



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

Copyright Notice:

This material may be protected by copyright law (U.S. Code, Title 17). Researchers are liable for any infringement. For more information, visit www.mnhs.org/copyright.

INDEPENDENT SCHOOL DISTRICT #152

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

November 12, 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. Veterans Day Observance/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 Mary Flesberg, business teacher at Moorhead High School, who has been elected president of the Minnesota Business Educators, Inc. (MBEI), a state affiliate of the National Business Educators Association. She will serve as president from July 2007 to July 2010. As MBEI president, Flesberg also serves on the board of directors for the Minnesota Association for Career and Technical Education (MnACTE). MBEI has approximately 400 members who are secondary and post-secondary business educators across the state.

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

S-119-BOS
12 Nov 2007

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 5-7
- (2) Approval of St. Cloud State University Student Internship Agreement - Pages 8-9
- (3) Approval of MDE Migrant Education Grant - Pages 10-16

B. BUSINESS SERVICE MATTERS - Weston

C. HUMAN RESOURCE MATTERS - Nielsen

- (1) Approval of Resignation - Page 17
- (2) Approval of Change in Contract - Page 18
- (3) Approval of New Employees - Page 19

D. SUPERINTENDENT MATTERS - Nybladh

- (1) Approval of Resolution to Ratify Agreement - Pages 20-22
- (2) Approval of October 8 and 22, 2007 Meeting Minutes - Pages 23-29
- (3) Approval of November Claims

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

Moved by _____ Seconded by _____

Comments _____

3. SCHOOL BOARD/STAFF DIALOGUE: Kovash

(This section is an effort on the part of the 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.)

Red River Area Learning Center Bison BEST Robotics - Kovash

4. **2006-2007 AUDIT REPORT:** Weston

Pages 31-97

Suggested Resolution: Move to accept the 2006-2007 Comprehensive Annual Financial Report which includes an amount of \$1,544,771 being designated for severance pay within the unreserved fund balance.

Moved by _____ Seconded by _____

Comments _____

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

Pages 98-121

6. **ENROLLMENT PROJECTIONS:** Kovash

Pages 122-124

7. **BUILDING AND DISTRICT PROFILES:** Kovash

Page 125

Suggested Resolution: Move to accept the Building and District Profiles for the 2002-03 through 2006-07 school years as presented and direct administration to share them with staff and the public as appropriate.

Moved by _____ Seconded by _____

Comments _____

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

SCHOOL BOARD AGENDA - November 12, 2007**PAGE 4****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Hopkins PTAC	November 13	6:30-8 pm	Media Center
Prof Dev Before/After School	November 14		
Health/Safety/Wellness Com	November 15	9:30 am	PCE
Supt's Advisory Council	November 15	7 pm	PCE
Staff Development Com	November 19	3:30-4:30 pm	PCE
Policy Review Committee	November 19	7-8:30 pm	PCE
Com Ed Advisory Council	November 20	7 pm	PCE
Interagency Early Interv Com	November 21	12 pm	FSC
No School	November 21-23		
Safe and Healthy Learners Com	November 26	3 pm	PCE
School Board	November 26	7 pm	PCE
Technology Committee	November 27	3:45 pm	PCE
Prof Dev Before/After School	November 28		
Truth in Taxation Public Hearing	November 29	7 pm	PCE
HMS End of First Trimester	November 30		
RRALC Parent/Teacher			
Family Night	December 3	5-7 pm	RRALC
Asp Parent Social	December 3	6:30 pm	Media Center
MHS PTAC	December 3	7 pm	Conf Rm
Grds 9-12 P/T Confs	December 3, 4	5-8:30 pm	MHS/RRALC
Indian Educ Parent Com	December 5	5 pm	PCE
Joint Powers Committee	December 6	7 am	City Hall
Human Rights Committee	December 6	3:45 pm	PCE
Horizon PTAC	December 6	7 pm	Media Center
Truth in Taxation Public Hearing (continuation, if needed)	December 10	5 pm	PCE
School Board	December 10	7 pm	PCE
Hopkins PTAC	December 11	6:30-8 pm	Media Center
Inst and Curr Adv Com	December 13	7 am	PCE
Interagency Early Interv Com	December 19	12 pm	FSC
Health/Safety/Wellness Com	December 20	9:30 am	PCE
Winter Break Begins	December 22		



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.057 C

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: November 5, 2007
RE: Donation

Moorhead Area Public Schools has received a donation of \$50.00 from Ward Muscatell. The funds will be used for the Red River Area Learning Center Bison BEST Robotics. The competition was held October 13, 2007 at NDSU. Bison BEST is a partnership between NDSU, regional businesses and public schools.

SUGGESTED RESOLUTION: Move to accept the donation of \$50.00 from Ward Muscatell and direct administration to send a thank you card.

Ward Muscatell Automotive Group
1313 30th Ave S Box 539
Moorhead, MN 56560-0539

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.059 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

DATE: November 5, 2007

RE: Donation

Moorhead Area Public Schools has received a donation from Clay County 4-H Happy Feet. Clay County 4-H Happy Feet will be closing down as a charitable organization. In dispersing the final funds, they have given Moorhead Schools:

- 9 gift certificates to Payless at \$100 each
- 9 gift certificates to K-Mart at \$100 each
- 1 gift certificate to Payless for \$103.33

The gift certificates are to be used toward gym shoes for those that need them and were distributed to Robert Asp Elementary, Ellen Hopkins Elementary, SG Reinertsen Elementary and Horizon Middle School.

SUGGESTED RESOLUTION: Move to accept the donation of gift certificates in the amount of \$1,903.33 from Clay County 4-H Happy Feet and direct administration to send a thank you card.

4-H Happy Feet
University of Minnesota Extension
Clay County
714 11th St N, Suite 107B
Moorhead, MN 56560

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.060 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash *LK*

DATE: November 5, 2007

RE: Donation

Moorhead Area Public Schools has received a donation of \$250 from Fargo Moorhead Area Foundation. The funds will be used for GO (Girls Only) after school development program for sixth grade girls which will be held in January.

SUGGESTED RESOLUTION: Move to accept the donation of \$250 from Fargo Moorhead Area Foundation and direct administration to send a thank you card.

Wendy DeLane Johnson
Gifts and Grants Specialist
Fargo Moorhead Area Foundation
502 1st Ave N #202
Fargo, ND 58102

LAK/kmr



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.053 C

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: October 30, 2007
RE: St. Cloud State University Student Internship Agreement

Attached is a student internship agreement with St. Cloud State University for Moorhead Area Public School District to serve as a clinical education experience center for students enrolled in the Department of Communications Sciences and Disorders. 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 students an opportunity to work in a teaching-learning situation cooperatively with a certified speech-language pathologist during the 2007-2008 school year.

SUGGESTED RESOLUTION: Move to approve the Student Internship Agreement with St. Cloud State University for the 2007-2008 school year.

LAK/kmr
Attachment

STATE OF MINNESOTA
Minnesota State Colleges and Universities

Department of Communication Sciences and Disorders
St. Cloud State University

Student Internship Agreement

Moorhead Public School District No. 152 of Clay
(Independent or Common)

County, Moorhead, agrees with the State of Minnesota, acting through the
(city)

Minnesota State College and University Board, that during the school year September 2007 –
May 2008 for the period of approximately January 2, 2008 – March 14, 2008, that a graduate
student intern be placed in the above-named school district located at

S.G. Reinertsen Elementary 1201 40th Ave S.
(address) Moorhead, MN. 56560

The school district agrees to supply to the student intern the opportunity to work in a teaching-learning situation cooperatively with a speech-language pathologist certified at standards equal or superior to the regulations of the American Speech-Language-Hearing Association during the student internship assignment.

Moorhead Public School District No. 152
of Clay County, Minnesota

By _____
Superintendent/Special Education Director/Speech-Language-Hearing Coordinator/Principal

Recommend for Approval
St. Cloud State University

By _____
SCSU Provost and Vice President for Academic Affairs/Administrator

Date _____



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.058 C

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: November 5, 2007
RE: Migrant Education Grant

Moorhead Area Public Schools has been awarded a grant in the amount of \$45,000 from the Minnesota Department of Education for Migrant Education. The grant is for the period October 24, 2007 through June 30, 2008.

SUGGESTED RESOLUTION: Move to approve the Minnesota Department of Education Migrant Education Grant in the amount of \$45,000.

LAK/kmr
Attachment

OFFICIAL GRANT AWARD NOTIFICATION

GRANT Awardee INFORMATION

ORGANIZATION/AGENCY
KEY AGENCY AUTHORIZED REP./TITLE/POSITION
FULL ADDRESS
CITY/STATE /ZIP
PHONE/ FAX
EMAIL

Moorhead Area Public Schools District # 0152
Larry Nybladh Title/Position: Superintendent
2410 14th Street S
Moorhead, MN 56560
218-284-3330 Fax: 218-284-3332
lnybladh@moorhead.k12.mn.us

OTHER KEY CONTACT INFORMATION NAME TITLE/POSITION

Sarah King
Title/Position: Program Manager for Learner
Support

ORGANIZATION/AGENCY (if different)
ADDRESS (if different)
CITY/STATE /ZIP
PHONE/ FAX
EMAIL

218-284-3324 Fax: 218-284-3733
sking@moorhead.k12.mn.us

MDE SINGLE SOURCE GRANT PROGRAM TITLE

Migrant Education

ENCUMBRANCE INFORMATION

GRANT NUMBER (if applicable): 2007-00282
FUNDING SOURCE/LEGISLATIVE AUTHORITY:
Title 1 Part C Migrant Education

CFMS #: B08086
VENDOR ID NUMBER: 009152000-00

CFDA FUNDING SOURCE: 84.011A
UFARS NUMBER: 01F404

FY	Cost Code (fund-org-appr)	Amount
08	300 2110 422	\$45,000
		\$
		\$

ACTION TYPE: SINGLE SOURCE New Award

Encumbrance Signature: Herri Gould
Encumbrance Date: 10/18/07

AWARD AMOUNT

\$45,000 Single Source Original/Initial Award

\$45,000 **TOTAL Single Source Award**

AWARD PERIOD

This is a 1 year grant only - SINGLE SOURCE.

START DATE: October 24, 2007
THROUGH END DATE: September 30, 2008

MDE KEY STAFF CONTACT INFORMATION

AUTHORIZED REPRESENTATIVE

Jessie Montano
Phone: 651-582-8784 Fax: 651-582-8727
Email: Jessie.Montano@state.mn.us

PROGRAM SPECIALIST: (IF DIFFERENT FROM AR)

Phone: - - Fax: - -
Email:

GRANTS SPECIALIST

Paul Klinge
Phone: 651-582-8697 Fax: 651-582-8494
Email: Paul.Klinge@state.mn.us

OTHER ASSIGNED MDE STAFF

Phone: - - Fax: - -
Email:

Organization/Agency/District: Moorhead Area Public Schools District #0152
\$45,000 TOTAL Single Source Award

With respect to the terms and conditions of the application materials associated with this **Single Source** award:

1. **THIS ACTION IS TO:** facilitate the identification and recruitment of migrant students in the Moorhead region. This grant award will be used to partially fund the hiring of a Migrant Identification and Recruitment Liaison. This Liaison will help identify and recruit migrant students and families in the following school districts: Dilworth, Pelican Rapids, Perham and Breckenridge. The specific program goals will be accomplished by the following Migrant Liaison activities:
 - a. establish networks among these school districts and also employers of migrant workers so that eligible migrant students are identified and recruited.
 - b. complete Certificates of Eligibility (COEs) and other migrant forms for all eligible students
 - c. work collaboratively with Tri-Valley Opportunity Council, Inc, the Midwest Migrant Education Resource Center (MMERC), agricultural businesses and with school districts to identify issues and concerns affecting migrant students in the region.
 - d. as time permits, assist schools located within the region with enrolling Migrant students.
2. **ADDITIONAL REQUIREMENTS:**
 - a. Awardee/grantee will adhere to detailed Program and Operation Schedules provided in the supplemental forms provided to MDE.
 - b. Awardee/grantee will attend training sponsored by the State Education Agency (SEA) and/or Tri-Valley Opportunity Council, Inc. in order to understand the eligibility criteria and the process used to determine eligibility.
 - c. Awardee/grantee will also attend regional training for migrant recruiters and school district staff.

PROGRAM REPORTING:

Program Reporting Forms (PRF) shall be submitted in the form and manner prescribed by MDE. Format, content, and exact due dates will be as follows:

- a. Quarterly Progress Reports – the format and content of these reports will be determined by the Program Specialist. The deadline for submitting these reports will be January 30, April 30, July 30 and October 30 or the last business day before these dates during the grant award period. Extensions of time due to extenuating circumstances may be granted by the Project Specialist but these extensions may delay reimbursement of quarterly expenditures.

- b. Financial Reporting Forms (FRF) – shall be submitted in the form and manner prescribed by the STATE acting through MDE according to the following schedule:

October 24 – December 31, 2007	Due January 30, 2008
January 1 – March 31, 2008	Due April 30, 2008
April 1 – June 30, 2008	Due July 30, 2008
July 1 – September 30, 2008	Due October 30, 2008

YEAR 1 START AND END DATE

Year 1: October 24, 2007 – September 30, 2008

- c. Final Program Reporting (FPR) is due 30 days after the ending date of the grant (by October 30, 2008) outlining expenditures for the grant project through **September 30, 2008**. FPR consists of the final financial reporting, final payment requests and final program reports including any data requested and/or other reports. Final financial reporting forms will be reviewed along with the final program report before approval for final payment is made and before the grant is closed out.

OTHER FISCAL REQUIREMENTS:

a. **Program Dates and Award:**

Continuation grants of up to three years may be offered. Any continuation of this grant is contingent upon receipt of additional federal funding and is also contingent upon satisfactory performance by the grantee during the grant award period.

- b. **Retainage:** Under Minnesota Statutes Section 16C.08, subdivision 5(b), no more than 90% of the amount due under this award may be paid until the final product of this award has been reviewed by MDE's Authorized Representative/Agency's head. The balance due will be paid when MDE's Authorized Representative/Agency's head determines that the awardee/grantee has satisfactorily fulfilled all the terms of this award.

- c. **Revisions (Budget and/or Work Plan):** Awardee/grantee must receive prior written approval from MDE for any budgetary realignment of \$500 or 15% of total category of expenditure, whichever is greater. Awardee/grantee must support the request with reason for change. Awardee/grantee may not move funds to an unbudgeted line item without written MDE approval.

- d. **On Site Monitoring Visit:** In the event an on-site monitoring visit is required by MDE, the awardee/grantee shall cooperate with MDE in the provision of the on-site monitoring visit(s) and shall comply with MDE's request for documentation, before, during and/or after.

3. CANCELLATION:

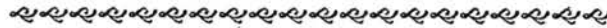
- a. This Single Source award may be cancelled by the state or awardee/grantee at any time, with or without cause, upon thirty (30) days' written notice to the other party. In the event of such a cancellation, awardee/grantee shall be entitled to payment, determined on a pro rata basis, for work or services performed to

MDE's satisfaction. It is expressly understood and agreed that in the event the reimbursement to the State from federal sources or appropriations by the Minnesota Legislature are not obtained and continued at an aggregate level sufficient to allow for the awardee's/grantee's program to continue operating, the award shall immediately be terminated upon written notice by the MDE to the awardee/grantee. In the event of such termination, awardee/grantee shall be entitled to payment determined on a pro rata basis, for services performed and liabilities already accrued prior to such termination.

- b. MDE may cancel this Single Source award immediately if MDE finds that there has been a failure to comply with the provisions of this award, that reasonable progress has not been made or that the purposes for which the funds were awarded have not been or will not be fulfilled. MDE may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

4. AMENDMENTS: (extension, increase, or change in other terms):

- a. Any amendments to this Single Source award shall be in writing and shall be executed by the same parties who executed the original award, or their successors in office. An amendment consideration must be requested 45 days prior to the end date of the award period and is valid and effective upon written approval from the MDE authorized representative or delegate. No amendments will be considered on an expired Single Source award.



Organization/Agency/District: Moorhead Area Public Schools District #0152
\$45,000 **TOTAL Single Source Award**

I, the Authorized Representative, acknowledge by signing below that I have reviewed all documentation and documents related to this Single Source award to ensure that adequate oversight and appropriate internal controls to properly administer grant funds have been measured and I also have obtained the Agreement to Comply with Assurances form and applicable Certification(s).

Jessie Montano Jessie Montano
Authorized Representative Name & Signature

10-19-07
Date

I, the Program Accountability and Improvement Division Director, by signing below verify that agency policies and procedures were followed in the awarding of this grant.

Michelle Weber Michelle Weber
Division Director Name & Signature

10/19/07
Date

I, the Division Director, by signing below do hereby approve this award and attest to the Authorized Representative's review of said documents.

Jessie Montano Jessie Montano
Division Director Name & Signature

10-19-07
Date

This award notification and release of funds is therefore approved, legal, binding and valid with the following official agency signature.

AL LOUISMET AL LOUISMET
Administrative Services Director Name & Signature
Accounting OPER. M&MR.

10/24/07
Date

Or

1
Deputy Commissioner Name & Signature

Date

STATE OF MINNESOTA - DEPARTMENT OF EDUCATION
Migrant Education

GRANTEE: Moorhead ISD #152
PROJECT: Migrant Identification and Recruitment
PROGRAM: Migrant Education
START DATE: 10/24/2007
END DATE: 9/30/2008

GRANT ID: 2007-00282

Current Reimbursement Period Dates
Thru

**FINANCIAL
REPORTING
FORM**

BUDGET ITEMS	Award			
	Budget	Expenses	Balance	Current
Salary and Fringe	\$33,953.00	\$0.00	\$33,953.00	
Consultant/Contracted Services	\$0.00	\$0.00	\$0.00	
Training	\$0.00	\$0.00	\$0.00	
Travel/Transportation	\$6,300.00	\$0.00	\$6,300.00	
Equipment over \$5000 per unit	\$0.00	\$0.00	\$0.00	
Office Expenses	\$1,200.00	\$0.00	\$1,200.00	
Program Expenses	\$2,500.00	\$0.00	\$2,500.00	
Other Expenses	\$1,047.00	\$0.00	\$1,047.00	
Totals	\$45,000.00	\$0.00	\$45,000.00	
Advance	Total	Spent Down	Balance	Spent Down
	\$0.00	\$0.00	\$0.00	
				Payment Due

Fill in only 'CURRENT' columns.
Enter actual expenditures for the
period. If you wish to spend
down the Advance, enter the
amount in the 'SPEND DOWN'
box.

Date Form Issued:
10/25/2007

Expenditures Through:
10/25/2007

Claim No.: 1

MAIL TO:

Grant/Financial Manager:
Paul Klinge

Department of Education
NCLB
1500 Hwy 36 W
Roseville, MN 55113

Phone:
(651) 582-8697
Fax:
(651) 582-8494
Email:
paul.klinge@state.mn.us

State of Minnesota
Grant Manager
Initials/Date

Please read carefully:
I CERTIFY THAT THE INFORMATION FURNISHED
HEREIN IS ACCURATE TO THE BEST OF MY
KNOWLEDGE.

COMPLETED BY

PHONE AUTHORIZED SIGNATURE

DATE



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.046

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nilsen, Director of Human Resources
DATE: November 5, 2007
RE: Resignation

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

Paul Cragg Baseball Coach, High School, effective with the 2007-2008 season.

SUGGESTED RESOLUTION: Move to approve the resignation of Paul Cragg as presented.

RN/smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.045

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielson, Director of Human Resources

DATE: November 5, 2007

RE: Change in Contract

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

Tina Bentz Social Studies Teacher, High School, .83 FTE to 1.0 FTE effective November 12, 2007. (.17 FTE of Kurt Gigstad)

SUGGESTED RESOLUTION: Move to approve the change in contract for Tina Bentz as presented.

RN/smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.044

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Eriksen, Director of Human Resources

DATE: November 5, 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.

Brandon Boelter	Social Studies Teacher, High School, BA (0) .83 FTE, \$21,797.16, effective November 12, 2007. (Replaces Kurt Gigstad)
Joe Gaughan	Head Wrestling Coach, High School, .110 Step 9, \$4860.00, effective beginning with the 2007-2008 season. (Replaces Paul Larson)
Heather Otto	Health Office Secretary, Horizon Middle School, B21 (3) \$13.63 per hour, 8 hours per day, effective November 5, 2007. (Replaces Susan Bachmeier)
Amita Manandhar	Lunchroom Supervisor, Horizon Middle School, 2 hours per day, \$8.60 per hour, effective October 25, 2007. (Replaces Anna Marie Sepeda)
Renee Betz	Computer Operator/Server, Horizon Middle School, 2.75 hours per day, \$8.60 per hour, effective November 5, 2007. (Replaces Erica Castle)
Linda Life	Food & Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$8.60 per hour, effective October 29, 2007. (Replaces Kim Stockert)

SUGGESTED RESOLUTION: Move to approve the employment of: Brandon Boelter, Joe Gaughan, Heather Otto, Amita Manandhar, Renee Betz and Linda Life as presented.

RN/smw



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.032

TO: School Board

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

DATE: November 6, 2007

RE: Approval of Resolution to Ratify Agreement

Attached please find a Resolution to Ratify Agreement of a confidential settlement agreement resolving a legal matter pending against the district.

Suggested Resolution: BE IT RESOLVED, that the School Board of Independent School District No. 152 ratifies the confidential settlement agreement resolving a legal matter pending against the district;

BE IT FURTHER RESOLVED, by the School Board of Independent School District No. 152, that the Agreement is hereby ratified;

BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 152, that the Superintendent is authorized to execute, on behalf of the School Board, any and all agreements and documents relating to the Agreement; and

BE IT FURTHER RESOLVED, by the School Board of Independent School District No. 152 that the agreement is and remains not public data and private data on a student in accordance with law.

LPN:mde
Attachment

**EXTRACT OF MINUTES
OF MEETING OF SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 152
Moorhead, Minnesota**

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152, Moorhead, Minnesota, was held on the ____th day of _____, 2007 at _____ o'clock __.m.

The following Board Members were present:

and the following were absent:

Board Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION
To Ratify Agreement**

BE IT RESOLVED, that the School Board of Independent School District No. 152 ratifies the confidential settlement agreement resolving a legal matter pending against the district;

BE IT FURTHER RESOLVED, by the School Board of Independent School District No. 152, that the Agreement is hereby ratified;

BE IT FURTHER RESOLVED, by the School Board of Independent School District No. 152, that the Superintendent is authorized to execute, on behalf of the School Board, any and all agreements and documents relating to the Agreement; and

BE IT FURTHER RESOLVED, by the School Board of Independent School District No. 152 that the agreement is and remains not public data and private data on a student in accordance with law.

The motion for the adoption of the foregoing resolution was duly seconded by Board Member _____ and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 8, 2007
PAGE 1

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

MEMBERS ABSENT: Cindy Fagerlie.

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 presented.

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

WE ARE PROUD:

*** **We Are Proud** of Ali Nelson, a member of the Moorhead High School girls golf team, for advancing to the 2007 state golf tournament. Nelson placed ninth at state. Head coach is Karin Schumacher.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Siggerud moved, seconded by Erickson, to approve the following items on the Consent Agenda:

Lakes Country Carl D. Perkins Consortium Funding - Accept the professional development travel award from Lakes Country D. Perkins Consortium of \$434 for Ann Hagan and Kathi Salvevold to attend the Minnesota Business Educators, Inc. Fall Conference in Roseville, Minnesota on September 27-28, 2007.

Accept the professional development travel award from Lakes Country D. Perkins Consortium of \$497 for Mary Flesberg to attend the Minnesota Business Educators, Inc. Fall Conference in Roseville, Minnesota on September 27-28, 2007.

Advanced Placement Grant Application - Approve the submission of the Raised Academic Achievement: Advanced Placement Programs competitive grant.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 8, 2007
PAGE 2**

Leave of Absence

Krisanne Emch - Spanish Teacher, High School, effective January 3, 2008 through February 9, 2008 pursuant to Article 43 of the Teacher's Master Agreement.

Change in Contracts

Linda Matthews - Speech/Language Pathologist, Early Intervention Services, from .55 FTE to .75 FTE, effective September 24, 2007. (Replacement of .2 FTE from Pat Sullivan who went to full-time facilitator.)

Susan Bachmeier - Health Secretary, Horizon Middle School to EBD Teacher, Horizon Middle School, 1 FTE, BA (4) \$29,423.65, effective October 8, 2007. (Replaces Jara Larson.)

New Employees

Erica Castle - Computer Operator/Server, Horizon Middle School, \$8.60 per hour, 2.75 hours per day, effective October 2, 2007. (Replaces Katie Dahley.)

Jacquelyn Howland - Server, Horizon Middle School, \$8.60 per hour, 2.75 hours per day, effective September 26, 2007. (Replaces Renee Halvorson.)

Angela Rud - Principal's Secretary, Ellen Hopkins Elementary, Full-time, B22 (3) \$14.08 per hour effective September 24, 2007. (Replaces Cheryl Wise.)

Eric Grafstrom - Boys Hockey Assistant, High School, .100 Step 13, \$4919 , effective beginning with the 2007 season. (Replaces Terry Shercliffe.)

Mark Fabian - Boys Hockey Assistant, High School, .100 Step 3, \$3667, effective beginning with the 2007 season. (Replaces Greg Salvevold.)

Jonathan Rudnick - Boys Hockey Assistant, High School, .080 Step 2, \$2832, effective beginning with the 2007 season. (Replaces Rory Sandvig.)

Jennifer Sitter - Teacher, Early Intervention Services, .50 FTE, BA+10 (1) \$15,123.81, effective August 28, 2007. (Replaces .5 FTE of Hanna Rodenbaugh that was moved to EIS.)

Monica Sanchez - Spanish Immersion Teacher, Ellen Hopkins Elementary, 1 FTE, BA+30 (4) \$34,539.20, effective October 1, 2007. (Replaces Jennifer Stompro.)

Rescission of Termination and Acceptance of Resignation

Aracely Moore - Paraprofessional, West Central Juvenile Detention Center, effective December 6, 2006.

Statement of Assurance of Compliance - Approve the annual Statement of Assurance of Compliance with state and federal law prohibiting discrimination.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 8, 2007
PAGE 3

Minutes - Approve the September 10 and 24, 2007 regular meeting minutes as presented.

Claims - Approve the August Claims, subject to audit, in the amount of \$1,007,908.14.

General Fund:	\$889,067.39
Food Fund:	92,516.10
Community Service Fund:	26,324.65
TOTAL	\$1,007,908.14

Motion carried 6-0.

SCHOOL BOARD/STAFF DIALOGUE

(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.)

Moorhead High School Professional Learning Community - Moorhead High School teachers Kay Peterson, Brittney Rehm and Marti Johnson and principal Gene Boyle provided information regarding the Professional Learning Community time at Moorhead High School. A DVD produced last year by students was also presented.

TECH PREP COLLEGE CREDITS: Kovash reported information regarding the district's participation during the 2006-07 school year in the development and/or renewal of Moorhead's Tech Prep College Credit Agreements with Minnesota State Community and Technical College, Northwest Technical College, and Northland Community and Technical College as part of the Lakes Country Tech Prep Consortium. Kovash stated the total number of Tech Prep College Credits for advanced standing was 103 at no cost to the district.

2006-07 STAFF DEVELOPMENT REPORT: Siggerud moved, seconded by Thompson, to accept the staff development report for the 2006-07 school year as presented and direct administration to submit the signed assurances to the Minnesota Department of Education as required. Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard related to the Activities Council, Moorhead High School PTAC, Human Rights Committee, S.G. Reinertsen PTAC, Staff Development Committee, Joint Powers Committee, and Horizon PTAC. Thompson recognized Lynne Kovash for her assessment presentation to Robert Asp PTAC. Erickson reported she and other board members had attended the Moorhead High School Hall of Honor Induction

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 8, 2007
PAGE 4**

Ceremony and commented it was well attended and a great event. Tomhave noted the Intergovernmental Retreat is scheduled for January 25, 2008 at the Courtyard by Marriott.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:15 p.m.

Carol Ladwig, Clerk

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 22, 2007
PAGE 1

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

MEMBERS ABSENT: Cindy Fagerlie.

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 corrected.

APPROVAL OF AGENDA: Ladwig moved, seconded by Siggerud, to approve the agenda as corrected. Motion carried 6-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Gifts - Accept the following gifts: Reverse walker valued at \$300 from Roger and Kathy Walls and a weighted denim vest valued at \$50 from Jennifer and Brock Stenberg. The gifts will be used with children who have special needs.

Resignations

Bonita Miller - Paraprofessional, High School effective October 19, 2007.

Kim Shorey - Cafeteria Supervisor, Robert Asp Elementary, effective October 26, 2007.

Sharon Adair - Cafeteria Supervisor, Ellen Hopkins Elementary, effective October 4, 2007.

Mike Kieselbach - 9th Grade Baseball Coach, effective with the 2007-2008 season.

Becky Shelton - Food & Nutrition Worker, S. G. Reinertsen Elementary, effective October 9, 2007.

Dana Sande - Supervisor of Online Planning & Assessment, Probstfield Center for Education effective October 2, 2007.

Family/Medical Leave

Desiree Perez - Paraprofessional, High School, effective approximately November 11, 2007 for six weeks.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 22, 2007
PAGE 2**

Change in Contracts

Susie Bolgrean - Cafeteria Supervisor, from 5 days per week to 1 day per week 2 hours per day effective October 22, 2007.

Kim Stockert - Food & Nutrition Server to Cafeteria Supervisor, 2 hours per day, effective October 22, 2007.

Shannen Albertson - Crossing Guard, Robert Asp Elementary, will be adding 1.5 hours per day to her current Cafeteria Supervising position. (Replaces other 1/2 of Kim Shorey position)

New Employees

Kari Abner - Paraprofessional, Outreach Center, B21 (0-2) \$13.11 per hour, 6.5 hours per day, effective October 8, 2007. (Tuition billing position)

Jon Stein - Computer Technician, Robert Asp Elementary, B24 (8) 15.85 per hour, 8 hours per day, effective October 16, 2007. (Replaces Dale Volk)

Kim Stockert - Cafeteria Supervisor, S. G. Reinertsen Elementary, 2 hours per day, 4 days per week, \$8.60 per hour, effective October 22, 2007. (Replaces Susie Bolgrean)

Irasema Vargas - Cafeteria Supervisor/Crossing Guard, Robert Asp Elementary, 2.5 hours per day of Cafeteria Supervising and 1.5 hours per day of Crossing Guard, \$8.60 per hour, effective October 26, 2007. (Replaces Kim Shorey as Cafeteria Supervisor and 1/2 of Kim's Crossing Guard position)

Motion carried 6-0.

MINNESOTA SAY YES TO NO CAMPAIGN: Kovash shared a video about the campaign. Minnesota Say Yes to No is a conversation about raising health, self-reliant children so they will be successful in school and life. Moorhead Community Education and Moorhead Early Childhood Alliance (MECA) are planning book study conversations about Say Yes to No.

BUILDING AND DISTRICT PROFILES: Kovash reviewed the draft Building and District Profiles for the five-year period from 2002-03 through 2006-07. The School Board will be asked to approve the Building and District Profiles at their November 12 meeting.

Board members commended Kovash and other district staff for their efforts related to the profiles.

COMMITTEE REPORTS: Brief reports were heard related to the Early Childhood Parent Advisory Council, Interagency Early Intervention Committee, Instruction and Curriculum Advisory Committee, and Ellen Hopkins PTAC meetings. Siggerud noted Web sites with helpful

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 22, 2007
PAGE 3

state and national education information.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:30 p.m.

Carol Ladwig, Clerk



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.056 D

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: November 5, 2007
RE: Red River Area Learning Center Bison BEST Robotics

Red River Area Learning Center students took part in Bison BEST Robotics.

BEST stands for Boosting Engineering, Science and Technology. The mission of the program is to inspire students to pursue careers in engineering, science, technology and mathematics through participation in a sports-like science and engineering based robotics competition. The competition was held October 13, 2007 at NDSU. Bison BEST is a partnership between NDSU, regional businesses and public schools.

Pat Babolian from Red River Area Learning Center will show the robot and discuss the program.

LAK/kmr



Department of Business Services
Moorhead Area Public Schools

Memo B.08.011

TO: Dr. Larry P. Nybladh, Superintendent

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

DATE: October 29, 2007

RE: 2006-2007 Audit Report

Brian Stavenger, Eide Bailly LLP, will present the district's Comprehensive Annual Financial Report for the year ending June 30, 2007.

Suggested Resolution: Move to accept the 2006-2007 Comprehensive Annual Financial Report which includes an amount of \$1,544,771 being designated for severance pay within the unreserved fund balance.

MLW:mde
Attachment



CPAs & BUSINESS ADVISORS

To the School Board of
Independent School District No. 152
Moorhead Area Public Schools
Moorhead, Minnesota

We have audited the financial statements of Independent School District No. 152, Moorhead, Minnesota for the year ended June 30, 2007, and have issued our report thereon dated October 26, 2007. Professional standards require that we provide you with the following information related to our audit.

OUR RESPONSIBILITY UNDER AUDITING STANDARDS GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA, GOVERNMENT AUDITING STANDARDS, AND OMB CIRCULAR A-133

As stated in our engagement letter, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with accounting principles generally accepted in the United States of America. Because an audit is designed to provide reasonable, but not absolute, assurance and because we did not perform a detailed examination of all transactions, there is a risk that material errors, fraud, or other illegal acts may exist and not be detected by us.

In planning and performing our audit, we considered the District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determinations of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with OMB Circular A-133, we examined, on a test basis, evidence about the District's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on the District's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the District's compliance with those requirements.

SIGNIFICANT ACCOUNTING POLICIES

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the District are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2007. We noted no transactions entered into by the District during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

ACCOUNTING ESTIMATES

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

State Aid Receivable – The District has estimated the receivable and related revenue from the state of Minnesota based on projected student counts at year-end.

Inventories – Food and supply purchases are recorded at invoice cost, computed on a first-in, first-out method. Surplus commodities are stated at standardized costs, as determined by the U.S. Department of Agriculture.

Depreciation – The District has recorded depreciation based on the estimated useful life of the individual units of property and equipment.

These estimates are normal and recurring and were determined on bases consistent with those used in prior years.

DISAGREEMENTS WITH MANAGEMENT

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

CONSULTATIONS WITH OTHER INDEPENDENT ACCOUNTANTS

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

ISSUES DISCUSSED PRIOR TO RETENTION OF INDEPENDENT AUDITORS

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Districts' auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

DIFFICULTIES ENCOUNTERED IN PERFORMING THE AUDIT

We encountered no significant difficulties in dealing with management in performing and completing our audit.

OTHER MATTERS

Issued But Not-Effective Accounting Pronouncement

The Governmental Accounting Standards Board (GASB) has issued statement No. 45 "Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions." This statement provides that post-employment benefits offered to employees are to be measured and recognized on the full accrual basis of accounting over a period that approximates an employee's years of service. This statement will be implemented at the District in the year ending June 30, 2009.

Food Service Fund Balance

The District's Food Service fund balance is currently \$524,247. For the current year the maximum fund balance the District can maintain according to state statutes is \$529,692 (30% of current year expenditures in the Food Service fund). The District has experienced positive increases in the Food Service fund balance in the past several years. Due to this we recommend the District monitor the projected income for the Food Service fund for fiscal year 2008. This will allow the District to adequately plan for the appropriate fund balance in the Food Service fund.

This report is intended solely for the information and use of management, the School Board, and the Minnesota Department of Education and is not intended to be and should not be used by anyone other than these specified parties.

As always, we will be happy to discuss these or any other topics at your convenience. We would like to take this opportunity to express our appreciation to you and your staff for the fine cooperation we received during the course of the audit. We look forward to many years of continued service to Independent School District No. 152, Moorhead, Minnesota.

Eide Bailly LLP

Fargo, North Dakota
October 26, 2007

FINANCIAL STATEMENTS
JUNE 30, 2007



**INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA**

Table of Contents

	<u>Exhibit</u>	<u>Page</u>
SCHOOL BOARD AND ADMINISTRATION		1
INDEPENDENT AUDITOR'S REPORT		2
MANAGEMENT'S DISCUSSION AND ANALYSIS		4
BASIC FINANCIAL STATEMENTS		
Government-Wide Financial Statements		
Statement of Net Assets	A-1	9
Statement of Activities	A-2	10
Fund Financial Statements		
Balance Sheet	A-3	11
Reconciliation of the Balance Sheet to the Statement of Net Assets	A-4	12
Statement of Revenues, Expenditures, and Changes in Fund Balances	A-5	13
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities	A-6	14
Statement of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual - General Fund	A-7	15
Notes to Financial Statements		16
COMBINING AND INDIVIDUAL FUND SCHEDULES		
General Fund		
Schedule of Changes in Fund Balances	B-1	32
Schedule of Revenues - Budget and Actual	B-2	33
Schedule of Expenditures - Budget and Actual	B-3	34
Nonmajor Governmental Funds		
Combining Balance Sheet	B-4	36
Combining Schedule of Revenues, Expenditures, and Changes in Fund Balance	B-5	37

**INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA**

Table of Contents – Page 2

	<u>Exhibit</u>	<u>Page</u>
COMBINING AND INDIVIDUAL FUND SCHEDULES, continued		
Food Service Special Revenue Fund		
Schedule of Revenues, Expenditures, and		
Changes in Fund Balances – Budget and Actual	B-6	38
Community Service Special Revenue Fund		
Schedule of Revenues, Expenditures, and		
Changes in Fund Balances – Budget and Actual	B-7	39
OTHER SUPPLEMENTARY INFORMATION		
Schedule of Changes in Student Activity Cash Balances	C-1	40
Uniform Accounting and Reporting Compliance Table	C-2	43
Schedule of Expenditures of Federal Awards		44
ADDITIONAL REPORTS		
Independent Auditor's Report on Internal Control Over		
Financial Reporting and on Compliance and Other Matters		
Based on an Audit of Financial Statements Performed		
in Accordance With <i>Government Auditing Standards</i>		
and the <i>Minnesota Legal Compliance Audit Guide</i>		46
Independent Auditor's Report on Compliance With Requirements		
Applicable to Each Major Program and Internal Control Over		
Compliance in Accordance With OMB Circular A-133		48
Schedule of Audit Findings		50
Independent Auditor's Report on Compliance Over		
Financial Reporting of the Student Activity Accounts		52

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
SCHOOL BOARD AND ADMINISTRATION
JUNE 30, 2007

SCHOOL BOARD

<u>Name</u>	<u>Position</u>	<u>Term Expires</u>
Bill Tomhave	Chairperson	2011
Kristine Thompson	Vice Chairperson	2011
Karin Dulski	Treasurer	2011
Carol Ladwig	Clerk	2009
Lisa Erickson	Director	2009
Cindy Fagerlie	Director	2009
Michael Siggerud	Director	2009

ADMINISTRATION

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
Denice Sinner	District Accountant

(This page left blank intentionally.)



CPAs & BUSINESS ADVISORS

INDEPENDENT AUDITOR'S REPORT

To the School Board of
Independent School District No. 152
Moorhead Area Public Schools
Moorhead, Minnesota

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 152, Moorhead, Minnesota, as of and for the year ended June 30, 2007, which collectively comprise the District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the government activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2007, and the respective changes in financial position and the respective budgetary comparison for the general fund for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2007 on our consideration of the District's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The management's discussion and analysis on pages 4 through 8 is not a required part of the basic financial statements but is supplementary information required by accounting principles general accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the District's basic financial statements. The combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements of the District. The combining and individual nonmajor fund financial statements, uniform accounting and reporting compliance table, and schedule of expenditures of federal awards have been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, are fairly stated in all material respects in relation to the basic financial statements taken as a whole. In addition, in our opinion, the statement of changes in student activity cash balances (Exhibit C-1) presents fairly the changes in the cash balances of the student activity funds for the year ended June 30, 2007.

Eide Bailly LLP

Fargo, North Dakota
October 26, 2007

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2007

This section of Independent School District No. 152 – Moorhead Area Public Schools' annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2007. Please read it in conjunction with the District's financial statements, which immediately follow this section.

FINANCIAL HIGHLIGHTS

Key financial highlights for the 2006-2007 fiscal year include the following:

- General Fund 01: - The overall revenues were \$48,226,912 while the overall expenditures were \$49,214,482 decreasing the fund balance by \$987,570.
- Food Service Fund 02: - The revenues were \$1,814,663 and the expenditures were \$1,765,641 increasing the fund balance by \$49,022.
- Community Service Fund 04: - The revenues were \$1,367,540 while the expenditures were \$1,452,859 decreasing the fund balance by \$85,319.
- Debt Service Fund 07: - The revenues were \$7,963,202 and expenditures of \$7,701,769 increasing the fund balance by \$261,422. This increase in the fund balance is due to the refinancing of the bonds. In 2012 when the bonds cross over the expenditures will be increased causing the reserved fund balance to go back down.

OVERVIEW OF THE FINANCIAL STATEMENTS

District-wide Statements

The district-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net assets includes all of the District's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two district-wide statements, report the District's net assets and how they have changed. Net assets - the difference between the District's assets and liabilities - is one way to measure the District's financial health or position.

- Over time, increases or decreases in the District's net assets are an indicator of whether its financial position is improving or deteriorating, respectively.
- To assess the overall health of the District you need to consider additional non-financial factors such as changes in the District's property tax base and the condition of school buildings and other facilities.

MANAGEMENT'S DISCUSSION AND ANALYSIS

In the district-wide financial statement the District's activities are shown in one category:

- Governmental activities – Most of the District's basic services are included here, such as regular and special education, transportation, administration, food service, and community education. Property taxes and state aids finance most of these activities.

Fund Financial Statements

The fund financial statements provide more detailed information about the District's funds—focusing on its most significant or “major” funds—not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs:

- Some funds are required by State law and by bond covenants.
- The District establishes other funds to control and manage money for particular purposes (e.g., repaying its long-term debts) or to show that it is properly using revenues (e.g., federal grants).

The District has two kinds of funds:

- Governmental funds – Most of the District's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps to determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the district-wide statements, we provide additional information following the governmental funds statements that explains the relationship (or differences) between them.
- Fiduciary funds – The District is the trustee, or fiduciary, for assets that belong to others. The District is responsible for ensuring that the assets reported in these funds are used only by those to whom the assets belong. The District's fiduciary activities (consisting only of trust funds held for others) are reported in the governmental funds

MANAGEMENT'S DISCUSSION AND ANALYSIS

Net Assets

A summary of assets, liabilities, and net assets is presented in Table A-1 below.

Table A-1

STATEMENT OF NET ASSETS JUNE 30, 2007 AND 2006

	2007	2006
ASSETS		
Current assets	\$ 64,404,986	\$ 22,067,426
Capital assets	77,093,823	78,419,238
Total assets	<u>\$ 141,498,809</u>	<u>\$ 100,486,664</u>
 LIABILITIES AND NET ASSETS		
LIABILITIES		
Other liabilities	\$ 14,012,392	\$ 12,737,373
Long-term liabilities	106,933,031	65,623,175
Total liabilities	<u>120,945,423</u>	<u>78,360,548</u>
 NET ASSETS		
Invested in capital assets, net of related debt	17,683,823	16,044,238
Restricted for specific purposes	1,932,056	2,672,387
Unrestricted	937,507	3,409,491
Total net assets	<u>20,553,386</u>	<u>22,126,116</u>
Total liabilities and net assets	<u>\$ 141,498,809</u>	<u>\$ 100,486,664</u>

(continued on next page)

MANAGEMENT'S DISCUSSION AND ANALYSIS

Change in Net Assets

A summary of the revenues and expenses is presented in Table A-2 below.

Table A-2

STATEMENT OF ACTIVITIES YEARS ENDED JUNE 30, 2007 AND 2006

	2007	2006
REVENUES		
Program revenues		
Charges for service	\$ 2,393,575	\$ 2,480,568
Operating grants and contributions	12,101,813	9,955,916
Capital grants and contributions	1,815,798	1,425,718
General		
Property taxes	5,398,616	3,809,957
Aids and payments from state and other	36,050,687	35,291,836
Federal aids and payments	660,192	811,808
Unrestricted investment earnings	583,909	457,637
Miscellaneous revenues	415,027	504,499
Total revenues	59,419,617	54,737,939
EXPENSES		
District and school administration	2,373,240	2,176,262
District support services	990,097	993,597
Regular instruction	21,259,249	21,118,131
Vocational instruction	436,247	462,603
Exceptional instruction	11,973,919	11,656,259
Community education and services	1,456,854	1,424,892
Instructional support services	3,024,162	2,883,570
Pupil support services	5,769,941	5,384,846
Site, buildings and equipment	6,135,678	6,909,084
Fiscal and other fixed-cost programs	4,897,134	3,445,036
Total expenses	58,316,521	56,454,280
CHANGE IN NET ASSETS	1,103,096	(1,716,341)
NET ASSETS - BEGINNING , as previously reported	22,126,116	23,842,457
PRIOR PERIOD ADJUSTMENT (see Note 11)	(2,675,826)	-
NET ASSETS - BEGINNING , as restated	19,450,290	23,842,457
NET ASSETS - ENDING	\$ 20,553,386	\$ 22,126,116

(continued on next page)

MANAGEMENT'S DISCUSSION AND ANALYSIS

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

Note 4 to the financial statements presents an analysis of capital asset transactions occurring during the year ended June 30, 2007. A decrease in net capital assets consisted primarily of the Building Construction sites being completed and now depreciated.

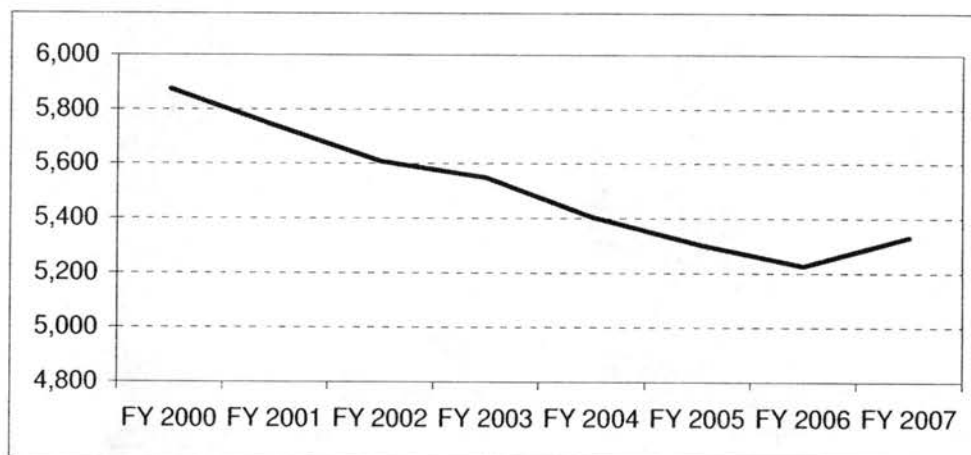
Long-Term Debt

At year end the District had \$106,933,031 of long term debt. This consisted of bonded indebtedness of \$101,490,000 and post employment benefits and sick leave of \$5,443,031. Note 5 presents the detail of the districts long-term debt.

FACTORS BEARING ON THE DISTRICT FUTURE

- Minnesota school districts are paid based on pupil units served. A slight increase in the enrollment this year over last year has given us a slight increase in our revenue for operations. We are anticipating the school districts enrollment to stabilize for the next couple of years.

Enrollment – Table A-3



CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide the District's citizens, taxpayers, customers and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have any questions about this report or would like additional information, contact Mark Weston, Assistant Superintendent of Business Services, at the District offices at 2410 14th Street South, Moorhead, MN 56560.

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
STATEMENT OF NET ASSETS
JUNE 30, 2007

Exhibit A-1

ASSETS

Cash and cash equivalents	\$ 10,873,730
Cash with fiscal agent	42,127,231
Receivables	
Current property taxes	4,746,454
Delinquent property taxes	99,173
Accounts	192,177
Due from other governmental units	6,332,922
Prepaid items	4,387
Inventory	28,912
	<u>64,404,986</u>
Capital assets	
Land	1,049,947
Buildings	89,349,403
Improvements	1,405,749
Vehicles	1,194,268
Equipment	508,957
Less accumulated depreciation	<u>(16,414,501)</u>
Total capital assets, net of depreciation	<u>77,093,823</u>
Total assets	<u><u>\$ 141,498,809</u></u>

LIABILITIES AND NET ASSETS

LIABILITIES

Accounts payable	\$ 710,694
Salaries payable	4,257,659
Accrued interest payable	1,170,181
Unearned revenue	128,752
Property taxes levied for subsequent year	7,745,106
Long-term liabilities	
Portion due or payable within one year	4,205,354
Portion due or payable after one year	<u>102,727,677</u>
Total liabilities	<u>120,945,423</u>

NET ASSETS

Invested in capital assets, net of related debt	17,683,823
Restricted for specific purposes	1,932,056
Unrestricted	<u>937,507</u>
Total net assets	<u>20,553,386</u>
Total liabilities and net assets	<u><u>\$ 141,498,809</u></u>

The Notes to Financial Statements are an integral part of this statement

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2007

Exhibit A-2

Functions/Programs	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Assets
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental activities					
District and school administration	\$ 2,373,240	\$ -	\$ -	\$ -	\$ (2,373,240)
District support services	990,097	-	-	-	(990,097)
Regular instruction	21,259,249	31,700	878,684	-	(20,348,865)
Vocational instruction	436,247	-	-	-	(436,247)
Exceptional instruction	11,973,919	1,178,862	7,857,708	-	(2,937,349)
Community education and services	1,456,854	236,723	809,115	-	(411,016)
Instructional support services	3,024,162	-	-	-	(3,024,162)
Pupil support services	5,769,941	861,315	918,650	-	(3,989,976)
Site, buildings and equipment	6,135,678	84,975	-	1,815,798	(4,234,905)
Fiscal and other fixed-cost programs	4,897,134	-	1,637,656	-	(3,259,478)
Total governmental activities	<u>\$ 58,316,521</u>	<u>\$ 2,393,575</u>	<u>\$ 12,101,813</u>	<u>\$ 1,815,798</u>	<u>(42,005,335)</u>
GENERAL REVENUES					
Property taxes, levied for general purposes					1,041,317
Property taxes, levied for community education and services					186,176
Property taxes, levied for debt service					4,171,123
Aids and payments from the state					35,984,452
Federal aids and payments					660,192
County apportionment					66,235
Unrestricted investment earnings					583,909
Miscellaneous revenues					415,027
Total general revenues					<u>43,108,431</u>
CHANGES IN NETS ASSETS					1,103,096
NET ASSETS - BEGINNING, as previously reported					22,126,116
PRIOR PERIOD ADJUSTMENT (see Note 11)					(2,675,826)
NET ASSETS - BEGINNING, as restated					<u>19,450,290</u>
NET ASSETS - ENDING					<u>\$ 20,553,386</u>

The Notes to Financial Statements are an integral part of this statement

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
BALANCE SHEET – GOVERNMENTAL FUNDS
JUNE 30, 2007

Exhibit A-3

	General	Debt Service	Other Governmental Funds	Totals
ASSETS				
Cash and cash equivalents	\$ 7,869,079	\$ 2,441,154	\$ 563,497	\$ 10,873,730
Cash with fiscal agent	-	42,127,231	-	42,127,231
Receivables				
Current property taxes	1,123,797	3,453,562	169,095	4,746,454
Delinquent property taxes	29,459	66,740	2,974	99,173
Accounts	192,177	-	-	192,177
Due from other governmental units	5,972,525	216,442	143,955	6,332,922
Prepaid items	4,387	-	-	4,387
Inventory	-	-	28,912	28,912
	<u>\$ 15,191,424</u>	<u>\$ 48,305,129</u>	<u>\$ 908,433</u>	<u>\$ 64,404,986</u>
LIABILITIES AND FUND BALANCE				
LIABILITIES				
Accounts payable	\$ 672,834	\$ -	\$ 37,860	\$ 710,694
Salaries payable	4,215,626	-	42,033	4,257,659
Unearned revenue	117,818	66,740	43,367	227,925
Property taxes levied for subsequent year	1,672,494	5,788,376	284,236	7,745,106
Total liabilities	<u>6,678,772</u>	<u>5,855,116</u>	<u>407,496</u>	<u>12,941,384</u>
FUND BALANCE (DEFICIT)				
Reserved				
For health and safety	(206,579)	-	-	(206,579)
For severance pay	285,265	-	-	285,265
For operating capital	1,737,296	-	-	1,737,296
For safe schools	(602)	-	-	(602)
For early childhood and family education	-	-	46,044	46,044
For community education	-	-	(254,229)	(254,229)
For school readiness	-	-	2,079	2,079
For scholarships	-	-	10,000	10,000
For bond refunding	-	42,127,231	-	42,127,231
Unreserved				
Designated for severance pay	1,544,771	-	-	1,544,771
Undesignated	5,152,501	322,782	697,043	6,172,326
Total fund balance	<u>8,512,652</u>	<u>42,450,013</u>	<u>500,937</u>	<u>51,463,602</u>
	<u>\$ 15,191,424</u>	<u>\$ 48,305,129</u>	<u>\$ 908,433</u>	<u>\$ 64,404,986</u>

The Notes to Financial Statements are an integral part of this statement

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
RECONCILIATION OF THE BALANCE SHEET
TO THE STATEMENT OF NET ASSETS
JUNE 30, 2007

Exhibit A-4

TOTAL FUND BALANCES - GOVERNMENTAL FUNDS	\$ 51,463,602
------------------------------------------	---------------

Amounts reported for governmental activities
in the statement of net assets are different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	77,093,823
------------------------------------------------------------------------------------------------------------------------------	------------

Accrued interest payable for long-term liabilities are not due and payable in the current period and therefore are not reported as liabilities in the funds.	(1,170,181)
-----------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------

Delinquent property taxes are not considered available for current financial resources and are therefore deferred in the funds. However, they are properly recognized as revenue in the entity-wide statements.	99,173
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------

Long-term liabilities are not due and payable in the current period and
therefore are not reported as liabilities in the funds. In the current
period these amounts are:

Bonds payable	\$(101,490,000)	
Severance payable	(1,830,036)	
Sick leave and vacation payable	<u>(3,612,995)</u>	<u>(106,933,031)</u>

TOTAL NET ASSETS - GOVERNMENTAL ACTIVITIES	<u>\$ 20,553,386</u>
--------------------------------------------	----------------------

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
YEAR ENDED JUNE 30, 2007

Exhibit A-5

	General	Debt Service	Other Governmental Funds	Totals
REVENUES				
Local property tax levies	\$ 1,943,324	\$ 4,171,123	\$ 186,176	\$ 6,300,623
Other local and county sources	2,208,487	1,637,656	353,640	4,199,783
State sources	41,208,932	2,154,423	858,020	44,221,375
Federal sources	2,749,437	-	924,848	3,674,285
Miscellaneous	116,732	-	859,904	976,636
Total revenues	<u>48,226,912</u>	<u>7,963,202</u>	<u>3,182,588</u>	<u>59,372,702</u>
EXPENDITURES				
District and school administration	2,364,132	-	-	2,364,132
District support services	990,097	-	-	990,097
Regular instruction	21,364,133	-	-	21,364,133
Vocational instruction	436,247	-	-	436,247
Exceptional instruction	11,973,918	-	-	11,973,918
Community education and service	-	-	1,452,859	1,452,859
Instructional support services	3,023,855	-	-	3,023,855
Pupil support services	4,030,205	-	1,766,026	5,796,231
Site, buildings and equipment	4,830,756	-	-	4,830,756
Fiscal and other fixed cost programs	201,139	7,701,769	-	7,902,908
Total expenditures	<u>49,214,482</u>	<u>7,701,769</u>	<u>3,218,885</u>	<u>60,135,136</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES				
	(987,570)	261,433	(36,297)	(762,434)
FUND BALANCE, BEGINNING OF YEAR				
	<u>9,500,222</u>	<u>42,188,580</u>	<u>537,234</u>	<u>52,226,036</u>
FUND BALANCE, END OF YEAR				
	<u>\$ 8,512,652</u>	<u>\$ 42,450,013</u>	<u>\$ 500,937</u>	<u>\$ 51,463,602</u>

The Notes to Financial Statements are an integral part of this statement

INDEPENDENT SCHOOL DISTRICT NO. 152**MOORHEAD, MINNESOTA****RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2007**

Exhibit A-6

NET CHANGE IN FUND BALANCES - TOTAL GOVERNMENTAL FUNDS	\$	(762,434)
--------------------------------------------------------	----	-----------

Amounts reported for governmental activities in the statement of activities are different because:

Capital outlays are reported as expenditures in governmental funds.

However, in the statement of activities the cost of capital assets is allocated over their estimated useful lives as depreciation expense. In the current period these amounts are:

Capital outlay	\$	691,490	
Depreciation expense		(2,016,905)	
Excess of depreciation expense over capital outlay			(1,325,415)

Delinquent property taxes are not considered available for current financial resources and are therefore deferred in the funds. However, they are properly recognized as revenue in the statement of activities.

Current period balance	99,173	
Prior period balance	(51,872)	
Current year effect		47,301

In the statement of activities compensated absences are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used.

Current period balance	(5,443,031)	
Prior period balance	5,550,524	
Current year effect		107,493

Interest payable is reported in the government wide statement of net assets but is not recorded in the governmental funds.

Current period balance	(1,170,181)	
Prior period balance	1,210,955	
Current year effect		40,774

The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however has any effect on net assets. In the current period these amounts consist of:

Bond principal retirement	2,965,000
EPA loan principal retirement	30,377

CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES	\$	<u>1,103,096</u>
-------------------------------------------------	----	------------------

INDEPENDENT SCHOOL DISTRICT NO. 152**MOORHEAD, MINNESOTA****STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES – BUDGET TO ACTUAL – GENERAL FUND
YEAR ENDED JUNE 30, 2007**

Exhibit A-7

	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual</u>	<u>Variance With Final Budget</u>
REVENUES				
Local property tax levies	\$ 2,026,190	\$ 2,026,190	\$ 1,943,324	\$ (82,866)
Other local and county sources	1,943,361	2,530,110	2,208,487	(321,623)
State sources	40,810,203	40,716,341	41,208,932	492,591
Federal sources	2,824,821	2,824,821	2,749,437	(75,384)
Miscellaneous	<u>116,732</u>	<u>116,732</u>	<u>116,732</u>	<u>-</u>
Total revenues	<u>47,721,307</u>	<u>48,214,194</u>	<u>48,226,912</u>	<u>12,718</u>
EXPENDITURES				
District and school administration	2,380,961	2,380,941	2,364,132	16,809
District support services	987,248	947,269	990,097	(42,828)
Regular instruction	21,559,693	21,517,558	21,364,133	153,425
Vocational instruction	437,328	439,878	436,247	3,631
Exceptional instruction	11,696,632	12,010,711	11,973,918	36,793
Instructional support services	2,949,888	3,019,972	3,023,855	(3,883)
Pupil support services	4,029,408	4,015,244	4,030,205	(14,961)
Site, buildings and equipment	4,948,692	5,042,497	4,830,756	211,741
Fiscal and other fixed cost programs	<u>202,000</u>	<u>201,139</u>	<u>201,139</u>	<u>-</u>
Total expenditures	<u>49,191,850</u>	<u>49,575,209</u>	<u>49,214,482</u>	<u>360,727</u>
DEFICIENCY OF REVENUES UNDER EXPENDITURES				
	(1,470,543)	(1,361,015)	(987,570)	373,445
FUND BALANCE, BEGINNING OF YEAR	<u>9,500,222</u>	<u>9,500,222</u>	<u>9,500,222</u>	<u>-</u>
FUND BALANCE, END OF YEAR	<u>\$ 8,029,679</u>	<u>\$ 8,139,207</u>	<u>\$ 8,512,652</u>	<u>\$ 373,445</u>

The Notes to Financial Statements are an integral part of this statement

(This page left blank intentionally.)

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2007

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. ORGANIZATION

Independent School District No. 152, Moorhead Area Public Schools, Moorhead, Minnesota (the District) was formed and operates pursuant to applicable Minnesota laws and statutes. The District is governed by a School Board elected by voters of the District. The financial statements of the District have been prepared in conformity with accounting principles generally accepted in the United States of America as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

B. REPORTING ENTITY

The accompanying financial statements include all funds, departments, agencies, boards, commissions, and other organizations that comprise the District, along with any component units.

Component units are legally separate entities for which the District (primary government) is financially accountable, or for which the exclusion of the component unit would render the financial statements of the primary government misleading. The criteria used to determine if the primary government is financially accountable for a component unit include whether or not the primary government appoints the voting majority of the potential component unit's governing body, is able to impose its will on the potential component unit, is in a relationship of financial burden or benefit with the potential component unit, or is fiscally depended upon by the potential component unit.

Based on these criteria, there are no organizations considered to be component units of the District.

Extracurricular student activities are determined primarily by student participants under the guidance of an adult and are generally conducted outside of school hours. In accordance with Minnesota Statutes, the District's School Board has elected not to control or be otherwise financially accountable with respect to the underlying extracurricular activities. Accordingly, the extracurricular student activity accounts are not included in these financial statements.

C. GOVERNMENT-WIDE FINANCIAL STATEMENT PRESENTATION

The government-wide financial statements (Statement of Net Assets and Statement of Activities) display information about the reporting government as a whole. These statements include all the financial activities of the District. Generally, the effect of interfund activity has been removed from the government-wide financial statements.

The Statement of Activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Taxes and other internally directed revenues are reported as general revenues.

NOTES TO FINANCIAL STATEMENTS

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are generally recognized as revenues in the fiscal year for which they are levied, except for amounts advance recognized in accordance with a statutory "tax shift" described later in these notes. Grants and similar items are recognized when all eligibility requirements imposed by the provider have been met.

The District applies restricted resources first when an expense is incurred for which both restricted and unrestricted resources are available. For capital assets that can be specifically identified with, or allocated to functional areas, depreciation expense is included as a direct expense in the functional areas that utilize the related capital assets. Interest on long-term debt is considered an indirect expense and is reported separately on the Statement of Activities.

D. FUND FINANCIAL STATEMENT PRESENTATION

Major individual governmental funds are reported as separate columns in the fund financial statements. Aggregated information for the remaining nonmajor governmental funds is reported in a single column in the fund financial statements.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this basis of accounting transactions are recorded in the following manner:

1. *Revenue Recognition* – Revenue is recognized when it becomes measurable and available. "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. For this purpose, the District generally considers revenues to be available if they are collected within 60 days after year-end. Grants and similar items are recognized when all eligibility requirements imposed by the provider have been met. State revenue is recognized in the year to which it applies according to Minnesota Statutes. Federal revenue is recorded in the year in which the related expenditure is made. Proceeds of long-term debt and acquisitions under capital leases are reported as other financing sources.
2. *Recording of Expenditures* – Expenditures are generally recorded when a liability is incurred, except for principal and interest on long-term debt, severance and healthcare benefits, and compensated absences, which are recognized as expenditures to the extent they have matured. Capital asset acquisitions are included within the applicable functional areas.

Description of Funds

The existence of the various district funds has been established by the Minnesota Department of Education. Each fund is accounted for as an independent entity. A description of the funds included in this report are as follows:

Major Governmental Funds

General Fund – The general fund is used to account for all financial resources except those required to be accounted for in another fund. It includes the general operations and pupil transportation activities of the District, as well as the capital related activities such as maintenance of facilities, equipment purchases, and health and safety projects.

(continued on next page)

NOTES TO FINANCIAL STATEMENTS

Debt Service Fund – The debt service fund is used to account for the accumulation of resources for, and payment of, general obligation bond principal, interest, and related costs.

Nonmajor Governmental Funds

Food Service Fund – The food service fund is used to account for food service revenues and expenditures.

Community Service Fund – The community service fund is used to account for services provided to residents in the areas of recreation, civic activities, nonpublic pupils, adult or early childhood programs, extended day programs, or other similar services.

Scholarship Fund – The scholarship fund is used to report resources that are legally restricted to the extent that only earnings, and not principal, may be used for purposes that support the donor imposed restrictions.

E. OTHER SIGNIFICANT ACCOUNTING POLICIES

Budgeting

An operating budget is adopted by July 1 of each fiscal year for all governmental funds on the same modified accrual basis used to reflect actual revenues and expenditures. The superintendent is authorized to transfer budget amounts within line items; however, supplemental appropriations that amend total appropriations of any fund require a board resolution. Reported budgeted amounts are as originally adopted or as amended by board resolution. Unencumbered appropriations lapse at year-end.

Cash and Investments

Cash balances for all district funds are pooled and invested to the extent possible. Interest earned from such investments is allocated to each of the funds based on the fund's average monthly cash and investments balance. Funds that incur a deficit balance in pooled cash and investments during the year are charged interest.

In the Debt Service Fund, the refunding bond escrow account held by fiscal agent is used only to retire refunded bond issues and to pay interest on refunding bond issues until the crossover refunding dates. Interest earned on these investments is allocated directly to the escrow account.

Deposits and investments consist of certificates of deposit and monies deposited with the Minnesota School District Liquid Asset Fund (MSDLAF) and are stated at market.

Receivables

All receivables are shown net of any allowance for uncollectibles. No allowances for uncollectibles have been recorded. The only receivables not expected to be collected within one year are property taxes receivable.

Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items. Prepaid items are reported using the consumption method and recorded as an expense or expenditure at the time of consumption.

(continued on next page)

NOTES TO FINANCIAL STATEMENTS

Inventories

Inventories are recorded using the consumption method of accounting and consist of purchased food, supplies, and surplus commodities received from the federal government. Food and supply purchases are recorded at invoice cost, computed on a first-in, first-out method. Surplus commodities are stated at standardized costs, as determined by the U.S. Department of Agriculture.

Property Taxes

The majority of district revenue is determined annually by statutory funding formulas. The total revenue allowed by these formulas is allocated between property taxes and state aids by the Legislature based on education funding priorities.

Generally, property taxes are recognized as revenue by the District in the fiscal year that begins midway through the calendar year in which the tax levy is collectible. To help balance the state budget, the Minnesota Legislature utilizes a tool referred to as the "tax shift," which periodically changes the District's recognition of property tax revenue. The tax shift advance recognizes cash collected for the subsequent year's levy as current year revenue, allowing the state to reduce the amount of aid paid to the District. Currently, the mandated tax shift recognized \$359,309 of the property tax levy collectible in 2007 as revenue to the District in fiscal year 2006-2007. The remaining portion of the taxes collectible in 2007 is recorded as deferred revenue (property taxes levied for subsequent year).

Property tax levies are certified to the County Auditor in December of each year for collection from taxpayers in May and October of the following calendar year. In Minnesota, counties act as collection agents for all property taxes. The county spreads all levies over taxable property. Such taxes become a lien on property on the following January 1. The county general remits taxes to the District at periodic intervals as they are collected. A portion of the property taxes levied is paid by the State of Minnesota through various tax credits, which are included in revenue from state sources in the financial statements.

Taxes which remain unpaid are classified as delinquent taxes receivable. Revenue from these delinquent property taxes that is not collected within 60 days of year-end is deferred in the fund financial statements because it is not known to be available to finance the operations of the District in the current year. No allowance for uncollectible taxes is considered necessary.

Capital Assets

Capital assets are capitalized at historical cost, or estimated historical cost for assets where actual historic cost is not available. Donated assets are recorded as capital assets at their estimated fair market value at the date of donation. The District maintains a threshold level of \$5,000 or more for capitalizing capital assets. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Capital assets are recorded in the government-wide financial statements, but are not reported in the fund financial statements. Capital assets are depreciated using the straight-line method over their estimated useful lives. Since surplus assets are sold for an immaterial amount when declared as no longer needed for public school purposes by the District, no salvage value is taken into consideration for depreciation purposes. Useful lives vary from 3 to 50 years.

NOTES TO FINANCIAL STATEMENTS

Capital assets not being depreciated include land.

The District does not possess any material amounts of infrastructure capital assets. Items such as sidewalks and other land improvements are considered to be part of the cost of buildings or other improvable property.

Long-Term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. Bond issuance costs, if material, are also reported as deferred charges and amortized over the term of the related debt.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources, while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

Compensated Absences Payable

Vacation – The District compensates substantially all full-time noncertified employees for unused vacation upon termination; however, no employee is allowed to accumulate more than a one-year vacation allowance. The expenditure for vacation pay is recognized when payment is made. As of June 30, 2007, this amount did not exceed a normal year's accumulation.

Sick Pay – Substantially all District employees are allowed to accrue sick leave at varying amounts each year and accumulate within specified limits. Employees are not compensated for unused sick leave upon termination of employment. Since the employees accumulating rights to receive compensation for future absences being caused by future illnesses such amounts cannot be reasonably estimated, a liability for unused sick leave has not been recorded in the financial statements. In some instances unused sick leave does enter into the calculation of severance pay for some employees upon termination.

Severance and Health Benefits

Severance and health benefits consist of lump sum early retirement incentive payments and post-employment health care benefits. Minnesota State accounting regulations for severance benefits are described below.

- (1) **Early Retirement Incentive Payments** - The District maintains various early retirement incentive payment plans for its employee groups. Each employee group plan contains benefit formulas for lump sum payments based on years of service and/or minimum age requirements. No employee can receive early retirement incentive payments exceeding one year's salary. If early retirement incentive payments are paid within the first 60 days after year-end, an accrual is made in the governmental fund incurring the liability. For substantially all groups, the benefits are eliminated if retirement occurs at the normal retirement age as specified in their contracts. Benefits are not considered vested until actual retirement occurs. Therefore, no early retirement incentive payment liability is recorded in the government-wide financial statements until actual retirement occurs. During fiscal year 2007, the District's expenditures for early retirement incentive payments totaled \$454,020.

NOTES TO FINANCIAL STATEMENTS

- (2) **Post-Employment Health Care Benefits** – Under the terms of collectively bargained employment contracts, the District is required to pay the health insurance premiums for certain retired employees until they reach age 65. The amount to be paid is limited as specified by contract. For qualifying employees that have retired as of June 30, the district records the estimated present value of future premiums after year-end as part of severance benefits payable in the government wide financial statements. No amounts are recorded for employees that have not retired as of June 30. All premiums are funded on-a-pay-as-you-go basis.

During fiscal year 2007, total expenditures for health insurance premiums on behalf of 94 retired employees were \$3,467,766. At June 30, 2007, a post-employment health care benefits liability of \$1,830,036 is included as part of severance benefits payable in the Government wide financial statements.

Risk Management

The District is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; natural disasters; and workers' compensation for which the District carries commercial insurance. Settled claims have not exceeded this commercial coverage in any of the past three fiscal years. There were no significant reductions in the District's insurance coverage in fiscal year 2007.

Net Assets

Net assets represent the difference between assets and liabilities in the government-wide and fiduciary fund financial statements. Net assets invested in capital assets, net of related debt consists of capital assets, net of accumulated depreciation, reduced by the outstanding balance of any long-term debt used to build or acquire the capital assets. Net assets are reported as restricted in the government-wide financial statements when there are limitations imposed on their use through external restrictions imposed by creditors, grantors, or laws or regulations of other governments.

NOTE 2 - DEPOSITS AND INVESTMENTS

Deposits

In accordance with applicable Minnesota Statutes, the District maintains deposits at depository banks authorized by the District's School Board. All such depositories are members of the Federal Reserve System.

The following is considered the most significant risks associated with deposits:

Custodial Credit Risk – In the case of deposits, this is the risk that in the event of a bank failure, the District's deposits may be lost.

Minnesota Statutes require that all deposits be protected by federal deposit insurance, corporate surety bond, or collateral. The market value of collateral pledged must equal 110% of the deposits not covered by federal deposit insurance or corporate surety bonds. Authorized collateral includes treasury bills, notes, and bonds; issues of U.S. government agencies; general obligations rated "A" or better; revenue obligations rated "AA" or better; irrevocable standard letters of credit issued by the Federal Home Loan Bank; and certificates of deposit. Minnesota Statutes require that securities pledged as collateral be held in safekeeping in a restricted account at the Federal Reserve Bank or in an account at a trust department of a commercial bank or other financial institution that is not owned or controlled by the financial institution furnishing the collateral.

(continued on next page)

NOTES TO FINANCIAL STATEMENTS

At June 30, 2007, all deposits were insured or collateralized by securities held by the District's agent in the District's name

Interest Rate Risk – The District does not have a formal policy that limits investment maturities. However, the District does limit the maturities of certificates of deposit to less than one year as a means of managing its exposure to fair value losses arising from increasing interest rates.

Investments

Minnesota Statutes authorize the District to invest in obligations of the U.S. Treasury, agencies and instrumentalities, bankers' acceptances, certain repurchase agreements and commercial paper rated A-1 by Standard & Poor's Corporation or P-1 by Moody's Commercial Paper Record. The District had no such investments during the year or at year end.

The investment in the Minnesota School District Liquid Asset Fund is not subject to the credit risk classifications as noted in paragraph 9 of GASB Statement No. 40.

The following table presents the District's deposit and investment balances at June 30, 2007:

Minnesota School District Liquid Asset Fund	\$	4,190,344
Certificates of deposit		4,341,273
Deposits		2,327,738
Petty cash		<u>14,375</u>
	\$	<u>10,873,730</u>

The Minnesota School District Liquid Asset Fund is an external investment pool not registered with the Securities and Exchange Commission (SEC) that follows the same regulatory rules of the SEC under rule 2a7. The fair value of the position in the pool is the same as the value of the pools shares.

NOTE 3 - DUE FROM OTHER GOVERNMENTAL UNITS

Amounts receivable from other governments as of June 30, 2007, include:

Fund	Federal	State	Other	Total
Major funds				
General	\$ 828,640	\$ 4,233,141	\$ 910,744	\$ 5,972,525
Debt service	-	216,442	-	216,442
Non-major funds	<u>71,600</u>	<u>72,355</u>	<u>-</u>	<u>143,955</u>
	<u>\$ 900,240</u>	<u>\$ 4,521,938</u>	<u>\$ 910,744</u>	<u>\$ 6,332,922</u>

The state receivable in the general fund includes general education aid of \$3,016,922.

(continued on next page)

NOTES TO FINANCIAL STATEMENTS

NOTE 4 - CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2007 is as follows:

	Balance July 1, 2006	Additions	Deletions	Balance June 30, 2007
Capital assets not being depreciated:				
Land	\$ 849,947	\$ 200,000	\$ -	\$ 1,049,947
Capital assets being depreciated:				
Buildings	89,241,130	108,273	-	89,349,403
Improvements	1,197,821	207,928	-	1,405,749
Vehicles	1,139,059	106,716	(51,507)	1,194,268
Equipment	440,384	68,573	-	508,957
Total capital assets being depreciated	92,018,394	491,490	(51,507)	92,458,377
Less accumulated depreciation for:				
Buildings	13,450,595	1,795,210	-	15,245,805
Improvements	116,354	65,089	-	181,443
Vehicles	730,379	66,260	(51,507)	745,132
Equipment	151,775	90,346	-	242,121
Total accumulated depreciation	14,449,103	2,016,905	(51,507)	16,414,501
Net capital assets, depreciated	77,569,291	(1,525,415)	-	76,043,876
Total capital assets, net	\$ 78,419,238	\$ (1,325,415)	\$ -	\$ 77,093,823

Depreciation expense for the year ended June 30, 2007 was charged to the following functions/programs:

District and school administration	\$ 9,137
Regular instruction	2,611
Community education	3,996
Instructional support	43,103
Pupil support services	80,782
Site, building and equipment	1,877,276
Total depreciation expense	\$ 2,016,905

NOTES TO FINANCIAL STATEMENTS

NOTE 5 - LONG-TERM LIABILITIES

Changes in long-term liabilities during the year ended June 30, 2007 are as follows:

	Balance July 1, 2006	Additions	Deletions	Balance June 30, 2007	Due Within One Year
Bonds payable	\$ 104,455,000	\$ -	\$ 2,965,000	\$ 101,490,000	\$ 3,095,000
EPA loans payable	30,377	-	30,377	-	-
Compensated absences payable	3,845,595	4,959	237,559	3,612,995	285,265
Severance payable	<u>1,704,929</u>	<u>211,589</u>	<u>86,482</u>	<u>1,830,036</u>	<u>825,089</u>
	<u>\$ 110,035,901</u>	<u>\$ 216,548</u>	<u>\$ 3,319,418</u>	<u>\$ 106,933,031</u>	<u>\$ 4,205,354</u>

Following is a summary of bonds payable as of June 30, 2007:

Bond Description	Final Maturities	Interest Rate	Original Principal	Outstanding Balance
General Obligation School Building Bonds of 2002 **	4/12	4.00% - 5.25%	\$ 64,500,000	\$ 56,450,000
General Obligation School Building Refunding Bonds of 2005	4/22	3.25% - 4.25%	42,080,000	42,080,000
General Obligation Refunding Bonds of 2006	2/13	3.75%	3,375,000	<u>2,960,000</u>
				<u>\$ 101,490,000</u>

** As of June 30, 2007 the Building Bonds of 2002 have \$56,450,000 in principal payments remaining. All but \$14,370,000 of the balance due will be paid with the cash held by a fiscal agent.

(continued on next page)

NOTES TO FINANCIAL STATEMENTS

Bond principal and interest payments are made by the debt service fund.

During 2005 the district issued bonds, the proceeds of which will be used to refund the 2013-2022 maturities of the General Obligation School Building Bonds of 2002 on the April 1, 2012 call date. The proceeds of the 2005 refunding issue were used to purchase SLGS, which are being held by a fiscal agent. The proceeds will be used to make interest payments on the 2005 refunding issue, with the remainder used to call the 2002 issue on April 1, 2012.

EPA Loans Payable - The district has two assistance agreements with the U.S. Environmental Protection Agency (EPA) which included two loans. The agreements require semiannual installments of principal on the loans be paid to EPA in an amount equal to 1/36 of the loans. The loans are non-interest bearing and matured during fiscal year 2007. Payments were made from the general fund.

Compensated Absences Payable - This amount consists of vacation and sick pay benefits payable as described in Note 1.

Severance Payable - This amount consists of early retirement incentive payments and post-employment healthcare benefits payable as described in Note 1.

Remaining principal and interest payments on general long-term debt are as follows:

Years Ending June 30.	Bonds Payable		Compensated Absences Payable		Severance Payable		Total	
	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest
2008	\$ 3,095,000	\$ 4,606,726	\$ 1,190,687	\$ -	\$ 825,089	\$ -	\$ 5,110,776	\$ 4,606,726
2009	3,215,000	4,470,788	81,373	-	285,265	-	3,581,638	4,470,788
2010	3,380,000	4,329,602	122,232	-	211,589	-	3,713,821	4,329,602
2011	3,500,000	4,166,602	40,859	-	166,111	-	3,706,970	4,166,602
2012	46,220,000	4,018,288	122,578	-	135,370	-	46,477,948	4,018,288
2013 - 2017	18,980,000	7,014,674	1,464,443	-	206,612	-	20,651,055	7,014,674
2018 - 2022	23,100,000	2,955,124	560,091	-	-	-	23,660,091	2,955,124
2023 - 2024	-	-	30,732	-	-	-	30,732	-
	<u>\$ 101,490,000</u>	<u>\$ 31,561,804</u>	<u>\$ 3,612,995</u>	<u>\$ -</u>	<u>\$ 1,830,036</u>	<u>\$ -</u>	<u>\$ 106,933,031</u>	<u>\$ 31,561,804</u>

(continued on next page)

NOTES TO FINANCIAL STATEMENTS

NOTE 6 - RESERVED AND DESIGNATED FUND BALANCES

Certain portions of fund balances are reserved based on state requirements to track special program funding, to provide for funding on certain long-term liabilities, or as required by other outside parties. In addition, the District has designated portions of fund balance for specific future uses.

At June 30, 2007, the District has recorded the following reservations and designations of fund balances for the following purposes:

	Reserved	Designated
General Fund		
Reserved for health and safety	\$ (206,579)	\$ -
Reserved for severance pay	285,265	-
Reserved for operating capital	1,737,296	-
Reserved for safe schools	(602)	-
Designated for severance pay	-	1,544,771
Total general fund	1,815,380	1,544,771
Debt service fund		
Reserved for bond refunding	42,127,231	-
Nonmajor Funds		
Community Service Fund		
Reserved for early childhood and family education	46,044	-
Reserved for community education	(254,229)	-
Reserved for school readiness	2,079	-
Scholarship Fund		
Reserved for scholarships	10,000	-
Total nonmajor funds	(196,106)	-
Total all funds	\$ 43,746,505	\$ 1,544,771

NOTE 7 - OPERATING LEASES

The District has an agreement to lease the sports center from the City of Moorhead. The lease expires April 30, 2012, and requires variable annual lease payments of \$76,800 - \$80,000. Lease expense for all leases of the District for the current year was \$292,610.

(continued on next page)

NOTES TO FINANCIAL STATEMENTS

NOTE 8 - DEFINED BENEFIT PENSION PLANS - STATEWIDE

Substantially all employees of the District are required by state law to belong to defined benefit, multi-employer, cost-sharing pension plans administered by the Teachers' Retirement Association (TRA) or Public Employees' Retirement Association (PERA), all of which are administered on a state-wide basis. Disclosures relating to these plans are as follows:

Teachers' Retirement Association

Plan Description

All teachers employed by Independent School District No. 152 are covered by defined benefit plans administered by the Teachers Retirement Association (TRA). TRA members belong to either the Coordinated or the Basic Plan. Coordinated Plan members are covered by Social Security and Basic Plan members are not. All Basic members were first hired prior to July 1, 1989. All new members must participate in the Coordinated Plan. The plans are established and administered in accordance with Minnesota Statutes, Chapter 354 and 356.

TRA provides retirement benefits as well as disability benefits to members, and benefits to survivors upon death of eligible members. Benefits are established by Minnesota Statute and vest after three years of service credit. The defined retirement benefits are based on a member's highest average salary for any five consecutive years of allowable service, age, and a formula multiplier based on years of credit at termination of service.

Two methods are used to compute benefits for TRA's Coordinated and Basic Plan members. Members first employed before July 1, 1989, receive the greater of the Tier I or Tier II as described:

Tier I:	<u>Step Rate formula</u>	<u>Percentage</u>
Basic	1st ten years	2.2 percent per year
	All years after	2.7 percent per year
Coordinated	1st ten years if service years are prior to July 1, 2006	1.2 percent per year
	1st ten years if service years are July 1, 2006 or after	1.4 percent per year
	All other years of service if service years are prior to July 1, 2006	1.7 percent per year
	All other years of service if service years are July 1, 2006 or after	1.9 percent per year

With these provisions:

- (a) Normal retirement age is 65 with less than 30 years of allowable service and age 62 with 30 or more years of allowable service.
- (b) 3 percent per year early retirement reduction factors for all years under normal retirement age.
- (c) Unreduced benefits for early retirement under a Rule-of-90 (age plus allowable service equals 90 or more).

(continued on next page)

NOTES TO FINANCIAL STATEMENTS

or

Tier II: For years of service prior to July 1, 2006, a level formula of 1.7 percent per year for coordinated members and 2.7 percent per year for basic members. For years of service July 1, 2006 and after, a level formula of 1.9 percent per year for Coordinated members and 2.7 for Basic members applies. Actuarially equivalent early retirement reduction factors with augmentation are used for early retirement before the normal age of 65. These reduction factors average approximately 4 to 5.5 percent per year.

Members first employed after June 30, 1989, receive only the Tier II calculation with a normal retirement age that is their retirement age for full Social Security retirement benefits, but not to exceed age 66.

Six different types of annuities are available to members upon retirement. The No Refund Life Plan (A-1) is a lifetime annuity that ceases upon the death of the retiree - no survivor annuity is payable. A retiring member may also choose to provide survivor benefits to a designated beneficiary(ies) by selecting one of the five plans which have survivorship features. Vested members may also leave their contributions in the TRA Fund upon termination of service in order to qualify for a deferred annuity at retirement age. Any member terminating service is eligible for a refund of their employee contributions plus interest.

The benefit provisions stated apply to active plan participants. Vested, terminated employees who are entitled to benefits but not yet receiving them are bound by the provisions in effect at the time they last terminated their public service.

TRA publicly issues a Comprehensive Annual Financial Report (CAFR) presenting financial statements, supplemental information on funding levels, investment performance, and further information on benefits provisions. The report may be accessed at the TRA Web site www.tra.state.mn.us. Alternatively, a copy of the report may be obtained by writing or calling TRA:

Teachers Retirement Association
60 Empire Drive Suite 400
St. Paul, MN 55103-4000
(651) 296-6449
(800) 657-3853

Funding Policy

Minnesota Statutes Chapter 354 sets the rates for the employee and employer contributions. These statutes are established and amended by the state legislature. As of July 1, 2006, Coordinated and Basic Plan members are required to contribute 5.5 percent and 9.0 percent, respectively, of their annual covered salary. Prior to July 1, 2007, the employer contribution rates are 5.0 percent for Coordinated members and 9.0 percent for Basic members. Effective July 1, 2007, the employer contribution rate for Coordinated members will rise to 5.5 percent and 9.5 percent for Basic members. Total covered payroll salaries for all TRA members statewide during the fiscal year ended June 30, 2006 was approximately \$3.431 billion.

The District contributions for the years ended June 30, 2007, 2006, and 2005 were \$1,201,816, \$1,151,721, and \$1,103,867, respectively, equal to the required contributions for each year as set by state statute.

(continued on next page)

NOTES TO FINANCIAL STATEMENTS

Public Employees' Retirement Association

Plan Description

All full-time and certain part-time employees of Independent School District No. 152 are covered by defined benefit plans administered by the Public Employees Retirement Association of Minnesota (PERA). PERA administers the Public Employees Retirement Fund (PERF), which is a cost-sharing, multiple-employer retirement plan. This plan is established and administered in accordance with Minnesota Statutes, Chapters 353 and 356.

PERF members belong to either the Coordinated Plan or the Basic Plan. Coordinated Plan members are covered by Social Security and Basic Plan members are not. All new members must participate in the Coordinated Plan.

PERA provides retirement benefits as well as disability benefits to members, and benefits to survivors upon death of eligible members. Benefits are established by state statute, and vest after three years of credited service. The defined retirement benefits are based on a member's highest average salary for any five successive years of allowable service, age, and years of credit at termination of service.

Two methods are used to compute benefits for PERA's Coordinated and Basic Plan members. The retiring member receives the higher of a step-rate benefit accrual formula (Method 1) or a level accrual formula (Method 2). Under Method 1, the annuity accrual rate for a Basic Plan member is 2.2 percent of average salary for each of the first 10 years of service and 2.7 percent for each remaining year. The annuity accrual rate for a Coordinated Plan member is 1.2 percent of average salary for each of the first 10 years and 1.7 percent for each remaining year. Under Method 2, the annuity accrual rate is 2.7 percent of average salary for Basic Plan members and 1.7 percent for Coordinated Plan members for each year of service. For all PERF members hired prior to July 1, 1989 whose annuity is calculated using Method 1, a full annuity is available when age plus years of service equal 90. Normal retirement age is 65 for Basic and Coordinated members hired prior to July 1, 1989. Normal retirement age is the age for unreduced Social Security benefits capped at 66 for Coordinated members hired on or after July 1, 1989. A reduced retirement annuity is also available to eligible members seeking early retirement.

There are different types of annuities available to members upon retirement. A single-life annuity is a lifetime annuity that ceases upon the death of the retiree - no survivor annuity is payable. There are also various types of joint and survivor annuity options available which will be payable over joint lives. Members may also leave their contributions in the fund upon termination of public service in order to qualify for a deferred annuity at retirement age. Refunds of contributions are available at any time to members who leave public service, but before retirement benefits begin.

The benefit provisions stated in the previous paragraphs of this section are current provisions and apply to active plan participants. Vested, terminated employees who are entitled to benefits but are not receiving them yet are bound by the provisions in effect at the time they last terminated their public service.

PERA issues a publicly available financial report that includes financial statements and required supplementary information for PERF. That report may be obtained on the internet at www.mnpera.org, by writing to PERA at 60 Empire Drive #200, St. Paul, Minnesota, 55103-2088 or by calling (651) 296-7460 or 1-800-652-9026.

NOTES TO FINANCIAL STATEMENTS

Funding Policy

Minnesota Statutes Chapter 353 sets the rates for employer and employee contributions. These statutes are established and amended by the state legislature. The District makes annual contributions to the pension plans equal to the amount required by state statutes. PERF Basic Plan members and Coordinated Plan members were required to contribute 9.10% and 5.50%, respectively, of their annual covered salary in calendar year 2006. Contribution rates in the Coordinated Plan increased in calendar year 2007 to 5.75%. The District is required to contribute the following percentages of annual covered payroll: 11.78% for Basic Plan PERF members and 6.0% for Coordinated Plan PERF members. Employer contribution rates for the Coordinated Plan increased to 6.25% effective January 1, 2007. The District's contributions to the Public Employees Retirement Fund for the years ended June 30, 2007, 2006, and 2005 were \$465,139, \$415,814, and \$383,016, respectively, equal to the contractually required contributions for each year as set by state statute.

NOTE 9 - FLEXIBLE BENEFIT PLAN

The District has a flexible benefit plan which is classified as a "cafeteria plan" (the Plan) under section 125 of the Internal Revenue Code. All employee groups of the District are eligible if and when the collective bargaining agreement or contract with their group allows eligibility. Eligible employees can elect to participate by contributing pre-tax dollars withheld from payroll checks to the Plan for healthcare and dependent care benefits.

Before the beginning of the Plan year, which is from September 1 to August 31, each participant designates a total amount of pre-tax dollars to be contributed to the Plan during the year. At June 30, the District is contingently liable for claims against the total amount of participants' annual contributions to the medical reimbursement portion of the Plan, whether or not such contributions have been made.

Payment of insurance premiums (health, dental, life, and disability) are made by the District directly to the designated insurance companies. These payments are made on a monthly basis and are accounted for in the General Fund and special revenue funds.

Amounts withheld for medical reimbursement and dependent care are paid by the District to an outside administrator upon an employee submitting a request for reimbursement. Payments are made by the outside administrator to participating employees upon submitting a request for reimbursement of eligible expenses actually incurred by the employee.

All property of the Plan and income attributable to that property is solely the property of the District, subject to the claims of the District's general creditors. Participants' rights under the plan are equal to those of general creditors of the District in an amount equal to eligible healthcare and dependent care expenses incurred by the participants. The District believes that it is unlikely that it will use the assets to satisfy the claims of general creditors in the future.

NOTES TO FINANCIAL STATEMENTS

NOTE 10 - COMMITMENTS AND CONTINGENCIES

Federal Revenue

Amounts received or receivable from federal and state agencies are subject to agency audit and adjustment. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of funds which may be disallowed by the agencies cannot be determined at this time although the District expects such amounts, if any, to be immaterial.

Contingencies

The District has the usual and customary legal claims pending at year-end. Although the outcomes of these lawsuits are not presently determinable, the District believes that the resolution of these matters will not have a material adverse effect on its financial position.

Operating Lease

The District is obligated under certain leases accounted for as operating leases. These leases are generally cancelable on an annual basis by the District. Operating leases do not give rise to property rights or lease obligations and, therefore, the results of the lease agreements are not reflected as a liability in the Districts financial statements.

NOTE 11 - PRIOR PERIOD ADJUSTMENT

The net assets as of June 30, 2006 on the Statement of Activities have been decreased \$2,332,723 due to the miscalculation of compensated absences payable and \$343,103 to properly account for the cross-over refunding bonds.

NOTE 12 - ISSUED BUT NON-EFFECTIVE ACCOUNTING PRONOUNCEMENT

The Governmental Accounting Standards Board (GASB) has issued several statements not yet implemented by the District. The statement issued but not implemented that will significantly affect the District is statement No. 45 "Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions." This statement provides that post-employment benefits offered to employees are to be measured and recognized on the full accrual basis of accounting over a period that approximates an employee's years of service. This statement will be implemented at the District in the year ending June 30, 2009.

The District is in the process of reviewing and evaluating the above statements. Therefore, the potential affect of this new accounting pronouncement on the financial statements cannot be determined at this time.

COMBINING AND INDIVIDUAL FUND SCHEDULES

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
SCHEDULE OF CHANGES IN FUND BALANCES
GENERAL FUND
YEAR ENDED JUNE 30, 2007

Exhibit B-1

	Fund Balance (Deficit) Beginning of Year	Net Change in Fund Balance	Fund Balance (Deficit) End of Year
Reserved for health and safety	\$ (426,779)	\$ 220,200	\$ (206,579)
Reserved for severance pay	281,892	3,373	285,265
Reserved for operating capital	2,859,834	(1,122,538)	1,737,296
Reserved for safe schools	(428)	(174)	(602)
Unreserved - designated for severance pay	1,423,037	121,734	1,544,771
Unreserved - undesignated	<u>5,362,666</u>	<u>(210,165)</u>	<u>5,152,501</u>
	<u>\$ 9,500,222</u>	<u>\$ (987,570)</u>	<u>\$ 8,512,652</u>

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
SCHEDULE OF REVENUES – BUDGET AND ACTUAL
GENERAL FUND
YEAR ENDED JUNE 30, 2007
(With Comparative Totals for June 30, 2006)

Exhibit B-2

	2007			2006	
	Original Budget	Final Budget	Actual	Variance With Final Budget	Actual
Local property tax levies					
Maintenance levy	\$ 2,026,190	\$ 2,026,190	\$ 1,943,324	\$ (82,866)	\$ 569,443
Other local and county sources					
Student activities, tuitions and fees	1,393,514	1,840,263	1,530,597	(309,666)	1,644,716
County apportionment	66,235	66,235	66,235	-	64,936
Interest	440,000	580,000	583,116	3,116	456,955
Other local revenues	43,612	43,612	28,539	(15,073)	40,951
	<u>1,943,361</u>	<u>2,530,110</u>	<u>2,208,487</u>	<u>(321,623)</u>	<u>2,207,558</u>
State sources					
General education aid	33,871,422	33,995,115	34,111,978	116,863	33,051,681
Special education aid	6,435,326	6,217,771	6,577,278	359,507	6,151,742
Educational Agricultural and Homestead Credit	143,897	143,897	147,499	3,602	75,137
Other aids	359,558	359,558	372,177	12,619	200,561
	<u>40,810,203</u>	<u>40,716,341</u>	<u>41,208,932</u>	<u>492,591</u>	<u>39,479,121</u>
Federal sources					
Title I	1,026,812	1,026,812	878,684	(148,128)	918,601
PL 94-142	1,126,814	1,126,814	1,277,987	151,173	1,158,387
Other	671,195	671,195	592,766	(78,429)	705,161
	<u>2,824,821</u>	<u>2,824,821</u>	<u>2,749,437</u>	<u>(75,384)</u>	<u>2,782,149</u>
Miscellaneous	<u>116,732</u>	<u>116,732</u>	<u>116,732</u>	<u>-</u>	<u>165,872</u>
Total revenues	<u>\$ 47,721,307</u>	<u>\$ 48,214,194</u>	<u>\$ 48,226,912</u>	<u>\$ 12,718</u>	<u>\$ 45,204,143</u>

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
SCHEDULE OF EXPENDITURES – BUDGET AND ACTUAL
GENERAL FUND
YEAR ENDED JUNE 30, 2007
(With Comparative Totals for June 30, 2006)

Exhibit B-3

	2007			2006	
	Original Budget	Final Budget	Actual	Variance With Final Budget	Actual
District and school administration					
Salaries and wages	\$ 2,017,748	\$ 2,017,748	\$ 2,001,227	\$ 16,521	\$ 1,807,338
Employee benefits	311,044	311,044	310,986	58	302,505
Purchased services	26,480	28,480	28,635	(155)	35,190
Other expenditures	25,689	23,669	23,284	385	22,093
	<u>2,380,961</u>	<u>2,380,941</u>	<u>2,364,132</u>	<u>16,809</u>	<u>2,167,126</u>
District support services					
Salaries and wages	715,480	715,480	775,463	(59,983)	730,017
Employee benefits	116,968	116,968	116,945	23	104,323
Purchased services	126,867	86,888	70,284	16,604	129,955
Supplies and materials	14,715	14,715	9,453	5,262	13,422
Other expenditures	13,218	13,218	17,952	(4,734)	15,879
	<u>987,248</u>	<u>947,269</u>	<u>990,097</u>	<u>(42,828)</u>	<u>993,596</u>
Regular instruction					
Salaries and wages	15,192,070	15,183,684	15,149,089	34,595	14,505,149
Employee benefits	4,467,233	4,466,673	4,438,630	28,043	4,405,279
Purchased services	756,089	719,973	752,221	(32,248)	895,123
Supplies and materials	897,481	896,282	837,191	59,091	706,913
Capital expenditures	106,160	100,852	92,215	8,637	135,307
Other expenditures	140,660	150,094	94,787	55,307	89,067
	<u>21,559,693</u>	<u>21,517,558</u>	<u>21,364,133</u>	<u>153,425</u>	<u>20,736,838</u>
Vocational instruction					
Salaries and wages	326,445	326,445	328,347	(1,902)	353,868
Employee benefits	100,840	100,840	95,363	5,477	98,528
Purchased services	318	318	313	5	741
Supplies and materials	9,725	12,275	12,224	51	9,466
	<u>437,328</u>	<u>439,878</u>	<u>436,247</u>	<u>3,631</u>	<u>462,603</u>
Exceptional instruction					
Salaries and wages	8,592,837	8,592,837	8,517,631	75,206	8,248,685
Employee benefits	1,895,376	1,895,376	1,907,186	(11,810)	1,906,229
Purchased services	981,672	1,259,137	1,304,882	(45,745)	1,281,866
Supplies and materials	83,289	77,423	76,981	442	67,388
Capital expenditures	136,841	181,841	165,466	16,375	149,457
Other expenditures	6,617	4,097	1,772	2,325	2,633
	<u>11,696,632</u>	<u>12,010,711</u>	<u>11,973,918</u>	<u>36,793</u>	<u>11,656,258</u>

(continued on next page)

74

**SCHEDULE OF EXPENDITURES – BUDGET AND ACTUAL
GENERAL FUND – Page 2**

Exhibit B-3, continued

	2007			2006	
	Original Budget	Final Budget	Actual	Variance With Final Budget	Actual
Instructional support services					
Salaries and wages	1,613,905	1,613,905	1,624,516	(10,611)	1,546,670
Employee benefits	258,712	295,178	322,534	(27,356)	272,783
Purchased services	204,034	218,294	195,873	22,421	120,923
Supplies and materials	105,722	128,453	117,718	10,735	130,878
Capital expenditures	735,399	730,434	730,567	(133)	771,369
Other expenditures	32,116	33,708	32,647	1,061	36,665
	<u>2,949,888</u>	<u>3,019,972</u>	<u>3,023,855</u>	<u>(3,883)</u>	<u>2,879,288</u>
Pupil support services					
Salaries and wages	1,313,186	1,313,086	1,306,990	6,096	1,228,028
Employee benefits	260,951	260,951	270,427	(9,476)	249,474
Purchased services	2,005,861	2,005,861	2,002,259	3,602	1,870,698
Supplies and materials	338,249	338,259	355,181	(16,922)	316,222
Capital expenditures	85,000	70,926	70,926	-	74,036
Other expenditures	26,161	26,161	24,422	1,739	20,023
	<u>4,029,408</u>	<u>4,015,244</u>	<u>4,030,205</u>	<u>(14,961)</u>	<u>3,758,481</u>
Site, building and equipment					
Salaries and wages	1,199,130	1,199,130	1,140,279	58,851	1,093,824
Employee benefits	196,907	196,907	196,649	258	180,581
Purchased services	1,312,060	1,283,760	1,333,701	(49,941)	1,328,588
Supplies and materials	1,249,264	1,249,264	1,082,760	166,504	1,105,007
Capital expenditures	986,897	1,109,002	1,072,276	36,726	987,483
Other expenditures	4,434	4,434	5,091	(657)	3,507
	<u>4,948,692</u>	<u>5,042,497</u>	<u>4,830,756</u>	<u>211,741</u>	<u>4,698,990</u>
Fiscal and other fixed costs					
Purchased services	<u>202,000</u>	<u>201,139</u>	<u>201,139</u>	<u>-</u>	<u>242,802</u>
Total expenditures	<u>\$ 49,191,850</u>	<u>\$ 49,575,209</u>	<u>\$ 49,214,482</u>	<u>\$ 360,727</u>	<u>\$ 47,595,982</u>

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
JUNE 30, 2007

Exhibit B-4

	Food Service	Community Service	Scholarships	Totals
ASSETS				
Cash and cash equivalents	\$ 547,185	\$ 6,312	\$ 10,000	\$ 563,497
Receivables				
Current property taxes	-	169,095	-	169,095
Delinquent property taxes	-	2,974	-	2,974
Due from other governmental units	-	143,955	-	143,955
Inventories	28,912	-	-	28,912
Total assets	<u>\$ 576,097</u>	<u>\$ 322,336</u>	<u>\$ 10,000</u>	<u>\$ 908,433</u>
LIABILITIES AND FUND BALANCE				
LIABILITIES				
Accounts payable	\$ 17,170	\$ 20,690	\$ -	\$ 37,860
Salaries payable	1,302	40,731	-	42,033
Unearned revenue	33,378	9,989	-	43,367
Property taxes levied for subsequent year	-	284,236	-	284,236
Total liabilities	<u>51,850</u>	<u>355,646</u>	<u>-</u>	<u>407,496</u>
FUND BALANCE (DEFICIT)				
Reserved				
For early childhood and family education	-	46,044	-	46,044
For community education	-	(254,229)	-	(254,229)
For school readiness	-	2,079	-	2,079
For scholarships	-	-	10,000	10,000
Unreserved - Undesignated	524,247	172,796	-	697,043
Total fund balance	<u>524,247</u>	<u>(33,310)</u>	<u>10,000</u>	<u>500,937</u>
Total liabilities and fund balance	<u>\$ 576,097</u>	<u>\$ 322,336</u>	<u>\$ 10,000</u>	<u>\$ 908,433</u>

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
COMBINING SCHEDULE OF REVENUES,
EXPENDITURES AND CHANGES IN FUND BALANCE
NONMAJOR GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2007

Exhibit B-5

	Food Service	Community Service	Scholarships	Totals
REVENUES				
Local property tax levies	\$ -	\$ 186,176	\$ -	\$ 186,176
Other local and county sources	64,086	289,169	385	353,640
State sources	123,152	734,868	-	858,020
Federal sources	767,521	157,327	-	924,848
Sales and other conversion of assets	859,904	-	-	859,904
Total revenues	1,814,663	1,367,540	385	3,182,588
EXPENDITURES				
Community education and service	-	1,452,859	-	1,452,859
Pupil support services	1,765,641	-	385	1,766,026
Total expenditures	1,765,641	1,452,859	385	3,218,885
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES				
	49,022	(85,319)	-	(36,297)
FUND BALANCE, BEGINNING OF YEAR				
	475,225	52,009	10,000	537,234
FUND BALANCE (DEFICIT), END OF YEAR				
	\$ 524,247	\$ (33,310)	\$ 10,000	\$ 500,937

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
COMBINING SCHEDULE OF REVENUES,
EXPENDITURES AND CHANGES IN FUND BALANCE
FOOD SERVICE FUND
YEAR ENDED JUNE 30, 2007
(With Comparative Totals for June 30, 2006)

Exhibit B-6

	2007			2006	
	Original Budget	Final Budget	Actual	Variance With Final Budget	Actual
Revenues					
Other local and county sources	\$ 42,340	\$ 53,598	\$ 64,086	\$ 10,488	\$ 48,610
State sources					
Lunch program aid	129,420	119,187	123,152	3,965	140,964
Federal sources					
Lunch program aid	655,163	669,592	680,829	11,237	637,051
Food distribution program	95,650	87,777	86,692	(1,085)	104,864
	750,813	757,369	767,521	10,152	741,915
Sale of food	866,598	855,879	859,904	4,025	871,179
Total revenues	1,789,171	1,786,033	1,814,663	28,630	1,802,668
Expenditures					
Pupil support services					
Salaries and wages	431,329	427,329	427,539	(210)	412,925
Employee benefits	66,391	73,551	69,627	3,924	63,945
Purchased services	155,887	141,318	157,719	(16,401)	149,094
Food costs and supplies	1,012,350	1,013,269	1,029,594	(16,325)	983,720
Capital outlay	22,000	36,793	43,497	(6,704)	10,048
Other expenditures	30,000	36,000	37,665	(1,665)	21,624
Total expenditures	1,717,957	1,728,260	1,765,641	(37,381)	1,641,356
Excess (deficiency) of revenues over (under) expenditures	71,214	57,773	49,022	(8,751)	161,312
Fund balance, beginning of year	475,225	475,225	475,225	-	313,913
Fund balance, end of year	\$ 546,439	\$ 532,998	\$ 524,247	\$ -	\$ 475,225

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
COMBINING SCHEDULE OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE – BUDGET TO ACTUAL
COMMUNITY SERVICE FUND
YEAR ENDED JUNE 30, 2007
(With Comparative Totals for June 30, 2006)

Exhibit B-7

	2007			2006	
	Original Budget	Final Budget	Actual	Variance With Final Budget	Actual
Revenues					
Local property taxes					
Property tax levy	\$ 298,642	\$ 307,963	\$ 186,176	\$ (121,787)	\$ 93,903
Other local and county sources					
Tuition and fees	204,100	195,350	236,723	41,373	203,375
Miscellaneous local revenues	61,390	49,500	52,446	2,946	63,779
	<u>265,490</u>	<u>244,850</u>	<u>289,169</u>	<u>44,319</u>	<u>267,154</u>
State sources					
Other appropriations	583,971	631,209	734,868	103,659	767,240
Federal source	70,493	195,333	157,327	(38,006)	189,165
Total revenues	<u>1,218,596</u>	<u>1,379,355</u>	<u>1,367,540</u>	<u>(11,815)</u>	<u>1,317,462</u>
Expenditures					
Community education and services					
Salaries and wages	812,827	956,550	943,068	13,482	936,822
Employee benefits	140,807	141,376	145,643	(4,267)	134,065
Purchased services	168,043	221,226	228,951	(7,725)	234,713
Supplies and materials	49,178	57,479	75,792	(18,313)	67,328
Capital outlay	8,334	10,584	20,209	(9,625)	19,357
Other expenditures	40,948	49,472	39,196	10,276	28,618
Total expenditures	<u>1,220,137</u>	<u>1,436,687</u>	<u>1,452,859</u>	<u>(16,172)</u>	<u>1,420,903</u>
Excess (deficiency) of revenues over (under) expenditures	(1,541)	(57,332)	(85,319)	(27,987)	(103,441)
Fund balance, beginning of year	52,009	52,009	52,009	-	155,450
Fund balance (deficit), end of year	<u>\$ 50,468</u>	<u>\$ (5,323)</u>	<u>\$ (33,310)</u>	<u>\$ (27,987)</u>	<u>\$ 52,009</u>

(This page left blank intentionally.)

OTHER SUPPLEMENTARY INFORMATION

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
CHANGES IN STUDENT ACTIVITY CASH BALANCES
YEAR ENDED JUNE 30, 2007

Exhibit C-1

Activity	Balance 7/1/06	Receipts and and Transfers	Disbursements and Transfers	Balance 6/30/07
6th Grade Activities (A)	\$ -	\$ 4,668	\$ 873	\$ 3,795
6th Grade Activities (B)	2,208	28,783	26,276	4,715
6th Grade Activities (C)	-	3,611	419	3,192
7th Grade Activities	-	88	88	-
8th Grade Activities	-	3,479	539	2,940
After School Programs - Jr. High	4	396	400	-
ALC	3,679	163	100	3,742
APL Project	573	424	268	729
Apollo Strings	9,790	158,504	124,078	44,216
Auditorium Technology	380	1,049	1,072	357
Band - Jr. High	20,701	7,185	8,102	19,784
Band - Sr. High	47,107	139,650	137,726	49,031
Baseball Club	2,322	10,426	12,328	420
Basketball - Boys	1,165	5,178	5,787	556
Basketball - Girls	2,604	925	1,564	1,965
Caps & Gowns	14,928	669	-	15,597
Cheerleading	-	2,478	2,478	-
Choir - Sr. High	4,027	3,333	2,502	4,858
Chokio	21,914	12,441	30,307	4,048
Class of 2006	4,126	-	4,126	-
Class of 2007	4,384	183	4,567	-
Class of 2008	-	5,199	974	4,225
Community/Work Class	96	-	-	96
Craft Club - Sr. High	809	637	702	744
Cross Country	1,673	3,880	5,421	132
Danceline	5,605	10,409	11,039	4,975
Debate Enrichment	515	1,298	1,341	472
Destination Imagination	1,932	2,393	3,819	506
DHH Social Fund	111	309	293	127
Drama - Jr. High	47	-	47	-
ECFE	1,567	506	200	1,873
Edison School Store	82	-	-	82
English - Jr. High	313	14	-	327

(continued on next page)

Activity	Balance 7/1/06	Receipts and and Transfers	Disbursements and Transfers	Balance 6/30/07
Field House	1,211	30	1,098	143
Football Club	5,329	31,989	30,855	6,463
French Club	4,883	3,615	5,503	2,995
Girls Golf - Sr. High	27	-	-	27
Gymnastics Club	841	261	30	1,072
Hall of Honor	1,823	2,837	2,990	1,670
Heroes - Jr. High	486	22	-	508
History Day	134	6	-	140
Hockey - Boys	26	5,976	5,352	650
Hockey - Girls	791	33	106	718
Honor Choir - Jr. High	9,567	398	1,365	8,600
Interest	-	11,826	11,826	-
Intramurals	432	622	469	585
Journalism	2,279	1,411	-	3,690
Knowledge Bowl	14	1,133	231	916
Lova	88	-	-	88
Math Club - Jr. High	8	-	-	8
Media - Jr. High	542	563	473	632
National Forensics League	573	6,692	5,634	1,631
Nature Project - Jr. High	1,127	909	2,012	24
Orchestra - Jr. High	1,529	60,891	61,097	1,323
Orchestra - Sr. High	39	-	39	-
Plays - Sr. High	13,409	63,407	76,452	364
Positive Incentives - Jr. High	303	532	828	7
Robert Asp Special	15	-	-	15
Robert Asp Student Council	2,743	123	-	2,866
Robert Asp Yearbook	921	41	-	962
RRALC Store	1,293	521	96	1,718
SADD	919	535	761	693
School Patrol	7,454	824	940	7,338
Service Enhancement Club	224	8	93	139
Service Learning	3,656	17,578	16,430	4,804
Soccer - Boys	-	-	-	-
Soccer - Girls	207	9,957	7,004	3,160
Social Studies - Sr. High	246	11	-	257
Softball	5,407	1,052	2,663	3,796

(continued on next page)

Activity	Balance 7/1/06	Receipts and and Transfers	Disbursements and Transfers	Balance 6/30/07
Spanish Club	3,285	147	-	3,432
Spanish Club - Jr. High	429	1,064	379	1,114
Spanish Trips - Sr. High	1	-	-	1
Special Events	2,075	-	2,075	-
STEP - Jr. High	-	331	331	-
STEP Trip	3,560	6,185	9,664	81
Store - Jr. High	3,208	4,377	7,231	354
Student Council - Jr. High	3,836	16,573	12,049	8,360
Student Council - Sr. High	6,567	10,637	4,333	12,871
Swimming - Boys	1,160	4,711	3,893	1,978
Swimming - Girls	1,004	9,712	8,361	2,355
Tech Club - Jr. High	1,277	-	1,277	-
Tennis - Girls	41	-	-	41
Theatre Arts - Jr. High	8,270	39,280	42,581	4,969
Track - Boys	5,830	5,342	7,799	3,373
Track - Girls	153	4,954	4,659	448
World DI	52	-	-	52
Wrestling Club	671	1,280	1,491	460
Yearbook - Jr. High	5,999	15,240	13,576	7,663
Youth Board	7	-	-	7
	<u>\$ 268,633</u>	<u>\$ 751,914</u>	<u>\$ 741,482</u>	<u>\$ 279,065</u>

INDEPENDENT SCHOOL DISTRICT NO. 152**MOORHEAD, MINNESOTA****UNIFORM ACCOUNTING AND REPORTING STANDARDS COMPLIANCE TABLE
YEAR ENDED JUNE 30, 2007**

Exhibit C-2

GENERAL FUND

Total revenues	\$ 48,226,912
Total expenditures	49,214,482
Fund Balance	
Reserved:	
4.06 Health and safety	(206,579)
4.11 Severance pay	285,265
4.24 Operating capital	1,737,296
4.49 Safe schools	(602)
Unreserved:	
4.22 Designated for severance pay	1,544,771
4.22 Unres fund balance	5,152,501

FOOD SERVICE

Total revenues	\$ 1,814,663
Total expenditures	1,765,641
Fund Balance	
Unreserved:	
4.22 Unres fund balance	524,247

COMMUNITY SERVICE

Total revenues	\$ 1,367,540
Total expenditures	1,452,859
Fund Balance	
Reserved:	
4.31 Community education	(254,229)
4.32 Early childhood-family education	46,044
4.44 School readiness	2,079
Unreserved:	
4.22 Unres fund balance	172,796

DEBT SERVICE

Total revenues	\$ 7,963,202
Total expenditures	7,701,769
Fund Balance	
Reserved:	
4.25 Bond refunding	42,127,231
Unreserved:	
4.22 Unres fund balance	322,782

TRUST FUND

Total revenues	\$ 385
Total expenditures	385
Fund Balance	
Unreserved:	
4.22 Unres fund balance	10,000

Fund	Reserved Total	Unreserved Total
01	\$ 1,815,380	\$ 6,697,272
02	-	524,247
04	(206,106)	172,796
07	42,127,231	322,782
08	10,000	-

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2007

Federal Grantor/Program Title	Federal CFDA Number	Expenditures
Department of Agriculture		
<i>Passed through Minnesota Department of Children</i>		
<i>Families and Learning</i>		
School Breakfast	10.553	\$ 132,151
Milk Program	10.556	3,678
National School Lunch	10.555	536,314
Total Child Nutrition Cluster		672,143
Total Department of Agriculture		672,143
Department of Education		
<i>Passed through Minnesota</i>		
<i>Department of Children Families and Learning</i>		
Adult Basic Education - Regular	84.002	35,778
ECIA - Chapter I	84.010	708,513
ECIA - Chapter I - Neglected and Delinquent	84.010	36,723
Total CFDA # 84.010		745,236
Migrant - Education	84.011	370,582
Flow-through 94-142	84.027	1,275,904
Disabled Early Education	84.173	21,238
Total Special Education Cluster		1,297,142
Title VII Indian School Assistance	84.060	48,162
Drug Education	84.186	23,552
Homeless Grant	84.196	38,754

(continued on next page)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS – Page 2

<u>Federal Grantor/Program Title</u>	<u>Federal CFDA Number</u>	<u>Expenditures</u>
Department of Education, continued		
<i>Passed through Minnesota</i>		
<i>Department of Children Families and Learning</i>		
Title V	84.298	<u>25,568</u>
Title III	84.365A	<u>39,707</u>
Title II	84.367	<u>360,996</u>
Title II Part D	84.318	<u>15,628</u>
<i>Direct</i>		
Even Start	84.213	<u>135,319</u>
Total Department of Education		<u>3,136,424</u>
Total expenditures of federal awards		<u><u>\$ 3,808,567</u></u>

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A - SIGNIFICANT ACCOUNTING POLICIES

The accompanying schedule of expenditures of federal awards is presented on the accrual basis of accounting.

NOTE B - FOOD DISTRIBUTION

Non-monetary assistance is reported in the schedule of expenditures of federal awards at the fair market value of commodities received and disbursed. At June 30, 2007, the district had food commodities totaling \$28,912 in inventory.

NOTE C – AGENCY OR PASS-THROUGH NUMBER

The pass-through entity has not provided identifying numbers, therefore, they are not included in this schedule.

(This page left blank intentionally.)

ADDITIONAL REPORTS

(This page left blank intentionally.)



CPAs & BUSINESS ADVISORS

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*
AND THE *MINNESOTA LEGAL COMPLIANCE AUDIT GUIDE***

To the School Board of
Independent School District No. 152
Moorhead Area Public Schools
Moorhead, Minnesota

We have audited the financial statements of Independent School District No. 152, Moorhead, Minnesota, as of and for the year ended June 30, 2007, and have issued our report thereon dated October 26, 2007. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the provisions of the *Minnesota Legal Compliance Audit Guide for Local Government* promulgated by the Legal Compliance Task Force pursuant to Minnesota Statutes, Section 6.65.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses. However, as discussed below, we identified certain deficiencies in internal control over financial reporting that we consider to be significant deficiencies.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control. We consider deficiency 07-1 and 07-2 described in the accompanying schedule of findings to be a significant deficiency in internal control over financial reporting.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in the internal control that might be significant deficiencies and, accordingly, would not necessarily disclose all significant deficiencies that are also considered to be material weaknesses. However, of the significant deficiencies described above, we consider items 07-1 and 07-2 to be a material weakness.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The *Minnesota Legal Compliance Audit Guide for Local Government* covers six main categories of compliance to be tested: contracting and bidding, deposits and investments, conflicts of interest, public indebtedness, claims and disbursements, and uniform financial accounting and reporting standards for school districts. Our study included all of the listed categories. The results of our tests disclosed no instances of noncompliance that are required to be reported the *Minnesota Legal Compliance Audit Guide for Local Government*.

The District's responses to the findings identified in our audit are described in the accompanying schedule of findings. We did not audit the District's responses and, accordingly, we express no opinion on them.

This report is intended solely for the information and use of management, the School Board, the Minnesota Department of Education and other state agencies, the federal cognizant audit agency and other federal agencies and is not intended to be and should not be used by anyone other than these specified parties.

Eide Bailly LLP

Fargo, North Dakota
October 26, 2007



CPAs & BUSINESS ADVISORS

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

To the School Board of
Independent School District No. 152
Moorhead Area Public Schools
Moorhead, Minnesota

Compliance

We have audited the compliance of Independent School District No. 152, Moorhead, Minnesota, with the types of compliance requirements described in the U. S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2007. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the District's management. Our responsibility is to express an opinion on the District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In our opinion, the District complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2007.

Internal Control Over Compliance

The management of the District is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A *control deficiency* in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A *significant deficiency* is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of management, the School Board, the Minnesota Department of Education and other state agencies, the federal cognizant audit agency and other federal agencies and is not intended to be and should not be used by anyone other than these specified parties.

Eide Bailly LLP

Fargo, North Dakota
October 26, 2007

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA
SUMMARY OF AUDIT FINDINGS
YEAR ENDED JUNE 30, 2007

A. SUMMARY OF AUDIT RESULTS

1. The auditors report expresses an unqualified opinion of the basic financial statements of Independent School District No. 152, Moorhead, Minnesota.
2. Two material weaknesses were disclosed during the audit of the financial statements reported in the Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards* and *Minnesota Legal Compliance Audit*.
3. No instances of noncompliance material to the financial statements of Independent School District No. 152, Moorhead, Minnesota were disclosed during the audit.
4. No deficiencies were reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Controls over Compliance in Accordance with OMB Circular A-133.
5. The auditor's report on compliance for the major federal award programs for Independent School District No. 152, Moorhead, Minnesota expresses an unqualified opinion on all major federal programs.
6. Audit findings relative to the major federal award programs for Independent School District No. 152, Moorhead, Minnesota are reported in Part C of this schedule.
7. The programs tested as major programs included: Migrant Ed CFDA #84.011, Title I CFDA #84.010, and Title II CFDA #84.367.
8. The threshold for distinguishing a Type A program was \$300,000.
9. Independent School District No. 152, Moorhead, Minnesota was determined to be a low-risk auditee.

B. FINDINGS - FINANCIAL STATEMENT AUDIT

07-1 Preparation of Financial Statements

Criteria or Specific Requirement: Statement on Auditing Standards (SAS) No. 112 states entities should be able to adequately prepare and/or understand their financial statements.

Condition: The District does not have an internal control system designed to provide for the preparation of the financial statements being audited. As auditors, we were requested to, and did, draft the District's financial statements and accompanying notes to the financial statements.

Effect: The financial disclosures in the financial statements could be incomplete.

Recommendation: It is the responsibility of management and those charged with governance to make the decision whether to accept the degree of risk associated with this condition because of cost or other considerations.

Management's Response: Management agrees with the auditor's recommendation.

SUMMARY OF AUDIT FINDINGS – Page 2

07-2 Significant Journal Entries

Criteria or Specific Requirement: Internal control that supports the District's ability to initiate, record, process, and report financial data consistent with the assertions of management in the financial statements require adequate oversight of operational functions.

Condition: During the course of our audit engagement, the auditor proposed material audit adjustments that would not have been identified as a result of the District's existing internal controls.

Effect: A material misstatement of the District's financial statements could have resulted.

Recommendation: A thorough review and reconciliation of accounts in each fund should take place prior to the beginning of the audit. This review should be done at both the accounting staff and accounting supervisor levels.

Management's Response: Management agrees with the auditor's recommendation and the District will review and reconcile all accounts in future years.

C. FINDINGS – MAJOR FEDERAL AWARD PROGRAMS AUDIT - NONE

D. FINDINGS – MINNESOTA LEGAL COMPLIANCE – NONE



CPAs & BUSINESS ADVISORS

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE OVER
FINANCIAL REPORTING OF THE STUDENT ACTIVITY ACCOUNTS**

To the School Board of
Independent School District No. 152
Moorhead Area Public Schools
Moorhead, Minnesota

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 152, Moorhead, Minnesota, for the year ended June 30, 2007, and have issued our report thereon dated October 26, 2007. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the provisions of the Manual for Activity Fund Accounting (MAFA).

Compliance

As part of obtaining reasonable assurance about whether the District's student activity accounts are free of material misstatement, we performed tests of the district's compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of student activity amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported.

This report is intended solely for the information and use of management, the Board of Education, the Minnesota Department of Education and other state agencies, the federal cognizant audit agency and other federal agencies and is not intended to be and should not be used by anyone other than these specified parties.

Eide Bailly LLP

Fargo, North Dakota
October 26, 2007



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.031

TO: School Board

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

DATE: October 31, 2007

RE: First Reading of Policies

Attached please find the policies, School Board Officers (202), School Board Meeting Rules of Order (210), Out-of-State Travel by School Board Members (216), School Board Policy Development, Adoption, Implementation, and Review (221), Community Education Advisory Council (237), Superintendent Contract, Duties and Evaluation (311), Policies Incorporated by Reference for Employees/Personnel (499), Communicable Disease Control and Infectious Conditions (531), Moorhead Area Public School District Weapons Policy (576), Policies Incorporated by Reference for Students (599), Instructional Goals of Moorhead Area Public Schools (601), Special Education Policies and Procedures (603), and Community Education (930), for your review.

LPN:mde
Attachments

Board Policies

School Board Officers

School Board Policy: 202

Section: 200 SCHOOL BOARD

Date Adopted: 8/27/2001

Date Revised: 10/10/2005

Dates Reviewed: 10/10/2005

I. PURPOSE

The purpose of this policy is to describe the School Board of the Moorhead Area Public Schools officers' positions which are charged with the duty of carrying out the responsibilities entrusted to them by the School Board and district for the care, management, control and communication to the public about the public schools in the school district.

II. GENERAL STATEMENTS OF POLICY

A. The School Board shall conduct the election of officers annually at the first regular meeting in January, or as soon thereafter as practicable, to select a Chair, Vice-Chair, Clerk and Treasurer. These officers shall hold office for one year and/or until their successors are elected. The duties of the Clerk shall be ~~handled~~ assisted by the School Board's ~~Secretary~~ and ~~and~~ the duties of the Treasurer ~~carried out~~ shall be assisted by the district ~~Business Manager Assistant Superintendent of Business Services~~. The School Board shall appoint a Superintendent who will be an ex-officio, non-voting member of the School Board and the supervisor of the School Board ~~Secretary~~ and district ~~Business Manager Assistant Superintendent of Business Services~~.

III. BOARD OFFICER RESPONSIBILITIES

A. Chair - the Chair, when present shall preside and conduct all meetings of the School Board, countersign all orders upon the Treasurer for claims allowed by the School Board, represent the school district in all actions, serve as spokesperson for the School Board unless designated otherwise, and perform all duties a Chair usually performs including signing School Board approved contracts, agreements, resolutions, communications, forms of recognition, and reports as required.

B. Vice-Chair - the Vice-Chair shall perform the duties of the Chair in the event of the Chair's temporary absence.

C. Clerk - the Clerk will work with the School Board's ~~Secretary~~ to keep records of all meetings and fulfill duties as required by Minnesota Election Law or other applicable laws relating to the conduction of elections. The Clerk will countersign claims as required by the Treasurer and Chair for payment of salaries and wages; and sign as needed School Board approved contracts, agreements, resolutions, communications and reports.

D. Treasurer - the Treasurer shall work with ~~with~~ the Superintendent and district's Business ~~Office Services Department~~ as needed on the fiscal management of the district and sign claims allowed by the School Board and reports as needed to conduct the financial business of the district. The Treasurer will review the district's annual audit with the auditors.

Legal References:

Minnesota Statute 123B.12 (Finance)
Minnesota Statute 123B.14 (Officers ~~of Independent School Districts~~)
Minnesota Statute 123B.143 (Superintendent)
Minnesota Statute 126C.17 (Referendum Revenue)
Minnesota Statute 205A (School District Elections)

Cross References:

Moorhead School Board Policy 214: School Board Meeting Minutes
Moorhead School Board Policy 801: District Fiscal Management

Board Policies

School Board Meeting Rules of Order

School Board Policy: 210

Section: 200 SCHOOL BOARD

Date Adopted: 8/27/2001

Date Revised: 10/10/2005

Dates Reviewed: 10/10/2005

I. PURPOSE

The purpose of this policy is provide the specific rules of order for conducting the meetings of the School Board of the Moorhead Area Public Schools.

II. GENERAL STATEMENTS OF POLICY

A. An orderly School Board meeting allows School Board members to participate in discussions and decisions of school district issues. To ensure that School Board meetings are conducted in an orderly fashion, the School Board will follow rules of order which allow the School Board:

1. to establish guidelines by which the business of the School Board can be conducted in a regular and internally consistent manner;
2. to organize the meetings so all the necessary matters can be brought to the School Board and decisions of the School Board can be made in an orderly and reasonable manner;
3. to ensure that members of the School Board have the necessary information to make decisions on substantive issues and to ensure adequate discussion to be made; and
4. to ensure that meetings and actions of the School Board are conducted so to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. RULES OF ORDER

A. Rules of order for School Board meetings shall be as follows: a) Minnesota statute specified; b) specific rules of order as provided by the School Board consistent with Minnesota statutes; and c) Robert's Rules of Order, Revised (latest edition) where not inconsistent with a) and b) above.

B. School Board members do not need to rise to gain recognition of the Chair.

C. The Chair will open a topic for discussion on the agenda. The Chair may request further information from administration on a topic and/or open the topic for discussion by School Board members. The Chair shall decide the order in which School Board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate for the discussion and allow each School Board member to speak to the issue if desired. A member of the School Board shall speak to an issue after the member is recognized by the Chair.

D. The School Board shall have the authority to recognize any member of the audience regarding a request to be heard at the School Board meeting. Members of the public who wish to be heard shall follow School Board procedures.

E. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.

F. All motions that require a second shall receive a second prior to opening the issue for discussion of the School Board. If a motion that requires a second does not receive a second, the Chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.

G. The Chair shall rule on all questions relating to motions and points of order brought before the School Board. A ruling by the Chair is subject to appeal to the full School Board pursuant to Robert's Rules of Order.

H. The Chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.

I. The Chair shall repeat the motion or the substance of a motion prior to the vote. The Chair shall call for an affirmative and a negative vote on all motions. The order of names for a roll call vote shall be in an alternating order.

J. The Chair has the same right and responsibility as each School Board member to vote on all issues.

K. The Chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.

L. A majority of the voting members of the School Board constitute a quorum. The absence of a quorum may be raised by the Chair or any member. Any action taken in the absence of a quorum is null and void. The only legal actions the School Board may take in the absence of a quorum are to fix the time to which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

Legal References:

Minnesota Statute 123B.09, Subds. 6,7, and 10 (School Board Powers)

Minnesota Statute 123B.14 (Officers)

Minnesota Statute 126C.53 (Enabling Resolution;; Form of Certificates of Indebtedness)

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

Minnesota Statute 331A.01, Subd. 6 (Newspapers; Definitions)

Minnesota Statute 13D.01, Subd. 4 (Open Meeting Law)

Minnesota Statute 471.88 (Exceptions)

Minn. Stat 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)

Cross References:

Moorhead School Board Policy 201: School Board Legal Status

Moorhead School Board Policy 202: School Board Officers

Moorhead School Board Policy 211: Open and Closed School Board Meetings

Moorhead School Board Policy 212: School Board Public Hearings

Moorhead School Board Policy 213: School Board Meeting Agendas

Board Policies

Out-of-State Travel by School Board Members

School Board Policy: 216

Section: 200 SCHOOL BOARD

Date Adopted: 4/10/2006

Date Revised: 1/8/2007

Dates Reviewed: 1/8/2007

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. APPROPRIATE TRAVEL

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

IV. REIMBURSABLE EXPENSES

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

V. REIMBURSEMENT

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

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

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

VI. ANNUAL REVIEW

This policy must be annually reviewed by the School Board.

Legal References:

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

Minnesota Statute 471.661 (Out-of-State Travel)

Minnesota Statute 471.665 (Mileage Allowances)

Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)

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

Cross References:

Moorhead School Board Policy 203: School Board Member Development

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

Board Policies

School Board Policy Development, Adoption, Implementation, and Review

School Board Policy: 221

Section: 200 SCHOOL BOARD

Date Adopted: 8/27/2001

Date Revised: 4/9/2007

Dates Reviewed: 10/27/2003

5/9/2005

4/9/2007

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the Moorhead School Board to provide guidance on the ongoing structured review of policy and to clarify the responsibility of the school administration for implementation of Moorhead School Board policy.

II. GENERAL STATEMENT OF POLICY

A. Formal guidelines are necessary to ensure our school community and the Moorhead Area Public School system responds to its mission and operates in an effective, efficient and consistent manner. Therefore, a set of written policy statements shall be maintained and modified as needed. These policies define the desire and intent of the Moorhead School Board and are to be in a format which is sufficiently explicit to guide administrative action.

B. It shall be the responsibility of the Moorhead Area Public Schools Superintendent to implement School Board policy and to recommend additions or modifications as needed. The administration is authorized to develop guidelines and directives to implement School Board policies. These guidelines and directives shall not be inconsistent with said policies. These written procedures shall be reviewed along with the School Board policies they are intended to implement.

C. Employee and student handbooks shall be subject to an annual review and approval by the Moorhead School Board. Building administrators and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the Superintendent to assure compliance with School Board policy before presenting to the School Board for approval.

III. DEVELOPMENT OF POLICY

A. The Moorhead School Board has the jurisdiction to legislate policy for the Moorhead Area Public School district with the force and effect of law. School Board policy provides the general direction as to what the School Board wishes to accomplish while delegating implementation of the policy to administration.

B. The School Board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The School Board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a School Board member, employee, student or ~~member~~ resident of the school district. Proposed policies or ideas shall be submitted to the Superintendent for review prior to possible placement on the School Board agenda.

IV. ADOPTION OF POLICY

A. Moorhead School Board will give notice of proposed policy changes or adoption of new policies by placing the item on the agenda for discussion at two School Board meetings. The policy changes shall be reviewed by the district's Policy Review Committee if possible before placing them on the School Board agenda. Proposals will be distributed and School Board and public comment will be allowed at both meetings prior to final School Board action.

B. The final action taken to adopt proposed new policies or revised policies shall be by simple majority vote of the School Board subsequent to the second meeting. The policy will become effective on the date the policy is adopted or a

date stated in the motion, whichever is later.

C. In case of an emergency or due to legislative, legal or state department required modifications or time lines in which the School Board has no control, a new or modified policy may be adopted by a majority vote of a quorum of the School Board. A statement regarding the need for immediate adoption of the policy shall be included in the minutes. The School Board has the discretion to determine what constitutes an emergency situation.

V. IMPLEMENTATION OF POLICY

A. It shall be the responsibility of the Superintendent to implement Moorhead School Board policies and to develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval of the School Board.

B. Paper copies of the policy manual are to be maintained by the School Board chair, School Board clerk and Superintendent. Moorhead School Board members, employees and the public will be able to access the policy manual at the district's Web site (www.moorhead.k12.mn.us). It shall be the responsibility of the Superintendent, School Board secretary, individual School Board members, and others designated by administration to keep the policy manuals current.

C. When there is no Moorhead School Board policy in existence to provide guidance on a matter, the Superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the Superintendent shall advise the School Board of the need for a policy and present a recommended policy to the School Board for approval.

VI. POLICY REVIEW

A. Moorhead School Board policies will be reviewed at least once every four years. Administrative procedures supporting those policies will be reviewed by the administration at the same time. The Moorhead Policy Review Committee when possible will review and make recommendations to current policy as they come forward for periodic review. Their recommendations will be brought forward to the School Board by the Superintendent.

Legal References:

Minnesota Statute 123B.02 Subd. 1 (School District Powers)

Minnesota Statute 123B.09 Subd. 1 (School Board Powers)

~~Minnesota Statute 123B.143 (Superintendent)~~

Cross References:

Moorhead School Board Policy 201: School Board Legal Status

Moorhead School Board Policy 233: Policy Review Committee

Moorhead School Board Policy 310: School Superintendent

Board Policies

Community Education Advisory Council

School Board Policy: 237

Section: 200 SCHOOL BOARD

Date Adopted: 8/11/2003

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of the Community Education Advisory Council is to function in cooperation with the community education director in an advisory capacity in the interest of promoting the goals and objectives of the community education programs.

II. GENERAL STATEMENT OF POLICY

A. Representation on the Community Education Advisory Council will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.

B. Members will be selected from groups named above by the community education director and ~~council chair~~ the council membership.

C. Members of the council provide input for community education in regard to programming and budget.

D. Meetings will be held ~~the third Tuesday of~~ in September, October, November, January, ~~February~~, March, and April on the third Tuesday of the month; the February meeting will be held at a time determined by the membership.

E. Bylaws of the ~~eCommunity eEducation aAdvisory eCouncil~~ shall provide the framework for the organization including criteria pertaining to membership, officer's duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

F. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Legal References:

Minnesota Statute 124D.19 (Community Education Programs; Advisory Council)

Cross Reference:

Moorhead School Board Policy 930: Community Education

Board Policies

Superintendent Contract, Duties and Evaluation

School Board Policy: 311

Section: 300 DISTRICT ADMINISTRATION

Date Adopted: 8/11/2003

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to recognize the use of an employment contract with the sSuperintendent of Moorhead Area Public Schools to establish the terms and conditions of employment.

II. GENERAL STATEMENT OF POLICY

A. The sSuperintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the sSuperintendent.

B. The specific duties for which the sSuperintendent is accountable shall be in accordance with the employment contract and applicable state statute(s) be measured by a performance appraisal instrument approved by the sSchool bBoard in consultation with the sSuperintendent. The sSchool bBoard shall use this instrument to periodically evaluate the performance of the sSuperintendent.

C. The sSchool bBoard, in consultation with the sSuperintendent, shall develop a process to evaluate the performance of the sSuperintendent in accordance with the employment contract and applicable state statute(s).

Legal Reference:

Minnesota Statute 123B.143 (Superintendent)

Cross Reference:

Moorhead School Board Policy 310: School Superintendent

Board Policies

Policies Incorporated by Reference for Employees/Personnel

School Board Policy: 499

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 10/13/2003

Date Revised: 2/12/2007

Dates Reviewed: 5/9/2005

6/12/2006

2/12/2007

I. PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. In order to avoid undue duplication, Moorhead Area Public Schools provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which apply to employees:

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 104: Mission Statement
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions
Moorhead School Board Policy 532: Medication
Moorhead School Board Policy 533: Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI)
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults
Moorhead School Board Policy 536: Wellness
Moorhead School Board Policy 540: Student Activities
Moorhead School Board Policy 544: Activities Fund Raising
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 553: Crisis Intervention and Student Support
Moorhead School Board Policy 555: Notification to Staff Regarding Placement of Students with Violent Behaviors
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 571: Hazing Prohibition
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco-Free Environment
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 630: School Year Calendar
Moorhead School Board Policy 632: Field Trips
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities
Moorhead School Board Policy 710: School District Crisis Management
Moorhead School Board Policy 711: Severe Weather Related School Closings
Moorhead School Board Policy 712: Safety and Security Technology
Moorhead School Board Policy 722: School District Owned Vehicle Reservation
Moorhead School Board Policy 730: School District Copyright Policy
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety
Moorhead School Board Policy 732: Use of All School Equipment and Materials for Instructional Purposes Off School Premises
Moorhead School Board Policy 822: Payroll Employment
Moorhead School Board Policy 823: Cashing Checks Out of Cash Deposits
Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences
Moorhead School Board Policy 832: Complimentary Athletic Season Passes/Single Event Passes
Moorhead School Board Policy 833: Disposition of Obsolete Equipment and Material
Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools
Moorhead School Board Policy 907: Rewards

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Board Policies

Communicable Disease Control and Infectious Conditions

School Board Policy: 531

Section: 500 STUDENTS

Date Adopted: 4/22/1988

Date Revised: 4/11/2005

Dates Reviewed: 5/1/1990

1/11/1994

1/12/1998

7/5/2001

4/11/2005

I. PURPOSE

The Moorhead Area Public Schools District will work cooperatively with the Clay County Public Health Department to enforce and adhere to Minnesota Statutes for prevention, control and containment of communicable diseases in schools.

Moorhead Area Public Schools reflect public concern that students and staff of the school district be able to attend schools of the district without becoming infected with serious communicable or infectious diseases while respecting the rights of all students, employees, and contractors, including those who are infected. The district will adhere to MN Statutes regarding those issues related to this topic, including but not limited to, data privacy, right to know, immunization, prevention and disability nondiscrimination.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of Moorhead Area Public Schools that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. The Superintendent has the authority to exclude a student or staff member from school when reliable evidence or information from a qualified source confirms him/her of having a communicable disease or infection that is known to be spread by any form of casual contact and is considered a health threat to the school population as outlined by the American Public Health Association and the American Academy of Pediatrics. Such a student or staff member shall be excluded unless their physician approves school attendance or the condition is no longer considered contagious. A procedure for minimizing interruptions to learning from communicable or chronic infectious diseases will be established by the school nurse in consultation with school administrators, and community public and private health care providers. All reportable communicable diseases (7 MCAR 1.316) will be reported to the Clay County Public Health Department.

B. It is the policy of the Moorhead School Board that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determination of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case-by-case basis. Such decisions will be based upon the nature of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties) and the probabilities the disease will be transmitted and will cause varying degrees of harm.

2. Upon receiving notification of a student or employee with a serious chronic communicable disease, the parent/guardian/employee will be contacted by the Superintendent, district nurse, and/or school principal building

administrator to discuss the situation and ~~determine facts~~ weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. Written consent to communicate with the treating physician will be requested from the parent/guardian/employee. Significant medical facts concerning diagnosis of the disease and possible transmission issues will be requested from the treating physician.

When appropriate, an advisory committee will be convened ~~with the assistance of the Minnesota Commissioner of Health~~. The advisory committee might include the ~~S~~state epidemiologist, a Minnesota Department of Education representative, a pediatrician or physician with expertise in infectious diseases, the student's/employee's personal physician, the ~~s~~Superintendent of schools or designee, and the school district nurse. This committee would review the case and provide recommendations for the student/employee.

~~Any student with HIV infection may be considered disabled according to Section 504 of the federal Vocational Rehabilitation Act.~~ The need for the development of an Individual Education Plan (IEP) shall be determined according to policies governing eligibility for special education services. If an Individual Health Plan (IHP) is developed which relates to the educational objectives of the IEP, the IHP is to be included in the IEP.

3. Some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behaviors, students or employees who are unable to control their bodily fluids, who have oozing skin lesions or who have severe disorders which result in spontaneous external bleeding. These conditons need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Extracurricular Student Participation

Student or employee participation in extracurricular and noneducational programs of the school district are subject to a requirement of equal access and comparable services.

E. Precautions

~~E.~~ Universal precautions for handling all blood and body fluids according to Centers for Disease Control (CDC) guidelines will be carefully implemented and adequate sanitation facilities will be available for handling blood and body fluids within the school setting or school buses. See Administrative Procedure 425.1.

In-service training on blood-borne pathogens will be provided to all personnel, drawing on district, community and public health resources. Information will include local district policies, infectious agents, transmission of diseases, universal precautions, prevention, risk reduction and community resources for information and referral. Periodic updates will be provided through in-service or memoranda.

ØF. Information Sharing

1. The district protects the privacy rights of staff and learners of all ages pursuant to Minn. Statute 13.32 and Minn. Statute 13.43. ~~Therefore, knowledge that a specific staff or student is infected with a communicable disease that is known not to be spread by casual contact will be shared only with the permission of the employee, parent/guardian, or student if over 18 years old.~~ Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.

2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

G. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

In accordance with federal and state data privacy requirements, educators will be notified about students with chronic infectious diseases only as it is necessary to provide an appropriate education for students.

E. Student services will be readily available so that staff and students can receive specific information regarding communicable diseases counseling and assistance in locating and using health services and social services.

F. The district will provide programs to prevent and reduce the risk of sexually transmitted infections and diseases in accordance with Minn. Statute 123A.23.

G. School/Community Relations

Community Network. The District's Instruction and Curriculum Advisory Committee (ICAC) is established to review the District's AIDS related curriculum and policy on a regular basis.

Relationship to Other Education Agencies. Cooperation and coordination among other districts and Service Cooperatives will be encouraged when designing and implementing an AIDS prevention and risk reduction program.

Funding Sources. The district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this policy from public and private sources including public health funds and foundations, Minnesota Department of Education professional development funds, federal block grants or other federal or state grants.

H. Prevention

Moorhead Area Public Schools, shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Statute 121A.23 which includes:

1. Planning materials, guidelines, and other technically accurate and updated information.
2. A comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage.
3. Cooperation and coordination among school districts and service cooperatives.
4. A targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts.
5. Involvement of parents and other community members.
6. In-service training for appropriate district staff and School Board members.
7. Collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program.
8. Collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. Participation by state and local student organizations.

I. The program must be consistent with health and wellness curriculum.

J. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources including public health funding and foundations, department professional development funds, federal block grants or their federal or state grants.

K. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screening in keeping with current state and federal law.

Legal References:

Minnesota Statute 13.32 (Educational Data)
Minnesota Statute 13.43 (Personnel Data)
Minnesota Statute 121A.15 (Health Standards; Immunizations; School Children)
Minnesota Statute 121A.23 (~~Health Related~~ Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
Minnesota Statute Chapter 363A (Minnesota Human Rights Act)
Minnesota Statute 144.441-422 (Tuberculosis Screening in Schools)
20 U.S.C. 14040 et. seq. (Individuals with Disabilities Education ~~Act~~ IDEA Improvement Act of 2004)
29 U.S.C. 794 et. seq. (~~504 of~~ Rehabilitation Act of 1973, Section 504)
42 U.S.C. 12101 et. seq. (Americans with Disabilities Act)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), cert-denied, 493 U.S. 892, 110 S. Ct. 239 (1989)
School Board of Nassau County FL v. Arline, 480 US 273, 107 S. Ct. 1123 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 303: Public Right to Know ~~and~~ /Release of Information
Moorhead School Board Policy 424: Employee Right to Know - Exposure to Hazardous Substances
Moorhead School Board Policy 425: Health and Safety Protection
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 504: Protection and Privacy of ~~Pupil~~ Student Records
Moorhead School Board Policy 530: Student Immunization Requirements

Board Policies

Moorhead Area Public School District Weapons Policy

School Board Policy: 576

Section: 500 STUDENTS

Date Adopted: 8/11/2003

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a Moorhead Area Public School location except as provided in this policy. The Moorhead Area Public School District will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITION

A. "Weapon."

1. 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.

2. 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.

3. 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.

B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

IV. EXCEPTIONS

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

B. It shall not be a violation of this policy if a nonstudent falls within one of the following categories:

1. licensed peace officers, military personnel, or students participating in military training, who are on duty performing official duties;

2. persons authorized to carry a pistol under Minnesota Statute, Section 624.714, while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

3. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statute, Sections 624.714 or 624.715, or other firearms in accordance with Section 97B.045;

a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."

b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with Sections 624.714 and 624.715.

4. firearm safety or marksmanship courses or activities conducted on school property;

5. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;

6. a gun or knife show held on school property;

7. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or

8. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools.

While the school district takes a firm "Zero Tolerance" position on the possession, use or distribution of weapons by students, and a similar position with regard to nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minnesota Statute, Section 624.714, to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/ USE/ DISTRIBUTION

A. The school district and the school takes a position of "Zero Tolerance" in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, use or distributing weapons shall include:

1. immediate out-of-school suspension;

2. confiscation of the weapon;

3. immediate notification of police;

4. parent or guardian notification; and

5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion.

While the school district and the school takes a "Zero Tolerance" position on the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees.

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Nonstudents.

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Legal References:

Minnesota Statute 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minnesota Statute 121A.44 (Expulsion for Possession of Firearm)
Minnesota Statute 121A.05 (Referral to Police)
Minnesota Statute 609.66 (Dangerous Weapons)
Minnesota Statute 609.605 (Trespass)
Minnesota Statute 609.02, Subd. 6 (Definition of Dangerous Weapon)
Minnesota Statute 97B.045 (Transportation of Firearms)
Minnesota Statute 624.714 (Carrying of Weapons without Permit; Penalties)
Minnesota Statute 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. 921 (Definition of Firearm)
In re C.R.M. 611 NW2d 802 (Minn. 2000)

Cross Reference:

Moorhead School Board Policy 551: Student Discipline

Board Policies

Policies Incorporated by Reference for Students

School Board Policy: 599

Section: 500 STUDENTS

Date Adopted: 10/13/2003

Date Revised: 2/12/2007

Dates Reviewed: 5/9/2005

6/12/2006

2/12/2007

I. PURPOSE

Certain policies as contained in this policy reference manual are applicable to students as well as to employees. In order to avoid undue duplication, Moorhead Area Public Schools provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which all apply to students:

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 104: Mission Statement
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review
Moorhead School Board Policy 303: Public Right to Know/Release of Information
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions
Moorhead School Board Policy 536: Wellness
Moorhead School Board Policy 544: Activities Fund Raising
Moorhead School Board Policy 553: Crisis Intervention and Student Support
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco-Free Environment
Moorhead School Board Policy 630: School Year Calendar
Moorhead School Board Policy 632: Field Trips
Moorhead School Board Policy 633: Patriotic Exercises
Moorhead School Board Policy 634: Religion
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards
Moorhead School Board Policy 656: Basic Skills Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students
Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities
Moorhead School Board Policy 711: Severe Weather Related School Closings
Moorhead School Board Policy 712: Safety and Security Technology
Moorhead School Board Policy 720: Student Transportation Eligibility Guidelines
Moorhead School Board Policy 721: Student Transportation Safety
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety
Moorhead School Board Policy 831: Rental of District Musical Instruments
Moorhead School Board Policy 907: Rewards

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Board Policies

Instructional Goals of Moorhead Area Public Schools

School Board Policy: 601

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/11/2003

Date Revised:

Dates Reviewed:

Title revision: Curriculum and Instructional Goals of Moorhead Area Public Schools

I. PURPOSE

The purpose of this policy is to ~~provide for the development of course offerings and continuous review and improvement of the Moorhead Area Public School curriculum~~ establish broad curriculum parameters for Moorhead Area Public Schools that encompasses the Minnesota Academic Standards and the federal No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

A. ~~Instruction must be provided in at least the following subject areas:~~

- ~~1. Communication skills including reading, writing and literature;~~
- ~~2. Mathematics and science;~~
- ~~3. Social studies, including history, geography and government; and~~
- ~~4. Health and physical education;~~
- ~~5. Fine arts.~~

B. ~~The basic instructional program shall include all courses and standards required for each grade level by the Minnesota Department of Education. The instructional approach will be nonsexist and multicultural.~~

C. ~~The school board, at its discretion, may offer additional courses in the instructional program at any grade level.~~

D. ~~Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.~~

E. ~~The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.~~

It is the policy of Moorhead Area Public Schools to establish learner results toward which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

A. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.

B. "Curriculum" means district or school adopted programs and written plans for providing student learning experiences that lead to expected knowledge and skills.

IV. STUDENT PERFORMANCE GOALS

A. All students will be required to demonstrate essential skills as determined at each grade level to participate in lifelong learning. These skills include:

1. Reading and literature; writing; and listening, speaking and viewing.

2. Concepts in reasoning; number sense, computation and operations; patterns, functions and algebra; data analysis, statistics and probability; and spatial sense, geometry and measurement.

3. History and nature of science; earth and space science; physical science; and life science.

4. Literary arts, media arts, music, theater, and visual arts.

5. History, humanities and the social sciences.

B. Each student will have the opportunity to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century. These skills include:

1. Information and communication skills (information and media literacy skills; communication and technical skills).

2. Thinking and problem-solving (critical thinking and systems thinking; problem identification, formulation and solutions; creativity and intellectual curiosity).

3. Interpersonal and self-direction skills (interpersonal and collaborative skills; self-direction; accountability and adaptability; social responsibility; lifetime wellness).

4. Global awareness.

5. Financial, economic and business literacy, and developing entrepreneurial skills to enhance workplace productivity and career options and;

6. Civic literacy.

HHV. RESPONSIBILITY

A. The sSuperintendent or designee shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the sSuperintendent or designee that will provide for periodic reviews of each curriculum area (Administrative Procedure 601.1).

B. It shall be the responsibility of the sSuperintendent or designee to keep the Moorhead sSchool bBoard informed of all state-mandated curriculum changes, as well as recommended discretionary changes and to periodically present recommended modifications for sSchool bBoard review and approval.

C. The sSuperintendent shall have discretionary authority to develop guidelines and directives to implement sSchool bBoard policy relating to curriculum development.

Legal References:

Minnesota Statute 120A.22 (Compulsory Instruction)

Minnesota Statute 120B.02 (Educational Expectations for Minnesota Students)

Minnesota Statute 120B.10 (Findings, Improving Instruction and Curriculum)

Minnesota Statute 120B.11 (School District Process)

Minnesota Rule 3500.0550 (Inclusive Educational Program)

20 U.S.C. 6301, et. seq. (No Child Left Behind Act)

Cross References:

Moorhead School Board Policy 640: Moorhead ~~High School~~ Area Public Schools Graduation ~~Requirements~~ Policy

Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure

Moorhead School Board Policy 656: Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Accommodations and LEP Students

Moorhead School Board Policy 650: School District System Accountability

Board Policies

Special Education Policies and Procedures

School Board Policy: 603

Section: 600 EDUCATION PROGRAMS

Date Adopted: 1/11/1994

Date Revised: 6/9/2003

Dates Reviewed: 1/11/1994

12/8/1997

6/9/2003

I. PURPOSE

Moorhead Area Public Schools will adhere to the state and federal policies and procedures as outlined in the Total Special Education Systems (TSES) Policies and Procedures Manual, including future amendments thereof.

The Minnesota TSES Policies and Procedures Manual is available on the ~~MN Department of Children, Families and Learning Web site at cfl.state.mn.us~~ Minnesota Department of Education Web site at education.state.mn.us/MDE/accountability.programs. (Refer to Administrative Procedures 603.1, 603.2 and 603.3.)

Legal References:

Minnesota Statute 125A.01 and 125A.02 (Definition)

Minnesota Statute 125A.01 and 125A.02 (Children with a Disability)

~~20 U.S.C. 1401 et seq. (IDEA, Individuals with Disabilities Education Act)~~

20 U.S.C. 1400 et. seq. (IDEIA, Individuals with Disabilities Education Improvement Act of 2004)

Cross Reference:

Moorhead School Board Policy 602: Special Education Programs

Board Policies

Community Education

School Board Policy: 930

Section: 900 COMMUNITY RELATIONS

Date Adopted: 8/11/2003

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the Moorhead Area Public Schools District.

II. GENERAL STATEMENT OF POLICY

The Moorhead School Board affirms a strong commitment to the district's community education program. The School Board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

- A. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.
- B. Area residents should be encouraged to actively participate in program opportunities.
- C. Educational needs and interest of area residents should be determined periodically.
- D. Maximum use should be made of public school facilities within the school district service area.

Legal References:

Minnesota Statute 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Minnesota Statute 124D.20, Subd. 1 (Community Education Revenue)

Cross References:

Moorhead School Board Policy 904: Community Use of School District Facilities and Equipment

Moorhead School Board Policy 237: Community Education Advisory Council



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.061 R

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: November 5, 2007
RE: Enrollment Projections

Attached are the enrollment projections based on the November 1, 2007 actual enrollment. A presentation will be made to the board regarding the projections for student enrollment in the next five years. Additional information regarding private school enrollment, home school enrollment and birthrate data will be shared with the board.

The information provides a basis for staffing and structure within the school district. The number reflects a decline of 88 students from November 2006 projections. The kindergarten enrollment is lower than projected, yet is approximately 50 students over the smallest kindergarten class in 03/04. The number of students on November 1, 2007 represents 74 students less than last year on November 1.

There are variables that will need to be considered in future planning. Those variables will be discussed with the board at the meeting with the presentation and further consideration of the data.

The largest enrollment continues to be at the secondary level with 465 students in the district's tenth grade. The smallest class is the fourth grade with 358 students.

LAK/kmr
Attachment

MOORHEAD AREA PUBLIC SCHOOLS COHORT PROJECTIONS

NOVEMBER 2007

November-07		Weighted Average												
	ACTUAL ENROLLMENT				PROJECTED ENROLLMENT									
	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	Nov. 06 Projections	Variance between Actual and Projected	
Kindergarten	363	337	403	378	421	381	380	385	390	390	395	410	-29	
Grade 1	368	354	353	411	401	432	394	393	398	403	403	434	-2	
Grade 2	405	361	357	360	414	393	432	394	393	398	403	403	-10	
Grade 3	345	406	351	368	359	415	394	433	395	394	399	414	1	
Grade 4	397	337	388	359	380	358	417	396	435	397	396	360	-2	
Grade 5	442	409	340	391	372	388	366	426	404	444	405	388	0	
Grade 6	396	438	418	353	422	374	401	378	440	418	459	387	-13	
Grade 7	438	414	444	419	367	423	380	408	384	447	425	432	-9	
Grade 8	446	431	413	446	431	373	428	385	413	389	453	369	4	
Grade 9	436	451	444	438	463	436	385	442	397	426	401	447	-11	
Grade 10	471	433	487	446	430	465	439	388	445	400	429	468	-3	
Grade 11	460	474	420	461	460	422	464	439	387	444	400	426	-4	
Grade 12	458	462	458	422	461	447	417	458	433	382	439	457	-10	
Grades K-4	1878	1795	1852	1876	1975	1979	2017	2000	2010	1981	1996	2021	-42	
Grades K-5	2320	2204	2192	2267	2347	2367	2382	2426	2415	2426	2401	2409	-42	
Grades K-6	2716	2642	2610	2620	2769	2741	2783	2804	2855	2843	2860	2796	-55	
Grades 1-3	1118	1121	1061	1139	1174	1240	1220	1219	1185	1195	1205	1251	-11	
Grades 4-6	1235	1184	1146	1103	1174	1120	1183	1200	1279	1259	1260	1135	-15	
Grades 5-6	838	847	758	744	794	762	766	803	844	862	864	775	-13	
Grades 6-8	1280	1283	1275	1218	1220	1170	1210	1171	1237	1254	1337	1188	-18	
Grades 7-8	884	845	857	865	798	796	809	793	797	836	878	801	-5	
Grades 7-12	2709	2665	2666	2632	2612	2566	2513	2519	2459	2489	2547	2599	-33	
Grades 9-12	1825	1820	1809	1767	1814	1770	1705	1726	1662	1652	1668	1798	-28	
Grades K-12	5425	5307	5276	5252	5381	5307	5297	5323	5314	5332	5406	5395	-88	
Increase/Decline	-89	-118	-31	-24	129	-74	-10	26	-9	18	74			
Percent		-2.18%	-0.58%	-0.45%	2.45%	-1.41%	-0.19%	0.50%	-0.17%	0.34%	1.39%			

Comparison of
Opening, October, November and Projected Enrollment

	Opening	October-07	November-07	Projected
K	380	377	381	410
1	434	430	432	434
2	394	392	392	403
3	411	412	415	414
4	353	358	358	360
5	386	388	388	388
6	377	368	374	387
7	423	426	426	432
8	380	377	374	369
9	456	441	436	447
10	491	466	465	468
11	422	436	422	426
12	449	447	447	457
Middle School				
6	376	368	374	
7	421	422	423	
8	377	376	373	
High School				
9	424	417	413	
10	445	433	436	
11	391	389	383	
12	417	409	405	
Alternative				
6	1	0	0	
7	2	4	3	
8	3	1	1	
9	32	24	23	
10	46	33	29	
11	31	47	39	
12	32	38	42	



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.054 C

TO: Dr. Larry Nybladh
FROM: Lynne Kovash *LK*
DATE: November 5, 2007
RE: Building and District Profiles

Enclosed with the agenda is the final copy of the Building and District Profiles for the five-year period from 2002-03 through 2006-07. The Building and District Profiles will be available to the public and staff through the school district website.

SUGGESTED RESOLUTION: Move to accept the Building and District Profiles for the 2002-03 through 2006-07 school years as presented and direct administration to share them with staff and public as appropriate.

LAK/kmr
Attachment

Moorhead Area Public Schools District and School Profiles



2002-03 through 2006-07
Final

Prepared by the Dept. of Teaching & Learning
November 12, 2007

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



Moorhead Area Public Schools

District Data

2002-03 through 2006-07

Moorhead District Demographic Definitions

1. Attendance Rate

The number represents the proportion of days that students were in attendance throughout the year. The formula for attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM).

2. Average Daily Attendance (ADA)

The Average Daily Attendance (ADA) is the average student attendance over the year.

3. Average Daily Membership (ADM)

The ADM is the average number of students enrolled over the course of the year.

Average Daily Membership (ADM) is calculated based on the year-end data reported by the school district through the Minnesota Automated Reporting Student System (MARSS).

4. English Language Learners (ELL)

The data reflects the number of children who are English Language Learners (ELL) or who are Limited English Proficient (LEP), including immigrant children and youth. The program is also known as English as a Second Language (ESL).

5. Enrollment as of October 1

The number reflects the actual count of students enrolled on October 1 of the school year.

6. Ethnicity

The number of students and percentage of students listed by federal ethnic group categories as of October 1.

7. Free and Reduced Lunch Program (FRP)

The data includes the number of students who are receiving free and reduced lunch. The proportion of students approved for free and reduced lunch will be reflected in the number.

8. Home Language

The number is self-reported as the language primarily used at home. Data reflects the number of students enrolled over the course of the year. The information is collected from the End of Year MARSS report.

9. Home Schooled Students

The number reflects students that have completed the home schooled forms on file in the Office of Teaching and Learning over the course of the school year. This number includes shared time pupils in the district.

10. Migrant Students

The number of students who have moved to a different school district "within the last three years because of their parent's temporary or seasonal work in agriculture or fishing". (US Dept. of Ed., 1999) The information is collected through MARSS.

11. Mobility

The number is given as it relates to those students who transferred from the buildings during the school year and number of students who entered the buildings during the school year. This data includes transfers within the district, those within the state and transfers from another state. The mobility will not reflect changes occurring from one school year to the next year based on natural progression from one building to the next. The information is collected through MARSS.

12. Open Enrolled Students

The figure reflects the number of students choosing to open enroll to Moorhead and to other districts. Minnesota Statute 124D.03 allows all Minnesota's public school students the opportunity to apply to attend school outside of the school district where they live. Families generally provide their own school transportation. No tuition is charged. The information is collected through MARSS.

13. Private School Enrollment

The number of Moorhead Area Public School students that are enrolled in private schools in the Fargo-Moorhead Area. The information is collected in the Office of Teaching and Learning.

14. Spanish Immersion Program Enrollment

The number of students enrolled in the Spanish Immersion Program as of October 1. The information is collected in the Office of Teaching and Learning.

15. Special Education Status

The number of resident students in the district receiving special education services listed by primary disability as of December 1. The number does not include out-of-district students receiving special education services in Moorhead. The information is collected through the Learner Support Services Office and MARSS.

16. Students Transported

The transportation office provides the information on the percentage of students transported in Moorhead Area Public Schools. The number of students transported is divided by the total of K-12 students in the district.

Moorhead District Achievement Definitions

1. Minnesota Comprehensive Assessments (MCA-II)

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

There are four achievement levels for the MCA-II's:

- Exceeds the Standards (E)
- Meets the Standards (M)
- Partially Meets the Standards (P)
- Does Not Meet the Standards (D)

2. Measures of Academic Progress (MAP)

The MAP assessment is a computerized, adaptive test that measures student achievement. Moorhead Area Public Schools use state-aligned MAP tests in reading and mathematics.

MAP tests provide results that can be used to:

- Identify the skills and concepts individual students have learned
- Diagnose instructional needs
- Monitor academic growth over time
- Make data-driven decisions at the classroom, school, and district levels
- Place new students in appropriate instructional programs

RIT Scale

The scale used in the MAP assessment is divided into equal parts, like centimeters on a ruler. These parts are called RIT, which is short for Rasch Unit (after Danish Statistician Georg Rasch).

Because the tests are adaptive and the test items displayed are based on student performance, not age or grade, a score means the same thing. For example, a third grader who received a score of 210 and a fourth grader who received a score of 210 are learning at the same level. This allows growth to be measured.

The RIT scale is infinite, but most student scores fall between the values of 140 and 300. Like meters or pounds, the scale is equal-interval, meaning that the distance between 170 and 182 is the same as the distance between 240 and 252. This allows educators to apply simple mathematical equations to the scores to determine information such as the mean and median scores in a class or grade.

The mean is the arithmetic average of a group of scores. The mean is sensitive to extreme scores when population samples are small.

The median is the middle score in a list of scores; it is the point at which half the scores are above and half the scores are below.

Normative Growth Data

The grade-level performance can be compared to the performance of students in the same grade from a wide variety of schools throughout the nation. These comparisons offer an indication of what might be considered typical performance and growth for students at each grade.

These comparisons offer an indication of what might be considered typical performance and growth for students at each grade level.

2005 Reading Achievement and Growth Norms (RIT values)

Grade	FALL		SPRING		Ending Grade	MEAN GROWTH		
	Median	Mean	Median	Mean		Fall to Spring	Fall to Fall	Spring to Spring
2	178	177.2	190	188.2	2	13.1	n/a	n/a
3	192	190.3	200	197.9	3	9.1	14.4	10.7
4	201	199.1	207	205.0	4	6.5	9.7	7.5
5	208	205.8	212	210.6	5	5.4	7.1	6.3
6	213	211.0	217	215.0	6	4.3	5.4	4.6
7	217	214.8	220	218.1	7	3.4	4.4	3.7
8	220	218.2	223	221.3	8	3.2	3.9	3.7
9	223	220.7	225	223.1	9	1.6	3.0	1.7
10	226	223.6	227	224.1	10	0.5	2.4	1.8

2005 Mathematics Achievement and Growth Norms (RIT values)

Grade	FALL		SPRING		Ending Grade	MEAN GROWTH		
	Median	Mean	Median	Mean		Fall to Spring	Fall to Fall	Spring to Spring
2	179	179.3	191	190.6	2	13.9	n/a	n/a
3	193	192.3	202	201.7	3	10.9	15.1	12.0
4	203	202.7	211	210.4	4	8.8	11.5	9.5
5	211	211.2	219	218.3	5	8.7	9.2	9.0
6	218	217.4	224	223.3	6	7.2	7.6	6.1
7	225	223.4	229	228.0	7	6.0	7.2	6.1
8	230	228.5	234	232.8	8	5.2	6.6	6.1
9	234	231.7	239	236.2	9	3.2	5.0	3.9
10	238	235.6	240	238.1	10	2.8	3.8	3.2

3. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. The results can be used to evaluate individual student development as well as provide grade-level feedback toward instructional objectives.

DIBELS Letter Naming Fluency (LNF) is a standardized, individually administered test that provides a measure of risk. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. Students are considered at risk for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in their district.

The DIBELS Phoneme Segmentation Fluency (PSF) measure is a standardized, individually administered test of phonological awareness (Kaminski & Good, 1996). Phonemic awareness is the ability to hear and manipulate sounds in words. It is essential to learning to read in an alphabetic writing system. The PSF measure has been found to be a good predictor of later reading achievement (Kaminski & Good, 1996).

The DIBELS Nonsense Word Fluency (NWF) measure is a standardized, individually administered test of the alphabetic principle - including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996).

Moorhead District Building Definitions

1. Teaching Staff

The number reflects the number of teaching staff at the end of the year. The information is also disaggregated by degrees and years experience. The data is provided by the Human Resources Office and the Staff Automated Report (STAR).

* 2005-2006 School year reflected a change in salary lane change from a quarter to a semester basis. In making this change, there was a need to list equivalent salary lanes to avoid confusion. The conversion chart lists the salary lane under the old quarter system to its equivalent salary lane under the new semester system:

BA	Equals	BA
BA+15	Equals	BA+10
BA+30	Equals	BA+20
BA+45	Equals	BA+30
BA+60	Equals	BA+40
BA+75	Equals	BA+50
BA+90	Equals	BA+60
BA+105	Equals	BA+70
MA	Equals	MA
MA+15	Equals	MA+10
MA+30	Equals	MA+20
MA+45	Equals	MA+30

2. Teacher Attendance

The information is gathered from Region I SMART Human Resource System. The days are calculated by aggregating days of leave in each category.

Moorhead District Demographics

1. Attendance Rate	<u>2002-03</u> 95.40%	<u>2003-04</u> 95.36%	<u>2004-05</u> 92.20%	<u>2005-06</u> 94.00%	<u>2006-07</u> 94.56%
2. Average Daily Attendance	<u>2002-03</u> 4983	<u>2003-04</u> 4866	<u>2004-05</u> 4799	<u>2005-06</u> 4864	<u>2006-07</u> 4937
3. Average Daily Membership	<u>2002-03</u> 5223	<u>2003-04</u> 5103	<u>2004-05</u> 5205	<u>2005-06</u> 5175	<u>2006-07</u> 5221
4. English Language Learners (ELL)	<u>2002-03</u> 356	<u>2003-04</u> 349	<u>2004-05</u> 509	<u>2005-06</u> 433	<u>2006-07</u> 376
5. Enrollment as of October 1					
	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Kindergarten	368	329	399	381	422
Grade 1	370	352	352	415	399
Grade 2	402	357	361	357	411
Grade 3	344	402	357	369	352
Grade 4	404	335	389	358	378
Grade 5	443	410	338	383	371
Grade 6	396	439	425	356	414
Grade 7	441	409	440	425	362
Grade 8	451	427	414	445	433
Grade 9	440	456	446	442	462
Grade 10	471	434	494	450	424
Grade 11	466	474	422	478	452
Grade 12	472	465	478	434	456
Self Contained	9	10	5	4	3
Total	5477	5299	5320	5297	5339
6. Ethnicity	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	172 3.13%	168 3.12%	171 3.26%	166 3.17%	169 3.17%
Asian	81 1.48%	80 1.49%	78 1.48%	78 1.49%	88 1.65%
Hispanic	473 8.61%	451 8.38%	439 8.36%	442 8.44%	455 8.53%
Black	109 1.99%	136 2.53%	132 2.51%	133 2.54%	158 2.96%
White	4656 84.79%	4545 84.48%	4433 84.39%	4421 84.37%	4469 83.71%
Percent Minority	15.21%	15.52%	15.61%	15.63%	16.29%

Moorhead District Demographics

7. Free and Reduced Lunch Program	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Free	1279	1235	1091	1305	1246
Reduced	312	268	275	280	348
% of Free & Reduced	33%	28%	25%	29.7%	29.2%

8. Home Language

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Afrikaans	0	0	2	2	0
Albanian	0	12	17	23	20
American Sign Language (ASL)	1	1	1	3	1
Amharic	0	1	0	0	0
Arabic	12	11	10	12	7
Cambodian	0	0	0	6	1
Cantonese	1	0	0	0	0
Cebuano	0	0	0	1	1
Chinese	1	5	3	3	5
Cutchi	0	1	2	3	2
Dakotah	3	5	9	6	5
Dutch	0	0	1	0	0
English	4634	5329	5145	5040	5596
Estonian	0	1	0	0	0
Farsi	1	0	0	0	0
French	0	0	2	0	0
German	0	8	11	3	4
Hawaiian	0	3	3	3	3
Hindi	3	5	3	4	1
Japanese	1	1	1	1	1
Korean	0	3	3	3	4
Kurdish	108	126	131	121	128
Laotian	5	3	4	3	1
Mongolian	0	0	0	1	0
Nepali	0	0	0	2	2
Norwegian	0	1	0	1	0
Okinawan	3	0	0	0	0
Persian	13	4	5	3	2
Polish	1	1	0	0	1
Portuguese	0	1	1	0	0
Russian	2	6	7	8	7
Serbo-Croatian	10	15	26	33	38
Somali	22	24	19	17	15
Spanish	292	409	438	410	361
Swahili	4	4	5	6	3
Swedish	3	4	2	1	2
Thai	1	1	1	0	0
Tongan	2	0	0	0	0
Turkish	1	1	1	1	1
Ukrainian	0	0	0	1	0
Vietnamese	25	27	28	25	41
Not Available	10	6	0	0	0

Moorhead District Demographics

9. Home Schooled Students	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	100	116	112	110	113
10. Migrant Students	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	152	165	191	254	144
11. Mobility	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Transfers Into District	467	469	530	686	748
Transfers Out of District	254	317	418	537	554
12. Open Enrolled Students	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Into Moorhead	124	114	146	114	131
Out of Moorhead	156	229	323	270	261
13. Private School Enrollment	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	517	478	451	486	455
14. Spanish Immersion Program Enrollment	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Kindergarten	46	40	64	41	46
Grade 1	36	47	32	60	41
Grade 2	38	32	45	32	53
Grade 3	33	38	31	44	31
Grade 4	24	27	32	32	42
Grade 5		21	22	32	28
Total	177	205	226	241	241
15. Special Education Status (December Child Count)	<u>Dec. 02</u>	<u>Dec. 03</u>	<u>Dec. 04</u>	<u>Dec. 05</u>	<u>Dec. 06</u>
Speech/Language Impaired	164	154	155	165	170
DCD Moderate	38	38	30	32	38
DCD Severe	18	18	20	12	9
Physically Impaired	30	24	22	23	17
Deaf/Hard of Hearing	18	20	23	24	20
Visual Impairment	4	5	3	0	1
Specific Learning Disability	238	245	210	197	182
Emotional/Behavior	118	114	96	81	83
Deaf-Blind	0	0	1	1	0
Other Health Impaired	179	193	195	194	179
Autistic	41	44	55	56	59
Development Delay	118	100	114	118	136
Traumatic Brain Injury	3	2	4	5	6
Severely Multiple Impaired	0	0	0	5	5
Total Disabilities Served	973	957	928	913	905
16. Students Transported	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	63.6%	60.0%	78.4%	77.8%	74.8%

Moorhead District Achievements

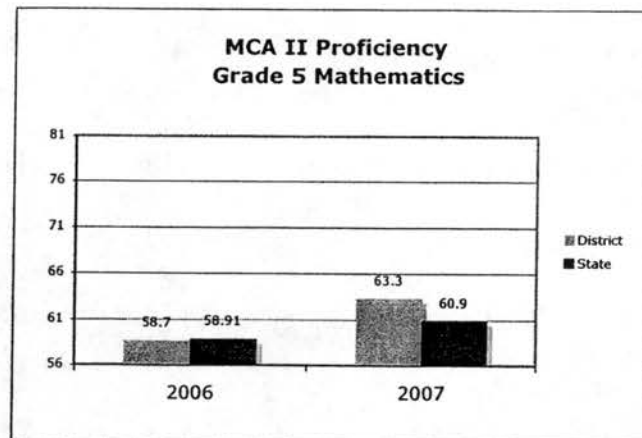
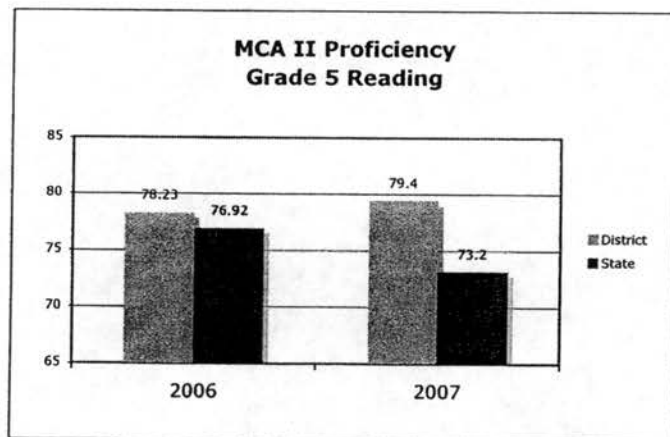
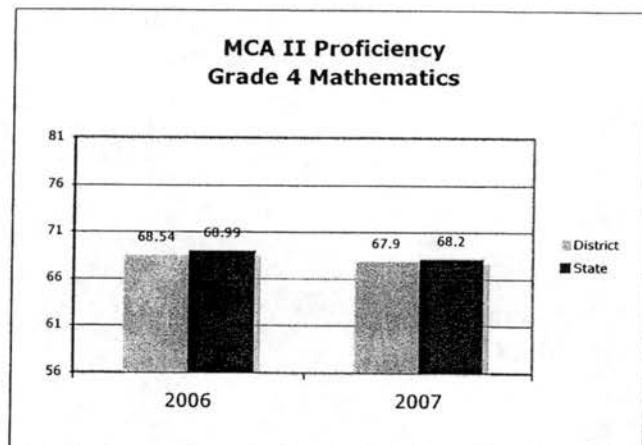
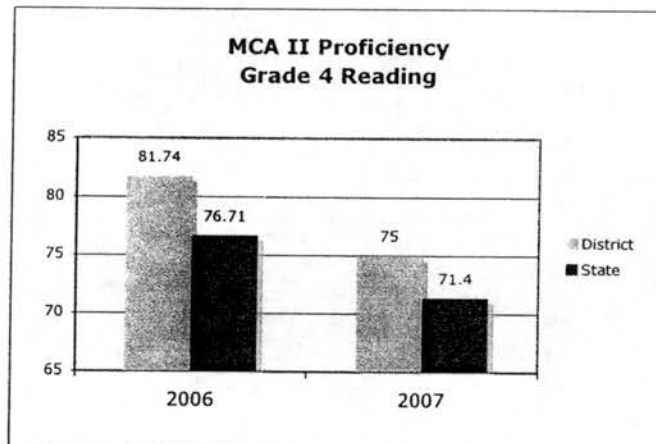
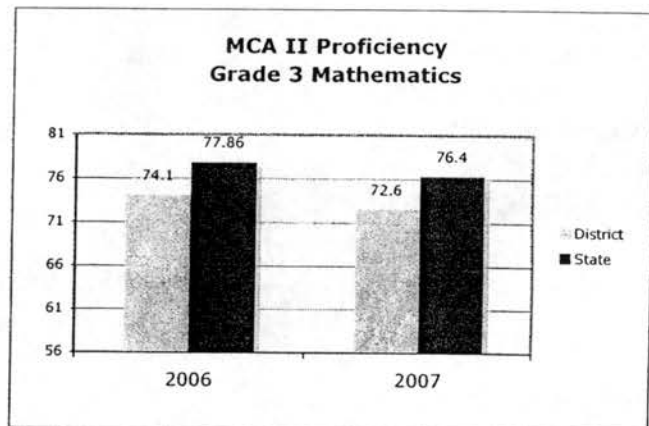
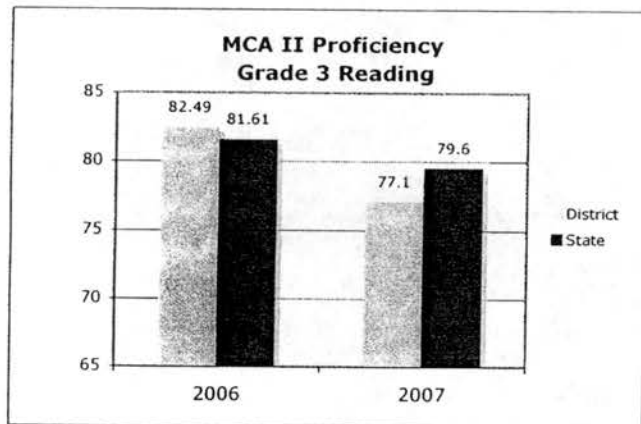
1. Minnesota Comprehensive Assessments (MCA-II)

2007 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

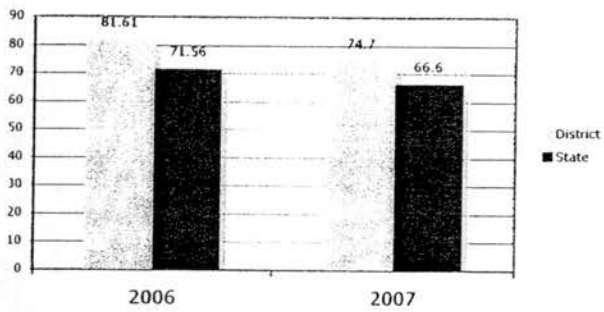
In 2007 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

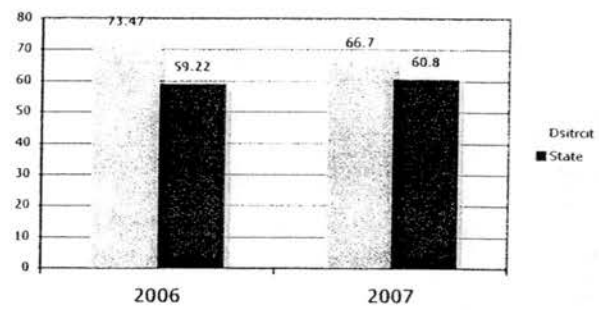


Moorhead District Achievements

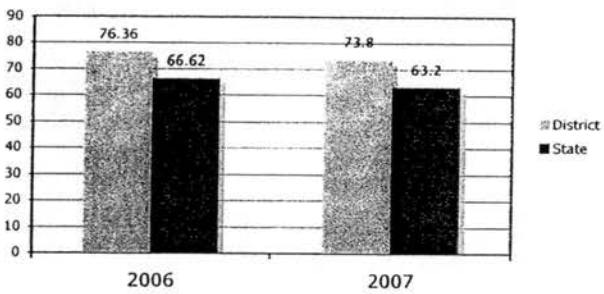
MCA II Proficiency Grade 6 Reading



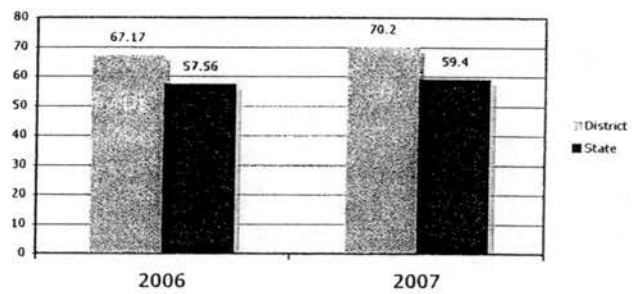
MCA II Proficiency Grade 6 Mathematics



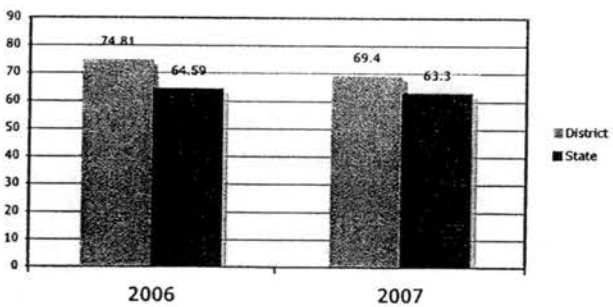
MCA Proficiency Grade 7 Reading



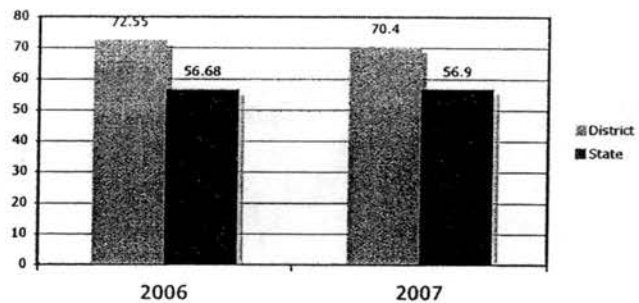
MCA II Proficiency Grade 7 Mathematics



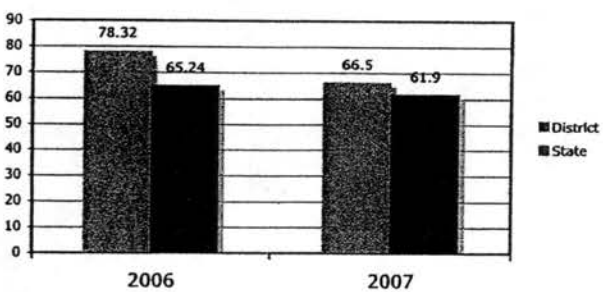
MCA II Proficiency Grade 8 Reading



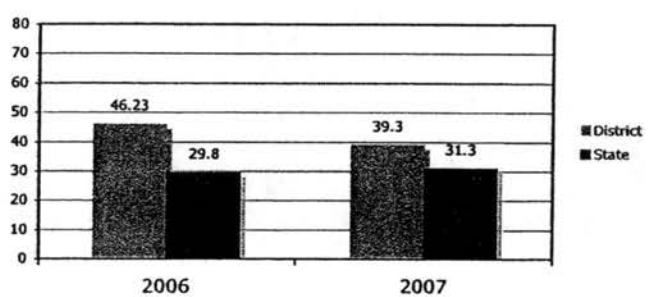
MCA II Proficiency Grade 8 Mathematics



MCA II Proficiency Grade 10 Reading



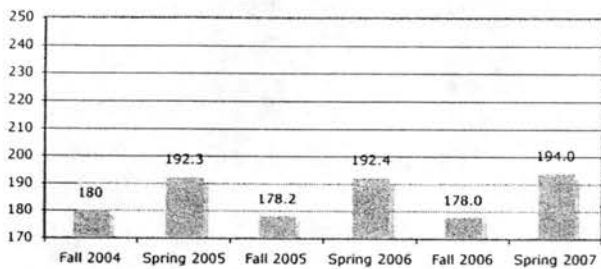
MCA II Proficiency Grade 11 Mathematics



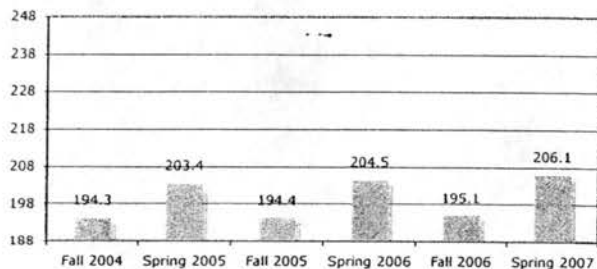
Moorhead District Achievements

2. Measures of Academic Progress (MAP) NWEA Grade Level Mean RIT

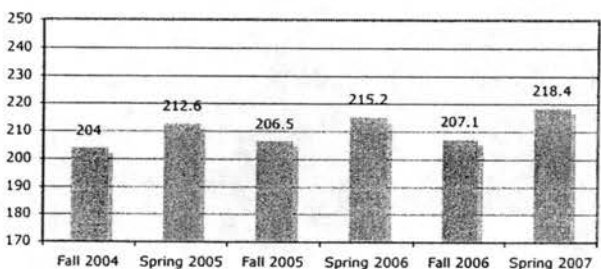
Grade 2 Mathematics



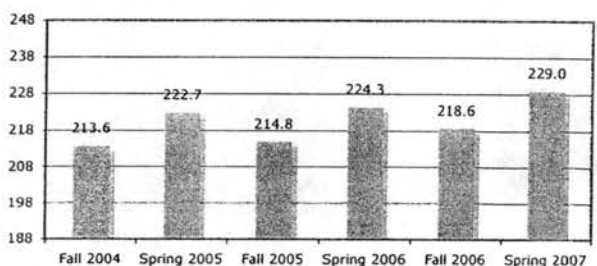
Grade 3 Mathematics



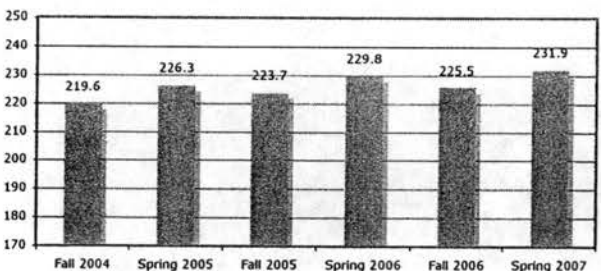
Grade 4 Mathematics



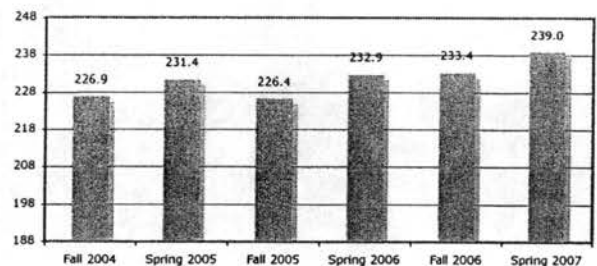
Grade 5 Mathematics



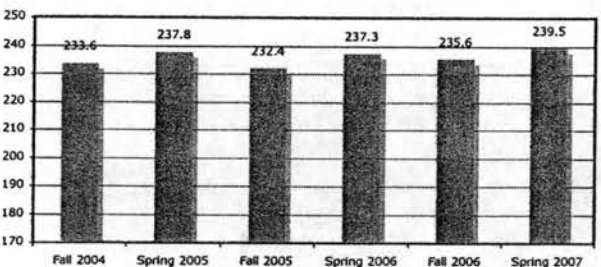
Grade 6 Mathematics



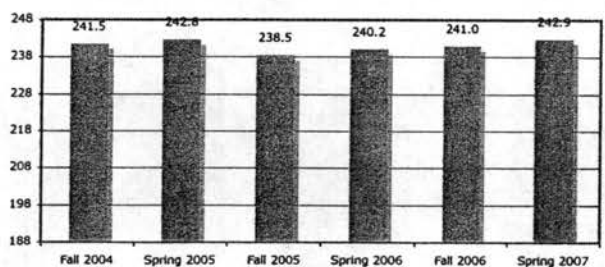
Grade 7 Mathematics



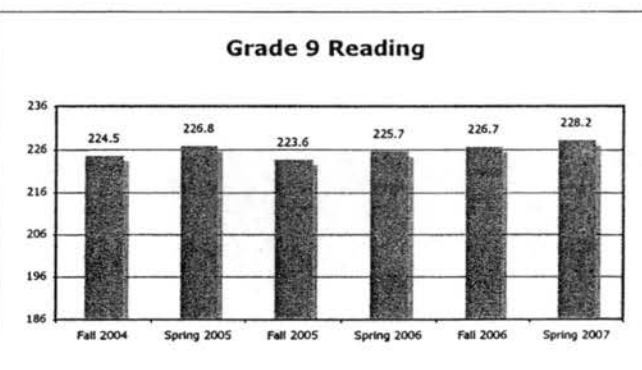
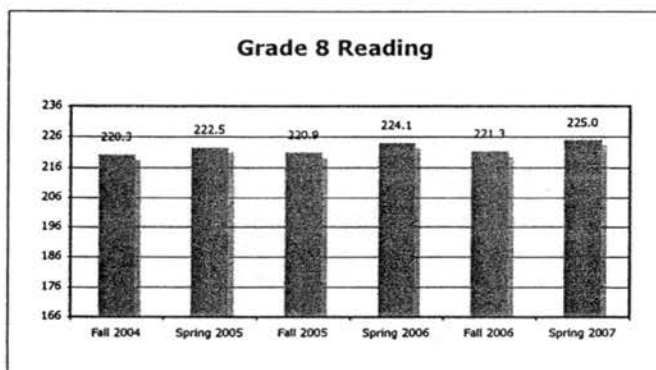
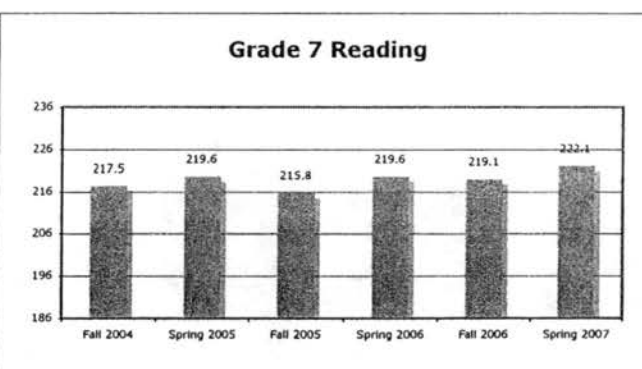
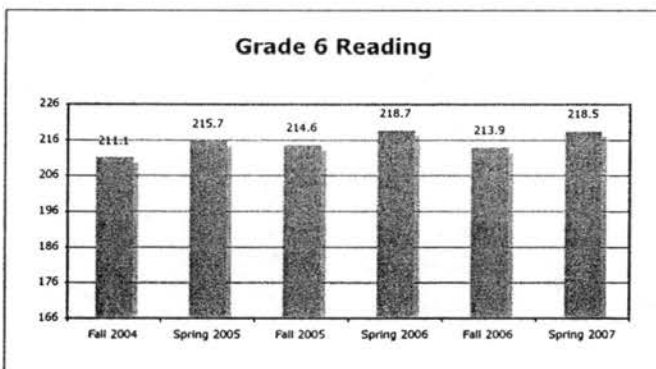
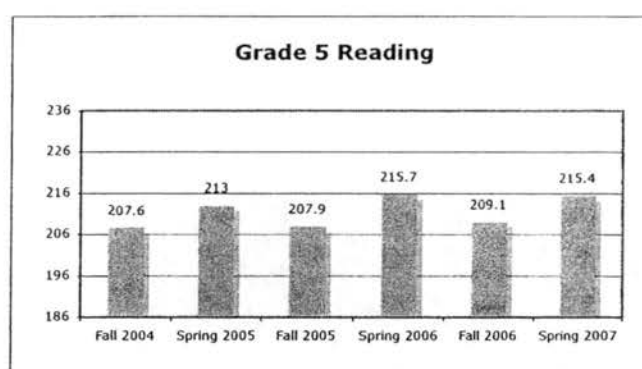
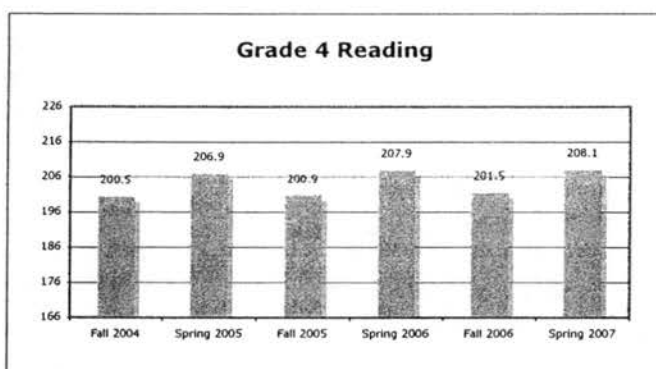
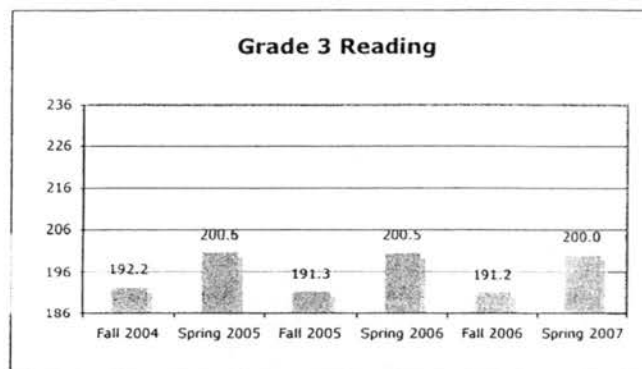
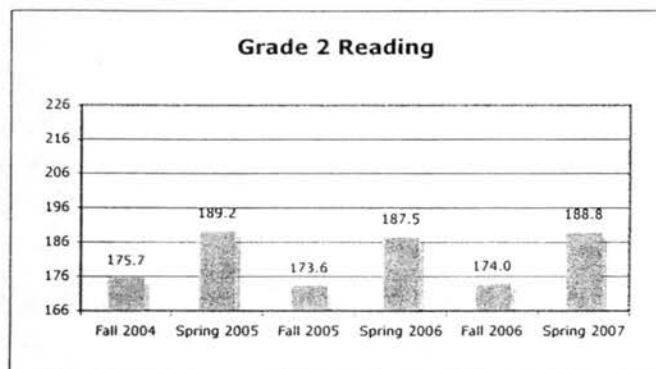
Grade 8 Mathematics



Grade 9 Mathematics



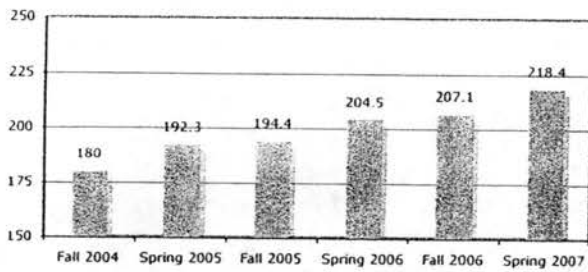
2. Measures of Academic Progress (MAP) NWEA Grade Level Mean RIT



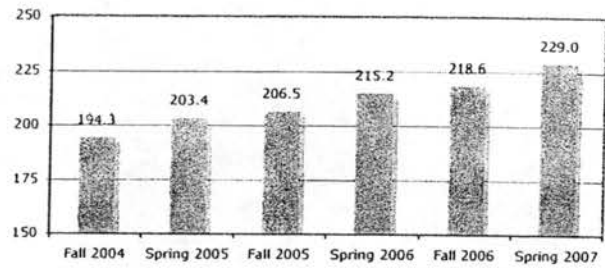
Moorhead District Achievements

2. Measures of Academic Progress (MAP) Cohort Progression

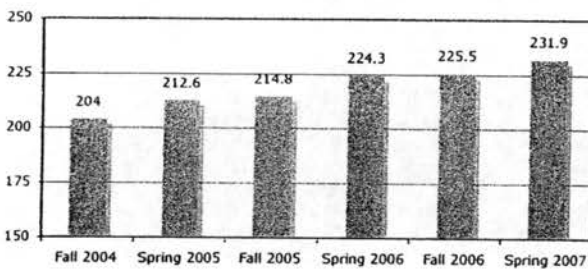
Mathematics-Graduating Class of 2015



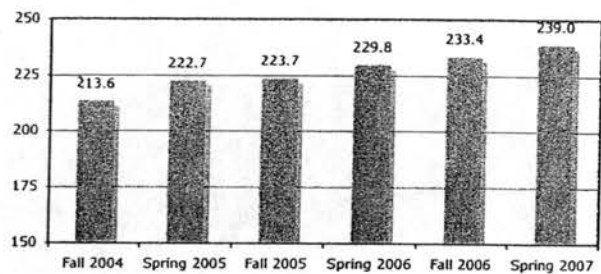
Mathematics-Graduating Class of 2014



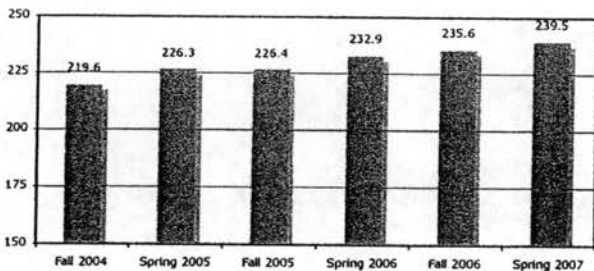
Mathematics-Graduating Class of 2013



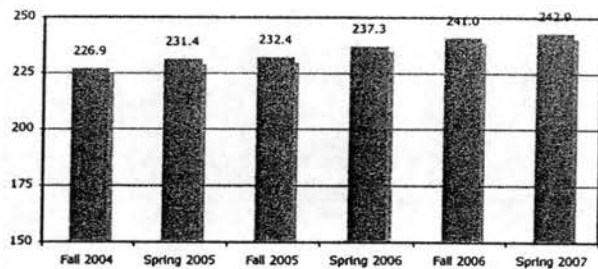
Mathematics-Graduating Class of 2012



Mathematics-Graduating Class of 2011



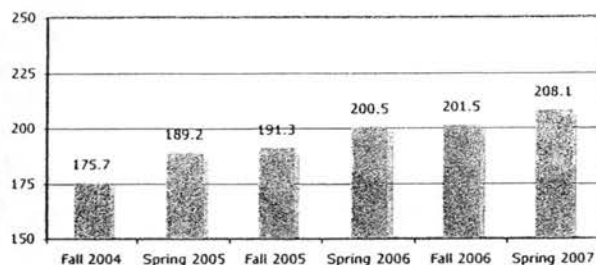
Mathematics-Graduating Class of 2010



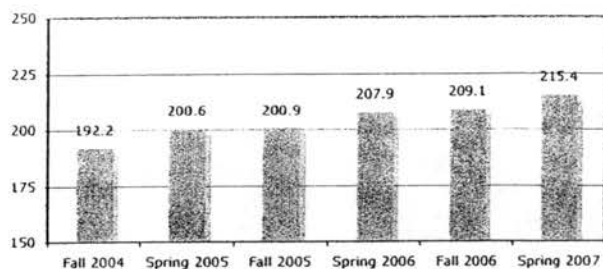
Moorhead District Achievements

2. Measures of Academic Progress (MAP) Cohort Progression

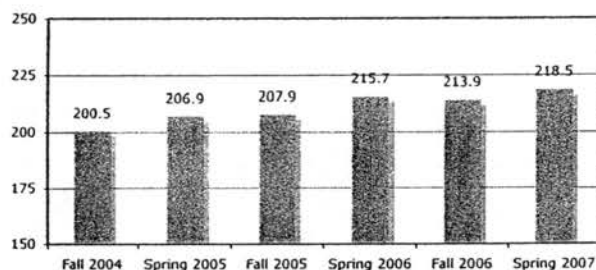
Reading-Graduating Class of 2015



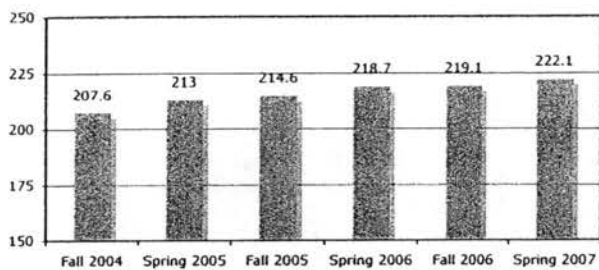
Reading-Graduating Class of 2014



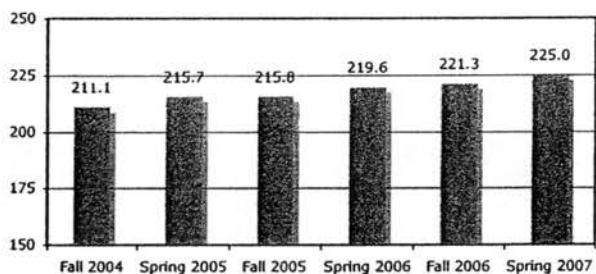
Reading-Graduating Class of 2013



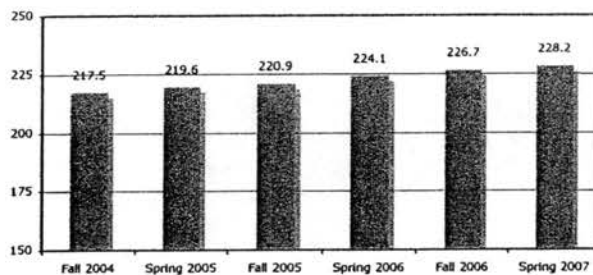
Reading-Graduating Class of 2012



Reading-Graduating Class of 2011



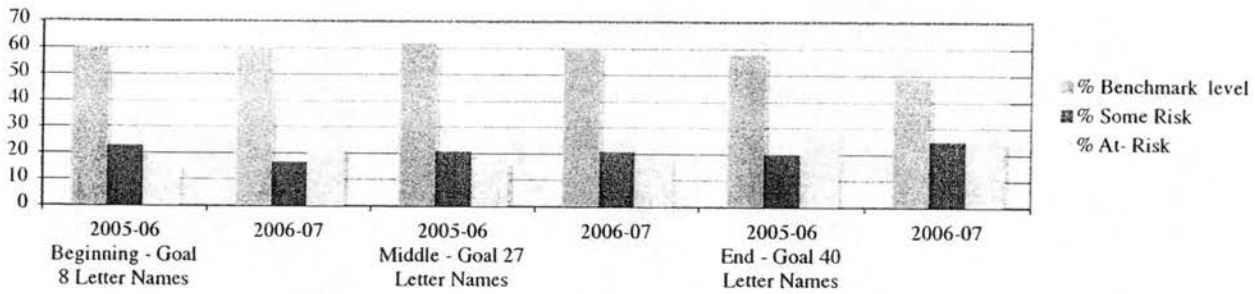
Reading-Graduating Class of 2010



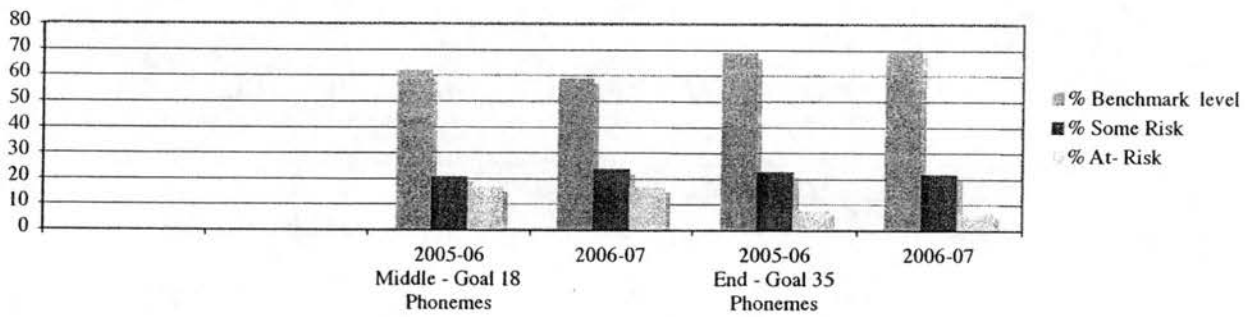
Moorhead Area Elementary Schools

3. Dynamic Indicators of Basic Early Literacy Skills - DIBELS

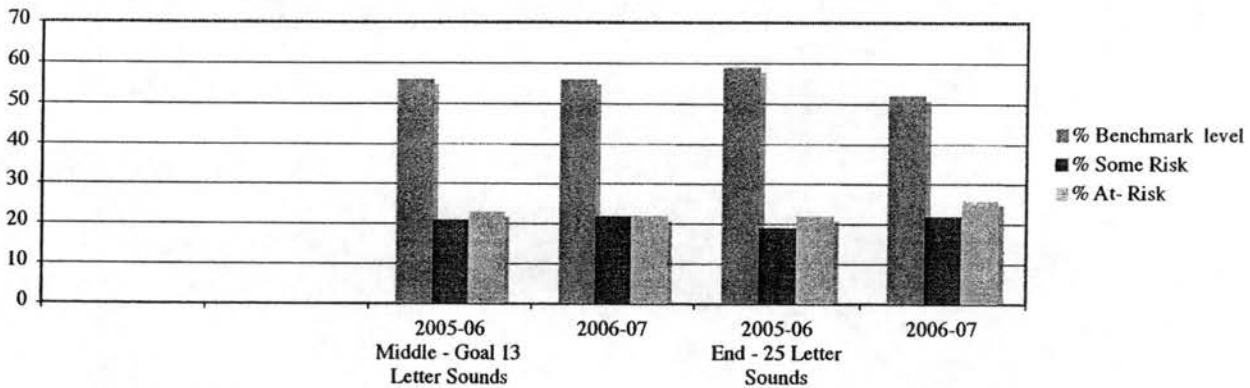
DIBELS - Letter Naming Fluency - Kindergarten



DIBELS - Phoneme Segmentation Fluency - Kindergarten

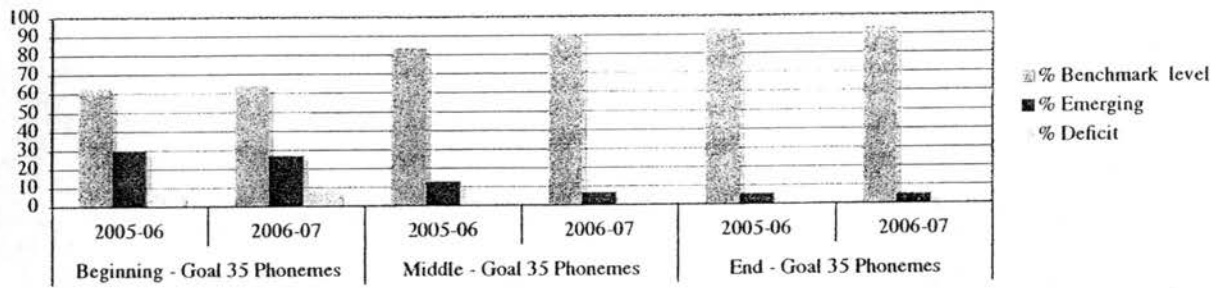


DIBELS - Nonsense Word Fluency - Kindergarten

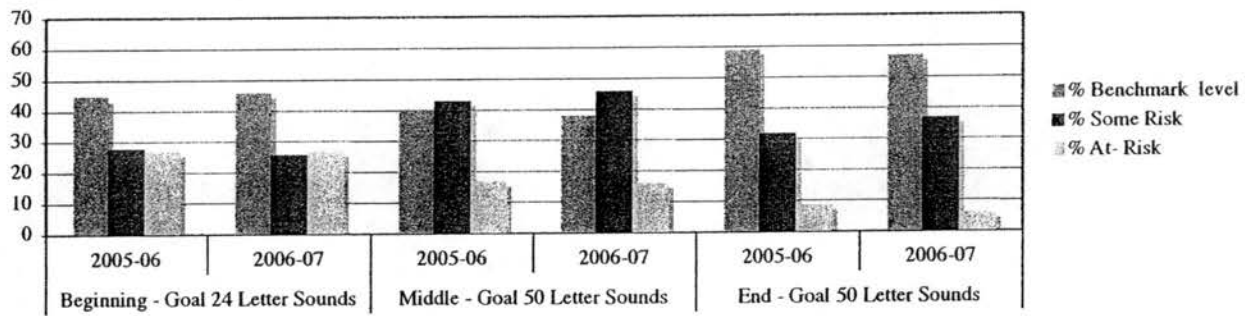


Moorhead Area Elementary Schools

DIBELS - Phoneme Segmentation Fluency - Grade 1



DIBELS - Nonsense Word Fluency - Grade 1



Moorhead District Building

1. Teaching Staff

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
				*	
BA	76	59	48	52	44
BA+10				31	33
BA+15	27	29	41		
BA+20				19	20
BA+30	16	17	15	46	43
BA+40				2	1
BA+45	48	41	46		
BA+50				3	3
BA+60	6	3	2		
BA+70				23	17
BA+75	3	3	3		
BA+90	2	2	1		
BA+105	30	28	27		
MA	27	26	34	34	37
MA+10				42	37
MA+15	28	36	45		
MA+20				33	26
MA+30	25	23	29	122	128
MA+45	98	99	108		
0 to 5 years	153	173	102	87	103
6 to 10 years	96	112	93	84	72
11 to 20 years	129	136	150	173	155
More than 20 years	72	76	54	64	59
Average years experience	12 yrs.	11 yrs.	12 yrs.	13 yrs.	12 yrs.

2. Teacher Attendance

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Total Teaching Staff	419	394	399	407	408
Days of Sick Leave	1954	2775	2915.5	2851	2551
Days of Personal Leave	545	719.5	680.5	664	688
Days of Emergency Leave	194	218	223.5	285	274
Days of Athletic Leave	266	272	250.23	289	280
Days of Deduct	153	108	155.5	165	234
Days of Civic Leave	32.5	46.5	23	10.5	20
Days of Association Leave	26	17	30.5	9.5	27
Days of Conference Leave	947.5	875	760.5	1161	1118
Days of Workers Comp Leave	11.5	0	0	0	0
Days of Misc Leave	143.5	200	99	189	48.5
Days of Childstudy/IEP	9	2.5	8.5	7.5	13
TOTAL	4282	5233.5	5146.75	5631.5	5253.5
Average Days Absent	10.22	13.28	12.9	13.84	12.88



Moorhead Area Public Schools

Elementary Data

2004-05 through 2006-07

Moorhead Elementary Demographic Definitions

1. Attendance Rate

The number represents the proportion of days that students were in attendance throughout the year. The formula for attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM).

2. Average Daily Attendance (ADA)

The Average Daily Attendance (ADA) is the average student attendance over the year.

3. Average Daily Membership (ADM)

The ADM is the average number of students enrolled over the course of the year. Average Daily Membership (ADM) is calculated based on the year-end data reported by the school district through the Minnesota Automated Reporting Student System (MARSS).

4. Detention

A teacher, principal, or designee may keep a student after school for correction of a violation, including tardiness to class. The number reflects detentions that go through the Principal's office and does not include recess detentions. The information is collected from the principal in each school.

5. English Language Learners (ELL)

The data reflects the number of children who are English Language Learners (ELL) or who are Limited English Proficient (LEP), including immigrant children and youth. The program is also known as English as a Second Language (ESL).

6. Enrollment as of October 1

The number reflects the actual count of students enrolled on October 1 of the school year.

7. Ethnicity

The number of students and percentage of students listed by federal ethnic group categories as of October 1.

8. Free and Reduced Lunch Program (FRP)

The data includes the number of students who are receiving free and reduced lunch. The proportion of students approved for free and reduced lunch will be reflected in the number.

9. Home Language

The number is self-reported as the language primarily used at home. Data reflects the number of students enrolled over the course of the year. The information is collected from the End of Year MARSS report.

10. Mobility

The number is given as it relates to those students who transferred from the building during the school year and number of students who entered the building during the school year. This data includes transfers within the district, those within the state and transfers from another state. The mobility will not reflect changes occurring from one school year to the next year based on natural progression from one building to the next. The information is collected through MARSS.

11. Retention in Grade

Retention of students is an option for students at any grade level who, after intensive interventions, are performing below expectations for the grade level. The decision to retain is made with teacher, parent and administrative recommendation. The information is provided by the principal.

12. Special Education Status

The number of resident students in the district, based on October enrollment receiving special education services listed by primary disability. The number does not include out-of-district students receiving special education services in Moorhead Schools. The information is collected through the Learner Support Services Office and MARSS.

13. Student Discipline Reports:

Alcohol

The possession, use or being under the influence of any alcoholic product while on the school grounds or at school-sponsored activities. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Assault

Threatens bodily harm or death to another without material physical contact. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Fighting

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." The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Harassment

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. . The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Other Drug Use

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 activities. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Tobacco

The use or possession 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.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Vandalism (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

Weapons

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; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

Weapons can also be 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.

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.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

14. Suspensions

Out of school suspension is an action taken by the school administration prohibiting a pupil from attending school for a period of time no more than ten consecutive schools days.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

15. Suspension-Bus

An action taken by the administration in a school to prohibit a student from riding the bus for a time period. The information is collected from the principal in each school.

16. Unexcused Absences

The numbers are collected from the student management reporting system, PowerSchool.

The following are examples of absences which will not be excused:

- 1) Truancy. An absence by a student that was not approved by the parent and/or the school district.
- 2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- 3) Work at home, including babysitting or running errands.
- 4) Work at a business, except under a school-sponsored work release program.
- 5) Absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).
- 6) Missing the bus, car trouble, oversleeping need for extra sleep, hair appointments, shopping, visiting friends, job interview, not returning to school following noon hour, leaving school ill without checking out with the health office, falsifying notes or explanations for absence, etc.

Moorhead Elementary Achievement Definitions

1. Minnesota Comprehensive Assessments (MCA-II)

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

There are four achievement levels for the MCA-II's:

- Exceeds the Standards (E)
- Meets the Standards (M)
- Partially Meets the Standards (P)
- Does Not Meet the Standards (D)

2. Measures of Academic Progress (MAP)

The MAP assessment is a computerized, adaptive test that measures student achievement. Moorhead Area Public Schools use state-aligned MAP tests in reading and mathematics.

MAP tests provide results that can be used to:

- Identify the skills and concepts individual students have learned
- Diagnose instructional needs
- Monitor academic growth over time
- Make data-driven decisions at the classroom, school, and district levels
- Place new students in appropriate instructional programs

RIT Scale

The scale used in the MAP assessment is divided into equal parts, like centimeters on a ruler. These parts are called RIT, which is short for Rasch Unit (after Danish Statistician Georg Rasch).

Because the tests are adaptive and the test items displayed are based on student performance, not age or grade, a score means the same thing. For example, a third grader who received a score of 210 and a fourth grader who received a score of 210 are learning at the same level. This allows growth to be measured.

The RIT scale is infinite, but most student scores fall between the values of 140 and 300. Like meters or pounds, the scale is equal-interval, meaning that the distance between 170 and 182 is the same as the distance between 240 and 252. This allows educators to apply simple mathematical equations to the scores to determine information such as the mean and median scores in a class or grade. Mean is the average.

The mean is the arithmetic average of a group of scores. The mean is sensitive to extreme scores when population samples are small.

The median is the middle score in a list of scores; it is the point at which half the scores are above and half the scores are below.

Normative Growth Data

The grade-level performance can be compared to the performance of students in the same grade from a wide variety of schools throughout the nation. These comparisons offer an indication of what might be considered typical performance and growth for students at each grade. These comparisons offer an indication of what might be considered typical performance and growth for students at each grade level.

Moorhead Elementary Building Definitions

Teaching Staff

The number reflects the number of teaching staff at the end of the year. The information is disaggregated by degrees and years experience. The data is provided by the Human Resources Office and the Staff Automated Report (STAR).

* 2005-2006 School year reflected a change in salary lane change from a quarter to a semester basis. In making this change, there was a need to list equivalent salary lanes to avoid confusion. The conversion chart lists the salary lane under the old quarter system to its equivalent salary lane under the new semester system:

BA	Equals	BA
BA+15	Equals	BA+10
BA+30	Equals	BA+20
BA+45	Equals	BA+30
BA+60	Equals	BA+40
BA+75	Equals	BA+50
BA+90	Equals	BA+60
BA+105	Equals	BA+70
MA	Equals	MA
MA+15	Equals	MA+10
MA+30	Equals	MA+20
MA+45	Equals	MA+30

Heat and Electricity per square foot

The number reflects the cost of heating and electricity for the building. The cost per square foot of the building is obtained by dividing by the total cost by the total square footage. The information is provided from the maintenance office.



Moorhead Area Public Schools

Robert Asp

2004-05 through 2006-07

Robert Asp Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1. Attendance Rate	96.75%	95.9%	94.84%
2. Average Daily Attendance (ADA)	654	690	716
3. Average Daily Membership (ADM)	676	714	755
4. Detention	0	4	0
5. English Language Learners (ELL)	97	61	69
6. Enrollment as of October 1			
Kindergarten	111	131	137
Grade 1	103	122	137
Grade 2	125	106	122
Grade 3	111	126	106
Grade 4	133	112	135
Grade 5	114	123	121
Self Contained	0	0	0
Total	697	720	758
7. Ethnicity	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	19 2.7%	14 2.0%	21 2.7%
Asian	13 1.9%	20 2.8%	16 2.1%
Hispanic	116 16.8%	97 13.5%	109 14.4%
Black	17 2.4%	26 3.6%	24 3.2%
White	531 76.3%	559 78.1%	588 77.6%
Percent Minority	23.7%	21.9%	22.4%
8. Free and Reduced Lunch Program	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Free	201	231	234
Reduced	44	48	67
% of Free & Reduced	35%	39%	39.7%

Robert Asp Elementary School

9. Home Language	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Afrikaans	0	2	0
Albanian	6	5	5
Arabic	1	0	0
Cambodian	0	1	1
Cebuano	0	1	1
Dakotah	0	0	0
English	625	665	669
Hawaiian	0	0	0
Hindi	0	0	0
Japanese	0	0	0
Korean	0	0	0
Kurdish	21	15	20
Mongolian	0	0	0
Russian	0	0	0
Serbo-Croatian	4	7	7
Somali	0	0	0
Spanish	96	86	86
Vietnamese	12	13	12
10. Mobility			
Transfers Into Building	86	72	57
Transfers Out of Building	67	50	51
11. Retention			
Kindergarten	4	3	2
Grade 1	4	2	4
Grade 2	0	1	2
Grade 3	0	0	0
Grade 4	2	0	1
Grade 5	0	0	0
12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	40	31	34
DCD Moderate	3	6	13
DCD Severe	1	0	0
Physically Impaired	5	6	5
Deaf/Hard of Hearing	2	2	3
Visual Impairment	0	0	1
Specific Learning Disability	17	13	19
Behavioral Disorders	7	7	13
Deaf-Blind	0	0	0
Other Health Impaired	21	17	11
Autistic	5	6	7
Development Delay	10	19	13
Traumatic Brain Injury	1	0	1
Severely Multiple Impaired	0	0	1
Total Disabilities Served	112	107	121

Robert Asp Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
13. Student Discipline Reports			
Alcohol	0	0	0
Assaults	1	3	3
Bullying	0	0	0
Disorderly Conduct	0	0	1
Fighting	0	0	2
Harassment	0	0	0
Other drug use	0	0	0
Theft	0	0	0
Threat/Intimidation	0	0	0
Tobacco	0	0	0
Vandalism to Property	0	1	0
Verbal Abuse	0	0	0
Weapons	1	0	3
 14. Suspensions	 2	 0	 5
 15. Suspension: Bus	 1	 2	 1
 16. Unexcused Absences			
0 Absences	235 34.61%	458 60.5%	305 40.4%
1 to 5 Absences	293 43.15%	192 25.4%	305 40.4%
6 to 10 Absences	62 9.13%	5 6.8%	64 8.5%
11 to 15 Absences	41 6.04%	32 4.3%	19 2.6%
16 to 20 Absences	27 3.98%	7 1.0%	28 3.7%
21 or More Absences	21 3.09%	17 2.3%	35 4.7%

Robert Asp Elementary School

1. MCA-II Proficiency

2007 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3 Reading						
Proficient	79.9	72.9	82.5	77.1	81.6	79.6
Not Proficient	20.2	27.2	17.5	22.8	18.4	20.5
Grade 3 Mathematics						
Proficient	71.2	69.6	74.1	72.6	77.9	76.4
Not Proficient	28.8	30.4	25.9	27.5	22.1	23.6

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4 Reading						
Proficient	75.9	69.3	81.7	75.0	76.7	71.4
Not Proficient	24.1	30.7	18.3	25.0	23.3	28.5
Grade 4 Mathematics						
Proficient	57.4	65.1	68.5	67.9	69.0	68.2
Not Proficient	42.6	34.9	31.5	32.1	31.0	31.9

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5 Reading						
Proficient	76.7	73.7	78.2	79.4	76.9	73.2
Not Proficient	23.3	26.2	21.8	20.6	23.1	26.8
Grade 5 Mathematics						
Proficient	60.3	56.0	58.7	63.3	58.9	60.9
Not Proficient	39.7	44.1	41.3	36.6	41.1	39.1

Robert Asp Elementary School

1. MCA-II Achievement Levels

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3 Reading						
Exceeds Stds	50.0	37.9	54.6	44.1	55.1	48.9
Meets Stds	29.8	35.0	27.9	32.9	26.5	30.7
Partially Meets	13.2	12.6	10.4	10.4	9.4	9.3
Does Not Meet	7.0	14.6	7.1	12.4	9.0	11.2
Grade 3 Mathematics						
Exceeds Stds	28.8	24.5	27.6	24.2	31.3	32.5
Meets Stds	42.4	45.1	46.6	48.4	46.5	43.9
Partially Meets	22.4	19.6	19.3	19.0	16.6	16.8
Does Not Meet	6.4	10.8	6.6	8.5	5.5	6.8

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4 Reading						
Exceeds Stds	40.7	40.2	44.9	39.1	42.3	38.2
Meets Stds	35.2	29.1	36.8	35.9	34.4	33.2
Partially Meets	13.9	20.5	11.1	17.4	13.8	16.4
Does Not Meet	10.2	10.2	7.2	7.6	9.5	12.1
Grade 4 Mathematics						
Exceeds Stds	18.3	30.2	20.5	27.1	26.7	29.8
Meets Stds	39.1	34.9	48.0	40.8	42.3	38.4
Partially Meets	28.7	26.2	21.6	23.3	19.3	20.4
Does Not Meet	13.9	8.7	9.8	8.8	11.7	11.5

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5 Reading						
Exceeds Stds	41.7	33.9	43.3	36.8	35.4	33.0
Meets Stds	35.0	39.8	35.0	42.6	41.5	40.2
Partially Meets	14.2	20.3	15.6	14.2	15.0	15.5
Does Not Meet	9.2	5.9	6.2	6.4	8.0	11.3
Grade 5 Mathematics						
Exceeds Stds	19.8	26.3	22.9	29.7	22.2	27.6
Meets Stds	40.5	29.7	35.6	33.6	36.8	33.3
Partially Meets	17.5	26.3	24.2	21.9	23.1	21.6
Does Not Meet	22.2	17.8	17.1	14.7	18.0	17.5

Robert Asp Elementary School

2. Measures of Academic Progress (MAP)

Robert Asp Reading	Fall 2005 Mean RIT	Fall 2006 Mean RIT	Spring 2006 Mean RIT	Spring 2007 Mean RIT	2005-06 Mean Growth	2006-07 Mean Growth
Grade 2	171.7	172.3	185	188.3	13.3	16
Grade 3	190.4	188.1	200.1	198	9.7	14
Grade 4	199.7	200	206.1	206.6	6.4	6.6
Grade 5	205.1	206	213	212.3	7.9	6.3
 Robert Asp Mathematics	 Fall 2005 Mean RIT	 Fall 2006 Mean RIT	 Spring 2006 Mean RIT	 Spring 2007 Mean RIT	 2005-06 Mean Growth	 2006-07 Mean Growth
Grade 2	176.8	175.5	190.3	192.1	13.5	16.6
Grade 3	193.8	192.7	203.9	205.1	10.1	12.4
Grade 4	204.6	205	213.2	217	8.6	12
Grade 5	212.6	217.3	222.2	226.7	9.6	9.4

Robert Asp Elementary School

Teaching Staff	*		
	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
BA	4	6	7
BA+10		3	3
BA+15	3		
BA+20		4	2
BA+30	4	3	5
BA+40			
BA+45	4		
BA+50		1	1
BA+60	0		
BA+70		9	7
BA+75	1		
BA+90	0		
BA+105	11		
MA	2	2	3
MA+10		7	4
MA+15	7		
MA+20		4	5
MA+30	4	16	19
MA+45	12		
0 to 5 years	13	12	11
6 to 10 years	13	8	11
11 to 20 years	14	28	21
More than 20 years	12	7	14
Average years experience	14 yrs.	12 yrs.	14 yrs.

**Heat and Electricity Cost
Comparison per square foot**

	<u>2004-05</u>	<u>2005-06</u>	<u>2005-06</u>
Square Foot	98,510	98,510	98,510
Cost for Electricity	\$55,589	\$56,059	\$61,650
Cost per square foot	\$0.56	\$0.57	\$0.63
Square Foot	98,510	98,510	98,510
Cost for Heat	\$48,660	\$40,387	\$52,324
Cost per square foot	\$0.49	\$0.41	\$0.53



Moorhead Area Public Schools

Ellen Hopkins

2004-05 through 2006-07

Ellen Hopkins Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1. Attendance Rate	97.13%	95.9%	95.31%
2. Average Daily Attendance (ADA)	710	721	731
3. Average Daily Membership (ADM)	731	744	767
4. Detention	0	0	0
5. English Language Learners (ELL)	71	59	68
6. Enrollment as of October 1			
Kindergarten	162	112	138
Grade 1	125	151	115
Grade 2	122	125	153
Grade 3	121	122	119
Grade 4	121	121	123
Grade 5	97	118	116
Self Contained	3	3	3
Total	751	752	767
7. Ethnicity	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	28 3.7%	36 4.8%	29 3.8%
Asian	17 2.3%	13 1.7%	10 1.3%
Hispanic	74 9.8%	65 8.7%	71 9.3%
Black	24 3.2%	19 2.5%	23 3.0%
White	611 81.0%	616 82.2%	634 82.7%
Percent Minority	19.0%	17.8%	17.3%
8. Free and Reduced Lunch Program	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Free	155	206	221
Reduced	40	44	48
% of Free & Reduced	26%	33%	35.1%

9. Home Language	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Afrikaans	0	0	0
Albanian	3	9	10
Arabic	0	1	1
Cambodian	0	0	0
Cutchi	0	0	0
Dakotah	0	2	1
English	715	702	724
Hawaiian	2	2	1
Hindi	1	2	0
Japanese	0	0	0
Korean	0	0	1
Kurdish	9	13	12
Mongolian	0	1	0
Russian	0	0	1
Serbo-Croatian	5	7	8
Somali	4	0	0
Spanish	64	48	51
Vietnamese	8	5	5
10. Mobility			
Transfers Into Building	79	46	78
Transfers Out of Building	69	34	45
11. Retention			
Kindergarten	3	2	3
Grade 1	0	1	0
Grade 2	1	1	1
Grade 3	0	0	0
Grade 4	1	0	0
Grade 5	0	0	0
12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	44	33	46
DCD Moderate	5	0	4
DCD Severe	0	1	0
Physically Impaired	1	5	5
Deaf/Hard of Hearing	2	2	1
Visual Impairment	0	0	0
Specific Learning Disability	17	13	8
Behavioral Disorders	12	9	12
Deaf-Blind	0	0	0
Other Health Impaired	21	19	24
Autistic	8	7	7
Development Delay	14	9	10
Traumatic Brain Injury	0	0	0
Severely Multiple Impaired	0	0	0
Total Disabilities Served	124	98	117

Ellen Hopkins Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
13. Student Discipline Reports			
Alcohol	0	0	0
Assault	0	0	2
Bullying	0	0	0
Disorderly Conduct	0	0	3
Fighting	0	0	8
Harassment	0	0	0
Other drug use	0	0	0
Theft	0	2	0
Threat/Intimidation	0	0	0
Tobacco	0	0	0
Vandalism/Property Related	0	0	2
Verbal Abuse	0	0	0
Weapon	0	0	1
14. Suspensions	0	0	1
15. Suspension: Bus	2	5	2
16. Unexcused Absences			
0 Absences	270 36.64%	457 58.9%	329 43.0%
1 to 5 Absences	303 41.11%	217 28.0%	271 35.5%
6 to 10 Absences	71 9.63%	46 6.0%	70 9.2%
11 to 15 Absences	28 3.80%	24 3.1%	40 5.3%
16 to 20 Absences	24 3.26%	20 2.6%	22 2.9%
21 or More Absences	41 5.56%	13 1.7%	32 4.2%

Ellen Hopkins Elementary School

1. MCA-II Proficiency

2007 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3 Reading						
Proficient	86.5	78.0	82.5	77.1	81.6	79.6
Not Proficient	13.5	21.9	17.5	22.8	18.4	20.5
Grade 3 Mathematics						
Proficient	75.8	69.9	74.1	72.6	77.9	76.4
Not Proficient	24.2	30.0	25.9	27.5	22.1	23.6

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4 Reading						
Proficient	83.2	72.4	81.7	75.0	76.7	71.4
Not Proficient	16.8	27.3	18.3	25.0	23.3	28.5
Grade 4 Mathematics						
Proficient	73.3	59.7	68.5	67.9	69.0	68.2
Not Proficient	26.7	40.4	31.5	32.1	31.0	31.9

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5 Reading						
Proficient	73.5	79.8	78.2	79.4	76.9	73.2
Not Proficient	16.5	20.1	21.8	20.6	23.1	26.8
Grade 5 Mathematics						
Proficient	55.5	61.7	58.7	63.3	58.9	60.9
Not Proficient	44.5	38.2	41.3	36.6	41.1	39.1

Ellen Hopkins Elementary School

1. MCA-II Achievement Levels

Grade 3	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Exceeds Stds	55.9	44.7	54.6	44.1	55.1	48.9
Meets Stds	30.6	33.3	27.9	32.9	26.5	30.7
Partially Meets	7.2	9.6	10.4	10.4	9.4	9.3
Does Not Meet	6.3	12.3	7.1	12.4	9.0	11.2
Grade 3						
Mathematics						
Exceeds Stds	27.4	22.1	27.6	24.2	31.3	32.5
Meets Stds	49.4	47.8	46.6	48.4	46.5	43.9
Partially Meets	17.7	21.2	19.3	19.0	16.6	16.8
Does Not Meet	6.5	8.8	6.6	8.5	5.5	6.8

Grade 4	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Exceeds Stds	49.6	32.2	44.9	39.1	42.3	38.2
Meets Stds	33.6	40.5	36.8	35.9	34.4	33.2
Partially Meets	10.6	18.2	11.1	17.4	13.8	16.4
Does Not Meet	6.2	9.1	7.2	7.6	9.5	12.1
Grade 4						
Mathematics						
Exceeds Stds	27.5	16.8	20.5	27.1	26.7	29.8
Meets Stds	45.8	42.9	48.0	40.8	42.3	38.4
Partially Meets	18.3	26.1	21.6	23.3	19.3	20.4
Does Not Meet	8.3	14.3	9.8	8.8	11.7	11.5

Grade 5	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Exceeds Stds	46.1	44.7	43.3	36.8	35.4	33.0
Meets Stds	37.4	35.1	35.0	42.6	41.5	40.2
Partially Meets	9.6	10.5	15.6	14.2	15.0	15.5
Does Not Meet	7.0	9.6	6.2	6.4	8.0	11.3
Grade 5						
Mathematics						
Exceeds Stds	25.2	33.9	22.9	29.7	22.2	27.6
Meets Stds	30.3	27.8	35.6	33.6	36.8	33.3
Partially Meets	29.4	19.1	24.2	21.9	23.1	21.6
Does Not Meet	15.1	19.1	17.1	14.7	18.0	17.5

Ellen Hopkins Elementary School

2. Measures of Academic Progress (MAP)

Ellen Hopkins	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Reading	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	173.9	170.5	186.9	185.8	14	15.2
Grade 3	191.4	193.2	201.1	201.2	9.7	8
Grade 4	202.4	200.5	208.6	207.9	6.2	7.4
Grade 5	209.4	211.2	216	217.3	6.6	6.1
Ellen Hopkins	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Mathematics	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	179	176.6	192.7	192.3	13.7	15.7
Grade 3	194.8	196.4	205.2	207.3	10.4	12.4
Grade 4	208.3	206.2	216	216.5	7.7	10.3
Grade 5	215.4	221.1	224.6	230	9.2	8.9

Ellen Hopkins Elementary School

Teaching Staff	*		
	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
BA	11	17	14
BA+10		2	5
BA+15	7		
BA+20		5	4
BA+30	2	6	5
BA+40		1	
BA+45	8		
BA+50			1
BA+60	1		
BA+70		1	1
BA+75	0		
BA+90	0		
BA+105	2		
MA	7	8	8
MA+10		4	5
MA+15	2		
MA+20		1	1
MA+30	3	14	14
MA+45	14		
0 to 5 years	16	13	17
6 to 10 years	12	8	12
11 to 20 years	25	24	24
More than 20 years	4	14	5
Average years experience	11 yrs.	14.5 yrs.	13 yrs.

**Heat and Electricity Cost
Comparison per square foot**

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Square Foot	111,005	111,005	111,005
Cost for Electricity	\$62,622	\$64,774	\$69,980
Cost per square foot	\$0.56	\$0.58	\$0.63
Square Foot	111,005	111,005	111,005
Cost for Heat	\$51,893	\$44,185	\$58,504
Cost per square foot	\$0.47	\$0.40	\$0.53



Moorhead Area Public Schools

SG Reinertsen

2004-05 through 2006-07

SG Reinertsen Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1. Attendance Rate	97.45%	96.6%	95.80%
2. Average Daily Attendance (ADA)	725	768	775
3. Average Daily Membership (ADM)	744	784	809
4. Detention	0	0	0
5. English Language Learners (ELL)	47	41	40
6. Enrollment as of October 1			
Kindergarten	126	138	147
Grade 1	124	142	147
Grade 2	114	126	136
Grade 3	125	121	127
Grade 4	135	125	120
Grade 5	127	142	134
Self Contained	2	1	0
Total	753	795	811
7. Ethnicity	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	18 2.4%	19 2.4%	27 3.3%
Asian	10 1.3%	8 1.0%	11 1.4%
Hispanic	31 4.1%	40 5.0%	40 4.9%
Black	26 3.4%	27 3.4%	41 5.1%
White	673 88.8%	706 88.2%	692 85.3%
Percent Minority	11.2%	11.8%	14.7%
8. Free and Reduced Lunch Program	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>2006-07</u>
Free	123	181	179
Reduced	39	31	50
% of Free & Reduced	22%	27%	28.2%

9. Home Language	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Afrikaans	0	0	0
Albanian	2	0	0
Arabic	2	1	1
Chinese	1	1	2
Cutchi	1	2	0
Dakotah	2	0	0
English	725	775	799
Hawaiian	0	0	0
Hindi	0	0	0
Japanese	1	0	0
Korean	2	1	0
Kurdish	29	23	31
Mongolian	0	0	0
Russian	1	1	1
Serbo-Croatian	3	1	3
Somali	2	5	4
Spanish	16	24	18
Vietnamese	0	0	0
10. Mobility			
Transfers Into Building	75	80	105
Transfers Out of Building	38	37	47
11. Retention			
Kindergarten	1	3	4
Grade 1	2	4	1
Grade 2	0	0	0
Grade 3	1	0	1
Grade 4	1	0	1
Grade 5	1	0	0
12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	28	48	44
DCD Moderate	2	6	3
DCD Severe	2	1	1
Physically Impaired	2	2	2
Deaf/Hard of Hearing	2	3	2
Visual Impairment	0	0	0
Specific Learning Disability	19	15	21
Behavioral Disorders	4	8	9
Deaf-Blind	1	1	0
Other Health Impaired	17	16	16
Autistic	17	13	10
Development Delay	12	9	16
Traumatic Brain Injury	0	0	1
Severely Multiple Impaired	0	0	0
Total Disabilities Served	106	122	125

SG Reinertsen Elementary School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
13. Student Discipline Reports			
Alcohol	0	0	0
Assault	0	0	1
Bullying	0	0	0
Disorderly Conduct	0	0	0
Fighting	10	6	2
Harassment	0	0	0
Other drug use	0	0	0
Theft	0	0	0
Threat/Intimidation	0	2	1
Tobacco	0	0	0
Vandalism/Property Related	0	0	0
Verbal Abuse	0	0	0
Weapon	0	0	0
14. Suspensions	0	0	0
15. Suspension: Bus	5	4	8
16. Unexcused Absences			
0 Absences	413 54.99%	595 73.3%	531 65.6%
1 to 5 Absences	262 34.89%	171 21.1%	222 27.4%
6 to 10 Absences	38 5.06%	27 3.4%	39 4.9%
11 to 15 Absences	24 3.20%	12 1.5%	11 1.4%
16 to 20 Absences	9 1.20%	3 0.4%	4 0.5%
21 or More Absences	5 0.67%	4 0.5%	3 0.4%

SG Reinertsen Elementary School

1. MCA-II Proficiency

2007 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 3 Reading						
Proficient	81.3	79.8	82.5	77.1	81.6	79.6
Not Proficient	18.8	20.2	17.5	22.8	18.4	20.5
Grade 3 Mathematics						
Proficient	75.4	77.4	74.1	72.6	77.9	76.4
Not Proficient	24.6	22.7	25.9	27.5	22.1	23.6

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 4 Reading						
Proficient	85.8	83.3	81.7	75.0	76.7	71.4
Not Proficient	14.2	16.6	18.3	25.0	23.3	28.5
Grade 4 Mathematics						
Proficient	74.4	79.2	68.5	67.9	69.0	68.2
Not Proficient	25.6	20.8	31.5	32.1	31.0	31.9

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 5 Reading						
Proficient	75.2	84.3	78.2	79.4	76.9	73.2
Not Proficient	24.8	15.7	21.8	20.6	23.1	26.8
Grade 5 Mathematics						
Proficient	60.0	71.6	58.7	63.3	58.9	60.9
Not Proficient	40.0	28.4	41.3	36.6	41.1	39.1

SG Reinertsen Elementary School

1. MCA-II Achievement Levels

Grade 3	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Exceeds Std's	58.0	48.8	54.6	44.1	55.1	48.9
Meets Std's	23.2	31.0	27.9	32.9	26.5	30.7
Partially Meets	10.7	9.3	10.4	10.4	9.4	9.3
Does Not Meet	8.0	10.9	7.1	12.4	9.0	11.2
Grade 3						
Mathematics						
Exceeds Std's	26.3	25.8	27.6	24.2	31.3	32.5
Meets Std's	49.1	51.6	46.6	48.4	46.5	43.9
Partially Meets	17.5	16.4	19.3	19.0	16.6	16.8
Does Not Meet	7.0	6.3	6.6	8.5	5.5	6.8

Grade 4	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Exceeds Std's	44.3	45.0	44.9	39.1	42.3	38.2
Meets Std's	41.6	38.3	36.8	35.9	34.4	33.2
Partially Meets	8.9	13.3	11.1	17.4	13.8	16.4
Does Not Meet	5.3	3.3	7.2	7.6	9.5	12.1
Grade 4						
Mathematics						
Exceeds Std's	15.7	34.2	20.5	27.1	26.7	29.8
Meets Std's	58.7	45.0	48.0	40.8	42.3	38.4
Partially Meets	18.2	17.5	21.6	23.3	19.3	20.4
Does Not Meet	7.4	3.3	9.8	8.8	11.7	11.5

Grade 5	2006	2007	2006	2007	2006	2007
Reading			District	District	State	State
Exceeds Std's	42.3	32.3	43.3	36.8	35.4	33.0
Meets Std's	32.9	52.0	35.0	42.6	41.5	40.2
Partially Meets	22.0	11.8	15.6	14.2	15.0	15.5
Does Not Meet	2.9	3.9	6.2	6.4	8.0	11.3
Grade 5						
Mathematics						
Exceeds Std's	23.6	29.1	22.9	29.7	22.2	27.6
Meets Std's	36.4	42.5	35.6	33.6	36.8	33.3
Partially Meets	25.8	20.5	24.2	21.9	23.1	21.6
Does Not Meet	14.3	7.9	17.1	14.7	18.0	17.5

SG Reinertsen Elementary School

2. Measures of Academic Progress (MAP)

S.G. Reinertsen	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Reading	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	176.4	179.4	190.4	192.6	14	13.2
Grade 3	193.5	192	202	200.5	8.5	8.5
Grade 4	202	203.9	209	210	7	6.1
Grade 5	210.2	210.1	217.4	216.7	7.2	6.6
S.G. Reinertsen	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06 Mean	2006-07 Mean
Mathematics	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Growth	Growth
Grade 2	179.7	182	193.9	197.8	14.2	15.8
Grade 3	196.1	195.7	205.5	205.8	9.4	10.1
Grade 4	207.3	210.2	216.6	221.8	9.3	11.6
Grade 5	217.1	217.7	226.9	230.3	9.8	12.6

SG Reinertsen Elementary School

Teaching Staff	*		
	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
BA	2	4	5
BA+10		2	2
BA+15	2		
BA+20		2	2
BA+30	2	8	6
BA+40		1	1
BA+45	9		
BA+50		1	
BA+60	1		
BA+70		3	3
BA+75	1		
BA+90	0		
BA+105	4		
MA	5	3	3
MA+10		8	7
MA+15	9		
MA+20		8	7
MA+30	6	18	21
MA+45	15		
0 to 5 years	14	7	14
6 to 10 years	13	15	8
11 to 20 years	23	25	23
More than 20 years	6	11	12
Average years experience	12 yrs.	13.6 yrs.	13 yrs.

**Heat and Electricity Cost
Comparison per square foot**

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Square Foot	103,600	103,600	103,600
Cost for Electricity	\$77,566	\$94,963	\$105,640
Cost per square foot	\$0.75	\$0.92	\$1.02
Square Foot	103,600	103,600	103,600
Cost for Heat	\$53,552	\$49,891	\$62,027
Cost per square foot	\$0.52	\$0.48	\$0.60



*Moorhead Area Public
Schools
Secondary
Data*

2002-03 through 2006-07

Moorhead Secondary Demographic Definitions

1. Attendance Rate

The number represents the proportion of days that students were in attendance throughout the year. The formula for attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM).

2. Average Daily Attendance (ADA)

The Average Daily Attendance (ADA) is the average student attendance over the year.

3. Average Daily Membership (ADM)

The ADM is the average number of students enrolled over the course of the year. Daily Membership (ADM) is calculated based on the year-end data reported by the school district through the Minnesota Automated Reporting Student System (MARSS).

4. Detention

A teacher, principal, or designee may keep a student after school for correction of a violation, including tardiness to class. The information is collected from the principal in each school.

5. Drop Out Rate

The number represents the cumulative dropouts for grades 7-12 reported by the district for the school year. Dropout rates can be calculated by totaling the reported dropouts for that year and dividing by the October 1 enrollment for grades 7-12. This information is a part of the MARSS information.

6. English Language Learners (ELL)

The data reflects the number of children who are English Language Learners (ELL) or who are Limited English Proficient (LEP), including immigrant children and youth. The program is also known as English as a Second Language (ESL).

7. Enrollment as of October 1

The number reflects the actual count of students enrolled on October 1 of the school year.

8. Ethnicity

The number of students and percentage of students listed by federal ethnic group categories as of October 1.

9. Extra Curricular Activities

The data provides information on males and female participates in high school activities. The data is gathered by the activities office.

10. Free and Reduced Lunch Program (FRP)

The data includes the number of students who are receiving free and reduced lunch. The proportion of students approved for free and reduced lunch will be reflected in the number.

11. Home Language

The number is self-reported as the language primarily used at home. Data reflects the number of students enrolled over the course of the year. The information is collected from the End of Year MARSS report.

12. Mobility

The number is given as it relates to those students who transferred from the building during the school year and number of students who entered the building during the school year. This data includes transfers within the district, those within the state and transfers from another state. The mobility will not reflect changes occurring from one school year to the next year based on natural progression from one building to the next. The information is collected through MARSS.

13. Special Education Status

The number of resident students in the district, based on October enrollment receiving special education services listed by primary disability. The number does not include out-of-district students receiving special education services in Moorhead. The number is collected in the Learner Support Services Office and MARSS.

14. Student to Computer Ratio

The average number of students per computer in the school. The information is provided by the technology department.

15. Student Discipline Reports:

Alcohol

The possession, use or being under the influence of any alcoholic product while on the school grounds or at school-sponsored activities. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Assault

Threatens bodily harm or death to another without material physical contact. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Fighting

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." The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Harassment

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. The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Other Drug Use

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 activities.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Tobacco

The use or possession 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.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

Vandalism (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

Weapons

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; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

Weapons can also be 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.

Articles designed for other purposes (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.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

16. Suspensions

Out of school suspension is an action taken by the school administration prohibiting a pupil from attending school for a period of time no more than ten consecutive schools days.

The information is collected from the principal in each school and the Discipline Incident Reporting Summary from the Minnesota Department of Education.

17. Unexcused Absences

The numbers are collected from the student management reporting system, PowerSchool.

The following are examples of absences which will not be excused:

- 1) Truancy. An absence by a student that was not approved by the parent and/or the school district.
- 2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- 3) Work at home, including babysitting or running errands.
- 4) Work at a business, except under a school-sponsored work release program.
- 5) Absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).
- 6) Missing the bus, car trouble, oversleeping need for extra sleep, hair appointments, shopping, visiting friends, job interview, not returning to school following noon hour, leaving school ill without checking out with the health office, falsifying notes or explanations for absence, etc.

Moorhead Secondary Achievement Data Definitions

1. Retention in Grade

Retention of students is an option for students at any grade level who, after intensive interventions, are performing below expectations for the grade level. The decision to retain is made with teacher, parent and administrative recommendation. The information is provided by the principal.

2. Grade Distribution by Ethnicity

The report is generated from the student data management system (PowerSchool) at the end of the year. The data provides information regarding the grades of all students broken into ethnicity categories.

3. Failure Rate

The data is generated from the student data management system (PowerGrade) to provide information on the percentage of student failures in courses. The information is disaggregated into the percentage courses failed by trimester.

4. Minnesota Comprehensive Assessments (MCA-II)

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

There are four achievement levels for the MCA-II's:

- Exceeds the Standards (E)
- Meets the Standards (M)
- Partially Meets the Standards (P)
- Does Not Meet the Standards (D)

5. Measures of Academic Progress (MAP)

The MAP assessment is a computerized, adaptive test that measures student achievement. Moorhead Area Public Schools use state-aligned MAP tests in reading and mathematics.

MAP tests provide results that can be used to:

- Identify the skills and concepts individual students have learned
- Diagnose instructional needs
- Monitor academic growth over time
- Make data-driven decisions at the classroom, school, and district levels
- Place new students in appropriate instructional programs

RIT Scale

The scale used in the MAP assessment is divided into equal parts, like centimeters on a ruler. These parts are called RIT, which is short for Rasch Unit (after Danish Statistician Georg Rasch).

Because the tests are adaptive and the test items displayed are based on student performance, not age or grade, a score means the same thing. For example, a third grader who received a score of 210 and a fourth grader who received a score of 210 are learning at the same level. This allows growth to be measured.

The RIT scale is infinite, but most student scores fall between the values of 140 and 300. Like meters or pounds, the scale is equal-interval, meaning that the distance between 170 and 182 is the same as the distance between 240 and 252. This allows educators to apply simple mathematical equations to the scores to determine information such as the mean and median scores in a class or grade. Mean is the average.

Moorhead High School

Achievement Data Definitions

1. ACT

The ACT is the predominate tests for college admission in the Midwest. The ACT is usually first taken in the spring of the junior year. The ACT is a two hour and 55 minutes multiple-choice tests. The total test is scored on a 0 (low) to 36 (high) basis, and its scores are reported in four categories: English, Reading, Mathematics, and Science Reasoning with a composite average of the four areas. The sub-scores are reported in a range between 1 and 18.

Core Curriculum

Students indicate the courses in which they are enrolled. The test is disaggregated by those students who take the core curriculum.

The core curriculum:

4 units English

3 units Mathematics

3 units Science

3 units Social Studies

All Graduates

The scores are reported for all students taking the ACT test.

This information is a part of the report sent to the district by ACT.

2. Percent of ACT-Tested Students Ready for College-Level Coursework

Only the ACT reports College Readiness Benchmark Scores. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% change of obtaining a B or higher or about a 75% change of obtaining a C or higher in the corresponding credit-bearing college courses. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

<u>College Course/Course Area</u>	<u>ACT Test</u>	<u>Benchmark Score</u>
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

3. Basic Skills Tests

The Basic Skills Tests ensure that all high school graduates have the basic reading, writing and math skills they need to live and work in today's society. Students in grades 9-12 are required to pass these tests in order to graduate from high school.

4. Grade Distribution by Ethnicity

The report is generated from the student data management system (PowerGrade) at the end of the year. The data provides information regarding the grades of all students broken into ethnicity categories.

5. Failure Rate

The data is generated from the student data management system (PowerGrade) to provide information on the percentage of student failures in courses.

6. Post Secondary Options

Information is provided from the counseling department at Moorhead High School regarding the number of students, the classes taken, and grades received as a part of the Post Secondary Options program.

7. Advanced Placement Examinations (AP)

AP is a program of college-level courses and exams that gives high school students the opportunity to receive advanced placement and/or credit in college. Currently 60 percent of the nation's high schools participate in AP. Most of the nation's colleges and universities have an AP policy granting incoming students credit, placement, or both for qualifying AP exams.

Every examination receives an overall grade on a five-point scale:

Examination Grade

Extremely well qualified	5
Well qualified	4
Qualified	3
Possibly qualified	2
No recommendation	1

8. Minnesota Comprehensive Assessments (MCA-II)

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

There are four achievement levels for the MCA-II's:

- Exceeds the Standards (E)
- Meets the Standards (M)
- Partially Meets the Standards (P)
- Does Not Meet the Standards (D)

Moorhead Secondary Building Definitions

Teaching Staff

The number reflects the number of teaching staff at the end of the year. The information is disaggregated by degrees and years experience. The data is provided by the Human Resources Office and the Staff Automated Report (STAR).

* 2005-2006 School year reflected a change in salary lane change from a quarter to a semester basis. In making this change, there was a need to list equivalent salary lanes to avoid confusion. The conversion chart lists the salary lane under the old quarter system to its equivalent salary lane under the new semester system:

BA	Equals	BA
BA+15	Equals	BA+10
BA+30	Equals	BA+20
BA+45	Equals	BA+30
BA+60	Equals	BA+40
BA+75	Equals	BA+50
BA+90	Equals	BA+60
BA+105	Equals	BA+70
MA	Equals	MA
MA+15	Equals	MA+10
MA+30	Equals	MA+20
MA+45	Equals	MA+30

Heat and Electricity per square foot

The number reflects the cost of heating and electricity for the building. The cost per square foot of the building is obtained by dividing by the total cost by the total square footage. The information is provided from the maintenance office.



Moorhead Area Public Schools

Horizon Middle School

2004-05 through 2006-07

Horizon Middle School

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1. Attendance Rate	95.74%	95.2%	95.61%
2. Average Daily Attendance (ADA)	1168	1112	1111
3. Average Daily Membership (ADM)	1220	1168	1162
4. Detention	3419	2361	2820
5. English Language Learners	117	110	107
6. Enrollment as of October 1			
Grade 6	419	353	414
Grade 7	437	418	361
Grade 8	395	422	397
Total	1251	1193	1172
7. Ethnicity	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	41 3.28%	43 3.5%	34 2.9%
Asian	18 1.44%	19 3.5%	28 2.4%
Hispanic	103 8.23%	99 8.2%	92 7.8%
Black	26 2.08%	26 2.1%	29 2.5%
White	1063 84.97%	1025 84.6%	989 84.4%
Percent Minority	15.03%	15.4%	15.6%
8. Extra Curricular Activities	<u>M F</u>	<u>M F</u>	<u>M F</u>
Basketball	73 83	105 74	103 50
Cross Country	13 15	13 15	11 17
Football	111 00	114 00	91 00
Golf	37 07	49 06	68 03
Gymnastics	00 12	00 18	n/a
Tennis	08 31	00 33	00 34
Track	47 60	72 61	58 43
Volleyball	00 107	00 124	00 98
Wrestling	12 00	23 00	13 00

9. Free and Reduced Lunch Program	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Free	301	284	250
Reduced	55	77	85
% of Free & Reduced	28%	30%	28.6%
10. Home Language	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
American Sign Language (ASL)	1	1	1
Albanian	3	2	4
Arabic	4	3	1
Cambodian	0	3	0
Chinese	1	0	1
Chippewa	0	2	1
Cutchi	0	0	2
Dakotah	3	0	1
English	1145	1079	1107
Hawaiian	1	1	2
Hindi	2	2	0
Japanese	0	1	1
Korean	1	2	3
Kurdish	33	32	25
Nepali	0	1	1
Russian	1	1	1
Serbo-Croatian	8	9	11
Somali	1	2	4
Spanish	95	86	71
Swahili	2	1	1
Vietnamese	5	5	13
11. Mobility	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Transfers Into Building	113	115	136
Transfers Out of Building	75	52	52
12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Speech/Language Impaired	25	24	22
DCD Moderate	8	11	8
DCD Severe	6	2	1
Physically Impaired	8	6	4
Deaf/Hard of Hearing	8	6	3
Visual Impairment	2	0	0
Specific Learning Disability	73	65	60
Behavioral Disorders	28	26	24
Deaf-Blind	0	0	0
Other Health Impaired	51	57	54
Autistic	8	10	20
Traumatic Brain Injury Disabled	2	2	2
Severely Multiple Impaired	0	3	1
Total Disabilities Served	219	211	199

Horizon Middle School

13. Student to Computer Ratio	<u>2004-05</u> 3 to 1	<u>2005-06</u> 3 to 1	<u>2006-07</u> 3 to 1
14. Student Discipline Reports	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Alcohol	1	0	0
Assault	7	6	8
Bullying	0	0	2
Disorderly Conduct	15	28	16
Fighting	53	41	39
Harassment	2	0	2
Other drug use	4	6	0
Theft	5	7	1
Threat/Intimidation	0	0	2
Tobacco	1	4	0
Vandalism/Property Related	0	0	0
Verbal Abuse	0	0	1
Weapon	3	6	4
15. Suspensions	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1 Day	53	65	46
2 Days	47	23	29
3 Days	35	23	34
4 Days	5	11	3
5 Days	5	8	10
10 Days	0	0	1
In School	258	35	38
16. Suspensions-Bus	<u>2004-05</u> 6	<u>2005-06</u> 0	<u>2006-07</u> 0
17. Unexcused Absences	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
0 Unexcused Absences	792 65.51%	823 70.9%	684 59.2%
1 to 5 Unexcused Absences	321 26.55%	240 20.7%	337 29.2%
6 to 10 Unexcused Absences	59 4.88%	57 4.9%	74 6.4%
11 to 15 Unexcused Absences	25 2.07%	15 1.3%	28 2.5%
16 to 20 Unexcused Absences	7 0.58%	11 1.0%	16 1.4%
21 or More Unexcused Absences	5 0.41%	15 1.3%	17 1.5%

Horizon Middle School

1. Retention in Grade		2004-05	2005-06	2006-07
Grade 6		2	0	2
Grade 7		1	0	0
Grade 8		0	0	2
Total		3	0	4
2. Grade Distribution				
by Ethnicity		2004-05	2005-06	2006-07
American Indian				
A		158	201	131
		21.79%	26.9%	19.76%
B		215	147	154
		29.66%	19.7%	23.23%
C		137	172	146
		18.90%	23.0%	22.03%
D		80	139	125
		11.03%	18.6%	18.86%
F		127	73	93
		17.52%	9.8%	14.03%
S		8	16	2
		1.10%	2.2%	0.31%
P		0	0	12
				1.81%
Asian				
A		246	297	370
		65.95%	64.71%	58.73%
B		69	82	118
		18.50%	17.87%	18.73%
C		32	47	79
		8.58%	10.24%	12.54%
D		17	23	43
		4.56%	5.01%	6.83%
F		7	9	10
		1.88%	1.96%	1.59%
S		2	1	4
		0.54%	0.22%	0.64%
P		0	0	6
				0.96%
Hispanic				
A		440	498	338
		25.21%	26.5%	21.99%
B		461	541	362
		26.42%	28.7%	23.56%
C		374	402	351
		21.43%	21.4%	22.84%
D		221	246	234
		12.66%	13.1%	15.23%

Horizon Middle School

F	229	127	192
	13.12%	6.8%	12.50%
S	20	16	9
	1.15%	9.0%	0.59%
P		55	51
		3.0%	3.32%
Black			
A	123	188	171
	25.10%	30.1%	30.11%
B	165	141	142
	33.67%	22.6%	25.00%
C	110	141	104
	22.45%	22.6%	18.31%
D	65	82	68
	13.27%	13.2%	11.98%
F	27	58	48
	5.51%	9.3%	8.50%
S	0	1	9
	0.00%	0.2%	1.59%
P		14	26
		2.3%	4.58%
White			
A	11147	13290	2354
	50.03%	56.0%	19.85%
B	5903	5588	5024
	26.49%	23.6%	42.35%
C	2877	2806	2587
	12.91%	11.9%	21.81%
D	1298	1225	1117
	5.83%	5.2%	9.42%
F	977	548	570
	4.39%	2.3%	4.81%
S	78	121	69
	0.35%	0.5%	0.59%
P	0	150	142
		0.7%	1.20%

3. Failure Rate

*(Average failure rate based on
Trimester courses failed)*

	2004-05	2005-06	2006-07
No Failures	82.19%	87.64%	86.07%
1 Failure	8.41%	6.57%	7.34%
2 Failures	3.87%	2.65%	3.14%
3 Failures	2.46%	1.62%	1.67%
4 Failures	2.03%	0.95%	0.90%
5 or More Failures	1.03%	0.57%	0.80%

Horizon Middle School

4. MCA II Proficiency

Percentage may not add up to 100 due to rounding

2007 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 6 Reading						
Proficient	81.6	74.6	81.6	74.7	71.6	66.6
Not Proficient	18.3	25.4	18.3	25.3	28.4	33.4
Grade 6 Mathematics						
Proficient	73.5	67.6	73.5	66.7	59.2	60.8
Not Proficient	26.5	32.5	26.5	33.3	40.8	39.3

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 7 Reading						
Proficient	77.1	75.0	76.4	73.8	66.6	63.2
Not Proficient	22.9	25.1	23.7	26.2	33.4	36.9
Grade 7 Mathematics						
Proficient	68.9	71.3	67.2	70.2	57.5	59.4
Not Proficient	31.1	28.7	32.9	29.8	42.5	40.6

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 8 Reading						
Proficient	76.5	72.2	74.8	69.4	64.6	63.3
Not Proficient	23.4	27.8	25.2	30.6	35.4	36.7
Grade 8 Mathematics						
Proficient	75.8	73.1	72.6	70.4	56.7	56.9
Not Proficient	24.5	26.5	27.5	29.6	43.3	43.1

MCA II Achievement Levels

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 6 Reading						
Exceeds Stds	44.5	39.8	44.5	39.3	35.4	31.4
Meets Stds	37.1	34.8	37.1	35.4	36.2	35.2
Partially Meets	13.5	15.2	13.5	15.2	18.9	19.2
Does Not Meet	4.8	10.2	4.8	10.1	9.5	14.2

Horizon Middle School

Grade 6			2006	2007	2006	2007
Mathematics	2006	2007	District	District	State	State
Exceeds Stds	32.4	30.2	32.4	29.8	18.7	20.9
Meets Stds	41.1	37.4	41.1	36.9	40.5	39.9
Partially Meets	13.1	19.5	13.1	20.0	22.2	21.7
Does Not Meet	13.4	13.0	13.4	13.3	18.6	17.6

Grade 7			2006	2007	2006	2007
Reading	2006	2007	District	District	State	State
Exceeds Stds	46.4	46.1	45.7	45.3	35.8	31.9
Meets Stds	30.7	28.9	30.7	28.5	30.8	31.3
Partially Meets	14.9	14.6	15.5	14.5	20.0	20.5
Does Not Meet	0.8	10.5	8.2	11.7	13.4	16.4

Grade 7			2006	2007	2006	2007
Mathematics	2006	2007	District	District	State	State
Exceeds Stds	26.7	36.5	26.1	35.8	17.5	21.9
Meets Stds	42.2	34.8	41.1	34.4	40.0	37.5
Partially Meets	19.8	13.2	20.6	13.5	22.3	20.9
Does Not Meet	11.3	15.5	12.3	16.3	20.2	19.7

Grade 8			2006	2007	2006	2007
Reading	2006	2007	District	District	State	State
Exceeds Stds	46.6	45.4	44.8	43.2	32.5	36.3
Meets Stds	29.9	26.8	30.0	26.2	32.1	27.0
Partially Meets	15.9	18.6	15.8	20.5	20.9	20.5
Does Not Meet	7.5	9.2	9.4	10.1	14.5	16.2

Grade 8			2006	2007	2006	2007
Mathematics	2006	2007	District	District	State	State
Exceeds Stds	36.9	29.5	35.1	27.9	19.4	18.5
Meets Stds	38.9	43.9	37.5	42.5	37.3	38.4
Partially Meets	12.5	13.9	13.4	14.2	23.0	21.4
Does Not Meet	11.7	12.6	14.1	15.4	20.3	21.7

5. Measures of Academic Progress (MAP)

Reading	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06	2006-07
	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Mean Growth	Mean Growth
Grade 6	214.8	213.9	219.4	218.5	4.6	4.6
Grade 7	216.7	219.1	220.4	222.1	3.7	3
Grade 8	221.8	221.3	224.9	225.2	3.1	3.9

Mathematics	Fall 2005	Fall 2006	Spring 2006	Spring 2007	2005-06	2006-07
	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Mean Growth	Mean Growth
Grade 6	223.9	225.5	230.4	231.9	6.5	6.4
Grade 7	227.3	233.4	233.7	239	6.4	5.6
Grade 8	233.3	235.7	238	239.7	4.7	4

Horizon Middle School

Teaching Staff	*		
	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
BA	7	10	8
BA+10		3	7
BA+15	6		
BA+20		2	
BA+30	3	11	10
BA+40			
BA+45	11		
BA+50		1	1
BA+60			
BA+70		7	4
BA+75	1		
BA+90	1		
BA+105	7		
MA	5	5	6
MA+10		9	10
MA+15	10		
MA+20		8	4
MA+30	8	32	36
MA+45	31		
0 to 5 years	19	20	18
6 to 10 years	25	23	14
11 to 20 years	30	37	42
More than 20 years	16	9	12
Average Years Experience	13 yrs.	11 yrs.	12.7 yrs.

Electricity and Heat Cost

Comparisons per square foot	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Square Foot	238,000	238,000	238,000
Cost for Electricity	\$227,952	\$280,560	\$295,950
Cost per square foot	\$0.96	\$1.18	\$1.24
Square Foot	238,000	238,000	238,000
Cost for Heat	\$180,565	\$210,854	\$198,886
Cost per square foot	\$0.76	\$0.89	\$0.84



Moorhead Area Public Schools

Moorhead High School

2002-03 through 2006-07

Moorhead High School

1. Attendance Rate	<u>2002-03</u> 94.15%	<u>2003-04</u> 94.22%	<u>2004-05</u> 92.67%	<u>2005-06</u> 93.2%	<u>2006-07</u> 93.38%
2. Average Daily Attendance (ADA)	<u>2002-03</u> 1593	<u>2003-04</u> 1582	<u>2004-05</u> 1542	<u>2005-06</u> 1487	<u>2006-07</u> 1510
3. Average Daily Membership (ADM)	<u>2002-03</u> 1692	<u>2003-04</u> 1679	<u>2004-05</u> 1664	<u>2005-06</u> 1596	<u>2006-07</u> 1617
4. Detention	<u>2002-03</u> 661	<u>2003-04</u> 3050	<u>2004-05</u> 3157	<u>2005-06</u> 2250	<u>2006-07</u> 4307
5. Dropout Rate (Grades 7-12) Drop Out Index	<u>2002-03</u> 49 1.81	<u>2003-04</u> 38 1.43	<u>2004-05</u> 26 1.50	<u>2005-06</u> 24 1.44	<u>2006-07</u> 25 1.47
6. English Language Learners	<u>Oct. 02</u> 96	<u>Oct. 03</u> 76	<u>Oct. 04</u> 103	<u>Oct. 05</u> 93	<u>Oct. 06</u> 73
7. Enrollment as of October 1	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Grade 9	402	430	417	398	436
Grade 10	443	400	449	422	389
Grade 11	431	446	401	442	425
Grade 12	441	435	445	411	410
Total	1717	1711	1712	1673	1660
8. Ethnicity	<u>Oct 02</u>	<u>Oct 03</u>	<u>Oct 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	23 1.35%	29 1.69%	30 1.80%	29 1.7%	25 1.5%
Asian	21 1.23%	22 1.29%	20 1.17%	18 1.1%	21 1.3%
Hispanic	90 5.26%	91 5.32%	103 6.02%	112 6.7%	93 5.6%
Black	34 1.99%	35 2.05%	34 1.99%	30 1.8%	32 1.9%
White	1542 90.18%	1534 89.66%	1513 88.38%	1474 88.6%	1489 89.7%
Percent Minority	9.82%	10.34%	10.97%	11.4%	10.3%

Moorhead High School

9. Extra Curricular Activities

	<u>2002-03</u>		<u>2003-04</u>		<u>2004-05</u>		<u>2005-06</u>		<u>2006-07</u>	
	M	F	M	F	M	F	M	F	M	F
Baseball	50	00	49	00	50	00	47	00	57	00
Basketball	47	38	55	37	44	29	49	38	52	45
Cheerleading	00	26	00	31	00	20	00	17	00	21
Cross Country	19	18	27	25	30	24	19	29	35	26
Danceline	00	29	00	28	00	30	00	24	00	20
Football	144	00	140	00	113	00	130	00	142	00
Golf	20	17	18	16	19	20	19	13	19	09
Gymnastics	00	10	00	05	00	14	00	13	00	08
Hockey	46	18	44	23	40	23	37	17	38	17
Soccer	60	53	57	53	49	54	42	49	58	54
Softball	00	29	00	29	00	27	00	32	00	35
Swimming	24	47	21	41	26	36	20	41	17	35
Tennis	15	39	15	30	25	29	25	28	24	34
Track	86	50	72	68	71	66	69	56	69	75
Volleyball	00	39	00	39	00	45	00	43	00	45
Wrestling	23	00	21	00	21	00	25	00	27	00
Apollo Strings	03	10	03	18	03	17	01	16	02	18
Business Professionals	00	00	00	00	08	01	03	01	05	03
Cho Kio	00	11	01	10	03	09	01	04	01	03
Debate	14	11	11	11	13	20	12	18	02	10
Key Club	23	32	33	64	31	92	20	78	19	75
Knowledge Bowl	19	06	10	08	17	14	12	10	24	11
Math League	12	03	09	04	10	06	08	04	10	11
Mock Trial	03	06	04	07	03	08	03	08	n/a	
Musical	35	40	29	40	18	26	13	14	35	47
Pep Band	13	38	21	36	23	32	17	27	11	12
Play	33	27	18	23	17	22	12	16	17	19
Science Challenge	14	02	22	03	15	05	10	05	09	08
Speech	27	53	28	56	33	64	25	53	29	42
Student Council	08	44	04	45	04	42	02	35	08	30

10. Free and Reduced Lunch Program

	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Free	302	267	284	276	246
Reduced	76	68	82	70	85
% of Free & Reduced	22%	20%	22%	21%	20%

11. Home Language

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
American Sign Language (ASL)	0	0	0	0	0
Afrikaans	0	0	1	0	0
Albanian	0	0	3	3	1
Arabic	3	2	3	5	4
Cambodian	0	0	0	2	0
Chinese	1	2	1	2	2
Cutchi	0	0	1	1	0
Dakotah	0	0	1	1	1

Moorhead High School

Dutch	0	0	1	0	0
English	1535	1612	1606	1546	1569
Farsi	1	0	0	0	0
French	0	0	2	0	0
German	0	8	11	3	4
Hindi	0	0	0	0	1
Kurdish	25	30	29	28	31
Laotian	3	2	3	1	0
Nepali	0	0	0	1	1
Norwegian	0	0	0	1	1
Okinawan	1	0	0	0	0
Persian	0	4	4	3	1
Polish	1	1	0	0	1
Portuguese	0	1	1	0	0
Russian	1	1	3	4	2
Serbo-Croatian	2	2	3	5	8
Somali	15	11	7	9	5
Spanish	64	94	98	98	89
Swahili	1	2	2	3	2
Swedish	2	3	0	1	2
Thai	0	1	1	0	0
Turkish	0	1	1	1	1
Ukrainian	0	0	0	1	0
Vietnamese	7	4	3	1	10

12. Mobility	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
---------------------	----------------	----------------	----------------	----------------	----------------

Transfers Into Building	68	118	121	122	123
Transfers Out of Building	37	74	90	68	81

13. Special Education Status	<u>Oct. 02</u>	<u>Oct. 03</u>	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
-------------------------------------	----------------	----------------	----------------	----------------	----------------

Speech/Language Impaired	9	13	9	11	9
DCD Moderate	15	16	20	15	14
DCD Severe	12	13	12	8	7
Physically Impaired	11	9	5	3	2
Deaf/Hard of Hearing	3	5	6	9	10
Visual Impairment	0	0	0	0	0
Specific Learning Disability	102	94	81	92	75
Behavioral Disorders	52	51	43	33	23
Deaf-Blind	0	0	0	0	0
Other Health Impaired	56	72	87	80	69
Autistic	12	13	15	20	18
Developmental Delay	0	0	0	0	0
Traumatic Brain Injury	1	0	0	1	2
Severely Multiple Impaired	2	0	0	2	3
Total Disabilities Served	275	286	278	274	232

Moorhead High School

14. Student to Computer Ratio	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
	3 to 1	3 to 1	3 to 1	3 to 1	3 to 1
15. Student Discipline Reports	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Alcohol	3	19	5	1	7
Assault	0	0	0	2	2
Bullying	0	0	0	0	0
Disorderly Conduct	0	0	0	15	24
Fighting	35	21	26	20	15
Harassment	0	0	0	7	3
Other Drug Use	10	18	12	3	8
Theft	0	0	3	5	1
Threat/Intimidation	0	0	2	0	1
Tobacco	17	14	15	4	8
Vandalism	5	40	4	1	0
Verbal Abuse	0	0	0	1	0
Weapon	4	1	1	3	1
16. Suspensions	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Out of School	114	111	80	68	81
In School	320	421	369	453	902
17. Unexcused Absences	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
# Students	550	423	644	642	745
0 Unexcused Absences	32.03%	25.75%	39.36%	39.2%	47.3%
1 to 5 Unexcused Absences	34.01%	39.68%	34.11%	40.9%	38.0%
6 to 10 Unexcused Absences	15.49%	10.59%	7.27%	11.4%	7.1%
11 to 15 Unexcused Absences	7.28%	6.09%	5.02%	3.0%	3.7%
16 to 20 Unexcused Absences	3.38%	4.63%	3.84%	1.7%	1.5%
21 or More Unexcused Absences	7.80%	13.15%	10.40%	3.9%	2.5%

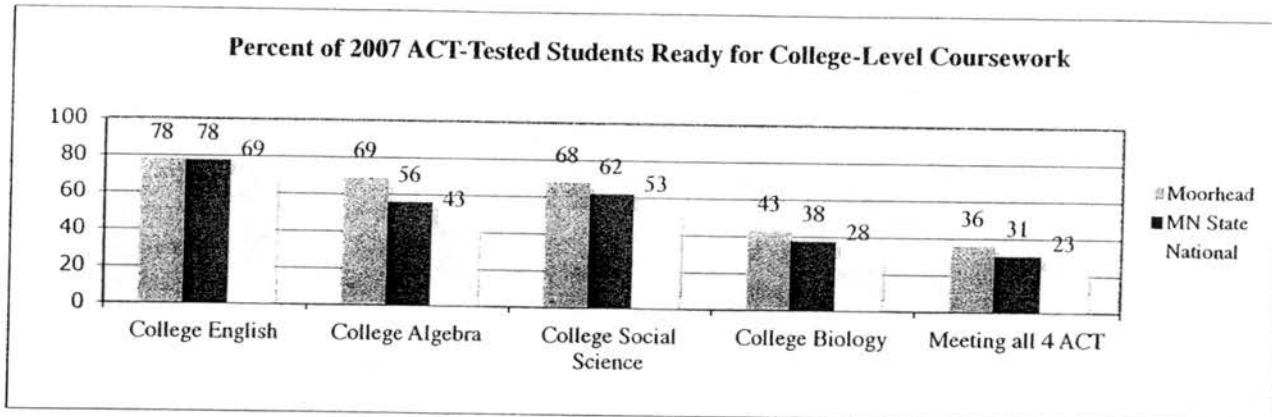
Moorhead High School

		<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
I. ACT Scores - Core Curriculum						
English	Moorhead	22	21	21	21.2	22.3
	State	22	22.2	22.3	22.4	22.6
	National	21.4	21.5	21.5	21.6	21.7
Math	Moorhead	24	23.2	22.5	23.2	24.5
	State	22.7	22.8	22.9	22.9	23.3
	National	21.6	21.7	21.7	21.8	21.9
Reading	Moorhead	23.7	22.5	22.8	22.8	23.8
	State	23.2	23.3	23.3	23.3	23.5
	National	22.2	22.3	22.2	22.3	22.4
Science	Moorhead	23.5	22.5	22.4	22.4	23.6
	State	22.9	22.9	23	22.9	23.1
	National	21.7	21.7	21.8	21.7	21.8
Composite	Moorhead	23.4	22.4	22.3	22.5	23.7
	State	22.8	22.9	23	23	25.3
	National	21.8	21.9	21.9	22	22

ACT Scores - Average ACT Scores		<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
English	Moorhead	21.1	20.1	20.4	20.6	21.8
	State	21.2	21.4	21.6	21.6	21.8
	National	20.3	20.4	20.4	20.5	20.7
Math	Moorhead	23	22.1	21.9	22.5	23.9
	State	21.8	22	22.1	22.1	22.5
	National	20.6	20.7	20.7	20.8	21
Reading	Moorhead	22.8	21.7	22.3	22.3	23.4
	State	22.4	22.6	22.7	22.6	22.8
	National	21.2	21.3	21.3	21.4	21.5
Science	Moorhead	22.7	21.8	21.9	22	23
	State	22.2	22.3	22.4	22.3	22.5
	National	20.8	20.9	20.9	20.9	21
Composite	Moorhead	22.5	21.6	21.7	22	23.2
	State	22	22.2	22.3	22.3	22.5
	National	20.8	20.9	20.9	21.1	21.2

Moorhead High School

2. Percent of ACT-Tested Students Ready for College-Level Coursework



5 Year Trends-Percent of Students Meeting College Readiness Benchmarks

		<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
English	Moorhead	77	68	71	71	78
	State	75	76	76	76	78
	National	67	68	57	69	69
Math	Moorhead	61	53	51	56	69
	State	49	51	53	52	56
	National	40	40	41	42	43
Reading	Moorhead	65	53	64	64	68
	State	61	61	61	62	62
	National	52	52	51	53	53
Science	Moorhead	37	33	30	32	43
	State	35	36	37	37	38
	National	26	26	26	27	28
Meeting all Four	Moorhead	30	25	20	24	36
	State	27	28	29	28	31
	National	20	21	21	21	23

3. Basic Skills Tests

Class of 2007

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Reading					
Passed		384	410	408	420
Percent Passed		83.12%	87.23%	89.67%	92.31%
Not Passed		74	58	43	23
Percent Not Passed		16.02%	12.34%	9.46%	5.06%
Exempt		4	2	4	12
Mathematics					
Passed		360	384	394	410
Percent Passed		77.92%	81.70%	86.60%	91.71%

Moorhead High School

Not Passed	98	84	57	30
Percent Not Passed	21.22%	17.87%	12.53%	6.64%
Exempt	4	2	4	12

Writing	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed			414	420	427
Percent Passed			88.09%	94.39%	93.03%
Not Passed			54	21	20
Percent Not Passed			11.49%	4.73%	4.36%
Exempt			2	4	12

Class of 2008

Reading	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed	343	368	387	405
Percent Passed	80.71%	84.40%	88.56%	90.40%
Not Passed	82	66	50	41
Percent Not Passed	19.30%	15.14%	11.45%	9.15%
Exempt	0	2	0	2

Mathematics	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed		329	344	367	381
Percent Passed		77.41%	78.90%	83.99%	85.04%
Not Passed		96	90	70	65
Percent Not Passed		22.59%	20.64%	16.03%	14.51%
Exempt		0	2	0	2

Class of 2009

Reading	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed			328	331	355
Percent Passed			80.79%	84.00%	84.32%
Not Passed			78	20.25	63
Percent Not Passed			19.21%	16.63%	14.96%
Exempt					3

Mathematics	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Passed			297	309	341
Percent Passed			73.15%	74.46%	81.00%
Not Passed			109	106	77
Percent Not Passed			26.85%	25.55%	18.29%
Exempt					3

4. Grade Distribution by Ethnicity	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
American Indian					
A	28	42	37	29	45
	12.50%	18.00%	22.29%	13.68%	15.85%
B	53	56	42	49	56
	23.66%	24.00%	25.30%	23.12%	19.72%
C	57	59	39	54	61
	25.45%	25.00%	23.49%	25.48%	21.48%

Moorhead High School

D	45 20.09%	41 17.00%	22 13.25%	39 18.40%	39 13.74%
F	38 16.96%	37 16.00%	22 13.25%	29 13.68%	55 19.37%
S	3 1.34%	3 1.00%	1 0.60%	4 1.89%	0 0.00%
P			3 1.81%	8 3.78%	28 9.86%

Asian

A	131 53.91%	164 60.00%	109 56.19%	131 64.54%	146 65.47%
B	62 25.51%	63 23.00%	39 20.10%	40 19.71%	42 18.84%
C	21 8.64%	21 8.00%	13 6.70%	17 8.38%	17 7.63%
D	14 5.76%	11 4.00%	8 4.12%	7 3.45%	1 0.45%
F	10 4.12%	11 4.00%	23 11.86%	2 0.99%	13 5.83%
S	5 2.06%	2 1.00%	0 0.00%	3 1.48%	0 0.00%
P			1 0.52%	3 1.48%	4 1.80%
I			1 0.52%	0 0.00%	0 0.00%

Hispanic

A	129 14.46%	170 18.00%	197 21.79%	164 16.79%	168 20.10%
B	234 26.23%	215 23.00%	208 23.01%	231 23.65%	190 22.73%
C	217 24.33%	203 22.00%	184 20.35%	205 20.99%	192 22.97%
D	153 17.15%	144 15.00%	128 14.16%	158 16.18%	116 13.88%
F	123 13.79%	168 18.00%	151 16.70%	197 20.17%	112 13.40%
P	0 0.00%	16 2.00%	19 2.10%	20 2.05%	49 5.87%
S	36 4.04%	19 2.00%	3 0.33%	2 0.21%	2 0.24%
I			14 1.55%	0 0.00%	7 0.84%

Black

A	96 24.06%	94 25.00%	90 28.39%	70 25.65%	74 22.99%
B	125 31.33%	106 28.00%	98 30.91%	71 26.01%	71 22.05%
C	90 22.56%	78 20.00%	67 21.14%	63 23.08%	67 20.81%
D	49	44	21	30	51

Moorhead High School

	12.28%	12.00%	6.62%	10.99%	15.84%
F	25	34	27	17	43
	6.27%	9.00%	8.52%	6.23%	13.36%
S	14	20	9	5	3
	3.51%	5.00%	2.84%	1.84%	0.94%
P			0	13	11
			0.00%	4.77%	3.42%
I			0	4	2
			0.00%	1.47%	0.63%

White

A	7312	7331	7078	6581	6495
	41.06%	41.00%	48.03%	45.56%	44.46%
B	5455	5291	3933	3796	3740
	30.64%	30.00%	26.69%	26.28%	25.60%
C	2989	2879	2099	2141	2192
	16.79%	16.00%	14.24%	14.83%	15.01%
D	1250	1231	875	1044	1035
	7.02%	7.00%	5.94%	7.23%	7.09%
F	597	716	481	628	539
	3.35%	4.00%	3.26%	4.35%	3.69%
S	203	131	24	18	4
	1.14%	0.80%	0.16%	0.13%	0.03%
P		93	157	179	568
		0.60%	1.07%	1.24%	3.89%
I		77	90	58	36
		0.50%	0.61%	0.41%	0.25%

5. Failure Rate

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
No Failures	80.00%	71.52%	93.77%	77.00%	81.8%
1 Failure	9.21%	14.85%	5.02%	10.38%	8.9%
2 Failures	4.12%	7.30%	0.93%	4.58%	3.4%
3 Failures	2.36%	2.92%	0.19%	3.18%	2.5%
4 Failures	1.45%	2.01%	0.08%	2.32%	1.1%
5 or More Failures	2.85%	1.40%	0.01%	2.57%	2.6%

Moorhead High School

6. Post Secondary Options	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Art	3	1	1	1	1
Business	0	2	1	1	1
Communications	4	4	0	0	0
Computer Science	1	0	6	2	2
Criminal Justice	3	0	0	1	0
Economics			2	4	2
English	30	24	27	17	20
Health	1	0	1	2	9
History			5	4	13
Industrial Technology	1	1	0	0	0
Mathematics	9	4	8	9	7
Music	2	7	4	4	0
Personal & Family Life	2	0	0	0	0
Physical Education	0	0	1	6	0
Psychology			2	5	4
Science	7	12	7	14	6
Social Science	23	18	5	8	5
Sociology			0	4	1
World Language	14	14	10	6	7

Number of Student Participating	46/39	14/15	30	27	24
Number of Class Taken	132	94	81	112	80

Grade Received	A	48	50	44	56	29
		48.00%	54.00%	54.20%	50.00%	37.00%
B	36	22	25	34	37	
		36.00%	23.00%	30.70%	30.40%	47.00%
C	10	13	2	10	12	
		10.00%	14.00%	2.40%	7.30%	15.00%
D	2	1	2	4	0	
		2.00%	1.00%	2.40%	3.60%	
F	1	4	5	5	1	
		1.00%	4.00%	6.20%	4.40%	1.00%
I	0	3	0	0	1	
		3.00%				1.00%
W	3	1	0	3	0	
		3.00%	1.00%	2.60%		

7. Advanced Placement (AP) Examinations

Participation and Results	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Number of Students Tested	162	148	163	221	274
Number of Tests Taken	263	256	239	363	428
Percentage Scoring 3, 4, or 5	73%	70%	68%	70%	66%

Moorhead High School

Number of tests taken by subject	2002-03	2003-04	2004-05	2005-06	2006-07
Biology	3	13	8	18	16
Calculus AB	29	27	17	22	20
Calculus BC	0	0	8	5	22
Chemistry	8	7	0	13	21
Economics-Macro	1	11	13	14	32
Economics-Micro	32	36	19	40	31
Eng Lit/Comp	29	18	13	36	47
European History	1	22	20	34	52
Gov/Pol Comp	17	10	10	11	15
Gov/Pol US	31	32	16	31	19
Psychology	54	48	65	63	76
US History	54	27	47	59	52
Other	4	5	3	17	25

8. MCA-II Proficiency

2007 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

	2006 MHS	2007 MHS	2006 District	2007 District	2006 State	2007 State
Grade 10 Reading						
Proficient	79.8	69.9	78.3	66.5	65.3	61.9
Not Proficient	20.2	30.1	21.7	33.5	34.8	38.2
Grade 11 Mathematics						
Proficient	48.9	44.9	46.2	42.3	29.8	31.3
Not Proficient	51.1	55.1	53.7	57.7	70.2	68.8

MCA-II Achievement Levels

	2006 MHS	2007 MHS	2006 District	2007 District	2006 State	2007 State
Grade 10 Reading						
Exceeds Stds	42.9	37.3	41.8	34.8	31.8	29.4
Meets Stds	36.9	32.6	36.5	31.7	33.5	32.5
Partially Meets	13.1	16.7	13.5	17.3	19.3	20.5
Does Not Meet	7.1	13.4	8.2	16.2	15.5	17.7
Grade 11 Mathematics						
Exceeds Stds	16.7	17.7	15.8	16.6	10.1	11.5
Meets Stds	32.2	27.2	30.4	25.7	19.7	19.8
Partially Meets	20.2	22.3	19.3	21.6	21.0	20.2
Does Not Meet	30.9	32.8	34.4	36.1	49.2	48.6

Moorhead High School

Teaching Staff	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	[*] <u>2005-06</u>	<u>2006-07</u>
BA	23	19	20	11	9
BA+10				16	14
BA+15	8	10	16		
BA+20				3	7
BA+30	5	6	2	13	10
BA+40					
BA+45	9	6	7		
BA+50					
BA+60	2	1	0		
BA+70				3	2
BA+75	1	0	0		
BA+90	0	0	0		
BA+105	3	3	3		
MA	11	14	14	14	15
MA+10				10	11
MA+15	8	11	12		
MA+20				8	8
MA+30	3	6	6	35	37
MA+45	30	28	29		
0 to 5 years	55	55	30	30	36
6 to 10 years	29	32	26	19	26
11 to 20 years	31	28	42	46	39
More than 20 years	17	17	11	18	14
Average Years Experience	9.5 yrs.	9.4 yrs.	11 yrs.	13 yrs.	10 yrs.

**Electricity and Heat Cost
Comparisons per square foot**

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Square Foot	259,002	259,002	361,797	361,797	361,797
Cost for Electricity	\$159,200	\$148,938	\$199,833	\$214,624	\$230,300
Cost per square foot	\$0.61	\$0.57	\$0.55	\$0.59	\$0.64
Square Foot	259,002	259,002	361,797	361,797	361,797
Cost for Heat	\$144,600	\$163,976	\$244,776	\$431,225	\$372,860
Cost per square foot	\$0.56	\$0.63	\$0.68	\$1.19	\$1.03



*Moorhead Area Public
Schools*

*Red River Area
Learning Center*

2004-05 through 2006-07

Red River Area Learning Center

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1. Attendance Rate		82.1%	86.24%
2. Average Daily Attendance (ADA)		71	94
3. Average Daily Membership (ADM)	95	87	109
5. English Language Learners	74	69	97
6. Enrollment as of October 1			
Grade 6	3	0	0
Grade 7	1	0	1
Grade 8	3	0	27
Grade 9	16	13	19
Grade 10	28	16	24
Grade 11	8	17	23
Grade 12	12	15	41
Total	71	61	135
7. Ethnicity	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Oct. 06</u>
Native American	22 30.99%	16 26.2%	24 17.8%
Asian	1 1.41%	1 1.6%	2 1.5%
Hispanic	13 18.31%	19 31.1%	46 34.0%
Black	2 2.82%	2 3.3%	9 6.7%
White	33 46.48%	23 37.7%	54 40.0%
Percent Minority	53.52%	62.3%	60.0%
8. Extra Curricular Activities			
<i>Refer to Moorhead High School Statistics</i>			

Red River Area Learning Center

9. Free and Reduced Lunch Program	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Free	49	75	85
Reduced	5	8	10
% of Free & Reduced	71%	72%	63%

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
10. Home Language			
American Sign Language (ASL)	0	0	0
Albanian	0	4	2
Arabic	0	2	4
Cambodian	0	0	0
Chinese	0	0	0
Chippewa	0	0	2
Dakotah	1	3	2
English	112	273	459
Hawaiian	0	0	1
Hindi	0	0	0
Japanese	0	0	0
Korean	0	0	0
Kurdish	4	10	20
Laotian	0	2	1
Nepali	0	0	0
Russian	1	2	3
Serbo-Croatian	2	4	11
Somali	0	1	1
Spanish	28	68	100
Swahili	0	2	1
Vietnamese	0	1	7

11. Mobility	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Transfers Into Building	51	50	49
Transfers Out of Building	77	81	61

12. Special Education Status	<u>Oct. 04</u>	<u>Oct. 05</u>	<u>Dec. 06</u>
Speech/Language Impaired	6	3	6
DCD Moderate	1	0	1
DCD Severe	0	0	0
Physically Impaired	3	1	0
Deaf/Hard of Hearing	2	0	2
Visual Impairment	0	0	0
Specific Learning Disability	40	8	35
Behavioral Disorders	16	6	19
Deaf-Blind	0	0	0
Other Health Impaired	24	3	36
Autistic	1	0	1
Traumatic Brain Injury Disabled	0	0	0
Severely Multiple Impaired	0	0	1
Total Disabilities Served	93	21	101

13. Student to Computer Ratio 2 to 1 2 to 1 2 to 1

14. Student Discipline Reports	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Alcohol	0	1	1
Assault	1	1	0
Bullying	0	0	0
Disorderly Conduct	7	16	15
Fighting	2	9	13
Harassment	3	3	1
Other Drug Use	0	4	8
Theft	1	1	0
Threat/Intimidation	0	4	1
Tobacco	0	1	5
Vandalism/Property Related	1	1	1
Verbal Abuse	2	4	1
Weapon	0	0	2

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
15. Suspensions	8	37	42

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
16. Unexcused Absences			
0 Unexcused Absences	85 87.63%	74 60.16%	65 63.11%
1 to 5 Unexcused Absences	12 12.37%	9 7.32%	11 6.80%
6 to 10 Unexcused Absences	0	15 12.20%	9 8.74%
11 to 15 Unexcused Absences	0	9 7.32%	6 5.83%
16 to 20 Unexcused Absences	0	3 2.44%	4 3.88%
21 or More Unexcused Absences	0	13 10.57%	12 11.65%

Red River Area Learning Center

MCA II Proficiency

2007 MCA-II reading results include English language learners' scores.

In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007 English Language learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

Percentage may not add up to 100 due to rounding

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 10 Reading						
Proficient	20.0	22.6	78.3	66.5	65.3	61.9
Not Proficient	80.0	77.4	21.7	33.5	34.8	38.2

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 11 Mathematics						
Proficient	0.0	3.8	46.2	42.3	29.8	31.3
Not Proficient	100.0	96.1	53.7	57.7	70.1	68.8

MCA II Achievement Levels

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 10 Reading						
Exceeds Stds	0.0	3.2	41.8	34.8	31.8	29.4
Meets Stds	20.0	19.4	36.5	31.7	33.5	32.5
Partially Meets	30.0	22.6	13.5	17.3	19.3	20.5
Does Not Meet	50.0	54.8	8.2	16.2	15.5	17.7

	2006	2007	2006 District	2007 District	2006 State	2007 State
Grade 11 Mathematics						
Exceeds Stds	0.0	0.0	15.8	16.6	10.1	11.5
Meets Stds	0.0	3.8	30.4	25.7	19.7	19.8
Partially Meets	4.3	11.5	19.3	21.6	21.0	20.2
Does Not Meet	95.7	84.6	34.4	36.1	49.2	48.6

INDEPENDENT SCHOOL DISTRICT #152

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

November 26, 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 Sue Geihl, art teacher at Horizon Middle School, for receiving the Art Educators of Minnesota Middle School Art Educator of the Year Award. Geihl served as the AEM Western Region representative for seven years. During that time she was on the AEM fall conference planning committee, co-chaired two spring conferences and served on the committee for the state visual arts standards. Geihl is currently co-chairing the school district's Comprehensive Arts Planning Program (CAPP) committee. She was recognized at the Art Educators of Minnesota conference on November 2.

S-119-BDS
26 Nov 2007

- 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) Approval of STEM Grant Application - Pages 8-22
(2) Acceptance of Success for the Future Grant - Pages 23-27
- B. BUSINESS SERVICE MATTERS - Weston
- C. HUMAN RESOURCE MATTERS - Nielsen
(1) Approval of Family/Medical Leaves - Page 28
(2) Approval of Retirement - Page 29
(3) Approval of New Employee - Page 30
- D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

3. **HEALTH AND SAFETY PLAN UPDATE:** Nielsen
Pages 31-34

Suggested Resolution: Move to adopt the 2007-2008 Health and Safety Plan as presented.

Moved by _____ Seconded by _____
Comments _____

4. **ROBERT ASP SCHOOL LEVEL IMPROVEMENT PLAN:** Kovash
Pages 35-75

Suggested Resolution: Move to agree to the assurances for Title I School Improvement and authorize Lynne Kovash as the Local Education Agency (LEA) representative.

Moved by _____ Seconded by _____
Comments _____

5. **MOORHEAD HIGH SCHOOL (MHS) MAJOR MAGNITUDE FIELD TRIP TO WASHINGTON, D.C. - CLOSE-UP PROGRAM:** Kovash
Pages 76-96

Suggested Resolution: Move to approve the MHS Major Magnitude Field Trip through the Close-Up Program to Washington, D.C., March 16-20, 2008.

Moved by _____ Seconded by _____
Comments _____

6. **ANNUAL WELLNESS REPORT:** Nielsen
Pages 97-101

7. **APPROVAL OF POLICY:** Nybladh
Pages 102-103

Suggested Resolution: Move to approve the policy, School Board Officers (202), as as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY:** Nybladh
Pages 104-106

Suggested Resolution: Move to approve the policy, School Board Meeting Rules of Order (210), as presented.

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF POLICY:** Nybladh
Pages 107-109

Suggested Resolution: Move to approve the policy, Out-of-State Travel by School Board Members (216), as presented.

Moved by _____ Seconded by _____

Comments _____

10. **APPROVAL OF POLICY:** Nybladh

Pages 110-112

Suggested Resolution: Move to approve the policy, School Board Policy Development, Adoption, Implementation, and Review (221), as presented.

Moved by _____ Seconded by _____

Comments _____

11. **APPROVAL OF POLICY:** Kovash

Pages 113-114

Suggested Resolution: Move to approve the policy, Community Education Advisory Council (237), as presented.

Moved by _____ Seconded by _____

Comments _____

12. **APPROVAL OF POLICY:** Nybladh

Pages 115-116

Suggested Resolution: Move to approve the policy, Superintendent Contract, Duties and Evaluation (311), as presented.

Moved by _____ Seconded by _____

Comments _____

13. **APPROVAL OF POLICY:** Nybladh

Pages 117-119

Suggested Resolution: Move to approve the policy, Policies Incorporated by Reference for Employees/Personnel (499), as presented.

Moved by _____ Seconded by _____

Comments _____

14. APPROVAL OF POLICY: Kovash

Pages 120-124

Suggested Resolution: Move to approve the policy, Communicable Disease Control and Infectious Conditions (531), as presented.

Moved by _____ Seconded by _____
Comments _____

15. APPROVAL OF POLICY: Kovash

Pages 125-128

Suggested Resolution: Move to approve the policy, Moorhead Area Public School District Weapons Policy (576), as presented.

Moved by _____ Seconded by _____
Comments _____

16. APPROVAL OF POLICY: Nybladh

Pages 129-130

Suggested Resolution: Move to approve the policy, Policies Incorporated by Reference for Students (599), as presented.

Moved by _____ Seconded by _____
Comments _____

17. APPROVAL OF POLICY: Kovash

Pages 131-133

Suggested Resolution: Move to approve the policy, Instructional Goals of Moorhead Area Public Schools (601), as presented.

Moved by _____ Seconded by _____
Comments _____

18. APPROVAL OF POLICY: Kovash

Pages 134-135

Suggested Resolution: Move to approve the policy, Special Education Policies and Procedures (603), as presented.

Moved by _____ Seconded by _____
Comments _____

19. **APPROVAL OF POLICY:** Kovash

Pages 136-137

Suggested Resolution: Move to approve the policy, Community Education (930), as presented.

Moved by _____ Seconded by _____
Comments _____

20. **COMMITTEE REPORTS**

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

22. **ADJOURNMENT**

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Technology Committee	November 27	3:45 pm	PCE
Prof Dev Before/After School	November 28		
Truth in Taxation Public Hearing	November 29	7 pm	PCE
HMS End of First Trimester	November 30		
Continuing Educ Com	December 3	6:45 am	Village Inn
RRALC Parent/Teacher			
Family Night	December 3	5-7 pm	RRALC
Asp Parent Social	December 3	6:30 pm	Media Center
MHS PTAC	December 3	7 pm	Conf Rm
Grds 9-12 P/T Confs	December 3, 4	5-8:30 pm	MHS/RRALC
Indian Educ Parent Com	December 5	5 pm	PCE
Joint Powers Committee	December 6	7 am	City Hall
Human Rights Committee	December 6	3:45 pm	PCE
Horizon PTAC	December 6	7 pm	Media Center
Truth in Taxation Public Hearing (continuation, if needed)	December 10	5 pm	PCE
School Board	December 10	7 pm	PCE
Hopkins PTAC	December 11	6:30-8 pm	Media Center
Inst and Curr Adv Com	December 13	7 am	PCE
Health/Safety/Wellness Com	December 13	9:30 am	PCE
Interagency Early Interv Com	December 19	12 pm	FSC
Winter Break Begins	December 22		
K-12 Classes Resume	January 3		
School Board	January 14	7 pm	PCE



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.066 C

TO: Dr. Larry P. Nybladh
FROM: Lynne Kovash *LK*
DATE: November 20, 2007
RE: STEM Grant Application

Attached is a grant application for a Systemic STEM School Redesign grant through the Minnesota Department of Education. The application is being made on the part of the district. Minnesota has secured funding from the state legislature and the National Governors Association (NGA) to develop a cohort of STEM schools and/or districts. "STEM" is defined as a course, program or series of linked learning opportunities that enable students to discover, explore and/or solve real-life problems through the integration of science, technology, engineering and mathematics content. Recipients of the *Systemic STEM School Redesign* grants will integrate the state's recently revised math standards into new or existing comprehensive STEM initiatives and will serve as models to other schools and/or districts by sharing information and providing technical assistance.

The main aspects of the grant are for planning in year 1 through a .5 FTE STEM Integration Coach and planning for curriculum integration of mathematics, science, engineering and technology standards in grades K-12. The total funding requested for the grant will be \$40,000 over two years.

The district will also work with community and higher education to research and design ways to integrate STEM into the system. The first year will include a research study group of school district personnel and community and higher education professionals to develop a plan for STEM education in Moorhead Area Public Schools.

The second year funding will be designated for engineering based course work (Project Lead the Way) at Red River Area Learning Center and continuation of the Robotics project. The board will be updated on the progress of the grant if it is funded through MDE.

SUGGESTED RESOLUTION: Move to approve the application of the System STEM School Redesign Grant for Moorhead Area Public Schools.

LAK/kmr
Attachment



APPLICATION COVER SHEET
Systemic STEM School Redesign
Grant Award Opportunity
Points Possible: 100

PROJECT INFORMATION

Starting Date: January 2008
Ending Date: **June 30, 2009**

AMOUNT REQUESTED: \$ 40,000
[dollars value only]

Funding Source:
Up to: \$40,000 per award

APPLICANT INFORMATION

School District /Organization or Agency:
Moorhead Area Public Schools

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

ISD#: 152
State and Federal Tax ID and Vendor #
(required upon request when being considered for award)

Telephone: 218-284-3330
Fax: 218-284-3332
Email: lnybladh@moorhead.k12.mn.us

LEGAL BINDING

IDENTIFIED OFFICIAL WITH AUTHORITY

Name and Title: Dr. Larry P. Nybladh

Superintendent *Dr. Larry P. Nybladh*

Date November 21, 2007

MAIN PERSON WITH LEGAL AUTHORITY TO SIGN LEGAL
DOCUMENTS ON BEHALF OF THE SCHOOL
DISTRICT/ORGANIZATION/AGENCY

PERSON WITH LEGAL AUTHORITY TO SIGN LEGAL DOCUMENTS ON
BEHALF OF THE DISTRICT/ORGANIZATION/AGENCY

BY SIGNING, YOU ARE GRANTING APPROVAL TO SUBMIT
YOU MUST ALSO SIGN THE AGREEMENT TO COMPLY FORM

If 2ND SIGNER IS REQUIRED BY YOUR ORGANIZATION/AGENCY

Date _____

PERSON WITH LEGAL AUTHORITY TO SIGN LEGAL DOCUMENTS
ON BEHALF OF THE ORGANIZATION/AGENCY

CONTACTS

NAME & TITLE OF PROGRAM CONTACT

REPRESENTATIVE:

Lynne Kovash
Address: 2410 14th St. S.
Moorhead, MN 56560

Telephone: 218-284-3315
Fax: 218-284-3333
Email: lkovash@moorhead.k12.mn.us

SCHOOL DISTRICT OR AGENCY ACCOUNTANT:

Denice Sinner
Address: 2410 14th St. S.
Moorhead, MN 56560

Telephone: 218-284-3365
Fax: 218-2284-3333
Email: dsinner@moorhead.k12.mn.us

APPLICATION NARRATIVE/WORK PLAN

SYSTEMIC STEM SCHOOL REDESIGN

Grant Award Opportunity

Please refer to the APPLICATION INSTRUCTIONS for assistance in completing this section of the application.

Sections will expand when using this form electronically.

I. STATEMENT OF COMMITMENT

Possible
Points

The following is a statement written by Lynne Kovash, Assistant Superintendent for Teaching and Learning describing the district's commitment to engage in a comprehensive school redesign with a STEM focus in two or more schools.

5

Moorhead Area Public School District is committed to developing STEM focused curriculum in grades K-12. Through a intensive strategic planning process involving staff, administration, community members and parents, STEM planning was integrated into the district strategic plan. The following excerpt from the strategic plan demonstrates the district commitment to STEM.

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.

The Action Plan related to Strategic Plan provides specificity to the goals and strategies. This includes:

Strategy	Measures	Targets	Responsible	Timeline
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

II. LEADERSHIP STATEMENTS

Possible
Points

The following written narrative by Lynne Kovash, Assistant Superintendent, describes the coaching model implemented three years ago has had a positive impact on student achievement and teacher learning.

The school district implemented a model of professional development to use a coaching model to

assist teachers with instructional practices in the school district. In an attempt to bring professional development to the school level that runs across grade levels the instructional coach positions were created.

20

The original goals of the coaching model focused on expanding proficiency and excellence in mathematics through carefully planned assistance to schools through individual, small group, and whole group professional development. Instructional coaching will provide teachers with in-depth and intensive opportunities to reflect and construct knowledge about effective instruction that results in increased student academic performance.

For instance, the purpose of the mathematics coach is to provide a strong, research-based model of school improvement in mathematics. The model will be continually be modified, based on evaluation data, to ensure quality, sustainability and measurable results in mathematics instruction and student performance as measured by the Minnesota Comprehensive Assessment program and the Measures of Academic Progress assessment.

The coaching model has provided the district with a model of staff development that has increased learning for teachers and has contributed to increasing student achievement scores as measured by NWEA and MCA II.

The following information is a narrative written by a Lynne Kovash, Assistant Superintendent for Teaching and Learning describing past projects in which teachers played a leadership role in both in initiating STEM activities within the district.

Moorhead Area Public School District is ready to move forward with STEM education for the entire district. Melissa Eidsness has been the math instructional coach for grades six through twelve. She has served in this capacity for the last three years, the first two years were a combination of part-time teaching and coaching. This is her first year coaching full-time. This position has given her amazing opportunities for staff development and a window to pilot promising math programs. There are four activities that she has been able to implement and follow over the last two years that are STEM related, they are, MathWorks, Summer School Interventions, STEM-Lighthouse Grant, and the Bison Best Robotics.

The MathWorks grant was an opportunity for her to become a module developer for the mashing together of manufacturing and mathematics. This project was based on the research of Jim Stone from the University of Minnesota on the importance of relevance to real life when teaching mathematics to improve retention and achievement performance. She was able to work with teachers in her own district to implement the MathWorks project into the Statistics and Applied Algebra courses. The teachers at Moorhead High School were so willing to try a different approach with their students in search of better results. The students' response to the simulation project was extremely positive. The career component and connectedness to mathematics was flushed out so clearly with this module for the students. The Applied Algebra course ended with a tour to a local manufacturing company.

After seeing the students' engagement and motivation increase through the MathWorks grant, Missy looked for other ways of implement a partnership between a career based electives and mathematics. The following summer the school district supported a team teaching model for at-risk 8th graders transitioning into high school. The partnership was a math teacher and industrial technology teacher team teaching introduction to industrial technology. The industrial technology course had three main skills to focus on safety, operation of drill presses & sheet metal cutter, and welding. Each unit the math teacher would pull out specific mathematic skills to emphasis and map to the standards. The goal was to make the bridge for students to see that the industrial technology course was directly related to the mathematics they learn in math class. The unexpected outcome from this experience was the exposure to industrial technology lab led many students to ask what other classes like this could they take like this.

The STEM-Lighthouse grant was an excellent demonstration of collaboration between two math teachers at Moorhead High School and the mathematics coach. They were able to write and receive a small grant that emphasized reform. They created two new courses from their past experiences and the desire to find a path for struggling math students to develop the needed skills to be successful in Algebra II. The two new courses are Applied Algebra and Applied Geometry. These courses are taught from an interpersonal approach through contextual learning. They were able to maintain the rigor and increase the relevance and relationship aspects in both courses.

The MathWorks Grant, Lighthouse Grant and the Industrial Technology Summer Class all have key components that they share: contextual learning, bridges from formal mathematics to hands on activities, career research and interpersonal relationship building. The final STEM related activity Missy assisted with was the Bison Best Robotics Competition. This activity is supported by a local university and private industry mentors. The activity was run at Moorhead High School and Moorhead Alternative Learning Center.

Moorhead Area Public Schools is ready to look at implementing STEM district wide instead of in small pockets under the direction of individual classroom teachers. This grant will allow the Moorhead District to look at long term, sustainable implementation of a STEM's curriculum.

III. WORK PLAN: BACKGROUND INFORMATION

Possible
Points

There is growing concern that the United States is not preparing a sufficient number of students, teachers, and practitioners in the areas of science, technology, engineering, and mathematics (STEM). A large majority of secondary school students *fail to reach proficiency in math and science*, and many are taught by teachers lacking adequate subject matter knowledge. (CRS Report for Congress, 2006).

25

In 2007, less than half (46%) of the 11th graders at Moorhead High School met or exceeded proficiency on the MCA-II state assessment in Math. 32% did not meet proficiency. At alternative learning center sites, 61% of 8th graders and 81% of 11th graders did not meet proficiency. On the 2006 MCA-II state math assessment, 30% of all Moorhead High School 11th graders left free response-format questions blank, without even attempting the critical thinking necessary to formulate constructed or gridded response answers. On the Fall 2007 NWEA MAP math assessment, 33% of all Moorhead's second grades scored in the lowest twenty-fifth percentile.

When compared to other nations, the math and science achievement of U.S. pupils and the rate of STEM degree attainment appear inconsistent with a nation considered the world leader in scientific innovation. All of the recent reports issuing STEM education policy recommendations focus on five areas: improving elementary and secondary preparation in math and science, recruiting new elementary and secondary math and science teachers, retooling current math and science teachers, increasing the number of undergraduate STEM degrees awarded, and supporting graduate and early-career research. One report that has been of particular influence in the STEM debate is from the National Academy of Sciences (NAS) — Rising Above the Gathering Storm.

Consistent with the 1st target outlined in the NAS report, Moorhead Area Public Schools aims to increase the participation in middle and high school math and science course taking while at the same time outlining a K-12 program of study that introduces and implements STEM coursework at each grade level of a student's school experience. Students that complete Algebra II in high school more than double their chances of earning a 4 year college degree, although in the 2007-08 school year, only 27 percent of Moorhead's high school students are enrolled in this course.

Consistent with the 3rd target identified "retooling" current mathematics and science teachers), Moorhead Area Public Schools through this initiative proposes to provide science, mathematics, technology and engineering, business and computer science faculty with ongoing professional development and training to assist with the implementation of STEM standards throughout existing curriculum. For example, incorporating engineering in the elementary school curriculum provides students with ways of connecting, applying, and reinforcing knowledge in mathematics, science, and design. Student motivation for and proficiency in science and mathematics begin in the early grades. Level-appropriate resources and professional outreach activities are as beneficial for teachers and students at elementary levels as for higher levels. Engineering applications can be effective vehicles for giving students hands-on exposure to technical concepts and for showing students how these concepts relate to everyday life. To bring what is essentially a new discipline to K-12 education means developing and supporting new tools for the classroom, additional curriculum, teacher training, and support resources. (<http://www.auburn.edu/research/litee/jstem/search.php>).

List of proposed leadership team members, their roles, tentative meeting schedule and description of past team projects and their outcomes;

Moorhead Area Public Schools proposes to establish a K-12 STEM Research Study Group and Task Force Advisory Committee to focus on current and past trends and issues related to science, technology, engineering and mathematics education at district, state and national levels. The group will study research related to STEM education in Moorhead, review trends in enrollment in stem related programs in Moorhead Area Public Schools. The group will study possible implications to curriculum and programs in Moorhead Area Public Schools.

The following process will be used:

- Determine research questions. Determine the issues and questions to be considered. Identify the main concepts or keyword in the question.
- Find background information. Critically analyze and summarize information into a report complete with findings, references and recommendations.
- The group will work together with community groups to study and research issues relating to increasing STEM education in Moorhead Area Public Schools.

The specific responsibilities of the group:

- Provide a comprehensive examination of research and data related to issues with STEM education.
- Develop recommendations to enhance STEM education in Moorhead Area Public Schools.
- Develop sequential STEM exploration, to include career information and conceptual information through grade levels and courses.
- Research STEM standards (technical and engineering) and explore connections and integration with Minnesota Academic Standards, with emphasis on revised math standards.
- Work together with parent and community leaders including business leaders in economic development to expand opportunities for STEM initiatives within the district and within the region.
- Consider implications to the district's budget, staffing, and facilities.
- Research possible funding through national, state and private initiatives to further expand or pilot programs in Moorhead Area Public Schools.
- Develop a timeline and framework for any recommended options.
- Prepare and submit a report, complete with findings and recommendations, to the Superintendent of Schools.
- Agendas, minutes and information will be posted on the district's web site.

Time Frame:

The meeting times and dates will be established at the first meeting of the group with the first meeting in January 2008. Complete and submit the initial planning report to the Superintendent of Schools by June, 2008.

Committee Composition:

- STEM Integration Coach
- Teacher representation from each building and each STEM area (Science, Technology, Engineering and Mathematics).
- Representative from elementary, middle and high school principals.
- Representative from central office administration.
- Representative from school board.
- Representatives from parent groups.
- Representatives from leaders in business and economic development and higher education.

Lead Administrator:

Lynne Kovash, Assistant Superintendent of Teaching and Learning

DESCRIPTION OF PAST TEAM PROJECTS AND OUTCOMES

Moorhead High School has completed a 2 year STEM-Lighthouse II Grant, a staff development incentive grant for Enhancing Mathematics through Applied Geometry and Applied Algebra.

After receiving the initial Lighthouse II Grant, two high school mathematics teacher and the secondary math instructional coach dedicated significant time preparing for the implementation of applied geometry and applied algebra, two new mathematics course offerings as of Fall '06. After meeting the students enrolled and completing eight weeks of the academic year, adjustments and additions were required to continue meeting the needs of each individual student. Specifically, with the aid of the teacher, students have made personal achievement goals based on NWEA MAP scores. In order to help students meet those goals, the creation of supplemental materials was necessary. Continued work with a high school counselor, allowed further real-world application and career exploration, an innovative experiment that students embraced.

Twenty-seven faculty members of Moorhead High School and Horizon Middle School attended a conference which defined the varying learning styles of student learners and provided teaching methods to enhance the student experience in every classroom. Applied geometry and applied algebra continue to be designed with best practice instructional methods in mind. These classes are serving as a guideline for future instructional strategies that will benefit the high school mathematics department. Furthermore, the pioneering of instructional practices through action research will allow colleagues to review and implement the best teaching methods for student learning.

Students enrolled in applied geometry and/or applied algebra have an opportunity to assist in the improvement of MCA scores in mathematics because of the implementation of best practice instruction. Additionally, the majority of students currently enrolled in applied geometry and applied algebra have traditionally abstained from participating in the ACT. It is a goal for us to increase overall participation among this subgroup of students.

The Lighthouse II Grant supports the state of Minnesota's dedicated efforts toward the STEM movement. Further, the creation of applied geometry and applied algebra courses at Moorhead High School has provided course offerings for at-risk students who have struggled to complete mathematics standards. These classes have provided an alternate progression through mathematics courses offered at Moorhead High School; ultimately, providing the opportunity for students to enroll and succeed in Algebra 2 by their senior year. Once students are provided an alternative path, students who have struggled in Algebra I can accelerate their level of achievement, enabling them to access a course such as Algebra II. The students thrived in such an environment and began meeting the high expectations set forth.

Brief description of current courses and/or programs in STEM at your school and/or district (not to exceed one paragraph for each course and/or program);

Moorhead School District is at the entry-level stage of STEM curriculum development. The elementary and middle schools have "pockets" of implementation within existing science, technology, and math courses. At the high school and area learning center, MathWorks modules are offered as part of the existing math curriculum. In addition, the following courses are currently offered at Moorhead High School and/or RRALC which could be considered STEM coursework:

<u>Course Name</u>	<u>Course Description</u>
Applied Algebra & Geometry (linked learning robotics)	A contextual approach to integrated algebra and geometry that teacher three main content area; pre-algebra, algebra, and geometry – while emphasizing the workplace application of each concept and skill. It is a competency-based curriculum that emphasizes problem solving, decision-making, and hands-on learning. Robotics will also be included in this course. The curriculum meets workplace competencies set forth by the SCANS report.
Forensic Science	Forensic Science is a class in which students will learn to solve problems and perform experiments similar to those done in a crime laboratory. Some of the topics studied will include, but not limited to: general properties of matter, physical and chemical changes, mixtures, elements, compounds, motion, force, work, energy, power and simple machines.
Digitools	Students will have a chance to be exposed to the newest software and skills need to complete high school assignments and to be used in other applications. Programs include: iPhoto, GarageBand, iMovie, Photoshop, Keynote, MicroSoft Office, and Inspiration.
WebPage Design	The student will learn to plan and design web site using Inspiration and create Web sites using HTML and Dreamweaver MX2004. Web features such as graphics and animations will also be covered using Fireworks MX 2004 and Flash MX 2004. Students will work together on collaborative project for a client based web site.

<u>Course Name</u>	<u>Course Description</u>
TV Production	The course will introduce a number of technical and non-technical skills related to TV production such as camera work, scripting, editing, appearing on camera, and developing stories into broadcast quality news segments. This class will introduce state-of-the-art digital editing and studio equipment. The students should be willing to learn complex technical skills and apply those skills creatively in communicating with others.
Architectural Drafting	The laboratory activities (1) floor plan design, (2) exterior design, (3) elevations or exterior views, (4) framing details, (5) window schedules, (6) door schedules, (7) presentation drawings, (8) heat loss problems, and (9) cost analysis. Some of the assigned tasks for the students will involve the use of computer assisted drafting equipment. This course is recommended for those who are planning careers in architecture, architectural drafting or engineering.
Automotive Technology Course Information	The Automotive classes are designed to serve both the beginning student who wants to gain basic automotive knowledge, to the student who wants to learn additional skills and knowledge that can be used to become employed in the automotive field or to continue their education at a two year or four year college. The Automotive Program is nationally certified by the National Automotive Technicians Excellence Foundation (NATEF), - an arm of the National Institute for Automotive Service Excellence (ASE). The program is also a national high school AYES (Automotive Youth Educational Systems) program and students who follow the AYES path may compete for a summer internship at one of the participating local dealerships or independent shops. These internships occur during the summer between the junior and senior year of high school. Opportunities are also available for students to continue internships during their senior year. We have articulation agreements with several four-year colleges in the state and the two-year technical college automotive programs that allow students to receive college credit by taking and passing automotive ASE tests.

Description of the process that will be used to integrate the revised math standards into STEM courses and/or programs and identify STEM courses and/or programs that will be added or enhanced to meet the outcomes of the initiative;

The revised math standards will be integrated into STEM courses and programs through a comprehensive K-12 program of study, through the collaborative efforts of the elementary and secondary math instructional coaches, the district technology integration specialist, and the district-wide STEM Integration specialist. The coaching model has provided the district with a model of staff development that has increased learning for teachers and has contributed to increasing student achievement scores as measured by NWEA and MCA II. The administration in Moorhead Area Public Schools has research and instituted an instructional coaching model to enhance district professional development by providing school staff with sustained, targeted supports to build knowledge, improve practice, and promote student achievement.

The original goals of the coach model focused on expanding proficiency and excellence in mathematics through carefully planned assistance to schools through individual, small group, and whole group professional development. Instructional coaching in mathematics, technology, science and engineering will provide teachers with in-depth and intensive opportunities to reflect and construct knowledge about effective instruction that results in increased student academic performance..

STEM courses and programs that will *be enhanced* include insertion of STEM mini-units in science, mathematics, technology and engineering embedded in existing science and mathematics curriculum at each grade level, with identified links to instructional mathematics resources and revised mathematics standards.

STEM curriculum to *be added* will include Project Lead the Way(PLTW) coursework, with staff development and training to be provided through intensive 2 week summer training institutes.

The research on PLTW 's middle and high school programs show that the programs meet national standards for mathematics, science, technology education, and English language arts; offer a complete career/technical concentration with an emphasis on both mathematics and science; and link demanding mathematics and science courses with quality academic/technical courses.

PLTW 's curricula make math and science relevant for students. By engaging in hands-on, real-world projects, students understand how the skills they are learning in the classroom can be applied in everyday life. This approach is called activities-based learning, project-based learning, and problem-based learning (or APPB-learning, for short). Research shows that schools practicing APPB-learning experience an increase in student motivation, cooperative learning skills, higher-order thinking, and student achievement.

Red River Area Learning Center (RRALC) has been specifically chosen as a pilot site within the district for the implementation of this curriculum due to the underserved student groups in attendance at this building site. The Red River Area Learning Center (Red River ALC) offers year-round options for K-12 students in regular education setting and separate sites, including after-school, independent study and seat-based programs. Red River ALC options are designed for students experiencing educational needs as a result of homelessness, high mobility, chemical health concerns, low academic skills, economic disadvantage, personal-social-family problems, and more. The separate school program, referred to as the Red River Area Learning Center, serves middle school and high school students. Special program options are available at Horizon Middle School and Moorhead High School. Extended day programs for learners in grades K-12 are also offered in the regular school buildings. The ALC exists for students not performing at grade level, behind in school work, needing a more flexible learning environment, considering dropping out, already dropped out, needing assistance with personal or social problems, or at risk of not making grade level benchmarks. Since 1997 the Red River ALC has provided services to more than 3,000 students, k-12. Students who need an option outside of the traditional school building may choose the Red River ALC program located at Bella Center in Moorhead. Red River ALC students can include a variety of program options in their educational plan, including traditional, alternative and community based approaches.

Many of these students' educational careers reflect inconsistent support systems and tentative coping ability. Obstacles to student achievement include diminished economic status and family mobility. In 2006-07 the free and reduced lunch rate for Moorhead District was .29. The free and reduced rate at RRALC for the same period was .71. More than half of the students enrolled at RRALC during 2006-07 experienced homelessness. The average placement of students at RRALC was less than one semester. The mobility rate is over 200 percent. Most students have attended several schools during their educational careers with lapses in enrollment. The students present with huge gaps in learning. This makes implementation of traditional educational programming a challenge. Students do not always maximize learning opportunities. Students and families value education, but are often inconsistent in providing the structure needed to close the achievement gaps. RRALC continues to maintain collaborative partnerships with community agency programs such as Indian Education, Mas Que Suenos/Soy Libros, MN Extension, and higher education to increase student opportunities for personal and academic growth.

Collaboration with middle school and high school counselors will enhance all students' long term educational and career planning (e.g. 6 year plan) with career awareness of STEM opportunities. The STEM integration coach will work to develop student programs and district programs of study using the Minnesota Department of Education and MNSCU *Minnesota Career Fields, Cluster and Pathways Chart*. A comprehensive educational planning system will be assisted by 100% participation in EXPLORE (8th grade) and PLAN (10th grade) assessments. The ACT test will be funded for students at Red River Area Learning center through a cooperative program with Minnesota State University-

Moorhead.

Current data on student achievement and participation in STEM courses, including all student groups; and

The use of NWEA MAP test results, which results in the yearly development of individual student growth goals and school /district SMART goals, along with the use of student impact assessments (HSSSE student impact survey), and , are key components in increasing student achievement and providing rigorous and relevant STEM content for all students. Moorhead Public Schools hopes to increase student enrollment in further mathematics courses by enhancing the educational experience for students through action based teaching methods, including the use of real-world applications and career exploration.

Student achievement, participation, attendance, and impact data are summarized below:

	Red River Area Learning Center	District	State
MCA II Math (Grade 11)	6% Proficient	44% Proficient	32% Proficient
MCA II Math (Grade 8)	22% Proficient	72% Proficient	58% Proficient
MCA II Math Participation	97%	99%	98%
Attendance Rate	87%	95%	95%
Graduation Rate	25%	94%	91%
ACT Participation	<1%	71%	70%
ACT Mathematics	15.0	24.0	22.5
ACT Science	17.0	23.1	22.5

Description of current process for utilizing and analyzing data.

The district uses various methods for data mining and analysis. The data is stored and retrieved a real-time data base system using demographic and assessment reporting system (DARS) and interfaces with PowerSchool the district student management system. Staff members are organized into collaborative professional learning communities and use the MCA-II School Report Cards , student growth targets from NWEA math RIT scores, needs and impact data from student/task force surveys to develop school and grade level SMART goals.

III. WORK PLAN: OUTCOME PLANNING

Possible
Points

Provide a narrative of not more than one page for each of the following outcomes (*not to exceed 7 pages total*):

- 1) Rigorous and relevant STEM content for all students, including underserved student groups;
 - a) Title of Outcome – STEM Research Study Group
 - b) “Where are we now?” Current data and/or evidence
 - There are collaborative arrangements and programs with higher education and community agencies with representative people to serve on the task force. The school district is working with the Greater Fargo Moorhead Economic Development Corporation’s Strategic Plan. Specifically the plan addresses STEM:
 - Create a Greater Fargo Moorhead STEM Institute for targeted education in STEM disciplines, including an endowment for a community-wide coordinator of activities between K-12, our universities, and the business community.
 - Create a community task force to advance awareness and participation in Science, Technology, Engineering & Mathematics among students and parents.
 - Mathematics and literacy coaches are currently in place to assist with integration of standards and instructional practices.
 - Professional Learning Communities (PLCs) are in place to utilize and contribute to the recommendations of the task force.
 - c) Proposed improvement plan or strategies for round one (planning).
 - K-12 science and mathematics teachers work with STEM integration, mathematics and assessment instructional coaches to increase STEM content in classes and embed revised mathematics standards.
 - Use of engineering standards frameworks document from Massachusetts will be used as a reference for embedding engineering activities into curriculum.
 - Project Lead the Way curriculum will be researched to determine the courses to offer at Red River Area Learning Center.
 - d) Proposed evaluation tools
 - STEM integration documents K-12
 - Project Lead the Way courses offered at Red River Area Learning Center
- 2) Increased participation of all student groups in STEM courses, programs or linked learning opportunities;
 - a) Title of Outcome – K-12 STEM Program of Study
 - b) “Where are we now?” Current data and/or evidence
 - Current Course Offerings
 - EXCEL Summer School – Math integrated Industrial Tech
 - c) Proposed improvement plan or strategies for round one (planning).
 - Stem courses and programs that will be enhanced will be insertion of STEM mini-units in science, technology, mathematics and engineering embedded in existing science and mathematics curriculum at each grade level.
 - Linked learning opportunities through Bison Best Project Robotic Competition and Destination Imagination
 - MathWorks Modules (contextual math) to be expanded and utilized in technology, mathematics, science and industrial technology classes as appropriate.
 - Expand integrated coursework through extended day/learning year opportunities as piloted through the Math integrated Industrial Tech class.
 - Project Lead the Way curriculum will be researched to determine the courses to offer at Red River Area Learning Center.
 - Develop a plan to enable broad access to reliable and authoritative learning and teaching materials through the National Science Digital Library (NSDL). They expect to promote continual improvements in the quality of formal STEM education, and also to serve as a resource for informal and lifelong learning.
 - d) Proposed evaluation tools
 - Course offering more clearly defined with STEM concepts.
 - K-12 program of study develop and published
- 3) Increased student engagement in STEM-related content;

- a) Title of Outcome – Underserved Student Participation Rates Increased in STEM Coursework and Algebra II
 - b) “Where are we now?” Current data and/or evidence
 - Red River Area Learning Center participation in Algebra II < 1%
 - High School participation in Algebra II 27%
 - Six percent of high school students in applied geometry and algebra.
 - c) Proposed improvement plan or strategies for round one (planning).
 - Utilize student survey questionnaire – High School Survey of Student Engagement (HSSSE)
 - Determine goals for increasing participation through offering contextual based, rigorous, hand-on mathematics and science courses.
 - d) Proposed evaluation tools
 - Increased student enrollment in STEM coursework and Algebra II
 - HSSSE completed at the end of the project.
- 4) Personalized learning environments for all students, supported by parents/mentors;
- a) Title of Outcome – STEM Program of study and student 6 year plans
 - b) “Where are we now?” Current data and/or evidence
 - Program of study and student planning demonstrates a lack of systemic planning for STEM coordination through the grade levels which would ensure curriculum activity sustainability.
 - c) Proposed improvement plan or strategies for round one (planning).
 - STEM Program of Study developed using the *Minnesota Career Fields, Clusters and Pathways Chart*
 - Electronically based comprehensive education planning system developed for students for career and educational planning.
 - d) Proposed evaluation tools
 - Six year plans, Continual Learning Plans for At-Risk students will be integrated.
- 5) Multiple pathways offered to postsecondary training or college in STEM-related fields;
- a) Title of Outcome – Personalized Six Year Student Plans
 - b) “Where are we now?” Current data and/or evidence
 - Program of study and student planning demonstrates a lack of systemic planning for STEM coordination through the grade levels which would ensure curriculum activity sustainability.
 - c) Proposed improvement plan or strategies for round one (planning).
 - STEM Program of Study developed using the *Minnesota Career Fields, Clusters and Pathways Chart*
 - The school district is working with the Greater Fargo Moorhead Economic Development Corporation’s Strategic Plan. Specifically the plan addresses STEM through the following goals:
 - Create a Greater Fargo Moorhead STEM Institute for targeted education in STEM disciplines, including an endowment for a community-wide coordinator of activities between K-12, our universities, and the business community.
 - Create a community task force to advance awareness and participation in Science, Technology, Engineering & Mathematics among students and parents.
 - d) Proposed evaluation tools
 - STEM Program of Study created, documented and implemented.
 - 100% participation with Explore and Plan to develop electronically based six-year plan for students.
- 6) High-quality principal and teacher leadership that promotes and supports STEM education; and
- a) Title of Outcome – Professional Development and Leadership
 - b) “Where are we now?” Current data and/or evidence
 - District, building and teacher leaders have been involved in book study groups centering on STEM. One of the books studied was *The World Is Flat*.
 - The opening workshop featured Stephanie Hamilton who focused on 21st Century Learners. Discussion groups (teachers and administrators) discussed the implications of the information for teaching and learning in the school district.
 - c) Proposed improvement plan or strategies for round one (planning).
 - Continued research and study through the STEM Research and Study Group.
 - Continued involvement of building administrators in STEM discussions and planning.
 - d) Proposed evaluation tools

- Professional development effectiveness survey feedback from staff.

7) Student assessment and program data used to continuously improve STEM education.

- a) Title of outcome – HSSSE Impact Survey and Student Achievement Data
- b) “Where are we now?” Current data and/or evidence
 - The average NWEA mathematics RIT score for district 11th grade students was 238, compared with an average RIT score at RRALC of 227.
 - 66% of district 11th graders made their growth targets in the mathematics area, compared with 50% at RRALC.
 - 44% of the district’s 11th graders were proficient on the MCA-II mathematics state assessment, compared with 6% of the 11th grade students at RRALC.
 - Less than 1% of eligible students took the ACT test last year at RRALC, with math and science scores significantly below district and state averages.
- c) Proposed improvement plan or strategies for round one (planning).
 - Conduct HSSSE (High School Survey of Student Engagement) at RRALC during the planning phase to measure student impact, levels of engagement, and school attitudes, to provide baseline data, and to determine items on the survey with medium to large effect sizes.
- d) Proposed evaluation tools
 - A follow-up survey will be conducted at the conclusion of the grant period to measure the impact of these specific STEM improvement initiatives at the Alternative Learning Center pilot site.
 - Student achievement state and local assessments including NWEA Measures of Academic Progress – Mathematics, ACT, MCA II – Mathematics and Science.

IV. BUDGET NARRATIVE (must align with BUDGET SUMMARY SHEET)

**Possible
Points**

The main emphasis of the planning year for implementation of the STEM redesign will be teacher leadership. The grant will provide for .6 FTE of a STEM Integration Coach to work with the STEM Research Task Force to Plan for the implementation of STEM into programming in the school district. The STEM Integration Coach will work together with the Math Instructional Coach to integrate the new math standards, science and appropriate technology and engineering standards into programming through out the school district.

.6 FTE teacher coach = \$14,000

Funding for the equivalent of 10 substitute teachers (\$1,000) will provide release time for teachers to work with the STEM integration coach to plan and develop documents for each grade level. This funding will also be used for site visits to Clearbrook /Gonvick School District and Alexandria to observe the integration of STEM into a school district.

Funding for 20 hours of extra contract time (\$1,000) for planning and development of the STEM initiatives.

The total for the planning year will be \$16,000. The school district will also provide funding for STEM activities through staff development funding and other related areas. The implementation team will also work with the research study committee to determine potential community and additional funding prospects.

The \$24,000 will be used in year two for .25 of the STEM Integration Coach, training for two teachers with the Project Learning the Way curriculum at Red River Area Learning Center and extra contract time for continued research and implementation of STEM content into school district programming. The detailed budget for implementation will be completed in June 2011 for year 2.

APPLICATION BUDGET SUMMARY

SYSTEMIC STEM SCHOOL REDESIGN Grant Opportunity

Budget Narrative and Summary Combined (Possible Points: 10)

This budget summary and budget narrative must align. Possible points are for both forms combined. The budget narrative must provide detailed explanations for each budget expense category. See the Application Instructions for additional information on budget line item categories.

DIVISION NAME: Academic Standards and High School Improvement Division			
GRANTEE/FISCAL AGENT NAME			
PROJECT NAME: Systemic STEM School Redesign			
OBJECT CODE	BUDGET LINE ITEM CATEGORIES	MDE AMOUNT OF FUNDS REQUESTED	REVENUE INCOME IF APPLICABLE
100	SALARIES AND WAGES (including subpay if not contracted out)	\$16,000	
200	FRINGE BENEFITS		
300	PURCHASED SERVICES - Series		
	CONSULTANT/CONTRACTED SERVICES		
	COMMUNICATIONS (Phone, Internet, Postage/Parcel & Purchased Printing)		
	STAFF DEVELOPMENT		
	STAFF TRAVEL - Instate		
	STAFF TRAVEL - Out of State - Limited (provide justification in Budget Narrative)		
	WORKSHOP & CONFERENCE EXPENSES - Meals, Meeting Room Costs, Lodging for Participants (master bill), AV equipment		
	OPERATING LEASE OR RENTALS (If not included in indirect cost)		
396 & 397	PAYMENTS TO SCHOOLS - for Agreements to Purchase Licensed Staff Time		
	PURCHASED SERVICES - Other (Identify in detail in the Budget Narrative)		
400	SUPPLIES AND MATERIALS - Series		
	SUPPLIES AND MATERIALS - Non-Instructional		
	SUPPLIES AND MATERIALS - Instructional		
800	OTHER EXPENDITURES (Identify in detail in Budget Narrative section)		
Total Direct	TOTAL DIRECT COSTS		
Total Indirect	TOTAL INDIRECT COSTS - Schools use current restricted rates Nonprofits, Ed districts, Education Cooperatives use a maximum of 8%		
390-394	PAYMENTS TO SCHOOL DISTRICTS, COUNTIES, AND OTHER NON-PROFIT AGENCIES FOR DIRECT SERVICES TO STUDENTS		
500	CAPITAL EXPENDITURES	Not Allowable	Not Allowable
	TOTAL (should include direct and indirect cost)	\$ 16,000	\$ -
NOTE: A budget revision request must be submitted for any budget line item changes of more than 10% per line item category. Some unallowable expenditures are: gifts, entertainment, gift certificates, amusement, alcohol or to pay for vendor exhibits. *Grants made exclusively for the purpose of supporting conferences are not allowed reimbursement for indirect costs.			

AGREEMENT TO COMPLY WITH ASSURANCES FORM

In regard to potential funding of an award, the following clauses are stated in their entirety in the application materials section titled ASSURANCES. For the purpose of this form, said clauses are referenced only by their clause number and heading hereafter in this Agreement to Comply with Assurances form.

The applicant/awardee 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 award should grant funds be awarded. As part of the application/proposal requirements, applicant shall sign and submit this form and attach applicable certification(s) indicating its agreement to comply with the provisions of the application and assurance clauses.

1. SURVIVAL OF TERMS	11. ANTITRUST
2. USE OF FUNDS	12. GOVERNING LAW, JURISDICTION AND VENUE
3. EQUIPMENT	13. LOBBYING*
4. FINANCIAL & ADMINISTRATIVE PROVISIONS	14. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS*
5. LIABILITY	15. DRUG-FREE WORKPLACE (Awardees Other Than Individuals)*
6. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS	16. DRUG-FREE WORKPLACE (Awardees Who Are Individuals)*
7. PUBLICITY	17. TRANSFERABILITY
8. GOVERNMENT DATA PRACTICES	18. TIME
9. DATA DISCLOSURE	19. OTHER PROVISIONS
10. WORKER'S COMPENSTATION	

Regarding clauses 13, 14, 15 and 16:

These provisions are required when the award involves federal funds. Applicants shall refer to the regulations cited 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,"; 34 CFR Part 84, Government-wide Requirements for Drug-Free Workplace (Grants) and 34 CFR Part 85 Government-wide Debarment and Suspension (Non-procurement) and the certifications shall be treated as a material representation of fact upon which reliance will be placed when the Minnesota Department of Education determines the award.

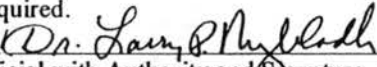
The title of the application award opportunity: Moorhead Area Public School District

The applicant shall list the site(s) for the performance of work done in connection with this specific award opportunity.

<u>Moorhead Area Public School District</u>	<u>2410 14th St. South</u>
Place of Performance	Street Address
<u>Clay</u>	<u>Moorhead, MN 56560</u>
County	City, State and Zip Code

Check if there are (additional) workplaces on file that are not identified above.

By signing this form, I/we Moorhead Area Public School District the applicant, acknowledge that I have read the assurances in their entirety as stated within the application materials 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 opportunity should the organization be awarded funds and become a grantee/awardee. I/we hereby assure and agree to comply with all conditions and submit required documents and certifications as required.

<u>Dr. Larry P. Nybladh</u>		<u>11/21/07</u>
Print Name and Title of Identified Official with Authority and Signature		Date
Must bear same signature as on the Application Cover Sheet		



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.062 C

TO: Dr. Larry P. Nybladh
FROM: Lynne Kovash *LK*
DATE: November 20, 2007
RE: Success for the Future Grant

Attached is the Official Grant Award Notification from the Minnesota Department of Education to Moorhead Area Public Schools for the Success for the Future Indian Education Grant. This grant is funded for a two year period and has the potential for two additional two year grant cycles based on funding availability and performance.

The grant award is for \$67,275 per year for two years. The funding will be used for two part-time tutors at Horizon Middle School, one part-time tutor at Moorhead High School and two part-time tutors at Red River Area Learning Center.

SUGGESTED RESOLUTION: Move to accept the Grant Award from the Minnesota Department of Education for the Success for the Future Indian Education Grant.

LAK/kmr
Attachment

OFFICIAL GRANT AWARD NOTIFICATION

GRANT Awardee Information

ORGANIZATION/AGENCY
KEY AGENCY AUTHORIZED REP./TITLE/POSITION
FULL ADDRESS
CITY/STATE /ZIP
PHONE/ FAX
EMAIL

Moorhead Public School District # 152
Dr. Larry Nybladh Title/Position: Superintendent
2410 14th Street South
Moorhead, MN 56560
218-284-3724 Fax: 218-284-3733

OTHER KEY CONTACT INFORMATION NAME
TITLE/POSITION
ORGANIZATION/AGENCY (if different)
ADDRESS (if different)
CITY/STATE /ZIP
PHONE/ FAX
EMAIL

Sarah King
Title/Position: Project Director
2410 14th St So
Moorhead, MN 56560
218-284-3724 Fax: 218-284-3733
sking@moorhead.k12.mn.us

MDE GRANT PROGRAM TITLE

Success for the Future

ENCUMBRANCE INFORMATION

GRANT NUMBER (if applicable): _____

FUNDING SOURCE/LEGISLATIVE AUTHORITY:
Success for the Future Indian Ed. - 124D.81
CFDA FUNDING SOURCE:

UFARS NUMBER: 01F320-Succ for Fut 08

ACTION TYPE: New Award

CFMS #: _____
VENDOR ID NUMBER: _____

FY	Cost Code (fund-org-appr)	Amount
08	100-E37-1223-A40	\$67,275.00
09	100-E37-1223-A40	\$67,275.00
		\$

Encumbrance Signature: N/A _____
Encumbrance Date: _____

AWARD AMOUNT

\$134,550.00 Original/Initial Award

\$134,550.00 **TOTAL Award**

AWARD PERIOD

This grant opportunity has the potential for two additional 2 year grant cycles based on funding availability and performance.

START DATE: September 4, 2007
THROUGH END DATE: June 30, 2009

MDE KEY STAFF CONTACT INFORMATION

AUTHORIZED REPRESENTATIVE

Rebecca Garay Heelan
Phone: 651-582-8862 Fax: 651-582-8879
Email: Rebecca.garayheelan@state.mn.us

PROGRAM SPECIALIST (IF DIFFERENT FROM AR)

GRANTS SPECIALIST

LaDonna Mustin
Phone: 651-582-8832 Fax: 651-582-8494
Email: ladonna.mustin@state.mn.us

OTHER ASSIGNED MDE STAFF

Phone: - - Fax: - -
Email:

Organization/Agency/District: Moorhead ISD #152
\$134,550.00 TOTAL Award

With respect to the terms and conditions of the application materials associated with this award:

1. THIS ACTION IS TO:

Success for the Future grant program for tribal and public schools. The grant supports programs for American Indian students that offer graduation and academic achievement activities that are delivered in a culturally based context. Initiatives funded through this program have and will show an increase in student attendance, academic success, and interest in attending college.

2. ADDITIONAL REQUIREMENTS: Awardee/grantee will adhere to detailed Program and Operation Schedules provided in the supplemental forms provided to MDE.

PROGRAM REPORTING:

Program Reporting Forms (PRF) shall be submitted in the form and manner prescribed by MDE. Format, content, and exact due dates will be as follows:

- a. **Mid-Year Report** including submission of data collected related to the grant project, will be due to MDE by *January 30* of each year.
- b. **Final Report Form** is due 45 days after the ending date of the grant *August 15* of each year outlining expenditures for the grant project through June 30 of each year. The FR consists of the final payment requests and final program reports including any data requested and/or other reports. The Financial Report will be reviewed along with the FR before approval for final payment is made and before the grant is closed out. See payment schedule:
 - 90 percent will be released after the grant is fully executed
 - 10 percent upon receipt and approval of FY08 final report
 - 90 percent will be released upon receipt and approval of FY08 final report
 - 10 percent upon receipt and approval of FY09 final report
- c. **Performance Indicator 1 and 2** forms are due *September 15* of each year. Relating to the Base Line Data information collected during the year for targeted students.
- d. **Financial Report** is due by *October 30* of each year and shall be submitted in the form and manner prescribed by MDE.

3. OTHER FISCAL REQUIREMENTS:

a. Program Dates and Award:

Each year grantee/awardee must provide a new budget with detail and an updated work plan if any goals, activities or strategies change. Reporting forms shall be submitted in the form and manner prescribed by MDE.

The 2nd year funding is contingent upon satisfactory performance and the continuation of funding from the Minnesota Legislative appropriation. Updated work plans and budgets for year two will be requested.

Continuation grants up to a maximum of six years may be offered.

Organization/Agency/District: Moorhead ISD #152
\$134,550.00 **TOTAL Award**

Renewal application forms will be on the MDE Indian Education web page after May 30 of 2009 and are due June 30th.

Each grant year a mandatory meeting will be held. Participation by at least one staff member from the Success for the Future grant program is required.

- b. **Financial (Back-Up/Supporting) Documentation:** is required on all awards of \$50,000 or more, per award. Awardee/grantee must provide MDE with supporting documentation per request. Financial reconciliation will occur on random basis following awardee/grantee submission of a Financial Reporting Form at least once per award period.
- c. **Retainage:** Under Minnesota Statutes Section 16C.08, subdivision 5(b), no more than 90% of the amount due under this contract may be paid until the final product of this award has been reviewed by MDE's Authorized Representative/Agency's head. The balance due will be paid when MDE's Authorized Representative/Agency's head determines that the awardee/grantee has satisfactorily fulfilled all the terms of this award.
- d. **Revisions (Budget and/or Work Plan):** Awardee/grantee must receive prior written approval from MDE for any budgetary realignment of 15% of total category of expenditure, whichever is greater. Awardee/grantee must support the request with reason for change. Awardee/grantee may not move funds to an unbudgeted line item without written MDE approval.
- e. **On Site Monitoring Visit:** In the event an on-site monitoring visit is required by MDE, the awardee/grantee shall cooperate with MDE in the provision of the on-site monitoring visit(s) and shall comply with MDE's request for documentation, before, during and/or after.

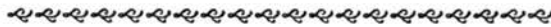
3. CANCELLATION:

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

Organization/Agency/District: Moorhead ISD #152
\$134,550.00 **TOTAL Award**

4. **AMENDMENTS:** (extension, increase, or change in other terms):

Any amendments to this award shall be in writing and shall be executed by the same parties who executed the original award, or their successors in office. An amendment consideration must be requested 45 days prior to the end date of the award period and is valid and effective upon written approval from the MDE authorized representative or delegate. No amendments will be considered on an expired award.



I, the Authorized Representative, acknowledge by signing below that I have reviewed all documentation and documents related to this award to ensure that adequate oversight and appropriate internal controls to properly administer grant funds have been measured and I also have obtained the Agreement to Comply With Assurances form and applicable Certification(s).

Rebecca Garay Heelan

Authorized Representative Name & Signature

10-22-07

Date

I, the Program Accountability and Improvement Division Director, by signing below verify that agency policies and procedures were followed in the awarding of this grant.

Michelle Weber

Division Director Name & Signature

10/22/07

Date

I, the Division Director, by signing below do hereby approve this award and attest to the Authorized Representative's review of said documents.

Leona Derden

Division Director Name & Signature

10/22/07

Date

This award notification and release of funds is therefore approved, legal, binding and valid with the following official agency signature.

Signature of MDE's Official with Authority to Sign

Date: 10/24/07

Name: AL LOUISMELE


Title: Acctg. mgr.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.049

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron  Nybladh, Director of Human Resources

DATE: November 19, 2007

RE: Family/Medical Leave

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

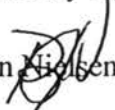
Linda Matthews	Teacher, EIS, effective December 26, 2007 for approximately six weeks.
Heather Arntson	Teacher, High School, effective November 12, 2007 until January 21, 2008.
Jennifer Sitter	Teacher, EIS, effective approximately mid February for approximately eight weeks.
Gretta Beller	Secretary, High School, effective approximately December 13, 2007 for approximately six weeks.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Linda Matthews, Heather Arntson and Jennifer Sitter pursuant to Section IV, Article 38 of the Teachers' Master Agreement and Gretta Beller pursuant to Article IX, Section 3 of the Secretary Master Agreement.



Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.050**

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron , Director of Human Resources
DATE: November 19, 2007
RE: Retirement

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

Doris Babler Secretary, Ellen Hopkins Elementary, effective January 25, 2008.

SUGGESTED RESOLUTION: Move to approve the retirement for Doris Babler as presented.

RN/smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.051

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: November 19, 2007
RE: New Employee

The administration requests the approval of the employment of the following person subject to satisfactory completion of federal, state and school district statutes and requirements.

Leia Fogel Tutor/Mentor, High School, 19.75 hours per week, \$12.00 per hour,
effective November 27, 2007. (United Way Grant money)

SUGGESTED RESOLUTION: Move to approve the employment of Leia Fogel as presented.

RN/smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.07.052

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nelson, Director of Human Resources

DATE: November 21, 2007

RE: Health and Safety Plan Update

Attached is the executive summary of the School District #152 Health and Safety Plan for 2007-2008. This plan has been reviewed and updated as needed by Melissa Mattson, our representative from the Lakes Country Service Cooperative, who is the contractor for the plan.

The updates will be incorporated into the Health & Safety Plan on the district web site in the near future. This annual update insures the plan conforms to State of Minnesota Standards.

SUGGESTED RESOLUTION: Move to adopt the 2007-2008 Health and Safety Plan as presented.

RN:jal

Moorhead Area Public Schools

Summary of Health and Safety Written Programs for 2007-2008

Background

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

A Workplace Accident and Injury Reduction Program (AWAIR)

Contact: Ron Nielsen, Director of Human Resources

Addresses the following:

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

Asbestos Contact: Jim Kovarik, Property Services Supervisor

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

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

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

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

The general intent of the Chemical Hygiene Program is:

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

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

Community Right-To-Know Contact: Jim Kovarik, Property Services Supervisor

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

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

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

Confined Space Contact: Jim Kovarik, Property Services Supervisor

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

Control of Hazardous Energy Sources Contact: Jim Kovarik, Property Services Supervisor

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

Electrical Safety Contact: Jim Kovarik, Property Services Supervisor

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

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

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

Fire Safety Contacts: Jim Kovarik, Property Services Supervisor and Building Principals

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

Hazardous Waste Contact: Jim Kovarik, Property Services Supervisor

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

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

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

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

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

Indoor Air Quality Contact: Jim Kovarik, Property Services Supervisor

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

Ladder Safety Contact: Jim Kovarik, Property Services Supervisor

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

Lead in Drinking Water Contact: Jim Kovarik, Property Services Supervisor

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

Machine Guarding Contacts: Individual Instructors

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

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

This program covers the requirements for PPE (with the exception of PPE used for respiratory, hearing protection or for hazardous material response to spills or releases). All employees are provided with required PPE to suit the task and known hazards.

Playground Safety Contacts: Elementary Principals

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

Powered Industrial Truck (Forklift) Contact: Jim Kovarik, Property Services Supervisor

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

Radon Contact: Jim Kovarik, Property Services Supervisor

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

Underground Storage Tanks Contact: Jim Kovarik, Property Services Supervisor

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

Welding Safety Contacts: Mechanic for Transportation and Metals Shop Instructor

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



Department of Teaching and Learning
Moorhead Area Public Schools

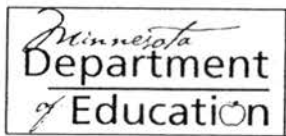
Memo TL.08.064 R

TO: Dr. Larry P. Nybladh
FROM: Lynne Kovash *LK*
DATE: November 20, 2007
RE: Robert Asp School Level Improvement Plan

Attached is the draft of the Robert Asp School Level Improvement Plan. The plan was reviewed by teaching staff and the Instruction and Curriculum Advisory Committee. The plan must be submitted by November 30, 2007 to the AYP Coordinator at Lakes Country Service Cooperative.

SUGGESTED RESOLUTION: Move to agree to the assurances for Title I School Improvement and authorize Lynne Kovash as the Local Education Agency (LEA) representative.

LAK/kmr
Attachment

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
---------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

I. General Information and Instructions:

1. Improvement plans are due **November 30, 2007**.
2. Email the completed Plan to Barbara Hexum at bhexum@lcsc.org, AND
3. Mail or hand deliver the completed and signed plan to Barbara Hexum, 1001 E. Mt. Faith, Fergus Falls, MN 56537

DISTRICT IDENTIFICATION INFORMATION

District Name and Number: Moorhead Area Public Schools 152	Phone: 218-284-3330
Superintendent: Dr. Larry P. Nybladh	Fax: 218-284-3335
District Address: 2410 14 th St. S.	Email: lnybladh@moorhead.k12.mn.us

**SCHOOL or CHARTER SCHOOL (Single Site)
IDENTIFICATION INFORMATION**

School Name: Robert Asp Elementary School	Phone: 218-284-6330
School Address: 910 11 th St. N.	Fax: 218-284-6333
Principal: Kevin Kopperud	Email: kkopperud@moorhead.k12.mn.us

School Support Team Members (for additional members, please attach names to plan)

<i>Support Team Names</i>	<i>Support Team Roles</i>
1. Diana Johnson	Learner Support Teacher
2. Char Lien	RtI Instructional Coach
3. Karla Brewster	Reading Recovery Teacher Leader
4. MariLourdes Shamdas	ELL Teacher
5. Maret Kashmark	Counselor
6. Kim Jenni	Learner Support Teacher
7. Jennifer Carney	Grade 2 Classroom Teacher
8. Chad Durand	Grade 4 Classroom Teacher
9. Holly Stall	Parent
10. Cheri Gess	District Assessment Instructional Coach

AYP Consequence Stage 2007-2008 School Year
****Any school in Corrective Action or Year 2 of Restructuring must complete Appendix B**

<input checked="" type="checkbox"/> Needs Improvement 1.1 or 1.2	<input type="checkbox"/> Corrective Action 3.1 or 3.2
<input type="checkbox"/> Continuing Needs Improvement 2.1 or 2.2	<input type="checkbox"/> Restructuring (Planning) 4.1 or 4.2 <input type="checkbox"/> Restructuring 5.1 or 5.2

MDE USE ONLY

Final Approval Signature:	Date:
Comments:	

IMPROVEMENT PLAN ASSURANCES

Related to the consequences for Title I school improvement, the LEA agrees to the following assurances:

1. The identified school will create or revise a current improvement plan with the input of outside experts, teachers, parents and the school's support team as outlined in P.L. 107-110, Section 1116.
2. The school improvement plan will be developed and/or revised within 90 days of identification and shall cover a two-year period.
3. The district shall establish and implement a peer review process of the school plan within 45 days of receiving the improvement plan, maintaining documentation that will be available upon request by the SEA as needed.
4. Each school identified for improvement status will reserve and spend at least 10% of the school's Title I, Part A allocation for professional development activities related to carrying out the initiatives of the improvement plan in the current school year.
5. The school principal will ensure that all teachers teaching core content classes meet the requirements of highly qualified.
6. The identified school will provide an explanation of the parent's option to obtain school choice and/or supplemental education services for their child, if applicable, in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Documentation of parent notification will be maintained and available upon request by the SEA as needed.
7. School improvement funds will supplement and not supplant state and local funds.

We hereby agree to the assurances as printed herein and verify that all the information provided in this school improvement application is true and accurate to the best of our knowledge.

(Signature of School Principal)

(Date)

(Signature of Superintendent/Director)

(Date)

(Signature of LEA Representative)

(Date)

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Moorhead Area Public Schools (District Name) has authorized

Lynne Kovash (Name) at a monthly meeting on November 26, 2007 (date) to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2007-08. The LEA Representative will ensure that the school district will maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the responsible authority in all matters relating to the administration of this improvement plan.

(Signature of Superintendent/Director)

November 26, 2007

(Date)

Schools identified for consequences of not making adequate yearly progress (AYP) are required to develop (or revise) and implement an improvement plan based on the ten elements prescribed under P.L. 107-110 Section 1116. This can be accomplished as follows:

- Schools must **develop** an improvement plan using the current format and submit the completed and signed form to the assigned agency (see page one of this form for instructions),
- OR**
- Schools with an **existing school improvement plan** may attach their previous plan and use this form to indicate where each required element is embedded within the attached plan. The completed and signed form along with the attached plan, is submitted to the assigned agency (see page one of this form for instructions).
- Use the attached scoring rubrics (appendix A) to guide your school improvement planning.

Ten elements to be included in the needs improvement plan:

1. Ensure all students are proficient in core academic subjects by 2013-2014
2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency
3. Incorporate strategies based on scientifically based research to strengthen core academic subjects
4. Describe how the professional development set aside (10% of Title I) will improve the school status
5. Increase teacher and principal participation in High Quality Professional Development
6. Promote effective parent involvement strategies
7. Incorporate extended day and extended school year activities as appropriate
8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA
9. Describe the process of written parent notification of needs improvement status
10. Incorporate teacher mentoring in the school improvement process

II. EXECUTIVE SUMMARY INTRODUCTION:

Please provide a brief description and introduction about your school. This should be the first page of the improvement plan to give the reviewers a general understanding of your school.

Address the following:
School Demographics

The Moorhead Area Public Schools have a reputation for excellence. The high expectations of parents, the dedication of the teachers and staff, the visionary leadership, and the influence of three four-year colleges in the area have made the schools among the best in Minnesota, a state with a highly regarded educational system.

The district is best known for three things: the superior academic achievement of its students, its far-reaching extracurricular activities, and its efficiency in operating costs. The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world. Each day approximately 5,200 students learn and thrive in the classrooms, hallways and playgrounds of Moorhead Area Public Schools.

Ellen Hopkins Elementary School, Robert Asp Elementary School, and S.G. Reinertsen Elementary School serve students in grades K-5, Horizon Middle School serves grades 6-8, and Moorhead High School serves grades 9-12. The Red River Area Learning Center offers an alternative school setting and independent study options for middle school and high school learners.

Besides addressing the needs of K-12 students, the district also provides educational, social and recreational opportunities for learners of all ages.

Learning in Moorhead begins at birth with a wide range of popular Early Childhood Family Education classes for parents and children, birth through age five. Early Intervention Services provides special education services to children, birth through age five, in the district.

Each year, Community Education, a program of the Moorhead School District, offers approximately 1,000 enrichment courses to thousands of area residents. GED preparation and instruction in basic skills are offered through Adult Basic Education.

The Moorhead School District, which covers 216 square miles along the Red River, is 34 miles long and 9.5 miles wide. The district includes the cities of Moorhead, Georgetown and Sabin. The district's budget exceeds \$40 million.

Robert Asp Elementary School demographics in October 2006 were as follows: American Indian, 2.7%; Asian, 2.1%; Hispanic, 14.4%; Black, 3.2%; White, 77.6%; LEP, 7.0%; Special Education, 15%; and Free and Reduced Lunch, 40%. The attendance rate was 95.6%.

Robert Asp Elementary School is located on 11th Street North in Moorhead. The attendance area for Robert Asp School is described as follows: The northern boundary line is the school district's northern boundary, including Georgetown. The southern boundary line extends from the Red River along Center Avenue to 14th Street, south one block to Main Avenue, east following Main Avenue to 17th Street South, south on 17th Street to 4th Avenue South (including all residences facing 17th Street South), east on 4th Avenue South to Main Avenue, following Main Avenue to 20th Street South, then south on 20th St. to 12th Avenue South, east on 12th Avenue South to 34th Street South (excluding the Meadows South addition), south on 34th Street to Interstate 94, and then east to the school district's eastern boundary.

The building was constructed in 1957 as a junior high school and completely remodeled into an elementary building in 2004.

Enrollment at Robert Asp by Grade (October 2006) was as follows:

- Kindergarten 137
- Grade 1 137
- Grade 2 122
- Grade 3 106
- Grade 4 135
- Grade 5 121
- Total 758

Robert Asp Elementary School staff set school goals based on the NWEA Measures of Academic Progress. The data will be reviewed and revised based upon the Fall and Spring Testing data. The staff will work to revise the goal with a data retreat next fall to utilize both MAP and MCAII test data. The SMART Goals for 2006-07 are as follows:

Goal 1:

By the end of the 2006-07 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

Progress toward goal:

- Students in grades 2-5 meeting the growth target in reading decreased from 59.7 percent to 57.8 percent, a loss of 1.9 percent.

Goal 2

By the end of the 2006-07 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in math.

Progress toward goal:

- Students in grades 2-5 meeting the growth target in math increased from 55.6 percent to 66.1 percent, a gain of 10.5 percent.

- Areas of AYP identification and a brief overview of how these areas will be addressed in the improvement plan

Robert Asp has not made not progress in the area of mathematics for Hispanic students in 2005-06 and LEP students in 2006-07. The areas of improvement will be addressed through professional development in best practice instruction. Professional development and professional learning is a cornerstone of improving instruction and achievement for all students. Marzano (2005) stated that an effective teacher in the classroom is the most important indicator for improving student achievement.

Many studies have quantified the influence an effective teacher has on student achievement that is relatively independent of anything else that occurs in the school (Haycock, 1998; Marzano, 2003; Nye, Konstantopoulos, & Hedges, 2004). Effective teachers are characterized in literature by having many of the following characteristics: the ability to motivate high academic engagement and competence, excellent class management, and the ability to foster a positive, reinforcing, cooperative environment. Of these studies, the one by Nye, Konstantopoulos, and Hedges is the most compelling because it involved random assignment of students to classes controlled for factors such as the previous achievement of students, socioeconomic status, ethnicity, gender, class size, and whether or not an aide was present in class. The study involved 79 elementary schools in 42 school districts in Tennessee.

Among a number of findings, the study dramatically answers the question of how much influence the individual classroom teacher has on student achievement. Nye and colleagues (2004) summarize the results as follows:

These findings would suggest that the difference in achievement gains between having a 25th percentile teacher (a not so effective teacher) and a 75th percentile teacher (an effective teacher) is over one-third of a standard deviation (0.35) in reading and almost half a standard deviation (0.48) in mathematics. Similarly, the difference in achievement gains between having a 50th percentile teacher (an average teacher) and a 90th percentile teacher (a very effective teacher) is

about one-third of a standard deviation (0.33) in reading and somewhat smaller than half a standard deviation (0.46) in mathematics. . . . These effects are certainly large enough effects to have policy significance. (p. 253)

The staff believes that improved instruction for all students needs to be addressed through improving instructional practices and to strengthening curriculum alignment. The staff will continue to study and implement strategies to support learning for LEP and Hispanic students. While looking for ways to improve learning for targeted students, teachers and staff will provide strategies and support to increase the learning of all students. It is important to research strategies that will enhance and improve learning for all students. Many of these areas are addressed through collaborative work of teachers and strong professional development.

III. NEEDS ASSESSMENT:

NCLB requires a comprehensive needs assessment for your district. Please address the following:

- Date when comprehensive needs assessment was developed or updated

A needs assessment was conducted using the Quality Indicators. Staff members completed an electronic survey based on the Quality Indicators during the first week in November. The data from the Quality Indicators will be used to refined and look for gaps in the improvement plan.

The Quality Indicator Survey will be used for needs assessment.

Assessment data was analyzed the beginning of the school year. Collaborative teacher teams examined the data from the MCA II and the MAP both globally and individually. This information was used to develop school wide goals, classroom goals, and student goals and to guide instruction.

- Summarize the results of the needs assessment
Based upon the achievement data the SMART goals were developed.

IV. ELEMENTS SECTION:

Please complete each section, attaching documents as necessary to clarify the information. This form is expandable so that as you type pages will add or adjust. Please refer to the attached rubric in Appendix A for additional information on element requirements

1. **Ensure all students are proficient in core academic subjects by 2013-2014**

Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the state's proficient level of achievement on the state academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year

Address the following:

a) Identify barriers that have prevented the school from making adequate progress.

There are many barriers that have prevented Robert Asp from making adequate yearly progress. Specifically for LEP students the issues of second language acquisition have presented barriers to learning and making academic progress. In October, 2007, data from the home language survey shows 12% of the K-5 students at Robert Asp Elementary report a primary language other than English. This is an increase from 7% to 9% of students with language learning needs from the 2005-06 school year. Communication with parents is another barrier that needs to be addressed. One of the major difficulties with communication with parents is due to the lack of availability of interpreters.

Limited educational experiences and background are additional factors that have prevented the school from making adequate progress in certain subgroups, along with high rates of student mobility and inconsistent attendance. The mobility rate for Robert Asp families has increased in the last three years from levels below 10% to 14% in 2005-06. The local homeless shelter is located in the Robert Asp attendance area. In October 13, students who attend Robert Asp Elementary are reported as homeless, which is 1.7%. Twenty six percent of students are living in single parent households, 2% reported living with grandparents and 1.8% of students are living with guardians. Robert Asp has 40% listed as receiving Free and Reduced lunch compared to 28% for the district as a whole. Twenty students previously enrolled in Headstart attended Robert Asp, this is 16% of the total Robert Asp kindergarten population.

The data from DIBELS indicates a high percentage of students are coming to school without strong school readiness skills. Many students have limited experiences with early literacy. Fifty-eight percent of Robert Asp's entering kindergartners are established in the skill of identifying initial sounds compared with 62% established district wide. Fifty-five percent of entering kindergartners are established at letter naming fluency compared with 59% district wide.

The social emotional needs of students represents an additional educational barrier to making progress. The following information was provided from the school counselor describing the number and types of visits to the counselor during the 2006-07 school year:

- Total # of self-referrals to see counselor (i.e. where kids leave notes to visit): 1002
- Total # of referrals by a parent or a teacher: 321
- Other referrals (community agencies, soc. services, etc.): 86
- Total # of counselor visits for the year: 1409
- % of referrals about friendship issues (bullying, conflict resolution): 28%
- % of referrals about school (grades, bus, new students, attendance): 30%
- % of referrals about family issues (divorce, abuse, moving, death, military deployment, jail, fighting, siblings): 32%
- % of referrals about self (worries, depression, nightmares, behavior): 10%

b) Design targets and/or objectives that are appropriately set for all students within the school to be on track for 100% proficiency by 2013-2014 in reading and math.

In the area of mathematics, Robert Asp Elementary School will increase proficiency by 5% each year to meet the 100% proficiency target by 2013-14 as measured by the MCA II/MTELL.

Robert Asp Elementary School staff set school goals based on the NWEA Measures of Academic Progress. The data will be reviewed and revised based upon the Fall and Spring Testing data. The staff will work to revise the goal with a data retreat next fall to utilize both MAP and MCAII test data. The use of the MAP assessment provides instructional direction and is correlated to the MCA II and the Minnesota Academic Standards.

Goal 1

By the end of the 2007-08 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

Areas in need of improvement:

- Students will understand and apply knowledge of the sounds of the English language (phonetic awareness) and the sound symbol relationships (phonics).
- Students will understand and apply knowledge of word recognition strategies to read grade level materials with accuracy and fluency.

Goal 2

By the end of the 2007-08 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in math.

Areas in need of improvement:

- Students will understand mathematical operations, compute fluently and make reasonable estimates in real world and mathematical problems.
- Understand place value, ways of representing numbers, and the relationship of numbers (Number Sense).

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency

Establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section 1111(b)(2), meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year

Address the following:

- a) Provide annual measurable goals which are clearly stated and objectives for identified student group(s) are provided.**

The following SMART goals were set by Robert Asp Staff at the beginning of the school year, based upon the NWEA assessment data. The use of the MAP assessment provides instructional direction and is correlated to the MCA II and the Minnesota Academic Standards. NWEA conducts regular state alignment studies to examine the correspondence between the Measures of Academic Progress (MAP) and state standardized tests used to measure student achievement. Each alignment study identifies the specific Rasch Unit (RIT) scale scores from MAP that correspond to the various proficiency levels for each subject (reading, mathematics, etc.) and for each student grade. Alignment studies also estimate the probability that a student with a specific RIT score would achieve a status of "proficient" or better on her/his state test. Because all states set their own standards for proficiency and may use different tests for measuring student achievement, alignment studies are usually necessary for each state (<http://www.report.nwea.org>).

Goal 1

By the end of the 2007-08 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

Areas in need of improvement:

- Students will understand and apply knowledge of the sounds of the English language (phonetic awareness) and the sound symbol relationships (phonics).
- Students will understand and apply knowledge of word recognition strategies to read grade level materials with accuracy and fluency.

Goal 2

By the end of the 2007-08 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in math.

Areas in need of improvement:

- Students will understand mathematical operations, compute fluently and make reasonable estimates in real world mathematical problems.
- Understand place value, ways of representing numbers, and the relationship of numbers (Number Sense).


c) Develop goals with the intended outcome of identified student group(s) making adequate progress.

The two subgroups identified as not making adequate yearly progress are:

Year 1 Hispanic	MCA-II	N = 50
	MTELL	N = 19
Year 2 LEP	MCA-II	N = 31
	MTELL	N = 28

The two subgroups have been identified with the following outcomes:

The LEP student subgroup will improve performance from 21% proficient to 50% proficient and/or meet the index target on mathematics MCAII/MTELL by May 2009.

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
---------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

The Hispanic student subgroup will improve performance from 48% proficient to 68% proficient and/or meet the index target on mathematics MCAII/MTELL by May 2009.

d) Provide goals with a means of tracking the school's progress over the two years of the plan.

Data will be collected from the District Assessment Reporting System (DARS), AIMSWeb for Progress monitoring and Powerschool for continuing data regarding students and individual progress. The DARS provides real time data for teachers to examine and use data from the following assessments:

- DIBELS
- MAP
- MCA II
- Other common assessments

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

3. Incorporate strategies based on scientifically based research to strengthen the identified core academic subjects

Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F

Address the following:

a) Identify scientifically research-based strategies that are clearly stated and aligned to performance goals (developed under element number 2).

Robert Asp Elementary staff utilize research-based strategies that are aligned to performance goals. Due to the strong correlation of reading skills and mathematics achievement, many of the strategies also align with the reading performance goal. By integrating math and language teaching, literacy rich instruction can provide understanding that may bridge gaps in students' mathematics knowledge, expand their communicative competence in English, and ultimately prepare them for success in future math coursework (<http://www.cal.org/resources/digest/buchan01.html>).

- Robert Asp teachers utilize a strong research based instructional mathematics program, Everyday Mathematics. The district mathematics committee, based upon response from teachers, decided to purchase the 2007 edition of the program, providing additional resources and supplements for instruction. The "What Works Clearinghouse" has provided research and data to support the use of the mathematics program. It is also important to provide assistance and support to all staff in the form of professional development to have a strong foundational support of teaching. The elementary mathematics coach works with teams of teachers, individual teachers and new teachers to continue to develop their capacity and skills in teaching with a rich mathematics environment. The district mathematics committee has developed a pacing guide to assist with the alignment of the curriculum to the Minnesota Academic Standards and the test specifications.

The district mathematics curriculum committee and grade level teachers have collaborated to continue to align the curriculum with the standards. They have studied and developed processes to align the new revised mathematics standards and develop targets from each of the standards. The work of Richard Stiggins (*Assessment for Learning*, 2004) is being used to develop the school process to establish student targets and common assessments in the areas of mathematics and reading.

Stiggins' (2004) research reveals that student achievement gains are maximized in context where educators do the following:

1. Increase the accuracy of classroom assessments
2. Provide students with frequent informative feedback, and
3. Involve students deeply in classroom assessment, recordkeeping and communication, especially low achieving students.

In the *Similar Students, Different Results study*, an analysis was based on survey data of 4,700 K-5 classroom teachers (80 percent response rate or more at each school) and all principals in 237 California elementary schools from 137 different school districts across the state. All the schools chosen for the study have high levels of student poverty and English language learners (ELLs) as well as low parent education levels. The study found there are four interrelated broad school practices that differentiate the lower from the higher performing elementary schools: (1) hiring teachers who possess specific qualities and experience; (2) using assessment data to improve instruction; (3) implementing a horizontally and vertically aligned, standards-based curriculum; and (4) setting high standards for student learning. (Williams, T.; Perry, M.; Oregon, I.; Brazil, N.; Hakuta, K.; Haertel, E.; Kirst, M.; Levin, J. 2007)

- Robert Asp will continue to develop strategies to teach academic vocabulary. The staff has identified strategic vocabulary words in the area of mathematics to be explicitly taught to all students. Marzano and Pickering (2005) developed a 6-step process to teach vocabulary. The teachers at Robert Asp are using this process to teach mathematics vocabulary.

Recent federal documents have identified vocabulary instruction as one of the essential elements of literacy development for students at risk (RAND Reading Study Group, 2002; NICHD Report on the National Reading Panel, 2000).

- The Elementary Mathematics Coach is being trained as a Mathematics Recovery Teacher Leader. The coach will work with staff at the school to implement research based intervention strategies for targeted students.

MacLean (2003) found that the full Math Recovery implementation model significantly outperformed both the on-going professional development only model as well as the periodic, one-shot model. The school district is currently in the process of conducting a longitudinal study to follow those children as they take the state mandated assessments. MacLean's findings replicate similar findings by other researchers (Phillips, 2003). Lois Williams (Williams, 2001) found that Mathematics Recovery significantly changes teacher practice in the classroom. Teachers participating in the Mathematics Recovery training became much more reform oriented in their teaching.

- Robert Asp School is fully implemented in the Reading Recovery Model. Reading Recovery is cited in the "What Works Clearinghouse" as a research based strategy. The school is in the process of implementing Literacy Collaborative. The Literacy Collaborative through Ohio State University is a balanced literacy approach to instruction with Reading Recovery as a foundation.

As part of their evaluation of an Indiana Department of Education early literacy grant program, independent evaluators studied the impact of various early literacy interventions, including Reading Recovery, Success for All, Four Blocks Method, and Literacy Collaborative, over a three-year period in about half of the state's elementary schools (N=525). Schools that used Success for All, Four Blocks Method, and Literacy Collaborative produced larger gains in passing rates on the state ISTEP+ reading test than did other schools, with Literacy Collaborative producing the highest effect sizes associated with student passing rates (between .2 and .4). Literacy Collaborative also had the highest effect sizes (moderate effect sizes) associated with changes in student ISTEP+ passing rates among disaggregated low- and high-poverty schools. (<http://www.nwrel.org/scpd/catalog/ModelDetails.asp?ModelID=52>)

- The school has also collaborated with The Minnesota Reading Corps and AmeriCorps Early Literacy Corps to provide tutoring for students.


The Reading Corps model sets the program apart from other tutoring efforts. It relies on:

1. A clear definition of "literacy" and its key component skills, identified in research done by the University of Minnesota and the University of Oregon. The component skills include such things as rhyming, letter naming and vocabulary comprehension.
2. Innovative assessment tools, designed by education experts at the University of Minnesota. These tools enable teachers to frequently and accurately measure how well children are learning the component skills needed to read. The ability to evaluate component skills allows instructors to tailor instruction to each child's precise needs.

Quantitative and qualitative evidence show the Reading Corps model is working. In (2007) the first year, AmeriCorps*Early Literacy Corps children (all in Head Start):

- Gained picture naming skills at nearly twice the rate of students in other pre-school programs;
 - Increased rhyming skills at approximately four times the typical rate; and
 - Developed alliteration skills nearly twice as fast.
- The staff at Robert Asp utilizes a form of block scheduling to provide opportunities for staff collaboration, flexible grouping and differentiation and primary multi-age classrooms. This includes an uninterrupted block of time for reading and mathematics instruction.

In-class ability grouping, when it is closely related to the purposes of instruction and is applied flexibly - grouping and regrouping based on the needs and interests of students - can be beneficial for students of diverse ability (Secada, 1992).

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
---------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------


Flexible grouping practices that call for collaboration by diverse groups of students, when combined with high expectations and high-quality mathematics instruction, have great potential for ensuring equity and excellence for all students. These practices enable teachers to meet a wide range of individual needs.

- Students at Robert Asp Elementary School in grades 1-5 participate in daily instruction in music and physical education. Art specialists provide art instruction on a cyclical rotation. The *Champions of Change* (Arts Education Partnership, 1999) studies demonstrate how involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain high levels of achievement.
- The school participates in the Early Risers Program from the University of Minnesota. The Early Risers program is a multicomponent program that targets elementary school children 6 to 12 years of age who are experiencing early adjustment difficulties that may be linked to later risky behaviors, such as substance use. Early Risers is based on the premise that early, comprehensive, and sustained intervention is necessary to target multiple risk and protective factors. In May of 2001 the Early Risers "Skills for Success" program was recognized as an exemplary substance abuse prevention program by the Center for Substance Abuse Prevention's National Registry of Effective Prevention Programs. More recently, the Office of Juvenile Justice and Delinquency Prevention selected Early Risers as Title V Effective Program and NIDA recognized Early Risers as a NIDA Research Based Program.

Benefits for students include gains in academic achievement. High-risk children receiving the program showed significant improvement in rate of academic achievement with this effect primarily accounted for by gains in basic reading skills. This effect held true for both boys and girls.

- The school counselor and other staff utilize SECOND STEP Curriculum to promote prosocial behaviors. SECOND STEP is a violence prevention curriculum for preschool through eighth grade that is designed to reduce aggression and promote prosocial behavior. The SECOND STEP program is grounded in the integration of social learning theory (Bandura, 1986), social information-processing theory (Dodge, Pettit, McClaskey, & Brown, 1986), and cognitive-behavioral theory (Kendall & Braswel, 1985). Concepts and strategies from these frameworks constitute the three critical skill areas considered crucial competencies for preventing aggressive behavior and promoting prosocial behaviors: empathy (Halberstadt, Denham, & Dunsmore, 2001), problem-solving skills (Crick & Dodge, 1994), and anger management (Eisenberg, Fabes, & Losoya, 1997). Research on the SECOND STEP program provides evidence that teaching these three core competencies, combined with teaching and practicing specific behavioral skills, can prevent problematic behavior.
- The district/school are a pilot site for Response to Intervention (RtI) through the Minnesota Department of Education. The school subscribes to a Problem Solving Model which uses a pyramid of interventions to address student needs. As a part of this model the school uses AIMSWeb as a benchmark and progress monitoring system to track student progress through formative assessment and guide instruction.

"Good decisions are made when good data is provided in a timely manner and in an

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
---------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

understandable format to appropriate decision makers. AIMSWeb uses web-based technology to manage and report student progress data to all decision makers in a format useful at all levels of decision-making.... Valid and reliable research based methods for measuring skills have been developed and are currently available via the science of CBM. AIMSWeb brings that science to the schools in a meaningful and manageable set of tools.” An Interview with Gary Germann: About Response to Intervention and AIMSWeb Progress Monitoring System, 10/20/2006 (<http://www.ednews.org/articles/188/1/>)

b) Describe the process regarding the identification of strategies.

The strategies identified for instructional and assessment purposes have been determined and implemented through the following processes:


- a) The school has implemented a process of collaborative research and study groups to provide professional development opportunities to explore and identify strategies to improve instruction and student learning.
- b) Team planning and problem solving are being used to determine instructional programming for all students.
- c) Strategies are identified through data analysis of NWEA MAP, DIBELS and MCA II. For example, in the District Assessment Reporting System (DARS) individual student scores will be linked to data ladders (standards) to provide teachers with information for differentiating instruction. The learning locator numbers affiliated with the Perspective for Educators Website through Pearson has been disseminated to teachers to assist with instructional strategies tied to the MCII scores.
- d) The school has links with outside community agencies and higher education institutions such as Ohio State, Minnesota Literacy Council, Lakes Country Service Cooperative, Minnesota State University Moorhead, Concordia College and the University of Minnesota
- e) A school team and the building principal have participated in SMART Training with Jan O’Neil and (DATA analysis) for school and classroom goal setting.
- f) A team from the school attended a PLC Institute a few years ago and has implemented many of the elements of Professional Learning Communities.

c) Describe how the identified strategies will improve student achievement in the cited area(s).

Stiggins’ (2004) research reveals that student achievement gains are maximized in context where educators do the following:

1. Increase the accuracy of classroom assessments
2. Provide students with frequent informative feedback, and
3. Involve students deeply in classroom assessment, recordkeeping and communication, especially low achieving students.

In the *Similar Students, Different Results* study, an analysis was based on survey data of 4,700 K-5 classroom teachers (80 percent response rate or more at each school) and all principals in 237 California elementary schools from 137 different school districts across the state. All the schools chosen for the study have high levels of student poverty and English language learners (ELLs) as well as low parent education levels. The study found that there are four interrelated broad school practices that differentiate the lower from the higher performing elementary schools: (1) hiring teachers who possess specific qualities and experience; (2) using assessment data to improve instruction; (3) implementing a horizontally and vertically aligned, standards-based curriculum; and (4) setting high standards for

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
---------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

student learning. (Williams, T.; Perry, M.; Oregon, I.; Brazil, N.; Hakuta, K.; Haertel, E.; Kirst, M.; Levin, J. 2007)

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

4. Describe how the professional development set aside (10% of Title I) will improve the school status

Specify how the funds described in clause (iii) will be used to remove the school from school improvement status

Address the following:

Describe how the school Title I set-aside funds will be aligned and spent for the purpose of providing high quality professional development to meet the needs of instructional staff.

The Title I funds have been aligned with the targeted need areas. Professional Development for staff is one of the highest needs. In order to provide the professional development for individual teachers and groups of the teachers the district has employed a mathematics coach to provide assistance, research and modeling for classroom teachers. The school also uses a collaborative model for all teachers to be a part of a learning community to further enhance their skills and knowledge in teaching mathematics.

The district has also provided time for sustained staff development through one-hour staff development hours on Wednesday. The building leadership team has established a staff development plan for the school year. The staff will be participating in the Quality Indicators Survey to determine needs.

In addition, four approaches will comprise the staff development set-aside for teachers engaged in supporting at-risk learners.

- Assessment: staff providing supplemental support to at-risk students will receive additional training in diagnostic and progress monitoring assessment in both reading and mathematics. An Instructional Assessment Coach has been hired to assist in planning required tests and analysis of data to drive instructional decisions.
- Strategies and Materials: staff providing supplemental supports to at-risk students will receive additional training in the implementation of supplementary materials to support students' learning in reading and mathematics in conjunction with planning within learning communities.
- Model: staff providing supplemental support to at-risk students will receive additional training through coaching regarding how to analyze assessment data of at-risk learners to enable learning communities to better serve all learners. The mathematics coach and Literacy Collaborative Coordinator will provide support to all teachers in using data to drive instruction.
- Regular Education support: three 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, intervention supports and how to interpret assessment information to inform instruction.

The school will evaluate the effectiveness of the staff development plan through teacher feedback, student achievement data and follow-up survey data.

The evaluation will be based on the following data collected by staff working within Robert Asp and externally by district administration:

- MCA II results of each subgroup
- MTELL results of the ELL group
- TEAE results of the ELL group
- Measures of Academic Progress (MAP) scores for grades 2-9
- DIBELS results for grades K-6
- Mathematics assessment based on Everyday Math for K-1

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

5. Provide teacher and principal High Quality Professional Development


Provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that —

- (I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;*
- (II) meets the requirements for professional development activities under section 1119; and*
- (III) is provided in a manner that affords increased opportunity for participating in that professional development*

Address the following:

a) Explain how the professional development plan will directly address the academic achievement problems that caused the school to be identified.

- All staff are focused on teaching mathematics for all students. Through study groups and literature the staff continually learns about effective mathematics and reading instruction. Teachers in the primary grades have and are developing learning centers to integrate literacy and mathematics instruction. A literacy team is in place to study and plan for the implementation of the Literacy Collaborative.
- Last year the mathematics coach facilitated the implementation of "Building Academic Vocabulary" Marzano (2005) for mathematics vocabulary.
- The district principal study group discussed "The Power of Smart Goals" in 2007 and is currently discussing "Results- Now"
- Collaboration time has been used for data analysis and programming for student instruction using state and local assessments.
- Literacy coaches facilitated study groups and work with teams of teachers to analyze and use data to guide instruction and set classroom goals.
- Grades 3-5 are currently participating in developing common formative assessments based upon Rick Stiggins' *Assessment for Learning*.

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
----------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

- A study group spent last school year studying and developing learning targets based upon mathematics and reading standards using Stiggins' *Assessment for Learning*. A study group is beginning this year on Lucy Calkins "Units of Study for Teaching Writing Grades 3 – 5" for implementation in the grade three through five classrooms.
- The school is a part of RtI training and implementation. The school has an established student support team that has attended conferences and takes part in on-going training. A plan for mathematics benchmarking and universal screening will be reviewed with possible implementation using AIMSWeb in the 2008-09 school year.
- The building principal will be attending the Principal's Academy through the Literacy Collaborative of Ohio State.

b) Describe the professional development school plan that will meet the needs of instructional staff.

- A plan for professional development hours is based upon needs as identified by the building leadership team. Information from the Quality Indicator Survey will be integrated into this staff development plan.
- The school utilizes site-based training through train the trainer model such as Aims Web, writing workshop and Minnesota Reading Corps. This model develops the capacity for teacher leadership within the school and individualizes the training for specific school needs.
- The Literacy Collaborative model will be implemented through the next two years. The training will be provided through the Literacy Coordinator. The Literacy Coordinator will be trained in the 2007-08 school year. In the 2008-09 school year, K-2 teachers will be provided with 40 hours of teacher training, with sustained staff development provided through a coaching model.
- Staff members and administration attended training through Lakes Country Service Cooperative, including Getting Started, NWEA Training, Data Disk Training for the MCA II and Everyday Math Users Group.
- The plan will include an evaluation system to include self reflection on use of strategies and implementation in classrooms. The evaluation system will also provide information to administration and coaches of the type of professional development support needed to effectively implement the strategies outlined in the school improvement report.

Schools with a district approved existing school improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

6. Promote effective parent involvement strategies

Include strategies to promote effective parental involvement in the school

Address the following:

a) Identify the strategies that will be used to promote effective parent involvement.

The school will utilize the following strategies to promote effective parent involvement:

- Teachers use the Home Links through Everyday Math to provide parent involvement in the area of mathematics.
- The school is planning a reading night to support parent involvement in the area of reading. Mathematics and reading nights would be an area for parent involvement. Book Fairs and the school carnival provide opportunities for parents to be involved in the school and promote a positive school climate.
- PowerSchool is a tool for parents to use to track attendance, assignments and lunch accounts.
- The district will be involved in the "Just Say Yes to No" statewide campaign. Community Education will be partnering with Parent Teacher Advisory Council to involve parents in the book study and conversation.
- Robert Asp Elementary School has a strong supportive PTAC organization that supports the academic initiatives of the school. The Quality Indicator Survey will further assist in identifying strategies for ongoing parent involvement.
- The school uses interpreters to assist with parent communication.
- Parent Teacher Conferences in the fall and spring continue to be a strong means for parent communication, setting student goals and monitoring student progress. Attendance at the Fall Conferences was 90%.
- The Early Risers Program provides a connection with home and school for "at-risk" students. Family Support is a support, consultation, and empowerment intervention that is individually tailored to address unique sources of parent, child, and family needs. The program begins with a process of child and family needs and strengths assessment, initiates further strengths--building through goal setting and strategic planning, and accesses formal and informal community resources and professional services through a negotiated contract with the participants. The incipient goal of Family Support is to reduce parent/family-level risk by remedying the conditions that produce or perpetuate stress in the lives of families and adversely affect parents' capacity to nurture and support their child's health development.
- Student Planners in grades three, four and five provide additional daily home school communication.
- The school partners with community agencies to provide services for parents. For example, the Youth Commission is housed at Robert Asp and provides before and after school day care. Lakeland Mental Health provides services in the school for students with specific needs.

b) Describe how strategies effectively involve parent(s) in meeting students' academic goal(s).

The strategies listed will involve parents in meeting student academic goals.

- Parents are involved at school conferences and take part in setting student goal with assessment information and goal setting worksheets from NWEA in some classrooms. The school will continue to study the systemic use of goals for individual students with parents.
- Parents have been provided with the results of the MCA and NWEA MAP assessments. The MCA II letter contained information on the Learning Locator for educational activities associated with math and reading.
- Student progress reports are sent to parents mid-year and end of year to provide information related to their child's progress. Grade level "Focus of Learning" information provides parents with standards at each grade level. This information is given to parents each fall.
- Community Education will partner with the school to provide classes to assist parents to understand and be able to support their children in Everyday Math and Scott Foresman reading series.

c) Explain how these effective parent involvement strategies will contribute to improved student learning in the cited area(s).

What research says about parent involvement in relation to academic achievement:

- The earlier in a child's educational process parent involvement begins, the more powerful the effects.
- The most effective forms of parent involvement are those that engage parents in working directly with their children on learning activities at home.
- The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.
- Parents who are highly involved in their students' learning set higher standards for their children's educational activities than parents of low-achieving students.

Cotton, K., Wiklund, K., Northwest Regional Educational Laboratory, School Improvement Research Series. In Parent Involvement in Education.

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

7. Include extended day and extended school year activities as appropriate

Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year

Address the following:


a) Identify how these activities help students meet the measurable goals set to improve achievement in the cited area(s).

Extended day programs are provided at Robert Asp Elementary Schools through targeted services. The program supports the goals of the school through supplementing mathematics instruction and using scientifically based research strategies to improve student learning in the area of mathematics.

An extended year program is held in the summer. In the summer of 2007 the program was 2 weeks in June and 2 weeks in August. The academic programming was based upon the needs of the student during the school year and extended the learning and supplemental services from after school programming.

b) Describe the activities to be conducted before or after school, during the summer, and/or during an extension of the school year to meet student needs.

- The Boost Up program is provided for selected student before school. The Boost Up program is a sensory motor program to enhance academic achievement.
- Students are identified for targeted services based upon needs as indicated through MAP assessment and teacher recommendation.
- Each student has an individual continual learning program to supplement instruction in the classroom in grades 2-5. All students' progress is monitored through AIMSWeb.
- The Early Risers Program is a part of the extended day program.

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
----------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

Attendance in the summer program for summer 2007: 117, Kindergarten - Fourth Grade

Extended Day Programs attendance:

Fall 2007: AM First Grade Program = 18 , PM Second - Fifth Grade = 102

Goals:

To improve skills in reading and writing

To improve skills in math

To create effective organizational skills

To improve social skills

c) Describe how staff are identified and trained to provide effective services and activities to improvement achievement within the cited area(s).

- The staff in extended day and extended year programs are teachers who currently serve in the school. This provides an extension of the school day and year with highly qualified staff.
- Training is provided during the school year to staff and as a part of the summer program

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA

Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency's responsibilities under section 1120A

Address the following:

a) Describe the technical assistance that has been provided and/or is needed to effectively implement the school improvement plan.

- The AYP Regional Support Team from Lakes Country Service Cooperative will assist the school in implementing the school improvement plan.
- The Getting Started workshop provided the initial information to start and develop the AYP plan for the school.
- Members of the team attended the Assessing information using the MN Data Disk.

d) After consultation with the regional service cooperatives or SEA, identify the technical assistance that will be provided.

- The school will request a data retreat for August 2008 to review data.
- The district will request a data retreat for administrators in August 2008.
- The school will request curriculum mapping assistance (in partnership with the district).
- The school will request assistance with parent involvement strategies.

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

9. Describe the process of written parent notification of needs improvement status

Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand

Address the following:

Explain how all parents of each student enrolled in the school were notified of the school's status for needs improvement.

Attached is the letter sent to parents and information from the Annual Report.

Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

10. Incorporate teacher mentoring in the school improvement process

Incorporate a teacher mentoring program

Address the following:

a) Describe the teacher mentoring program.

- The school has employed a coaching model in the areas of mathematics, literacy and assessment.

b) Describe how the teacher mentoring program will be designed to increase achievement in cited area(s).

- Professional development through individualized development provided by coaches and other staff members.
- Mentoring packet and program developed for new teachers through training at Lakes Country Service Cooperative.

Schools with a district approved existing school improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

V. Highly Qualified Teachers - Public Law 107-110, the No Child Left Behind Act of 2001:

All of the teachers in this school who are teaching core content classes are highly qualified:

X Yes

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
--------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

___ No *If no, please identify each teacher in the school that did not meet the federal highly qualified requirements in schools and answer the questions below:*

- Please describe the specific plan of action that will be taken, e.g., classes, content exam, professional development, etc. in order for the teacher(s) to meet the federal "highly qualified" requirements.
- Please identify the expected date when the teacher(s) will meet the requirements.

VI. SCHOOL IMPROVEMENT ACTION PLAN

Please describe the school improvement action plan with a timeline outlining the implementation of the plan over a minimum of two years. The plan must address to some extent all the elements; however a quality plans will focus on a maximum of (3-5) goals (within these elements based on a comprehensive needs assessment). Utilize the format provided on the next two pages related to the identified student group area(s). Please use one box for each strategy.

School Improvement Action Plan for AYP			
AYP GOAL	In the area of mathematics, Robert Asp Elementary School will increase proficiency by 5% each year to meet the 100% proficiency target by 2013-14 on MCAII/MTELL.		
INTENDED AUDIENCE	All staff		
ACTIVITIES/STRATEGIES		MEASUREMENT	DATE or TIMELINE
All teachers will use a collaborative process to review and revise (if needed) the grade level school mathematics vocabulary lists using Marzano's references.		100% participation	Staff Dev. Wednesday – Spring 2008
New teachers will be provided training on Marzano's Vocabulary Strategies		100% participation	Winter 07-08
Mathematics Recovery interventions will be explored as strategies to be used with at-risk learners.		100% participation Increased scores in number sense subtest	Fall 2008

RATIONALE

The explicit teaching of mathematics vocabulary should lead to an increase in mathematics understanding and increased performance on tests. The improvement in number sense should lead to an increase in mathematics proficiency.


School Improvement Action Plan for AYP

AYP GOAL	In the area of mathematics, Robert Asp Elementary School will increase proficiency by 5% each year to meet the 100% proficiency target by 2013-14 on MCA II/MTELL.		
INTENDED AUDIENCE	All Staff		
ACTIVITIES/STRATEGIES		MEASUREMENT	DATE or TIMELINE
Teachers will be provided time to collaborate in grade levels to review student progress on MCA II and identify students who were not proficient on 2006-07 MCA II. Data will be provided for teachers through DARS. Through collaboration strategies will be utilized to determine instructional strategies for students. Teachers, student and parents will collaborate to develop individual student goals based upon MCA II and MAP Data.		Teachers will be able to use data to identify students at risk and guide instruction for those students 100% participation	Fall 2008 Fall 2008
RATIONALE			
Collaborative time and determining instructional strategies based on assessment data will lead to increased performance and proficiency on state assessments.			

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
--------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

School Improvement Action Plan for AYP

AYP GOAL	The LEP student subgroup will improve performance from 21% proficient to 31% proficient and/or meet the index target on mathematics MCAII/MTELL by May 2008.		
INTENDED AUDIENCE	All staff		
ACTIVITIES/STRATEGIES		MEASUREMENT	DATE or TIMELINE
A collaborative study group approach will be used to define classroom strategies to support LEP learners. The teachers involved in the study group will provide information and strategies to all teachers.		Teachers will provide feedback on using strategies in the classroom.	Fall 2008
LEP students will be a part of progress monitoring. The data will be used for problem solving teams to determine intervention strategies for learners. Winter NWEA Assessment will also be used to track the progress of LEP learners.		A system of progress monitoring for mathematics will be developed for LEP learners	Spring 2008
Everyday Mathematics Interventions will be explored as strategies to be used with LEP learners.		Mathematics systems of interventions developed	Spring 2009
Parent Involvement mathematics nights will be held to provide support and assistance to parents as they partner with teachers to improve student proficiency in the area of mathematics.		50% participation of targeted parent group	Winter 2008
RATIONALE			
Improvement in proficiency levels for LEP learners.			

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
----------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

School Improvement Action Plan for AYP			
AYP GOAL			
INTENDED AUDIENCE			
ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE	
RATIONALE			

Appendix Attachments

Appendix A: Scoring Rubrics

Appendix B: Request of Information for Schools in Corrective Action or Year 2 of Restructuring


<i>Minnesota</i> Department <i>of Education</i>	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
--------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

Appendix A: Scoring Rubrics

A Rubric for School Improvement Plans

The essential requirements in the school or district improvement applications have been incorporated (general information, executive summary, needs assessment, highly qualified teachers and improvement action plan)

<i>Completed</i>	<i>Not Completed</i>
<input type="checkbox"/> General and contact information is included <input type="checkbox"/> Area(s) for identification are included <input type="checkbox"/> Overview of improvement plan for 2007-2008 school year is provided <input type="checkbox"/> Demographics are included in executive summary <input type="checkbox"/> Elements are addressed and easily located in the plan <input type="checkbox"/> Comprehensive needs assessment summary for 2007-2008 school year is provided <input type="checkbox"/> Highly Qualified Teachers section is completed on the plan <input type="checkbox"/> District or school improvement action plan is included with all sections completed	<input type="checkbox"/> General information is not correctly or incompletely filled out <input type="checkbox"/> Area(s) for identification are not included <input type="checkbox"/> Overview of improvement plan for 2007-2008 school year is incomplete <input type="checkbox"/> Demographics are not included in plan <input type="checkbox"/> Elements are not provided or are incomplete <input type="checkbox"/> Comprehensive needs assessment summary is not provided or incomplete for 2007-2008 school year <input type="checkbox"/> Highly Qualified Teachers section is incomplete <input type="checkbox"/> District or school improvement action plan is not included or incomplete

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
---------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

1. Ensure all students are proficient in core academic subjects by 2013-2014		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Barriers preventing the school or district from not making AYP are identified; actions, including policies and practices, are evident in the plan to address barriers <input type="checkbox"/> Targets and/or objectives are specific, clear, measurable and appropriately set for all students to be on track for 100% proficiency by 2013-2014 in reading and math	<input type="checkbox"/> Barriers preventing the school or district from not making AYP are identified <input type="checkbox"/> Targets and/or objectives are set for all students to be on track for 100% proficiency by 2013-2014 in reading and math	<input type="checkbox"/> Barriers preventing the school or district from not making AYP are not identified or not clearly presented <input type="checkbox"/> Targets and/or objectives are not provided or are unclear

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency

Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Annual measurable goals, objectives and/or targets for identified student group(s) are clearly identified via SMART goals <input type="checkbox"/> Objectives are documented for identified student groups and plans for implementation and evaluation are evident	<input type="checkbox"/> Annual measurable goals, objectives and/or targets for identified student group(s) are clearly identified <input type="checkbox"/> Objectives for identified student group(s) are established and a means of tracking progress is provided over 2 years of plan	<input type="checkbox"/> Goals, objectives and/or targets are not measurable <input type="checkbox"/> Objectives are not identified for targeted student group(s)

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

3. Incorporate strategies based on scientifically based research to strengthen core academic subjects


Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Strategies are identified and an action plan is detailed for implementation of each identified strategy <input type="checkbox"/> Strategies are aligned to the performance goals, targets and/or objectives and specific activities and timelines are provided for each strategy <input type="checkbox"/> Sources of scientifically-based research are identified and evidence is linked to cited area(s)	<input type="checkbox"/> Strategies are identified for each performance goal, targets and/or objectives <input type="checkbox"/> Strategies are aligned to the performance goals, targets and/or objectives <input type="checkbox"/> Sources of scientifically-based research are identified regarding cited area(s)	<input type="checkbox"/> Strategies are not identified <input type="checkbox"/> Strategies are not aligned to the performance goals, targets and/or objectives <input type="checkbox"/> Sources of research are not identified

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

4. Describe how the professional development set aside (10% of Title I) will improve school status


Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of all teachers and principal(s) and an evaluation process is evident <input type="checkbox"/> Set aside funds are aligned to school and/or district professional development plan.	<input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development to meet the needs of instructional staff	<input type="checkbox"/> Unclear or not meeting 10% Title I set aside

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
---------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

5. Increase teacher and principal participation in high quality professional development		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> All teachers and principal(s) participate in high quality professional development linked directly to cited area(s) <input type="checkbox"/> High quality professional development that targets the needs of all teachers and principal(s) to address school identification area(s) <input type="checkbox"/> Schedules provide time for opportunities to participate in high quality professional development in an aligned, planned manner <input type="checkbox"/> Professional development provides clearly organized, job-embedded collaboration to improve classroom practice	<input type="checkbox"/> Teachers and principal(s) participate in high quality professional development linked directly to cited area(s) <input type="checkbox"/> High quality professional development provided to meet the needs of instructional staff	<input type="checkbox"/> Little or no documentation provided about professional development <input type="checkbox"/> Unclear or not meeting needs of instructional staff

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
---------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

6. Promote effective parent involvement strategies		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Strategies are identified that are effective based on research and best practice and an evaluation process is evident <input type="checkbox"/> Strategies are identified to effectively involve parents in meeting students' academic goal(s) and an evaluation process is evident <input type="checkbox"/> Strategies are identified to inform families about continuous academic progress, especially in cited area(s)	<input type="checkbox"/> Strategies are identified that are effective based on research and best practice <input type="checkbox"/> Strategies are identified to effectively involve parents in meeting students' academic goal(s) <input type="checkbox"/> Strategies are identified and linked to improving student learning in cited area(s)	<input type="checkbox"/> Strategies are not identified or unclear to promote effective parent involvement <input type="checkbox"/> Strategies are not identified to involve parents in meeting students' academic goal(s) <input type="checkbox"/> Strategies are not identified or are not linked with improving learning in cited area(s)

A Rubric for School Improvement Plans


(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

7. Incorporate extended day and extended school year activities as appropriate

Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Goals and objectives are clearly stated, measurable and align with improvement goals <input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) and result in student achievement <input type="checkbox"/> Highly Qualified staff is trained in the area(s) they are servicing for the extended day program	<input type="checkbox"/> Goals and objectives are provided or align to improvement goals <input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) <input type="checkbox"/> Staff is trained and prepared for the extended day program	<input type="checkbox"/> Goals are vague or not provided <input type="checkbox"/> Activities have no correlation to cited area(s) <input type="checkbox"/> Little or no training is provided to staff

☐ Please indicate if your district is **not** providing extended day or extended school year activities. If the box is checked, briefly explain.

☐ Supplemental Education Services (SES) are appropriately provided according to statutes.


	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
---------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including technical assistance provided by the LEA

Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance in the implementation of the plan	<input type="checkbox"/> Evidence of LEA/SEA coordination and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA coordination and technical assistance in the implementation of the plan	<input type="checkbox"/> Little or no evidence of LEA/SEA support in development of the plan <input type="checkbox"/> Little or no evidence of LEA/SEA inclusion in the implementation of the plan

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2007-2008
----------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

9. Describe the process of written parent notification of needs improvement status		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Process of parent notification includes a variety of modes of communication regarding the school's status for needs improvement	<input type="checkbox"/> Parental notification letter(s) are clearly written in a language that parents can understand regarding the school's status for needs improvement	<input type="checkbox"/> No process of parent notification is evident

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

10. Incorporate teacher mentoring in the school improvement process

Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Evidence describes teacher mentoring program that has elements which assure sustainability of resources for program implementation <input type="checkbox"/> Evidence and research is available that the teacher mentoring program design will impact student achievement in cited area(s)	<input type="checkbox"/> Evidence describes a teacher mentoring program <input type="checkbox"/> Teacher mentoring program is designed to increase student achievement in cited area(s)	<input type="checkbox"/> No evidence of a teacher mentoring program <input type="checkbox"/> Teacher mentoring program has no correlation to cited area(s)

☐ If Teacher mentoring program is not available, please explain.

Attachment – Parent Letter (Sent in mail to each student at Robert Asp)

Dear Parents and Guardians,

Federal law, under the No Child Left Behind Act, requires increased accountability for schools to reach high standards for all students in reading and mathematics. According to the law, we are required to send this letter to parents and guardians. Each year, as part of the requirements for the No Child Left Behind Act, the state releases Adequate Yearly Progress (AYP) reports for public schools in the state of Minnesota. Among other things these reports measure our third through fifth grade students' performance in terms of the proportion of students in different subgroups who are at or above state-defined academic standards in reading and mathematics as measured by the Minnesota statewide assessments. The reports are called Adequate Yearly Progress reports and the school is required to share these reports with its parents.

Based on the results of the state assessment, our school has not met the required percentage for proficiency for two consecutive years, meaning not enough students in certain subgroups have scored at the proficient or advanced level on the test. Under the federal No Child Left Behind legislation, Robert Asp Elementary School has been identified as not making Adequate Yearly Progress. The majority of our students made progress, however the areas in which our school needs to improve are reading and mathematics for English Language Learners subgroup.

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff will define a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff, and school and is focused on research-based methods of raising student achievement. Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the steps our school must follow during this stage of program improvement:

1. Program Improvement Plan – A team of school personnel and parents will be working on developing a plan to raise mathematics and reading scores within our school. We are asking for your assistance and participation in our efforts to address our school's identification for program improvement.
2. Choice to Attend Another Public School in the District - Parents may choose to transfer their child or children to a school within the district not identified for improvement. Transportation will be provided by the district. If more parents and students choose to transfer to a school than financial resources and school or grade level capacity can support, federal law requires that priority be given to students with the lowest test scores who come from low-income families. We will be prioritizing requests based upon student test scores. Students who decide to transfer will have the same access to all the services, programs and activities as all the other students at that school.
Please contact me if you are interested in this option.

We will be sharing the school plan with parents at the October 8, 2007 PTAC meeting. Please attend this meeting so that you can learn how you can participate in our school's efforts to leave no child behind. Research continually shows that a parent's participation in their child's education is a key factor in their child's academic success.

Sincerely,

Kevin Kopperud

Robert Asp Elementary School Principal

No CHILD LEFT BEHIND ACT

School district makes adequate yearly progress

No Child Left Behind

At the center of the No Child Left Behind Act, the federal education law, are several measures focusing on student achievement and accountability. The federal law requires states to develop academic standards and test students' progress toward achieving the standards.

Adequate Yearly Progress (AYP) is the level of improvement that school districts and schools must achieve each year as determined under the No Child Left Behind Act (NCLB). School districts have until 2013-14 to achieve 100 percent proficiency for all students in all subgroups.

In Minnesota, three areas determine whether a school district or school has made Adequate Yearly Progress. Those areas include participation and proficiency for eight specific subgroups of students and attendance or graduation rate for all students. Subgroups include students with limited English proficiency (LEP), students with special education needs, students receiving free or reduced lunch, and students who are White, Black, Asian/Pacific Islander, American Indian, and Hispanic.

Results of the Minnesota Comprehensive Assessments-II

are used to determine whether a school meets the participation and proficiency requirements.

No Child Left Behind requires that students are tested in grades 3-8 and in high school. Minnesota uses the Minnesota Comprehensive Assessments-II to meet this requirement.

Additionally, NCLB requires annual tests for science once in grades 3-5, once in grades 6-8 and once in grades 9-12.

The No Child Left Behind Act is in the reauthorization process.

Adequate Yearly Progress

The school district made AYP as a result of the 2007 and 2006 MCA-II results. Five schools did not make AYP because of performance by students in specific subgroups as outlined below. Ellen Hopkins Elementary and the Red River Area Learning Center are in the first year of not making AYP. Moorhead High School, Horizon Middle School and Robert Asp Elementary are in the second year of not making AYP.

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

Adequate Yearly Progress												
		Participation / Proficiency by Student Subgroup										
		All	American Indian	Asian	Hispanic	Black	White	Limited English Proficient	Special Education	Free / Reduced Lunch	Attendance	Graduation
Moorhead School District		Reading	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes	Yes
		Math	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes / Yes		
Ellen Hopkins Elementary		Reading	Yes / Yes	-	-	- / Yes	-	Yes / Yes	- / No	Yes / Yes	Yes	N/A
		Math	Yes / Yes	-	-	- / Yes	-	Yes / Yes	- / No	Yes / No		
Robert Asp Elementary		Reading	Yes / Yes	-	-	Yes / Yes	-	Yes / Yes	Yes / No	Yes / Yes	Yes	N/A
		Math	Yes / Yes	-	-	Yes / Yes	-	Yes / Yes	Yes / No	Yes / Yes		
S.G. Reinertsen Elementary		Reading	Yes / Yes	-	-	-	- / Yes	Yes / Yes	-	Yes / Yes	Yes	N/A
		Math	Yes / Yes	-	-	-	- / Yes	Yes / Yes	-	Yes / Yes		
Horizon Middle School		Reading	Yes / Yes	- / Yes	- / Yes	Yes / Yes	- / Yes	Yes / Yes	Yes / Yes	Yes / Yes	Yes	N/A
		Math	Yes / Yes	- / No	- / Yes	Yes / Yes	- / Yes	Yes / Yes	Yes / Yes	Yes / Yes		
Moorhead High School		Reading	Yes / Yes	-	-	- / Yes	-	Yes / Yes	-	Yes / Yes	N/A	Yes
		Math	Yes / Yes	-	-	-	-	Yes / Yes	-	Yes / No		
Red River Area Learning Center		Reading	Yes / No	-	-	-	-	-	-	Yes / No	No	N/A
		Math	Yes / No	-	-	-	-	-	-	Yes / -		



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.065 R

TO: Dr. Larry P. Nybladh
FROM: Lynne Kovash *LK*
DATE: November 20, 2007
RE: Major Magnitude Field Trip to Washington, D.C. – Close Up Program

Attached is information regarding a proposed Major Magnitude Field Trip through Close-Up for Moorhead High School students to travel to Washington, D.C. March 16, 2008 through March 20, 2008.

The trip will cost approximately \$1,699 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 through Close-Up to Washington, D.C. March 16, 2008 through March 20, 2008.

LAK/kmr
Attachment

Major Magnitude Field Trip Request Form

Administrative Procedure: 632.2

Date Adopted: 1/8/2001

Section: 600 EDUCATION PROGRAMS

Date Revised:

Dates Reviewed:

Administrative Policy of the Moorhead Public Schools

District Code: 632.2 Major Magnitude

Section I

Preliminary Approval

Field Trip Request Name: CLOSE UP Type of Trip: Curricular Co-curricular

Date of Request: 11/9/2007 School Board Presentation Date: 11/26/2007

Staff/Advisor Requesting: Bonnie Stafford Phone/Extention: 284-2487

Purpose of the Trip: To explore Washington, D.C., visit memorials and monuments, meet our state's congressional leaders, and gain a better understanding of democracy.

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards:

This is a government-run educational experience for students. Students partake in round-table discussions, debates, and meet U.S. Senators and Representatives.

Trip Destination: Washington, D.C.

Date of Trip Departure: 3/16/2008

Return Date: 3/20/2008

Number of School Days Involved: None (Spring Break) Number of Students Involved: ???

☒ Attached trip itinerary (activities planned, approximate time lines, accommodations, transportation plans);

☐ Attached accommodation plans for any student with IEP/504 plan;

☒ Attached funding plans (trip anticipated expenses, approximate cost to the district, student's individual costs, and fund raising plans);

☒ Attached plans for parental notification and approval;

☒ Attached list of accompanying staff. Number of Chaperones needed for the trip _____

Authorization Signature of Building Principal: Gene Boyle

Signature of Superintendent/Assistant Superintendent - Teaching/Learning: _____

Board Approval Date: _____

Section II

Final Trip Information

This is to be received by 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: 632).

- _____ 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 632.1) if needed.

Section III

Field Trip Evaluation

Please complete within 3 weeks after returning from trip with information based on the statement of educational value and reason for the trip. Send a copy to the Building Principal & Superintendent/Assistant Superintendent - Teaching/Learning Date: _____

Thank you for taking the time to read our proposal. I, along with other social studies, teachers are interested in organizing a Close Up trip to Washington D.C. during spring break of the 2007-2008 school year. Currently we are in the planning stages of this trip, so I will provide as much information as I am able to.

We have tentatively chosen the 5 day Classic Close Up package**. The dates of the trip would be Sunday, March 16 through Thursday March 20. We would fly from Fargo to Washington D.C. I have included the schedule that Close Up has provided for our us as well as the price breakdown. One thing not mentioned in the price breakdown is airfare out of Fargo. Close Up has a contracted cost of \$460 out of Fargo. The only variation in price is the cost for adults. Their price is an extra three hundred dollars due to fewer adults sharing a hotel room. I am providing a cost sheet and the payment deadlines.

If six people sign up for Close Up, a teacher's trip is fully paid for. Of those six, any number of those individuals can be parents. If a total of twenty people are signed up to attend, two teachers will be paid for. Currently, Bonnie Stafford, Audrey Erickson, and Chad Olson are all very interested in chaperoning. Due to the uncertainty of the number of registrants, we are unable to say who all would attend.

Close Up provides a fellowship to each school taking part in this opportunity. Any student who qualifies for free and reduced lunch could receive 50% off of the cost of the trip. If more than one student applies for the fellowship, the cost would be split up to four students. I am attaching a financial aid form.

I am planning to have a student meeting in the next week to provide students information about Close Up. Once I have spoken with the students and given them the information, I plan to have a parent meeting. It would be there that we would discuss fundraising options. I currently do not have any specific fundraising ideas other than sending out a letter to local businesses and organizations. I will be working closely with the representative from Close Up to collect ideas regarding this.

If there are any other questions, please feel free to ask me.

Thank you so much!

Bonnie Stafford

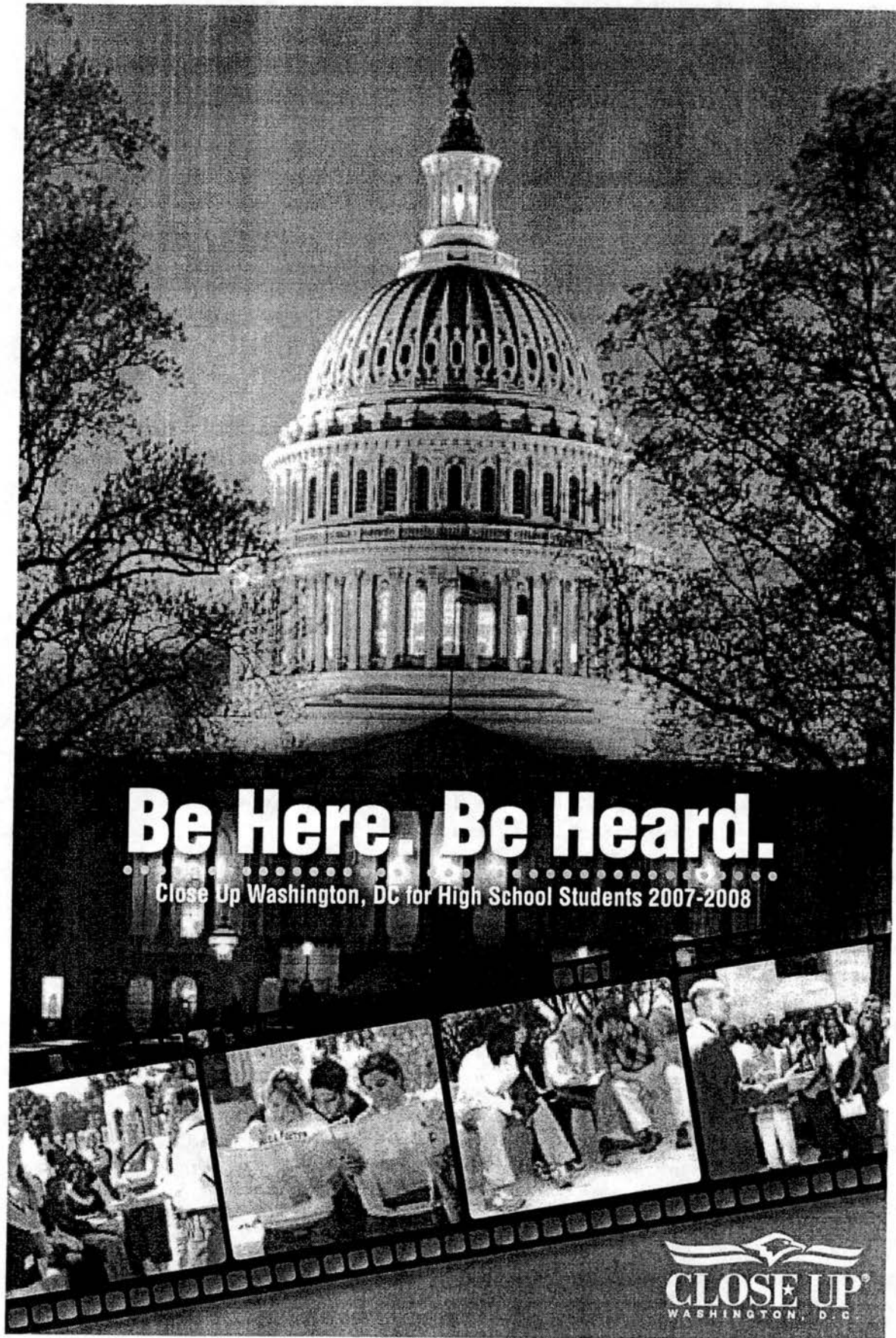
Social Studies Teacher—MHS

218.284.2487

bstafford@moorhead.k12.mn.us

**There is also a 7 day Classic Close Up option. Based on interest of the participants, we may chose that option. That would give the students two extra days in Washington D.C. to visit more sights and attractions.

student brochure



Your Ultimate Trip

Are you ready for a trip that will change your life? Then it's got to be to Washington, DC. Whether you're a political junkie or you just want to meet new people, this city's got something for everyone.

For one week, you'll explore amazing monuments and memorials, debate one-on-one with Washington insiders, meet members of Congress, and make new friends. And you'll do all this as you learn about your government, how its decisions affect you, and what **YOU** can do to get involved and make a difference.

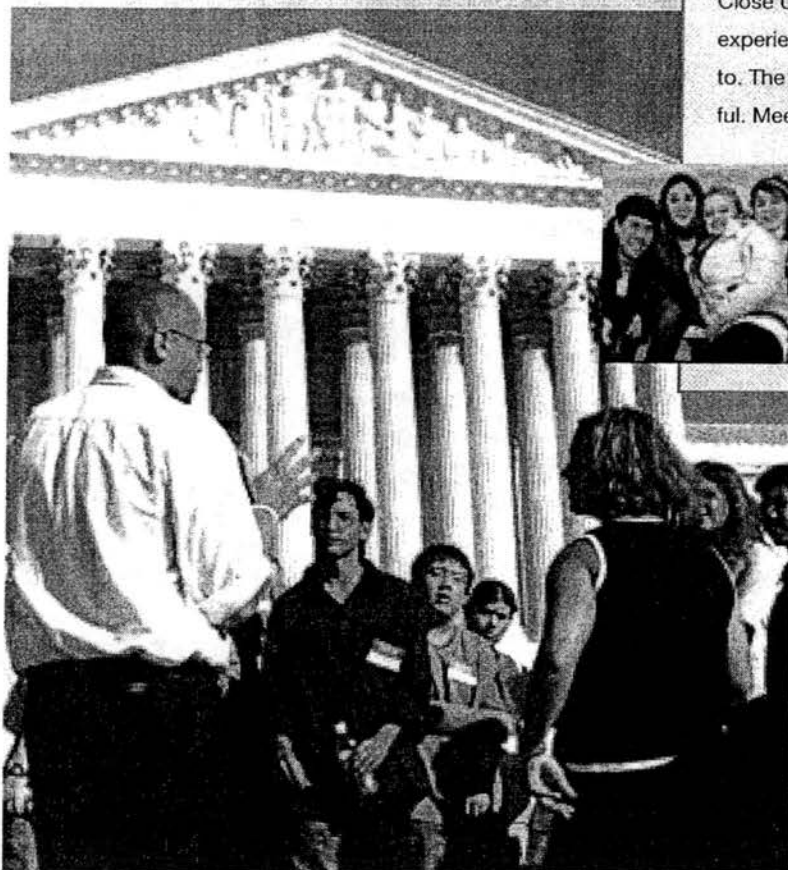
More importantly, you'll get to speak your mind and have your voice heard on issues that matter to you. Plus, you'll meet hundreds of students from across the country in an action-packed trip where **YOU** are the center of attention.

Best of all, you'll be here with us! And as our 665,000 alumni can tell you, this trip will change your life!

Students Say...

"Close Up is one of the most exciting experiences I have ever been introduced to. The adventures you take are wonderful. Meeting new people and learning about new cultures (America's cultures) is fantastic. You will most definitely love it, and you will cherish every moment when it's over."

-Tony, student, MI





Students Say...

"It's a great experience to learn all you can in a week, and also it's a very fun, educational trip. You have a great outlook of Washington instead of just reading about the memorials and the White House. Nothing's better than Close Up."

-Charmaine, student, IL

A Typical Week: 7 Days in DC

- Sunday**
 - ▶ Arrive & Hotel check-in
 - ▶ Meet new friends at dinner & orientation
- Monday**
 - ▶ Explore Jefferson, FDR & Lincoln Memorials
 - ▶ Speak your mind at a seminar with Washington insiders
 - ▶ Battle it out with political heavy-hitters in a Hot Topics Debate
- Tuesday**
 - ▶ Visit WWII, Korean & Vietnam War Memorials
 - ▶ Debate at a seminar: War & Peace—Alternatives to Force
 - ▶ Simulate a Congressional Session
- Wednesday**
 - ▶ Capitol Hill Day: Visit Supreme Court & Library of Congress
 - ▶ Meet your members of Congress or their staffs
 - ▶ Relax & socialize with your new friends
- ~~*** Thursday**
 - ▶ Visit Arlington Cemetery or Mt. Vernon
 - ▶ Explore Newseum & be on our TV show
 - ▶ Spend a Night on the Town (theater, night tour, or sporting event)~~
- ~~*** Friday**
 - ▶ Discover DC with your teacher
 - ▶ Share memories over dinner & dance the night away~~
- Saturday**
 - ▶ Depart for home

*breakfast
depart for
home*

See closeup.org for registration, dates & prices.

* **OPTIONS:** Go to closeup.org for DC-Philly-NYC, DC-Virginia, & 5-day schedules

Be On TV



Be part of our TV show, *Close Up at the Newseum*, where students are the stars.

Select students debate on camera with Washington insiders and see how TV shows are produced. Space is limited, so talk to your teacher early to sign up.

Students Say...

"I just got back from Close Up and it's all we talk about at school. It was one of the best weeks of my life and I just wish it



had been longer. We all miss our friends. I'd have to say the best part was getting to know people from across the country. Close Up truly is missed."

—Laura, student, CA

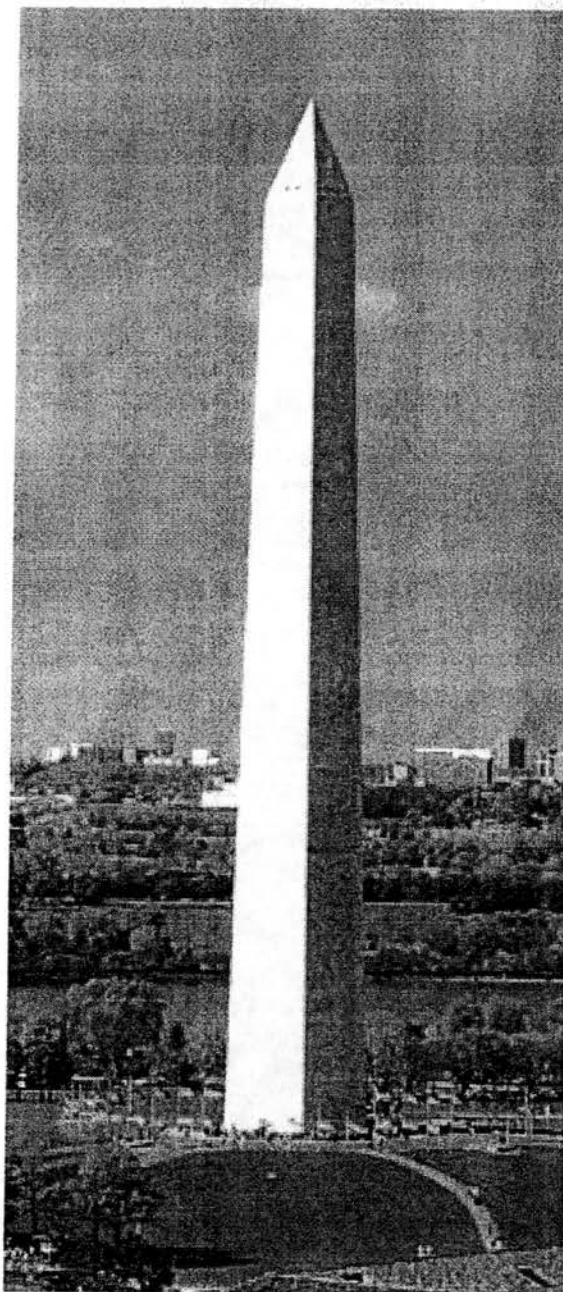
"Close Up was the best experience of my life! Meeting so many new people and seeing Washington up close has got to be the most exciting thing ever!"

—Samantha, student, CT

Earn College Credit



Get a head start on college by earning credit from either the University of Virginia or Indiana University. Details at closeup.org.



Financial Aid

Thanks to funds from the US Congress, you may receive assistance. Go to closeup.org/financialaid for details. Awards are limited, so apply today! Even if you don't qualify, you can use our **payment plan** to get here.

Sign Me Up!

Now that you're ready to have the best trip of your life, talk to your teacher and parents or call us at 800-CLOSE UP to register. Or, if your school can't make the trip, call us for student-only program weeks. Hurry, space is limited!

["The experience I had was life-changing and also a lot of fun. Soak up as much as you can and it will go with you forever."

—Jermaine, student, IN **]**

Learn With the Best

The best part of your trip is that you'll work with our awesome instructors. They are high-energy, fun people who know how to show you a great time. Here are some of our best. For more bios go to closeup.org.



Scot

Hometown: Depoe Bay, OR
College: The George Washington University
Fun Facts: Was born on the naval base at Guantanamo Bay, Cuba
Grew up almost entirely overseas
Loves to travel and has visited over 30 countries



Sara

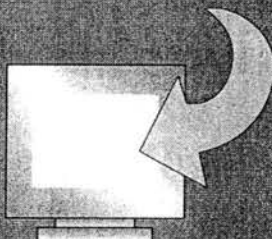
Hometown: East Lansing, MI
College: Western Michigan University
Fun Facts: Has traveled to Europe, Mexico, and Canada
Loves to sing, travel, play tennis, golf, and ski



Phil

Hometown: Atlanta, GA
College: Williams College
Fun Facts: Peace Corps volunteer in Guinea, West Africa
Traveled to 29 countries
Plays the guitar and juggles

closeup.org



Close Up Foundation
44 Canal Center Plaza
Alexandria, VA 22314-1592

800-CLOSE UP (256-7387)
TDD: 800-336-2167
Fax: 703-706-0001


CST 1002082-40
UBI 601 918 883

Washington, D.C., scenic photos provided by Joseph Sahm and Visions of America, LLC. © 2007 Visionsofamerica.com 3394-07

Teacher's Guide

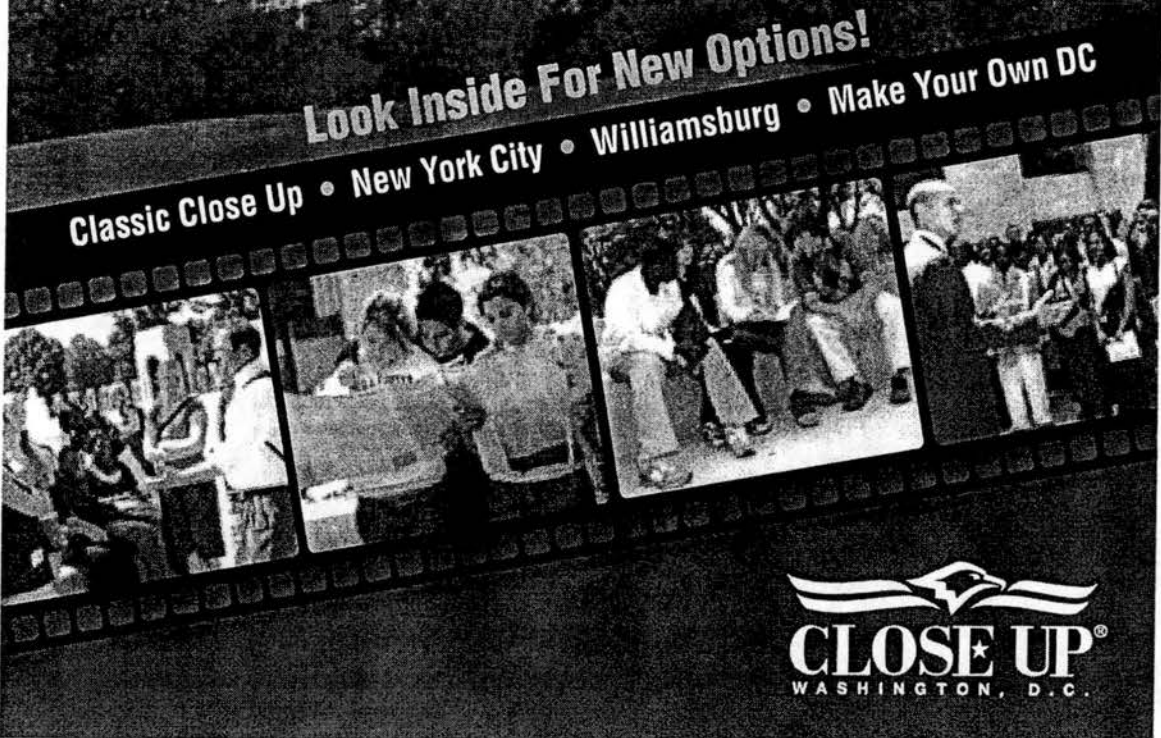
Educate. Inspire. Empower.

Teacher's Guide to High School Programs in Washington, DC 2007-2008



Look Inside For New Options!

Classic Close Up • New York City • Williamsburg • Make Your Own DC



CLOSE UP®
WASHINGTON, D.C.

Educational Value

Our Programs

- ▶ Use DC as learning lab to study democracy
- ▶ Reflect state learning standards for social studies & history
- ▶ Teach key skills and motivate positive attitudes for immediate civic engagement
- ▶ Draw on classic questions of democracy
- ▶ Teach students how to make informed decisions
- ▶ Enable students to earn college credit from top schools
- ▶ Offer payment plans & financial aid

Our Methodology

- ▶ Appeals to all students in grades 9-12
- ▶ Leverages hot topics to make democracy resonate with youth
- ▶ Brings 40 years experience in civic education
- ▶ Is driven by peer-to-peer learning
- ▶ Incorporates role plays and simulations into 14 structured learning activities

Our People

- ▶ Faculty led by Dr. Jo-Ann Amadeo, civic education specialist
- ▶ Curriculum experts who know how to engage youth
- ▶ Instructors receive extensive classroom & field training



Why DC This Year?

This is a pivotal time in US history. With a Republican president and Democratic Congress, major Supreme Court cases, and presidential campaigns to follow, DC is making history every day. With us, your students will be part of the action.



Dr. Jo-Ann Amadeo, VP of Curriculum

Jo-Ann heads our faculty and curriculum team. She brings her PhD in Human Development, numerous articles on civic education and the media, and international work examining adolescents' civic knowledge and attitudes to our program development. Plus, her background as an evaluation specialist for public schools helps us constantly evolve our programs to give your students a robust learning experience.



Safety First

Only Close Up gives you access to timely medical care, top-notch supervision, and quality hotels including:

- ▶ ER-trained doctors from George Washington University Hospital
- ▶ CPR & 1st Aid/AED training for all instructors
- ▶ Night monitors & ER-trained field nurse
- ▶ Central hotels including L'Enfant Plaza in DC & Double Tree Crystal City



Fun!

All week you and your students will learn and have fun in a safe environment. Unwind at the end of the day with activities like:

- ▶ Farewell dinner & dance (7-day Classic Close Up DC)
- ▶ Theater, night monument tour, or sporting event (7-day Classic Close Up DC)
- ▶ Ghost tour & Tavern dinner (DC-Virginia)
- ▶ Broadway show & Empire State Building (DC-Philly-NYC)



"Close Up is a great program if you want to learn about DC and meet new people. I am taking home a newfound understanding of American government and policies, as well as great new friends"

—Wynndee, Student, Chicago, IL

What Makes Us the Best?

Our 40 years of civic ed experience, distinctive methodology, and top-notch instructors educate and inspire thousands of students to be informed and engaged citizens. Our programs provide 14 structured learning activities designed for diverse groups of students, including seminars, study-visits, and a day on Capitol Hill.

Plus, you can customize your program with 1 of 4 options:

- ① Classic Close Up DC (5 Days)
- ② Classic Close Up DC (7 Days)—**NEW!** Visit Newseum
- ③ DC-Philly-New York City (7 Days)—**NEW!** Offered more weeks
- ④ DC-Virginia (7 Days)—**NEW!** Visit Charlottesville

Or work with us to design your own 5-day trip with our *Make Your Own DC* program.





Program Theme: How can I get involved in issues important to me?

Sunday:	Monday: Classic Questions of Democracy	Tuesday: US & the Global Community	Wednesday: Role of Citizens in a Democracy
► Travel	<ul style="list-style-type: none"> ► Breakfast ► Workshop: Understanding political labels ► Explore 3 Faces of Democracy: Jefferson, FDR & Lincoln Memorials 	<ul style="list-style-type: none"> ► Breakfast ► Workshop: Tools of foreign policy ► Visit War Memorials: WWII, Korean, Vietnam 	<ul style="list-style-type: none"> ► Breakfast ► Capitol Hill Day: See Supreme Court & Library of Congress
► Hotel check-in	<ul style="list-style-type: none"> ► Seminar: No Child Left Behind & Education Policy ► Lunch ► Neighborhood study-visit 	<ul style="list-style-type: none"> ► Seminar: War & Peace—Alternatives to Force in International Conflict ► Lunch ► Walking workshop on Capitol Hill 	<ul style="list-style-type: none"> ► Lunch ► Capitol Hill Meetings
► Dinner & Orientation	<ul style="list-style-type: none"> ► Dinner ► Workshop: Debate prep ► Hot Topics Debate 	<ul style="list-style-type: none"> ► Dinner ► Congressional Session Simulation 	<ul style="list-style-type: none"> ► Dinner ► Workshop: Taking it all home ► Evening social

Sample schedule. See closeup.org for registration, dates & prices.

4 Options—Pick 1

The first half of your program gives your students a foundation of citizenship skills, while the second half lets you tailor your program based on your interests. Choose 1 of the 4 options below to complete your week.

Classic Close Up DC (5 Days)	Classic Close Up DC (7 Days)	DC-Philly-NYC (7 Days)	DC-Virginia (7 Days)
Thursday <ul style="list-style-type: none"> ▶ Breakfast ▶ Depart for home 	Thursday <ul style="list-style-type: none"> ▶ Breakfast ▶ Arlington Cemetery or Mt. Vernon ▶ Lunch ▶ Explore Newseum ▶ Dinner ▶ Cultural Event (theater, night tour, or sporting event) 	Thursday <ul style="list-style-type: none"> ▶ Breakfast ▶ Travel to Philly ▶ Independence Park or Constitution Center ▶ Lunch ▶ Travel to NYC ▶ Empire State Building ▶ Dinner ▶ Hotel check-in 	Thursday <ul style="list-style-type: none"> ▶ Breakfast ▶ Travel to Charlottesville ▶ Explore Monticello ▶ Lunch ▶ Tour University of Virginia ▶ Travel to Williamsburg ▶ Hotel check-in ▶ Dinner
	Friday <ul style="list-style-type: none"> ▶ Breakfast ▶ Free time in DC ▶ Lunch ▶ Farewell dinner & dance 	Friday <ul style="list-style-type: none"> ▶ Breakfast ▶ Liberty & Ellis Island ▶ Wall Street & Ground Zero ▶ Lunch ▶ United Nations ▶ Dinner & theater 	Friday <ul style="list-style-type: none"> ▶ Breakfast ▶ Explore Williamsburg ▶ Lunch ▶ Tour College of William & Mary ▶ Tavern dinner ▶ Cultural event
	Saturday <ul style="list-style-type: none"> ▶ Breakfast ▶ Depart for home 	Saturday <ul style="list-style-type: none"> ▶ Breakfast ▶ Depart for home 	Saturday <ul style="list-style-type: none"> ▶ Breakfast ▶ Depart for home

Sample schedule. See closeup.org for registration, dates & prices.



Make Your Own DC (5 Days)

NEW!

Our newest program puts you in charge. You'll work one-on-one with us to create your unique program. Benefits include:

- ▶ Start any day of the week
- ▶ Minimize time out of school
- ▶ Earn stipend for co-managing students

Here's how it works:

- 1 We recommend 10 'must-see' sites (ex. WWII Memorial & Arlington Cemetery)
- 2 You choose activities to complete your trip (ex. Spy Museum or Mt. Vernon)
- 3 Register at **closeup.org** or call 800-CLOSE UP

Register Today!

Register at **closeup.org** before your favorite program sells out. Or call us at 800-CLOSE UP and we'll show you how easy it is to participate. Hurry, space is limited!

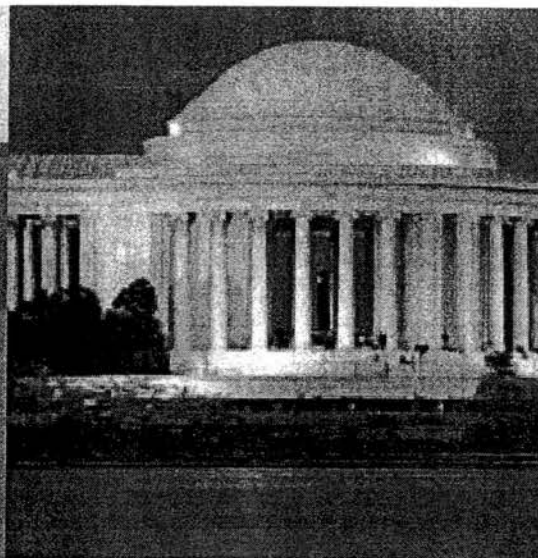


"What I like about Close Up is that it is more than just a field trip. You're debating the issues, you're tying it into current events. And it's just been such an empowering experience. My students are so excited to go back to our high school, share that experience, and get that civic energy going within our school."

—Andrea, teacher, Miami, FL

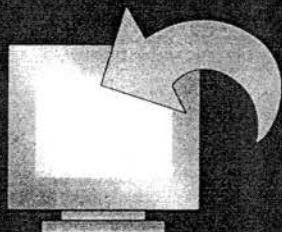
Close Up at the Newseum

Nominate your students to participate on our weekly TV show! *Close Up at the Newseum* is the only nationally broadcast student-centered TV show on C-SPAN. Participating students debate on-camera with various DC insiders. For details or nominations, call 800-CLOSE UP.



Teacher Bonuses

- ▶ **FREE** trip with minimum number of students
- ▶ Teacher Incentives
- ▶ Back stage access at the DC's newest attraction, the Newseum
- ▶ Expert faculty leading trips to Gettysburg or Annapolis
- ▶ Professional development, graduate credit & CEUs



closeup.org for
classroom resources and updates
to *Current Issues*.



"Not only is the student program outstanding, but so is the teacher program. Every year the speakers, the tours, and the educational activities arranged show concern for the classroom teacher and the job that we do. This program allows us to impact not just the students we're able to bring to Washington, DC, but also the students waiting for us back home."

—Kayleen, teacher, Troy, MT



Close Up Foundation
44 Canal Center Plaza
Alexandria, VA 22314-1592

800-CLOSE UP (256-7387)
TDD: 800-336-2167
Fax: 703-706-0001

Washington, D.C., scenic photos provided by Joseph Sohm and Visions of America, LLC.
© 2007 Visionsofamerica.com Cover Photo: Trisha Stehouwer

CST 1002082-40
UBI 601 918 893
3393-07

School Phone: _____ Alternate Phone: _____

E-mail: _____ Estimate: _____

Early Arrival: ☐ Yes ☐ No
(+\$169)

Theater: ☐ Yes ☐ No (for Classic Close Up 7-day programs)
(Additional charge. Teacher must select online.)

Late Departure: ☐ Yes ☐ No
(+\$169)

Classic Close Up (5 Days)

Price does not include transportation.
Add \$300 for adult program.

Start Date		
<input type="checkbox"/>	10/28/07	\$1,079
<input type="checkbox"/>	12/2/07	\$1,079
<input type="checkbox"/>	1/13/08	\$1,129
<input type="checkbox"/>	1/20/08	\$1,129
<input type="checkbox"/>	1/27/08	\$1,179
<input type="checkbox"/>	2/3/08	\$1,179
<input type="checkbox"/>	2/10/08	\$1,179
<input type="checkbox"/>	2/17/08	\$1,179
<input type="checkbox"/>	3/2/08	\$1,239
<input type="checkbox"/>	3/9/08	\$1,239
<input type="checkbox"/>	3/16/08	\$1,239
<input type="checkbox"/>	3/23/08	\$1,239
<input type="checkbox"/>	3/30/08	\$1,239
<input type="checkbox"/>	4/6/08	\$1,239
<input type="checkbox"/>	4/13/08	\$1,239
<input type="checkbox"/>	4/20/08	\$1,239
<input type="checkbox"/>	4/27/08	\$1,239
<input type="checkbox"/>	5/4/08	\$1,169
<input type="checkbox"/>	5/11/08	\$1,169
<input type="checkbox"/>	5/18/08	\$1,169
<input type="checkbox"/>	6/1/08	\$1,079
<input type="checkbox"/>	6/15/08	\$1,079
<input type="checkbox"/>	6/22/08	\$1,079

Classic Close Up (7 Days)

Price does not include transportation.
Add \$300 for adult program.

Start Date		
<input type="checkbox"/>	10/28/07	\$1,249
<input type="checkbox"/>	12/2/07	\$1,249
<input type="checkbox"/>	1/13/08	\$1,269
<input type="checkbox"/>	1/20/08	\$1,269
<input type="checkbox"/>	1/27/08	\$1,319
<input type="checkbox"/>	2/3/08	\$1,339
<input type="checkbox"/>	2/10/08	\$1,339
<input type="checkbox"/>	2/17/08	\$1,339
<input type="checkbox"/>	3/2/08	\$1,399
<input type="checkbox"/>	3/9/08	\$1,469
<input type="checkbox"/>	3/16/08	\$1,469
<input type="checkbox"/>	3/23/08	\$1,299
<input type="checkbox"/>	3/30/08	\$1,469
<input type="checkbox"/>	4/6/08	\$1,469
<input type="checkbox"/>	4/13/08	\$1,469
<input type="checkbox"/>	4/20/08	\$1,449
<input type="checkbox"/>	4/27/08	\$1,399
<input type="checkbox"/>	5/4/08	\$1,319
<input type="checkbox"/>	5/11/08	\$1,319
<input type="checkbox"/>	5/18/08	\$1,349
<input type="checkbox"/>	6/1/08	\$1,349
<input type="checkbox"/>	6/15/08	\$1,349
<input type="checkbox"/>	6/22/08	\$1,349

DC-Philly-NYC*

Price does not include transportation.
Add \$350 for adult program.

Start Date		
<input type="checkbox"/>	10/28/07	\$1,849
<input type="checkbox"/>	12/2/07	\$1,849
<input type="checkbox"/>	1/13/08	\$1,869
<input type="checkbox"/>	1/27/08	\$1,919
<input type="checkbox"/>	2/10/08	\$1,939
<input type="checkbox"/>	3/9/08	\$2,069
<input type="checkbox"/>	3/23/08	\$1,899
<input type="checkbox"/>	4/6/08	\$2,069
<input type="checkbox"/>	4/20/08	\$2,049
<input type="checkbox"/>	5/4/08	\$1,919
<input type="checkbox"/>	5/18/08	\$1,949
<input type="checkbox"/>	6/15/08	\$1,949

DC-Virginia*

Price does not include transportation.
Add \$350 for adult program.

Start Date		
<input type="checkbox"/>	11/4/07	\$1,249*
<input type="checkbox"/>	11/11/07	\$1,249*
<input type="checkbox"/>	11/24/07	\$1,349*
<input type="checkbox"/>	2/17/08	\$1,639
<input type="checkbox"/>	3/30/08	\$1,769
<input type="checkbox"/>	6/1/08	\$1,649
<input type="checkbox"/>	6/22/08	\$1,649

*Burg Classic, add \$300 for adults
*Late departure not available

\$460
airfare +

enrollment deadline has been
extended to 12/19

Late departure not available

Programs&Dates_07-08

7-25-07

CLOSE UP IMPORTANT DATES AND DEADLINES 2007-08							
Program start day	Program start date	Enrollment forms and enrollment fee due	Enrollment fee (non-refundable)	\$500 due on each participant. \$500 cancellation fee after this date	Final payment due	100% cancellation fee after this date	Flight and hotel information available at closeup.org
Sunday	8/5/07				7/6/07	7/26/07	
Sunday	8/12/07				7/13/07	8/2/07	
Sunday	8/19/07				7/20/07	8/9/07	
Sunday	8/26/07				7/27/07	8/16/07	
Sunday	9/2/07				8/3/07	8/23/07	
Sunday	9/9/07				8/10/07	8/30/07	
Sunday	9/16/07				8/17/07	9/6/07	
Sunday	9/23/07				8/24/07	9/13/07	
Sunday	9/30/07				8/31/07	9/20/07	
Sunday	10/7/07				9/7/07	9/27/07	
Sunday	10/14/07				9/14/07	10/4/07	
Sunday	10/21/07				9/21/07	10/11/07	
Sunday	10/28/07	9/13/07	\$300	NA	9/28/07	10/18/07	9/28/07
Sunday	11/4/07	9/20/07	\$300	NA	10/5/07	10/25/07	10/5/07
Sunday	11/11/07	9/27/07	\$300	NA	10/12/07	11/1/07	10/12/07
Sunday	11/18/07	10/4/07	\$300	NA	10/19/07	11/8/07	10/19/07
Saturday	11/24/07	10/10/07	\$300	NA	10/25/07	11/14/07	10/25/07
Sunday	12/2/07	10/18/07	\$300	NA	11/2/07	11/22/07	11/2/07
Sunday	12/9/07	10/25/07	\$300	NA	11/9/07	11/29/07	11/9/07
Sunday	12/16/07	11/1/07	\$300	NA	11/16/07	12/6/07	11/16/07
Sunday	12/23/07	11/8/07	\$300	NA	11/23/07	12/13/07	11/23/07
Sunday	12/30/07	11/15/07	\$300	NA	11/30/07	12/20/07	11/30/07
Sunday	1/6/08	10/1/07	\$300	NA	12/7/07	12/27/07	11/27/07
Sunday	1/13/08	10/1/07	\$300	NA	12/14/07	1/3/08	12/4/07
Sunday	1/20/08	10/1/07	\$300	NA	12/21/07	1/10/08	12/11/07
Sunday	1/27/08	10/1/07	\$300	NA	12/21/07	1/17/08	12/18/07
Sunday	2/3/08	10/6/07	\$100	12/5/07	1/4/08	1/24/08	12/24/07
Sunday	2/10/08	10/13/07	\$100	12/12/07	1/11/08	1/31/08	1/2/08
Sunday	2/17/08	10/20/07	\$100	12/19/07	1/18/08	2/7/08	1/8/08
Sunday	2/24/08	10/27/07	\$100	12/21/07	1/25/08	2/14/08	1/15/08
Sunday	3/2/08	11/3/07	\$100	1/3/08	2/1/08	2/21/08	1/22/08
Sunday	3/9/08	11/10/07	\$100	1/9/08	2/8/08	2/28/08	1/29/08
Sunday	3/16/08	11/17/07	\$100	1/16/08	2/15/08	3/6/08	2/5/08
Sunday	3/23/08	11/24/07	\$100	1/23/08	2/22/08	3/13/08	2/12/08
Sunday	3/30/08	12/1/07	\$100	1/30/08	2/29/08	3/20/08	2/19/08
Sunday	4/6/08	12/8/07	\$100	2/6/08	3/7/08	3/27/08	2/26/08
Sunday	4/13/08	12/15/07	\$100	2/13/08	3/14/08	4/3/08	3/4/08
Sunday	4/20/08	12/22/07	\$100	2/20/08	3/21/08	4/10/08	3/11/08
Sunday	4/27/08	12/29/07	\$100	2/27/08	3/28/08	4/17/08	3/18/08
Sunday	5/4/08	1/5/08	\$100	3/5/08	4/4/08	4/24/08	3/25/08
Sunday	5/11/08	1/12/08	\$100	3/12/08	4/11/08	5/1/08	4/1/08
Sunday	5/18/08	1/19/08	\$100	3/19/08	4/18/08	5/8/08	4/8/08
Sunday	5/25/08	1/26/08	\$100	3/26/08	4/25/08	5/15/08	4/15/08
Sunday	6/1/08	2/2/08	\$100	4/2/08	5/2/08	5/22/08	4/22/08
Sunday	6/8/08	2/9/08	\$100	4/9/08	5/9/08	5/29/08	4/29/08



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.047

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: November 5, 2007

RE: Annual Wellness Report

As required by the Federal Public Law 108-265, a report indicating the status of wellness in the Moorhead Area Public Schools in accordance with Policy # 536 Wellness utilizing the recommended format. Input for the report has been provided by the Assistant Superintendent for Teaching and Learning, the Food Service Director, The School Principals and the School Nurses. While some facets of the report signify partial compliance, there are many areas of the report indicating full compliance. Most areas indicating partial compliance involve promotion of wellness criteria by staff.

Excellent strides have been made in the past year by elimination's of soda pop and other sweetened drinks not meeting guidelines from student access and replaced with healthy beverage choices. The Food Service Director has introduced many new choices of healthy foods and snacks to the school lunch program. These choices have been received well by students.

There are many examples of curriculum changes to encourage students to have more physical activity. While much remains to be done, the first year of implementations has gone quite well.

RN/smw

Moorhead Area Public Schools
Wellness Implementaiton
Annual Report
November 12, 2007

Wellness Policy Language	What is in place	Fully in place	Partially in place	Not in place List steps to implement deadline, list challenges/barriers to implementation
Foods and Beverages				
1. Foods and beverages made available by the Moorhead Area Public Schools (including school stores, vending machines and ala carte cafeteria items) will meet or exceed current USDA Dietary Guidelines for Americans in accordance with nutrition and portion size standards.	Administration strategies procedure defines our guidelines.	X		
2. School district food and nutrition personnel will take every measure to ensure that student access to foods and beverages that meet or exceed all federal, state, and local laws and guidelines.	Meets all Policy Guidelines.	X		
3. School district food and nutrition personnel shall adhere to all federal, state, and local food safety and security guidelines.	HACCP Food Safety plan, two inspections per year by city Environmental Health Dept.	X		
4. The Moorhead Area Public Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-priced school meals.	Food Service uses computerized point of sale system, Students to enter their own ID numbers on PIN pads.	X		
5. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.	Rest rooms available for use.		X	Hand Sanitation not available at cafeteria.
6. The school district will discourage sharing food and beverages given concerns about allergies and restrictions on students' diets.	All necessary staff received student allergy information.	X		
7. The school district will provide to the extent possible, a breakfast program to help meet nutritional needs and enhance student's abilities to learn.	Breakfast offered at all schools.	X		
8. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.	Reasonable lunch schedules in each building.	X		

Moorhead Area Public Schools
Wellness Implementaiton
Annual Report
November 12, 2007

9. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.	Meets language in policy	X		
10. The Moorhead Area Public School District will provide healthy and safe school meal programs that strictly comply with all federal, state and local statutes and regulations.	Meets Policy.	X		
11. The Moorhead Area Public schools shall designate the food and nutrition director to be responsible for the school district's food and nutrition program whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available throughout the district to ensure food and beverage choices will meet or exceed current USDA Dietary Guidelines for Americans.	Many positive changes made to meet or exceed guidelines in the past year.	X		
12. As part of the Moorhead Area Public School's responsibility to operate a food and nutrition program, the school district will provide continuing professional development for all food and nutrition personnel in schools.	Conferences/Workshops/classes are offered during the year, in and out of district.	X		
Physical Activity				
13. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities.	Students are encouraged to get regular physical activity.	X		
14. Opportunities for physical activity may be incorporated into other subject lessons, where appropriate.	Meets guidelines.	X		
15. Classroom teachers may provide short physical activity breaks between lessons or classes, as appropriate.	Not in all settings.		X	Teachers will be encouraged to promote physical activity breaks as appropriate.

Moorhead Area Public Schools
Wellness Implementaiton
Annual Report
November 12, 2007

Communications with Parents				
16. The Moorhead Area Public Schools will support parents' efforts to provide a healthy diet and daily physical activity for their children.	Handbook Information.	X		
17. The Moorhead Area Public Schools encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.	Handbook Information.	X		
18. 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.	Good Faith efforts are done to meet guidelines.		X	Other ways of promoting physical activity will be explored.
Nutrition Education and Promotion				
19. The Moorhead Area Public Schools will encourage and support healthy eating by students and engage in nutrition promotion that is offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health.	Health eating is discussed in the health/science curriculum.		X	Other classroom teachers will be encouraged to promote health food changes as appropriate.
20. The Moorhead Area Public Schools will encourage and support healthy eating by students and engage in nutrition promotion that is part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects where appropriate.	Healthy eating is discussed in the health/science curriculum. More work needs to be done for complete alignment.		X	Teachers will be encouraged to promote healthy eating where appropriate.
21. The Moorhead Area Public Schools will encourage and support healthy eating by students and engage in nutrition promotion that is enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.	Meets guidelines but does not include all activities mentioned		X	Food Service will be encouraged to promote healthy food choices.

Moorhead Area Public Schools
Wellness Implementaiton
Annual Report
November 12, 2007

22. 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.	A work in progress starting to educate students to make good food choices.		X	More encouragement will be provided by Food Service.
23. School staff will not sue 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 beverage as punishment.	This is in all school handbooks and is being implemented throughout the district.		X	Continued encouragement will be given to teachers to help students make healthy choices.
Implementation and Monitoring				
24. Moorhead Area Public Schools food and nutrition personnel will ensure compliance with the school's food and nutrition program and will report to the food and nutrition program administrator.	Foods meet guidelines.	X		
25. The Moorhead Area Public School's food service director will provide an annual report to the Superintendent setting forth the nutrition guidelines and procedures for selection of foods in the food and nutrition program made available throughout the district.	In Progress.	X		
26. The Superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the School Board.		X		



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.034

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, School Board Officers (202).

Suggested Resolution: Move to approve the policy, School Board Officers (202), as presented.

LPN:mde
Attachment

Board Policies

School Board Officers

School Board Policy: 202

Date Adopted: 8/27/2001

Dates Reviewed: 10/10/2005

Section: 200 SCHOOL BOARD

Date Revised: 10/10/2005

I. PURPOSE

The purpose of this policy is to describe the School Board of the Moorhead Area Public Schools officers' positions which are charged with the duty of carrying out the responsibilities entrusted to them by the School Board and school district for the care, management, control and communication to the public about the public schools in the school district.

II. GENERAL STATEMENTS OF POLICY

~~A.~~ The School Board shall conduct the election of officers annually at the first regular meeting in January, or as soon thereafter as practicable, to select a Chair, Vice-Chair, Clerk and Treasurer. These officers shall hold office for one year and/or until their successors are elected. The duties of the Clerk shall be ~~handled~~ assisted by the School Board's Secretary and ~~and~~ the duties of the Treasurer ~~carried out~~ shall be assisted by the school district Business Manager Assistant Superintendent of Business Services. The School Board shall appoint a Superintendent who will be an ex-officio, non-voting member of the School Board and the supervisor of the School Board Secretary and school district Business Manager Assistant Superintendent of Business Services.

III. BOARD OFFICER RESPONSIBILITIES

A. Chair - the Chair, when present shall preside and conduct all meetings of the School Board, countersign all orders upon the Treasurer for claims allowed by the School Board, represent the school district in all actions, serve as spokesperson for the School Board unless designated otherwise, and perform all duties a Chair usually performs including signing School Board approved contracts, agreements, resolutions, communications, forms of recognition, and reports as required.

B. Vice-Chair - the Vice-Chair shall perform the duties of the Chair in the event of the Chair's temporary absence.

C. Clerk - the Clerk will work with the School Board's Secretary to keep records of all meetings and fulfill duties as required by Minnesota Election Law or other applicable laws relating to the conduction of elections. The Clerk will countersign claims as required by the Treasurer and Chair for payment of salaries and wages; and sign as needed School Board approved contracts, agreements, resolutions, communications and reports.

D. Treasurer - the Treasurer shall work with ~~with~~ the Superintendent and school district's Business Office Services Department as needed on the fiscal management of the school district and sign claims allowed by the School Board and reports as needed to conduct the financial business of the school district. The Treasurer will review the school district's annual audit with the auditors.

Legal References:

Minnesota Statute 123B.12 (Finance)

Minnesota Statute 123B.14 (Officers ~~of Independent School Districts~~)

Minnesota Statute 123B.143 (Superintendent)

Minnesota Statute 126C.17 (Referendum Revenue)

Minnesota Statute 205A (School District Elections)

Cross References:

Moorhead School Board Policy 214: School Board Meeting Minutes

Moorhead School Board Policy 801: District Fiscal Management



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.035

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, School Board Meeting Rules of Order (210).

Suggested Resolution: Move to approve the policy, School Board Meeting Rules of Order (210), as presented.

LPN:mde
Attachment

Board Policies

School Board Meeting Rules of Order

School Board Policy: 210

Section: 200 SCHOOL BOARD

Date Adopted: 8/27/2001

Date Revised: 10/10/2005

Dates Reviewed: 10/10/2005

I. PURPOSE

The purpose of this policy is provide the specific rules of order for conducting the meetings of the School Board of the Moorhead Area Public Schools.

II. GENERAL STATEMENTS OF POLICY

A. An orderly School Board meeting allows School Board members to participate in discussions and decisions of school district issues. To ensure that School Board meetings are conducted in an orderly fashion, the School Board will follow rules of order which allow the School Board:

1. to establish guidelines by which the business of the School Board can be conducted in a regular and internally consistent manner;
2. to organize the meetings so all the necessary matters can be brought to the School Board and decisions of the School Board can be made in an orderly and reasonable manner;
3. to ensure that members of the School Board have the necessary information to make decisions on substantive issues and to ensure adequate discussion to be made; and
4. to ensure that meetings and actions of the School Board are conducted so to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. RULES OF ORDER

A. Rules of order for School Board meetings shall be as follows: a) Minnesota statute specified; b) specific rules of order as provided by the School Board consistent with Minnesota statutes; and c) Robert's Rules of Order, Revised (latest edition) where not inconsistent with a) and b) above.

B. School Board members do not need to rise to gain recognition of the Chair.

C. The Chair will open a topic for discussion on the agenda. The Chair may request further information from administration on a topic and/or open the topic for discussion by School Board members. The Chair shall decide the order in which School Board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate for the discussion and allow each School Board member to speak to the issue if desired. A member of the School Board shall speak to an issue after the member is recognized by the Chair.

D. The School Board shall have the authority to recognize any member of the audience regarding a request to be heard at the School Board meeting. Members of the public who wish to be heard shall follow School Board procedures.

E. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.

F. All motions that require a second shall receive a second prior to opening the issue for discussion of the School Board. If a motion that requires a second does not receive a second, the Chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.

G. The Chair shall rule on all questions relating to motions and points of order brought before the School Board. A ruling by the Chair is subject to appeal to the full School Board pursuant to Robert's Rules of Order.

H. The Chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.

I. The Chair shall repeat the motion or the substance of a motion prior to the vote. The Chair shall call for an affirmative and a negative vote on all motions. The order of names for a roll call vote shall be in an alternating order.

J. The Chair has the same right and responsibility as each School Board member to vote on all issues.

K. The Chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.

L. A majority of the voting members of the School Board constitute a quorum. The absence of a quorum may be raised by the Chair or any member. Any action taken in the absence of a quorum is null and void. The only legal actions the School Board may take in the absence of a quorum are to fix the time to which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

Legal References:

Minnesota Statute 123B.09, Subds. 6,7, and 10 (School Board Powers)

Minnesota Statute 123B.14 (Officers)

Minnesota Statute 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)

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

Minnesota Statute 331A.01, Subd. 6 (Newspapers; Definitions)

Minnesota Statute 13D.01, Subd. 4 (Open Meeting Law)

Minnesota Statute 471.88 (Exceptions)

Minn. Stat 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)

Cross References:

Moorhead School Board Policy 201: School Board Legal Status

Moorhead School Board Policy 202: School Board Officers

Moorhead School Board Policy 211: Open and Closed School Board Meetings

Moorhead School Board Policy 212: School Board Public Hearings

Moorhead School Board Policy 213: School Board Meeting Agendas



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.036

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, Out-of-State Travel by School Board Members (216).

Suggested Resolution: Move to approve the policy, Out-of-State Travel by School Board Members (216), as presented.

LPN:mde
Attachment

Board Policies

Out-of-State Travel by School Board Members

School Board Policy: 216

Section: 200 SCHOOL BOARD

Date Adopted: 4/10/2006

Date Revised: 1/8/2007

Dates Reviewed: 1/8/2007

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. APPROPRIATE TRAVEL

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

IV. REIMBURSABLE EXPENSES

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

V. REIMBURSEMENT

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

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

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

VI. ANNUAL REVIEW

This policy must be annually reviewed by the School Board.

Legal References:

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

Minnesota Statute 471.661 (Out-of-State Travel)

Minnesota Statute 471.665 (Mileage Allowances)

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

Cross References:

Moorhead School Board Policy 203: School Board Member Development

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



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.037

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, School Board Policy Development, Adoption, Implementation, and Review (221).

Suggested Resolution: Move to approve the policy, School Board Policy Development, Adoption, Implementation, and Review (221), as presented.

LPN:mde
Attachment

Board Policies

School Board Policy Development, Adoption, Implementation, and Review

School Board Policy: 221

Section: 200 SCHOOL BOARD

Date Adopted: 8/27/2001

Date Revised: 4/9/2007

Dates Reviewed: 10/27/2003

5/9/2005

4/9/2007

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the Moorhead School Board to provide guidance on the ongoing structured review of policy and to clarify the responsibility of the school administration for implementation of Moorhead School Board policy.

II. GENERAL STATEMENT ~~OF POLICY~~

A. Formal guidelines are necessary to ensure our school community and the Moorhead Area Public School system responds to its mission and operates in an effective, efficient and consistent manner. Therefore, a set of written policy statements shall be maintained and modified as needed. These policies define the desire and intent of the Moorhead School Board and are to be in a format which is sufficiently explicit to guide administrative action.

B. It shall be the responsibility of the Moorhead Area Public Schools Superintendent to implement School Board policy and to recommend additions or modifications as needed. The administration is authorized to develop guidelines and directives to implement School Board policies. These guidelines and directives shall not be inconsistent with said policies. These written procedures shall be reviewed along with the School Board policies they are intended to implement.

C. Employee and student handbooks shall be subject to an annual review and approval by the Moorhead School Board. Building administrators and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the Superintendent to assure compliance with School Board policy before presenting to the School Board for approval.

III. DEVELOPMENT ~~OF POLICY~~

A. The Moorhead School Board has the jurisdiction to legislate policy for the Moorhead Area Public Schools ~~district~~ with the force and effect of law. School Board policy provides the general direction as to what the School Board wishes to accomplish while delegating implementation of the policy to administration.

B. The School Board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The School Board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a School Board member, employee, student or ~~member~~ resident of the school district. Proposed policies or ideas shall be submitted to the Superintendent for review prior to possible placement on the School Board agenda.

IV. ADOPTION ~~OF POLICY~~

A. Moorhead School Board will give notice of proposed policy changes or adoption of new policies by placing the item on the agenda for discussion at two School Board meetings. The policy changes shall be reviewed by the school district's Policy Review Committee if possible before placing them on the School Board agenda. Proposals will be distributed and School Board and public comment will be allowed at both meetings prior to final School Board action.

B. The final action taken to adopt proposed new policies or revised policies shall be by simple majority vote of the School Board subsequent to the second meeting. The policy will become effective on the date the policy is adopted or a

date stated in the motion, whichever is later.

C. In case of an emergency or due to legislative, legal or state department required modifications or time lines in which the School Board has no control, a new or modified policy may be adopted by a majority vote of a quorum of the School Board. A statement regarding the need for immediate adoption of the policy shall be included in the minutes. The School Board has the discretion to determine what constitutes an emergency situation.

V. IMPLEMENTATION ~~OF POLICY~~

A. It shall be the responsibility of the Superintendent to implement Moorhead School Board policies and to develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval of the School Board.

B. Paper copies of the policy manual are to be maintained by the School Board chair, School Board clerk and Superintendent. Moorhead School Board members, employees and the public will be able to access the policy manual at the school district's Web site (www.moorhead.k12.mn.us). It shall be the responsibility of the Superintendent, School Board secretary, individual School Board members, and others designated by administration to keep the policy manuals current.

C. When there is no Moorhead School Board policy in existence to provide guidance on a matter, the Superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the Superintendent shall advise the School Board of the need for a policy and present a recommended policy to the School Board for approval.

VI. POLICY REVIEW

A. Moorhead School Board policies will be reviewed at least once every four years. Administrative procedures supporting those policies will be reviewed by the administration at the same time. The Moorhead Policy Review Committee when possible will review and make recommendations to current policy as they come forward for periodic review. Their recommendations will be brought forward to the School Board by the Superintendent.

Legal References:

Minnesota Statute 123B.02 Subd. 1 (School District Powers)

Minnesota Statute 123B.09 Subd. 1 (School Board Powers)

~~Minnesota Statute 123B.143 (Superintendent)~~

Cross References:

Moorhead School Board Policy 201: School Board Legal Status

Moorhead School Board Policy 233: Policy Review Committee

Moorhead School Board Policy 310: School Superintendent



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.038

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, Community Education Advisory Council (237).

Suggested Resolution: Move to approve the policy, Community Education Advisory Council (237), as presented.

LPN:mde
Attachment

Board Policies

Community Education Advisory Council

School Board Policy: 237

Section: 200 SCHOOL BOARD

Date Adopted: 8/11/2003

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of the Community Education Advisory Council is to function in cooperation with the community education director in an advisory capacity in the interest of promoting the goals and objectives of the community education programs.

II. GENERAL STATEMENT ~~OF POLICY~~

A. Representation on the Community Education Advisory Council will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.

B. Members will be selected from groups named above by the community education director and ~~council chair~~ the council membership.

C. Members of the council provide input for community education in regard to programming and budget.

D. Meetings will be held ~~the third Tuesday of~~ in September, October, November, January, ~~February~~, March, and April on the third Tuesday of the month; the February meeting will be held at a time determined by the membership.

E. Bylaws of the ~~e~~Community ~~e~~Education ~~a~~Advisory ~~e~~Council shall provide the framework for the organization including criteria pertaining to membership, officer's duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

F. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Legal References:

Minnesota Statute 124D.19 (Community Education Programs; Advisory Council)

Cross Reference:

Moorhead School Board Policy 930: Community Education



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.039

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, Superintendent Contract, Duties and Evaluation (311).

Suggested Resolution: Move to approve the policy, Superintendent Contract, Duties and Evaluation (311), as presented.

LPN:mde
Attachment

Board Policies

Superintendent Contract, Duties and Evaluation

School Board Policy: 311

Section: 300 DISTRICT ADMINISTRATION

Date Adopted: 8/11/2003

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to recognize the use of an employment contract with the sSuperintendent of Moorhead Area Public Schools to establish the terms and conditions of employment.

II. GENERAL STATEMENT ~~OF POLICY~~

A. The sSuperintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the sSuperintendent.

B. The specific duties for which the sSuperintendent is accountable shall be in accordance with the employment contract and applicable state statute(s) be measured by a performance appraisal instrument approved by the sSchool bBoard in consultation with the sSuperintendent. The sSchool bBoard shall use this instrument to periodically evaluate the performance of the sSuperintendent.

C. The sSchool bBoard, in consultation with the sSuperintendent, shall develop a process to evaluate the performance of the sSuperintendent in accordance with the employment contract and applicable state statute(s).

Legal Reference:

Minnesota Statute 123B.143 (Superintendent)

Cross Reference:

Moorhead School Board Policy 310: School Superintendent



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.040

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, Policies Incorporated by Reference for Employees/Personnel (499).

Suggested Resolution: Move to approve the policy, Policies Incorporated by Reference for Employees/Personnel (499), as presented.

LPN:mde
Attachment

Board Policies

Policies Incorporated by Reference for Employees/Personnel

School Board Policy: 499

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 10/13/2003

Date Revised: 2/12/2007

Dates Reviewed: 5/9/2005

6/12/2006

2/12/2007

I. PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. In order to avoid undue duplication, Moorhead Area Public Schools provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which apply to employees:

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 104: Mission Statement
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions
Moorhead School Board Policy 532: Medication
Moorhead School Board Policy 533: Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI)
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults
Moorhead School Board Policy 536: Wellness
Moorhead School Board Policy 540: Student Activities
Moorhead School Board Policy 544: Activities Fund Raising
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 553: Crisis Intervention and Student Support
Moorhead School Board Policy 555: Notification to Staff Regarding Placement of Students with Violent Behaviors
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 571: Hazing Prohibition
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco-Free Environment
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 630: School Year Calendar
Moorhead School Board Policy 632: Field Trips
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities
Moorhead School Board Policy 710: School District Crisis Management
Moorhead School Board Policy 711: Severe Weather Related School Closings
Moorhead School Board Policy 712: Safety and Security Technology
Moorhead School Board Policy 722: School District Owned Vehicle Reservation
Moorhead School Board Policy 730: School District Copyright Policy
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety
Moorhead School Board Policy 732: Use of All School Equipment and Materials for Instructional Purposes Off School Premises
Moorhead School Board Policy 822: Payroll Employment
Moorhead School Board Policy 823: Cashing Checks Out of Cash Deposits
Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences
Moorhead School Board Policy 832: Complimentary Athletic Season Passes/Single Event Passes
Moorhead School Board Policy 833: Disposition of Obsolete Equipment and Material
Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools
Moorhead School Board Policy 907: Rewards

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.045

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, Communicable Disease Control and Infectious Conditions (531).

Suggested Resolution: Move to approve the policy, Communicable Disease Control and Infectious Conditions (531), as presented.

LPN:mde
Attachment

Board Policies

Communicable Disease Control and Infectious Conditions

School Board Policy: 531

Section: 500 STUDENTS

Date Adopted: 4/22/1988

Date Revised: 4/11/2005

Dates Reviewed: 5/1/1990

1/11/1994

1/12/1998

7/5/2001

4/11/2005

I. PURPOSE

The Moorhead Area Public Schools District will work cooperatively with the Clay County Public Health Department to enforce and adhere to Minnesota Statutes for prevention, control and containment of communicable diseases in schools.

Moorhead Area Public Schools reflect public concern that students and staff of the school district be able to attend schools of the district without becoming infected with serious communicable or infectious diseases while respecting the rights of all students, employees, and contractors, including those who are infected. The school district will adhere to Minnesota Statutes regarding those issues related to this topic, including but not limited to, data privacy, right to know, immunization, prevention, and disability nondiscrimination.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of Moorhead Area Public Schools that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. The Superintendent has the authority to exclude a student or staff member from school when reliable evidence or information from a qualified source confirms him/her of having a communicable disease or infection that is known to be spread by any form of casual contact and is considered a health threat to the school population as outlined by the American Public Health Association and the American Academy of Pediatrics. Such a student or staff member shall be excluded unless their physician approves school attendance or the condition is no longer considered contagious. A procedure for minimizing interruptions to learning from communicable or chronic infectious diseases will be established by the school nurse in consultation with school administrators, and community public and private health care providers. All reportable communicable diseases (7 MCAR 1.316) will be reported to the Clay County Public Health Department.

B. It is the policy of the Moorhead School Board that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determination of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case-by-case basis. Such decisions will be based upon the nature of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties) and the probabilities the disease will be transmitted and will cause varying degrees of harm.

2. Upon receiving notification from or of a student or employee with a serious chronic communicable disease, the parent/guardian/employee will be contacted by the Superintendent, school district nurse, and/or school principal

building administrator to discuss the situation and ~~determine facts~~ weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. Written consent to communicate with the treating physician will be requested from the parent/guardian/employee. Significant medical facts concerning diagnosis of the disease and possible transmission issues will be requested from the treating physician.

When appropriate, an advisory committee will be convened ~~with the assistance of the Minnesota Commissioner of Health~~. The advisory committee might include the ~~S~~state epidemiologist, a Minnesota Department of Education representative, a pediatrician or physician with expertise in infectious diseases, the student's/employee's personal physician, the ~~s~~Superintendent of schools or designee, and the school district nurse. This committee would review the case and provide recommendations for the student/employee.

~~Any student with HIV infection may be considered disabled according to Section 504 of the federal Vocational Rehabilitation Act.~~ The need for the development of an Individual Education Plan (IEP) shall be determined according to policies governing eligibility for special education services. If an Individual Health Plan (IHP) is developed which relates to the educational objectives of the IEP, the IHP is to be included in the IEP.

3. Some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behaviors, students or employees who are unable to control their bodily fluids, who have oozing skin lesions or who have severe disorders which result in spontaneous external bleeding. These conditons need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Extracurricular Student Participation

Student or employee participation in extracurricular and noneducational programs of the school district are subject to a requirement of equal access and comparable services.

E. Precautions

☞ Universal precautions for handling all blood and body fluids according to Centers for Disease Control (CDC) guidelines will be carefully implemented and adequate sanitation facilities will be available for handling blood and body fluids within the school setting or school buses. See Administrative Procedure 425.1.

In-service training on blood-borne pathogens will be provided to all personnel, drawing on school district, community and public health resources. Information will include local school district policies, infectious agents, transmission of diseases, universal precautions, prevention, risk reduction and community resources for information and referral. Periodic updates will be provided through in-service or memoranda.

☞F. Information Sharing

1. The school district protects the privacy rights of staff and learners of all ages pursuant to Minn. Statute 13.32 and Minn. Statute 13.43. ~~Therefore, knowledge that a specific staff or student is infected with a communicable disease that is known not to be spread by casual contact will be shared only with the permission of the employee, parent/guardian, or student if over 18 years old.~~ Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.

2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

G. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

~~In accordance with federal and state data privacy requirements, educators will be notified about students with chronic infectious diseases only as it is necessary to provide an appropriate education for students.~~

~~E. Student services will be readily available so that staff and students can receive specific information regarding communicable diseases counseling and assistance in locating and using health services and social services.~~

~~F. The district will provide programs to prevent and reduce the risk of sexually transmitted infections and diseases in accordance with Minn. Statute 123A.23.~~

~~G. School/Community Relations~~

~~Community Network. The District's Instruction and Curriculum Advisory Committee (ICAC) is established to review the District's AIDS related curriculum and policy on a regular basis.~~

~~Relationship to Other Education Agencies. Cooperation and coordination among other districts and Service Cooperatives will be encouraged when designing and implementing an AIDS prevention and risk reduction program.~~

~~Funding Sources. The district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this policy from public and private sources including public health funds and foundations, Minnesota Department of Education professional development funds, federal block grants or other federal or state grants.~~

H. Prevention

Moorhead Area Public Schools, shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Statute 121A.23 which includes:

1. Planning materials, guidelines, and other technically accurate and updated information.
2. A comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage.
3. Cooperation and coordination among school districts and service cooperatives.
4. A targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts.
5. Involvement of parents and other community members.
6. In-service training for appropriate school district staff and School Board members.
7. Collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program.
8. Collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. Participation by state and local student organizations.
- I. The program must be consistent with health and wellness curriculum.

J. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources including public health funding and foundations, department professional development funds, federal block grants or their federal or state grants.

K. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screening in keeping with current state and federal law.

Legal References:

Minnesota Statute 13.32 (Educational Data)
Minnesota Statute 13.43 (Personnel Data)
Minnesota Statute 121A.15 (Health Standards; Immunizations; School Children)
Minnesota Statute 121A.23 (~~Health Related~~ Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
Minnesota Statute Chapter 363A (Minnesota Human Rights Act)
Minnesota Statute 144.441-422 (Tuberculosis Screening in Schools)
20 U.S.C. 1401 et. seq. (Individuals with Disabilities Education Act-~~IDEA~~ Improvement Act of 2004)
29 U.S.C. 794 et. seq. (~~504 of~~ Rehabilitation Act of 1973, Section 504)
42 U.S.C. 12101 et. seq. (Americans with Disabilities Act)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), cert-denied, 493 U.S. 892, 110 S. Ct. 239 (1989)
School Board of Nassau County FL v. Arline, 480 US 273, 107 S. Ct. 1123 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 303: Public Right to Know ~~and~~ /Release of Information
Moorhead School Board Policy 424: Employee Right to Know - Exposure to Hazardous Substances
Moorhead School Board Policy 425: Health and Safety Protection
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 504: Protection and Privacy of ~~Pupil~~ Student Records
Moorhead School Board Policy 530: Student Immunization Requirements



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.041

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, Moorhead Area Public School District Weapons Policy (576).

Suggested Resolution: Move to approve the policy, Moorhead Area Public School District Weapons Policy (576), as presented.

LPN:mde
Attachment

Board Policies

Moorhead Area Public School District Weapons Policy

School Board Policy: 576

Section: 500 STUDENTS

Date Adopted: 8/11/2003

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a Moorhead Area Public School location except as provided in this policy. The Moorhead Area Public Schools District will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITION

A. "Weapon."

1. 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.

2. 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.

3. 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.

B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

IV. EXCEPTIONS

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's building administrator's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's building administrator's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:

1. active licensed peace officers, military personnel, or students or nonstudents participating in military training, who

are on duty performing official duties;

2. persons authorized to carry a pistol under Minnesota Statute, ~~Section~~ 624.714, while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

3. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statute, ~~Sections~~ 624.714 or 624.715, or other firearms in accordance with ~~Section~~ 97B.045;

a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."

b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with ~~Sections~~ 624.714 and 624.715.

4. firearm safety or marksmanship courses or activities conducted on school property;

5. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;

6. a gun or knife show held on school property;

7. possession of dangerous weapons, BB guns, or replica firearms with written permission of the ~~principal building administrator~~ or other person having general control and supervision of the school or the director of a child care center; or

8. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools.

While the school district takes a firm "Zero Tolerance" position on the possession, use or distribution of weapons by students, and a similar position with regard to nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minnesota Statute, ~~Section~~ 624.714, to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity or a permit-holder's vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/ USE/ DISTRIBUTION

A. The school district and the school takes a position of "Zero Tolerance" in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, use or distributing weapons shall include:

1. immediate out-of-school suspension;

2. confiscation of the weapon;

3. immediate notification of police;

4. parent or guardian notification; and

5. recommendation to the sSuperintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The Moorhead sSchool bBoard may modify this requirement on a case-by-case basis.

C. Administrative Discretion.

While the school district and the school takes a "Zero Tolerance" position on the possession, use or distribution of weapons by students, the sSuperintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees.

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the sSchool bBoard.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Nonstudents.

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Legal References:

Minnesota Statute 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minnesota Statute 121A.44 (Expulsion for Possession of Firearm)
Minnesota Statute 121A.05 (~~Referral to Police~~ Policy to Refer Firearms Possessor)
Minnesota Statute 609.66 (Dangerous Weapons)
Minnesota Statute 609.605 (Trespass)
Minnesota Statute 609.02, Subd. 6 (Definition of Dangerous Weapon)
Minnesota Statute 97B.045 (Transportation of Firearms)
Minnesota Statute 624.714 (Carrying of Weapons without Permit; Penalties)
Minnesota Statute 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. 921 (Definition of Firearm)
In re C.R.M. 611 N.W.2d 802 (Minn. 2000)

Cross Reference:

Moorhead School Board Policy 551: Student Discipline



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.046

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, Policies Incorporated by Reference for Students (599).

Suggested Resolution: Move to approve the policy, Policies Incorporated by Reference for Students (599), as presented.

LPN:mde
Attachment

Board Policies

Policies Incorporated by Reference for Students

School Board Policy: 599

Section: 500 STUDENTS

Date Adopted: 10/13/2003

Date Revised: 2/12/2007

Dates Reviewed: 5/9/2005

6/12/2006

2/12/2007

I. PURPOSE

Certain policies as contained in this policy reference manual are applicable to students as well as to employees. In order to avoid undue duplication, Moorhead Area Public Schools provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which all apply to students:

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 104: Mission Statement
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review
Moorhead School Board Policy 303: Public Right to Know/Release of Information
Moorhead School Board Policy 420: Chemical Use and Abuse
~~Moorhead School Board Policy 536: Wellness~~
~~Moorhead School Board Policy 553: Crisis Intervention and Student Support~~
Moorhead School Board Policy 630: School Year Calendar
Moorhead School Board Policy 632: Field Trips
Moorhead School Board Policy 633: Patriotic Exercises
Moorhead School Board Policy 634: Religion
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards
Moorhead School Board Policy 656: Basic Skills Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students
Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities
Moorhead School Board Policy 711: Severe Weather Related School Closings
Moorhead School Board Policy 712: Safety and Security Technology
Moorhead School Board Policy 720: Student Transportation Eligibility Guidelines
Moorhead School Board Policy 721: Student Transportation Safety
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety
Moorhead School Board Policy 831: Rental of District Musical Instruments
Moorhead School Board Policy 907: Rewards

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.042

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, Instructional Goals of Moorhead Area Public Schools (601).

Suggested Resolution: Move to approve the policy, Instructional Goals of Moorhead Area Public Schools (601), as presented.

LPN:mde
Attachment

Board Policies

Instructional Goals of Moorhead Area Public Schools

School Board Policy: 601

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/11/2003

Date Revised:

Dates Reviewed:

Title revision: Curriculum and Instructional Goals of Moorhead Area Public Schools

I. PURPOSE

The purpose of this policy is to ~~provide for the development of course offerings and continuous review and improvement of the Moorhead Area Public School curriculum~~ establish broad curriculum parameters for Moorhead Area Public Schools that encompasses the Minnesota Academic Standards and the federal No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

A. ~~Instruction must be provided in at least the following subject areas:~~

- ~~1. Communication skills including reading, writing and literature;~~
- ~~2. Mathematics and science;~~
- ~~3. Social studies, including history, geography and government; and~~
- ~~4. Health and physical education;~~
- ~~5. Fine arts.~~

B. ~~The basic instructional program shall include all courses and standards required for each grade level by the Minnesota Department of Education. The instructional approach will be nonsexist and multicultural.~~

C. ~~The school board, at its discretion, may offer additional courses in the instructional program at any grade level.~~

D. ~~Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.~~

E. ~~The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.~~

It is the policy of Moorhead Area Public Schools to establish learner results toward which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

A. "Instruction" means methods of providing learning experiences that enable students to meet state and school district academic standards and graduation requirements.

B. "Curriculum" means school district or school adopted programs and written plans for providing student learning experiences that lead to expected knowledge and skills.

IV. STUDENT PERFORMANCE GOALS

A. All students will be required to demonstrate essential skills as determined at each grade level and in the Minnesota Academic Standards to participate in lifelong learning. These skills include:

1. Reading and literature; writing; and listening, speaking and viewing.

2. Concepts in reasoning; number sense, computation and operations; patterns, functions and algebra; data analysis, statistics and probability; and spatial sense, geometry and measurement.

3. History and nature of science; earth and space science; physical science; and life science.

4. Literary arts, media arts, music, theater, and visual arts.

5. History, humanities and the social sciences.

B. Each student will have the opportunity to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century. These skills include:

1. Information and communication skills (information and media literacy skills; communication and technical skills).

2. Thinking and problem-solving (critical thinking and systems thinking; problem identification, formulation and solutions; creativity and intellectual curiosity).

3. Interpersonal and self-direction skills (interpersonal and collaborative skills; self-direction; accountability and adaptability; social responsibility; lifetime wellness).

4. Global awareness.

5. Financial, economic and business literacy, and developing entrepreneurial skills to enhance workplace productivity and career options and;

6. Civic literacy.

IV. RESPONSIBILITY

A. The ~~s~~Superintendent or designee shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the ~~s~~Superintendent or designee that will provide for periodic reviews of each curriculum area (Administrative Procedure 601.1).

B. It shall be the responsibility of the ~~s~~Superintendent or designee to keep the Moorhead ~~s~~School ~~b~~Board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and to periodically present recommended modifications for ~~s~~School ~~b~~Board review and approval.

C. The ~~s~~Superintendent shall have discretionary authority to develop guidelines and directives to implement ~~s~~School ~~b~~Board policy relating to curriculum development.

Legal References:

Minnesota Statute 120A.22 (Compulsory Instruction)

Minnesota Statute 120B.02 (Educational Expectations for Minnesota Students)

Minnesota Statute 120B.10 (Findings, Improving Instruction and Curriculum)

Minnesota Statute 120B.11 (School District Process)

Minnesota Rule 3500.0550 (Inclusive Educational Program)

20 U.S.C. 6301, et. seq. (No Child Left Behind Act)

Cross References:

Moorhead School Board Policy 640: Moorhead ~~High School~~ Area Public Schools Graduation ~~Requirements~~ Policy

Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure

Moorhead School Board Policy 656: Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Accommodations and LEP Students

Moorhead School Board Policy 650: School District System Accountability



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.043

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, Special Education Policies and Procedures (603).

Suggested Resolution: Move to approve the policy, Special Education Policies and Procedures (603), as presented.

LPN:mde
Attachment

Board Policies

Special Education Policies and Procedures

School Board Policy: 603

Section: 600 EDUCATION PROGRAMS

Date Adopted: 1/11/1994

Date Revised: 6/9/2003

Dates Reviewed: 1/11/1994
12/8/1997
6/9/2003

I. PURPOSE

Moorhead Area Public Schools will adhere to the state and federal policies and procedures as outlined in the Total Special Education Systems (TSES) Policies and Procedures Manual, including future amendments thereof.

The Minnesota TSES Policies and Procedures Manual is available on the ~~MN Department of Children, Families and Learning Web site at cfl.state.mn.us~~ Minnesota Department of Education Web site at education.state.mn.us/MDE/accountability.programs. (Refer to Administrative Procedures 603.1, 603.2 and 603.3.)

Legal References:

Minnesota Statute 125A.01 and 125A.02 (Definition)

Minnesota Statute 125A.01 and 125A.02 (Children with a Disability)

~~20 U.S.C. 1401 et seq. (IDEA, Individuals with Disabilities Education Act)~~

20 U.S.C. 1400 et. seq. (IDEIA, Individuals with Disabilities Education Improvement Act of 2004)

Cross Reference:

Moorhead School Board Policy 602: Special Education Programs



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.044

TO: School Board

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

DATE: November 13, 2007

RE: Approval of Policy

Attached please find the policy, Community Education (930).

Suggested Resolution: Move to approve the policy, Community Education (930), as presented.

LPN:mde
Attachment

Board Policies

Community Education

School Board Policy: 930

Section: 900 COMMUNITY RELATIONS

Date Adopted: 8/11/2003

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the Moorhead Area Public Schools ~~District~~.

II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead ~~s~~School ~~b~~Board affirms a strong commitment to the school district's community education program. The ~~s~~School ~~b~~Board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

- A. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.
- B. Area residents should be encouraged to actively participate in program opportunities.
- C. Educational needs and interest of area residents should be determined periodically.
- D. Maximum use should be made of public school facilities within the school district service area.

Refer to Administrative Procedures 903.1 and 903.2.

Legal References:

Minnesota Statute 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)
Minnesota Statute 124D.20, Subd. 1 (Community Education Revenue)

Cross References:

Moorhead School Board Policy 904: Community Use of School ~~District~~ Facilities and Equipment
Moorhead School Board Policy 237: Community Education Advisory Council