



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

Special School Board Meeting

Board Room 224 - Probstfield Center for Education

2410 14th Street South

Moorhead, Minnesota

November 29, 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 _____

A G E N D A

1. CALL TO ORDER

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

Moved by _____ Seconded by _____
Comments _____

**2. TRUTH IN TAXATION PROPERTY TAX HEARING: Weston
Pages 3-20**

3. OPEN PUBLIC HEARING: Tomhave

4. CLOSE PUBLIC HEARING: Tomhave

5. OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD

6. ADJOURNMENT

S-M9-BOS
29 Nov 2007

SCHOOL BOARD AGENDA - November 29, 2007**PAGE 2****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 Business Services
Moorhead Area Public Schools

Memo B.08.012

TO: Dr. Larry P. Nybladh, Superintendent

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

DATE: November 19, 2007

RE: Truth in Taxation Hearing

According to Minnesota statute, the Moorhead Area Public Schools is required to hold a Truth in Taxation hearing prior to certifying the 2007 Payable 2008 Levy. At this hearing, the school district is required to review the 2007 Payable 2008 Levy and the current year's budget. This year the school district will hold its Truth in Taxation hearing on November 29, 2007 at 7 p.m. A continuation hearing is scheduled for December 10, 2007 at 5 p.m. if necessary. The levy will be certified at the regularly scheduled School Board meeting on December 10.

Attached with this memo you will find budget revenue and expenditure information and projected fund balances for the end of the current fiscal year. Also attached is a pie chart detailing where levied dollars are allocated, a breakdown of the 2007 Payable 2008 Levy and a graph detailing the ten-year levy history for the Moorhead Area Public Schools.

I look forward to presenting this information on November 29 at 7 p.m. to the School Board and public.

MHW:mde
Attachments

MOORHEAD AREA PUBLIC SCHOOLS
TRUTH IN TAXATION PROPERTY TAX HEARING

November 29, 2007

GENERAL FUND (01) TRANSPORTATION FUND (03) CAPITAL OUTLAY (05)

LINE #	1.02					
	2004-05 ACTUAL	2005-06 ACTUAL	2006-2007 ACTUAL	2007-2008 PROJECTED	2008-2009 PROJECTED	2009-2010 PROJECTED
Formula Allowance per Pupil Unit	4,601	4,783	4,974	5,074	5,124	5,226
Enrollment (Nov. 2006 Projections)	5,276	5,252	5,381	5,307	5,297	5,323
REVENUES:						
General Fund						
1 Property Taxes	447,705	674,884	1,328,402	1,445,965	1,449,514	1,478,504
2 Interest	203,081	456,955	583,116	585,000	580,000	580,000
3 Tuition & fees	850,666	777,803	768,238	541,748	552,583	563,635
4 Other local sources	582,950	954,425	840,926	859,672	876,865	894,403
5 General ed aid	30,223,590	31,671,714	33,245,488	34,544,187	34,697,956	35,391,915
6 Tax credits/Border city aid	213,255	147,174	297,327	297,596	303,548	309,619
7 Non public trans aid	89,355	135,707	223,132	227,595	232,147	236,790
8 Special ed aid,excess aid,pr yr adj	6,554,614	6,151,743	6,577,278	7,137,504	7,696,830	7,850,767
9 Federal aids	2,891,736	2,782,149	2,749,437	2,804,426	2,860,515	2,917,725
10 Total General Fund	42,056,952	43,752,554	46,613,344	48,443,693	49,249,958	50,223,357
Operating Capital						
11 Operating Capital aid	1,278,554	1,055,724	866,490	828,913	775,531	791,042
12 Lease Levy	317,559	257,144	278,616	275,728	232,379	237,027
13 Head Start Rent	13,671	18,374	16,208	16,532	16,863	17,200
14 Sale of Property	206,334	0	0	0	0	0
15 Microsoft Settlement		165,872	116,732	20,098	0	0
16 Total Operating Capital	1,816,118	1,497,114	1,278,046	1,141,271	1,024,773	1,045,268
17 Health & safety levy	143,416	(38,342)	336,306	13,499	53,615	55,223
18 Health & safety aid	27,986	(7,182)	(784)	121,103	123,525	124,736
19 Total Health & Safety	171,402	(45,524)	335,522	134,602	177,140	179,960
20 Total Revenues	44,044,472	45,204,144	48,226,912	49,719,566	50,451,871	51,448,585
21 % CHANGE	-6.15%	2.63%	6.69%	3.10%	1.47%	1.98%
22 \$ CHANGE	(2,888,699)	1,159,672	3,022,768	1,492,654	732,304	996,714
EXPENDITURES:						
23 Admin salaries	2,502,956	2,537,355	2,776,689	2,793,887	2,933,581	3,080,260
24 Admin fringe benefits	391,952	406,828	427,930	444,883	467,127	490,484
25 Admin supplies	13,654	13,422	9,453	15,156	15,611	16,079
26 Admin other	147,164	203,117	140,128	178,823	184,188	189,713
27 Instruct salaries (reg & voc)	14,098,328	14,859,766	15,477,436	16,699,761	17,534,749	18,411,487
28 Instruct fringe benefits	4,183,217	4,503,728	4,533,993	4,777,605	5,016,485	5,267,310
29 Instruct supplies	441,955	437,275	499,135	606,214	624,400	643,132
30 Instruct other	1,341,160	1,069,308	886,408	933,573	961,580	990,428
31 Spec ed salaries	7,868,898	8,248,685	8,517,631	8,826,688	9,268,022	9,731,424
32 Spec ed fringe benefits	1,735,692	1,906,229	1,907,186	2,142,085	2,249,189	2,361,649
33 Spec ed supplies	79,208	67,388	76,981	79,290	81,670	84,120
34 Spec ed others	1,152,631	1,433,957	1,472,121	1,153,227	1,187,820	1,223,450
35 Instruct support salaries	1,395,607	1,459,535	1,532,553	1,578,530	1,657,457	1,740,329
36 Instruct support fringe benefits	223,526	259,123	306,139	315,323	331,089	347,644
37 Instruct support supplies	99,801	104,573	85,179	140,260	144,470	148,800
38 Instruct support other	161,151	157,588	228,520	259,560	267,350	275,370
39 Pupil support salaries	821,113	834,166	841,631	942,444	989,566	1,039,045
40 Pupil support fringe benefits	187,535	191,902	205,414	228,059	239,462	251,435
41 Pupil support supplies	5,572	4,848	4,817	7,920	8,160	8,400
42 Pupil support other	12,960	32,760	14,598	15,036	15,490	15,950
43 Bldgs & grounds salaries	1,098,104	1,093,760	1,140,279	1,159,010	1,216,961	1,277,809
44 Bldgs & grounds fringe benefits	180,318	180,572	196,649	199,158	209,116	219,572
45 Bldgs & grounds energy exp	1,362,923	1,650,084	1,530,562	1,750,485	1,803,000	1,857,090
46 Bldgs & grounds supplies	252,020	219,632	370,468	381,582	393,029	404,820
47 Bldgs & grounds other	140,585	235,895	205,037	218,319	224,869	231,615
48 Transportation salaries	388,667	393,862	440,360	462,378	485,497	509,772
49 Transportation benefits	54,817	57,572	65,013	68,264	71,677	75,261
50 Transportation contracted services	1,712,675	1,839,330	2,018,595	2,034,750	2,095,793	2,158,666
51 Transportation supplies	251,455	311,374	350,364	378,200	389,546	401,232

LINE #		2004-05 ACTUAL	2005-06 ACTUAL	2006-2007 ACTUAL	2007-2008 PROJECTED	2008-2009 PROJECTED	2009-2010 PROJECTED
52	Transporation equipment	151,149	74,036	70,926	75,000	77,250	79,568
53	Transportation other	26,920	18,631	18,487	25,000	25,750	26,523
54	Property/ Casualty Insurance	237,448	242,614	201,139	142,490	146,765	151,168
55	Total General Expenditures	42,721,161	45,048,915	46,551,821	49,032,960	51,316,719	53,709,601
56	Op cap special assessments	4,945	197,648	22,107	23,362	24,063	24,785
57	Op cap Leases	336,940	290,667	292,610	308,959	318,228	327,775
58	Op cap Telephone/telecomm	70,885	4,360	18,570	82,238	84,705	87,246
59	Op cap Bldg Discretionary	12,412	32,558	36,452	42,456	43,730	45,042
60	Op cap Athletics	7,980	6,142	2,884	10,433	10,746	11,068
61	Op cap Textbooks	199,477	279,104	350,279	335,000	345,050	355,402
62	Op cap Music	12,715	12,340	12,599	13,911	14,328	14,758
63	Op cap Media	42,389	43,173	44,678	46,376	47,767	49,200
64	Op cap Eq Contingency/copiers	15,556	11,357	114,174	131,658	135,608	139,676
65	Op cap Technology Staffing	94,928	100,794	108,358	109,750	115,238	120,999
66	Op cap Technology Plan	619,329	574,164	488,717	498,861	513,827	529,242
67	Op Microsoft Settlement	0	168,201	116,731	20,098	0	0
68	Op cap Bldg Const/Maint Plan	682,266	625,774	737,522	1,178,748	556,000	572,680
69	Op cap Pool Construction	603,633	0	0	0	0	0
70	Op Cap Purchase of Land	361,287	0	201,630	0	0	0
71	Total Operating Cap Expenditures	3,064,742	2,346,280	2,547,311	2,801,850	2,209,289	2,277,873
72	Health & Safety Physical Hazard	201,352	26,709	41,456	30,000	30,000	30900
73	Health & Safety Hazardous Subst	20,876	2,188	1,564	10,000	15,000	15450
74	Health & Safety Enviromental Mgmt	23,895	23,308	22,874	30,000	25,000	25750
75	Health & Safety Asbestos	172,207	86,324	30,377	6,000	10,000	10300
76	Health & Safety Fire Safety	17,411	58,749	19,050	25,000	15,000	15450
77	Health & Safety Indoor Air Quality	5,033	3,508	0	0	0	0
78	Total Health & Safety Expenditures	440,774	200,786	115,321	101,000	95,000	97,850
79	TOTAL EXPENDITURES	46,226,677	47,595,982	49,214,453	51,935,810	53,621,008	56,085,324
80	% Change	5.8%	3%	3%	6%	3%	-4%
81	\$ Change	2,518,205	1,369,305	1,618,471	2,721,357	1,685,198	(2,446,394)
82	REV OVER EXP (EXP OVER REV)						
83	General Fund	(664,209)	(1,296,361)	61,523	(589,267)	(2,066,761)	(3,486,244)
84	Operating Capital	(1,248,624)	(849,166)	(1,269,265)	(1,660,579)	(1,184,516)	(1,232,604)
85	Health & Safety	(269,372)	(246,310)	220,201	33,602	82,140	82,110
86	Total Rev Over Exp (Exp over Rev)	(2,182,205)	(2,391,838)	(987,541)	(2,216,244)	(3,169,137)	(4,636,739)
87	BEGINNING FUND BALANCE						
88	General Fund	8,984,282	8,320,073	7,023,712	7,085,235	6,495,968	4,429,208
89	Operating Capital	5,001,078	3,752,454	2,903,288	1,634,023	(26,556)	(\$1,211,073)
90	Health & Safety	88,901	(180,471)	(426,781)	(206,580)	(172,978)	(\$90,838)
91	Total Beginning Fund Balance	14,074,261	11,892,055	9,500,218	8,512,678	6,296,434	3,127,297
92	Transfer From General Fund	0	0	0	0	0	0
93	Transfer to Operating Capital	0	0	0	0	0	0
94	Transfer From Fund 22	0	0	0	0	0	0
95	ENDING FUND BALANCE						
96	General Fund	\$8,320,073	\$7,023,712	\$7,085,235	\$6,495,968	\$4,429,208	\$942,964
97	Operating Capital	\$3,752,454	\$2,903,288	\$1,634,023	(\$26,556)	(\$1,211,073)	(\$2,443,677)
98	Health & Safety	(\$180,471)	(\$426,781)	(\$206,580)	(\$172,978)	(\$90,838)	(\$8,728)
99	Total Ending Fund Balance	\$11,892,055	\$9,500,218	\$8,512,678	\$6,296,434	\$3,127,297	(\$1,509,442)
100	As a % of Expenditures	25.73%	19.96%	17.30%	12.12%	5.83%	-2.69%

INDEPENDENT SCHOOL DISTRICT #152
FOOD SERVICE FUND (02)

ine #

	2004-05 ACTUAL	2005-06 ACTUAL	2006-07 ACTUAL	2007-08 PROJECTED	2008-09 PROJECTED	2009-10 PROJECTED
REVENUES:				1.02	1.02	1.02
Other local and county sources:						
1 Interest	7,127	17,393	27,977	17,400	17,750	18,110
2 Miscellaneous local revenues	29,869	31,216	34,698	34,698	35,390	36,100
3 Subtotal other sources	36,996	48,610	62,675	52,098	53,140	54,210
State sources:						
4 Lunch/Breakfast program aid	110,288	140,964	123,150	127,504	130,050	132,650
Federal sources:						
5 Lunch program aid	586,834	637,051	680,828	683,738	697,410	711,360
6 Food distribution program	60,819	104,864	86,691	94,260	96,150	98,070
7 Subtotal federal sources	647,653	741,915	767,519	777,998	793,560	809,430
8 Sale of food	763,314	871,179	861,319	857,436	874,580	892,070
10 TOTAL REVENUES	1,558,251	1,802,668	1,814,663	1,815,036	1,851,330	1,888,360
11 % CHANGE	1.38%	15.69%	0.67%	0.02%	2.00%	2.00%
12 \$ CHANGE	21,183	244,417	11,995	373	36,294	37,030
EXPENDITURES:				1.03	1.03	1.03
Pupil support services:						
12 Salaries and wages	437,543	412,925	427,539	444,803	462,595	481,099
13 Employee benefits	62,648	63,945	69,626	76,298	79,350	82,524
14 Purchased services	139,252	149,094	157,693	171,876	177,030	182,340
15 Food costs-USDA commodities	60,819	77,537	65,505	70,695	72,820	75,000
16 Food costs, milk and supplies	931,372	906,183	964,088	1,026,695	1,057,500	1,089,230
17 Equipment/Construction	32,080	10,048	43,496	63,200	65,100	67,050
18 Other expenditures	26,166	21,622	37,694	38,820	39,980	41,180
19 TOTAL EXPENDITURES	1,689,880	1,641,354	1,765,641	1,892,387	1,954,375	2,018,423
20 % CHANGE	10.57%	-2.87%	7.57%	7.18%	3.28%	3.28%
21 \$ CHANGE	161,544	(48,527)	124,287	126,746	61,988	64,048
22 REV OVER EXP (EXP OVER REV)	(131,630)	161,314	49,022	(77,351)	(103,045)	(130,063)
23 BEGINNING FUND BALANCE	445,543	313,913	475,225	524,247	446,896	343,851
24 ENDING FUND BALANCE	\$313,913	\$475,227	\$524,247	\$446,896	\$343,851	\$213,788
25 Fund Balance as a % of Expenditures	18.58%	28.95%	29.69%	23.62%	17.59%	10.59%

DEPENDENT SCHOOL DISTRICT #152
COMMUNITY EDUCATION (04)

LINE #	2004-05 ACTUAL	2005-06 ACTUAL	2006-07 ACTUAL	2007-08 PROJECTED	2008-09 PROJECTED	2009-10 PROJECTED
					1.02	1.02
REVENUES:						
1 Gen Com Ed	\$259,438	\$278,291	216,948	290,274	296,079	302,001
2 Fees	195,947	202,380	206,735	247,310	252,256	257,301
4 Choices	17,874	25,302	29,543	26,000	26,000	26,000
5 ABE	431,675	368,909	352,468	384,800	392,496	400,346
6 Interest	3,540	681	79,297	500	510	520
7 ECFE	265,157	197,019	218,487	226,800	231,336	235,963
8 Kindergarten Readiness	61,179	58,956	69,664	59,462	60,651	61,864
10 Other	54,613	185,919	194,398	50,000	50,000	50,000
11 TOTAL REVENUES	1,289,421	1,317,457	1,367,540	1,285,146	1,309,329	1,333,995
12 % CHANGE	-21.46%	2.17%	3.80%	-6.02%	1.88%	1.88%
13 \$ CHANGE	(352,394)	28,036	50,083	(82,394)	24,183	24,667
EXPENDITURES:						
14 General Com Ed	482,266	447,493	483,601	476,788	491,092	505,824
15 Choices	23,912	25,994	26,423	24,585	26,000	26,000
17 ABE	410,125	364,500	375,413	384,835	396,380	408,271
18 ECFE	335,954	228,844	230,211	228,091	234,934	241,982
9 Kindergarten Readiness	78,485	87,550	70,461	59,910	61,707	63,559
11 Other	164,033	266,504	266,749	122,586	126,264	130,051
12 TOTAL EXPENDITURES	1,494,775	1,420,885	1,452,858	1,296,795	1,336,376	1,375,688
13 % CHANGE	-1.29%	-4.94%	2.25%	-10.74%	3.05%	2.94%
14 \$ CHANGE	(19,602)	(73,890)	31,973	(156,063)	39,581	39,311
15 REV OVER EXP (EXP OVER RE	(205,353)	(103,428)	(85,318)	(11,649)	(27,047)	(41,692)
6 BEGINNING FUND BALANCE	360,803	155,450	52,022	(33,296)	(44,945)	(71,993)
7 ENDING FUND BALANCE	\$155,450	\$52,022	(\$33,296)	(\$44,945)	(\$71,993)	(\$113,685)
8 As a % of Expenditures	10.40%	3.66%	-2.29%	-3.47%	-5.39%	-8.26%
=====						

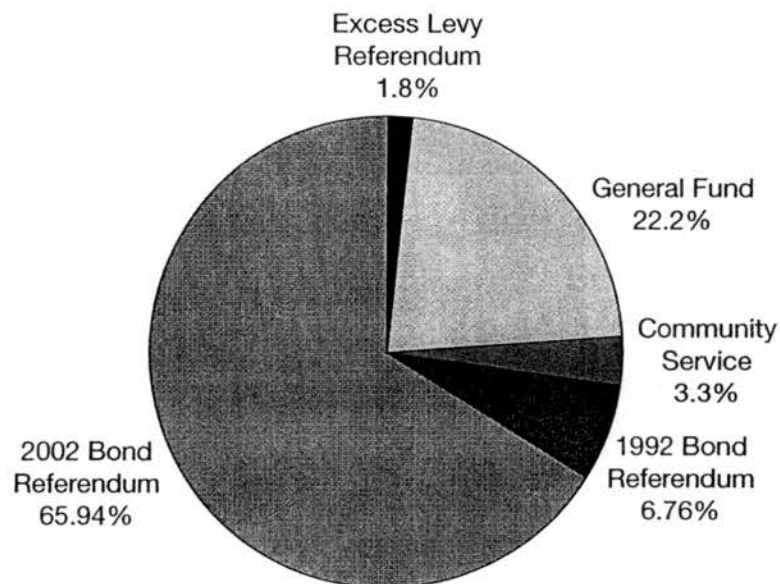
Moorhead Area Public Schools

2007 Payable 2008 Levy Limitation

As detailed in the narrative and demonstrated in the pie chart, voter approved bond referendums will comprise 72.7 percent of the 2007 payable 2008 levy.

\$151,369.62	Voter approved excess levy referendum from 1998
\$1,890,663.39	General - Other
\$281,237.68	Community Education programs
\$6,185,049.00	Voter approved bond referendums <ul style="list-style-type: none">• 1992 bond referendum payment (\$559,313)• 2002 bond referendum payment (\$5,463,375)
<hr/>	
\$8,508,319.69	Total

2007 Payable 2008 Levy



LVYLIM01520108 MINNESOTA DEPARTMENT OF EDUCATION
 DISTRICT NO. 0152 TYPE 01 LEVY LIMITATION AND CERTIFICATION
 DISTRICT NAME MOORHEAD PUBLIC SCHOOL DI 2007 PAYABLE 2008
 ECSU REGION 04 CLAY

ED-00111-29

PAGE 20 OF 29
 DATE OF RUN: 11/14/07

I. COMPUTATION OF 2007 PAYABLE 2008 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TACONITE ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER EXEMP	151,369.62		N/A			151,369.62
GEN-RMV OTHER EXEMP	749,071.66	13,442.15	N/A			762,513.81
GEN-NTC VOTER EXEMP			N/A			
GEN-NTC OTHER EXEMP	1,216,679.62	88,533.76-		3.72		1,128,149.58
TOTAL GENERAL	2,117,120.90	75,091.61-		3.72		2,042,033.01
COMMUNITY SERVICE	282,620.31	1,383.54-		.91		281,237.68
DEBT-VOTER NONEX	6,185,032.40		16.60			6,185,049.00
DEBT-OTHER NONEX						
TOTAL DEBT SERV	6,185,032.40		16.60			6,185,049.00
TOTAL	8,584,773.61	76,475.15-	21.23			8,508,319.69

II. COMPARISON OF 2006 PAYABLE 2007 LEVY LIMITATION WITH 2007 PAYABLE 2008 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS): *1

FUND	06 PAY 07 LIMITATION	07 PAY 08 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
TOTAL GENERAL	2,032,787.47	2,042,033.01	9,245.54	.45 %
COMMUNITY SERVICE	283,251.91	281,237.68	2,014.23-	.71-
GENERAL DEBT SERVICE *2	5,788,376.43	6,185,049.00	396,672.57	6.85
TOTAL	8,104,415.81	8,508,319.69	403,903.88	4.98 %

III. COMPARISON OF 2006 PAYABLE 2007 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH 2007 PAYABLE 2008 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS: *1

FUND	PAY 07 CERT LEVY + ADJUSTMENTS	PAY 08 CERT LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
TOTAL GENERAL	2,032,787.47			%
COMMUNITY SERVICE	283,251.91			%
GENERAL DEBT SERVICE *2	5,788,376.43			%
TOTAL AFTER ADJUSTMENTS	8,104,415.81			%

TABLES II AND III FOOTNOTES:

*1 AMOUNTS SHOWN ARE BEFORE REDUCTIONS FOR MARKET VALUE CREDITS.

*2 AMOUNTS SHOWN REFLECT REDUCTIONS FOR DEBT SERVICE EXCESS AND DEBT SERVICE AID.

LEVY CATEGORY	MAXIMUM LEVY BEFORE OFFSETS	OFFSET ADJUSTMENTS (B)	TACONITE ADJUSTMENTS	MAXIMUM LEVY LIMITATION	FINAL CERTIFIED LEVY
(1) GENERAL--RMV VOTER JOBZ EXEMPT	151,369.62			151,369.62	
(2) GENERAL--RMV OTHER JOBZ EXEMPT	762,513.81			762,513.81	
(3) GENERAL--NTC VOTER JOBZ EXEMPT					
(4) GENERAL--NTC OTHER JOBZ EXEMPT	1,128,149.58			1,128,149.58	
(5) COMMUNITY SERV--OTHER JOBZ EXEMPT	281,237.68			281,237.68	
(6) GEN DEBT SERV--VOTER JOBZ NONEXEMPT	6,185,049.00			6,185,049.00	
(7) GEN DEBT SERV--OTHER JOBZ NONEXEMPT					
(8) TOTAL LEVY	8,508,319.69			8,508,319.69	
(9) GENERAL ADJUST OFFSET CARRIED FORWARD					
(10) DEBT SERVICE OFFSET CARRIED FORWARD					
			(11) TOTAL CERTIFIED ON REFER MARKET VALUE = (1)+(2)		
			(12) TOTAL CERTIFIED ON NET CAPACITY = (3)+(4)+ (5)+(6)+(7)		
			(13) GRAND TOTAL CERTIFIED LEVY = (11)+(12)		

A) TRUTH IN TAXATION CATEGORIES: VOTER APPROVED LEVIES = (1)+(3)+(6)
ALL OTHER LEVIES = (2)+(4)+(5)+(7)

B) OFFSETTING ADJUSTMENTS USED TO ENSURE THAT THE MAXIMUM LEVY LIMITATION
IN EACH LEVY CATEGORY IS NOT LESS THAN ZERO. IF THERE IS NOT ENOUGH LEVY
AUTHORITY WITHIN THE GENERAL & COMMUNITY SERVICE FUNDS, OR IN THE GENERAL
DEBT SERVICE FUND, A NEGATIVE BALANCE WILL BE CARRIED FORWARD TO PAY 2009.

C) SCHOOL DISTRICTS CERTIFYING THE MAXIMUM LEVY LIMITATION FOR THE FINAL
LEVY MUST CERTIFY THE DOLLAR LIMITATION SHOWN. SCHOOL DISTRICTS MUST ADOPT
THEIR FINAL LEVY ON OR BEFORE DECEMBER 27, 2007.

D) SCHOOL DISTRICTS CERTIFYING LESS THAN THE MAXIMUM LEVY LIMITATION FOR ANY
CATEGORY MUST COMPLETE THE APPROPRIATE SECTIONS OF PAGES 22 THROUGH 29 AS
NEEDED TO DOCUMENT THE SPECIFIC AMOUNTS CERTIFIED FOR EACH LEVY COMPONENT.

E) THE SCHOOL DISTRICT MUST SUBMIT THE COMPLETED ORIGINAL OF THIS FORM TO
THE HOME COUNTY AUDITOR BY DECEMBER 28, 2007. A DUPLICATE COPY MUST
BE SUBMITTED TO MINNESOTA DEPT OF EDUCATION, PROGRAM FINANCE DIVISION,
1500 HIGHWAY 36 WEST, ROSEVILLE, MN 55113, BY JANUARY 7, 2008.

THE CERTIFIED LEVY LISTED ABOVE IS THE LEVY VOTED
BY THE SCHOOL BOARD FOR TAXES PAYABLE IN 2008.

SIGNATURE OF
SCHOOL BOARD CLERK _____

DATE OF CERTIFICATION _____

12

LVYLIM01520108 MINNESOTA DEPARTMENT OF EDUCATION
 DISTRICT NO. 0152 TYPE 01 LEVY LIMITATION AND CERTIFICATION
 DISTRICT NAME MOORHEAD PUBLIC SCHOOL DI 2007 PAYABLE 2008
 ECSU REGION 04 CLAY

ED-00111-29

PAGE 22 OF 29
 DATE OF RUN: 11/14/07

DISTRICTS CERTIFYING LESS THAN THE MAXIMUM GENL - REFER MARKET VALUE VOTER APPR JOBZ EXEMPT LEVY LIMIT MUST COMPLETE THIS PAGE.

GENERAL REFER MARKET VALUE VOTER APPROVED JOBZ EXEMPT:

LIMITATION COMPONENTS	LIMITATION	*** FINAL *** /CERTIFIED LEVY *2 /	LIMITATION COMPONENTS	LIMITATION	*** FINAL *** /CERTIFIED LEVY *2 /
(227) FY 09 1ST TIER RMV REF	151,369.62	/	(1195) OTHER RMV REFERENDUM ADJUSTMENT (MEMO)		/
(228) FY 09 2ND TIER RMV REF	*1	/	(3022) RMV REF NET OFFSET ADJ		/
(229) FY 09 UNEQUALIZED RMV REF	*1	/	(4032) REFERENDUM TACONITE ADJ		/
(1031) FY 08 1ST TIER REF ADJUST		/	TOTAL GENERAL - RMV VOTER APPROVED JOBZ EXEMPT	151,369.62	/
(1046) FY 08 2ND TIER REF ADJUST	*1	/		*2	/
(1061) FY 08 UNEQUAL REF ADJUST	*1	/			/
(1070) FY 08 TBRA ALLOC ADJUST		/			/
(1098) FY 06 1ST TIER REF ADJUST	*1	/			/
(1105) FY 06 2ND TIER REF ADJUST		/			/
(1112) FY 06 UNEQUAL REF ADJUST		/			/

GENERAL REFER MARKET VALUE VOTER APPROVED JOBZ EXEMPT LEVY FOOTNOTES:

- *1 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID.
 *2 THE CERTIFIED LEVY COMPONENTS MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED GENERAL - REFER MARKET VALUE VOTER APPROVED JOBZ EXEMPT LEVY ON PAGE 21.

DISTRICTS CERTIFYING LESS THAN THE MAXIMUM GENL-REFER MARKET VALUE OTHER JOBZ EXEMPT LEVY LIMIT MUST COMPLETE THIS PAGE.

GENERAL REFER MARKET VALUE OTHER JOBZ EXEMPT:

LIMITATION COMPONENTS	LIMITATION	*** FINAL ***	
		/CERTIFIED LEVY *2 /	/
(195) EQUITY	560,887.81	/	/
	*1	/-----/	/
(197) TRANSITION	188,183.85	/	/
	*1	/-----/	/
(1008) FY08 EQUITY ADJUST	18,458.65	/	/
	*1	/-----/	/
(1012) FY08 TRANSITION ADJUST	6,859.89	/	/
	*1	/-----/	/
(1084) FY06 EQUITY ADJUST	7,448.92-	7,448.92-	/
		/-----/	/
(1091) FY06 TRANSITION ADJUST	4,427.47-	4,427.47-	/
		/-----/	/
(1198) OTHER ADJUST. GENERAL OTHER, RMV		/	/
		/-----/	/
(3023) GENERAL OTH RMV NET OFFSET		/	/
		/-----/	/
(4030) GEN OTH RMV TACONITE ADJ		/	/
		/-----/	/
TOTAL GENERAL - RMV OTHER JOBZ EXEMPT	762,513.81	/	/
	*2	/-----/	/

GENERAL REFER MARKET VALUE OTHER JOBZ EXEMPT LEVY FOOTNOTES:

- *1 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING COMPONENT OF GENERAL EDUCATION AID.
*2 THE CERTIFIED LEVY COMPONENTS MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED GENERAL - REFER MARKET VALUE OTHER JOBZ EXEMPT LEVY ON PAGE 21.

DISTRICTS CERTIFYING LESS THAN THE MAXIMUM GENL - NET TAX CAPACITY VOTER APPR JOBZ EXEMPT LEVY LIMIT MUST COMPLETE COLUMN 1 BELOW.
DISTRICTS CERTIFYING LESS THAN THE MAXIMUM GENL - NET TAX CAPACITY OTHER JOBZ EXEMPT LEVY LIMITATION MUST COMPLETE COLUMN 2 BELOW.
NOTE: DISTRICTS COMPLETING COLUMN 2 MUST ALSO COMPLETE PAGE 25 THROUGH PAGE 27.

GENERAL NET TAX CAPACITY VOTER APPROVED JOBZ EXEMPT:

LIMITATION COMPONENTS	LIMITATION	*** FINAL *** /CERTIFIED LEVY *1 /
(365) CAPITAL PROJECT REFERENDUM	/	/
(1201) OTHER NTC VOTER ADJUSTMENT (MEMO)	/	/
(3024) NTC VOTER NET OFFSET ADJ	/	/
(4034) CAPITAL PROJ TACONITE ADJ	/	/
TOTAL GENERAL - NTC VOTER APPROVED JOBZ EXEMPT	/	/
	*1 /	/

GENERAL NET TAX CAPACITY OTHER JOBZ EXEMPT:

LIMITATION COMPONENTS	LIMITATION	*** FINAL *** /CERTIFIED LEVY *18/
(191) OPERATING CAPITAL	444,021.18	/
(235) ALT TEACHER COMPENSATION	*1	/
(259) INTEGRATION	*2	/
(262) REEMPLOYMENT INS	*3	/
(264) SAFE SCHOOLS	5,203.00	/
(267) SAFE SCHOOLS INTERMEDIATE	*4	/
(270) JUDGMENT		/
(272) ICE ARENA	*5	/
(281) FY08 CAREER TECHNICAL	96,617.96	/
SUBTOTAL: INITIAL GENERAL NTC OTHER (THIS COLUMN)	736,382.04	/

GENERAL NET TAX CAPACITY VOTER APPROVED JOBZ EXEMPT LEVY FOOTNOTES:

*1 THE CERTIFIED LEVY COMPONENTS MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED GENERAL - NET TAX CAPACITY VOTER APPROVED JOBZ EXEMPT LEVY ON PAGE 21.

GENERAL NET TAX CAPACITY OTHER JOBZ EXEMPT LEVY FOOTNOTES:

- *1 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING COMPONENT OF GENERAL EDUC AID.
- *2 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN ALTERNATIVE COMPENSATION EQUALIZATION AID SHOWN ON LINE 236.
- *3 70% OF INTEGRATION REVENUE IS PROVIDED BY STATE AID. DISTRICT MUST PROVIDE 30% OF INTEGRATION REVENUE EITHER THROUGH THIS LEVY OR THROUGH OTHER DISTRICT FUNDS.
- *4 PAY 2010 LEVY ADJUSTMENT LIMITATION WILL NOT BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *5 WITH COMMISSIONER APPROVAL, DISTRICTS MAY SPREAD THIS LEVY OVER UP TO THREE YEARS.
- *18 THE CERTIFIED LEVY COMPONENTS ON PAGE 24, COLUMN 2, THROUGH PAGE 27 MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED GENERAL NET TAX CAPACITY OTHER JOBZ EXEMPT LEVY ON PAGE 21.

DISTRICTS CERTIFYING LESS THAN THE MAXIMUM GENERAL - NET TAX CAPACITY OTHER JOBZ EXEMPT LEVY LIMITATION MUST COMPLETE THIS PAGE.
NOTE: DISTRICTS COMPLETING THIS PAGE MUST ALSO COMPLETE PAGE 24, COLUMN 2, PAGE 26, AND PAGE 27.

*** FINAL ***			*** FINAL ***		
LIMITATION COMPONENTS	LIMITATION	/CERTIFIED LEVY *18/	LIMITATION COMPONENTS	LIMITATION	/CERTIFIED LEVY *18/
(296) CARPENTER BUS		/	(372) SEVERANCE		/
	*6	/			/
(331) HEALTH & SAFETY INCLUDING ALTERNATIVE FACILITIES	75,000.00	/	(373) ADMINISTRATIVE DISTRICT		/
	*7	/			/
(337) DEFERRED MAINTENANCE	172,918.38	/	(374) SWIMMING POOL		/
	*8	/			/
(347) DISABLED ACCESS		/	(375) TREE GROWTH		/
		/			/
(362) BUILDING/LAND LEASE	232,379.20	/	(376) CONSOL/RETIREMENT		/
		/			/
(363) COOP BUILDING REPAIR		/	(377) ECON DEV ABATEMENT		/
		/			/
(364) OTHER CAPITAL (MEMO)		/	(378) OTHER GENERAL (MEMO)		/
		/			/
(367) CONSOL/TRANSITION		/	SUBTOTAL:		/
		/	INITIAL GEN NTC OTHER		/
(368) REORG OPERATING DEBT		/	(THIS PAGE)	480,297.58	/
		/			/
(369) HEALTH BENEFITS		/	SUBTOTAL:		/
		/	INITIAL GEN NTC OTHER		/
(370) HEALTH INS (MPLS)		/	(FROM PAGE 24)	736,382.04	/
		/			/
(371) ADDITIONAL RETIREMENT		/	SUBTOTAL--INITIAL		/
		/	GENERAL - NET TAX		/
		/	CAPACITY OTHER	1,216,679.62	/
		/			/

GENERAL NET TAX CAPACITY OTHER JOBZ EXEMPT LEVY FOOTNOTES (CONTINUED):

- *6 DISTRICT MAY SPREAD LEVY OVER PAY 2008 - PAY 2010. PAY 2009 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *7 DISTRICT UNDERLEVY BELOW THE AMOUNT SHOWN ON PAGE 7, LINE 326 WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID.
- *8 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN DEFERRED MAINTENANCE AID.
- *18 THE CERTIFIED LEVY COMPONENTS ON PAGE 24, COLUMN 2, THROUGH PAGE 27 MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED GENERAL NET TAX CAPACITY OTHER JOBZ EXEMPT ON PAGE 21.

DISTRICTS CERTIFYING LESS THAN THE MAXIMUM GENERAL - NET TAX CAPACITY OTHER JOBZ EXEMPT LEVY LIMITATION MUST COMPLETE THIS PAGE.
NOTE: DISTRICTS COMPLETING THIS PAGE MUST ALSO COMPLETE PAGE 24 COLUMN 2, PAGE 25, AND PAGE 27.

LIMITATION COMPONENTS		*** FINAL *** LIMITATION /CERTIFIED LEVY *18/		LIMITATION COMPONENTS		*** FINAL *** LIMITATION /CERTIFIED LEVY *18/	
(1004)				(1139)			
FY 08 OPER CAPITAL ADJUST	1,753.84			FY 06 SAFE SCHOOLS ADJ	21,648.87		21,648.87
	*9						
(1016)				(1143)			
FY 08 ALT TEACH COMP ADJ				FY 06 HEALTH BENEFITS ADJ			
	*10						
(1077)				(1152)			
FY 06 OPER CAPITAL ADJUST	634.11			FY 08 HEALTH & SAFETY ADJ	15,938.92		15,938.92
					*12		
(1116)				(1162)			
FY 08 INTEGRATION ADJ				FY 07 HEALTH & SAFETY ADJ	5,301.16		
	*3				*13		
(1123)				(1176)			
FY 06 INTEGRATION ADJ				FY 06 HEALTH & SAFETY ADJ	146.46		146.46
					*14		
(1131)				SUBTOTAL:			
FY 06 REEMPLOYMENT ADJ	58,488.62		58,488.62	ADJUSTMENTS			
	*11			(THIS PAGE)			
(1133)							
FY 03 REEMPLOYMENT ADJ					88,533.76		
	*11						

GENERAL NET TAX CAPACITY OTHER JOBZ EXEMPT LEVY FOOTNOTES (CONTINUED):

- *3 70% OF INTEGRATION REVENUE IS PROVIDED BY STATE AID. DISTRICT MUST PROVIDE 30% OF INTEGRATION REVENUE EITHER THROUGH THIS LEVY OR THROUGH OTHER DISTRICT FUNDS.
- *9 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING COMPONENT OF GENERAL EDUC AID.
- *10 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN ALTERNATIVE COMPENSATION EQUALIZATION AID SHOWN ON LINE 182 OF FY 08 GENERAL EDUCATION AID REPORT.
- *11 LEVY LIMITATION IN FUTURE YEARS WILL NOT BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *12 DIST UNDERLEVY BELOW THE AMOUNT SHOWN ON PAGE 14, LINE 1151 WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID.
- *13 DIST UNDERLEVY BELOW THE AMOUNT SHOWN ON PAGE 14, LINE 1163 WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID.
- *14 DIST UNDERLEVY BELOW THE AMOUNT SHOWN ON PAGE 14, LINE 1177 WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID.
- *18 THE CERTIFIED LEVY COMPONENTS ON PAGE 24, COLUMN 2, THROUGH PAGE 27 MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED GENERAL NET TAX CAPACITY OTHER JOBZ EXEMPT LEVY ON PAGE 21.

DISTRICTS THAT CERTIFY LESS THAN THE MAXIMUM GENERAL - NET TAX CAPACITY OTHER JOBZ EXEMPT LEVY LIMITATION MUST COMPLETE THIS PAGE.
NOTE: DISTRICTS COMPLETING THIS PAGE MUST ALSO COMPLETE PAGE 25 COLUMN 2, PAGE 26, AND PAGE 27.

LIMITATION COMPONENTS		*** FINAL *** LIMITATION /CERTIFIED LEVY *18/		LIMITATION COMPONENTS		*** FINAL *** LIMITATION /CERTIFIED LEVY *18/	
(1184)	LEASE ADJ	/	/	(2033)	ABATEMENT ADJUSTMENT	/	/
(1185)	ALT FAC ADJ (MEMO)	/	/	(2043)	CARRY-OVER ABATEMENT ADJ	*15	/
(1186)	LEASE PU ADJ (MEMO)	/	/	(2058)	ADVANCE ABATEMENT ADJ	*16	/
(1187)	OTHER CAPITAL ADJ (MEMO)	/	/	(3025)	GENERAL OTH NTC NET OFFSET	3.72	/
(774)	FY 09 FAC & EQP BOND ADJ	/	/	(4026)	GEN OTH NTC TACONITE ADJ	*17	/
(1189)	MAINT PU VARIANCE ADJ	/	/				/
(1190)	ECON DEV ABATE ADJ	/	/	SUBTOTAL:			/
(1191)	DEBT SURPLUS ADJUST	/	/	ADJUSTMENTS			/
(1205)	OTHER GENERAL ADJ	/	/	(THIS PAGE)		3.72	/
		/	/				/
		/	/	SUBTOTAL:			/
		/	/	ADJUSTMENTS			/
		/	/	(FROM PAGE 26)		88,533.76	/
		/	/				/
		/	/	SUBTOTAL:			/
		/	/	INITIAL GENERAL NET			/
		/	/	TAX CAPACITY OTHER			/
		/	/	(FROM PAGE 25)		1,216,679.62	/
		/	/				/
		/	/	TOTAL GENERAL NET			/
		/	/	TAX CAPACITY OTHER			/
		/	/	JOBZ EXEMPT		1,128,149.58	/
		/	/			*18	/

GENERAL NET TAX CAPACITY OTHER JOBZ EXEMPT LEVY FOOTNOTES (CONTINUED):

- *15 PAY 2009 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THIS COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
- *16 PAY 2009 LEVY LIMITATION WILL NOT BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT UNLESS EXTENSION IS REQUESTED.
- *17 PAY 2009 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *18 THE CERTIFIED LEVY COMPONENTS ON PAGE 24, COLUMN 2, THROUGH PAGE 27 MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED GENERAL NET TAX CAPACITY OTHER JOBZ EXEMPT LEVY ON PAGE 21.

18 DISTRICTS CERTIFYING LESS THAN THE MAXIMUM COMMUNITY SERVICE JOBZ EXEMPT LEVY LIMITATION MUST COMPLETE THIS PAGE.

LIMITATION COMPONENTS		*** FINAL *** LIMITATION /CERTIFIED LEVY *6 /		LIMITATION COMPONENTS		*** FINAL *** LIMITATION /CERTIFIED LEVY *6 /	
(510)	BASIC COMMUNITY EDUC	216,585.12	/	(1408)	FY 08 EARLY CHILD FAMILY ADJUST	600.90-	/
		*1	/			*2	/
(517)	EARLY CHILD FAMILY	50,011.19	/	(1412)	FY 08 HOME VISITING ADJ	94.40	/
		*2	/				/
(519)	HOME VISITING	3,024.00	/	(1416)	FY 06 SCHOOL-AGE CARE ADJ		/
			/				/
(520)	ADULTS W/ DISABILITIES	13,000.00	/	(1417)	ADULTS W/ DISABILITIES ADJ	2.79-	/
			/				/
(524)	SCHOOL-AGE CARE		/	(1418)	FY07 COMM ED EXCESS FUND BALANCE ADJ		/
		*2	/				/
(526)	OTHER COMM ED (MEMO)		/	(1419)	FY07 EARLY CHILD FAMILY EXCESS FUND BALANCE ADJ	874.25-	/
			/				/
			/	(1422)	OTHER ADJUST		/
			/				/
			/	(2034)	ABATEMENT ADJUSTMENT		/
			/				/
			/	(2044)	CARRY-OVER ABATEMENT ADJ		/
			/			*3	/
			/	(2059)	ADVANCE ABATEMENT ADJ		/
			/			*4	/
			/	(3026)	COMM SERV NET OFFSET ADJ	.91	/
			/			*5	/
			/	(4024)	COMM SERV TACONITE ADJ		/
			/				/
			/	TOTAL COMMUNITY SERVICE JOBZ EXEMPT		281,237.68	/
			/			*6	/

COMMUNITY SERVICE JOBZ EXEMPT FOOTNOTES:

- *1 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID.
- *2 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID. DISTRICT MUST PROVIDE A COMMUNITY EDUCATION PROGRAM TO QUALIFY FOR THIS LEVY.
- *3 PAY 2009 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THIS COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
- *4 PAY 2009 LEVY LIMITATION WILL NOT BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT UNLESS EXTENSION IS REQUESTED.
- *5 PAY 2009 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *6 THE CERTIFIED LEVY COMPONENTS MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED COMMUNITY SERVICE JOBZ EXEMPT LEVY ON PAGE 21.

DISTRICTS CERTIFYING LESS THAN THE MAXIMUM DEBT SERVICE VOTER JOBZ NONEXEMPT LEVY LIMITATION MUST COMPLETE COLUMN 1 BELOW.
DISTRICTS CERTIFYING LESS THAN THE MAXIMUM DEBT SERVICE OTHER JOBZ NONEXEMPT LEVY LIMITATION MUST COMPLETE COLUMN 2 BELOW.

DEBT SERVICE VOTER APPROVED JOBZ NONEXEMPT:

LIMITATION COMPONENTS	LIMITATION	*** FINAL *** /CERTIFIED LEVY *5 /
(808) INITIAL DEBT SERVICE	6,185,032.40	6,185,032.40
(1701) REDUCTION FOR DEBT EXCESS	*1	
(1702) OTHER ADJUST (MEMO)		
(2035)* ABATEMENT ADJUSTMENT	*2	
(2045)* CARRY OVER ABATEMENT		
(2060)* ADVANCE ABATE ADJ	*3	
(3031) GDS VTR NET OFFSET ADJ	16.60	
(4036) GDS VTR TACONITE ADJ	*4	
TOTAL DEBT SERVICE VOTER APPROVED JOBZ NONEXEMPT	6,185,049.00	
	*5	

DEBT SERVICE OTHER JOBZ NONEXEMPT:

LIMITATION COMPONENTS	LIMITATION	*** FINAL *** /CERTIFIED LEVY *5 /
(809) INITIAL DEBT SERVICE		
(1704) REDUCTION FOR DEBT EXCESS	*1	
(1705) OTHER ADJUST (MEMO)		
(2035)* ABATEMENT ADJUSTMENT		
(2045)* CARRY OVER ABATEMENT	*2	
(2060)* ADVANCE ABATE ADJ	*3	
(3032) GDS OTH NET OFFSET ADJ		
(4028) GDS OTH TACONITE ADJ	*4	
TOTAL DEBT SERVICE OTHER JOBZ NONEXEMPT		
	*5	

* NOTE: ABATEMENT ADJUSTMENTS SHOWN ON PAGES 16 & 17, LINES 2035, 2045 & 2060 APPEAR AS VOTER APPROVED DEBT SERV IF VOTER APPROVED INITIAL DEBT SERV LEVY ON PAGE 11, LINE 808 IS GREATER THAN ZERO. OTHERWISE ABATEMENT ADJUSTMENTS APPEAR AS OTHER DEBT SERV.

DEBT SERVICE VOTER APPROVED JOBZ NONEXEMPT LEVY FOOTNOTES:

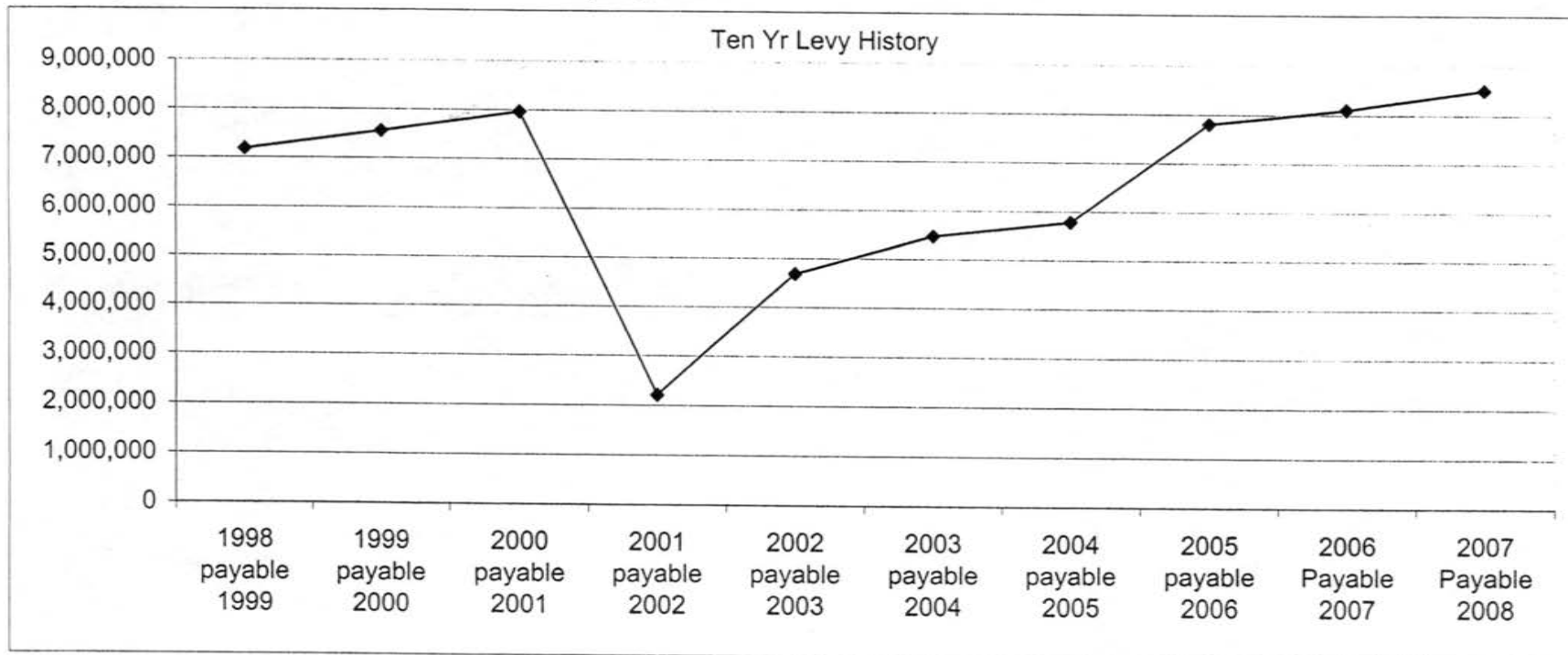
- *1 DISTRICT MUST LEVY THE MAXIMUM AMOUNT FOR THIS LEVY COMPONENT.
- *2 PAY 2009 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THIS COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
- *3 PAY 2009 LEVY LIMITATION WILL NOT BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT UNLESS EXTENSION IS REQUESTED.
- *4 PAY 2009 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *5 THE CERTIFIED LEVY COMPONENTS MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED DEBT SERVICE VOTER APPROVED JOBZ NONEXEMPT LEVY ON PAGE 21.

DEBT SERVICE OTHER JOBZ NONEXEMPT LEVY FOOTNOTES:

- *1 DISTRICT MUST LEVY THE MAXIMUM AMOUNT FOR THIS LEVY COMPONENT.
- *2 PAY 2009 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THIS COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
- *3 PAY 2009 LEVY LIMITATION WILL NOT BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT UNLESS EXTENSION IS REQUESTED.
- *4 PAY 2009 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
- *5 THE CERTIFIED LEVY COMPONENTS MUST ADD UP EXACTLY TO THE AMOUNT OF THE CERTIFIED DEBT SERVICE OTHER JOBZ NONEXEMPT LEVY ON PAGE 21.

Ten Year Levy History

1998 payable 1999	7,180,282
1999 payable 2000	7,551,750
2000 payable 2001	7,964,345
2001 payable 2002	2,212,551
2002 payable 2003	4,683,987
2003 payable 2004	5,473,906
2004 payable 2005	5,780,332
2005 payable 2006	7,803,259
2006 Payable 2007	8,104,416
2007 Payable 2008	8,508,320



INDEPENDENT SCHOOL DISTRICT #152

School Board Meeting

Board Room 224 - Probstfield Center for Education

2410 14th Street South

Moorhead, Minnesota

December 10, 2007

7:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. CALL TO ORDER

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

Moved by _____ Seconded by _____
Comments _____

- D. "We Are Proud"

*** **We Are Proud** of the Moorhead High School boys cross country team for advancing to the state meet. Team members are Tyler Iverson, Jakob Lindaas, Lukas Gemar, Timothy Lillehaugen, Grant Nelson, Adam Fitzgerald, Matt Nicolai, Bryce Schaefer, Matt Fernholz and Isaac Monke-Lundberg. The boys cross country team finished seventh at state. The team also was honored by the Minnesota Coaches Association for having the top academic scores in Region 8AA. The boys cross country team is coached by Tom Dooher and Jeremy Blake.

*** **We Are Proud** of the Moorhead High School girls cross country team for advancing to the state meet. Team members who participated at state are Anna

S-119-BOS
10 Dec 2007

Lipetzky, Leah Hansen, Hannah Stordahl, Kaylee Litch, Kelly Brammer, Erica Henrikson, Karlee Richards, Rachel Mjones (alternate) and Elisabeth Hanson (alternate). The girls cross country team placed tenth at state. The team also was honored by the Minnesota Coaches Association for having the top academic scores in Region 8AA. The girls cross country team is coached by Tom Dooher and Jeremy Blake.

***** We Are Proud** of Cross Country Coach Tom Dooher, who has been honored as the 2007 Section 8AA Girls Cross Country Coach of the Year by his peers.

***** We Are Proud** of Moorhead High School student Margaret Hannahs for being named a semifinalist in the National Merit Scholarship Program. Approximately 16,000 semifinalists were recognized this year. The nationwide pool of semifinalists represents less than one percent of U.S. high school seniors. More than 1.4 million juniors in nearly 21,000 high schools entered the 2008 National Merit Program by taking the 2006 Preliminary SAT/National Merit Scholarship Qualifying Test.

Semifinalists have an opportunity to continue in the competition for more than 8,000 Merit Scholarships awards that will be offered next spring. To continue, semifinalists must fulfill several requirements and advance to finalist standing, a prerequisite to being considered for a Merit Scholarship.

***** We Are Proud** of Moorhead High School student Margaret Hannahs for achieving a perfect score of 36 on the ACT college entrance exam. Nationwide more than 1.3 million students take the ACT, and approximately one in 4,000 students scores a 36.

***** We Are Proud** of Russ Henegar, Moorhead High School assistant principal, who has been named Minnesota's Assistant Principal of the Year by the Minnesota Association of Secondary School Principals (MASSP). The State and National Assistant Principal of the Year program recognizes outstanding middle level and high school assistant principals who have demonstrated success in leadership, curriculum and personalization. As Minnesota Assistant Principal of the Year, Henegar will be recognized at the MASSP conference in January.

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

2. **CONSENT AGENDA**

SCHOOL BOARD AGENDA - December 10, 2007

PAGE 3

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 Close Up Major Magnitude Field Trip to Washington, D.C.
Revision - Page 6

B. BUSINESS SERVICE MATTERS - Weston

C. HUMAN RESOURCE MATTERS - Nielsen

- (1) Approval of Change in Contracts - Page 7
- (2) Approval of Family/Medical Leaves - Page 8
- (3) Approval of Other Leave - Page 9
- (4) Approval of New Employees - Page 10

D. SUPERINTENDENT MATTERS - Nybladh

- (1) Approval of November 12 and 26, 2007 Regular Meeting Minutes and
November 29, 2007 Special Meeting Minutes - Pages 11-20
- (2) Approval of December Claims

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

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.)

Moorhead High School STEM Lighthouse Grant - Kovash

Pages 21-23

4. **2007 PAYABLE 2008 LEVY:** Weston

Pages 24-25

Suggested Resolution: Move to set the 2007 Payable 2008 Levy at \$8,503,319.69. The School Board Clerk is authorized to certify the proposed levy and send the original to the County Auditor of Clay County, Minnesota prior to December 28, 2007.

SCHOOL BOARD AGENDA - December 10, 2007

PAGE 4

Moved by _____ Seconded by _____
Comments _____

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

Pages 26-44

6. **HORIZON MIDDLE SCHOOL ENERGY AUDIT:** Weston

Pages 45-58

Suggested Resolution: Move to approve the contract with Center for Energy and Environment as proposed at a cost not to exceed \$25,975.

Moved by _____ Seconded by _____
Comments _____

7. **STRATEGIC PLAN UPDATE:** Nybladh

Page 59

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

SCHOOL BOARD AGENDA - December 10, 2007**PAGE 5****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Hopkins PTAC	December 11	6:30-8 pm	Media Center
Instr 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		
Joint Powers Committee	January 3	7 am	Clay County
Horizon PTAC	January 3	7 pm	Media Center
Asp Parent Social	January 7	6:30 pm	Media Center
Reinertsen PTAC	January 7	6:30 pm	Media Center
High School PTAC	January 7	7 pm	Conf Room
Continuing Educ Com	January 8	3:30 pm	PCE
Hopkins PTAC	January 8	6:30-8 pm	Media Center
Prof Dev Before/After School	January 9		
Indian Educ Parent Com	January 9	5 pm	PCE
Instr and Curr Adv Com	January 10	7 am	PCE
Health/Safety/Wellness Com	January 10	9:30 am	PCE
Early Chldhd Advisory Com	January 10	6:30-8 pm	PCE
Supt's Advisory Council	January 10	7-8:30 pm	PCE
School Board	January 14	7 pm	PCE



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.067 C

TO: Dr. Larry P. Nybladh
FROM: Lynne Kovash *LK*
DATE: November 20, 2007
RE: Close Up Major Magnitude Field Trip to Washington, D.C. Revision

The Close Up Major Magnitude Field Trip for Moorhead High School students to travel to Washington, D.C. March 16, 2008 through March 20, 2008 was approved by the school. The recommendation to change the days of travel from a five day trip to a seven day trip has been made. This will increase the cost of the trip by \$230.

Students will be funding the trip through their own expense and through student fundraising.

SUGGESTED RESOLUTION: Move to approve the Close Up Major Magnitude Field Trip to Washington, D.C for the dates of March 16, 2008 through March 22, 2008.

LAK/kmr



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.058

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: December 4, 2007
RE: Change in Contract

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

Chris Rositas Migrant Liaison, Probstfield Center for Education, .88 FTE to 1.00 FTE
and from 183 days per year to 260 days per year, effective
November 13, 2007. (New Migrant dollars from State available)

Donna Norquay American Indian/Home School Liaison, .88 FTE to 1.00 FTE effective
November 27, 2007. (Success for the Future grant)

SUGGESTED RESOLUTION: Move to approve the change in contract for Chris Rositas and
Donna Norquay as presented.

RN/smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.055

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron *Nielsen*, Director of Human Resources
DATE: December 4, 2007
RE: Family/Medical Leave

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

Jill Todd	Speech Pathologist, Horizon Middle School & High School, effective approximately April 15, 2008 for approximately six weeks.
Tammi Fortney	Psychologist, High School, effective approximately February 4, 2008 for about approximately eight weeks.
Ronda Adrian	Paraprofessional, Horizon Middle School, effective December 13, 2007 until January 24, 2008.

SUGGESTED RESOLUTION: Move to approve the Family/Medical leave for Jill Todd and Tammi Fortney pursuant to Section IV, Article 38 of the Teachers' Master Agreement and Ronda Adrian pursuant to Section 3, Subd. 1. of the Paraprofessional Master Agreement.

RN/smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.056

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: December 4, 2007
RE: Other Leave

The administration requests Other Leave for the following person:

Peggy Emmel Paraprofessional, Robert Asp Elementary, effective January 3, 2008 for
the remainder of the school year.

SUGGESTED RESOLUTION: Move to approve the Other Leave for Peggy Emmel pursuant
to Article VIII, Section 8 of the Paraprofessional Master Agreement.

RN/smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.08.057

TO: Dr. Larry Nybladh, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: December 4, 2007
RE: New Employees

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.

Eugene Life	Food & Nutrition Server, S. G. Reinertsen Elementary, 2.75 hour per day, \$8.60 per hour, effective November 14, 2007. (Replaces Becky Shelton)
Isidro Lopez	Paraprofessional, Horizon Middle School, B21 (3) \$13.31 per hour, 6.5 hours per day, effective December 12, 2007. (Paid by resident district)

SUGGESTED RESOLUTION: Move to approve the employment of Eugene Life and Isidro Lopez as presented.

RN/smw

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 12, 2007
PAGE 1**

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

MEMBERS ABSENT: Carol Ladwig.

CALL TO ORDER: Chairman Tomhave called the meeting to order at 7 p.m. Nybladh provided historical information regarding Veterans Day observance and shared a tribute video from www.military.com. Nybladh asked those who were veterans and family of veterans to stand and be recognized by the audience. Nybladh led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed as presented.

APPOINTMENT OF CLERK: Chair Tomhave appointed Cindy Fagerlie to serve as Clerk for the November 12, 2007 meeting.

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

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.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Gifts - Accept the following gifts: \$50 from Ward Muscatell for the Red River Area Learning Center Bison BEST Robotics competition; \$1,903.33 in gift certificates from 4-H Happy Feet to purchase gym shoes for students in need at Robert Asp, Ellen Hopkins, S.G. Reinertsen, and

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 12, 2007
PAGE 2**

Horizon Middle Schools; and \$250 from the Fargo Moorhead Area Foundation for the GO (Girls Only) After School Development Program for sixth grade girls scheduled for January.

St. Cloud State University Student Internship Agreement - Approve the agreement with St. Cloud State University for the 2007-08 school year. Moorhead Area Public Schools will serve as a clinical education experience center for students enrolled in the Department of Communication Sciences and Disorders at St. Cloud State University.

Migrant Education Grant - Approve the \$45,000 grant from the Minnesota Department of Education - Migrant Education for the period October 24, 2007 through September 30, 2008.

Resignations

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

Change in Contracts

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

New Employees

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)

Resolution to Ratify Agreement - Approve the Resolution to Ratify Agreement of a confidential settlement agreement resolving a legal matter pending against the district.

Minutes - Approve the October 8 and 22, 2007 regular meeting minutes as presented.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 12, 2007
PAGE 3**

Claims - Approve the November Claims, subject to audit, in the amount of \$1,239,307.81.

General Fund:	\$1,073,561.80
Food Fund:	135,419.04
Community Service Fund:	30,326.97
TOTAL	\$1,239,307.81

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.)

Red River Area Learning Center Bison BEST Robotics - RRALC teacher Pat Babolian introduced students involved in the Bison BEST (Boosting Engineering, Science and Technology) competition. RRALC students placed fifth in the competition that was held October 13, 2007 at NDSU. Bison BEST is a partnership between NDSU, regional businesses and public schools. Students demonstrated the robot and provided information related to the competition.

2006-2007 AUDIT REPORT: Brian Stavenger, Eide Bailly LLP, presented the District's Comprehensive Annual Financial Report for the year ending June 30, 2007 and reported the results of the annual audit. Crystal Kloos, Eide Bailly LLP, also attended the meeting.

Erickson moved, seconded by Siggerud, 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. Motion carried 6-0.

FIRST READING OF POLICIES: The School Board conducted a first reading on the following 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).

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 12, 2007
PAGE 4**

ENROLLMENT PROJECTIONS: Kovash provided a presentation regarding projections for student enrollment in the next five years. Additional information regarding private school enrollment, home school enrollment and birthrate data was also shared. The information provides a basis for staffing and structure within the school district which reflects a decline of 88 students from the November 2006 projections. Kindergarten enrollment is lower than projected, yet is approximately 50 students over the smallest kindergarten class in 2003-04. The number of students on November 1, 2007 represents 74 students less than last year on November 1. 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.

BUILDING AND DISTRICT PROFILES: Erickson moved, seconded by Fagerlie, 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. Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard related to the Health/Safety/Wellness Committee, Policy Review Committee, S.G. Reinertsen PTAC, Ellen Hopkins PTAC, Indian Education Parent Committee, and Horizon PTAC meetings. Dulski noted she had attended the "High School Musical" and it was great.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Nybladh noted he had distributed information to board members related to Veterans Day observances in Moorhead Area Public Schools.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:50 p.m.

Carol Ladwig, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 26, 2007
PAGE 1**

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

MEMBERS ABSENT: Karin Dulski.

CALL TO ORDER: Chairman Tomhave called the meeting to order at 7 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed as revised.

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

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.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

STEM Grant Application - Approve the application of the System STEM School Redesign grant through the Minnesota Department of Education.

Success for the Future Grant - Accept the grant award of \$67,275 per year for two years from the Minnesota Department of Education - Success for the Future Indian Education grant. 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 the Red River Area Learning Center.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 26, 2007
PAGE 2**

Family/Medical Leaves

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.

Retirement

Doris Babler - Secretary, Ellen Hopkins Elementary, effective January 25, 2008.

New Employees

Leia Fogel - Tutor/Mentor, High School, 19.75 hours per week, \$12.00 per hour, effective November 27, 2007. (United Way Grant money.)

Wayne Kazmierczak - Assistant Superintendent of Business Services, E82 Step 4, \$98,238, effective January 1, 2008. (Replaces Mark Weston.)

Motion carried 6-0.

HEALTH AND SAFETY PLAN UPDATE: Ladwig moved, seconded by Erickson, to adopt the 2007-2008 Health and Safety Plan as presented. Motion carried 6-0.

ROBERT ASP SCHOOL LEVEL IMPROVEMENT PLAN: Principal Kevin Kopperud reviewed the Improvement Plan developed with assistance from school staff support team members, Lynne Kovash and Barb Hexum (Lakes Country Service Cooperative). The plan will be submitted to the AYP Coordinator at Lakes Country Service Cooperative.

Board members thanked everyone involved for their efforts.

Fagerlie moved, seconded by Ladwig, to agree to the assurances for Title I School Improvement and authorize Lynne Kovash as the Local Education Agency (LEA) representative. Motion carried 6-0.

MOORHEAD HIGH SCHOOL (MHS) MAJOR MAGNITUDE FIELD TRIP TO WASHINGTON, D.C. - CLOSE-UP PROGRAM: Social studies teacher Bonnie Stafford provided information related to the field trip. The trip will cost approximately \$1,699 per student. Students will fund the trip through their own expense and student fund raising.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 26, 2007
PAGE 3**

Thompson moved, seconded by Erickson, to approve the MHS Major Magnitude Field Trip through the Close-Up Program to Washington, D.C., March 16-20, 2008. Motion carried 6-0.

ANNUAL WELLNESS REPORT: Nielsen provided information related to Federal Public Law 108-265 that requires a report indicating the status of wellness in the school district. Input for the report was provided by the assistant superintendent for teaching and learning, food service director, school administrators, and school nurses. Excellent strides have been made in past year by eliminating soda pop and other sweetened drinks from student access that do not meet guidelines and replaced with healthy beverage choices. The food service director introduced many new choices of healthy foods and snacks to the school lunch program. These choices have been well received by students.

APPROVAL OF POLICY: Thompson moved, seconded by Fagerlie, to approve the policy, School Board Officers (202), as as presented. Motion carried 6-0.

APPROVAL OF POLICY: Erickson moved, seconded by Ladwig, to approve the policy, School Board Meeting Rules of Order (210), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Thompson moved, seconded by Siggerud, to approve the policy, Out-of-State Travel by School Board Members (216), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Ladwig, to approve the policy, School Board Policy Development, Adoption, Implementation, and Review (221), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Ladwig, to approve the policy, Community Education Advisory Council (237), as presented. Motion carried.

APPROVAL OF POLICY: Thompson moved, seconded by Siggerud, to approve the policy, Superintendent Contract, Duties and Evaluation (311), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Erickson moved, seconded by Siggerud, to approve the policy, Policies Incorporated by Reference for Employees/Personnel (499), as presented. Motion carried 6-0.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 26, 2007
PAGE 4**

APPROVAL OF POLICY: Ladwig moved, seconded by Thompson, to approve the policy, Communicable Disease Control and Infectious Conditions (531), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Fagerlie, to approve the policy, Moorhead Area Public School District Weapons Policy (576), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Fagerlie, to approve the policy, Policies Incorporated by Reference for Students (599), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Siggerud, to approve the policy, Instructional Goals of Moorhead Area Public Schools (601), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Fagerlie, to approve the policy, Special Education Policies and Procedures (603), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Erickson, to approve the policy, Community Education (930), as presented. Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard related to the Ellen Hopkins PTAC, Community Education Advisory Council, Safe and Healthy Learners Committee, and Staff Development Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Tomhave reminded School Board members of the November 29 Truth in Taxation Public Hearing scheduled for 7 p.m. in the Probstfield Center for Education Board Room 224 and also the December 10 Truth in Taxation Public Hearing continuation, if needed, at 5 p.m. at the same location. Tomhave asked board members to contact Michelle with their travel plans for the upcoming MSBA Leadership Conference scheduled for January 16-18, 2008 in Minneapolis.

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

Carol Ladwig, Clerk

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 29, 2007
PAGE 1**

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

MEMBER ABSENT: None.

CALL TO ORDER: Chair 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 Siggerud, to approve the agenda as presented. Motion carried 7-0.

TRUTH IN TAXATION PROPERTY TAX HEARING: Weston reviewed budget revenue and expenditure information and projected fund balances for the end of the current fiscal year.

Weston explained the pie chart illustrating where levied dollars are allocated and provided a breakdown of the 2007 Payable 2008 Levy. Weston noted that voter approved bond referendums will comprise 72.7 percent of the 2007 Payable 2008 Levy.

\$151,369.62	Voter approved excess levy referendum from 1998
\$1,890,663.39	General - Other
\$281,237.68	Community Education Programs
\$6,185,049.00	Voter approved bond referendums
	* 1992 bond referendum payment (\$559,313)
	* 2002 bond referendum payment (\$5,463,375)
\$8,508,319.69	Total

Weston presented an overview of the 2007 Payable 2006 Levy and ten-year levy history.

OPEN PUBLIC HEARING: Tomhave opened the public hearing at 7:39 p.m.

Tomhave requested the audience to address the Board with any questions regarding the levy.

Tomhave asked the audience three times if there was anyone in the audience who would like to address the Board with questions regarding the levy.

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 29, 2007
PAGE 2**

CLOSE PUBLIC HEARING: Tomhave closed the public hearing at 7:40 p.m.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Tomhave asked board members to contact Michelle regarding travel plans for the upcoming MSBA Leadership Conference scheduled for January 16-18, 2008 in Minneapolis.

ADJOURNMENT: Hearing no objections, the meeting adjourned at 7:40 p.m.

Carol Ladwig, Clerk



Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.068 D

TO: Dr. Larry P. Nybladh
FROM: Lynne Kovash *LK*
DATE: December 4, 2007
RE: Moorhead High School STEM Lighthouse Grant

Jeremy Blake and Ryan Lyson will present information regarding the applied mathematics courses at Moorhead High School. The courses were developed with the STEM Lighthouse Grant from the Minnesota Department of Education. Jeremy and Ryan will also provide secondary findings from the project.

Attached is the "Blueprints" newsletter from May 2007 describing the project.

LAK/kmr
Attachment



Blueprints

Redesigning Minnesota High Schools for the 21st Century

Math Matters in Minnesota

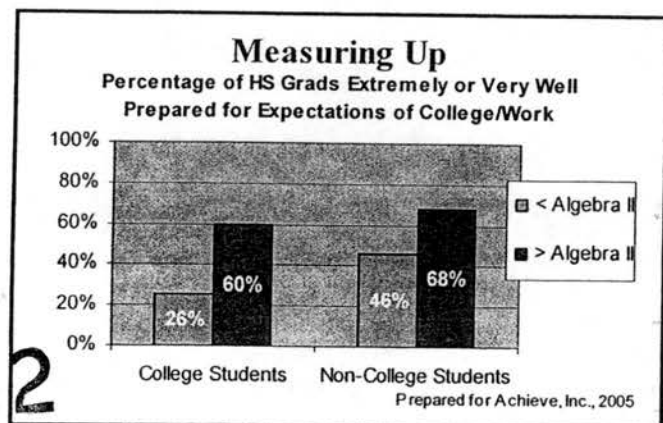
Mathematics, one of the components of Science, Technology, Engineering and Mathematics (STEM) education, is more important now than ever to the future success of our high school students. According to the National Council of Teachers of Mathematics (NCTM), "We live in a time of extraordinary and accelerating change. The need to understand and be able to use mathematics in everyday life and in the workplace has never been greater and will continue to increase." Current research proves that no matter what a student's future plans are—postsecondary education or work—taking challenging mathematics in high school opens the door to opportunity.

Educators are rising to the challenge. A number of sites are piloting innovative programs, made possible with Minnesota Department of Education STEM grant funding, to increase student achievement in mathematics and better prepare all students for the future. Model programs are being developed and implemented and will be shared with other Minnesota schools.

To support more rigorous mathematics in high school, Minnesota passed legislation in 2006 calling for the K-12 Minnesota Academic Standards in Mathematics to be revised so that all students complete Algebra I or its equivalent by the end of eighth grade and Algebra II or its equivalent before graduation (beginning with the graduating class of 2015). The law also required technology and information literacy, and college and work readiness skills to be integrated into the standards.

A Mathematics Standards Revision Committee was convened in October of 2006 to revise the standards for this purpose. The committee was composed of K-12 and postsecondary educators, other school staff, parents and business representatives from all across the state. Draft standards were reviewed by national experts, education organizations and representatives from Special Education, English Language Learners and other groups.

After the standards have been shared with the legislature, MDE will develop a list of suggested next steps for districts to use in implementing the newly revised mathematics standards. Bookmark the MDE Mathematics Web page and watch for this important document in early summer 2007.



High School Toolbox Strategies and Resources

How Students Learn: Mathematics in the Classroom builds on the discoveries detailed in the best-selling *How People Learn*

Becoming a Reflective Mathematics Teacher: A Guide for Observations and Self-Assessment is a research-based guide suited for use with students who are taking a methods course or who are student teaching.

Reflections, NCTM's video-based, professional development Web site, is designed to help teachers—individually and collectively—examine their teaching of mathematics.

Principles and Standards for School Mathematics outlines the essential components of a high-quality school mathematics program.

Minnesota
Department
of Education

Blueprints is a publication of the Division of Academic Standards and High School Improvement ©2007

Beth Aune, Director
Sally Wherry, High School Initiatives Supervisor
Gloriann McDonald, Editor

Contact us:
mde.academic-standards@state.mn.us

Visit us online!
<http://education.state.mn.us>

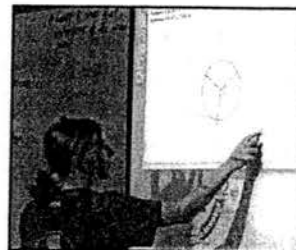
Design Showcase

Moorhead High School Focuses on Math Instruction

Moorhead High School is doing great things in math! A team, including teachers, administrators and a high school counselor, is focused on building rigor, relevance and relationships into Moorhead's Applied Geometry and Applied Algebra courses to increase student achievement in mathematics and show the connection between mathematics and the world. They were chosen to be a model school and received a STEM Lighthouse Grant from the Minnesota Department of Education to do this work.

Using mathematics instruction as their focus, the team first established essential outcomes for each course and arranged professional development focused on best practice delivery models. Next, projects were developed using the Minnesota Career Information System (MCIS) to build career awareness. Students chose a career to research and present to the class, including information on the postsecondary degree required for each career. Counselor Chad Mattson, who plays an integral role on this team, said, "The students in these classes often don't feel they have the ability or need to get a postsecondary education." These projects help students see that employers now expect postsecondary degrees for any job with "career" potential.

The instructional focus is working. Students who struggle in Algebra I can use the applied courses to gain understanding and fine tune the tools they needed to move into an Algebra II course. One student said, "I love coming to this class! I feel like there is more time for me to learn things...and I actually understand what is being discussed...every day!" At right, 10th grader Betsy Miller uses a SMARTBoard and Geometer's Sketch Pad to present her findings.



The team's next step is to develop common assessments for each course. To ensure their effectiveness, team members will strengthen their knowledge of summative and formative assessments through further professional development training and will share that knowledge with colleagues. This spring, the team will use data to measure their course outcomes against MCA-II scores, Northwest Evaluation Association data and enrollment numbers (counting the number of applied geometry and algebra students who registered for Algebra II next fall), to see where revisions need to be made.

Helpdesk

- Administrator's Guide: How to Support and Improve Mathematics Education in Your School – National Council of Teachers of Mathematics.
- The National Council of Supervisors of Mathematics envisions a cadre of well-trained, broadly informed and perceptive leaders of mathematics education.
- The Math-in-CTE Model provides teachers with a process for identifying and enhancing the math that naturally occurs in their CTE curriculum.
- Project 2061's Benchmarks for Science Literacy includes what all students should know and be able to do in science, mathematics and technology by the end of grades 2, 5, 8 and 12.
- A report developed by the Minnesota Regional Applied Math Project (RAMP) summarizes projects funded by MDE to examine relationships between mathematics and career and technical education.

On the Drawing Board

Calendar of Events

6+1 Traits of Writing
June 26-27, 2007 (St. Paul)

Data Retreats for High Schools
June or August 2007 (Roseville)

Exploring 9th Grade Transitions
June or August 2007 (St. Paul)

Minnesota Association of Secondary School Principals
Summer Institute
June 19-22, 2007 (Brainerd)

Pro/Engineering Software Training (PTC)
June and July 2007

Core Components of High School Redesign
August 2007 (Roseville)





Department of Business Services
Moorhead Area Public Schools

Memo B.08.014

TO: Dr. Larry P. Nybladh, Superintendent

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

DATE: December 3, 2007

RE: 2007 Payable 2008 Levy

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

	<u>Recommended Payable 2008</u>
General - RMV Voter Approved	\$ 151,369.62
General - RMV Other	\$ 762,513.81
General - NTC Other	\$1,128,149.58
Community Service	\$ 281,237.68
Debt Service	\$6,185,049.00
 Net School Tax Levy	 \$8,508,319.69

Suggested Resolution: Move to set the 2007 Payable 2008 Levy at \$8,503,319.69. The School Board Clerk is authorized to certify the proposed levy and send the original to the County Auditor of Clay County, Minnesota prior to December 28, 2007.

MHW:mde
Attachment

LEVY CATEGORY	MAXIMUM LEVY BEFORE OFFSETS	OFFSET ADJUSTMENTS (B)	TACONITE ADJUSTMENTS	MAXIMUM LEVY LIMITATION	FINAL CERTIFIED LEVY
(1) GENERAL--RMV VOTER JOBZ EXEMPT	151,369.62			151,369.62	
(2) GENERAL--RMV OTHER JOBZ EXEMPT	762,513.81			762,513.81	
(3) GENERAL--NTC VOTER JOBZ EXEMPT					
(4) GENERAL--NTC OTHER JOBZ EXEMPT	1,128,149.58			1,128,149.58	
(5) COMMUNITY SERV--OTHER JOBZ EXEMPT	281,237.68			281,237.68	
(6) GEN DEBT SERV--VOTER JOBZ NONEXEMPT	6,185,049.00			6,185,049.00	
(7) GEN DEBT SERV--OTHER JOBZ NONEXEMPT					
(8) TOTAL LEVY	8,508,319.69			8,508,319.69	
(9) GENERAL ADJUST OFFSET CARRIED FORWARD					
(10) DEBT SERVICE OFFSET CARRIED FORWARD					
			/ (11) TOTAL CERTIFIED ON REFER		
			MARKET VALUE = (1)+(2)		
			/ (12) TOTAL CERTIFIED ON NET		
			CAPACITY = (3)+(4)+		
			(5)+(6)+(7)		
			/ (13) GRAND TOTAL CERTIFIED		
			LEVY = (11)+(12)		

A) TRUTH IN TAXATION CATEGORIES: VOTER APPROVED LEVIES = (1)+(3)+(6)
ALL OTHER LEVIES = (2)+(4)+(5)+(7)

B) OFFSETTING ADJUSTMENTS USED TO ENSURE THAT THE MAXIMUM LEVY LIMITATION
IN EACH LEVY CATEGORY IS NOT LESS THAN ZERO. IF THERE IS NOT ENOUGH LEVY
AUTHORITY WITHIN THE GENERAL & COMMUNITY SERVICE FUNDS, OR IN THE GENERAL
DEBT SERVICE FUND, A NEGATIVE BALANCE WILL BE CARRIED FORWARD TO PAY 2009.

C) SCHOOL DISTRICTS CERTIFYING THE MAXIMUM LEVY LIMITATION FOR THE FINAL
LEVY MUST CERTIFY THE DOLLAR LIMITATION SHOWN. SCHOOL DISTRICTS MUST ADOPT
THEIR FINAL LEVY ON OR BEFORE DECEMBER 27, 2007.

D) SCHOOL DISTRICTS CERTIFYING LESS THAN THE MAXIMUM LEVY LIMITATION FOR ANY
CATEGORY MUST COMPLETE THE APPROPRIATE SECTIONS OF PAGES 22 THROUGH 29 AS
NEEDED TO DOCUMENT THE SPECIFIC AMOUNTS CERTIFIED FOR EACH LEVY COMPONENT.

E) THE SCHOOL DISTRICT MUST SUBMIT THE COMPLETED ORIGINAL OF THIS FORM TO
THE HOME COUNTY AUDITOR BY DECEMBER 28, 2007. A DUPLICATE COPY MUST
BE SUBMITTED TO MINNESOTA DEPT OF EDUCATION, PROGRAM FINANCE DIVISION,
1500 HIGHWAY 36 WEST, ROSEVILLE, MN 55113, BY JANUARY 7, 2008.

THE CERTIFIED LEVY LISTED ABOVE IS THE LEVY VOTED
BY THE SCHOOL BOARD FOR TAXES PAYABLE IN 2008.

SIGNATURE OF
SCHOOL BOARD CLERK _____

DATE OF CERTIFICATION _____



Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.050

TO: School Board

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

DATE: December 3, 2007

RE: First Reading of Policies

Attached please find the policies, Equal Access to Moorhead Area Public Schools Facilities (702), Reimbursement for Travel, Professional Meetings and Conferences (824), Equal Employment Opportunity Statement (401), Family and Medical Leave (422), Health Examination (423), Employee Assistance (426), Subpoena of a School District Employee (443), Master Agreements with Employee Groups (480), School Board Public Hearings (212), Decision Making in Moorhead Area Public Schools (220), Superintendent's Advisory Council (SAC) (312), and Patriotic Exercises (633), for your review.

LPN:mde
Attachments

Board Policies

Equal Access to Moorhead Area Public Schools Facilities

School Board Policy: 702

Section: 700 NON-INSTRUCTIONAL

Date Adopted: 6/23/2003

Date Revised: 3/16/2005

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during noninstructional time.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of this school district not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

B. The Moorhead School Board has created a limited open forum for students enrolled in secondary schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.

C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.

D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

E. In adopting and implementing this equal access policy, the school district will NOT:

1. influence the form or content of any prayer or other religious activity;
2. require any person to participate in prayer or other religious activity;
3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
5. sanction meetings that are otherwise unlawful;
6. limit the rights of groups of students based on the size of the group;
7. abridge the constitutional rights of any person.

III. DEFINITIONS

A. "Limited open forum" means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.

B. "Secondary school" means any school with enrollment of pupils ordinarily in grades 6 through 12 or any portion thereof.

C. "Sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.

D. "Meeting" includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.

E. "Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.

IV. FAIR OPPORTUNITY CRITERIA

Secondary schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;
- C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

A. Any student who wishes to initiate a meeting under this policy shall apply to the ~~principal~~ principal building administrator of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:

- 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.
- 2. The activities or meetings are voluntary and student-initiated. The ~~principal~~ principal building administrator may require assurances of this fact.

B. Student groups meeting under this policy must comply with the following rules:

- 1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.
- 2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.
- 3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.

C. Students applying for use of school facilities under this policy must provide the following information to the ~~principal~~ principal building administrator: time and date of meeting, estimated number of students in attendance, and special equipment needs.

D. The building ~~principal~~ administrator has responsibility to:

- 1. Keep a log of application information;
- 2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
- 3. Note the condition of the facilities and equipment before and after use.
- 4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school

district sponsorship of the meeting or activity.

5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.

E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.

F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.

G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.

H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Legal Reference:

20 U.S.C. 4071-74 (Equal Access Act)

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act)

Cross Reference:

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

Board Policies

Reimbursement for Travel, Professional Meetings and Conferences

School Board Policy: 824

Section: 800 BUSINESS SERVICES

Date Adopted: 6/24/1986

Date Revised: 4/11/2005

Dates Reviewed: 1/14/1992

6/23/1997

7/5/2001

4/11/2005

I. PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment to an employee, and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

II. GENERAL STATEMENT ~~OF POLICY~~

Moorhead Area Public Schools pays for approved travel, professional meeting and conference expenses subject to district travel policies, budget allocations, negotiated labor agreements, and individual contracts. Prior approval must be obtained by submission of the "District #152 Professional Development/Travel Request" form to the appropriate supervisor. Reimbursement requests must be submitted within 60 days of the event per IRS regulations.

III. EXPENSES REIMBURSED BY THE DISTRICT

A. Registration:

Submit registration materials to your supervisor for approval prior to registration. Registration fees are reimbursed in full upon submission of a receipt.

B. Transportation:

District-Owned Vehicles: District vehicles are to be used, when available, for trips within distances deemed appropriate by supervisors for school vehicle use.

Private Automobiles: When a district vehicle is not available individuals are reimbursed for the use of private automobiles at the IRS approved rate. If commercial air service is available, the mileage reimbursement may not exceed the cost of round trip air fare, based on the lowest fare available at the time planning is initiated. When a district vehicle is available but you choose to use a private vehicle the reimbursement rate is \$.15/mile.

Commercial Airlines: Air travel arrangements are to be made by each individual. Reimbursement will be made for up to coach air fare only.

Prizes, bonuses, or free trips awarded by commercial transportation companies as a result of travel paid for and by the school district become the property of the school district and may not be accepted for personal use.

Rental Cars: The full cost of a rental vehicle, including gas and insurance, is paid by the district when its use is deemed necessary by your supervisor. Attach receipts to the expense report form.

Parking: Parking fees at airports, hotels and conference sites are paid by the district. Attach receipts to the expense report form.

~~Please see Refer to Administrative Procedures 722.1 and 722.2: School District Owned Vehicle Reservation Procedures.~~

C. Lodging:

Actual lodging expenses, including applicable taxes, are paid by the district. Extra lodging expenses such as personal telephone calls and laundry are paid by the employee. Attach receipts to the expense report form. Lodging expenses in the Moorhead area are reimbursed only when you are supervising students as part of an approved activity.

D. Meals:

Meals, including gratuities, are reimbursed on the following schedule:

Breakfast - Up to \$5.00 (Travel begins prior to 7:00 a.m. or ends after 7:00 a.m.)

Lunch - Up to \$8.00 (Travel begins prior to 12:00 noon or ends after 12:00 noon)

Dinner - Up to \$12.00 (Travel begins prior to 6:00 p.m. or ends after 6:00 p.m.)

When meals are missed, allowances for meals may be combined. For instance, if breakfast and lunch are missed, up to \$25.00 is available for dinner. Attach receipts to the expense report form. Cash register receipts are required. Care should be taken not to submit meal expenses for times when meals are included with the conference registration. In rare cases, the meeting location necessitates minimum meal expenses in excess of the allowable limits. Reimbursement of excessive meal expenses must be approved by the Superintendent of Schools or his designee. Neither alcoholic beverages nor expenditures for personal use are subject to reimbursement.

IV. ADVANCE TRAVEL EXPENSE PAYMENTS

Advance travel expense monies may be obtained upon submission of the "Receipt for Conference Prepayment" form.

V. VOLUNTEER TRAVEL REIMBURSEMENT

Volunteers who travel on district business have their expenses reimbursed in the same manner as staff or Moorhead School Board members. The administrator in charge of arranging the volunteer's travel ensures reimbursement forms, including receipts, are properly submitted for payment.

Legal References:

Minnesota Statute 471.665 (Mileage Allowances)

~~Minnesota Statute 15.435 (Airline Travel Credit)~~

Cross Reference:

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

Moorhead School Board Policy 722: School District Owned Vehicle Reservation

Board Policies

Equal Employment Opportunity Statement

School Board Policy: 401

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 8/12/1980

Date Revised: 11/10/2003

Dates Reviewed: 02/13/1990

04/26/1994

04/12/1999

11/10/2003

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for employment and school district employees of the Moorhead Area Public Schools ~~District~~.

II. GENERAL STATEMENT ~~OF POLICY~~

A. It is the policy of Moorhead Area Public Schools ~~District's policy~~ to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status or veteran status. The school district also makes reasonable accommodations for disabled employees.

B. The Moorhead Area Public Schools ~~District~~ prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to Moorhead School Board Policy 570 Prohibition of Harassment and Violence.

C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities or privileges of employment.

D. It is the responsibility of every Moorhead Area Public Schools ~~District~~ employee to follow this policy.

E. Any person having any questions regarding this policy should discuss it with the Director of Human Resources.

Legal Reference

Minnesota Statute 363A (Minnesota Human Rights Act)

29 U.S.C. 621 et. seq. (Age Discrimination in Employment Act)

29 U.S.C. 2615 (Family and Medical Leave Act)

38 U.S.C. 4301 et. seq. (Vietnam Era Veterans' Readjustment Assistance Act)

38 U.S.C. 4211 et. seq. (Veterans' Reemployment Rights Act)

42 U.S.C. 2000e et. seq. (Title VII of the Civil Rights Act)

42 U.S.C. 12101 et. seq. (Americans with Disabilities Act)

Cross References:

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

Moorhead School Board Policy 402: Grievance Procedure for Equal Opportunity

Moorhead School Board Policy 404: Employment Disability Nondiscrimination

Moorhead School Board Policy 410: Employment of Faculty and Staff

Moorhead School Board Policy 411: Veteran's Preference Hiring

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Board Policies

Family and Medical Leave

School Board Policy: 422

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 6/11/2001

Date Revised: 6/11/2007

Dates Reviewed: 2/28/2005

2/13/2006

6/11/2007

I. PURPOSE

The purpose of this policy is to delineate the provisions of the federal Family and Medical Leave Act (FMLA) and the parenting leave provisions under state of Minnesota law for employees of the Moorhead Area Public Schools.

II. GENERAL STATEMENT OF POLICY

A. Twelve-week Leave

1. Regular full-time and part-time employees who have been employed by the school district for at least 12 months and have worked at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:

- a. birth of the employee's child;
- b. placement of an adopted or foster child with the employee;
- c. to care for the employee's spouse, son, daughter, or parent with a serious health condition; and/or
- d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job.

2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee uses any leave.

3. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short term conditions for which treatment and recovery are very brief.

4. Eligible spouses employed by the school district are limited to an aggregate of twelve weeks of leave during any 12-month period for the birth or adoption of a child, the placement of a child for foster care or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken by one spouse to care for the other spouse who is seriously ill, to care for a child with a serious health condition or because of the employee's own serious health condition.

5. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule leave based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

6. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the

circumstances.

7. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present certification from a health care provider indicating that the employee is able to return to work.
8. Requests for leave shall be made to the employee's supervisor and forwarded to the Department of Human Resources for processing. Employees must give 30 days written notice of a leave of absence where practicable. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
9. During the period of a leave permitted under this policy (which does not exceed a total of 12 work weeks in the applicable 12 month period), the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage.
10. This policy applies to all family and medical leaves of absence including leaves that are covered under paid employment benefit plans or policies for any part of the 12 weeks leave to which the employee may be entitled under this policy. In other words, if an employee is entitled to both FMLA leave and paid leave under another benefit plan or policy, the employee is required to use all applicable paid leave plans or policies before unpaid leave; and the FMLA leave; and the paid leave will run concurrently.
11. Employees returning from a leave permitted under this policy (which does not exceed a total of 12 work weeks in the applicable 12 month period) are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.
12. An employee who does not return after leave may, in some situations, be required to reimburse the school district for the cost of the health plan premiums paid by it.
13. The provisions of this policy are intended to comply with the Family and Medical Leave Act of 1993 (FMLA) and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the Act and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
14. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

B. Six-week Leave under the Minnesota Parenting Leave Law

An employee who does not qualify for leave under Paragraph A above may qualify for a six-week unpaid parenting leave for birth or adoption of a child. The employee may qualify if he or she has worked for the school district for at least 12 consecutive months and has worked an average number of hours per week equal to one-half of the full-time equivalent. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs.

III. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas of accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal Reference:

Minnesota Statute 181.940-181.941 (Parenting Leave)
29 U.S.C. 2601, et. seq. (Family and Medical Leave Act)

Board Policies

Health Examination

School Board Policy: 423

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 5/22/1990

Date Revised: 2/9/2004

Dates Reviewed: 5/22/1990

9/25/1995

6/12/2000

2/9/2004

I. PURPOSE

The purpose of this policy is to identify and reserve to the Moorhead School Board its managerial right to require physical examinations of its employees. In this regard, the ~~s~~Superintendent/designee, with the consent of the employee, may require an employee to undergo a physical examination in order to obtain additional medical information for the following purposes:

1. Assessing the employee's continuing ability to perform the job;
2. For employee health insurance eligibility;
3. As mandated by state, local or federal law;
4. Assessing the need to reasonably accommodate an employee;
5. Pursuant to Minnesota Statute Sections 181.950-181.957, relating to drug and alcohol testing in the workplace;
6. Related and consistent with business necessity, not otherwise prohibited by law or inconsistent with the Americans with Disabilities Act.

II. GENERAL STATEMENT ~~OF POLICY~~

The ~~s~~Superintendent/designee may require the employee to undergo a physical examination as follows:

1. An employee who has been offered employment conditioned upon the employee meeting the physical and mental requirements of the job in accordance with Minnesota Statute ~~Section~~ 363A.020, Subd. ~~4(9)(i)~~ 8.
2. To limit receipt of benefits payable under the fringe benefit plan for disabilities to that period of time which a licensed physician reasonably determines a person is unable to work.
3. To provide special safety considerations for pregnant women involved in tasks which are potentially hazardous to the health of the unborn child as determined by medical criteria.
4. Pursuant to Minnesota Statute ~~Section~~ 176.155 of the Workers' Compensation Act.
5. Pursuant to the Family and Medical Leave Act, 29 U.S.C. 2601, et. seq.

Any information, including reports or findings arising from a physical examination pursuant to this policy will be collected and maintained on separate forms, in separate medical files and treated as a confidential medical record, except that supervisors and managers may be informed regarding necessary restrictions on the work or duties of the employee and reasonable accommodations. First aid safety personnel may be informed, when appropriate, if the disability might require emergency treatment. Government officials investigating compliance with the Americans with Disabilities Act will be provided relevant information upon request. Information may be released for purposes mandated by local, state or federal law.

Legal References:

Minnesota Statute ~~Section~~ 176.155 (~~Workers Compensation Act~~ Examinations)

Minnesota Statutes ~~Sections~~ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)

Minnesota Statute ~~Section~~ 363-A.20, Subd. ~~ivision~~ 8 (~~Exemption Based on Employment Physical Exam~~)

29 U.S.C. 2601, et. seq. (Family and Medical Leave Act of 1993)

42 U.S.C. 12101 et. seq. (Americans With Disabilities Act)

Board Policies

Employee Assistance

School Board Policy: 426

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 4/6/1976

Date Revised: 2/9/2004

Dates Reviewed: 3/9/1993

4/13/1998

2/9/2004

I. PURPOSE

The School Board of Moorhead Area Public Schools and the respective bargaining units and employee associations recognize that an employee may experience a wide range of problems not directly associated with one's job function that can have an effect on an employee's job performance. In most instances, the employee will overcome such personal problems independently and the effect on job performance will be negligible. In other instances, normal assistance will serve either as motivation or guidance by which such problems can be resolved so the employee's job performance will return to an acceptable level. In some cases, however, the employee cannot resolve his/her problems and unsatisfactory performance persists.

The school district, employee associations and bargaining units believe it is in the best interest of the employee, the employee's family, and the school district that a framework for dealing with such problems be defined.

II. GENERAL STATEMENT ~~OF POLICY~~

~~1A.~~ Any employee who has a problem which he/she feels may affect his/her work performance is encouraged to voluntarily seek counseling and information on a confidential basis by accessing the employee handbook or contacting the Department of Human Resources or your building ~~Principal's~~ administrator's ~~O~~office.

~~2B.~~ The school district, employee associations and bargaining units recognize that almost any human problem can be successfully resolved provided it is identified in its early stages and appropriate treatment/professional assistance is obtained. This applies whether the problem be one of physical illness, mental or emotional illness, finances, marital or family distress, alcoholism, drug abuse, legal problems, or other concerns.

~~3C.~~ Employees are assured that the services provided by the district's employee assistance program are confidential. This statement of policy by the school district is intended to encourage employees to utilize appropriate services before the problem affects their job performance.

~~4D.~~ Employees are assured that if such personal problems are the cause of unsatisfactory job performance, they will receive an offer of assistance to help resolve such problems in a confidential manner.

~~5E.~~ When it is noted that job performance has deteriorated or unsatisfactory changes have taken place (e.g. attendance problems) the supervisor of the employee in question should contact the Department of Human Resources. Subsequently, the supervisor should hold a conference with the employee and advise the employee of the following:

~~A1.~~ Specific job performance areas that are unsatisfactory and must be corrected.

~~B2.~~ That assistance is available if health/emotional problems are a contributing factor.

~~C3.~~ That failure to correct job performance may lead to disciplinary action by the school district.

~~6E.~~ If the employee's performance does not improve within a reasonable period of time, or the employee is unwilling to correct the situation, the school district may proceed with appropriate disciplinary action with respect to the job performance issues.

~~7G.~~ If the employee seeks treatment/assistance, the proposed disciplinary action will be held in ~~a~~obeyance and reviewed following the completion of treatment/assistance.

~~8H.~~ In instances when a doctor's statement specifies a need, sick leave shall be granted for treatment/assistance or

rehabilitation on the same basis it is granted for ordinary health problems and as provided in any applicable collective bargaining agreement.

9I. If the job performance issues are not corrected within a reasonable time following the completion of treatment/assistance, the school district may proceed with the appropriate disciplinary action.

III. APPLICATION AND PROCEDURES

A. New employees are given information on how to access the school district's employee assistance program upon hire.

B. Current employees are directed to the school district's employee assistance program through the school district's extranet.

Cross Reference:

Moorhead School Board Policy 414: Employee Public~~l~~ and Private Personnel Data

Board Policies

Subpoena of a School District Employee

School Board Policy: 443

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 4/26/1994

Date Revised: 4/9/2007

Dates Reviewed: 4/26/1994

11/24/1997

11/9/1998

12/9/2002

4/9/2007

I. PURPOSE

The purpose of this policy is to protect the privacy rights of Moorhead Area Public Schools' ~~District~~ employees and students under both state and federal law when requested to testify or provide educational records for a judicial or administrative proceeding.

II. GENERAL STATEMENT ~~OF POLICY~~

This policy is to provide guidance and direction for Moorhead Area Public School ~~District~~ employees who may be subpoenaed to testify and/or provide educational records for a judicial or administrative proceeding.

III. DATA CLASSIFICATION

A. The Minnesota Government Data Practices Act (MGDPA), Minnesota Statute Chapter 13, classifies all educational data, except for directory information as designated by the school district, as private data on individuals. The state statute provides that **private data on individuals may not be released, except pursuant to informed consent by the subject of the data or pursuant to a valid court order or a parent/guardian if the subject of the data is a minor.** A subpoena is not a court order under the MGDPA.

B. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, provides that educational data may not be released, except pursuant to informed consent by the individual subject of the data or any lawfully issued subpoena. Regulations promulgated under the federal law require that the school district must first make a reasonable effort to notify the parent/guardian of the student, or the student if the student is 18 years of age or older, of the subpoena in advance of releasing the information pursuant to the subpoena.

IV. APPLICATION AND PROCEDURES

A. Any employee who receives a subpoena for any purpose related to employment is to inform the building administrator or designated supervisor when the employee receives the subpoena. The building administrator or designated supervisor shall immediately inform the Superintendent or designee that the employee has received a subpoena.

B. No employee may release educational data, personnel data, or any other data of any kind without consultation in advance with the Superintendent or designee responsible for the collection, use and dissemination of data.

C. Payment for attendance at judicial or administrative proceedings and the retention of witness and mileage fees is to be determined in accordance with the applicable Moorhead School Board policies and collective bargaining agreements.

D. The administration shall not release any information except in strict compliance with state and federal law and this policy. Recognizing that an unauthorized release may expose the school district or its employees to civil or criminal penalties or loss of employment, the administration shall confer with school district legal counsel prior to release of such data.

Legal References:

Minnesota Statute Chapter 13 (Minnesota Government Data Practices Act)
Minnesota Rules 1205.0100, Subp. 5 (Minnesota Rules Regarding Data Practices)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

Cross Reference:

Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 504: Protection and Privacy of Pupil Records

Board Policies

Master Agreements with Employee Groups

School Board Policy: 480

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 12/13/1999

Date Revised: 2/9/2004

Dates Reviewed: 2/9/2004

I. PURPOSE

This policy is intended to minimize misunderstandings related to final, officially approved changes in the master agreement by both parties.

II. GENERAL STATEMENT ~~OF POLICY~~

A. Approved negotiated master agreements shall be ~~typed~~ prepared in final form and signed within two weeks of the approval of a new master agreement.

B. Any agreed to retroactive compensation shall occur only when the newly approved master agreements have been signed by all parties.

C. Original signature copies of signed master agreements will be maintained in the Department of Human Resources for the district.

D. Once master agreements have been signed, neither party may change contract language for the duration of the agreement. Memorandums of Understanding (MOU) may be developed during the term of the master agreement to meet specific needs of the parties to the master agreement.

Board Policies

School Board Public Hearings

School Board Policy: 212

Section: 200 SCHOOL BOARD

Date Adopted: 8/27/2001

Date Revised: 10/10/2005

Dates Reviewed: 10/10/2005

I. PURPOSE

The School Board of the Moorhead Area Public Schools recognizes the importance of obtaining public input on matters properly before the School Board.

II. GENERAL STATEMENT OF POLICY

In order for the School Board to efficiently receive public input on matters properly before the School Board, the following procedures have been adopted.

III. PROCEDURES

A. Public Hearings - Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minnesota Statute 123B.51), notice of proposed property taxes (Minnesota Statute 275.065), education district establishment (Minnesota Statute 123A.15) and agreements for secondary education (Minnesota Statute 123A.30). Additionally other public hearings may be held by the School Board on school district matters at the discretion of the School Board.

B. Notice of a Public Hearing - Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in a manner as required for regular or special School Board meeting or as otherwise determined by the School Board.

C. Public Participation - The School Board retains the right to require those desiring to address the School Board to complete a written request that includes the name, address of the person or group, and a brief statement on the subject to be covered or the issue to be addressed. This is to be given to the School Board Clerk or School Board Secretary before addressing the School Board.

1. The School Board retains the discretion to limit the time for each presentation as needs dictate;
2. Only those speakers recognized by the Chair will be allowed to speak. A School Board member will direct any remarks or questions through the Chair. The Chair may request Administration to respond to a question or issue. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the School Board, or the proceedings, may be directed to leave.
3. Personal attacks by anyone addressing the School Board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the School Board. This assures open and orderly public discussion as well as protects the due process and privacy rights of individuals under the law.
4. Depending upon the number of persons in attendance seeking to be heard, the School Board reserves the right to impose other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

Legal References:

Minnesota Statute 123A.30 (Agreements for Secondary Education)
Minnesota Statute 123A.15 (Establishing Education Districts Establishment)
Minnesota Statute 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; School Closings)
Minnesota Statute 275.065 (Proposed Property Taxes; Notice Truth and Taxation)

Cross References:

Moorhead School Board Policy 210: School Board Meeting Rules of Order
Moorhead School Board Policy 211: Open and Closed School Board Meetings

Board Policies

Decision Making in Moorhead Area Public Schools

School Board Policy: 220

Section: 200 SCHOOL BOARD

Date Adopted: 8/8/1994

Date Revised: 2/9/2004

Dates Reviewed: 08/08/1994

04/12/1999

2/9/2004

I. PURPOSE-STATEMENT

The Moorhead School Board believes that the opportunity for involvement and input by the stakeholders in the district results in insightful, effective and efficient decisions. The School Board also believes that learning is enhanced, accountability increased and innovation and excellence are encouraged when employees and stakeholders are able to make or share in decisions within identified parameters.

The ~~s~~Superintendent is charged with encouraging collaboration and participation in decision making as appropriate and implementing a decision-making process within the school district which empowers staff and parents within the following parameters.

II. GENERAL STATEMENT-OF-POLICY

Decision-~~M~~making Parameters in Moorhead Area Public Schools at all levels must:

- * Be focused on how the decision will first affect students.
- * Be directed toward the improvement of instruction and student achievement.
- * Be inclusive of parents, students and community members.
- * Be aligned with the mission and beliefs of the school ~~D~~district.
- * Be research based and data driven.
- * Be aligned with and support the ~~Five-Year-Educational-Plan~~ Strategic Plan and School Improvement/Program Plan (if required).
- * Be consistent with the assumptions in the Annual ~~Operation~~mg Plan.
- * Be reflective of School Board Policy and ~~A~~administrative ~~Regulations~~ procedures.
- * Be in compliance with federal, state and local laws, regulations and mandates.
- * Be congruent with bargaining unit master contract language.

The final decision regarding parameters and the level at which decisions are made is determined by the ~~s~~Superintendent unless parameters are otherwise specified by the School Board, rules and statutes promulgated by the ~~S~~tate of Minnesota, or the federal government.

Cross References:

Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review

Moorhead School Board Policy 301: School District Administration

Moorhead School Board Policy 810: Establishment, Adoption and Modification of School District's Financial Annual Operating Plan

Board Policies

Superintendent's Advisory Council (SAC)

School Board Policy: 312

Section: 300 DISTRICT ADMINISTRATION

Date Adopted: 9/12/1989

Date Revised: 2/9/2004

Dates Reviewed: 08/09/1990
10/20/1997
11/16/1998
2/9/2004

I. PURPOSE

The Superintendent's Advisory Council (SAC) exists to provide: a) a communications network for parents from all schools across the school district and b) a communication link between parents/guardians and the school district administration.

II. GENERAL STATEMENT ~~OF POLICY~~

A. Items for discussion may include:

- o Explanation of present policy or practices,
- o Feedback on potential changes or additions to present policy or practice,
- o Concerns regarding the instructional or other programs in the school district,
- o Input into short/long range planning for school district,
- o Methods of improving communications within the school district and community,
- o Sharing among and between buildings.

B. Decision Making Authority

The SAC is advisory in nature and provides input and feedback to the Superintendent.

C. Composition of Membership

The SAC membership shall be comprised of one or two members of each building Parent Teacher Advisory Council (PTAC) group, one Indian Education Parent Committee member, one Early Childhood Family Education Advisory Council member, and one Community Education Advisory Council member. The selection and length of term of members shall be determined by the representative groups. The Superintendent may appoint other representatives as deemed appropriate. The Superintendent will invite individual Moorhead ~~s~~School ~~b~~Board member representatives to the monthly meetings on a rotating basis.

D. Meeting Date/Time

The Superintendent's Advisory Council will establish appropriate meeting dates and times at the September meeting.

Board Policies

Patriotic Exercises

School Board Policy: 633

Section: 600 EDUCATION PROGRAMS

Date Adopted: 6/10/1986

Date Revised: 11/10/2003

Dates Reviewed: 12/1/1990

6/24/1996

11/10/2003

I. PURPOSE

The Moorhead Area Public School Board believes that one's respect of country is promoted by the ceremonies and observances held in the public schools and that the flag of the United States is a symbol of our American heritage and democratic ideals. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT ~~OF POLICY~~

In all classroom buildings K-12, the Pledge of Allegiance to the flag of the United States of America will be recited at least one or more times each week. The recitation shall be conducted:

A. By each individual classroom teacher or the teacher's surrogate; or

B. Over a school ~~intercom~~ audio or video communication system by a person designated by the ~~school principal~~ building administrator or other person having administrative control over the school.

The School Board wishes to set an example for the school district's staff and students. Therefore, the Pledge of Allegiance shall be recited at the beginning of each meeting of the School Board.

III. EXCEPTIONS

Any student or staff member who, for reasons of conscience, does not wish to salute the flag or say the ~~p~~Pledge of Allegiance, will be excused from the exercises. A teacher may have a student or other representative lead the class in the Pledge of Allegiance.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag and in patriotic exercises.

Legal Reference:

Minnesota Statute 121A.11, Subd. 3 (Pledge of Allegiance)

Minnesota Statute 121A.11, Subd. 4 (Instruction)



Department of Business Services
Moorhead Area Public Schools

Memo B.08.013

TO: Dr. Larry P. Nybladh, Superintendent

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

DATE: December 3, 2007

RE: Horizon Middle School Energy Audit

As you are aware, I have been working with Moorhead Public Service and Excel Energy for approximately a year with the sole purpose of lowering energy costs associated with Horizon Middle School. After much discussion, all involved have come to the conclusion that we should contract with Center for Energy and Environment, a nonprofit organization company that specializes in recommissioning and energy audits. Accompanying this memo you will find a proposal from Center for Energy and Environment.

As was mentioned earlier, I have been working with Moorhead Public Service and Excel Energy during this process. There may be a possibility that one or both entities might be able to assist financially with this project. I recommend that we should proceed with the project with or without financial assistance. I recommend that we enter into a contract with Center for Energy and Environment as proposed at a cost not to exceed \$25,975.

Please contact me with any questions you might have.

Suggested Resolution: Move to approve the contract with Center for Energy and Environment as proposed at a cost not to exceed \$25,975.

MLW:mde
Attachment



CENTER FOR ENERGY
AND ENVIRONMENT

**Development of a Recommissioning Plan
for
Moorhead Area Public Schools,
Horizon Middle School**



Proposal for
Development of a Recommissioning Plan
for
Moorhead Area Public Schools,
Horizon Middle School

December 2007

Prepared for
Mark Weston, Assistant Superintendent of Business Services
Moorhead Area Public Schools
2410 14th Street South
Moorhead, MN 56560
218-284-3375

Prepared by
Center for Energy and Environment
212 Third Avenue North, Suite 560
Minneapolis, MN 55401-1459
Mark Hancock P.E. Senior Mechanical Engineer
612-335-5861

Contents

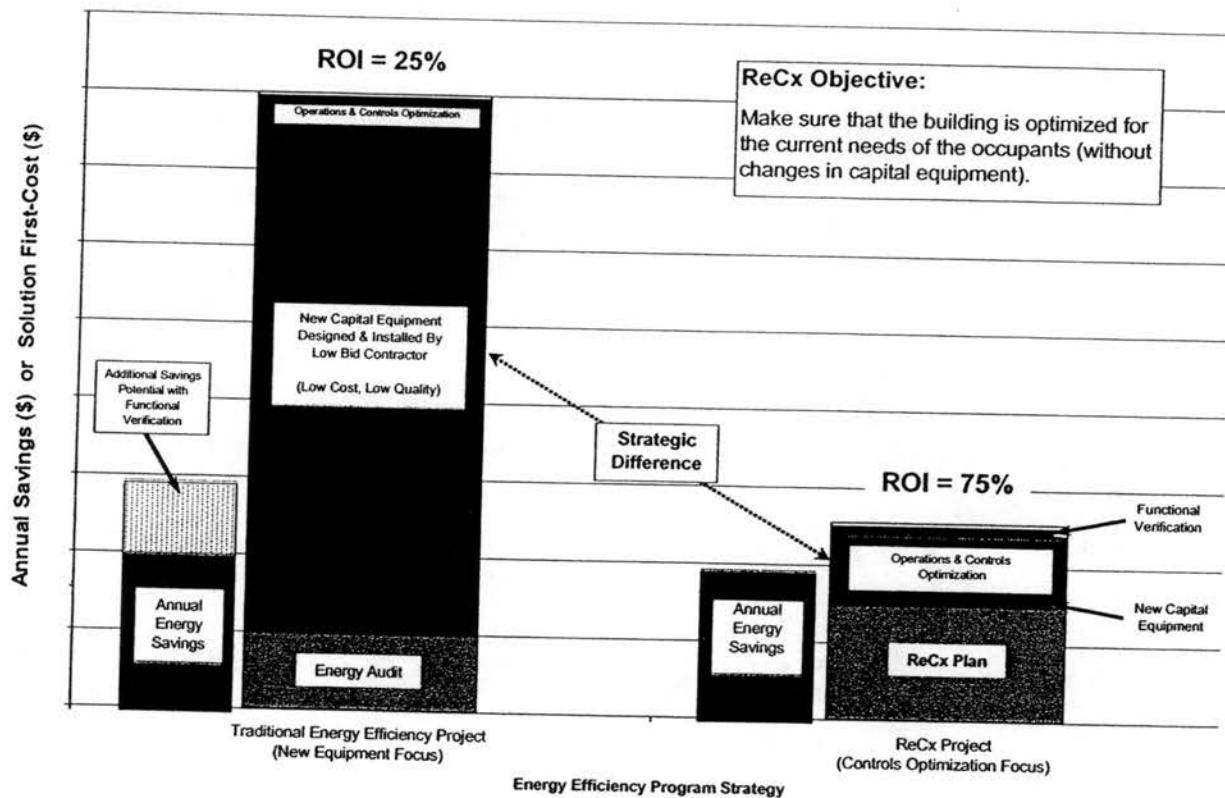
OBJECTIVES	1
FACILITY INFORMATION	2
Description	2
Energy Use	2
SCOPE OF WORK	3
Task 1. Apply for Co-Funding	3
Task 2. Conduct Building Diagnostics	4
Task 3. Develop Recommissioning Recommendations, Estimate Costs and Savings	4
Task 4. Develop Recommissioning Plan	4
DELIVERABLES	5
BUDGET AND SCHEDULE	5
CLIENT RESPONSIBILITIES.....	5
CENTER FOR ENERGY AND ENVIRONMENT QUALIFICATIONS	6

Objectives

The Moorhead Area Public School's primary objective in recommissioning its Horizon Middle School is to reduce utility costs. Based on CEE's preliminary review, we believe recommissioning will enable the district to reduce energy use while continuing to provide consistent comfort to the staff and students with the additional benefit of solving the pressurization problems that have resulted in potential security issues at the building. The investigation and planning process proposed here will identify recommissioning measures and develop the cost, savings and payback information required for financial decision-making.

Recommissioning is different from other types of energy investments in that it uses more sophisticated diagnostic techniques and expertise to optimize the operation and control of existing systems. As a result, recommissioning achieves substantial energy savings without major capital investments. This strategic difference allows recommissioning to provide substantially higher returns on investment.

Recommissioning: The Strategic Difference



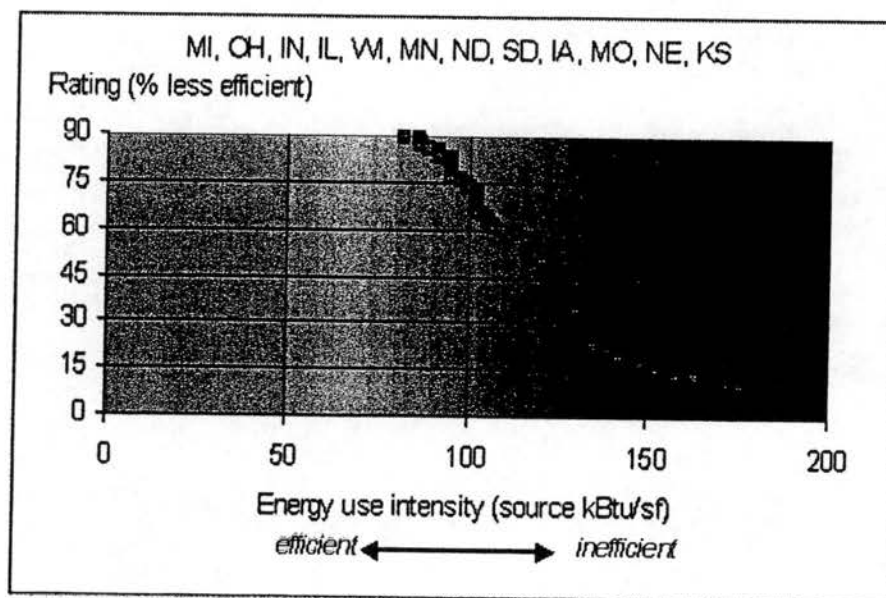
Facility Information

Description

Horizon Middle School is an award winning designed building located in Moorhead Minnesota. The building has three distinct areas that makeup the school: a three-story academic area, a physical education and cafeteria area, and a two-story connecting link that contains administrative offices. The building was built in 2004 and has a total area of 230,000 sq. ft. The building is operated on a typical schedule for a middle school during the school year and has a total occupancy of 1,300 students and staff. During the summer the school is used for activities that result in about 1/3 the normal occupancy. There are eight constant volume air handling systems and one makeup air unit with a total design supply air volume of 332,390 cfm and return volume of 255,290 cfm. The total design horsepower to achieve the air flow is 728. Hot water is produced by eight Fulton boilers that are staged in as demand increases. The hot water is used to preheat the air at the air handlers and used at the reheat coils to meet load requirements. Cooling is provided by a pair of air cooled chillers. The total installed pumping horsepower is 630, only 315 is used at any one time due to the redundancy of the pumps. The building has a Johnson Controls automation system.

Energy Use

Utility consumption for Horizon Middle School was collected and analyzed to benchmark the building against similar building types in the Midwest region. The benchmarking program that was used computes the energy use index as a function of source energy. The energy use index for Horizon Middle School is 293 kBtu/ft². A graph of the distribution of energy use index for the Midwest region is displayed below. The median energy use index for these buildings is 120 kBtu/ft². The consumption of the Horizon Middle School does not fall within the parameters of this graph. This indicates that there are areas within the operation of the building that could improve.



50

Scope of Work

Based on our initial walk-through and review Horizon Middle School, we expect that the recommissioning investigation will focus on the following areas, among others to be determined:

- **Improving pressure control within the building.** It was observed that the main doors to the building were held open due to over pressurization. An investigation into the cause of this pressurization will be performed and solutions to correct the problem will be presented.
- **Improve air handler control.** The constant volume air handlers have the potential to improve their efficiency through the use of variable frequency drives. The application of speed controllers on constant volume systems has been proven effective in case studies performed by the Energy Systems Laboratory at the campus of Texas A&M. CEE has close ties to the Energy Systems Laboratory and will work closely with them to assure the successful application if the installation has a potential for savings.
- **Assuring adequate ventilation.** There appears to be sufficient fresh air introduced into the occupied spaces. A determination of the appropriate amount of outside air will be made and recommendations will be made to improve the indoor air quality of the building with as little affect on energy as possible.
- **Improve pumping of hot water and chilled water.** The configuration of both hydronic systems (hot water and chilled water) and the air side systems (all AHU's with reheat) has a potential for excessive energy consumption in the form of simultaneous heating and cooling. A combination of trend analysis and data logging will indicated the magnitude of the simultaneous heating and cooling in the building. Recommendations will be made to minimize the amount of reheat used during the cooling season.
- **Improve information from the installed building automation system.** At the time of the site visit, no graphics were available on the head-end computer to display the performance parameters that are critical to the operation of all energy consuming equipment. CEE will work with control vendor to develop meaningful building automation screens that will provide the operators will useful information that can be used to determine if the systems are operating correctly.

Activities required to complete this investigation are outlined below.

Task 1. Apply for Co-Funding

CEE will work with Moorhead Public Service and Xcel Energy to provide as much co-funding for the recommissioning investigation as possible.

Task 2. Conduct Building Diagnostics

- Review key building documentation to understand the design intent and system capabilities.
- Analyze utility data. Data already compiled by Moorhead Area School District staff will be used as a starting point.
- Review building performance and operational issues in detail with Horizon Middle School operating staff.
- Obtain a better understanding of building use and occupancy patterns.
- Spot check the condition and operation of key equipment, and the placement and calibration of key sensors, focusing on those items that appear to have problems, that commonly have problems, or that have a major impact on system energy use.
- Review automation system programming.
- Collect time series data on system performance and space conditions using the BAS trending capabilities and portable data logging equipment. We recommend obtaining data on actual performance for at least one month each in the heating, cooling and swing seasons. The Johnson Controls system installed in the school has the capability to collect trend data on as many system points as desired. Portable data loggers will be used to obtain information not available via the BAS, such as water flow rates on the hot water or chilled water systems, or power consumption of selected motors.
- Conduct spot or short term diagnostic measurements to supplement trend data.

Task 3. Develop Recommissioning Recommendations, Estimate Costs and Savings

- Evaluate data collected, compare current operation with optimal operation, and identify recommissioning opportunities.
- Estimate potential energy cost savings.
- Work with mechanical, balancing, controls, electrical and other contractors to develop preliminary estimates of costs. We will use contractors of Moorhead Area School District's choosing, or if you have no particular preferences, we will use contractors with whom we have had positive experiences.
- Estimate any available utility rebates and paybacks on net costs.

Task 4. Develop Recommissioning Plan

- Prepare draft recommissioning plan summarizing findings, recommendations, and estimated savings and costs.
- Review plan with Moorhead Area School District and Horizon staff to assure that it will meet the District's needs, including operating and maintenance concerns, budget constraints, etc.
- Prepare a final recommissioning plan meeting Moorhead Area School District's needs.

Deliverables

We will prepare a recommissioning plan meeting the requirements of Xcel Energy's recommissioning program and Moorhead Public Service requirements. The report will describe the measures recommended and the rationale for the recommendations and provide estimates of energy cost savings and contractors' budgetary cost estimates for each measure.

Budget and Schedule

The cost for the investigation and development of the recommissioning plan for the Horizon Middle School is \$25,975. The cost reflects the level of effort required to complete a thorough recommissioning study, using the types of diagnostics described above to identify the best opportunities to improve building performance *without* requiring major capital investments. This strategy achieves *by far the highest ROI* by optimizing the operation and control of your existing equipment through sophisticated engineering analysis in the planning phase. The budgeted price does not include implementation of recommendations made in the recommissioning plan. A separate contract will be issued to cover any implementation phase work after the recommissioning plan is completed.

While the schedule can be negotiated, CEE strongly recommends that work begin by February and run at least through late June to provide both cooling and heating season data.

Client Responsibilities

Development of the recommissioning plan will require that Moorhead Area School District's staff provide the following assistance:

- assemble all available building documentation, including plans and specifications; key submittals for equipment and products such as air handling units, chillers, boilers, and pumps; balancing reports; BAS control points lists and control sequences, etc.
- provide detailed input on comfort and operational problems, occupancy patterns and project objectives,
- provide access to all areas of the building including mechanical and electric rooms and/or accompany CEE personnel during checks of condition, operation and calibration, during diagnostic measurements and for installation and removal of portable data logging equipment,
- provide remote access to the building automation system to download control programming and set up and download trends,
- meet with CEE to review the draft recommissioning plan,
- provide other similar assistance as needed.

Center for Energy and Environment Qualifications

CEE's approach is to treat our clients' buildings as if they were our own. We will do our utmost to enhance their value to you. CEE offers critical advantages over other providers:

Experience: CEE is Minnesota's leader in recommissioning. We brought recommissioning to Minnesota in 1996 through a competitive grant from the U.S. Department of Energy (DOE), and completed a number of highly successful demonstration projects. We then used this successful experience to encourage Xcel Energy to launch its recommissioning program. .

Track Record: We have planned and then directed the implementation of more successful recommissioning projects than any other provider in Minnesota. We have completed approximately 30 recommissioning studies, have completed implementation of fifteen projects and have four additional implementation projects in progress. The energy-focused recommissioning projects that CEE has completed to date have an overall payback of 1.7 years. We frequently hear comments from our clients that, "I never expected so much from the recommissioning plan," "The energy savings are making me look like a genius to my management" or "The building has never run this well." CEE has conducted three of the four recommissioning projects selected for marketing case studies by Xcel Energy.

Strong Diagnostic and Analytical Capability: CEE's ability to gather and interpret detailed diagnostic information is unparalleled. We use the building automation system, portable data loggers and an extensive suite of diagnostic tools from infrared cameras to ultrasonic flow meters to get more and better information on what's really going on in your buildings. This detailed diagnostic data enables us to uncover opportunities that spot observations and spot measurements will simply never find. Our strong understanding of systems and our analytical capability allow us find creative ways to optimize your buildings' performance and energy-efficiency using existing systems and equipment. These diagnostic and analytical services are key elements separating actual recommissioning from more superficial energy audits repackaged with the recommissioning label.

Fluency with Building Automation Systems: We understand BAS's. Design engineers today have largely ceded controls design to the controls contractor, providing quite general sequences and relying on the contractor for proper implementation. Because we understand the details of BAS programming, we are able to review and identify problems in existing programming, communicate in detail the control strategies we want, and verify proper implementation. We are very familiar with Johnson Controls automation systems.

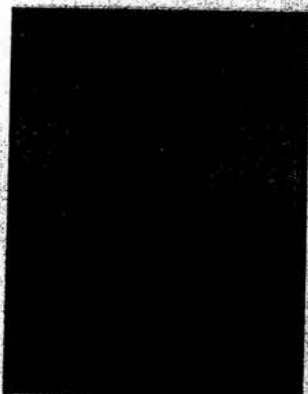
Focus on Building Operation and Performance: CEE specializes in building operation and performance. Optimal operation is our primary business, not a sideline to engineering design or mechanical or controls contracting. Our extensive hands-on experience with the real behavior of HVAC equipment and controls enables us to identify opportunities that others may miss.

Independence: We are not selling anything through recommissioning: we do not sell design, control or mechanical services. We are not defending anything: since we were not involved in the design, construction or various upgrades of the buildings, we can provide a third-party perspective on what works and what doesn't.

Respect for Building Operators and Operating Issues: No one knows their building as well as the operators. We will form a genuine partnership with the operating staff, bringing our expertise and the building staff's knowledge together to develop solutions that are practical and effective and that make staff's job easier.

Commitment to quality: For us, quality is paramount. Our service/support philosophy really is to treat clients' buildings as if they were our own. We will dedicate ourselves to solving your problems, enhancing the performance of your buildings in the areas of health & safety, indoor air quality, comfort and ease of operation, and reducing your operating costs. We are tenacious in assuring that your objectives are achieved.

Professional Profile



Registration

Licensed Mechanical Engineer
in Minnesota

Affiliations

American Society of Heating,
Refrigerating, and Air Conditioning
Engineers (ASHRAE)
Minnesota Association of School
Maintenance Supervisors (MASMS)
Building Owners and Managers
Association (BOMA)

Education

Bachelor of Mechanical Engineering
University of Minnesota, IT

Academic Honors

Institute of Technology Dean's List
University of Minnesota

Graduation with Honors - University
of Minnesota

Center for Energy
and Environment



Mark Hancock, PE

Senior Mechanical Engineer

Mr. Hancock has eighteen years' experience in energy efficiency in institutional, commercial and residential buildings, with an emphasis on building automation, field diagnosis of HVAC systems and deployment of data logging systems for documentation of system performance.

Mr. Hancock has extensive experience in building system operation, optimization, and diagnosis. He has performed multiple recommissioning studies that have resulted in peak operation, reduced energy costs, greater occupant comfort, and improved ventilation. He has performed extensive hands-on measurements of HVAC systems that have included air flow, water flow, verification of accuracy of building automation points and sub-metering of individual systems. He has led the recommissioning activities in facilities that had extremely complex HVAC systems including dedicated outdoor air paths with energy recovery, desiccant dehumidification and engine driven chillers.

Mr. Hancock has been involved in a broad range of field research for gas and electric end uses including ice arena desiccant dehumidification, commercial gas and electric cooling, commercial and residential gas space heating, commercial and residential water heating, commercial cooking, and industrial process consumption. His projects have involved the use of dedicated data logging systems and/or building automation systems to collect and document the performance of the systems under consideration. He has experience with optimization of control systems for building systems and implementation of improved controls for upgrades of building ventilation systems per ASHRAE standards.

Mr. Hancock contributes a strong background and knowledge of automated data acquisition equipment and the ability to streamline the data received from the systems into a consistent and straightforward representation. He is responsible for the calibration and application of CEE's indoor air quality and air flow monitoring equipment. This includes the operation of one of the few continuous, multi-gas tracer gas monitoring systems available in the world. Mr. Hancock holds a Bachelor of Science in Mechanical Engineering from the University of Minnesota and has worked at CEE since 1987.

Selected Past Projects:

Recommissioning: City of Minneapolis: TAD7, TAD5, and TAD4 Parking facilities.

Recommissioning: Fairview University Hospital, Minneapolis

Recommissioning: Heritage Middle School ISD#197

Recommissioning: Friendly Hills Middle School, ISD #197

Recommissioning: Minnetonka High School ISD#276

Commissioning: Forest View Elementary School, Forest Lake

Research: Performance monitoring of gas cooling systems: Desiccant dehumidification (Minnegasco)

Research: Performance monitoring of gas engine heat pumps (Minnegasco)

Research: Performance monitoring of gas-fired double-effect absorption chillers (Minnegasco)

Research: Cost-effective energy efficiency improvements for Minnesota's public ice arenas (Legislative Commission on Minnesota Resources)

Professional Profile



Mr. Hermans speaking at a National Press Conference January 2003 in Chicago

Registration

Licensed Mechanical Engineer in Minnesota and Wisconsin

Affiliations

American Society of Healthcare Engineering (ASHE)
American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE)
Minnesota Association of School Maintenance Supervisors (MASMS)

Publications

HVAC Design Manual for Hospitals and Clinics 2003
ASHRAE Standard 170P Ventilation of Health Care Facilities 2004
1999 ASHRAE Handbook

Education

Bachelor of Mechanical Engineering
University of Minnesota IT

Center for Energy
and Environment



Richard D. Hermans, PE

Senior Project Manager

Mr. Hermans is an experienced design engineer, facilities engineer and commissioning/recommissioning agent. A 1979 graduate of the University of Minnesota in Mechanical Engineering, Mr. Hermans has worked as an engineer for the Minnesota Energy Agency, as a Senior Plant Engineer in Operations and Maintenance at the University Physical Plant, as a Principal Engineer at the University of Minnesota Hospital and Clinic, as a General Manager of Operations and Maintenance at Saint Paul Public Schools, and as a Senior Project Engineer for healthcare facilities at Ellerbe Becket.

Mr. Hermans joined the Center for Energy and Environment (CEE) as Senior Project Manager in 2002. At CEE Mr. Hermans manages multiple commissioning and recommissioning projects in schools, hospitals, office buildings and industrial plants. His other responsibilities include conducting research in energy use and indoor air quality in institutional and commercial buildings; programming hourly energy use computer models; initiating marketing of new work for past and continuing clients and developing new clients. He is currently directing a study of HVAC design practices for airborne infection control in hospitals for the National Institute of Standards and Technology. Mr. Hermans also provides training for multi-discipline audiences across the country and conducts seminars in hospital indoor air quality at the U of M.

Mr. Hermans is active in the American Society of Heating, Refrigerating and Air Conditioning Engineers, Inc. (ASHRAE) where he has written and edited papers and design handbooks on health care facility design. He is a member of ASHRAE TC 9.8, TC 5.10, GPC 11P, SPC 154, SP 91, SPC-180P and is chairman of the new Health Care Ventilation Standard SPC-170P. He is presently Vice Chairman of the ASHRAE Standards Committee.

Representative Past Projects:

Recommissioning: Minnetonka High School ISD#276
Recommissioning: Minneapolis College of Art and Design
Commissioning: Hopkins High School, ISD #270
Commissioning: Forest View Elementary, ISD#831
Design: Samuel Johnson Research Laboratory Mayo Clinic Scottsdale
Commissioning: Eisenhower Elementary and Community Center, ISD #270
Design: Methodist Medical Center, Peoria, IL
Design: Mayo Clinic Charter House, Rochester, MN
Design: Luther/Midelfort Mayo Health System, Eau Claire, WI

Professional Profile



Affiliations

Minnesota Association of School
Maintenance Supervisors (MASMS)

Education

Bachelor of Science Degree in
Mechanical Engineering from
Iowa State University

Gustav Brändström Mechanical Engineer

Mr. Brändström started at the Center for Energy and Environment in May of 2007. He has three years of prior experience in energy efficiency and conservation in industrial settings from the Industrial Assessment Center (IAC) at Iowa State University. During his time at IAC he conducted energy audits at a variety of industries, from aluminum foundries to canned corn facilities. His main areas of focus were lighting, productivity enhancements and compressed air.

Mr. Brändström brings a strong academic background and brings thorough knowledge of energy related issues to the recommissioning/commissioning team at CEE. Mr. Brändström has experience with energy consumption modeling using the eQUEST software. Modeling can be used to find cost effective ways to reduce the total energy usage of any building.

Selected Past Projects:

Recommissioning: 8000 Building at the Normandale Lake Office Complex.

Recommissioning: Stonebridge Elementary School, Stillwater Area Schools.

Commissioning: Forest Hills Elementary School, Eden Prairie School District

Commissioning: Central Services Building, Stillwater Area Schools

Design: Ventilation Upgrades to Thrivent Financial Headquarters, Minneapolis, MN

Modeling: Multi-family housing units for CenterPoint Energy

Center for Energy
and Environment






Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.051

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent 

DATE: December 4, 2007

RE: Strategic Plan Update

After a year long comprehensive planning process, on August 27, 2007, the School Board adopted the Strategic Plan for the Moorhead Area Public Schools. Since that time, district administration, staff, and committees have been working to implement the goals of the Strategic Plan. Three months have passed since approval of the plan and progress is being made toward the implementation of the plan.

Attached please find a status report document which details this progress to date. A review of this progress report will be provided at the December 10, 2007 School Board meeting.

LPN:mde
Attachment



Moorhead Area Public Schools

Strategic Plan Progress Report

December 6, 2007

Priority Area 1: Promote high expectations for student achievement and behavior.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Establish SMART goals at the building level that determine proficiency levels.	Provide support and assistance with SMART goals process.	<ul style="list-style-type: none"> • Assessment data. • SMART goals. • Process assessment. 	SMART goals established for each building.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	September 2007

Progress

Date: November 27, 2007

All schools have established SMART goals. The goals and strategies are printed in the *2006-07 Annual Report on Curriculum, Instruction and Student Achievement*.

Date: December 4, 2007

This goal is completed but will be continuing. Schools and sites have been establishing yearly SMART goals.

Priority Area 1: Promote high expectations for student achievement and behavior.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Monitor student progress at least quarterly by teacher teams and by school district administrators.	Provide support and assistance in using and analyzing data.	Data summary created and shared with team members and building administrators.	Data summary completed quarterly.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2008

Progress

Date: November 27, 2007

Support is provided to teachers and administrators through the District Assessment Reporting System (DARS). Teacher teams are beginning to use the data. Student learning is being tracked through progress monitoring on an on-going basis. This process is in the beginning stages. Teachers and administrators need to have opportunities to collaborate and utilize the data to make instructional decisions.

Priority Area 1: Promote high expectations for student achievement and behavior.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Use achievement data (summative and formative) to direct instructional practices and decisions.	Provide support and assistance in using and analyzing data for the classroom.	Data summary created and shared with team members and building administrators.	Data summary completed quarterly.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2008

Progress

Date: November 27, 2007

Teachers and administrators are using achievement data to make instructional decisions. Data summaries can be prepared using DARS.

Priority Area 1: Promote high expectations for student achievement and behavior.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Use collaborative teams at all levels for the purpose of examining data and student work.	Provide support and assistance in examining student work.	Collaborative teams using protocols.	Teams are using data and student work to make decisions.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning	Phase 1 — June 2009

Progress

Date: November 27, 2007

There are pockets of collaborative teams examining data and student work. Work must continue to ensure this becomes a systemic process for teacher development to improve instruction.

Date: December 4, 2007

With the AP grant the district will plan to look at ways to support examining student work and lesson study to improve instructional strategies and using data to improve instruction.

Priority Area 1: Promote high expectations for student achievement and behavior.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Provide a system of timely intervention for students who do not show growth or adequate development in learning.	Provide support and assistance in developing a system of interventions for students.	System of interventions developed and used in K-12 schools.	Student achievement increased, 70 percent proficiency math and 75 percent proficiency reading.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2008

Progress

Date: November 27, 2007

Systems of intervention are being developed at all levels. Teachers and administrators will continue to develop and refine systems of interventions at the elementary, middle and high school levels. The RtI model is being implemented at the elementary level. PBIS is being implemented at the middle school. The high school has been researching a system of interventions for students, including additional time for mathematics and reading instruction. There is a need for continued process and study.

Priority Area 1: Promote high expectations for student achievement and behavior.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Every classroom will deliver a curriculum that is focused on federal, state and district standards and is relevant to all students.	Provide instruction that meets the federal, state and district standards for each course or grade level.	Curriculum maps and framework documents delineating essential standards.	Each curriculum map and framework will be developed and stored electronically.	Academic coaches, curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
	Differentiate pace, process and product to meet learning needs.	Curriculum maps and framework documents creating options for differentiation.	Each curriculum map and framework will be developed and stored electronically.	Academic coaches, curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
	Use research-based instructional practices to deliver the standards.	Curriculum maps and framework documents creating options for instructional practices.	Each curriculum map and framework will be developed and stored electronically.	Academic coaches, curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2009

Progress

Date: November 27, 2007

This work is in the beginning phases. Staff development has been provided for small groups of teachers, but there has not been concentration on the system-wide processes needed to support a focused and relevant curriculum.

Priority Area 1: Promote high expectations for student achievement and behavior.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Implement a positive behavior support system districtwide.	Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.	Data from the Minnesota Student Health Survey, Search Institute, Discipline Report System (DIRS) and other discipline reports in school.	Decreased report in disciplinary incidents at middle school.	Horizon Middle School principals, director of learner support services and assistant superintendent of teaching and learning.	June 2008
	Expand positive behavior intervention system (PBIS) within all schools across the district.	Data from the Minnesota Student Health Survey, Search Institute, DIRS and other discipline reports in school.	Decreased report in disciplinary incidents districtwide.	Building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009

Progress

Date: November 27, 2007

The PBIS model is in the beginning stages of implementation at Horizon Middle School. Baseline data is being collected to determine strategies and processes to be used as a part of the Positive Behavior Intervention System.

Priority Area 1: Promote high expectations for student achievement and behavior.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Support standards-based and project-based service-learning curriculum.	Develop curriculum maps with standards and service-learning projects integrated.	Framework examined.	Completed curriculum maps.	Curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009

Progress

Date: November 27, 2007

We are continuing to explore ways to incorporate standards-based and project-based service-learning projects into curriculum and alignment with the Minnesota Academic Standards.

Priority Area 1: Promote high expectations for student achievement and behavior.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Utilize effective data and record-keeping systems regarding student behavior.	Provide professional development and training of administration and staff.	<ul style="list-style-type: none"> • DIRS and PowerSchool systems utilized for data. • All staff trained. 	100 percent participation.	Technology staff, director of information systems and instructional support, building administrators and supervisors, and assistant superintendent of teaching and learning.	June 2008

Progress

Date: November 27, 2007

The Discipline Incident Reporting System (DIRS), PowerSchool and DARS are being used by some staff. Data retreats are planned for summer and fall to continue the utilization of these systems.

Priority Area 2: Enhance curriculum and instructional experiences to meet the needs of all learners.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Identify the needs of all learners and related needs for programming and services.	Collect and analyze data.	<ul style="list-style-type: none"> • MCA-II, MAP, literacy assessment, ACT and other assessment data. • Student focus groups. • Targeted focus groups. • MCA-II subgroups review. 	Needs of learners and targeted gaps identified. Programming and services identified.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	December 2007
Progress Date: November 27, 2007 Assessment data is collected and reported through the District Assessment Reporting System. This information is being used by workgroups and study groups to determine programming and service needs.					

Priority Area 2: Enhance curriculum and instructional experiences to meet the needs of all learners.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Improve student achievement.	Utilize Response to Intervention (RtI) and systemic interventions to improve student achievement for all.	<ul style="list-style-type: none"> • MCA-II, MAP, literacy assessment, ACT and other assessment data. • Student focus groups. • Targeted focus groups. • MCA-II subgroups review. 	70 percent proficiency math and 75 percent proficiency reading.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2008

Progress

Date: November 27, 2007

Systems of intervention are being developed at all levels. Teachers and administrators will continue to develop and refine systems of interventions at the elementary, middle and high school levels. The RtI model is being implemented at the elementary level. PBIS is being implemented at the middle school. The high school has been researching a system of interventions for students, including additional time for mathematics and reading instruction. There is a need for continued process and study.

Priority Area 2: Enhance curriculum and instructional experiences to meet the needs of all learners.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Identify strategies to support diverse learners to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.	Integrate information and communications technology (ICT) literacy skills into current programs and models.	Documents and curriculum framework documents indicate ICT literacy skills in programs.	ICT literacy skills integration documents K-12.	Building administrators, director of media services, director of information systems and instructional support, and assistant superintendent of teaching and learning.	June 2008
	Integrate science, technology, engineering and mathematics (STEM) initiatives into current programs and models.	Documents and curriculum framework documents indicate STEM initiatives in programs.	STEM integration documents K-12.	Science, technology and math teachers, building administrators, director of media services, director of information systems and instructional support, and assistant superintendent of teaching and learning.	June 2008

Progress

Date: November 27, 2007

Discussion and study is focused on the 21st Century Skills. A workplan has been written for STEM integration in grades K-12.

Priority Area 3: Promote a safe, healthy and respectful learning environment.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Develop and promote initiatives that encourage safe workplace practices.	Safe workplace practices defined and implemented.	Safe workplace practices documented throughout the district.	Safety data included in school and district profiles.	Health, Safety and Wellness Committee and director of human resources.	June 2008

Progress

Date: November 27, 2007

Initial work is being done to establish a committee to begin this process.

Priority Area 3: Promote a safe, healthy and respectful learning environment.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Update district and building crisis management plans.	Updated plan developed in collaboration with law enforcement and Cass / Clay Unified Emergency Response Plan.	Plan developed and refined.	Plan in each school.	Building administrators, assistant superintendent of teaching and learning and assistant superintendent of business services.	September 2008
Progress Date: November 27, 2007 The district crisis plan has been updated using the Unified Emergency Response Plan for Cass and Clay County. Administration is coordinating with law enforcement to manage the implementation of the plan.					

Priority Area 3: Promote a safe, healthy and respectful learning environment.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Plan developed for practice of all emergency procedures.	A tool will be developed and used for evaluation.	Practices are completed.	100 percent participation in practices as shown by evaluation of drills and procedures in reports to superintendent.	Building administrators, assistant superintendent of teaching and learning and assistant superintendent of business services.	June 2008
Progress Date: November 27, 2007 Emergency drills are practiced at each site. A tool is being developed for evaluation and feedback.					

Priority Area 3: Promote a safe, healthy and respectful learning environment.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Determine programs and approach for districtwide bullying prevention.	Institute bullying prevention practices and programs for students and staff.	Minnesota Student Health Survey, Discipline Report System (DIRS) and other discipline reports in school.	Decrease reported incidents of bullying.	Safe and Healthy Learners Committee, building administrators and assistant superintendent of teaching and learning.	June 2008
Progress Date: November 27, 2007 Data is being collected to determine programs and approaches being used in the district. Further data will be explored to determine need.					

Priority Area 3: Promote a safe, healthy and respectful learning environment.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Utilize effective data and record-keeping systems regarding student behavior.	Provide professional development and training of administration and staff.	<ul style="list-style-type: none"> • DIRS and PowerSchool systems utilized for data. • All staff trained. 	100 percent participation.	Technology staff, director of information systems and instructional support, building administrators and supervisors, and assistant superintendent of teaching and learning.	June 2008

Progress

Date: November 27, 2007

Continuing professional development will be offered through administrator and professional development meetings.

Priority Area 3: Promote a safe, healthy and respectful learning environment.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Implement a positive behavior support system districtwide.	Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.	Data from the Minnesota Student Health Survey, Search Institute, DIRS and other discipline reports in school.	Decreased report in disciplinary incidents at middle school.	Horizon Middle School principals, director of learner support services and assistant superintendent of teaching and learning.	June 2008
	Expand positive behavior intervention system (PBIS) within all schools across the district.	Data from the Minnesota Student Health Survey, Search Institute, DIRS and other discipline reports in school.	Decreased report in disciplinary incidents districtwide.	Building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009

Progress

Date: November 27, 2007

The PBIS model is in the beginning stages of implementation at Horizon Middle School. Baseline data is being collected to determine strategies and processes to be used as a part of the Positive Behavior Intervention System.

Priority Area 3: Promote a safe, healthy and respectful learning environment.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Design a comprehensive initiative to promote awareness of personal health for students and staff. The initiative will include the areas of physical, mental, emotional and financial health.	Develop an action plan for the comprehensive initiative.	Surveys of staff and students.	Action plan completed.	Health, Safety and Wellness Committee, Safe and Healthy Learners Committee, building administrators, director of human resources and assistant superintendent of teaching and learning.	June 2008
Progress Date: November 27, 2007 Initial work is being done to establish a task force to begin this process.					

Priority Area 4: Explore the effectiveness of the school day / school year.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Determine effectiveness of current models and practices for school day / school year.	Evaluate high school schedule, ninth grade center and professional learning communities (PLCs).	CAREI Research: • Focus Groups. • Survey. • Assessment Data. • Interviews.	Recommendation to the superintendent.	Moorhead High School principals and assistant superintendent of teaching and learning.	Phase 1 — October 2007 Phase 2 — January 2008
	Evaluate middle school model, practices and schedule.	In-district evaluation: • Survey. • Examine other models of scheduling. • Achievement data.	Recommendation to the superintendent.	Horizon Middle School principals and assistant superintendent of teaching and learning.	January 2008
	Evaluate elementary school schedules, learning communities and programs.	In-district evaluation: • Survey. • Examine other models of scheduling. • Achievement data.	Recommendation to the superintendent.	Elementary school principals and assistant superintendent of teaching and learning.	May 2008

Progress

Date: November 27, 2007

The data report from CAREI has been prepared. High school administration and staff are reviewing the report and additional data and will make recommendations to the superintendent in December/January.

The middle school is working with Barb Hexum to develop a process for evaluation of the middle school model.

Date: December 4, 2007

A team from the middle school has developed a process for gathering data for evaluation and improvement.

The high school is reviewing data and will prepare a report for the superintendent with the next few months.

Priority Area 5: Promote arts and 21st century learning, thinking and life skills.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Identify means to imbed artistic expression, creative problem solving and citizen engagement into all facets of the curriculum.	Use curriculum mapping to integrate arts and 21st century skills.	Electronic document online for recording and sharing.	The arts will be integrated into curriculum.	Academic coaches, building administrators, curriculum committees, professional learning committees, director of learner support services and assistant superintendent of teaching and learning.	June 2009

Progress

Date: November 27, 2007

Frameworks for curriculum are in place. A review cycle is in place and will be the process used to determine integration of the arts into the curriculum.

Priority Area 5: Promote arts and 21st century learning, thinking and life skills.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Explore methods for enhancement of comprehensive arts education program.	Conduct a comprehensive arts program planning process.	<ul style="list-style-type: none"> • Needs analysis data. • Review other models. • Achievement data. 	Five-year plan developed.	CAPP co-chairs and committee, building administrators, arts educators and assistant superintendent of teaching and learning.	Recommendation for five-year plan to superintendent by May 2008

Progress

Date: November 27, 2007

The Comprehensive Arts Program Planning process has been started with a working committee. The five-year plan will be presented to the superintendent in April/May.

Priority Area 5: Promote arts and 21st century learning, thinking and life skills.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Build relationship-based partnerships within our community for educational advancement.	Review existing educational foundation structure and examine alternative options.	<ul style="list-style-type: none"> • Review models. • Review existing structures. 	Foundational structure developed.	Director of Community Education, building administrators, community members and assistant superintendent of teaching and learning.	February 2008
Progress Date: November 27, 2007 Information regarding foundations has been presented to the Cabinet. A workplan will be developed to determine future steps.					

Priority Area 5: Promote arts and 21st century learning, thinking and life skills.

Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Assure options for all students are available to meet interests in activities.	Study the effectiveness and cost / benefit of current and potential programs.	<ul style="list-style-type: none"> • Participation data. • Comprehensive arts program planning process. • Data from asset survey. • Student data (focus groups). 	Students are aware of and have options.	Activities director, Activities Council and building administrators.	March 2008

Progress

Date: November 27, 2007

The activities office has collected data on some of the programs. Additional data will be collected from other programs.

Priority Area 6: Explore the efficacy and feasibility of all-day kindergarten.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	Strategies (Standards and objectives)	Measures (Tools used to determine where we are and if we are improving)	Targets (The attainable performance level)	Responsible	Timeline
Determine the short and long-term academic, social, and emotional benefits of all-day kindergarten.	Create a task force to review existing research and model programs.	<ul style="list-style-type: none"> • Meeting minutes of the task force and final recommendations. • Assessment and other data for incoming and exiting kindergarten students. 	Recommendation to superintendent.	Early childhood staff and parents, elementary parents, teachers and administration, assistant superintendent for teaching and learning and assistant superintendent for business services.	Completed report with recommendations by the end of January 2008.
Determine the budgetary considerations of all-day kindergarten.	Create a task force to analyze the expenditures and revenues of infrastructure and operations.	Meeting minutes of the task force and final recommendations.	Recommendation to superintendent.	Early childhood staff, elementary parents, teachers and administration, assistant superintendent for teaching and learning and assistant superintendent for business services.	Completed report with recommendations by the end of January 2008.

Determine the impact of early childhood intervention / readiness collaborative programs.	Create a task force to analyze current research, existing and model programs in early childhood.	<ul style="list-style-type: none"> • Meeting minutes of the task force and final recommendations. • DIBELS data regarding entering kindergarten students. • Other data including emotional / social, nutritional and physical. 	Recommendation to superintendent.	Early childhood staff and parents, elementary parents, teachers and administration and assistant superintendent for teaching and learning.	Completed report with recommendations by the end of January 2008.
--	--	---	-----------------------------------	--	---

Progress

Date: November 27, 2007

A task force has been formed. The task force will meet in December to begin the research and review.

Date: December 5, 2007

The task force had an organizational meeting. Weekly meetings have been set with the goal of providing a recommendation to the superintendent by the end of January.

HOUSING & REDEVELOPMENT AUTHORITY OF CLAY COUNTY
Regular Meeting of December 11, 2007

MEMBERS PRESENT:

Rick Halvorson, Mike Martin, Evelyn Leach, Dale Rollie, Ione Schultz and Barbara Sipson.

MEMBERS ABSENT:

Joanne Blake.

STAFF PRESENT:

Dara Lee, Gerry Bommersbach, and Elaine Martinson.

AGENDA:

The agenda was amended to include staff commendations from Commissioner Sipson.

A motion was made by Commissioner Sipson and seconded by Commissioner Schultz to approve the agenda as amended. Motion carried unanimously.

MINUTES FROM NOVEMBER MEETING:

Commissioner Sipson noted a correction to the minutes of the November 20, 2007 meeting, page 3 under Job Descriptions, Classifications and Pay Scales. The motion should read,

A motion was made by Commissioner Blake and seconded by Commissioner Rollie to approve the salary schedule at the 100 % version as presented in the Final Report from Robert Bjorklund, Bjorklund Consulting and to include as a paid holiday Martin Luther King Day beginning in 2008. Motion carried unanimously.

A motion was made by Commissioner Sipson and seconded by Commissioner Martin to approve the minutes of the November 20, 2007, Regular Board Meeting with the correction.

A motion was made by Commissioner Sipson and seconded by Commissioner Halvorson to approve the minutes of the Strategic Business Plan Meeting of November 3, 2007. Motion carried unanimously.

TREASURER'S REPORT:

Due to the early date of the December board meeting, all financial information was not available and the Treasurer's report was brief and it was accepted.

PROJECT UPDATES:

Director Lee provided the following updates:

Scattered-Site Public Housing:

All of our public housing units are occupied. We are not aware of any upcoming vacancies. We have 8 households on the waiting list. Our property management team

C-217-1105
11 Dec 2007

Minutes
December 11, 2007

has worked extremely hard to get these units ready for occupancy and fully rented. Thank you to them for their hard work!

We anticipate hearing by the end of January 2008 whether or not our request for \$148,700 to Minnesota Housing is funded.

Houge Estates:

We have two openings at Houge Estates. One opening is a result of an eviction. The tenant did not move and the Sheriff's Department physically removed him. We are processing applications for the available units. We have 8 households on the waiting list.

Agassiz Apartments:

Agassiz Apartments are fully occupied. We have two households on the waiting list. The new plumbing will be installed by December 15.

We have purchased a snow blower for the building.

Boyer Apartments:

Boyer Apartments are fully occupied. We have seven households on the waiting list. Minnesota Housing has approved our Rehabilitation application. We may wait to start construction until February/March due to the weather and other issues.

Section 8 Housing Choice Vouchers:

Our rental assistance team has once again done an outstanding job in 2007. We used over 99% of our total unit months available for the Section 8 program in 2007. We leased up families for a total of 3,279 unit months during the year. We have 3,188 total unit months available to us. We spent 92% of the funds made available to us for Housing Assistance Payments in 2007. We have approximately \$117,000 in unspent HAP dollars for 2007.

As of December 1, 2007, we had 384 vouchers under lease. We have issued vouchers to an additional 8 households and are working with an additional 6 households. The maximum average number of households we can serve in a month is 360.

There are additional 370 households on the waiting list. The waiting list for preference households is approximately 8 months long at this point. We will not work with any additional waiting list households until Spring 2008, and we continue to inform new applicants that they are likely to wait 1-1 ½ years to receive a voucher.

We have 15 individuals enrolled in our Family Self-Sufficiency program. We have one participant who has signed a purchase agreement on a home and two more that are actively working on becoming homeowners. We are allowed up to 25 program participants.

Permanent Supportive Housing Project I:

All units are occupied at the Permanent Supportive Housing site. We are in negotiations with Lakeland Mental Health Center regarding the on-site support services. They will be reducing their staff time to a .8 FTE but charge us at the same rate as before. Our new Homeless Programs Specialist will work at the site the other one day per week.

Supportive Housing Project II:

One of the eight available assistance slots is vacant. One household has been approved and is searching for an apartment. We have received 9 additional applications for this program and the Shelter + Care program.

Supportive Housing Project III/RHASP:

We have submitted the necessary documents to the local HUD office requesting that the RHASP grant be transferred from Lakes & Prairies CAP to the HRA. We would like to begin operations of these 8 units of rental assistance on January 1, 2008. None of the units are full at this time.

Shelter + Care:

Five of the six Shelter + Care units are under lease. One household has been approved, but we believe he will be moving into Riverview Heights. We will be processing additional applications.

Homeless to Housed –ELTH Rental Assistance:

Director Lee and Bobbi Jo Stanfill met with our partner service providers and representatives from Minnesota Housing on November 28. The final grant agreement documents need to be signed. The program is scheduled to begin operations on January 1, 2008. We are starting to accept applications for the program.

STRATEGIC PLAN:

We received a revised version of the Strategic Plan on November 30, 2007. It was sent via e-mail to the Commissioners for review and comment. A new revised plan was handed out during the meeting.

A motion was made by Commissioner Sipson and seconded by Commissioner Rollie to approve the Strategic Business Plan with the understanding further corrections still need to be made. Motion carried unanimously.

2008 BUDGET RECOMMENDATIONS:

The following are proposed project budgets for 2008. Major changes to the budget from 2007 include the following:

1. Salary line items adjusted to incorporate new pay schedule.
2. Salary line items adjusted to incorporate increase in cafeteria benefit

- contribution from \$620 to \$667 per month. (Increase is the same as Clay County increase.)
3. Addition of full-time Homeless Programs Specialist position. (Rental Assistance Specialist, Sr. in job classifications.)
 4. Increase in office rental space costs to factor in a \$2000 per month mortgage payment for addition/refinance.
 5. Inclusion of \$30,000 OIP grant to use towards Director's salary costs.
 6. Inclusion of the new Homeless to Housed – Ending Long-Term Homelessness program.
 7. Inclusion of the SHPIII/RHASP (homeless program) grant from Lakes & Prairies CAP.

There is currently insufficient funding to add any additional staff positions at this time. Additional revenue will need to be generated to add staff above these levels.

The owner-occupied rehab program (DEED/tax levy/Greater Minnesota Housing Fund funding) has not been added at this time since we are unsure of the grant application outcome. We will know after December 18 if we have secured the \$200,000 in funding from the tax levy and (\$30,000 for administration in 2008) and in March if we have secured the \$497,500 from DEED.

A motion was made by Commissioner Sipson and seconded by Commissioner Martin to approve the 2008 Budget. Motion carried unanimously.

FINAL APPROVAL TO ENTER INTO CONTRACT WITH MINNESOTA HOUSING FOR FUNDS TO REHABILITATE BOYER APARTMENTS:

A motion was made by Commissioner Schultz and seconded by Commissioner Sipson to approve the Boyer HOME Rehabilitation Contract. Motion carried unanimously.

EXECUTIVE DIRECTOR UPDATES :

A. Director Lee attended a recent Clay County Commissioners meeting. We have the support of the Clay County commissioners regarding the tax levy after concerns regarding the repayment plan and what will happen if we do not get the DEED funds were addressed by Director Lee. The first seven years the loans would be repayable at 100% and 20% forgiven each year thereafter.

B. Our new employee will start in January part-time as she will be training the person taking over for her at her previous position.

STAFF COMMENDATIONS:

Commissioner Sipson commended all the HRA staff for a job well done in 2007. All their hard work is very appreciated by the board.

Minutes
December 11, 2007

A motion was made by Commissioner Martin and seconded by Commissioner Schultz to adjourn the meeting at 1:06 . Motion carried unanimously

Ione Schultz, Secretary

date