schedules, learning communities and programs.

Priority Area 5:
Promote arts and 21st century learning, thinking and life skills.

Goal

Identify means to imbed artistic expression, creative problem solving and citizen engagement into all facets of the curriculum.

Strategy

- Use curriculum mapping to integrate arts and 21st century skills.

Goal

Explore methods for enhancement of comprehensive arts education program.

Strategy

- Conduct a comprehensive arts program planning process.

Goal

Build relationship-based partnerships within our community for educational advancement.

Strategy

- Review existing educational foundation structure and examine alternative options.

Goal

Assure options for all students are available to meet interests in activities.

Strategy

- Study the effectiveness and cost / benefit of current and potential programs.

Strategic Priority

Priority Area 6:
Explore the efficacy and feasibility of all-day kindergarten.

Goal

Determine the short and long-term academic, social and emotional benefits of all-day kindergarten.

Strategy

- Create a task force to review existing research and model programs.

Goal

Determine the budgetary considerations of all-day kindergarten.

Strategy

- Create a task force to analyze the expenditures and revenues of infrastructure and operations.

Goal

Determine the impact of early childhood intervention / readiness collaborative programs.

Strategy

- Create a task force to analyze current research, existing and model programs in early childhood.

What are SMART goals?

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	Indicators	Measures	Targets
Specific & strategic, measurable, attainable, results-based, time-bound	Standards & objectives	Tools we'll use to determine where we are now and whether we are improving	The attainable performance level we would like to see

How are SMART goals used in the strategic plan?

SMART goals 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.

As part of the strategic planning process, the goals outlined for each priority area have been converted to SMART goals to create the action plans on the following pages.

Priority Area 1: Promote high expectations for student achievement and behavior.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Establish SMART goals at the building level that determine proficiency levels.	Provide support and assistance with SMART goals process.	• Assessment data. • SMART goals. • Process assessment.	SMART goals established for each building.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	September 2007
Monitor student progress at least quarterly by teacher teams and by school district administrators.	Provide support and assistance in using and analyzing data.	Data summary created and shared with team members and building administrators.	Data summary completed quarterly.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2008
Use achievement data (summative and formative) to direct instructional practices and decisions.	Provide support and assistance in using and analyzing data for the classroom.	Data summary created and shared with team members and building administrators.	Data summary completed quarterly.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2008
Use collaborative teams at all levels for the purpose of examining data and student work.	Provide support and assistance in examining student work.	Collaborative teams using protocols.	Teams are using data and student work to make decisions.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2009

Priority Area 1 continued: Promote high expectations for student achievement and behavior.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Provide a system of timely intervention for students who do not show growth or adequate development in learning.	Provide support and assistance in developing a system of interventions for students.	System of interventions developed and used in K-12 schools.	Student achievement increased, 70 percent proficiency math and 75 percent proficiency reading.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2008
Every classroom will deliver a curriculum that is focused on federal, state and district standards and is relevant to all students.	Provide instruction that meets the federal, state and district standards for each course or grade level.	Curriculum maps and framework documents delineating essential standards.	Each curriculum map and framework will be developed and stored electronically.	Academic coaches, curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
	Differentiate pace, process and product to meet learning needs.	Curriculum maps and framework documents creating options for differentiation.	Each curriculum map and framework will be developed and stored electronically.	Academic coaches, curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
	Use research-based instructional practices to deliver the standards.	Curriculum maps and framework documents creating options for instructional practices.	Each curriculum map and framework will be developed and stored electronically.	Academic coaches, curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2009

Priority Area 1 continued: Promote high expectations for student achievement and behavior.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Implement a positive behavior support system districtwide.	Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.	Data from the Minnesota Student Health Survey, Search Institute, Discipline Report System (DIRS) and other discipline reports in school.	Decreased report in disciplinary incidents at middle school.	Horizon Middle School principals, director of learner support services and assistant superintendent of teaching and learning.	June 2008
	Expand positive behavior intervention system (PBIS) within all schools across the district.	Data from the Minnesota Student Health Survey, Search Institute, DIRS and other discipline reports in school.	Decreased report in disciplinary incidents districtwide.	Building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
Support standards-based and project-based service-learning curriculum.	Develop curriculum maps with standards and service-learning projects integrated.	Framework examined.	Completed curriculum maps.	Curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
Utilize effective data and record-keeping systems regarding student behavior.	Provide professional development and training of administration and staff.	• DIRS and PowerSchool systems utilized for data. • All staff trained.	100 percent participation.	Technology staff, director of information systems and instructional support, building administrators and supervisors, and assistant superintendent of teaching and learning.	June 2008

Priority Area 2: Enhance curriculum and instructional experiences to meet the needs of all learners.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Identify the needs of all learners and related needs for programming and services.	Collect and analyze data.	• MCA-II, MAP, literacy assessment, ACT and other assessment data. • Student focus groups. • Targeted focus groups. • MCA-II subgroups review.	Needs of learners and targeted gaps identified. Programming and services identified.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	December 2007
Improve student achievement.	Utilize Response to Intervention (RtI) and systemic interventions to improve student achievement for all.	• MCA-II, MAP, literacy assessment, ACT and other assessment data. • Student focus groups. • Targeted focus groups. • MCA-II subgroups review.	70 percent proficiency math and 75 percent proficiency reading.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2008
Identify strategies to support diverse learners to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.	Integrate information and communications technology (ICT) literacy skills into current programs and models.	Documents and curriculum framework documents indicate ICT literacy skills in programs.	ICT literacy skills integration documents K-12.	Building administrators, director of media services, director of information systems and instructional support, and assistant superintendent of teaching and learning.	June 2008
	Integrate science, technology, engineering and mathematics (STEM) initiatives into current programs and models.	Documents and curriculum framework documents indicate STEM initiatives in programs.	STEM integration documents K-12.	Science, technology and math teachers, building administrators, director of media services, director of information systems and instructional support, and assistant superintendent of teaching and learning.	June 2008

Priority Area 3: Promote a safe, healthy and respectful learning environment.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Develop and promote initiatives that encourage safe workplace practices.	Safe workplace practices defined and implemented.	Safe workplace practices documented throughout the district.	Safety data included in school and district profiles.	Health, Safety and Wellness Committee and director of human resources.	June 2008
Update district and building crisis management plans.	Updated plan developed in collaboration with law enforcement and Cass / Clay Unified Emergency Response Plan.	Plan developed and refined.	Plan in each school.	Building administrators, assistant superintendent of teaching and learning and assistant superintendent of business services.	September 2008
Plan developed for practice of all emergency procedures.	A tool will be developed and used for evaluation.	Practices are completed.	100 percent participation in practices as shown by evaluation of drills and procedures in reports to superintendent.	Building administrators, assistant superintendent of teaching and learning and assistant superintendent of business services.	June 2008
Determine programs and approach for districtwide bullying prevention.	Institute bullying prevention practices and programs for students and staff.	Minnesota Student Health Survey, Discipline Report System (DIRS) and other discipline reports in school.	Decrease reported incidents of bullying.	Safe and Healthy Learners Committee, building administrators and assistant superintendent of teaching and learning.	June 2008
Utilize effective data and record-keeping systems regarding student behavior.	Provide professional development and training of administration and staff.	• DIRS and PowerSchool systems utilized for data. • All staff trained.	100 percent participation.	Technology staff, director of information systems and instructional support, building administrators and supervisors, and assistant superintendent of teaching and learning.	June 2008

Priority Area 3 continued: Promote a safe, healthy and respectful learning environment.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Implement a positive behavior support system districtwide.	Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.	Data from the Minnesota Student Health Survey, Search Institute, DIRS and other discipline reports in school.	Decreased report in disciplinary incidents at middle school.	Horizon Middle School principals, director of learner support services and assistant superintendent of teaching and learning.	June 2008
	Expand positive behavior intervention system (PBIS) within all schools across the district.	Data from the Minnesota Student Health Survey, Search Institute, DIRS and other discipline reports in school.	Decreased report in disciplinary incidents districtwide.	Building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
Design a comprehensive initiative to promote awareness of personal health for students and staff. The initiative will include the areas of physical, mental, emotional and financial health.	Develop an action plan for the comprehensive initiative.	Surveys of staff and students.	Action plan completed.	Health, Safety and Wellness Committee, Safe and Healthy Learners Committee, building administrators, director of human resources and assistant superintendent of teaching and learning.	June 2008

Priority Area 4: Explore the effectiveness of the school day / school year.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Determine effectiveness of current models and practices for school day / school year.	Evaluate high school schedule, ninth grade center and professional learning communities (PLCs).	CAREI Research: • Focus Groups. • Survey. • Assessment Data. • Interviews.	Recommendation to the superintendent.	Moorhead High School principals and assistant superintendent of teaching and learning.	Phase 1 — October 2007 Phase 2 — January 2008
	Evaluate middle school model, practices and schedule.	In-district evaluation: • Survey. • Examine other models of scheduling. • Achievement data.	Recommendation to the superintendent.	Horizon Middle School principals and assistant superintendent of teaching and learning.	January 2008
	Evaluate elementary school schedules, learning communities and programs.	In-district evaluation: • Survey. • Examine other models of scheduling. • Achievement data.	Recommendation to the superintendent.	Elementary school principals and assistant superintendent of teaching and learning.	May 2008

Priority Area 5: Promote arts and 21st century learning, thinking and life skills.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Identify means to imbed artistic expression, creative problem solving and citizen engagement into all facets of the curriculum.	Use curriculum mapping to integrate arts and 21st century skills.	Electronic document online for recording and sharing.	The arts will be integrated into curriculum.	Academic coaches, building administrators, curriculum committees, professional learning committees, director of learner support services and assistant superintendent of teaching and learning.	June 2009
Explore methods for enhancement of comprehensive arts education program.	Conduct a comprehensive arts program planning process.	• Needs analysis data. • Review other models. • Achievement data.	Five-year plan developed.	CAPP co-chairs and committee, building administrators, arts educators and assistant superintendent of teaching and learning.	Recommendation for five-year plan to superintendent by May 2008
Build relationship-based partnerships within our community for educational advancement.	Review existing educational foundation structure and examine alternative options.	• Review models. • Review existing structures.	Foundational structure developed.	Director of Community Education, building administrators, community members and assistant superintendent of teaching and learning.	February 2008
Assure options for all students are available to meet interests in activities.	Study the effectiveness and cost / benefit of current and potential programs.	• Participation data. • Comprehensive arts program planning process. •Data from asset survey. • Student data (focus groups).	Students are aware of and have options.	Activities director, Activities Council and building administrators.	March 2008

Priority Area 6: Explore the efficacy and feasibility of all-day kindergarten					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Determine the short and long-term academic, social, and emotional benefits of all-day kindergarten.	Create a task force to review existing research and model programs.	• Meeting minutes of the task force and final recommendations. • Assessment and other data for incoming and exiting kindergarten students.	Recommendation to superintendent.	Early childhood staff and parents, elementary parents, teachers and administration, assistant superintendent for teaching and learning and assistant superintendent for business services.	Completed report with recommendations by the end of January 2008.
Determine the budgetary considerations of all-day kindergarten.	Create a task force to analyze the expenditures and revenues of infrastructure and operations.	Meeting minutes of the task force and final recommendations.	Recommendation to superintendent.	Early childhood staff, elementary parents, teachers and administration, assistant superintendent for teaching and learning and assistant superintendent for business services.	Completed report with recommendations by the end of January 2008.
Determine the impact of early childhood intervention / readiness collaborative programs.	Create a task force to analyze current research, existing and model programs in early childhood.	• Meeting minutes of the task force and final recommendations. • DIBELS data regarding entering kindergarten students. • Other data including emotional / social, nutritional and physical.	Recommendation to superintendent.	Early childhood staff and parents, elementary parents, teachers and administration and assistant superintendent for teaching and learning.	Completed report with recommendations by the end of January 2008.

Acknowledgments

Moorhead Area Public Schools has created a strategic plan through the use of a collaborative planning process that involved numerous stakeholders across the community. Thank you to all who were part of this effort.

School Board

Karin Dulski
Lisa Erickson
Cindy Fagerlie
Carol Ladwig
Mike Siggerud
Kristine Thompson
Bill Tomhave

Community Members

Thank you to the community members who completed the community survey to share their perceptions on the district's performance and to provide feedback related to priorities for the district.

District Employees

Thank you to all the employees of the Moorhead Area Public Schools who participated in the Chainsaw Planning process and provided their perspectives to help shape priorities for the district.

Administrative Cabinet

Larry P. Nybladh
Lynne Kovash
Mark Weston
Ron Nielsen
Jill Skarvold
Dan Markert
Jackie Migler
Sarah King
Lauri Winterfeldt-Shanks
Kim Bushaw
Bonnie Herman
Pam Gibb
Denice Sinner
John Stadter
Deb Pender-Tilleraas
Gene Boyle
Russ Henegar
Dave Lawrence
Gay Galles
Don Hulbert
Colleen Tupper
Matt Naugle
Kevin Kopperud
Mary Jo Schmid
Anne Moyano
Orv Kaste
Dan Bacon
Mary Bonemeyer

Consultant

Special thanks to Dr. Bruce Miles, Big River Consulting, for his Chainsaw Planning model and his facilitation of the participatory process involving all stakeholders in the development of the strategic plan.