

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

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INDEPENDENT SCHOOL DISTRICT #152

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

April 14, 2008
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 cast and crew of Moorhead High School's one-act play "Bits and Pieces" for receiving first place at the One-Act Play Section 8 championship. The students qualified to perform the one-act play at the Minnesota One-Act Play festival in St. Paul in February. Cast and crew of "Bits and Pieces" include Johan Anderson, Rachel Clausen, Clara Cavins-Wolford, Kyle Olson, Hannah Casselton, Alison Thompson, Tristan Larson, Adam Christenson, Donny Redding, Amanda Casselton, Megan Renslow, and Tony Dostert. Chris Lien is the director.

*** **We Are Proud** of Moorhead High School student Ben Gaughan, who finished second in the Section 8 wrestling tournament to advance to the state tournament. Gaughan competed in the Minnesota state wrestling tournament, winning his first of three matches. Wrestling coaches are Joe Gaughan, Caleb Schlack and Dave Roberts.

*** **We Are Proud** of Horizon Middle School students whose art was selected for display in the AEM Capitol Art Exhibit that ran Feb. 24-March 1. Libby Ellwanger had a one point perspective colored pencil drawing displayed, and Maggie Little and Bobbie Delaney had photography collages displayed. Art teachers are Sue Geihl and Deb Knutson.

*** **We Are Proud** of Horizon Middle School students whose art was selected for display in the Perpich Middle School Art Exhibit that ran through March 16. Cassie Hansen, Johnee Sokolosky and Tyler Meehleib had expressive portraits displayed. A drawing by Taj Puetz and a painting by Chance Taylor also were displayed. Art teachers are Janine Breslin and Sue Geihl.

*** **We Are Proud** of the Horizon Middle School teams that placed first, second and fifth in the sixth grade Regional Math Masters Tournament held in Moorhead on March 14. Seventeen teams in the area participated in individual and team rounds.

The Math Masters of Minnesota competition is designed to promote excellence in thinking skills pertaining to mathematics. Lois Brown coordinated the regional tournament.

Horizon House 6B -- 1st Place Team
Nick Gaasvig, Quinn Maetzold, Kenny Mark, Taj Puetz and Josh Young
House 6B math teacher is Cheryl Keenan.

Horizon House 6A -- 2nd Place Team
Austin Gravalin, Forrest Leitch, Trygve Rorvig, Ben Stein and Lucinda Thomas
House 6A math teacher is Sharon Nelson.

Horizon House 6C -- 5th Place Team
Andrew Ellingson, Jacob Klevgaard, Abby Lundborg, Britnee Surprenant and Anna Volk
House 6C math teacher is Barb Stack.

Several Horizon Middle School students also received individual awards. The top eight in each category received medallions and the next seven received ribbons.

Facts Drill awards went to:
1st Place -- Josh Young
4th Place -- Taj Puetz
7th Place -- Trygve Rorvig
9th Place -- Britnee Surprenant
11th Place -- Austin Gravalin

Individual Round awards went to:
1st Place -- Josh Young
3rd Place -- Lucinda Thomas
5th Place -- Forrest Leitch
7th Place -- Quinn Maetzold
9th Place -- Ben Stein
11th Place -- Kenny Mark
13th Place -- Andrew Ellingson

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

2. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. TEACHING/LEARNING MATTERS - Kovash
   (1) Acceptance of Target Gift - Page 8
   (2) Approval of Lakeland Mental Health Contract Renewal - Pages 9-13
   (3) Acceptance of Education Minnesota Grant - Pages 14-15
   (4) Acceptance of F-M Area Foundation Grant - Pages 16-17
   (5) Acceptance of Carl D. Perkins Funding - Pages 18-19

B. BUSINESS SERVICE MATTERS - Kazmierczak

C. HUMAN RESOURCE MATTERS - Nielsen
   (1) Approval of Leave of Absence - Page 20
   (2) Approval of Family/Medical Leaves - Page 21

(3) Approval of Resignations - Page 22
(4) Approval of New Employees - Page 23

D. SUPERINTENDENT MATTERS - Nybladh
(1) Approval of March 10 and 24, 2008 Regular Meeting Minutes and March 17 and 27, 2008 Special Meeting Minutes - Pages 24-36
(2) Approval of April Claims

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

Moved by _____ Seconded by _____
Comments _____

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

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

Grant Projects Update - Kovash
Pages 37-39

4. **KINDERGARTEN TASK FORCE REPORT**: Nybladh
Pages 40-66

Suggested Resolution: Move to accept the Kindergarten Task Force Report as submitted.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF RESOLUTION RELATING TO TERMINATION AND NON-RENEWAL OF TEACHING CONTRACTS OF PROBATIONARY TEACHERS**:
Nielsen
Pages 67-70

Suggested Resolution: Move to approve the following resolution:

WHEREAS, the following teachers are probationary teachers in Independent School District No. 152:

Name	Position	FTE
Gretta Link	Title I	.85
Steve Montplaisir	Special Education	1.00
Ann Hagen	Business	.75
Caleb Schlack	Physical Education	.50

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, Subd. 5, that the teaching contract of the above probationary teachers in Independent School District No. 152, is hereby terminated at the close of the 2007-2008 school year.

BE IT FURTHER RESOLVED that the attached written notice will be sent to the above probationary teachers regarding termination and non-renewal of this contract as provided by law.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF RESOLUTION RELATING TO OFFERING OF PART-TIME TEACHING CONTRACT TO PROBATIONARY TEACHER**: Nielsen
Page 71

Suggested Resolution: Move to approve that the full-time probationary teacher whose contract was terminated effective at the end of the 2007-2008 school year and non-renewed for the 2008-2009 school year, as provided in the School Board resolution adopted earlier at this meeting, shall be offered a part-time teaching contract for the 2008-2009 school year as follows:

	Contract Offer
Ann Hagen	.50

Moved by _____ Seconded by _____
Comments _____

7. **SCHOOL BOARD SPECIAL MEETING**: Tomhave

Suggested Resolution: Move to approve scheduling Monday, April 21, 2008 at 5:30 p.m. to conduct a School Board special meeting related to the consultant superintendent search.

Moved by _____ Seconded by _____
Comments _____

8. **COMMITTEE REPORTS**

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

10. **CLOSE PUBLIC MEETING**: Tomhave

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

Moved by _____ Seconded by _____
Comments _____

11. **OPEN PUBLIC MEETING**: Tomhave

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

Moved by _____ Seconded by _____
Comments _____

12. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Com Ed Advisory Council	April 15	7 pm	PCE
Com Ed Appreciation Event	April 15	5 pm	PCE
Interagency Early Interv Com	April 16	12 pm	FSC
Supt's Advisory Council	April 17	7 pm	PCE
Safe and Healthy Learners Com	April 21	3 pm	PCE
Activities Council	April 22	7 am	MHS
Technology Committee	April 22	3:45 pm	PCE
Grds 6-12 P/T Conferences	April 28-29	5-8:30 pm	
School Board	April 28	7 pm	PCE
Joint Powers Committee	May 1	7 am	Clay County
Human Rights Committee	May 1	3:45 pm	PCE
Educ Mhd Recognition Dinner	May 1	6 pm	Marriott
Horizon PTAC	May 1	7 pm	Media Center
Asp Parent Social	May 5	6:30 pm	Media Center
Reinertsen PTAC	May 5	6:30 pm	Media Center
High School PTAC	May 5	7 pm	Conference Room
Continuing Educ Com	May 6	3:45 pm	PCE
Indian Education Parent Com	May 7	5 pm	PCE
Instruction & Curr Adv Com	May 8	7 am	PCE
Health/Safety/Wellness Com	May 8	9:30 am	PCE
Early Chldhd Parent Adv Council	May 8	6:30 pm	PCE
School Board	May 12	7 pm	PCE
Hopkins PTAC	May 13	6:30-8 pm	Media Center

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.109 C

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash LK

DATE: April 3, 2008

RE: Donation

Moorhead Area Public Schools has received a donation of $1,843 from Target. The funds were raised from a percentage of revenue from credit card purchases when supporters of Moorhead High School indicate the high school as their choice to receive such a gift. The funds will be used for the Moorhead High School Take Charge of Education Program, which purchases student planners and student breakfasts in preparation for MCA-II's.

SUGGESTED RESOLUTION: Move to accept the donation of $1,843 from Target for the Moorhead High School Take Charge of Education Program.

LAK/kmr

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.106 C

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash LK

DATE: April 8, 2008

RE: Lakeland Mental Health Center Contract Renewal

Attached is the renewal agreement with Lakeland Mental Health Center, Inc. and Moorhead Independent School District in cooperation with Clay County Department of Social Services to continue mental health services to students with severe emotional disabilities and their family as part of the Interagency Day Treatment Program known as "Outreach".

The renewal agreement, which covers the period from January 1, 2008 to June 30, 2008, is in the amount of $189,450.50 in six equal payments of $31,575.08 each. The entire cost of this program is paid with a combination of state aid, medical assistance funds and payment from Clay County Social Services.

SUGGESTED RESOLUTION: Move to approve the January 1, 2008 to June 30, 2008 renewal agreement with Lakeland Mental Health Services and Clay County Social Services to continue mental health services to students and their families as part of the Clay County Outreach Treatment Program in the amount of $189,450.50.

LAK/kmr
Attachment

LAKELAND MENTAL HEALTH CENTER, INC.
DAY TREATMENT PROGRAM FOR CHILDREN
INTERAGENCY PURCHASE OF SERVICE AGREEMENT

THIS AGREEMENT is in force for a period from **January 1, 2008 to June 30, 2008.**

WITNESSETH

WHEREAS, the Lakeland Mental Health Center, Inc. and Moorhead Independent School District #152 in cooperation with Clay County Department of Social Services agree to participate in providing an Interagency Day Treatment Program for Children; and

WHEREAS, it is to the Moorhead Independent School District #152's best interest, the community's benefit, and the enhancement of Children's Mental Health to provide a clinical and family based component in order for children with disabilities to satisfactorily progress emotionally, socially, and educationally; and

WHEREAS, Clay County Department of Social Services is required to provide mental health services in accordance with the Comprehensive Mental Health Act; and

WHEREAS, the Moorhead Independent School District #152, along with the Clay County Department of Social Services, will fund the Day Treatment Program for Children; and

WHEREAS, LAKELAND MENTAL HEALTH CENTER, INC. IS PREPARED TO ASSUME THE RESPONSIBILITY OF PROVIDING THE SPECIALIZED SERVICES AS FOLLOWS:

1. Provide direct individual, group and family services to qualified students with disabilities in the Clay County Interagency Day Treatment Program/Outreach of the Moorhead Independent School District #152 Emotionally and Behaviorally Disturbed Program. The IEP's of these qualified students with disabilities contain documentation of the need for the services.

2. Provide direct services to the parents (guardians) and families of the Clay County Interagency Day Treatment Program/Outreach children through parent education, family therapy, and mental health consultation.

3. Serve as support liaison between home, school, and community agencies. Day Treatment clinicians will participate in county meetings related to children in the Clay County Interagency Day Treatment Program/Outreach and school child study team meetings on children served by the day treatment program. In addition to providing general clinical input, the clinicians will complete evaluations and make recommendations for day treatment program placement transition.

4. Insure that the mental health professional should participate on a day treatment interagency committee to consider the special needs and develop appropriate services for each day treatment child.

5. Provide mental health consultation to special education staff, regular education staff, school administrators, and other agency personnel as appropriate.

NOW THEREFORE, IT IS AGREED, by and among the Moorhead Independent School District #152, Clay County Department of Social Services, and Lakeland Mental Health Center, Inc. the conditions of the contract as follows:

1. Licensed mental health professionals (approximately 3.5 FTE) will be employed by Lakeland Mental Health Center, Inc. for the length of the contract. Personnel will hold appropriate licensure issued by the Board of Teaching or the Commissioner of CFL for the necessary service for which they provide. If neither issues a license for the necessary service, the professionals will be members of good standing in their professional organization.

2. Mental Health Practitioner social workers (4.5 FTE) will be employed by Lakeland Mental Health Center, Inc. for the length of this contract.

3. Direct service will be provided each day school is in session, including the regular school year, Extended School Year and beyond. The student's IEP will document need for services, including need for extended school year.

4. Schedule flexibility will be allowed so that evening parent education and family services may be provided and the day treatment mental health component can be integrated, and coordinated with the educational component.

5. Services will consist of program development and implementation, including diagnostic assessments, treatment planning, individual and group counseling, parent education, family counseling, consultation, team meetings, report writing, and meeting other applicable policies and procedures of the Moorhead Independent School District #152, Clay County Department of Social Services and Lakeland Mental Health Center, Inc. The process of providing a service offered through this contractual agreement will be done as an IEP team decision function and not solely by a decision of a district or agency.

6. The mental health professionals will receive back-up clinical consultation from appropriate psychiatrists, psychologists, registered nurse and clinical social workers of Lakeland Mental Health Center, Inc.

7. Direct clinical time and direct administrative supervision will be provided by the Lakeland Mental Health Center staff.

8. The Moorhead Independent School District #152 agrees to provide the facility, including appropriate space for the provision of mental health including the services for children/families enrolled in the program. The classrooms and other facilities in which students receive instruction, related services and supplemental aids and services shall be essentially equivalent to regular education program, shall provide an atmosphere conducive to learning, and shall meet students' special physical, sensory and emotional needs.

9. The cost of the Interagency Program for Children, including direct services, clinical backup consultation for program staff at Lakeland Mental Health Center, therapy supplies and equipment, travel, postage and printing, secretarial expenses, maintenance/utilities, benefits and administrative expenses will be approximately $364,328.00.

10. Lakeland Mental Health Center will bill Medical Assistance for each of the clients eligible for Medical Assistance, accepting Medical Assistance payment schedule as reimbursement for services rendered. Lakeland Mental Health Center will seek reimbursement from other sources only for those costs which are not covered by Medical Assistance, or for those individuals that are not M.A. qualified.

It is projected that Lakeland Mental Health Center will generate revenue for an estimated M.A. and other insurances collection total of $174,877.50 from January 2008 through June 2008. The revenue generated will be retained by Lakeland Mental Health Center to support the costs for the program.

11. Lakeland Mental Health Center will bill the Moorhead Independent School District #152 the remainder of the program costs of 189,450.50. The Moorhead Independent School District #152 agrees to pay Lakeland Mental Health Center $189,450.50 in accordance with the following: Six equal payments of $31,575.08 from January 2008 through June 2008.

12. Moorhead Independent School District #152 will collect from the Minnesota Department of Children, Families, & Learning $98,514.50.

13. Clay County Social Services agrees to pay Moorhead Independent School District #152 $90,936.00 in accordance with the following: Six equal payments of $15,156.00 from January 2008 through June 2008.

14. Clay County Social Services agrees that any revenue generated over the estimated collections amount will be retained by Lakeland Mental Health Center to support the costs for the program and support and enhance core services in Clay County. The specific dollar amounts and core services will be negotiated before this contract expires.

15. It is understood and agreed that in the event the reimbursement to Moorhead Independent School District #152, Lakeland Mental Health Center, Inc., and/or the County from State and Federal Sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations of each party hereunder shall thereupon be modified or terminated. If contract is modified or terminated, notification by the party seeking modification/termination must be served on all parties at least 60 days prior to proposed action.

16. The Director of Special Education for Moorhead Independent School District # 152 shall be responsible for oversight of the contracted services when such services are being submitted for reimbursement for special education aids.

Chair, Board of Education
Moorhead Independent School District #152

Date

Donna Baker

3-12-08

Donna Baker, Moorhead Site Director
Lakeland Mental Health Center, Inc.

Date

Rhonda Porter

3-17-08

Rhonda Porter, Director
Clay County Social Services

Date

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.110 C

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash LK

DATE: April 3, 2008

RE: Education Minnesota Grant

Diane Thiel, a teacher at Robert Asp Elementary School has been awarded a grant in the amount of $2,991 from the Education Minnesota Foundation for Excellence in Teaching and Learning.

The Robert Asp Elementary Project, titled *Developing M.I.L.K. (Managed Independent Learning Kid Stations)* is one of 41 Classroom Grant projects funded this year by the Education Minnesota Foundation to encourage creative and innovative projects that enhance teaching and learning.

To foster literacy for students in K-2, teachers will create independent literacy learning centers that provide differentiated opportunities. These learning centers maximize the benefits of a guided reading program and include activities appropriate for all learning styles.

SUGGESTED RESOLTUION: Move to accept the grant from the Education Minnesota Foundation for Excellence in Teaching and Learning for $2,991.

LAK/kmr
Attachment

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

March 24, 2008

MAR 26 2008

Thomas A. Dooher
President

Paul Mueller
Vice President

Denise Specht
Secretary-Treasurer

Patricia D. Reisenger
Foundation Director

Larry Nybladh
Superintendent of Schools
Moorhead Public Schools
2410-14th St. S
Moorhead, MN 56560

Dear Superintendent Nybladh:

I am both pleased and honored to inform you that ***Diane Thiel,*** a teacher at Robert Asp Elementary School has been awarded a grant from the Education Minnesota Foundation for Excellence in Teaching and Learning.

Ms. Thiel's project, titled *Developing M.I.L.K. (Managed Independent Learning Kid Stations)* is one of 41 Classroom Grant projects funded this year by the Education Minnesota Foundation to encourage creative and innovative projects that enhance teaching and learning.

As you may know, the Education Minnesota Foundation for Excellence in Teaching and Learning was created in 1992. Education Minnesota members fund the Foundation by paying $5 per member per year. Through these contributions, Minnesota teachers affirm support of the talents and creativity of their peers.

Most grant projects involve the work of teams that include teachers, parents, community leaders, education support persons and others in addition to the grant recipients. I encourage you to honor Ms. Thiel through your support of this project and by formally recognizing it within your community.

Enclosed is a brochure describing all the grants awarded this year by the Education Minnesota Foundation for Excellence in Teaching and Learning.

Congratulations to Ms. Thiel, your institution, and to you. We are very proud of this year's grant recipients and of their contributions to their profession.

Yours truly,

Mary Cathryn Ricker

Mary Cathryn Ricker
President, Board of Trustees
Education Minnesota Foundation for Excellence in Teaching and Learning

c: Diane Thiel

41 Sherburne Ave., St. Paul, MN 55103
651-227-9541 800-652-9073 Fax 651-292-4815
www.educationminnesota.org

Education Minnesota is an affiliate of the American Federation of Teachers, the National Education Association and AFL-CIO.

EDUCATION MINNESOTA FOUNDATION
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Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.108 C

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash LK

DATE: April 1, 2008

RE: Fargo-Moorhead Area Foundation Certified Nursing Assistant (CNA) Grant

Attached is the Grant Agreement from Fargo-Moorhead Area Foundation to Moorhead Area Public Schools for the Pre-CNA program for Immigrants and Refugees through Moorhead Adult Basic Education. The grant is in the amount of $432.00. The funds will be used to purchase textbooks to support English Language Learners participating in the Certified Nursing Assistant course.

SUGGESTED RESOLUTION: Move to accept the grant award from Fargo-Moorhead Area Foundation in the amount of $432.00 for the Moorhead Adult Basic Education Pre-CNA course for Immigrants and Refugees.

LAK/kmr
Attachment

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

GRANT AGREEMENT

Grantee: Moorhead Adult Basic Education

Date Authorized: **March 24, 2008** Amount Authorized: $432

Purpose of the Grant: Healthcare Employment: Pre-~~CAN~~ CNA for Immigrants and Refugees, specifically Textbooks

ACCEPTANCE OF GRANT: The above grant to Grantee from the Fargo-Moorhead Area Foundation (FMAF) is for the explicit purpose(s) described above and is subject to Grantee's acceptance of the following terms:

SPECIAL CONDITIONS: Pursuant to Federal law governing FMAF, all grants must be used solely for educational, scientific, or charitable purposes. Based on Grantee's representations as such, it is the understanding of FMAF that Grantee is approved as a non-profit, tax-exempt agency under Section 501(c) (3) of the Internal Revenue Code and Grantee is not classified as a private foundation under Section 509(a) of the Code. Grantee shall promptly notify FMAF of any change in this status and/or classification. In event of loss of tax-exempt status pursuant to Federal law, any unspent grant funds must be returned to FMAF.

ANNOUNCEMENT: Grants approved by FMAF are reported to the community by FMAF through its Annual Report and/or news releases. Grantees shall make public announcements acknowledging the above grant on any printed materials or, if more appropriate, on any building or equipment funded by this grant. Suggested language for your correspondence and/or publicity materials regarding this award includes: "funded by the Fargo-Moorhead Area Foundation".

EXPENDITURE OF GRANT: This grant is to be used only for the purpose described above and in accordance with the approved budget submitted by Grantee and/or any modification thereto approved in writing by FMAF.

A. Funds provided by FMAF may not be used for political campaigns or to support attempts to influence legislation by any government body other than through making available the result of nonpartisan analysis, study and research.
B. Unless specifically authorized by FMAF, expenses charged against this grant may not be incurred prior to the effective date of the grant and/or written acceptance by FMAF of budget modification.
C. Grantee must repay any funds not used for the purposes specified by the grant.
D. Activities supported by grant funds shall not discriminate on the basis of race, color, gender, religion, age, disability, sexual orientation, marital status or any other characteristic protected by law.

RECORD KEEPING AND REPORTING: Grantee shall maintain records of grant expenditures consistent with generally accepted accounting practices. Further, Grantee shall submit a Final Report to FMAF within 30 days from the termination of the grant period containing, at a minimum, the following information:

1. A brief description of how the activity has affected those it was designed to serve.
2. A statement regarding the continuation of the project, including future funding.
3. A financial report indicating how the grant funds were expended.
4. Copies of related media publicity for the project.

By signing below, Grantee hereby accepts the conditions outlined herein and warrants that he/she has authority to sign and fulfill said terms and provisions.

Please sign & complete the information below, return the original Grant Agreement to FMAF within one week of receipt.

Signature	Superintendent Title	April 14, 2008 Date

GRANT PERIOD *(dates of starting & ending grant expenditure):*

STARTING 4 / 14 / 08 FINAL 4 /30 /08

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Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.113 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash LK

DATE: April 8, 2008

RE: Carl D. Perkins Funding

Moorhead Area Public Schools has been awarded funding by the Lakes Country Carl D. Perkins Consortium for *Virtual Business Personal Finance* software, side license.

The total award if $1409.50. This software is only to be used by the Administrative Support Occupations Program at Moorhead High School. Any other use is in violation of the federal Carl D. Perkins funds with which they were purchased.

SUGGESTED RESOLUTION: Move to accept the funding for *Virtual Business Personal Finance* software from Lakes Country Carl D. Perkins Consortium.

LAK/kmr

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

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.114 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: April 8, 2008

RE: Carl D. Perkins Funding

Moorhead Area Public Schools has been awarded the following funding for professional development travel by the Lakes Country Carl D. Perkins Consortium:

> Kathi Salvevold to attend Business Professionals of America National Leadership Conference in Reno, NV, May 7-11, 2008. Lodging, registration and airfare are not to exceed $1,054.50.

This professional development award will contribute to technical skill attainment in career and technical education students at Moorhead High School.

SUGGESTED RESOLUTION: Move to accept the professional development travel award from Lakes Country Carl D. Perkins consortium of $1,054.50 for Kathi Salvevold to attend the Business Professionals of America National Leadership Conference in Reno, NV, May 7-11, 2008.

LAK/kmr

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.105**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 7, 2008

RE: Leave of Abence

The administration requests approval of a one-year Leave of Absence for the following people:

Mary Broberg	Alternative Ed Teacher, Red River Area Learning Center, effective for the 2008-2009 school year.
Colleen McDonald - Morken	Physical/Health Disabilities & Traumatic Brain Injury Teacher, Ellen Hopkins Elementary, effective for the 2008-2009 school year.

SUGGESTED RESOLUTION: Move to approve the Leave of Absence for Mary Broberg and Colleen McDonald-Morken according to Article 43 of the Teachers' Master Agreement.

RN/jal

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.103**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 7, 2008

RE: Family/Medical Leave

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

Jolene Wiebold	Special Education Teacher, Horizon Middle School, to begin May 1st, 2008 for six weeks.
Emily Nerland	Elementary Teacher, S.G. Reinertsen, to begin April 1, 2008 for the remainder of the 2007-2008 school year.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical leave for Jolene Wiebold and Emily Nerland pursuant to Section IV, Article 38 of the Teachers' Master Agreement.

RN/jal

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.104**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 7, 2008

RE: Resignations

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

Paul Carlson	Night Custodian, High School, effective March 28, 2008.
Kfaya AL-Niemy	Paraprofessional, Partners In Learning, effective April 3, 2008.
Krisanne Emch	Spanish Teacher, High School, effective June 6, 2008.
Lisa Erpelding	Math Teacher, Horizon Middle School, effective June 5, 2008.
Debra Hoesley	Instructor, Adult Basic Education, effective May 2, 2008.
Allyson Boe	Junior Varsity Volleyball coach, effective beginning with the 2008-2009 season.
Carrie Lawrence	ESL Teacher, Robert Asp Elementary, effective at the end of the 2007-2008 school year.

SUGGESTED RESOLUTION: Move to approve the resignations of Paul Carlson, Kfaya AL-Niemy, Krisanne Emch, Lisa Erpelding, Debra Hoesley, Allyson Boe and Carrie Lawrence as presented.

22 RN/jal

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.106**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 7, 2008

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.

Bobbie Slaughter	Cafeteria Supervisor, S.G. Reinertsen, $8.60 per hour, 2 hours per day, effective March 31, 2008. (Replacing Kim Stockert)
Marcus Geffre	Assistant Track Coach, .06%, Step 0, $1,974 for the season. (Replaces Brady Baxter)
Josh Ihrke	Assistant Track Coach, .05%, Step 2, $1,770 for the season. (Replaces Mick Dunn)
Steve Timmer	Assistant Baseball Coach, .08%, Step 13, $3,935 for the season. (Replaces Paul Cragg)
Joe Mathis	Assistant Baseball Coach, .07%, Step 6, $2,829 for the season. (Replaces Mike Kieselbach)
Jennifer Rohde	Hall Monitor, High School, B21 (3) $13.31 per hour, effective April 14, 2008. (Replaces Michael Ochoa)

SUGGESTED RESOLUTION: Move to approve the employment of Bobbie Slaughter, Marcus Geffre, Josh Ihrke, Steve Timmer, Joe Mathis and Jennifer Rohde as presented

RN/jal

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Carol Ladwig, Mike Siggerud (7:03), Kristine Thompson (7:01), Bill Tomhave, and Dr. Larry P. Nybladh.

MEMBERS ABSENT: None.

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

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed with revisions to pages 13, 18 and 21.

APPROVAL OF AGENDA: Ladwig moved, seconded by Dulski, to approve the agenda as revised. Motion carried 5-0.

Thompson joined the meeting at 7:01 p.m.

WE ARE PROUD:
*** **We Are Proud** of Moorhead High School's debate team, which had two teams qualify for the state tournament. Joe Skaggs Jr. and Michelle Stanley finished first in the section tournament to advance to the state tournament held in January. Ashley McVay and Seiko Shastri finished second in the section tournament to advance. The debate coaches are William Hailer and Emily Faltesek.

Siggerud joined the meeting at 7:03 p.m.

*** **We Are Proud** of five Moorhead High School and two Horizon Middle School orchestra students for being selected by audition to perform with the MNSOTA Middle Level Honors Orchestra. The students are Eunhae Park, violin, Seiko Shastri, violin, Elise Sperling, cello, Breanna Turman, viola, Matthew Watnemo, cello, Paige Wakefield, bass, and Bryn Gelbart, violin. Eunhae Park was also selected as concertmaster of the Honors Orchestra. The Honors Orchestra performed February 16 at the Minneapolis Convention Center for the Minnesota Music Educators Convention. Jon Larson is the Moorhead High School orchestra teacher and Brian Cole and Doug Neill are the Horizon Middle School orchestra teachers.

*** **We Are Proud** of the Moorhead High School Freshman Orchestra and the Horizon Middle School 8th Grade Orchestra for taking top honors at the MNSOTA Tier 1 Middle Level Orchestra Festival in February. The results qualify both orchestras to perform at the Tier 2

Festival on March 24 at Orchestra Hall in Minneapolis. The Tier 2 Festival features only the top middle level orchestras in Minnesota. The Freshman Orchestra is directed by Jon Larson and the 8th Grade Orchestra is directed by Brian Cole and Doug Neill. Horizon Middle School students Adam Anderson and Caitlyn Williams will accept the award for the 8th Grade Orchestra.

*** **We Are Proud** of three Moorhead High School students who have been recognized as exemplary young artists by the National Foundation for Advancements in the Arts. Haley Boyd and Clara Cavins-Wolford received ARTS Awards of Merit in spoken and musical theater, and Johan Anderson received an ARTS Award of Merit in film/video production. This places them in among the top student artists in the nation and opens them up for recruitment and scholarships from the nation's top artistic institutions. They are students of Rebecca Meyer-Larson.

*** **We Are Proud** of Moorhead High School employees for being recognized by the Minnesota Center for Reading Research for making significant progress in teaching students to read over consecutive school years 2005-06 and 2006-07. The Minnesota Center for Reading Research, which is in the College of Education and Human Development at the University of Minnesota, honored schools that after missing AYP in reading, successfully made AYP in reading in the last two years. Moorhead High School employees Gene Boyle, Maribeth Plankers, Missy Eidsness, Marti Johnson, Audrey Erickson, and Eric Stenehjem will accept the award for the high school staff.

*** **We Are Proud** of Anne Moyano, principal of S.G. Reinertsen Elementary School, for receiving the 2008 MESPA Division Leadership Achievement Award from the Minnesota Elementary School Principals' Association. This is an annual recognition with which principals honor their peers. The award honors principals whose exemplary leadership and sustained efforts have made noteworthy contributions to the operation of effective school learning programs — improving education, their communities and their profession.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Systemic STEM School Redesign Grant - Accept the Systemic STEM School Redesign grant from the Minnesota Department of Education in the amount of $40,000 over two years.

Leave of Absence

Sue Speich - Physical Therapist, S.G. Reinertsen/Robert Asp, effective for the 2008-2009 school year.

Change in Contracts

Clare Berntson - 2nd Cook, High School, from.6.75 hours per day to 7 hours per day, effective February 1, 2008.

Aura Lee Mohror - Paraprofessional, RRALC, from 27 hours per week to 35.75 hours per week, effective February 26, 2008. (8.75 hours from position vacated by Meredith Edison.)

Tania Molden - Paraprofessional, Excel High School, from 17.5 hours per week to 35 hours per week, effective February 26, 2008. (17.5 hours from position vacated by Meredith Edison.)

Megan Ramsey - Paraprofessional, RRALC, from 12.5 hours per week to 16.25 hours per week, effective February 26, 2008. (3.75 hours from position vacated by Meredith Edison.)

Family/Medical Leaves

Alba Janet Granda - Spanish Immersion Teacher, Ellen Hopkins, to begin approximately March 9, 2008 for six weeks.

Pam Midthune - Healthy Lifestyles Teacher, Horizon Middle School, to begin April 7, 2007 for approximately four to six weeks.

Resignations

Jane Determan - Food Service, Ellen Hopkins Elementary, effective February 29, 2008.

Ramses Yannaroda - Bus Driver, effective February 28, 2008.

Early Retirement

Arlene Rauenhorst - Paraprofessional, High School, effective March 3, 2008.

New Employee

Paul Carlson - Night Custodian, High School, A12 (0-2) $12.70 per hour, 8 hours per day, effective March 3, 2008. (Replacing Chuck Wilson.)

Minutes - Approve the February 11 and 25, 2008 meeting minutes as presented.

Claims - Approve the March Claims, subject to audit, in the amount of $932,874.20.

General Fund:	$809,618.58
Food Fund:	106,276.63
Community Service Fund:	16,978.99
TOTAL	$932,874.20

Motion carried 7-0.

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.)

Early Intervention Services (EIS) Update - Sarah King, EIS Program Manager, Ronda Buysse, Early Childhood Special Education teacher, and Janine Nelson, Speech-Language Pathologist, provided an update on Early Intervention Services. Information included 2007 revisions to eligibility criteria for infants and toddlers and special education for ages 3-6 and program enrollment trends.

MOORHEAD HIGH SCHOOL EDUCATIONAL ENHANCEMENT REPORT: Gene Boyle, Moorhead High School principal, reviewed the report and recommendations regarding high school enhancements. Priority Area Four of the Strategic Plan addresses the effectiveness of current models and practices for the school day/school year. The report evaluates the high school schedule, ninth grade center and professional learning communities.

Recommendations include enhanced communications; more staff involvement in decision making; and continued examination and adjustment to the hybrid schedule. Administration and staff will develop an action plan to determine the next steps in working with the schedule. Priority areas include examination and continued research into the best schedule for Advanced Placement classes; examination of models of high schools that have made progress in regards to student achievement and the type of schedules utilized in the schools; examination of enrollment, opportunities and success for music students; and development of an action plan for each department outlining the instructional models, practices and organization needed to fully benefit from the hybrid schedule. The administration and staff will continue to monitor the EXPLORE class and revise as necessary. The professional learning community concept will continue to be studied, adjusted and modified as needed to keep the focus on student learning.

Erickson moved, seconded by Siggerud, to accept the Moorhead High School Educational Enhancement Report. Motion carried 7-0.

APPROVAL OF 2008-2009 SCHOOL CALENDAR: Ladwig moved, seconded by Erickson, to approve the 2008-2009 School Calendar as presented. Motion carried 7-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Staff Development Committee, Kindergarten Task Force, Horizon Middle School PTAC, and Joint Powers Committee meetings. Fagerlie noted she attended the "Say Yes to No" community meeting and it was very well attended. Tomhave announced the 2009 Intergovernmental Retreat was scheduled for January 23, 2009.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Dr. Nybladh reminded School Board members of the March 17 Special School Board meeting related to the MSBA Superintendent's Search workshop. Chair Tomhave asked board members to contact Ron Nielsen if they had questions regarding the superintendent's job description and recruitment information as the item would likely be discussed at the March 24 School Board meeting.

Thompson noted a calendar correction related to the cancellation of the March 13 Instruction and Curriculum Advisory Committee meeting.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:39 p.m.

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Cindy Fagerlie, Clerk

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MARCH 17, 2008
PAGE 1

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

MEMBERS ABSENT: None.

CALL TO ORDER: Chairman Tomhave called the meeting to order at 5:35 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: Dulski moved, seconded by Erickson, to approve the agenda as presented. Motion carried 7-0.

MINNESOTA SCHOOL BOARDS ASSOCIATION (MSBA) WORKSHOP ON SUPERINTENDENT SEARCH: Nybladh introduced Sandy Gundlach, Minnesota School Boards Association, and participant introductions followed.

Gundlach presented information from the "Finding the Right Superintendent" guide. This MSBA guide is a tool to support, promote and enhance the important work of public school boards in the superintendent hiring process.

Discussion was held related to the superintendent search process. Gundlach distributed additional superintendent search information including a search timeline, MSBA school board model policy guidelines and a list of superintendent search consulting firms.

The meeting recessed at 7:25 p.m. and reconvened at 7:38 p.m.

Fagerlie moved, seconded by Siggerud, to proceed with a superintendent search immediately with the preferred starting date of July 1, 2008. Motion carried 7-0.

Fagerlie moved, seconded by Siggerud, to direct administration to develop a process to solicit consultant services to assist with the superintendent search. Motion carried 7-0.

Ladwig moved, seconded by Thompson, to schedule March 27, 2008 at 5 p.m. for a Special School Board meeting with the intent to hear consultant proposal presentations. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:23 p.m.

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Cindy Fagerlie, Clerk

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

MEMBERS ABSENT: None.

CALL TO ORDER: 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 with revisions to pages 5 and 46.

APPROVAL OF AGENDA: Ladwig moved, seconded by Siggerud, to approve the agenda as revised. Motion carried 7-0.

WE ARE PROUD:

*** **We Are Proud** of the Horizon Middle School Mathcounts Team for placing first in the chapter competition held at Minnesota State University Moorhead on February 6, 2008. Team members were Andrew Carlson, Jonathan Haglund, Matthew Lillehaugen and Yingying Zhang. Individual competitors were Zachary Drechsel, Heather Halvorson, Maija Lindaas, and Gabe Roach.

Jonathan Haglund placed first individual and third in the countdown round. Yingying Zhang placed second individual and second in the countdown round. Andrew Carlson placed fourth individual and first in the countdown round. The top four scoring individuals Jonathan Haglund, Yingying Zhang, Andrew Carlson, and Maija Lindaas made up the team that competed at the state Mathcounts competition in Plymouth, Minn., on March 15. The Mathcounts team is coached by Ken Welken.

*** **We Are Proud** of the Horizon Middle School math team for placing first in the Middle School Division at the Tri-College Math Contest held March 5 at MSUM. Team members were Andrew Carlson, Zachary Drechsel, Jonathan Haglund, Maija Lindaas, Matthew Lillehaugen, Peter MacFarlane, Gabe Roach and Yingying Zhang. Jonathan Haglund tied for first place individual, Andrew Carlson and Yingying Zhang tied for second place individual, and Gabe Wright placed eighth individual. Ken Welken is the math team coach.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Mayville State University Field Experience/Student Teaching Agreement - Approve the ongoing School-Based Field Experiences and Clinical Experiences/Student Teaching Internship Agreement with Mayville State University.

Luther College Field Experience Contractual Agreement - Approve the Field Experience Contractual Agreement with Luther College for the 2008-2009 school year.

Carl D. Perkins Funding - Accept the professional development travel award from Lakes Country Carl D. Perkins Consortium of $1,096.79 for Mary Flesberg to attend the National Business Educators Association Annual Convention in San Antonio, TX, March 18-22, 2008.

Best Practice Grants - Approve the Best Practice incentive grants for a total of $36,536.98.

2008-2011 Lakes Country Service Cooperative Health and Safety Services Contract - Approve the Health and Safety Services (2008-2011) contract with Lakes Country Service Cooperative as presented.

Early Retirement

Evie Ulven - Paraprofessional, S. G. Reinertsen Elementary, effective at the end of the 2007-2008 school year.

Resignation

Kimberly Stockert - Lunchroom Supervisor, S. G. Reinertsen Elementary, effective March 10, 2008.

New Employees

Paul Kelly - Bus Driver, Transportation, 10 hours per week, $12.42 per hour, effective March 5, 2008. (Replaces 1/3 of Ramses Yannaroda.)

Ashley Lindblad - Early Childhood Special Education Teacher, EIS, BA (0) $9,907.80, effective March 24, 2008. (New Temporary position approved by School Board on 2-11-2008.)

Amy Pedersen - Paraprofessional, S. G. Reinertsen Elementary, B21(3) $13.31 per hour 6.5 hours per day, effective March 24, 2008. (Paid by resident district.)

Motion carried 7-0.

MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA) - SERIES II SCIENCE FIELD TEST RESULTS: Kovash presented information regarding the results of the science field tests. MCA test results are used to compare school sites and districts and to provide feedback on curriculum and instruction in the new standards-based system. In 2007, field tests of the MCA-IIs in science were given to provide the Minnesota Department of Education the data needed to build the operational test and give individual schools and Moorhead Area Public Schools the opportunity to pilot the delivery of a new online test.

2008-2009 BUDGET REVIEW PRESENTATION: Nybladh provided a review of the 2008-2009 budget pointing out factors influencing the budget that include enrollment fluctuations and uncertainty, inadequate state and federal funding, rising operational costs, state/federal mandates, and the need to maintain a fund balance. Nybladh also reviewed the decision timeline for the 2008-2009 Annual Operating Plan: Budget/Staffing.

The 2008-2009 preliminary budget process goals are to minimize increases in class sizes, minimize the impact on educational enhancements, minimize instructional staff reductions, balance the revenue shortfall with a fund balance reduction, and continue to position the district for the future.

The 2008-2009 preliminary revenue budget assumptions are state formula allowance per pupil unit at $5,124, an increase of 1 percent over 2007-08; other state sources increased 2 percent; and two percent increase in federal funding. Preliminary expenditure assumptions are employee compensation 5 percent increase when unknown and other expenditures actual or 3 percent when unknown.

The preliminary budget situation for 2008-2009 is as projected: beginning fund balance $6,296,434; revenues $50,247,416; expenditures $53,428,523; deficit ($3,181,107); ending fund balance $3,090,217; and fund balance as percentage of projected expenditures 5.78 percent.

Nybladh stated that deficit spending was not a sustainable activity and noted hopes of state and federal revenue enhancements and student enrollment growth and fears of continued lack of state and federal support, continued state and federal mandates, expenditure reductions, extraordinary inflation, and fund balance depletion.

Discussion was held related to possible future budget reductions and the need for a possible excess levy referendum either November, 2008 or November, 2009.

PRELIMINARY 2008-2009 STAFFING PLAN: Staffing at the middle level (grades 6-8) will remain the same as in the 2007-2008 school year; high school staffing (grades 9-12) will be reduced by .5 FTE to reflect a decline in student enrollment; and elementary staffing (grades K-5) will decrease 1.5 FTE to reflect decreased enrollment at the elementary level.

Erickson moved, seconded by Dulski, to approve the 2008-2009 preliminary staffing plan as presented. Motion carried 7-0.

RESOLUTION FOR DISCONTINUING AND REDUCING PROGRAMS AND LICENSED POSITIONS: Thompson moved, seconded by Ladwig, to approve the resolution directing the administration to effect termination or reduction and non-renewal of licensed teacher programs as listed. Discussion was held and a revision was recommended for the category Kindergarten-Grade 6 to be changed to Kindergarten-Grade 5.

Thompson moved, seconded by Fagerlie, to amend the original motion to change "as listed" to "as corrected" for revising Kindergarten-Grade 6 to Kindergarten-Grade 5 in the resolution. Motion carried 7-0.

The motion, as originally moved and seconded and amended, to approve the resolution directing the administration to effect termination or reduction and non-renewal of licensed teacher programs as corrected carried 7-0.

Thompson left the meeting at 8:35 p.m.

RESOLUTION FOR ADOPTING REQUEST FOR PROPOSALS FOR SUPERINTENDENT SEARCH PROCESS CONSULTIVE SERVICES: Fagerlie moved, seconded by Erickson, to approve the Request for Proposals (RFP) and direct administration to contact the four following consulting firms to submit proposals:

1) ADM Group
2) BKB Associates
3) Springsted Incorporated
4) Ray & Associates

Motion carried 6-0.

COMMITTEE REPORTS: A brief report was heard regarding the Health/Safety/Wellness Committee meeting. Dulski announced that the Hopkins Family Fun Night was scheduled for Friday, March 28.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Nybladh noted that the MSBA Phase IV Orientation was scheduled in April at different locations in the state. Board members yet to complete the orientation were asked to contact Michelle with their travel plans.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:56 p.m.

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Cindy Fagerlie, Clerk

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MARCH 27, 2008

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

MEMBERS ABSENT: None.

CALL TO ORDER: Chairman Tomhave called the meeting to order at 5:03 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: Siggerud moved, seconded by Erickson, to approve the agenda as presented. Motion carried 7-0.

SCHOOL BOARD SUPERINTENDENT SEARCH WORK SESSION: Presentations were heard by the following search consultants:

Ray and Associates - Mr. David Wettergren
ADM Group - Mr. Keith Klein
Springsted Incorporated - Dr. James Schmitt
BKB Associates - Dr. Richard Berge

Each consultant was given 30 minutes to present their proposal with 15 minutes for questions. Consultant costs ranged from $13,000 to $21,005 including expenses.

After the presentations were completed, board members were asked to rank each consultant's proposal.

Fagerlie moved, seconded by Dulski, to authorize the board chair and superintendent to negotiate a superintendent search contract with Springsted, Incorporated. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:20 p.m.

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Cindy Fagerlie, Clerk

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.115 D

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash LK

DATE: April 8, 2008

RE: Grants Projects Update

The attached information will provide an overview of the grant projects in Moorhead Area Public Schools for the 2007-08 school year. The overview will provide information on the grant projects in the district; specifically projects, staffing and the length of the grant. As a part of the overview, the connection to the strategic plan and the school improvement plans will be discussed.

LAK/kmr
Attachment

Moorhead Area Public Schools
K-12 District Grant Overview
2007-2008

Grant Source	Grant Title	Amount Funded	Funding Period	Person Responsible	Description
MDE Competitive	Response to Intervention	$60,000 $30,000	Year 1: 2006-2007 Year 2: 2007-2008	Jill Skarvold	To develop a district responsiveness to intervention process for skill specific interventions addressing students who are not making sufficient progress in the general education curriculum of reading. Three part time literacy coaches are funded with this grant.
Federal Entitlement	Consolidated Title Title I, Part A Title I, Part D Title II, Part A Title III Title IV Title V	 $635,779 $27,521 $283,291 $29,960 $21,264 $8,711	2007-2008	Sarah King Lynne Kovash Deb Pender-Tilleraas	Included in the application are: Basic Programs - support for our at-risk students Neglected or Delinquent programming through liaison Improving Teacher Quality through Professional Development Limited English Proficiency Safe and Drug Free Schools
Federal Entitlement	McKinney-Vento Homeless Education	$49,919	Oct. 1, 2007-June 30, 2008	Deb Pender-Tilleraas	Develop a consistent and comprehensive educational programming for homeless children and youth across educational settings.
MDE Competitive	Advanced Placement	$240,750	Dec. 14, 2007-June 30, 2009	Lynne Kovash Missy Eidsness	To improve curriculum articulation in skills, knowledge, and process to increase participation and raise student scores in the AP program. Provides funding for two part time secondary content coaches.
Perpich Center Competitive	CAPP (Comprehensive Arts Program Planning)	$8,000	2007-2009	Lynne Kovash Sue Geihl Rebecca Meyer-Larson	Develop a five-year plan to improve arts education in both district and community. Professional development, curriculum integration and arts advocacy are part of the grant.
Federal Competitive	Teaching American History	$999,972	2008-2013	Lakes Country Service Cooperative	The grant will provide professional development for American History teachers in the region. Audrey Schaefer will be the 1.0 FTE program coordinator.

Moorhead Area Public Schools
K-12 District Grant Overview
2007-2008

Grant Source	Grant Title	Amount Funded	Funding Period	Person Responsible	Description
MDE Competitive	STEM Redesign (Science, Technology, Engineering, Mathematics)	$40,000	Jan. 2008-June 30, 2009	Lynne Kovash	The grant will integrate the state's recently revised math standards into new or existing comprehensive STEM initiatives and will serve as models to other schools and/or districts by sharing information and providing technical assistance. It will also address rigorous and relevant STEM content for all students, including underserved student groups. Provides funding for one part time STEM integration coach.
MDE Application	Alternative Services Delivery Model	$300,000	2007-2008	Jill Skarvold	The Alternative Services Delivery model provides funding for prevention and intervention. The funding provides support for reading and literacy and social emotional. Family advocates and Reading Recovery teachers are funded with this program.
University of Minnesota	Early Risers	$60,000 $30,000	Year 1: 2006-2007 Year 2: 2007-2008	Jill Skarvold	The grant provides funding to support primary age at risk student and families. Family advocates are funded with this program.
MDE Competitive	Response to Intervention Coaching Project	$4,000	2008-2010	Jill Skarvold Cheri Gess	The grant provides training and support for implementation of an RtI process, to include support for instructional coaches.
United Way	Native Students Project	$9,950	2007-2008	Sarah King	Year 1 of 3 year agreement Collaboration project with Fargo and West Fargo School Districts targeting Native American Indian students.
Federal Entitlement	Indian Education	$45,877	2007-2008	Sarah King	The grant provides funding for home-school liaison and academic programming for Native American Indian students.
MDE Competitive	Success for the Future	$134,550	Sept 4, 2007-June 30, 2009	Sarah King	Increase the literacy/reasoning skills of Native American Indian students through the use of culturally infused curriculum. Potential for two additional 2 year grant cycles based on funding availability and performance.

Superintendent of Schools
Moorhead Area Public Schools Memo S.07.089

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: April 8, 2008

RE: Kindergarten Task Force Report

Attached please find the Kindergarten Task Force Report. Representatives from the task force will be in attendance at the April 14 School Board meeting to present a summary of the report.

Suggested Resolution: Move to accept the Kindergarten Task Force Report as presented.

LPN:mde
Attachment

MOORHEAD AREA PUBLIC SCHOOLS

KINDERGARTEN TASK FORCE

RECOMMENDATION REPORT

Submitted to
Dr. Larry P. Nybladh, Superintendent

April 14, 2008

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Task Force Members

Kristine Thompson, Co-Chair
Kim Bushaw, Co-Chair
Karen Reierson
Dr. Larry P. Nybladh
Lynne Kovash
Wayne Kazmierczak
Kevin Kopperud
Wyatt Johnson
Carol Ladwig
Anne Moyano
Dr. Mary Jo Schmid
Diana Cobbs
Su Botner
Jenny Cantler
Jennifer Butze
Stephanie Gess
Dana Haagenson
Pam Bernstein

Background

In 2007, the school district engaged in a strategic planning process. One outcome of the strategic planning process focused on exploration of the efficacy and feasibility of all-day, everyday kindergarten as a program option for Moorhead Area Public Schools. The school district currently offers a half-day, everyday kindergarten program in each of the district's three elementary schools. In December of 2007, Dr. Larry P. Nybladh, Superintendent, established and convened a Kindergarten Task Force. The task force was composed of central office administration, school board members, building administrators, parents, kindergarten teachers, and early childhood and early intervention specialists.

The task force began meeting on December 5, 2007, with meetings held nearly each week until March 4, 2008. The Kindergarten Task Force was charged with the responsibility of exploring the efficacy and feasibility of all-day kindergarten as a program option for Moorhead Area Public Schools. Emphasis was given to the following goals:

Goal 1
Determine the short and long-term academic, social and emotional benefits of all-day kindergarten.

Goal 2
Determine the budgetary considerations of all-day kindergarten.

Goal 3
Determine the impact of early childhood intervention/readiness collaborative programs.

Beginning December 2007, members of the Kindergarten Task Force studied research on educationally appropriate kindergarten programs and practices. Task force members read research articles, searched the Internet for relevant information, and explored with staff and community members questions and concerns. In addition, members considered data from previous programs in Moorhead Area Public Schools including all-day kindergarten pilots and collaborative programs, programs available in the area and those offered statewide. State statutes, regional and national perspectives, local demographic data and availability, funding costs and possible options, curriculum needs, space and other requirements for kindergarten were also reviewed by the task force.

Discussion of Options Considered

Initially, there were many options considered by the Kindergarten Task Force. The committee began by discussing six different options. The options were:

1. Full-day everyday kindergarten throughout the year funded with a combination of general revenue and parent contribution (parental choice of full day everyday or traditional half day).
2. Full-day, everyday kindergarten throughout the year or full day, four days per week with no parent paid tuition (parental choice of full day everyday or traditional half day).
3. Full day, three days per week.
4. Full day, alternative days.
5. Full day with Title I funding.
6. Half day daily.

The committee considered three kindergarten program model options in the final recommendation phase. These options were:

1) the status quo – half-day program,
2) a full-day, 5-days-a-week program staffed by the same kindergarten teacher throughout the entire day,
3) a full-day, 5-days-a-week program staffed by a kindergarten teacher for half a day and another teacher (paraprofessionals, early childhood family education teachers, licensed childcare providers) for the other half of the day.

Committee members were asked to rate each of the three models as the preferred option (p), acceptable option (a), or unacceptable option (u). The current half-day model was considered an acceptable model by a majority of the task force members. Some expressed a desire to keep a half-day program as an option for parents. However, a half-day program was not the "preferred" option for anyone on the committee.

The full-day option in which students spent half days with a kindergarten teacher and half days with another teacher had support by some committee members. However, the preferred model was the full-day 5-days-a-week program staffed by a licensed kindergarten teacher throughout the entire day. Disagreement among the committee centered on whether or not the program could be fee based. Some believed a full-day option ought to be offered, even if it needed to be fee based. Other task force members noted a preference for a fully funded program for reasons of equity and equal access rather than a fee-based program.

Summary of Findings and Discussion

The initial meeting of the task force included a review of perceptions and perspectives. The discussion centered on the demands in today's kindergarten classrooms:

- There is added curriculum, higher-level curriculum and assessment time.
- The day seems more scheduled and rushed, which may lead to feelings of frustration for some teachers and students.
- There is more difficulty in reaching the wide span of needs of all levels of learners.

Moorhead kindergarten teachers presented potential schedules for all-day everyday kindergarten. Times included in the sample schedules were reading, unit time, center time, recess, music, story, time for social studies and science, and quiet time. Samples of those schedules are included in the appendices.

Other ideas discussed by the task force included childcare options versus more educational time, collaboration needed between licensed teachers and childcare providers or paraprofessionals, and the incorporation of more curriculum or enhanced time on established curriculum, the need to provide meals, physical activity and the possible addition of music and art.

The task force committee spent two weeks researching literature on the strengths and challenges posed by all-day kindergarten and the effect on emotional, academic and social growth. The complete report is included in Appendix A.

A parent survey was also drafted. It was intended to garner the perspectives of parents as they were registering their child for kindergarten fall 2008. The results of the survey are found in Appendix C.

Summary of the Research

Summary of Goal 1:
Research on the short/long-term academic, social and emotional benefits of all-day kindergarten.

The committee reviewed the research on all-day everyday kindergarten. There was general concern about the research in that it was difficult to compare results since all variables were not defined the same way. Additionally, there is concern that the research from one type of all-day program (all-day academic versus half-day plus childcare) may not be generalizable to the other type of program. The committee distilled the findings in three areas: emotional, social, and academic. Strengths and challenges were found in each area.

The task force found students gained many positive emotional effects from all-day, everyday kindergarten. Students from all-day programs were generally more successful at school, had a better attitude, and showed better personal development. Teachers reported that a longer school day allowed for more individualized instruction and more time for active learning.

Alternately, an all-day program creates some challenges. One concern is student readiness for an all-day program. Some children are not emotionally ready and experienced transition issues. Parents of students are also concerned about readiness. Finally, some research suggests the long-term emotional/social benefits of all-day kindergarten may disappear by second grade.

Research shows academic benefits for students in all-day kindergarten programs. Students in all-day programs are more likely to spend time on math, science and social studies than those in half-day programs allowing for more in-depth exploration of material. Students in full-day programs showed higher academic achievement and lower grade retention. Additionally, achievement was greater for certain student sub-groups. Research indicates that the long-term benefits of all-day, everyday kindergarten may wane during the primary grades (1-3).

Research shows both strengths and challenges related to the social development of students in all-day programs. Recent studies find students in full-day kindergarten show significantly higher progress in learning social skills and for first grade readiness. (Earlier studies found no difference and in one case, the reverse effect.) Generally, students in all-day programs had more time to develop conflict resolution, problem solving, communication and cooperation. Also, they exhibited a greater sense of independence, higher self-concept, better first grade readiness, and a greater degree of active engagement in learning.

Alternately, there are challenges associated with an all-day program. The research discusses the challenges of instituting a developmentally appropriate curriculum. Additionally, research suggests that it is not the length of day but the quality of the teacher that may account for differences among students.

In summary, all-day, everyday kindergarten offers students many benefits but not without some valid concerns. Noting these concerns is important for the recommendation and design of any type of all-day program.

Summary of Goal 2:
Budget/Facility Considerations

Budgetary considerations would include many variables such as staffing levels and facilities. A full-day, everyday program for all students, for example, would require the addition of up to nine classroom teachers, additional staffing in the areas of music, physical education, special education and art. Under this scenario, annual staffing costs would increase by more than $600,000 with additional costs for capital expenses such as construction of classrooms or leasing arrangements with non-school district entities.

An in-depth, objective study of existing facilities must still be conducted. It is possible that the district's elementary schools currently lack the capacity to house an all-day, everyday kindergarten program. Potentially, up to nine additional classrooms would be needed, assuming current enrollment levels, to house an all-day kindergarten program. Facility considerations also include the availability of space in media centers, gymnasiums, cafeterias, and other commonly used spaces. The district does have the ability to levy annually to obtain the funds required to lease additional instructional space. A voter-approved bond referendum would likely be required to provide adequate revenue to construct additional district-owned instructional space.

Other areas of district operations that may be impacted by a change to our current kindergarten program include transportation, building-level administration, and increased demand on the food services program and the health offices. Supplies, equipment and materials costs would also likely increase on an annual, ongoing basis.

Summary of Goal 3:
Impact on Early Childhood Intervention/Readiness Collaborative Programs

The Kindergarten Task Force completed and reviewed a survey of information shared from childcare centers, public schools, and private schools.

A phone survey was conducted of 14 programs that offer full-day kindergarten in the region. Five parochial schools were surveyed, along with three Minnesota public schools. Six private schools and daycare centers were also surveyed.

The following information was gathered from the telephone survey.

Plans for future or current programming:

- Eleven sites plan to offer full-day kindergarten next fall.
- One private school/daycare will not offer full-day kindergarten due to low interest.
- Two other (Fargo based) parochial schools are considering the potential impact of the North Dakota Legislative initiative to provide free public all-day kindergarten.

Information on the schedule and day:

- School start time ranges from 8:00-8:45 a.m. End times range from 2:30-3:30 p.m.
- The length of day is at least 6.5 hours for students.
- Eleven programs offer first grade. Of these programs, managers estimate that they lose between the lowest, 3% to highest, 85% of their students to public schools the year after kindergarten.

Financial and other considerations:

- Cost per child per school year ranged from $0 (school referendum) to $4,815 per year.
- Program size ranged from 6 children to 100 children.
- Three of the 14 programs currently serve children whose first language is not English.
- Seven of the 14 programs also offer half-day kindergarten or release children halfway through the day.
- Eight programs offer sliding fees or scholarships. Many of the parochial school programs are supported by their parish funding.
- All 14 programs offered lunch; four programs offered breakfast as well.
- Ten programs offered some sort of transportation. This may be a van, bus, and shuttle from public school to private school. At least two programs charge transportation fees.

The academic program was described:

- Ten programs described their curriculum as academic all day.
- Four programs described their curriculum as academic in the morning and enrichment in the afternoon.
- 100% of the programs employed licensed staff (early childhood or kindergarten teachers) all day.
- Many programs offered before and/or after school care beyond the full-day kindergarten times. Programs opened as early as 6 a.m. and closed as late as 9 p.m. Schools often used private providers to come in to the school to offer extended options.

Kindergarten Task Force Program Recommendations

Implications for Further Action and Research

1. The task force recommends on-going follow-up to be prepared to implement all-day kindergarten when funding becomes available. An action plan should be developed by administration to work toward implementation of all-day kindergarten as a choice for all students.
2. There is a need for further exploration and examination of funding options for providing all-day, everyday kindergarten programming.
3. Facility options must be researched to determine appropriate models for financial and operational efficacy.
4. Alignment of early and elementary education must be examined to provide connection for curriculum and instructional practices and activities.
5. The collaboration and location of early childhood, kindergarten, and elementary programs should be further researched and explored.
6. The task force recommends that funding for all-day kindergarten should not displace other early childhood program funding.

Recommendation for Policy Decisions

Based on the Kindergarten Task Force's research and surveys the task force believes adequate funding for all-day, everyday kindergarten should be available equitably for every child in the Moorhead School District. Twenty-nine states in the United States fund all-day kindergarten for their students. The neighboring communities of Fargo and West Fargo are currently in the process of implementing all-day kindergarten for the fall of 2008. North Dakota currently fully funds all-day kindergarten.

The task force recommends that full-day kindergarten be offered as a choice to every child in the Moorhead Area Public Schools when funding becomes available to provide true equal access of programming to all district families. Until such time, it is recommended that administration continue to formulate a plan to implement full-day kindergarten as soon as funding becomes available.

The exploration of the feasibility of all-day, everyday kindergarten was one of the priorities of the school district's current strategic plan. It is recommended that future strategic planning conducted by the school district also give continued priority consideration to the exploration of the feasibility of all-day, everyday kindergarten.

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Appendix A

Kindergarten Task Force Review of Research
January 8, 2008

Strengths – Emotional

1. Students from all-day programs are less likely to be held back in grades 1-3.
2. Students from all-day programs had a positive attitude toward school and were better prepared to transition to grade 1.
3. Students from all-day programs had a greater sense of independence.
4. A more relaxed day allows for more engagement in active educational activities.
5. With fewer transitions, students from all-day programs felt less pressure and stress. This allowed them to form stronger attachments to significant adults (teacher, etc.).
6. More time allows for more individualized learning and recognition of child's emotional, cultural, and special needs.
7. Students from all-day programs are less likely to be referred to special education.
8. Students from all-day programs showed improved student achievement.
9. Students from all-day programs had better student attendance.
10. Students from all-day programs showed better personal development including positive appropriate behavior, working and sharing.
11. All-day programs provide a nourishing meal and physical activity in a safe environment.
12. All-day programs provide more free time.

Challenges – Emotional

1. Length of the day is an issue (some students from all-day programs not emotionally or physically ready).
2. Students from all-day programs had issues with transition from home/parents.
3. Teachers reported more stress because of extra needed support (for teachers).
4. Parent of students in all-day programs had concerns such as proper supervision, worried about child's maturity and being successful in school.
5. There is a fear that having an all-day program pushes down curriculum.
6. Some positive effects of all-day programs wear off. Little difference with social/emotional readiness by second grade (per one research study).

Strengths – Academic

1. Students from all-day programs are more likely to spend time on math, science, physical education, music and social studies than happens in half-day programs.
2. Students from all-day programs showed greater academic progress than in half-day programs.
3. Students from all-day programs showed less retention in grade 1.
4. All-day programs allowed more in-depth in curriculum areas.
5. All-day programs allowed more opportunity for differentiation.
6. Effects of all-day programs are better for subgroups (SES, race) depending on the study.

Challenges – Academic

1. There is a concern that all-day programs will be too academic, too demanding for the children.
2. There is not strong evidence that the academic gains persist beyond grade 1/grade 3.
3. It is difficult to compare findings across the studies, many variables not described or controlled.
4. Assuming results of a full-day kindergarten program will be the same as half-day kindergarten and half-day daycare is an issue.

Strengths – Social

1. Students from all-day programs showed significant higher progress learning social skills.
2. More time in all-day programs allows for social interactions to develop conflict resolution, problem solving, communication and cooperation.
3. Higher first grade readiness in social skills (teachers report better behavior) for students from all-day programs.
4. Students from all-day programs engaged in more independent learning.
5. Students from all-day programs scored higher in grade 2 and 3 on P/H self-concept scale.
6. Students from all-day programs are less likely to be retained or referred to special education.
7. Peer group interaction more likely (small learning group) in all-day programs.
8. Students from all-day programs showed a greater sense of independence.
9. Students from all-day programs showed a greater degree of active engagement.

Challenges – Social

1. There is conflicting evidence related to instituting curriculum changes which recognize learning habits of 5 year olds versus increasing length of day.
2. There is concern over developmentally appropriate curriculum (DAP) in an all-day program.
3. Quality of teachers versus amount of time.
4. One study found no difference in maturity levels between full- and half-day kindergarten students (1988).
5. One study found that half-day kindergarten personal/social skills more pronounced than full day (1986).

Appendix B

Parent Survey

Moorhead Area Public Schools
Independent School District 152
Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560
Fax: (218) 284-3333 • www.moorhead.k12.mn.us
Superintendent's Office: (218) 284-3330 • Teaching and Learning: (218) 284-3310
Business Services: (218) 284-3370 • Human Resources: (218) 284-3350

January 29, 2008

Dear Parents of Prospective Kindergarten Students:

As part of the Moorhead Area Public School District's Strategic Plan, a Kindergarten Task Force has been created to study the feasibility of an all-day, everyday kindergarten program. Presently, the school district offers a half-day, everyday kindergarten program. Currently, the State of Minnesota does not fully fund an all-day, everyday kindergarten program. The task force is investigating various options for alternatives to the school district's current program. The task force is interested in seeking the opinion of parents of kindergarten-aged children. To assist this study process, we ask that you complete the attached survey in one of the following ways:

- (Preferred) Complete the survey on one of the computers set up specifically for this purpose on January 29 and January 30 during kindergarten registration at the district's elementary schools.
- Complete the survey by writing your responses on the paper copy you received during kindergarten registration and leave it at the school office before leaving.
- Complete the survey on your own computer. The web address for this survey is www.moorhead.k12.mn.us/kindergartensurvey. Please note that the survey will close on Friday, February 1 at 4:30 p.m.

The Kindergarten Task Force thanks you for your participation in this parent survey. The task force will include your opinions and preferences in its recommendations to the Moorhead School Administration and School Board. This spring the School Board will be considering whether or not to change from the current half-day, everyday kindergarten program to some other option. Your input is valued and appreciated!

Sincerely,

Dr. Larry P. Nybladh

Dr. Larry P. Nybladh
Superintendent

An Equal Opportunity Employer

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

ALL-DAY K PARENT SURVEY ISD #152

Results Overview

zoomerang

Date: 2/4/2008 3:21 PM PST
Responses: Complete
Filter: No filter applied

As part of the Moorhead Area Public School District's Strategic Plan, a Kindergarten Task Force has been created to study the feasibility of an all-day, everyday kindergarten program. Presently, the school district offers a half-day, everyday kindergarten program. Currently, the State of Minnesota does not fully fund an all-day, everyday kindergarten program. The task force is investigating various options for alternatives to the school district's current program. The task force is interested in seeking the opinion of parents of kindergarten-aged children. To assist this study process, please complete the following survey.
Directions: Select the choice that best reflects your opinion.

1. Which of the following kindergarten programs do you believe that your child will be ready for in Fall, 2008?

Half-day, everyday		29	18%
All-day, everyday		84	51%
Both		52	32%
	Total	165	100%

2. Do you plan to enroll your child in kindergarten in Fall, 2008?

Yes		164	99%
No		1	1%
	Total	165	100%

3. If "yes" above, which of the following do you plan to enroll your child in (check all that apply):

a Moorhead public school half-day, everyday kindergarten		84	51%
a Moorhead public school all-day, everyday kindergarten (if offered)		108	64%
a private school kindergarten		3	2%
a child care center		5	3%
other:		2	1%

4. Currently the State of Minnesota does not fully provide financial support for all-day, everyday kindergarten. If Moorhead Area Public Schools offers all-day, everyday kindergarten next year, are you willing to pay a fee to help cover the cost of

the program that is not covered by the State of Minnesota?

Yes	[redacted]	68	41%
No	[redacted]	56	34%
Undecided	[redacted]	41	25%
	Total	165	100%

5. If a fee needs to be charged to an all-day, everyday kindergarten program, what fee amount would you be willing to pay to have your child attend all-day, everyday kindergarten?

$2,000/year($222/month)	[redacted]	57	35%
$2,500/year($278/month)	[redacted]	14	8%
$3,000/year($333/month)	[redacted]	3	2%
I cannot/will not pay a fee for this program.	[redacted]	91	55%
	Total	165	100%

6. The fee charged for an all-day, everyday kindergarten program may be higher or lower depending on how the program is staffed. Which of the following would you prefer:

A lower fee for a program staffed by licensed kindergarten teachers for one half day and staffed by qualified, but not licensed, kindergarten teachers for the other half day.	[redacted]	79	48%
A higher fee for a program staffed by a licensed kindergarten teacher for the full day.	[redacted]	60	36%
other:	[redacted]	26	16%
	Total	165	100%

7. If Moorhead Area Public Schools offers all-day, everyday kindergarten, I am most interested in having my child attend:

the school in my attendance area	[redacted]	110	67%
a kindergarten center	[redacted]	9	5%
Spanish Immersion	[redacted]	24	15%
whatever is most cost effective for the district	[redacted]	29	18%

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ALL-DAY K PARENT SURVEY ISD #152

zoomerang

Results Overview

Date: 2/4/2008 3:22 PM PST
Responses: Complete
Filter: No filter applied

3. If "yes" above, which of the following do you plan to enroll your child in (check all that apply):	
#	Response
1	All day M,W,F 1/2 days T and TH.
2	Barneville Everyday all day kindergarten

ALL-DAY K PARENT SURVEY ISD #152

zoomerang

Results Overview

Date: 2/4/2008 3:22 PM PST
Responses: Complete
Filter: No filter applied

6. The fee charged for an all-day, everyday kindergarten program may be higher or lower depending on how the program is staffed. Which of the following would you prefer:	
#	Response
1	other states offer all day at no fee !
2	text of the other answer on question 6
3	no preference-would pay for either
4	either lower would be best as I am a low income
5	we should not have to pay a fee for all day kinder
6	would like program, cannot pay
7	not interested in paying
8	Sorry, but we already pay enough taxes as it is!
9	either is acceptable
10	Lower fee staffed by licensed all day
11	I'm not interested in full day k at this time
12	Cannot afford a fee
13	It should be covered without a fee, in my opinion.
14	Half day kindergarten
15	Either
16	No answer given
17	No answer given
18	No answer given
19	I just don't like the idea of all day kind.
20	No answer given
21	No answer given
22	Not willing
23	No answer given
24	Either, but lower is better
25	Not sure
26	No answer given

ALL-DAY K PARENT SURVEY ISD #152

Results Overview

zoomerang

Date: 2/4/2008 3:23 PM PST
Responses: Completes
Filter: No filter applied

8. Additional comments:

#	Response
1	none
2	I think all day kindergarten is a wonderful idea as other districts in the surrounding area are also implementing this plan.
3	I have chosen to stay at home at least until both my children get to first grade, then I plan to return to work. Adding to that the child I am registering for K this year would get tired and likely have behavioral issues by the end of a full day. Consequently, all-day K is not a good fit for my family. That being said, I can see its value for families where both parents must work. While I know this would be logistically challenging, it seems to be the best option would be choice - offering both half day and all day kindergarten. Last, I feel strongly that only licensed teachers should teach kindergarten because hiring unlicensed teachers opens a pandora's box, a slippery slope I would like to see our district avoid. Thanks for having this survey.
4	What happened to free public education for all? I went all day as a kindergartener and never paid a fee,the way it was meant to be!
5	I don't want my daughter to be in all day I think it would be to much for her.
6	2.5 hours a day is not sufficient enough. Would offering MWF full days be an option? What are the cost comparisons to the current schedule?
7	If all day kindergarten is not an option could ther be an alternate solution for the remainder of the day for students
8	none testing
9	I would vote for all-day kindergarten, or even in increase in the time for the current program. I feel currently, the 2 1/2 hour day is far too short. I would like to see a class day minimum of four hours.
10	Although, with our current schedule, I would not enroll my daughter in all-day kindergarten, I think all day kindergarten is a great option to offer. Thanks.
11	I feel as if they should offer full day kindergarten for children that have disabilitys as they are in more need but also it reduces the cost of daycare for low income familys and single mothers. I would rather have my child attend all day as she attends all day headstart right now which has been the best experience for her.
12	I would also be interested in half day Spanish immersion followed by half day conventional kindergarten, and would participate in that if it were offered (if dull day Spanish immersion was not an option). I would not, however, do full day non-Spanish immersion.
13	The district seems to be making this way too complicated. Have the kids go full day mon and wed or tues and thurs. followed by every other friday, totaling five total days of kindergarten over two weeks. This would save the district money and space.
14	Because my child will be an older kindergartener I believe he would do well in all day kindergarten. Statistics show that children who attend all day kindergarten tend to progress better than those who attend half day kindergarten. I want my children to keep up with all of the other children who are offered full day kindergarten.
15	whatever is good for child -- 5 child in family, no welfare, work to support 7 people
16	My daughter currently attends the YMCA childcare in Fargo. They have not decided whether they plan to offer the before/after kindergarten childcare next year since Fargo has changed to the all-day kindergarten and there are only a few Moorhead students at their facility. I don't know when they plan to finalize their plans, but this causes a struggle in planning for childcare for the upcoming fall. It's unfortunate that Fargo and Moorhead didn't make this change at the same time.
17	We cannot afford to pay an additional fee for kindergarten and I bet even the people that would not have to pay as much day care costs would have their cost savings eaten up by this fee. Plus, I dont think these kids have the attention span for all day to be an effective tool.
18	Please start all day kindergarten. It is best for the kids.
19	All day Kindergarten is a great program- right now it seems the kids just get there and then they leave- not to mention the daycare and transportation issues- my third grader went to Grace Lutheran for kindergarten because it was full day- unfortunately we were unable to continue for subsequent children- but there was more time to do more in depth projects and I think he really benefited as for paying for it- many families do not have the funds- will there be an option to pay for those who can not afford it- do we?

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20	Parents who work full time would greatly benefit from all day K. Also, the child would not have to be bussed back and forth from childcare and have to adjust to two different styles of teaching/discipline in one day. It would be cost beneficial for the working class.
21	Is it possible to add my house on a bus route, if there is all day kindergarten
22	im not sure that all day is necessary, if less structured, I would be more for it. kids need to be kids.
23	no
24	I feel my child's attention span is currently only able to handle a half-day. He's a well adjusted boy who does real well focusing on listening during storytime. Just thought you should know this.
25	This is an important step for the Moorhead school district. It benefits working families and child development.
26	Money is tight, will need to know of any changes in advance to plan for it.
27	My child will be coming from Head Start, where he is already attending all-day, so an all-day program would be an easy transition for him. I understand it's not for everyone, especially if a child has not been in preschool or Head Start, but it seems to make the most sense for my child.
28	When we moved to Moorhead from Fargo 3 years ago, one of the major reasons was the quality of education in MN. Now fast forward 3 years and other local districts, not to mention other districts across the US, are offering all day kindergarten while Moorhead is left behind. It's a major disappointment. Even Moorhead's half day program is shorter than others. If all day kindergarten can't be provided maybe the district could at least lengthen the half day by a half hour or so. And if it is decided that all day kindergarten would be an option but with fees, I would certainly hope these fees would be based on ability to pay.
29	I would fully support an all day kindergarten for Spanish immersion.
30	I am an at-home Mom, and I don't need all day kindergarten. My child would not adjust as well to all day kindergarten.
31	I think this is the best thing as kids can adjust to all day school days.
32	This needs to be considered. Kindergarten needs to be more hours if not possible to have all day.

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Appendix C

Findings of Parent Survey

1. Which of the following kindergarten programs do you believe that your child will be ready for in Fall 2008?

Half-day everyday	18%
All-day, everyday	51%
Both	32%

2. Do you plan to enroll your child in kindergarten in Fall 2008?

Yes	99%
No	1%

3. If "yes" above, which of the following do you plan to enroll your child in (check all that apply):

A Moorhead public school half-day, everyday kindergarten	51%
A Moorhead public school all-day everyday kindergarten (if offered)	64%
A private school kindergarten	2%
A child care center	3%
Other	1%

4. Currently the state of Minnesota does not fully provide financial support for all-day, everyday kindergarten. If Moorhead Area Public Schools offers all-day, everyday kindergarten next year, are you willing to pay a fee to help cover the cost of the program that is not covered by the state of Minnesota?

Yes	41%
No	34%
Undecided	25%

4. If a fee needs to be charged to an all-day, everyday kindergarten program, what fee amount would you be willing to pay to have your child attend all-day, everyday kindergarten?

$2,000/year ($222/month)	35%
$2,500/year ($278/month)	8%
$3,000/year ($333/month)	2%
I cannot/will not pay a fee for this program.	55%

6. The fee charge for an all-day kindergarten program may be higher or lower depending on how the program is staffed. Which of the following would you prefer?

A lower fee for a program staffed by licensed kindergarten teachers for one half day and staffed by qualified, but not licensed, kindergarten teachers for the other half day.	48%
A high fee for a program staffed by a licensed kindergarten teacher for the full day.	36%
Other	16%

7. If Moorhead Area Public Schools offers all-day, everyday kindergarten, I am most interested in having my child attend:

The school in my attendance area	67%
A kindergarten center	5%
Spanish Immersion	15%
Whatever is most cost effective for the district	18%

Appendix D

Kindergarten Facilities Options

Options:

1. Kindergarten Center – all kindergarten classes housed in one building.
2. Multiple sites kindergarten – kindergarten classes scattered at multiple sites throughout community (churches, strip malls, office buildings).
3. Shared sites – kindergarten classes at different sites with existing programs (Early Childhood Centers, MSUM, YWCA, etc.).
4. Elementary School sites – kindergarten classes at elementary schools within attendance areas.
5. Combo - this seemed to be evolving as we were filling out the survey. This option may include half-day and full-day programs available with one additional location, such as a Probstfield building, with most programming at the elementary schools.

Key: P = Preferred, A = Acceptable, U = Unacceptable

---

1. Kindergarten Center

P = 1

A = 11

U = 1

2. Multiple sites kindergarten

P = 0

A = 1

U = 12

3. Shared sites

P = 0

A = 1

U = 11

4. Elementary School sites

P = 12

A = 1

U = 0

5. Combo

P = 1

A = 11

U = 0

Appendix E

Kindergarten Program Model Options

Options:

1. Half-day program.
2. Full-day, 5-days-a-week program staffed with the same licensed teacher all day.
3. Full-day, 5-days-a-week program staffed half day MDE licensed teacher, half day other.

Key:

P = Preferred option
A = Acceptable option
U = Unacceptable option

---

1. Half-day program.

P = 0

A = 8

U = 5

Comments:

2. Full-day, 5-days-a-week program staffed with the same licensed teacher all day.

P = 13 (no fee, as one choice for parents)

A = 0

U = 0

Comments:

* Need sliding fee scale.
* Only acceptable even with fee.
* No fee.
* As one choice for parents, no fee so everyone has equal access.

3. **Full-day, 5-days-a-week program staffed half day MDE licensed teacher, half day other.**

P = 0

A = 3 + 1 = a little bit acceptable.

U = 9

Comments:

* With one room for K and one room for child care with the child care run by a separate agency.

* A little bit acceptable but more options need to be explained or less acceptable.

* Need sliding fee scale.

* We should not be in the child care business.

* Note- would need to have the second half of day with someone who has some early childhood qualifications and some academic enrichment expectations. Also in the same building as the first part of the day - otherwise this option is unacceptable.

Appendix F

Kindergarten Program Model Schedules

All Day Everyday Kindergarten Schedule



8:15 - Settling in
sign in, games, books, puzzles, exchange library books

8:30 - Opening/Community Circle
Morning Meeting
Greeting, sharing, activity, morning message
Calendar

9:00 - Reading
Phonics, story/reading, writing, guided reading, handwriting

10:00 - Snack

10:15 - Unit/Theme
Social Studies/Science

10:45 - Academic Centers
Reading, math, social studies, science, art, computers, listening

11:15 - Lunch

11:45 - Recess

12:15 - Story and Quiet Time

12:45 - Math

1:15 - Play/Choice

2:00 - Music/Movement/Story

2:40 - Prep for going home

2:50 - Dismissal

Our Day Together

8:50-9:00 Arrival/Greeting
9:00-9:30 Brainsmart Start/Morning Circle
9:30-9:45 Shared Reading
9:45-10:15 Reading Workshop
10:15-10:40 Math Workshop
10:42-11:07 Lunch
11:10-11:25 Story Time
11:25-11:40 Outside Time
11:40-12:10 Writing Workshop
12:10-12:45 Work Areas (Free Choice Centers)
12:45-1:10 Science/Social Studies/Project Work
1:10-1:55 Special Area Class (Art, Music, Reading Lab, P.E.)
1:55-2:10 Snack
2:10-2:40 SMART (Stretching, Myelinating, and Resting Time)
2:40-3:00 Closing Circle/Celebrating Our Day

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.101**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 2, 2008

RE: RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACT OF PROBATIONARY TEACHERS

At the March 24, 2008 school board meeting the reduction of 4.647 full time equivalent (FTE) of programs and licensed positions was approved as follows:

The reduction of these programs and licensed positions is related to the projected declining enrollment and financial limitations as follows:

FTE	Licensed	School
.2500	Business	Moorhead High School
.1875	Industrial Technology	Moorhead High School
.6095	Social Studies	Moorhead High School
.2500	World Language	Moorhead High School
1.8500	Title I	District Wide
1.5000	Kindergarten-Grade 5	District Wide

The reduction of these programs and licensed positions is related to the projected declining enrollment and financial limitations. Additional staffing reductions are necessary due to statutory provisions, teachers returning from leaves and filling vacancies during the year. Some of these reduction will be absorbed through teacher transfers, retirements, resignation and leaves.

Consider the attached resolution directing the administration to effect termination and non-renewal of the position of the probationary teachers as listed below:

Termination and Non-Renewal of Contracts

Name	Position	FTE
Gretta Link	Title I	.85
Steve Montplaisir	Special Education	1.00
Ann Hagen	Business	.75
Caleb Schlack	Physical Education	.50

SUGGESTED RESOLUTION: Move to approve the following resolution:

WHEREAS, the following teachers are probationary teachers in Independent School District # 152:

Name	Position	FTE
Gretta Link	Title I	.85
Steve Montplaisir	Special Education	1.00
Ann Hagen	Business	.75
Caleb Schlack	Physical Education	.50

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, subd. 5, that the teaching contract of the above probationary teachers in Independent School District No. 152, is hereby terminated at the close of the 2007-2008 school year.

BE IT FURTHER RESOLVED that the attached written notice will be sent to the above probationary teachers regarding termination and non-renewal of this contract as provided by law.

RN/smw

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO THE TERMINATION
AND NON-RENEWAL OF THE TEACHING CONTRACT
OF «Name», A PROBATIONARY TEACHER.

WHEREAS, «Name» is a probationary teacher in Independent School District No. 152.

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, subd. 5, that the teaching contract of «First» «Last», a probationary teacher in Independent School District No. 152, is hereby terminated at the close of the current 2007-2008 school year.

BE IT FURTHER RESOLVED that written notice has been sent to said teacher regarding termination and non-renewal of his contract as provided by law, and that said notice shall be in substantially the following form:

NOTICE OF TERMINATION

«Name»
«Address»
«City, State, Zip»

Dear «Name»,

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 152 held on April 14, 2008, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2008-2009 school year. Said action of the Board is taken pursuant to M.S. 122A.40, subd. 5.

You may officially request that the School Board give its reason for the non-renewal of your teaching contract. However, such a request must be received within ten days after the receipt of this notice.

Yours very truly,

SCHOOL BOARD OF EDUCATION
SCHOOL DISTRICT NO. 152

_____
Clerk of the School Board

The motion for the adoption of the foregoing resolution was duly seconded by _____ and upon vote being taken thereon,

the following voted in favor of:

and the following voted against the same: None

whereupon said resolution was declared duly passed and adopted.

NOTICE OF TERMINATION

Date

x
X
X

Dear

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 152 held on April 14, 2008, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2008-09 school year. Said action of the Board is taken pursuant to M.S. 122A.40, subd. 5.

You may officially request that the School Board give its reason for the non-renewal of your teaching contract. However, such a request must be received within ten days after the receipt of this notice.

Yours very truly,

SCHOOL BOARD OF EDUCATION
SCHOOL DISTRICT NO. 152

_____
Clerk of the School Board

Board Member _____ introduced the resolution directing administration to effect termination and non-renewal of probationary teachers as presented. The motion for the adoption of the foregoing resolution was duly seconded by _____ and upon vote being taken thereon,

the following voted in favor of: .

and the following voted against the same: None

whereupon said resolution was declared duly passed and adopted.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.07.102**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources RN

DATE: April 7, 2007

RE: RESOLUTION RELATING TO THE OFFERING OF PART-TIME TEACHING CONTRACTS TO PROBATIONARY TEACHER.

Consider the resolution below directing the administration to offer part time teaching contracts to the probationary teacher as listed below:

	Current Contract	Reduction	Contract Offer
Ann Hagen	.75	.25	.50

SUGGESTED RESOLUTION: Move to approve that the full-time probationary teacher whose contract was terminated effective at the end of the 2007-2008 school year and non-renewed for the 2008-2009 school year, as provided in the School Board resolution adopted earlier at this meeting, shall be offered part-time teaching contract for the 2008-2009 school year as follows:

	Contract Offer
Ann Hagen	.50

RN/jal

S-MN-B05
21 April 2008

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

April 21, 2008
5:30 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 _____

2. **CONSULTANT SUPERINTENDENT SEARCH UPDATE**: Nybladh

3. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Activities Council	April 22	7 am	MHS
Technology Committee	April 22	3:45 pm	PCE
Policy Review Committee	April 22	7 pm	PCE
Grds 6-12 P/T Conferences	April 28-29	5-8:30 pm	
School Board	April 28	7 pm	PCE
Joint Powers Committee	May 1	7 am	Clay County
Human Rights Committee	May 1	3:45 pm	PCE
Educ Mhd Recognition Dinner	May 1	6 pm	Marriott
Horizon PTAC	May 1	7 pm	Media Center
Safe and Healthy Learners Com	May 5	3 pm	PCE
Asp Parent Social	May 5	6:30 pm	Media Center
Reinertsen PTAC	May 5	6:30 pm	Media Center
High School PTAC	May 5	7 pm	Conference Room
Continuing Educ Com	May 6	3:45 pm	PCE
Indian Education Parent Com	May 7	5 pm	PCE
Instruction & Curr Adv Com	May 8	7 am	PCE
Health/Safety/Wellness Com	May 8	9:30 am	PCE
Early Chldhd Parent Adv Council	May 8	6:30 pm	PCE
School Board	May 12	7 pm	PCE
Hopkins PTAC	May 13	6:30-8 pm	Media Center

S-MG - 805
28 April 2008

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

April 28, 2008
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 boys swimming team for placing fourth at the state swim meet. This is Moorhead's highest finish ever at the state swim meet. Team members are Logan Arnold, David Flickinger, Ian Carney, Jimmy Foley, Brandon Desautel, Pat Foley, Mike Golling, Josh Seaburg, Mark Singleton, Luke Pechmann and Daniel De Souza.

   Luke Pechmann won the 50 freestyle, and Pechmann, Daniel De Souza, David Flickinger and Josh Seaburg placed first in the 400 freestyle relay. In addition Pechmann, De Souza, and the members of the 400 freestyle relay team earned All-American honors as a result of their times. Coaches are Pat Anderson, Jeff

Schneider and Bridget Thomas.

*** **We Are Proud** of Luke Pechmann, who competed at the NCSA Junior National Swim Championships in March in Orlando, Fla., representing the Marlins Swim Team. Pechmann qualified based on his performance at the Minnesota High School state championship. The Junior National Championship includes approximately 1,400 competitors. Pechmann competed in the 50 freestyle, 10th place; 100 freestyle, 15th place; 50 butterfly, 70th place; and 100 butterfly, 112th place. His time in the 50 freestyle was .4 off the qualifying time for the Olympic Trials. He has two more chances to qualify. Pat Anderson is the coach.

*** **We Are Proud** of Pam Gibb, communications coordinator, whose work on the 2007-08 Calendar and School Information publication was recognized by the Minnesota School Public Relations Association. The district calendar, with the theme "Connecting for Success," received a MinnSPRA Star Award for Print Publications.

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

2. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. TEACHING/LEARNING MATTERS - Kovash
   (1) Acceptance of Moorhead Area Education Foundation Incentive Grants - Page 6
   (2) Approval of Summer 2008 Migrant Education Program Supplemental Grant Renewal - Pages 7-28

B. BUSINESS SERVICE MATTERS - Kazmierczak

C. HUMAN RESOURCE MATTERS - Nielsen
   (1) Approval of Leave of Absence - Page 29
   (2) Approval of Extended Leave of Absence - Page 30
   (3) Approval of Change in Contract - Page 31

(4) Approval of Resignation - Page 32
(5) Acceptance of Early Retirement - Page 33
(6) Approval of Termination - Page 34
(7) Approval of New Employees - Page 35

D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

3. **MAJOR MAGNITUDE FIELD TRIP TO CHICAGO**: Kovash
Pages 36-38

Suggested Resolution: Move to approve the Major Magnitude Field Trip for the Moorhead Middle School 8th Grade Orchestra to attend the International Band and Orchestra Clinic at the Chicago Hilton and Convention Center, December 14-17, 2008.

Moved by _____ Seconded by _____
Comments _____

4. **NON-ALIGNED EMPLOYEE SETTLEMENT**: Nielsen
Page 39

Suggested Resolution: Move to approve the 2008-2010 settlement for Non-Aligned Employees as follows:

2008-2009	5.27%	$36,622.00
2009-2010	4.65%	$33,962.00
TOTALS	9.92%	$70,584.00

Moved by _____ Seconded by _____
Comments _____

5. **403(b) DEFERRED COMPENSATION CHANGES AND APPROVAL OF VENDORS AND THIRD PARTY ADMINISTRATOR**: Nielsen
Pages 40-41

Suggested Resolution: Move to approve the following entities as vendors of 403(b) plans for the Moorhead Area School District:

1. Security Benefit Life
2. Educators Financial
3. FTJ Fund Choice
4. VALIC

and to approve Admin and Compliance Services (ACS) as the district's third party administrator of 403(b) plans.

Moved by _____ Seconded by _____
Comments _____

6. **FIRST READING OF POLICIES**: Nybladh
Pages 42-94

The School Board will conduct a first reading on the following policies: Maltreatment of Vulnerable Adults (535), Cashing Checks Out of Cash Deposits (823), Public Gifts to the School District (834), Establishment, Adoption and Modification of the District's Financial Annual Operating Plan (810), School District System Accountability (650), Student Discipline (551), Bullying Prohibition (578), Credit for Learning for Minnesota Graduation Standards (653), Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652), Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students (656), Moorhead Area Public School District State Mandated Testing Plan and Procedure (660), and Student Transportation Safety (721).

7. **SCHOOL BOARD SPECIAL MEETING**: Tomhave

Suggested Resolution: Move to approve scheduling Thursday, June 5, 2008 at 5:30 p.m. to conduct a School Board special meeting related to the consultant superintendent search.

Moved by _____ Seconded by _____
Comments _____

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Joint Powers Committee	May 1	7 am	Clay County
Human Rights Committee	May 1	3:45 pm	PCE
Educ Mhd Recognition Dinner	May 1	6 pm	Marriott
Horizon PTAC	May 1	7 pm	Media Center
Safe and Healthy Learners Com	May 5	3 pm	PCE
Asp Parent Social	May 5	6:30 pm	Media Center
Reinertsen PTAC	May 5	6:30 pm	Media Center
High School PTAC	May 5	7 pm	Conference Room
Continuing Educ Com	May 6	3:45 pm	PCE
Indian Education Parent Com	May 7	5 pm	PCE
Instruction & Curr Adv Com	May 8	7 am	PCE
Health/Safety/Wellness Com	May 8	9:30 am	PCE
Early Chldhd Parent Adv Council	May 8	6:30 pm	PCE
School Board	May 12	7 pm	PCE
Hopkins PTAC	May 13	6:30-8 pm	Media Center
Staff Development Committee	May 19	3:30 pm	PCE
Interagency Early Interv Com	May 21	12 pm	FSC
Technology Committee	May 27	3:45 pm	PCE
Schl Bd Retirement Reception	May 27	5:30 pm	PCE
School Board	May 27	7 pm	PCE
Last Day for K-12 Students	June 4		
K-12 Prof Dev/Tchr Work Day	June 5		
Teacher Comp Day	June 6		
Graduation	June 8	2 pm	Concordia
School Board	June 9	7 pm	PCE

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.112 C

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash

DATE: April 21, 2008

RE: Moorhead Area Education Foundation (MAEF) Incentive Grants

The Moorhead Area Education Foundation (MAEF) has approved the following grants for the 2007-2008 school year:

1. Monica Peterson - 9th Grade – Math Application Program - $500

The Math Application Program is for 9th graders who are below grade level in math. Funds were used to purchase manipulatives to reinforce basic skills tailored to individual student needs.

2. Bonnie Stafford – Social Studies – Nineteen Minutes - $450

The book, *Nineteen Minutes*, by Jodi Picoult, is a story about a high school shooting. The story is told from the perspective of the victims, shooter, parents of the victims, parents of the shooter, the detective, and the defense attorney. Students who read the book third quarter all spoke positively about the story. As a class, we discussed school bullying, crime and deviant, the social structure of high schools, social groups in high school, and indifference to witnessing social cruelty.

3. Tammy Ressler – DCD Teacher - Functional Life Skills - $500

The Functional Life Skills programming will be implemented under 4 theme units: Empowering Me, Exploring Home Living, Recreation and Leisure and Exploring Your Community. These themes are based on the 5 transition areas of a transition individual educational planned program. Many of the students who participate in the Life Skills Program remain in school until age 21 as determined by an IEP Team. Programming needs continue to be targeted based on students' individual needs. There is a need for additional resources in order to meet the individual needs of all students who have IEP's. The programming will continue to be implemented through a collaborative model of DCD staff, vocational staff and related service providers, speech pathologist and occupational therapist.

4. Kate Hoverson – Reinertsen -The Working and Listening Club - $495

The Walking and Listening Club is an opportunity for students to volunteer during lunch recess for a period of one week. Students will come to the Media Center, find the audio book (Playaway) they would like to listen to before heading outside to the walking track. Students will be able to listen to their audio books for fifteen minutes during recess time. At the end of their fifteen minutes, students, will bring back their Playaways and record what they listened to in their listening log. Playaways are similar to a MP3 player with an entire book already loaded on the unit.

SUGGESTED RESOLUTION: Move to accept the grants awarded by Moorhead Area Education Foundation as presented to Monica Peterson for $500, Bonnie Stafford for $450 , Tammy Ressler for $500 and Kate Hoverson for $495.

LAK/kmr

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.116 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: April 21, 2008

RE: Summer 2008 Migrant Education Program Supplemental Grant Renewal

Attached is the Summer 2008 Migrant Education Program Supplemental Grant Application to the Minnesota Department of Education. The Minnesota Department of Education has awarding funding of $14,750, similar to last year.

The Minnesota Department of Education did not approve Migrant Summer School funding for the full migrant program due to reduced funding and the number of students qualifying for migrant status. The district administration submitted a grant request for supplemental funding for services for migrant students through existing programs, such as EXCEL. The funding will support a part time secondary resource teacher, instructional supplies, and transportation for students to attend existing programming. Many students in our EXCEL and other extended school year programs also meet criteria for migrant status.

SUGGESTED RESOLUTION: Move to approve the Summer 2008 Migrant Education Program Supplemental Grant for $14,750 from the Minnesota Department of Education.

LAK/kmr
Attachment

CONTACT COVER SHEET

2008 Summer Migrant Education Grant

Sole Source Grant Award Opportunity

Complete this form electronically by filling in the form fields. The individual(s) with legal authority must sign.

PROJECT INFORMATION

Starting Date: June 1, 2008
Ending Date: September 30, 2008

AMOUNT REQUESTED $

Funding Source: Title I Part C

Up to $ 14,750 per award

APPLICATION INFORMATION

School District/Organization or Agency
Moorhead Area Public Schools

Address: 2410 14th St S
Moorhead, MN 56560

ISD# 0152
Agency Federal Tax ID: 41-6008721
Agency State Tax ID: 8033594
Vendor #

Telephone: 218-284-3330
Fax: 218-284-3333
Email: lnybladh@moorhead.k12.mn.us

LEGAL BINDING

IDENTIFIED OFFICAL WITH AUTHORITY
Name and Title:
Dr. Larry Nybladh, Supt. Moorhead Schools

Dr. Larry L Nybladh 04/16/08
Signature Date

MAIN PERSON WITH LEGAL AUTHORITY TO SIGN LEGAL DOCUMENTS ON BEHALF OF THE SCHOOL DISTRICT.

Signature Date

PERSON WITH LEGAL AUTHORITY TO SIGN LEGAL DOCUMENTS ON BEHALF OF THE ORGANIZATION

PERSON WITH LEGAL AUTHORITY TO SIGN LEGAL DOCUMENTS ON BEHALF OF THE DISTRCT

BY SIGNING, YOU ARE GRANTING APPROVAL TO SUBMIT. YOU MUST ALSO SIGN THE AGREEMENT TO COMPLY FORM.

IF 2ND SIGNER IS REQUIRED BY YOUR ORGANIZATION

CONTACTS

NAME & TITLE OF PROGRAM CONTACT REPRESENTATIVE:
Scott Matheson, Project Coordinator
Address: 2410 14th St S
Moorhead, MN 56560

Telephone: 218-284-2314
Fax: 218-284-3333
Email: smatheson@moorhead.k12.mn.us

SCHOOL DISTRICT OR AGENTY ACCOUNTANT
Denice Sinner
Address: 2410 14th St S
Moorhead, MN 56560

Telephone: 218-284-3365
Fax: 218-284-3333
Email: dsinner@moorhead.k12.mn.us

AGREEMENT TO COMPLY WITH ASSURANCES FORM

Complete this form electronically by filling in the form fields. The individual(s) with legal authority must sign.

In regard to potential funding of an award, the following clauses are stated in their entirety in the application materials section titled ASSURANCES. For the purpose of this form, said clauses are referenced only by their clause number and heading hereafter in this Agreement to Comply with Assurances form.

The applicant/awardee shall comply with all applicable federal, state and local laws, ordinances, rules and regulations and provisions stated therein and herein in the performance of the award should grant funds be awarded. As part of the application requirements, applicant shall sign and submit this form and attach applicable certification(s) indicating its agreement to comply with the provisions of the application and assurance clauses.

1. SURVIVAL OF TERMS	11. ANTITRUST
2. USE OF FUNDS	12. GOVERNING LAW, JURISDICTION AND VENUE
3. EQUIPMENT	13. LOBBYING*
4. FINANCIAL & ADMINISTRATIVE PROVISIONS	14. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS*
5. LIABILITY	15. DRUG-FREE WORKPLACE (Awardees Other Than Individuals)*
6. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS	16. DRUG-FREE WORKPLACE (Awardees Who Are Individuals)*
7. PUBLICITY	17. TRANSFERABILITY
8. GOVERNMENT DATA PRACTICES	18. TIME
9. DATA DISCLOSURE	19. OTHER PROVISIONS
10. WORKER'S COMPENSTATION	

Regarding clauses 13, 14, 15 and 16:
These provisions are required when the award involves federal funds. Applicants shall refer to the regulations cited to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying,"; 34 CFR Part 84, Government-wide Requirements for Drug-Free Workplace (Grants) and 34 CFR Part 85 Government-wide Debarment and Suspension (Non-procurement) and the certifications shall be treated as a material representation of fact upon which reliance will be placed when the Minnesota Department of Education determines the award.

The title of the application award opportunity: 2008 Summer Migrant Education Grant

The applicant shall list the site(s) for the performance of work done in connection with this specific award opportunity.

ISD 152
Moorhead Area Public Schools
Place of Performance

2410 14th St S
Street Address

clay
County

Moorhead, MN 56560
City, State and Zip Code

Check if there are (additional) workplaces on file that are not identified above.

By signing this form, I/we Moorhead Area Public Schools the applicant, acknowledge that I have read the assurances in their entirety as stated within the application materials and shall comply with all applicable federal, state and local laws, ordinances, rules and regulations and provisions stated therein and herein in the performance of this award opportunity should the organization be awarded funds and become a grantee. I/we hereby assure and agree to comply with all conditions and submit required documents and certifications as required.

Dr. Larry Nybladh, Superintendent — Dr. Larry P. Nybladh — 3-18-2008

Print Name and Title of MAIN PERSON WITH LEGAL AUTHORITY — Signature — Date

STATEMENT OF CERTIFICATIONS

On behalf of the applicant agency, I certify to the Minnesota Department of Education (MDE) and the United States Office of Migrant Education the following:

1. As an applicant agency for Federal ESEA, Title I, Part C Migrant Education funds, this applicant assures that its policies, procedures and services are in compliance with all applicable sections of Title I, Part C of the Elementary and Secondary Education Act, Public Law 107-110 and all other applicable federal laws and regulations;
2. To provide educational services as described in this application to eligible migrant children, based upon certified identification of families and children using the Minnesota Certificate of Eligibility in the Minnesota Migrant Student Information System (MIS 2000). In descending order the priorities are:

   a. migrant children who are failing, or most at risk of failing, to meet the state's content and performance standards; and

   b. whose education has been interrupted during the regular school year.
3. The instruction and support services are of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the educational needs of the migrant children being served;
4. To provide instructional programs that meet Minnesota's high content standards;
5. To provide interagency coordination/collaboration with existing agencies in the area that provide services to migrant families and accomplishes the goals of the program;
6. To recruit and employ appropriately licensed and qualified staff with the cultural and linguistic skills of the group served; to provide program services in a timely fashion;
7. To provide monitoring and evaluation data as required by the approved educational and support programs.
8. To evaluate the effectiveness of achieving the goals set for the program and that such evaluation shall include objective measures of student educational achievement and overall program achievement for increased accountability and results;
9. To focus on ensuring that all migrant students attending, reach challenging academic standards and if applicable, graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment;
10. That no eligible migratory child will be prevented from benefiting fully from the project's services because the child is handicapped or does not speak English or has limited English language skills;
11. That no person in Minnesota shall, on the basis of race, religion, sex, age or physical or mental handicaps, be discriminated against in terms of hiring, promotion, or salary;
12. To adopt the policies, plans and procedures necessary to comply with the Family Education Rights and Privacy Act of 1974, (20 U.S.C. § 1232g; 34 CFR Part 99);
13. To comply with all SEA, USOME, laws, rules and regulations pertaining to the use of federal funds to provide supplemental education services to migrant children and families, and to meet all reporting requirements and timelines.

CERTIFICATION OF INFORMATION

We certify that, to the best of our belief and knowledge, the information contained in this application is correct and complete and that the applicant agency has authorized me, as its representative, to give the above assurances and to file this statement.

Signature of LEA Representative	Date	E-Mail Address
Lynne Kovash	4-17-08	lkovash@moorhead.k12.mn.us
Signature of Migrant Coordinator	**Date**	**E-Mail Address**
Scott A. Mathers	4-16-08	smathers@moorhead.k12.mn.us

Minnesota Department of Education

Summer 2008 MEP Application Cover Sheet and Abstract

Contracting Agency	
Moorhead Public School District #152	
Address **Moorhead High School, 2300 4th Ave. South**	
City **Moorhead, MN**	Zip 56560
Authorized Signatory	**Title**
	Scott Matheson—EXCEL Secondary Coordinator
Telephone Number 218-284-2314	Fax Number 218-284-2314
Email Address smatheson@moorhead.k12.mn.us	
Federal Employer ID# 41-6008721	MN Tax ID# E-5580

Physical Project Site (if different than above)				
Hopkins Elementary School	**Robert Asp Elementary School**	**Horizon Middle School**	**Moorhead High School**	**RRALC**
Address Moorhead High School 2300 4th Ave. South				
City Moorhead MN		Zip 56560		
Project Coordinator		**Title**		
Scott Matheson Deb Pender-Tilleras		Migrant/EXCEL Secodnary Coordinator Summer School Director		
Telephone Number 218-284-2314		Fax Number 218-284-2233		
Email Address smatheson@moorhead.k12.mn.us				

Project Start Date 6-17-08 **Project Start Time** 5:30 p.m.	**Project End Date** 7-29-08 **Project End Time** 8:30 p.m.	**Funds: $ 16753.00**

Family Service Worker/Recruiter: Christine Rositas

Secondary Contact: Scott Matheson / Deb Pender-Tilleras

PROGRAM NARRATIVE

Please describe the activities and your project design, in relationship to the goals and objectives they support. Detail your progress toward meeting identified outcomes. Provide concise and complete answers to each of the following questions. Information may be bulleted or listed. (limit to 2 pages)

Extent of Need:

a) Describe your needs assessment process which utilizes a variety of data sources to develop an understanding of educational needs of migrant students and families.

b) Describe the needs of migrant students' not meeting standards by grade level and subject areas. Include **PK** and **Out-of-School Youth** (to 22 years of age). Include data to explain how conclusions were reached. Provide information about other indicators, credit accrual, various health related problems, attendance, mobility or other achievement measure that were used to help identify students at risk.

c) Clearly state the process how the district will first determine which students will receive Priority for Services. In order to determine who meets the Priority for Services criteria, LEAs must first determine which students are failing or most at risk of failing to meet state standards and who has moved within the academic year.

d) Describe trends your district has observed regarding the migrant population during the summer (include moving patterns, types of agricultural employment, students language and academic needs, bi-national students, and other unique needs.

e) Describe the type and amount of professional development opportunities addressing the needs of migrant students currently available to summer school personnel and how that has impacted student performance.

(See Attached)

1. <u>Program Narrative</u>: Moorhead Summer Migrant Education Program (Extent of Need on 2008 Grant Application)

a.) <u>Describe your needs assessment</u>: The Moorhead School District employs a full time home school liaison to work with migratory families as they transition in and out of our community during the school year. This same employee is hired during the summer and works closely with our school district to make sure Migrant Students eligible for services are enrolled during summer school. In addition, Christine Rositas serves as the Region 2 recruiter in identifying and recruiting Migrant families. She is well versed on migratory trends, updated on practices and policy determining migrant eligibility and has received exhaustive training on the proper way to fill out a certificate of eligibility (COE).

In this role, Christine will help migrant families transition into the community, assist in connecting with outside agencies, gives employment leads for agriculturally related work, helps with school enrollment and COE's, and maintain a close working relationship with each family, often acting as translators for predominantly Spanish speaking families. As someone who gets to know families personally, she directly encourages families to enroll interrupted school year students for the summer school program.

In addition, the Moorhead Summer School Migrant program works closely with Tri-Valley Opportunity Council and their year round efforts to identify families and students who plan to migrate to Minnesota from Texas for summer agriculturally related work. The family service workers employed by Tri-Valley collaborate and work closely with Moorhead School districts home school liaison. They work together in the registration, recruitment and eligibility process, and transition students into the Head Start or Migrant School programs.

Once identified and enrolled, Migrant School teachers utilize screening instruments to assess the current level of academic performance evidenced by each student. A pre and post test measure is given for each student enrolling; the Developmental Reading Assessment (DRA) and Dynamic Indicators of Early Literacy Skills (DIBELS) is used for students in first and second grade. Third through eighth grade students are given the Qualitative Reading Inventory (QRI).

All 3-8 grade summer students are also given a computerized MAP assessment to determine their present level of math and reading performance, and to help target deficient skills for priority learning during the summer. In addition, BST test results are obtained if students took the test while in Moorhead and used to cross reference with the MAP assessment. Our secondary resource teacher also stays current with each student's respective school in Texas and arranges for individual testing during the day who need to pass a segment of basic standards test failed in Texas.

b.) Need of Migrant Students Not Meeting Standards: Because interrupted school year children and families move from place to place each year seeking work, gaps occur in their academic, physical and social/emotional development. Our summer program is designed to provide for the developmental needs of children from infancy through young adulthood. All migrant children age infant through preschool are serviced by Tri-Valley Opportunity Council in Davenport, MN. The Moorhead site works closely with Tri-Valley and our family service workers to coordinate student physicals, vision and dental screenings, update shot records, and assist families in hooking up with outside agencies.

Moorhead ISD#152 employs a part time TIPS worker each summer to help track attendance and follow through with parents to encourage their son or daughter to attend each day. Our program also coordinates with the Targeted Services/EXCEL summer program. These programs provide summer school for students who have failed to meet basic standards or are credit deficient are required to attend during the summer. Since some of our students have settled out but still qualify for Migrant school, information is shared and programming arranged

to help students catch up and meet credits or standards.

This is done frequently at the elementary and middle school level. In addition, this year our daytime 7th and 8th grader teacher will program work for students aligned with their home school. This work will help them make up for credit deficiencies.

Our secondary program accommodates older students who are credit deficient, looking to pass TAKS exit tests, or are studying for their GED. This is a collaborative arrangement with our area learning center where programming is designed to accommodate not only Migrant students, but also high school students who are trying to make up high school credit. This collaborative partnership allows us to share costs, exchange student data, track student progress and coordinate instruction. It enables interrupted school year students the same access to technology all district resources. It also helps students prepare for or take their TAKS exit tests, or who want to earn extra credit by attending our summer migrant school night program.

c.) Process used for determining Priority for Services: All of Moorhead's summer school programming is designed to meet the needs of students who are struggling to meet criteria at grade level, are credit deficient or who have failed to pass basic standard requirements.

The summer migrant school program gives first priority to students who meet the eligibility requirement and qualify according to the Certificate of Eligibility (COE). Students are admitted into school if they have made a qualifying move over the past 36 months with the purpose of obtaining seasonal, agriculturally related work. Those students with the most current qualifying move receive highest priority for entrance. Each and every student must have a COE filled out by a our assigned Region 2 recruiter and home school liaison.

Our secondary resource teacher and family service worker also confer with their home school district to ascertain what grade level content and standards need to be met. This information, along with the initial assessment done when students enter, is used to instruct, with a heavy emphasis placed on reading and math acquisition and remediation.

d.) Describe trends in the area: Over the past five years, our district and region of the state has seen a slow decline in the number of families seeking farm labor or seasonal agricultural work. Families continue to migrate from the southern tip of Texas, usually arriving mid-June and are employed hoeing or harvesting sugar beets. Some families stay through the summer into the Fall to help in processing of sugar beets. Though the need has declined, their is still work for families in the fields. Some families are second or third generation workers, still working for the same farmer each summer doing farm labor. Language use is primarily English among students, but a large percentage of parents speak Spanish as their primary language. Because of their transient nature, migrant students lag behind in academic areas, often scoring one to two grade levels below their peers. One of the most pressing needs in Moorhead is the difficulty finding adequate housing. There is limited space available, a background check is required and owners are looking for long-term rental agreements.

e.) Describe the type and amount of staff development: Each home school liaison employed during the year is required to attend a day long training session put on by the Minnesota Migrant Education department. This staff development training is done in the spring, with emphasis placed on identification and recruitment. In addition, each elementary and secondary site offers prep and staff development time for teachers planning on teaching during the summer. This training includes assessment, best practices, authentic learning, achieving high standards, increasing parental involvement and an introductory session on using the district's computers and accessing NGS system used to monitor and program for students coming up from Texas.

Service Delivery:

a) Provide an overview of the type of program you are requesting (day, evening, or both) and how this program will meet the needs of eligible migrant students (include your Identification & Recruitment plan, process for appropriate student placement and type of service delivery).
b) Describe both the elementary and secondary activities you plan to initiate that are aligned with the goal of attaining Performance Goals #1 and #5.
c) Describe how your program will coordinate and collaborate with existing summer programs in your district (Title I, ESL, Targeted Services, Community Ed. Etc).

(See Attached)

2. Service Delivery: Moorhead Migrant Summer School (see attached page)

a.) Overview of the type of program: Moorhead's Summer School offering will be site based this summer, with each elementary school designing and implementing a program to help student acquire basic skills in reading and math. At the elementary level, interrupted school year students will attend school five days a week in the morning only. Each separate school will run a three week day program, beginning July 28th and ending in August 15th. Students will attend school from 8:00-11:30 a.m. Monday through Friday. Each morning, a heavy emphasis is placed on skill development in the areas of reading and math, with teachers targeting deficiency areas as indicated by the pretest assessment testing (DRA, QRA, MAP computerized instrument) and as indicated by spring test data taken from their home district or when enrolled in Moorhead schools. Elementary migrant students will be identified by our home school liaison--and through leads given by Region 2 recruiter, Christine Rositas. Migrant students will be strongly encouraged to attend the elementary school pertaining to their current address.

Interrupted school year students are placed in grade/age appropriate classrooms and attend the elementary school closest to their present residence. Teachers utilize best practices when implementing instruction. Each classroom has a bilingual para to help students with limited English proficiency. In addition, teachers utilize district instructional materials, library tools, a computer lab and requested MMERC materials to supplement daily instruction.

This summer, Migrant students identified at the secondary level will attend summer programming at the middle school, high school and our alternative learning center. The secondary program runs from 7:30-2:30 with a twelve day session in June, and an eleven day session in July. In addition, those students who qualify under Migrant status can attend night school four days a week at the alternative school. A secondary resource teacher will be hired to help identify, recruit and place secondary students in appropriate coursework for credit accrual, Texas or Minnesota test standards. Those Students who attend during the day will work on material needed to help them earn failed credit as indicated by their home school, or to prepare for and pass a failed portion of their basic standards tests. Our secondary teacher will be in contact with Texas, using the NGS system to keep abreast of student progress, and work closely with the other Moorhead Summer school programs to share information, and teach standards and work students need to pass on to the next grade level.

Our night school program runs four days a week, from 5:45-8:45 p.m. The program is designed to help secondary students earn high school credit in the areas of English, Math and Social Studies. The NGS systems is utilized to check on required standards and current course work while enrolled in their home schools. MMERC materials and affiliated college courses in Texas supplement teachers with texts and materials. Students may also study to take the TAKS exit level exams while attending the night school program.

b.) Describe activities aligned with goal of attaining Performance Goal #1: Our overall program goal is to help students attain proficiency and reach high standards in the area of reading/language arts and math. At whatever instructional level, teachers will use assessment tools and instruction to help students improve standard proficiency.

Once interrupted school year (migrant) students are identified and enrolled in the appropriate grade level, teachers will conduct a pre-assessment using the MAP (Measure of Academic Progress) to determine instructional level and needs. By staffing a teacher at every grade level, the teacher-student grade level is kept low, thereby allowing greater individualization for student remediation on skill deficiency. Four bilingual para's

are shared between teachers, aiding in making sure language barriers do not impede concept attainment. For students with limited English proficiency, an ESL teacher helps identify students and programs for their needs through small group work.

Transportation is provided to assure daily attendance. Instructional practices are derived from pre-assessment results and from information garnered through student record checks, NGS data and Spring assessment results. Before withdrawing for the summer, a posttest assessment is used to measure specific progress made, identify skill deficiencies and communicate findings through a withdrawal form sent to the next school attended.

c.) Describe how your program will coordinate and collaborate with existing summer programs in your district:

All elementary summer school programs in Moorhead will be site based this summer, a shift from having all of our students housed at one building as we have done in the past. Each spring, EXCEL summer school brochures are distributed to the families of students who are falling behind in academic progress or standard proficiency. Families are encouraged to enroll their children in EXCEL or Targeted Services summer programs to help their children acquire needed competencies in reading/language arts and math. Interrupted school year (Migrant) students who are identified will be placed at the school closest to their address and be given the same opportunity to acquire and accelerate basic skills in the areas of reading and math. Migrant students will be seen as part of the comprehensive summer programing given to all students within ISD #152.

Interrupted School Year students who qualify for Migrant school will participate in EXCEL course offerings designed to bolster reading/language arts and math performance. This combination of Targeted Services, Title One EXCEL and Migrant programming enables the sharing of resources, instructional materials, technology, transportation, space and learning experiences. The configuration maximizes teacher collaboration and instructional support for identified 'at-risk' students in danger of not meeting state requirements.

Each grade level is positioned within the same area of the building, allowing summer teachers to collaborate and plan instruction for students grouped according to their ability level. This grouping dismantles cultural or ethnicity separation and focuses on teaching students according to their educational needs. Teachers at each grade level share instructional units and thematic instruction, often combing classes to reach out to students. Students from all summer programs are given the same assessment instruments and teachers use the same protocol for pre and post assessments (DIBELS,DRA,QRA, MAP).

Parental Involvement:

a) Describe how your district will involve migrant parents in a meaningful manner on a parent advisory council.
b) Describe how your district will provide communication in a format and language understandable to migrant parents.

To the extent feasible, describe your district's advocacy and outreach activities for migratory children and their families to gain access to other educational, health, nutrition and social services.

(See Attached)

Parent Involvement: Moorhead Migrant Summer School

a.) Describe how your district will involve migrant parents in a meaningful manner:

Prior to the summer starting, a flyer is sent home to parents, listing times and dates for all summer programming in the Moorhead School District. A description of each school--EXCEL, Migrant, ESY is included and parents are encouraged to stay actively involved in their students education and progress as they complete summer offerings. The flyer also lists contact numbers, upcoming family events and a brief description of what to expect concerning their child's academic progress.

In conjunction with Tri-Valley's PAC meeting, parents are kept abreast of school expectations for their children, are given a list of outside agencies and contact numbers and bilingual staff member are made available at all times to answer questions or concerns.

Parents are also invited to attend a summer ending open house for all summer programs. They are encouraged to visit their child's classroom, view completion projects and enjoy cookies and juice provide by the school district.

In addition, each Fall and Spring, migrant and ESL parents are invited to attend a parent meeting and free meal. This LEA spring event brings parents together and explains summer course offerings and how they can be actively involved in helping their children learn.

b.) Describe how your district will provide communication in an understandable format:

All information sent home to parents is translated and printed in both English and Spanish. The district's summer liaison, having already established a working relationship with many migrant families, continues to work on keeping communication open by making home visits, telephone calls and assisting families in finding transportation or accessing outside agency involvement. The home school liaison working with Migrant programming also serves as an advocate, enabling a parent to bring concerns directly to the school should there be a grievance impeding their child's academic success.

c.) Describe your district's advocacy and outreach activities for migratory children and families to gain access to services:

As stated earlier, Moorhead's school district employs a year round home school liaison, dedicated to working with Migrant families and their students. Her primary responsibility throughout the school year is to identify, recruit and transition migrant families and children into our school system. Christine Rositas serves as an advocate, verifies COE eligibility, assist families in plugging into needed services and has established a contact list of agencies within the community dedicated to helping meet the needs of migrant families. She also serves to organize parent meetings, family events and the family fiesta night, where outside agencies are invited to come in and share their information with parents in a festive, relaxed school activity. As the Region 2 coordinator in our area, Christine will also work closely with Tri-Valley's family-service worker and help

transition students into summer programming as soon as possible once needed paperwork is filled out.

MEASURABLE GOALS

Indicate below which of the following goals will be impacted through the proposed activities. Describe the indicators that will be used to measure progress and success and the children or youth who will participate in the services provided.

Targeted Goal	Goal	Indicator	(Identify the targeted population)
Example: X	*Improve/maintain school attendance goal*	*Participants will maintain 90% school attendance*	*All program participants*
☒	*By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*	*Students will show improvement in post-testing assessments and scores*	*All students enrolled in the program*
☑	*All students will graduate from high school.*	*Students attending the night school Migrant option will earn credit*	*All secondary students enrolled in the Migrant program*
☒	*Increase migrant parental involvement.*	*Without a full service program, goal not prioritized*	
☒	*Increase appropriate services including health, dental, vision and mental health referral; advocacy; and direct services.*	*Limited: Students attending at least 10 days during the summer will be receive outside agency help as needed and available*	*All students enrolled in the day or night programs*
☒	*Establish stronger transitions between preschool, elementary and high school students*	*Cross level communication meetings, planning, implementation and shared assessment among elementary, middle and secondary staff*	*Staff development among teachers in the form of professionals learning communities.*
☒	*Provide ample opportunity for secondary students to accrue appropriate credit.*	*Using the NGS system and ISD #152 Powerschool, students will receive appropriate coursework needed for credit*	*All secondary student who attend the program*
☐	*Other goals:* *(Please specify)*		

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WORK PLAN

June 1, 2008 through August 31, 2008

For each of the targeted goals selected, complete at least one Work Plan. If there is more than one Key Strategy for a goal, complete this form for each key strategy. On this form, (a) restate the goal from previous form. (b) Indicate the key strategy that will be used to achieve the desired impact. Note that only key strategies are to be listed – not each individual step needed; (c) Detail the programming activity information requested. (d) Identify the time frame the programming will be provided. (e) Detail which partner organization and/or staff member will be responsible for leading that strategy's implementation. (f) Provide a brief explanation describing why these strategies should result in the desired impact. (g) Show how this strategy represents "best practice."

(a) Performance Goal. Restate below goal selected

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

(b) Key Strategies (List a key strategy that you are using to produce the desired impact.)	(c) Programming Activities			(d) Time Frame: daily, weekly, start/end dates	(e) Agency/ Staff person responsible
	Number of youth to be involved in activity	Number of sessions	Number of hours each session		
1st through 12th grade student attending 10 or more school days during the summer will show measurable improvement in their reading and math post-test scores as indicated by chosen assessment practices	**All Students**	**10 days or more**	**4**	**Daily**	**Teacher**

Please complete these for each goal and strategy.

(f) Link to Goal (Complete for each Key Strategy)

How will implementing this strategy lead to the desired impact? What changes or series of changes will it bring about with the participants that will ultimately lead to the desired change?

Using pre-test assessment results, teachers will target skill deficiencies and systematically reinforce needed skill development for those students who attend school at least 10 days during the summer. Daily attendance logs, instruction in phonemic awareness, fluency, vocabulary and comprehension will be emphasized

(g) Best Practice (Complete for Key Strategy)

Describe how the links to best practice information incorporated into the program strategies described above. Provide citations or references when appropriate.

Classroom teachers will utilize best practices by having students engage in literature circles, reciprocal reading, most important word(vocab), learning logs and through the use of technology to display writing comprehension of learned concepts. Teachers will use computation skills through problem solving, basic fact competency, hands on manipulatives and a variety of instructional formats to help learners improve math skills.

WORK PLAN

June 1, 2008 through August 31, 2008

For each of the targeted goals selected, complete at least one Work Plan. If there is more than one Key Strategy for a goal, complete this form for each key strategy. On this form, (a) restate the goal from previous form. (b) Indicate the key strategy that will be used to achieve the desired impact. Note that only key strategies are to be listed – not each individual step needed; (c) Detail the programming activity information requested. (d) Identify the time frame the programming will be provided. (e) Detail which partner organization and/or staff member will be responsible for leading that strategy's implementation. (f) Provide a brief explanation describing why these strategies should result in the desired impact. (g) Show how this strategy represents "best practice."

(b) Performance Goal. Restate below goal selected

All students will graduate from high school.

(b) Key Strategies (List a key strategy that you are using to produce the desired impact.)	(c) Programming Activities			(d) Time Frame: daily, weekly, start/end dates	(e) Agency/ Staff person responsible
	Number of youth to be involved in activity	Number of sessions	Number of hours each session		
All migrant secondary students attending EXCEL/Targeted Services Programming will accrue credit and make progress toward earning their high school diploma by participating in intensive independent study course offerings proctored by a highly qualified instructor.	**All secondary students**	**20 or more**	**3**	**Teacher**	

Please complete these for each goal and strategy.

(f) Link to Goal (Complete for each Key Strategy)

How will implementing this strategy lead to the desired impact? What changes or series of changes will it bring about with the participants that will ultimately lead to the desired change?

By encouraging daily attendance, individualizing lessons, emphasizing independent study, directing student lesson completion and progress, and by aligning instruction with the NGS system, students will accrue high school credit. Students will also be given the opportunity to study, prep, and take exit exams as required by Minnesota, Texas or their home school state.

(g) Best Practice (Complete for Key Strategy)

Describe how the links to best practice information incorporated into the program strategies described above. Provide citations or references when appropriate.

Using technology, individualizing work, utilizing MMERC, UTCC instructional packets and correspondence course work, direct instruction, tutoring and immediate corrective feedback, students will earn credit and study for exit exams. Access to the internet and NGS system will also be available to help students.

WORK PLAN

June 1, 2008 through August 31, 2008

For each of the targeted goals selected, complete at least one Work Plan. If there is more than one Key Strategy for a goal, complete this form for each key strategy. On this form, (a) restate the goal from previous form. (b) Indicate the key strategy that will be used to achieve the desired impact. Note that only key strategies are to be listed – not each individual step needed; (c) Detail the programming activity information requested. (d) Identify the time frame the programming will be provided. (e) Detail which partner organization and/or staff member will be responsible for leading that strategy's implementation. (f) Provide a brief explanation describing why these strategies should result in the desired impact. (g) Show how this strategy represents "best practice."

(c) Performance Goal. Restate below goal selected

(b) Key Strategies (List a key strategy that you are using to produce the desired impact.)	(c) Programming Activities			(d) Time Frame: daily, weekly, start/end dates	(e) Agency/ Staff person responsible
	Number of youth to be involved in activity	Number of sessions	Number of hours each session		

(f) Link to Goal (Complete for each Key Strategy) How will implementing this strategy lead to the desired impact? What changes or series of changes will it bring about with the participants that will ultimately lead to the desired change?
(g) Best Practice (Complete for Key Strategy) Describe how the links to best practice information incorporated into the program strategies described above. Provide citations or references when appropriate.

BUDGET WORKSHEET - Continued

CONTRACTUAL SERVICES: Indicate the services to be provided and the rate to be paid per hour or per day. Examples of consultants include evaluation expenses at approximately 15% of the budget, trainers and strategic planners. Examples of contracted services include vehicle lease, maintenance agreement security services, translations services, sub-grant to program service delivery agencies, etc.

	HOUR/DAY	RATE	TOTAL
CONSULTANTS			
SPEAKERS			
SUB-TOTAL			

TRAINING: Training for staff, volunteers and program participants.	AMOUNT	TOTAL
WORKSHOPS -list	500.00	
Staff Development (TAKS Training--Secondary)		
SUB-TOTAL		

TRAVEL/TRANSPORTATION: Itemize travel expenses for program personnel and program participants by purpose. Mileage reimbursement may not exceed $.405		
STAFF MILEAGE		
PROGRAM PARTICIPANTS: (147 eligible Migrant Students)		
Migrant Bussing Transportation and Fuel Costs	10000	
OTHER		
SUB-TOTAL	10000	

EQUIPMENT OVER $5000 PER UNIT: Include only items that have an acquisition cost of $5000 or more per unit and have a useful life of one year or longer. Purchases under $5000 per unit should be included in either the Program Expenses or Office Expenses line items		
INSTRUCTIONAL EQUIPMENT		
NON-INSTRUCTIONAL EQUIPMENT		
SUB-TOTAL		

OFFICE EXPENSES: If the program requires the set up of an additional site or needs office supplies, office equipment or services not already paid for by the agency, estimate the expenses below.		
EXAMPLES: RENT/UTILITIES/TELEPHONE PRINTING/COPYING/SUPPLIES/POSTAGE		
SUB-TOTAL		
	AMOUNT	**TOTAL**

BUDGET WORKSHEET – Continued

PROGRAM EXPENSES: Examples of program expenses include participant stipends; the purchase of materials such as books, software, curriculum, craft supplies, cameras, computers, publicity; costs of convening community meetings, activity fees, participant insurance, etc.		
Instructional Program Supplies	750.00	750.00
STIPENDS		
SUB-TOTAL		
OTHER EXPENSES: Itemize other program costs that do not fit into budget line items above. Indirect costs are allowed if the contracting organization has a federally approved indirect cost rate. Administrative costs must be itemized above.		
SUB-TOTAL		
TOTAL FUNDS REQUESTED		16753.0

AGREEMENT TO COMPLY WITH ASSURANCES FORM

Complete this form electronically by filling in the form fields. The individual(s) with legal authority must sign.

In regard to potential funding of an award, the following clauses are stated in their entirety in the application materials section titled ASSURANCES. For the purpose of this form, said clauses are referenced only by their clause number and heading hereafter in this Agreement to Comply with Assurances form.

The applicant/awardee shall comply with all applicable federal, state and local laws, ordinances, rules and regulations and provisions stated therein and herein in the performance of the award should grant funds be awarded. As part of the application requirements, applicant shall sign and submit this form and attach applicable certification(s) indicating its agreement to comply with the provisions of the application and assurance clauses.

1. SURVIVAL OF TERMS	11. ANTITRUST
2. USE OF FUNDS	12. GOVERNING LAW, JURISDICTION AND VENUE
3. EQUIPMENT	13. LOBBYING*
4. FINANCIAL & ADMINISTRATIVE PROVISIONS	14. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS*
5. LIABILITY	15. DRUG-FREE WORKPLACE (Awardees Other Than Individuals)*
6. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS	16. DRUG-FREE WORKPLACE (Awardees Who Are Individuals)*
7. PUBLICITY	17. TRANSFERABILITY
8. GOVERNMENT DATA PRACTICES	18. TIME
9. DATA DISCLOSURE	19. OTHER PROVISIONS
10. WORKER'S COMPENSTATION	

Regarding clauses 13, 14, 15 and 16:

These provisions are required when the award involves federal funds. Applicants shall refer to the regulations cited to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying,"; 34 CFR Part 84, Government-wide Requirements for Drug-Free Workplace (Grants) and 34 CFR Part 85 Government-wide Debarment and Suspension (Non-procurement) and the certifications shall be treated as a material representation of fact upon which reliance will be placed when the Minnesota Department of Education determines the award.

The title of the application award opportunity: 2008 Summer Migrant Education Grant

The applicant shall list the site(s) for the performance of work done in connection with this specific award opportunity.

ISD 152
Moorhead Area Public Schools
Place of Performance

2410 14th St S
Street Address

clay
County

Moorhead, MN 56560
City, State and Zip Code

Check if there are (additional) workplaces on file that are not identified above.

By signing this form, I/we Moorhead Area Public Schools the applicant, acknowledge that I have read the assurances in their entirety as stated within the application materials and shall comply with all applicable federal, state and local laws, ordinances, rules and regulations and provisions stated therein and herein in the performance of this award opportunity should the organization be awarded funds and become a grantee. I/we hereby assure and agree to comply with all conditions and submit required documents and certifications as required.

Dr. Larry Nybladh, Superintendent — Dr. Larry P. Nybladh — 3-18-2008

Print Name and Title of MAIN PERSON WITH LEGAL AUTHORITY — Signature — Date

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.115**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 7, 2008

RE: Leave of Absence

The administration requests approval of a one-year Leave of Absence for the following person:

Kristi Hilton	Interpreter, Early Intervention Services, effective for the 2008-2009 school year.

SUGGESTED RESOLUTION: Move to approve the Leave of Absence for Kristi Hilton pursuant to Article IX, Section 6 of the T.C.I Contract.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.114**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Wicken, Director of Human Resources

DATE: April 7, 2008

RE: Extended Leave of Absence

The administration requests approval of an Extended Leave of Absence for the following person:

Colleen McDonald - Morken	Physical/Health Disabilities Teacher, Ellen Hopkins Elementary, effective beginning with the 2008-2009 school year. (this is a revision from a one year leave of absence)

SUGGESTED RESOLUTION: Move to approve the Extended Leave of Absence for Colleen McDonald-Morken according to Article 40 of the Teachers' Master Agreement.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.112**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 22, 2008

RE: Change in Contract

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

Jeff Ekre	Math Teacher, High School to Math Teacher, Horizon Middle School, effective with the 2008-2009 school year. (Replaces George Kallenbach)

SUGGESTED RESOLUTION: Move to approve the change in contract for Jeff Ekre as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.113**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 22, 2008

RE: Resignation

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

Troy Charleston	Paraprofessional, High School Outreach Program, effective at the end of the 2007-2008 school year.

SUGGESTED RESOLUTION: Move to approve the resignation of Troy Charleston as presented.

RN/smw

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Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.111**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 22, 2008

RE: Early Retirement

The administration requests approval of Early Retirement for the following person:

Kevin Beckius	Elementary Teacher, Robert Asp Elementary, effective at the end of the 2007-2008 school year.

SUGGESTED RESOLUTION: Move to accept the Early Retirement of Kevin Beckius as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.116**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 22, 2008

RE: Termination

The administration requests the termination of the following person:

James Kovarik Director of Building and Grounds, effective April 16, 2008.

SUGGESTED RESOLUTION: Move to approve the termination of James Kovarik as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.110**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 22, 2008

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.

Alexandra Garcia	Lunchroom Supervisor, Partners in Learning, 2 hours per day, effective April 21, 2008. (Replaces Al-Niemy Kfayah)
Annette Keeler	Paraprofessional, Horizon Middle School, 6.5 hours per day, B21 (3) $13.31 per hour, effective April 14, 2008. (paid by students resident district)
Orv Kaste	Building and Grounds Consultant, 16 hours per week, $35.31 per hour, effective April 22, 2008 through August 31, 2008. (Replaces James Kovarik)
Gavin Ganab	Lunchroom Supervisor, Horizon Middle School, $8.60 per hour, 2 hours per day, effective April 18, 2008. (Replaces Tina Wagner)

SUGGESTED RESOLUTION: Move to approve the employment of Alexandra Garcia, Annette Keeler, Orv Kaste and Gavin Ganab as presented.

RN/smw

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.117 R

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: April 18, 2008

RE: Major Magnitude Field Trip to Chicago

Attached is information regarding a proposed Major Magnitude Field Trip for Moorhead Middle School 8th Grade Orchestra to attend the International Band and Orchestra Clinic at the Chicago Hilton and Convention Center, December 14-17, 2008.

The Moorhead Elementary Orchestra attended this event a few years ago. The formal invitation has not been received at this time, so approval is pending a formal invitation. The board will be informed of the status of the trip.

The trip will cost $204.00 per student. Students will be funding the trip through their own expense and through student fundraising.

SUGGESTED RESOLUTION: Move to approve the Major Magnitude Field Trip for Moorhead Middle School 8th Grade Orchestra to attend the International Band and Orchestra Clinic at the Chicago Hilton and Convention Center, December 14-17, 2008.

LAK/kmr
Attachment

Major Magnitude Field Trip Request
Moorhead Area Public Schools

Date of Request: March 23, 2008 Date Presented to Board: April 28, 2008

Brief Description of Trip: The Moorhead Middle School 8th Grade Orchestra was one of six orchestras in the nation invited to appear at the International Band and Orchestra Clinic at the Chicago Hilton and Convention Center. Each year over 15,000 musicians and educators from all fifty states and 45 foreign countries gather to attend the convention and hear groups perform. It is the largest annual gathering of music educators in the world. In addition to the Chicago performance, the Orchestra will perform for an elementary schools on their way to the formal venue. Staff Member, Coach: Brian Cole & Doug Neill

Curricular or Co curricular Trip: Co curricular

Educational purpose of the trip (how the trip is related to the activity and to the course content and graduation standards): Over 450 students are involved in the Moorhead Middle Level Orchestra; last year the Moorhead Middle Level Orchestras performed over 30 concerts throughout the state and region for over 5,000 adults and students. This proposed cultural experience will allow our students a meaningful experience and an opportunity to contribute to society through the outreach concerts. The title of our concert in Chicago is "Outreach Concerts for Your School Orchestra - how taking your students on tour can instill a sense of pride and service. "

Philosophy of the Moorhead Elementary Orchestra

Music is a means of self-expression which is a force in
our daily lives and a part of our cultural heritage.

It is the responsibility of our educational system
to provide meaningful experiences
which will develop appreciation and
sensitivity to music as well as guide students in their growth emotionally,
socially, and physically.

Our aim is to enhance their quality of life and
contribution to society through their
understanding of music.

Adopted 6/23/96

Dates of the Trip: December 14-17, 2008

Itinerary (include times, overnight accommodations, phone numbers etc.) *See page 2

Number of school days involved: Three.

Mode of Transportation: Chartered Busses Director of Transportation Notified: Yes, pending approval

Approximate number of students involved: 90

Housing Plans: Embassy Suites (conference headquarters)

Approximate individual and district costs: District cost: $ 0.00 Individual cost: $204.00

Plans for funding or fund raising for the trip: All funds will be raised by the students. We have several benefactors in town who have offered their continued financial support for events such as this when students are unable to pay.

Accommodation plans for any student with IEP/504 plan: The parent would come along.

Plans for parental notification and approval: A parent meeting will be held pending School Board approval.

Other adults attending: There will be 25 adults/parents attending

Staff member signature:

Approval signature principal or supervisor

Approval signature Assistant Superintendent Teaching and Learning

*Itinerary • subject to change

Sunday, December 14, 2008

6:00 a.m.	Depart Horizon Middle School
5:00 p.m.	Arrive Chicago - Stay Embassy Suites - (312) 836-5905
7:00	Evening Meal in lobby
9:00	In Room
9:30	Bed Checks

Monday, December 15, 2008

8:00 a.m.	Breakfast at Hotel
9:00	Shed Aquarium & Soldier Field Tour
noon	Lunch on Bus
1:30 p.m.	Rehearsal at Hilton Towers
4:00	Evening Meal Voucher (Watertower Place)
6:00	Michigan Ave. strolling - with chaperones
8:30	Team Meeting - Hotel Ballroom

Tuesday, December 16, 2008

8:00 a.m.	Breakfast at Hotel
9:30	Depart for Inner City School concert
noon	To Chicago Hilton Towers -
1:20	Performance
3:00	Back to Hotel -
4:30	Evening Banquet at Hotel -

Wednesday, December 17, 2008

Travel day back to Moorhead

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.117**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 22, 2008

RE: Non-Aligned Employee Settlement

On April 2, 2008, the Non-Aligned Employees and the School District reached a tentative agreement on a new two year contract to begin on July 1, 2008/ The contract agreement is within the guidelines given by the School Board.

Language changes in the contract were in the following Articles:

1. Article I. Definitions
2. Article II. Basic Salary Schedule
3. Article III. Insurance
4. Article IV. Leave Provisions and Vacations
5. Article V. Travel and Miscellaneous Reimbursement
6. Article VIII. Deferred Compensation

The Monetary Settlement was as follows:

2008-2009	5.27%	$36,622.00
2009-2010	4.65%	$33,962.00
TOTALS	9.92%	$70,584.00

SUGGESTED RESOLUTION: Move to approve the 2008-2010 settlement for Non-Aligend Employees as follows:

2008-2009	5.27%	$36,622.00
2009-2010	4.65%	$33,962.00
TOTALS	9.92%	$70,584.00

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.120**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Kitchen, Director of Human Resources

DATE: April 24, 2008

RE: 403(b) Deferred Compensation Changes and Approval of Vendors and Third Party Administrator

In July of 2007, the Internal Revenue Service and the U.S. Treasury Department published final regulations for public school 403(b) deferred compensation plans. The intent of the law change was to make consumers of 403(b) plans more aware of plan documents, company fees, choices of investments available and other information regarding the plans so that more informed decisions can be made before investing in a plan. A committee representing all unions/associations has been working with Aaron Casper of National Insurance Services to streamline the district 403(b) plans and bring to bring the district into compliance with the new requirements.

Of the thirty four (34) vendors doing business with the district, over twenty declined to submit a proposal. Of the remaining companies that did submit a proposal, four satisfactorily met the district's specifications:

1. Security Benefit Life
2. Educators Financial
3. FTJ Fund Choice
4. VALIC

A third party administrator (TPA) is also required to ensure continued compliance with the IRS regulations and to assist the district in working with the four vendors. Admin and Compliance Services (ACS) is the TPA that has been selected.

The 403(b) committee is recommending School Board adoption of the four vendors and adoption of ACS as the third party administrator. After School Board approval, a general employee meeting will be held on May 6, 2008 to continue the district's transition towards complying with the new regulations.

SUGGESTED RESOLUTION: Move to approve the following entities as vendors of 403(b) plans for the Moorhead Area School District:

1. Security Benefit Life
2. Educators Financial
3. FTJ Fund Choice
4. VALIC

and to approve Admin and Compliance Services (ACS) as the district's third party administrator for 403(b) plans.

RN/smw

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.078

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: April 23, 2008

RE: First Reading of Policies

Attached please find the policies, Maltreatment of Vulnerable Adults (535), Cashing Checks Out of Cash Deposits (823), Public Gifts to the School District (834), Establishment, Adoption and Modification of the District's Financial Annual Operating Plan (810), School District System Accountability (650), Student Discipline (551), Bullying Prohibition (578), Credit for Learning for Minnesota Graduation Standards (653), Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652), Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students (656), Moorhead Area Public School District State Mandated Testing Plan and Procedure (660), and Student Transportation Safety (721), for your review.

LPN:mde
Attachments

Board Policies

Maltreatment of Vulnerable Adults

School Board Policy: 535

Section: 500 STUDENTS

Date Adopted: 8/26/2002

Date Revised: 4/9/2007

Dates Reviewed: 4/12/04
5/9/2005
12/12/2005
4/9/2007

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT ~~OF POLICY~~

A. It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.

B. It shall be a violation of this policy for any school personnel to fail to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

B. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

C. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statute 626.5572, Subd. 17.

D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of (1) assault in the first through fifth degrees as defined in sSections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in sSection 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in sSection 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sSections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be consider by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under sSection 245.825. (c) Any sexual contact or penetration as defined in sSection 609.341, between a facility staff

person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minnesota Statute 626.5572, Subd. 2.

E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or faud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

F. "Vulnerable Adult" means any person 18 years of age or older who is a resident or inpatient of a facility, who receives services at or from a licensed facility which serves adults, who receive services at or from a licensed home care provider or who regardless of residence or type of service received, is unable to adequately provide the person's own care or protect the person from maltreatment without assistance because of mental or physical function or emotional status.

G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caregiving services of vulnerable adults.

I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the designated county entity.

B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.

C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minnesota Statute 13.02 to the extent necessary to comply with the above reporting requirements.

D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.

F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

A. The Moorhead Area Public Schools will inform employees of this policy through the employee handbook and staff meetings at the beginning of the year.

B. This policy shall be reviewed at least annually for compliance with state law.

Legal References:
Minnesota Statute 13.02 (Collection, Security and Dissemination of Records; Definitions)
Minnesota Statute 609.234 (~~Crimes Against the Person~~ Failure to Report)
Minnesota Statute 626.556 (Reporting of ~~Child Neglect~~ Maltreatment of Minor)
Minnesota Statute 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minnesota Statute 626.5572 (Definitions)

Cross References:
Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 603: Special Education Policies and Procedures

Board Policies

Cashing Checks Out of Cash Deposits

School Board Policy: 823

Section: 800 BUSINESS SERVICES

Date Adopted: 5/1/1990

Date Revised: 3/8/2004

Dates Reviewed: 5/1990
11/28/1994
4/12/1999
3/8/2004

I. PURPOSE

The purpose of this policy is to inform staff of the school district's position regarding check cashing from cash deposits.

II. GENERAL STATEMENT ~~OF POLICY~~

Since all school district deposits are to be made intact, it is the policy of Moorhead Area Public Schools (Independent School District #152) that no checks, including third party checks, are to be cashed for anyone (staff or students) out of cash deposits made by the district (food service, tuition ~~&~~ and fees or any other cash deposits).

Legal Reference:
Uniform Finance Accounting Reporting System (UFARS) Manual, Chapter 14: Student Activity Accounting, Manual for Activity Fund Accounting (MAFA), October 2003.

Board Policies

Public Gifts to the School District

School Board Policy: 834

Section: 800 BUSINESS SERVICES

Date Adopted: 2/13/1979

Date Revised: 4/12/2004

Dates Reviewed: 5/1/1990
9/26/1994
2/8/1999
4/12/2004

I. PURPOSE

The School Board of Moorhead Area Public Schools may accept, on behalf of and for the school district, any grant, bequest or gift of money or property for a purpose deemed by the Moorhead ~~s~~School ~~b~~Board to be suitable and in compliance with state law.

II. GENERAL STATEMENT

It is the policy of ~~this school district~~ the Moorhead Area Public Schools to accept gifts only in compliance with state law. Please refer to Administrative Procedure 834.1 for the criteria used for examining and evaluating offers of gifts to the school district.

III. ACCEPTANCE OF GIFTS GENERALLY

The ~~s~~School ~~b~~Board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The ~~s~~School ~~b~~Board shall have the sole authority to determine whether any gift or any precondition, condition or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether the gift should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

The ~~s~~School ~~b~~Board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the ~~s~~School ~~b~~Board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the ~~s~~School ~~b~~Board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

On behalf of the School Board, a letter of appreciation shall be sent to the donor(s).

Legal References:
Minnesota Statute 123B.02, Subd. 6 (Bequests; Donations; Gifts)
Minnesota Statute 4656.03 (Gifts)

Board Policies

Establishment, Adoption and Modification of the District's Financial Annual Operating Plan

School Board Policy: 810
Section: 800 BUSINESS SERVICES
Date Adopted: 8/27/2001
Date Revised: 12/12/2005
Dates Reviewed: 12/12/2005

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of Moorhead Area Public School ~~District~~'s revenue and expenditure budgets and modification of those budgets in the Annual Operating Plan as needed.

II. GENERAL STATEMENT ~~OF POLICY~~

~~A.~~ It is the policy of the Moorhead Area Public Schools ~~District~~ to establish its revenue and expenditure budgets and make modifications to them in accordance with applicable provisions of the law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement Moorhead School Board and school district goals and priorities.

III. REQUIREMENTS

A. The Superintendent and the school district's Assistant Superintendent of Business Services shall each year prepare preliminary revenue and expenditure budgets for review by the School Board. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the School Board and the public. The School Board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the educational program within the revenues projected.

B. Prior to July 1 of each year, the School Board must approve and adopt its initial and reallocated revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the School Board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes the expenditures for that year, or prior to the adoption of an amendment to that budget document by the School Board to authorize that expenditure for that year.

C. In accordance to procedures specified by the Minnesota Department of Education (MDE), initial allocation of general education and referendum revenue will be made to each building in the school district where children who have generated the revenue are served. The district will maintain separate accounts to identify revenues and expenditures for each building.

D. The Annual Operating Plan will be separated into funds 1 (General); 2 (Food Service); 4 (Community Education); and 7 (Debt Service). When necessary fund 6 (Building Construction) and others as they are created or required by the MDE will be included.

E. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the Superintendent shall make recommendations for proposed changes to the School Board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the School Board to make an informed decision. The school district's revenue budget shall be amended as needed during the fiscal year to reflect updated or revised revenue estimates. The Superintendent will make those recommendations for appropriate revisions. If necessary, the School Board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

F. ~~Upon completion of the annual audit as required by the MDE, the district will publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures and fund balances for the prior year, and the projected fund balances for the current year in newspaper of general circulation in the school district. The publication shall be made in the form prescribed by the commissioner. A statement will be included with the publication that says~~

~~the complete budget in detail may be inspected by any resident of the school district upon request to the Superintendent. At the same time as this publication, the Moorhead district shall publish other information as required by Minnesota Statute 123B.10.~~ Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the School Board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the Superintendent. These budgets, reports of revenue, expenditures, and fund balances must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minnesota Statute 123B.10.

G. The school district must also post the materials specified in Paragraph III.F above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website.

H. The school district must also include the budget information specified in Paragraph III.F above in the materials provided as part of its truth-in-taxation hearing.

IV. IMPLEMENTATION:

A. The Moorhead School Board places the responsibility for administering the adopted school district budget with the Superintendent. The Superintendent may delegate duties related thereto to the district's Assistant Superintendent of Business Services or other school officials, but maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program-oriented accounting structure approved, organized, and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).

C. The Superintendent or the school district's Assistant Superintendent of Business Services is authorized to make payment of claims or salaries authorized by the adopted or amended budget prior to School Board approval. However, ordering supplies, capital equipment or hiring of additional personnel may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the School Board.

D. The Superintendent will ensure the school district files reports to the ~~c~~Commissioner as required relating to initial allocations of revenue, reallocations of revenue and expenditure of funds.

Legal References:
Minnesota Statute 123B.10 (Publication of Financial Information)
Minnesota Statute 123B.76 (Expenditures; Reporting)
Minnesota Statute 123B.77 (Accounting, Budgeting, and Reporting Requirement)
Minnesota Statute 275.065 (Truth in Taxation; Proposed Property Taxes; Notice)
Minnesota Statute 126C.23 (Allocation of General Education Revenue)

Cross References:
Moorhead School Board Policy 212: School Board Public Hearings
Moorhead School Board Policy 801: District Fiscal Management

Board Policies

School District System Accountability

School Board Policy: 650

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002

Date Revised: 6/11/2007

Dates Reviewed: 11/10/2003
6/13/2005
6/11/2007

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT ~~OF POLICY~~

Implementation of the Minnesota Academic Standards and No Child Left Behind Act will require a new level of accountability for the Moorhead Area Public Schools. Moorhead Area Public Schools has established a system to transition from the former graduation requirements of the Profile of Learning to the new graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum and assessment which will include substantial input by students, parents/ ~~or~~ guardians and local community members. The school district is accountable to the public and the state through annual reporting.

III. DEFINITIONS

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

B. "Graduation Standards" means the course credit requirements and Profile of Learning content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.

C. "Profile of Learning" means content standards formerly required for a high school diploma prior to the 2003-2004 school year.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals.

1. The Moorhead School Board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. The broad goals shall be reviewed annually and approved by the School Board. The School Board shall adopt annual goals based on the recommendations of the Instruction and Curriculum Advisory Committee (ICAC).

2. The improvement goals should address recommendations identified through the advisory committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may be developed through an ~~education effectiveness program, an~~ evaluation of student progress ~~committee, or through some other~~ and a locally determined process.

B. System for Reviewing All Instruction and Curriculum

Incorporated in the process is the analysis of the school district's progress toward implementation of the Minnesota Academic Standards (Administrative Procedure 650.1).

1. By October of each year, the ICAC will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The ICAC, working in cooperation with other committees of the school district ~~f~~(Technology, Grade Level, Curriculum and Assessment Committees, etc.,~~)~~ will provide active community participation in:

a. reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;

b. identifying annual instruction and curriculum improvement goals for recommendation to the School Board;

c. making recommendations regarding the evaluation process that is used to measure school district progress toward its goals;

d. making recommendations regarding the development of the "Annual Report on Curriculum, Instruction and Student Achievement."

3. The ICAC shall meet the following criteria:

a. The advisory committee shall ensure active community participation in all planning for instruction and curriculum affecting graduation standards.

b. The advisory committee shall make recommendations to the School Board on school district-wide standards, assessments and program evaluation.

c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

d. A local process shall be used for developing a plan for assessment of student progress toward the academic standards as well as program evaluation data for use by the advisory committee in the instruction and curriculum review process. This plan shall annually be approved by the School Board.

4. The advisory committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:

a. Assistant Superintendent for Teaching and Learning

b. ~~Principal~~ Building Administrator

c. School Board Member, Representative and Alternate

d. Two Student Representatives

e. Elementary Teacher, Secondary Teacher, Special Education Teacher, and Teacher representing Gifted and Talented

f. Two Parents/Guardians from each School

g. Two Representatives of Senior Citizens

h. Two Representatives of Higher Education

i. Representatives ~~r~~Reflecting the ~~d~~Diversity of the ~~c~~Community

j. One Clergy Representative

5. The advisory committee shall meet ~~monthly each year and~~ the following timeline each year:

September: Organizational meeting of the committee to review the authorizing legislation and the roles and

responsibilities of the committee as determined by the School Board. ~~September:~~ Provide direction to and review "Annual Report on Curriculum, Instruction and Student Achievement."

October: ~~Agree on the process to be used.~~ Become familiar with the instruction and curriculum of the cycle content area.

~~November, December~~ September, May: Review evaluation results and prepare recommendations.

December: Present recommendations to the School Board for its input and approval.

C. Evaluation of Student Progress Committee.

A committee of professional staff shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the advisory committee in the instruction and curriculum review process. This plan shall annually be approved by the School Board.

~~C~~D. Reporting.

An "Annual Report on Curriculum, Instruction and Student Achievement" shall be approved by the School Board by October 1 of each year. The reports shall be published in the newspaper with the largest circulation in the district, by mail or by electronic means such as the school distict Web site. If electronic means are used, the school district must publish notice of the report in a periodical of general circulation in the district. The school district must make copies of the report available to the public on request. A copy shall be sent to the Commissioner of the Minnesota Department of Education by October 15th of each year. The public report shall include, but not be limited to, the following:

1. Student achievement goals for meeting the state academic standards;

2. Result of local assessment data, including all data required by Minnesota Rule, Part 3501.0160;

3. School district improvement plans including staff development goals;

4. Progress on previous improvement plans;

5. Amount and type of revenue attributed to each educational site as defined in Minnesota Statutes 123B.04;

6. Names of advisory committee members, dates their terms expire, method of selection and application dates;

7. Periodic reports on constituencies' satisfaction with schools;

8. Biennial evaluations of the school district testing program according to the following:

a. written objectives of the assessment program;

b. names of tests and grade levels tested;

c. use of test results; and

d. student achievement results compared to previous years.

Legal References:
Minnesota Statute 120B.02 (Educational Expectations for Minnesota's Students)
Minnesota Statute 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)
Minnesota Statute 120B.35 (Student Academic Achievement ~~Levels~~ and Progress)
Minnesota Statute 123B.04 (Site Decision-Making Agreement)
Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minnesota Rules Part 3501-0160 (District Reporting Requirements)
Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)
Minnesota Rules Parts 3501.0505 - ~~5~~3501.0635 (K-12 Standards)
20 U.S.C. 6301, et seq. (No Child Left Behind Act)

Cross References:
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee
Moorhead School Board Policy 601: Curriculum and Instruction~~al~~ Goals of Moorhead Area Public Schools
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 652: Staff Development for Minnesota Academic Standards and the No Child Left Behind Act
Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards
Moorhead School Board Policy 656: Basic S~~kills~~standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students
Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure

Board Policies

Student Discipline

School Board Policy: 551

Section: 500 STUDENTS

Date Adopted: 6/13/1989

Date Revised: 6/11/2007

Dates Reviewed: 7/28/1992
6/28/1994
6/8/1998
6/11/2001
5/13/2002
6/9/2003
6/14/2004
6/13/2005
6/26/2006
6/11/2007

I. PURPOSE

Moorhead Area Public Schools believes that learning can best take place in an environment which is orderly, safe, stimulating, and which enables all students to develop to their fullest potential. The atmosphere of the school must promote fairness, courtesy, honesty, and respect among students, school personnel, and community members.

The purpose of this policy is to ensure that students are aware of and comply with the district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

It is the goal of the Moorhead Area Public Schools (MAPS) Discipline Handbook to promote growth in self-discipline and responsibility. In addition to state and federal law, it is understood that rules and regulations will be necessary. To be useful, they must be clearly understood by everyone involved, administered consistently and fairly, with consequences which are appropriate to the problem. While the Discipline Handbook developed within Moorhead Area Public Schools will relate to activities within the school setting, the ultimate responsibility for growth in self-discipline is a cooperative effort of students, school personnel, home, and community. Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to student achievement.

Although this policy emphasizes the development of self discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of the school district that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes 121A.40-121A.56.

III. RIGHTS AND RESPONSIBILITIES OF STUDENTS

These statements under Rights and Responsibilities of Students, which apply to students of all ages, are not expected to cover every situation which may arise. Rights are "just claims or privileges." Responsibilities are defined as "obligations or duties."

A. RIGHTS OF STUDENTS
Every student has the right...

1. To citizenship in the school community as granted by the U.S. Constitution and the State of Minnesota. Civil rights

may not be abridged, obstructed, or in any other way altered, except in accordance with due process of law.

2. To freedom from harassment due to gender, religion, culture, disability, race, sexual orientation, and/or age and to seek redress of such infractions by reporting such harassment to a building administrator, counselor, teacher, or other school official.

3. To fair, consistent uniformity of application of rules without discrimination or bias within the learning environment.

4. To air grievances, problems and concerns through legitimate channels and to propose changes in rules or policy through channels provided by the schools for all students.

5. To express opinions and feelings as well as criticisms without violating the rights of others and to make choices through appropriate means.

6. To privacy regarding school records consistent with legal requirements.

7. To privacy and security in his/her persons, papers, and effects.

8. To be informed orally or in writing of any disciplinary charges and corrective measures in a manner consistent with the Pupil Fair Dismissal Act.

9. To be allowed to present his/her version of an incident in question in a fair hearing before any consequences are determined.

10. To expect a safe, stimulating, and productive learning environment without interruptions, disruptions, or distractions from within or without the classroom setting.

11. To have equal access to student activities and organizations.

12. To be informed of all policies, rules, and regulations he/she shall be expected to follow in the classroom, building, and district via an easily understood form using written, visual, and oral approaches as necessary.

13. To homebound instruction when extended absence is due to medical reasons.

14. To make up within prescribed timelines work missed during any excused absence without discrimination or harassment.

15. To be treated with dignity and respect by all members of the school community.

16. To avail himself/herself of the counseling services provided by the school district.

17. To choose his/her own manner of dress and personal grooming unless it presents a clear danger to students' health and safety, causes a clear interference with work, creates disorder in the learning environment, promotes illegal activities, or interferes with the rights of other students.

18. To expect authority to protect these rights.

B. RESPONSIBILITIES OF STUDENTS
Every student has the responsibility...

1. To assist in efforts to establish and maintain a safe, stimulating, and productive learning environment in the school society.

2. To abide by accepted standards of good conduct and discipline while participating in any school function or activity and while going to and from school, whether riding on public or private conveyance, or walking.

3. To know and comply with school rules and regulations and school district policies established by the Moorhead School Board.

4. To refrain from disruptive behavior which may interfere with a teacher's right to teach and a student's right to learn.

5. To attend regularly scheduled class sessions as established by the schools.

6. To bring class materials required for daily classroom use and to complete assigned class work on time and according to instructions given by teacher.

7. To accept the authority of school personnel on school property, during school-sponsored off-campus events and on school transportation.

8. To follow policy and regulations during school-sponsored activities in or away from school regardless of time or place.

9. To obey all safety regulations in the educational setting.

10. To use appropriate language and to avoid cursing, profanity, or vulgarity.

11. To refrain from the use or threat of physical force, verbal abuse, threats, blackmail, the use, sale, or exchange of alcohol or any illegal drugs, smoking, stealing, vandalism, and other illegal activities.

12. To refrain from bringing onto school property or to school-sponsored events any materials or items which would cause, or tend to cause, a disruptive activity or endanger the health of students or other persons. Students should note that lockers are school property and may be searched without cause or notice. Searches may be conducted under the authorization of the building administrator or a representative designated by the building administrator. Search of an area assigned to a student shall be made in the presence of an adult witness and, if practicable, in the presence of the student. Illegal items will be seized by school authorities, and police will be notified. Items which are used to disrupt or interfere with the educational process will be removed from the student's possession.

13. To discuss grievances, problems, or concerns with school staff.

14. To report to a school official any incidents of harassment, bullying, hazing or illegal activity.

IV. SCHOOL AND COMMUNITY RESPONSIBILITIES

The maintenance of a school climate conducive to learning, working, and living is shared by the parent and/or guardian, students, all school personnel, and community members. Each is expected to work positively toward this goal, to respect individuality and responsibility of each person, and to deal effectively with misunderstanding or misbehavior.

A. SCHOOL BOARD RESPONSIBILITIES

1. To establish a discipline policy for the Moorhead Area Public Schools.

2. To hold the appropriate school employees responsible for the supervision of the behavior of students while legally under the supervision of the school.

3. To ensure the fair and consistent application of the MAPS Discipline Handbook.

4. To require that each building administrator, teacher, bus driver or other employee having direct responsibility for student behavior will prepare or agree to a plan for discipline that meets their needs and meets the approval of their immediate supervisor or administrator.

B. PARENT(S)/GUARDIAN(S) RESPONSIBILITIES

1. To assume the legal responsibility for the behavior of their son/daughter.

2. To teach the student self-discipline and respect for authority.

3. To familiarize themselves and their children with the MAPS Discipline Handbook, building handbooks, and other regulations.

4. To see that the student is ready to learn and has the necessary supplies.

5. To see that the student attends school regularly at the appointed time and to notify the school whenever their son/daughter is or will be absent.

6. To help maintain communication with the school by bringing matters of concern to the attention of the building administrator, the teacher, a guidance counselor, school nurse, or other appropriate school personnel.

7. To provide the school with a current telephone number and address through which the parent(s)/guardian(s) can be reached during the school day.

8. To cooperate with the school for the benefit of the student and to be available to meet with school officials when requested.

C. CENTRAL ADMINISTRATION RESPONSIBILITIES

1. To counsel, advise, and give firm support to the teachers and building administrator.

2. To require that all schools follow the MAPS Discipline Handbook in accordance with established policy.

3. To ensure the consistency of the application of the MAPS Discipline Handbook, the written discipline plans, and regulations in the school system.

4. To keep on file and annually disseminate up-to-date copies of the MAPS Discipline Handbook.

5. To keep the Superintendent informed of serious behavior problems and of the assistance given in correcting problem situations.

6. To notify all personnel in writing of their responsibilities relating to student behavior.

D. BUILDING ADMINISTRATOR RESPONSIBILITIES

1. To be responsible to the Superintendent in implementing the established discipline policy and building discipline plans.

2. To establish and implement rules and regulations governing conduct of students which are consistent with the Minnesota statutes and School Board policies.

3. To ensure that individual teachers have agreed-upon discipline plans.

4. To be readily available to handle discipline in an emergency.

5. To appoint a designee from the certified staff to assume authority in the building administrator's absence.

6. To delegate appropriate duties to the assistant building administrator.

7. To be responsible for informing students, parents/guardians, and community groups of the current rules and regulations.

8. To be responsible for discussion of the rules, rights, and responsibilities with students during their first week of school.

9. To impose suspension consistent with the Minnesota Pupil Fair Dismissal Act.

10. To recommend to the Superintendent the exclusion or expulsion of a student if necessary.

11. To assure that all system wide regulations and school rules regarding discipline are applied consistently.

12. To take prompt corrective action for referred violations of discipline regulations.

13. To inform the parent(s)/guardian(s) and involved staff members, when appropriate, of actions taken for referred violations.

14. To inform the parent(s)/guardian(s), upon request, of measures taken to assure student's rights and safety.

15. To report all illegal activities to appropriate authority as required by law or as necessary to maintain school discipline and order.

16. To take responsibility for and custody of a pupil removed from class.

17. To confer at least annually with the licensed employees in a school building to review the Discipline Handbook and discuss whether its provisions have been enforced.

E. TEACHER RESPONSIBILITIES

1. To encourage all students to develop self-discipline and respect for authority.

2. To treat all students with dignity.

3. To recognize individual differences among students.

4. To prepare a classroom management plan that meets his/her needs and confer with the building administrator regarding the acceptability of the plan as it relates to the school's discipline philosophy, model and school district policy. Teachers will post and inform students and parents of classroom expectations.

5. To inform parent(s)/guardian(s) through standardized notification of student deficiency.

6. To ensure the enforcement of school rules as listed in the student handbook.

7. To exercise restraint, good taste in their expression and refrain from the use of inappropriate expressions.

8. To use such reasonable measures as may be necessary to maintain a safe and orderly environment in the classroom, in the school building, on school property, and at school functions. A teacher has the authority to remove pupils from the classroom pursuant to procedures and rules established in the district's policy. (See Standards of Conduct)

9. To record and report classroom discipline problems to the building administrator.

10. To confer with support personnel for possible solutions to discipline problems.

11. To establish behavior/discipline guidelines for all students on field trips, and require adherence to those guidelines by all school employees and volunteers.

F. ALL OTHER SCHOOL PERSONS WITH RESPONSIBILITY FOR STUDENT CONDUCT

1. To maintain discipline according to all rules and regulations as outlined in the MAPS Discipline Handbook and all building handbooks.

2. To communicate or confer with teachers or administrators regarding discipline problems.

3. To deal with students in a firm, fair, and consistent fashion.

V. DISCIPLINARY ACTION OPTIONS

A. It is the general policy of the school district to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including suspension, exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district.

Disciplinary action may include but is not limited to one or more of the following:

1. Student Conference - The conference may be with a teacher, building administrator, counselor, or other school district personnel. Depending upon the violation and the seriousness of the action, a student may be given a warning that if a violation occurs again, the student's parents or guardians will be notified.

2. Parent(s)/Guardian(s) Notification or Conference - If a student violates a rule, the parent(s)/guardian(s) may be notified and/or a conference may be required.

3. Detention - A teacher, building administrator, or designee may detain a pupil after school for correction of a violation, including tardiness to class. Any pupil who is told by a teacher to report after school and who, for any reason, cannot report, must first clear the absence with the teacher, building administrator or designated representative.

4. Removal From Class - "Removal from class" and "removal" means any action taken by teacher, building administrator, or other school district employee to prohibit a pupil from attending a class or activity period for a period of time not to exceed five days, pursuant to procedures established in the MAPS Discipline Handbook adopted by the School Board. "Class period" or "activity period" means, in secondary grades, instruction for a given course of study. A class period or activity period means, in elementary grades, a period of time not to exceed one hour, regardless of the subject of instruction.

5. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, building administrator, or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy.

6. Grounds for Removal - Grounds for removal from class shall include any of the following:

a. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

b. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

c. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

d. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

7. Permanent Removal from a Single Class - "Permanent removal" means the action taken by a building administrator to prohibit a student from attending a class period or activity period for the remainder of the semester or year. An alternative means of earning the credit will be provided.

8. Referral to In-school Support Services - means support services provided by the school or district, for example, structured study time, counseling, etc.

9. Suspension

a. Suspension means an action taken by the school administration prohibiting a pupil from attending school for a period of time no more than ten consecutive school days. If a suspension is longer than five days, the suspending administrator must provide the Superintendent with reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability.

b. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent(s)/guardian(s), arrange for a mental health screening for the student at the expense of the parent(s)/guardian(s). The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent(s)/guardian(s) should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

c. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

In the case of a student with a disability, the student's Individualized Education Program (IEP) Team must meet immediately but not more than ten school days after the date on which the decision to remove the student from the student's current education placement is made. The IEP Team shall at that meeting: conduct a review of the relationship between the child's disability and the behavior subject to disciplinary action; and determine the appropriateness of the child's education plan.

The requirements of the IEP Team meeting to review the manifestation determination (a process to investigate whether there is a relationship between the student's action and disability) apply when:

(1) the parent(s)/guardian(s) requests a meeting;

(2) the student is removed from the student's current placement for five or more consecutive days;

(3) the student's total days of removal from the student's placement during the school year exceed ten cumulative days in a school year. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. A separate administrative conference shall be conducted for each period of suspension.

(4) the removal constitutes a change of placement.

The manifestation review must be conducted by the IEP Team and other qualified personnel within ten (10) days of the district's disciplinary decision. Parents/guardians must be notified of all procedural safeguards at the time the disciplinary decision is made.

The IEP Team must be convened to develop a Functional Behavioral Assessment (FBA) within ten (10) business days of removing a student for the 11th cumulative day in a school year or after a change of placement for disciplinary reasons. If the student already has a FBA, the IEP Team will need to review the student's Behavioral Intervention Plan

(BIP).

As soon as practicable after developing a FBA plan and completing the FBA (but not more than 30 school days), the IEP Team must meet to develop a BIP as appropriate.

If the student with an IEP is placed in a 45 day unilateral placement, a FBA/BIP will be completed or modified. An FBA/BIP or modification of existing plans will be conducted when the student's behavior has been determined to be a manifestation of the student's disability.

The school administration shall implement alternative educational services when the suspension exceeds five (5) days.

Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statute Section 123A.05 selected to allow the pupil to progress toward meeting Minnesota Academic Standards under Section 120B.02 although in a different setting. The alternative education setting is determined by the IEP Team. A student with a disability or an IEP can be placed in a 45 school day interim alternative educational setting if at a school/premise the student possesses a weapon, knowingly possesses/uses illegal drugs or inflicts serious bodily injury upon another person.

Suspension procedures:

(1) Informal administrative conference before suspension - The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension.

(2) Administrator notified pupil of grounds for suspension - At the informal administrative conference, a school administrator shall notify the pupil on the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts. A separate administrative conference is required for each period of suspension.

(3) Written notice of grounds for suspension - A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of Minnesota Statute Sections 121A.40 to 121A.56 shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent(s)/guardian(s) by mail within 48 hours of the conference (Administrative Procedure 551.1). The district shall make reasonable efforts to notify the parent(s)/guardian(s) of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent(s)/guardian(s) within 48 hours of the suspension. Service by mail is complete upon mailing.

(4) Suspension pending expulsion or exclusion - Not withstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the School Board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.

10. Expulsion or Exclusion - a. "Expulsion" means a School Board action to prohibit an enrolled student from further attendance for up to 12 months from the date the pupil is expelled. The authority to expel rests with the School Board.

b. "Exclusion" means an action taken by the School Board to prevent enrollment or reenrollment of a pupil for a period that shall not exceed beyond the current school year. The authority to exclude rests with the School Board.

c. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.

d. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by

the student and parent(s)/guardian(s).

e. The student and parent(s)/guardian(s) shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent(s)/guardian(s) personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent(s)/guardian(s) of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent (s)/guardian(s) that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

f. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent(s)/guardian(s).

g. All hearings shall be held at a time and place reasonably convenient to the student, parent(s)/guardian(s) and shall be closed, unless the student, parent(s)/guardian(s) requests an open hearing.

h. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

i. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent(s)/guardian(s) that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The School Board may appoint an attorney to represent the school district in any proceeding.

j. If the student designates a representative other than the parent(s)/guardian(s), the representative must have a written authorization from the student and the parent(s)/guardian(s) providing them with access to and/or copies of the student's records.

k. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

l. At a reasonable time prior to the hearing, the student, parent(s)/guardian(s), or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

m. The student, parent(s)/guardian(s), or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

n. The student, parent(s)/guardian(s), or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

o. The student cannot be compelled to testify in the dismissal proceedings.

p. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the School Board and served upon the parties within two (2) days after the close of the hearing.

q. The School Board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The School Board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on

which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

r. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner within twenty-one (21) calendar days of School Board action pursuant to Minn. Stat. 121A.49. The decision of the School Board shall be implemented during the appeal to the Commissioner.

s. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

t. The school district shall report each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report shall include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The dismissal report must include state student identification numbers of affected students.

u. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent(s)/guardian(s) by mail of the student's right to attend and to be reinstated in the school district.

v. The school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

11. Alternative Program - "Alternative Program" means educational opportunities made available within the school district but possibly at a site different from a student's originally assigned school.

12. Referral to Learner Support Services - A student who has not been determined to be eligible for special education but is suspected of having a disability and in need of special education, may be referred to the Special Education Child Study Team at his/her school. If the student is evaluated and found to have a disability and also found to be a student in need of specialized instruction as identified in an IEP, the team will consider if a behavioral intervention plan or other behavioral supports are appropriate.

13. Referral to Juvenile Authorities or Police - If a student's misbehavior violates the law, juvenile authorities or police will be contacted by the building administrator or designated representative. Every reasonable attempt shall be made to notify parents/guardians at the same time juvenile authorities or police are called. If the officer indicates that he/she is arresting the pupil, with or without a warrant, that officer shall have complete jurisdiction and responsibility in the matter and the building administrator or designee shall not interfere with the student's removal from the building.

14. Restorative Discipline Measures:

a) Restorative Discipline is a type of discipline that seeks to restore damages made by the offending student. A reasonable followup to a destructive action may be to try to restore, replace, repair, cleanup or apologize, as the situation may dictate.

b) Restorative Justice is a process whereby all the parties with a stake in a particular offense come together to resolve collectively how to deal with the aftermath of the offense and its implications for the future. A restorative process consists of a face-to-face encounter in the presence of a trained facilitator. The affected parties are brought together by a facilitator to discuss how they and others have been harmed by the incident and how that harm might be repaired. Participants include the victim, the offender, individuals who support each of them and others who have been affected by the incident. Participation in the process is voluntary on the part of the victim or offender. This process is used in conjunction with the Clay County Restorative Justice Program.

15. Corporal Punishment

a. "Corporal punishment" means conduct involving:

(1) hitting or spanking a person with or without an object; or
(2) unreasonable physical force that causes bodily harm or substantial emotional harm.

b. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

16. Use Reasonable Force

a. A teacher or building administrator, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

b. A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

VI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, building administrator or other school district officials may provide additional notification as deemed appropriate.

VII. STUDENT DISCIPLINE RECORDS

A. It is the policy of the school district that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13. A student's formal disciplinary record will be transferred to any private or public school where a student is enrolling, or seeking to enroll full time or part time. The transmittal must confirm with the Family Educational Rights and Privacy Act (FERPA). A student's expulsion, withdrawal or transfer from a school resulting from a weapons violation may only be disclosed to another school district relating to the admission of the student, unless the information is otherwise public.

B. The school district must report, through the Minnesota Department of Education electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. The report must include a statement of alternative educational services given the student and the reason for the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include the state student identification numbers of affected students.

VIII. DISABLED STUDENTS

Students who are currently identified as disabled under IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 Plan specified a necessary modification.

IX. STANDARDS OF CONDUCT

Students who have been expelled and/or excluded from other districts will be admitted to the Moorhead school district only after the preparation of an admission plan. This plan, which shall be developed by the school district, shall include measures to improve a student's behavior and require parental involvement in the admission process as well as indicating the consequences to the student of not improving the student's behavior.

In accordance with the Minnesota Pupil Fair Dismissal Act, students of the district may be disciplined, suspended, expelled, or excluded for the reasons delineated below in addition to other situations which fall within the grounds contained in the Minnesota Pupil Fair Dismissal Act:

A. Willful violation of any rule of conduct specified in the discipline policy adopted by the School Board;

B. Willful conduct materially and substantially disrupting the rights of others to an education; and,

C. Willful conduct which endangers school district employees, the pupil or other pupils, or the property of the school.

Discipline should not be confused with punishment. The goal of discipline is a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct. Disciplinary policies within the public schools shall be enforced within the general guidelines as set forth below. These guidelines describe clearly the various administrative actions which will be taken for violations of the law and the school district standards of behavior.

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the corrective actions in Section IV including detention, removal from class, in school suspension, out of school suspension, and restorative measures as fitting in a particular disciplinary situation.

This disciplinary policy will be applied to students with disabilities if: (1) an IEP Team for the student concludes that application of the disciplinary policy is indeed appropriate for the student, taking into consideration the student's disability; and, (2) if the disciplinary policy has been given to the student's parent(s)/guardian(s) with an indication that the team has concluded its application to be appropriate to the individual student.

Students may be subject to disciplinary action for conduct on or off school property which has a direct and immediate effect on the discipline or the general welfare of the school. This policy is particularly applicable where disciplinary action is reasonably necessary for the physical or emotional safety of the student, other students, teachers or other school personnel, or for the safety of school property. Measured by this standard, acts which may result in disciplinary action include but are not limited to the following:

(Continued)

Board Policies

Student Discipline (Continued)

School Board Policy: 551

Section: 500 STUDENTS

Date Adopted: 6/13/1989

Date Revised: 6/11/2007

Dates Reviewed: 7/28/1992
6/28/1994
6/8/1998
6/11/2001
5/13/2002
6/9/2003
6/14/2004
6/13/2005
6/26/2006
6/11/2007

(Continued)

A. VIOLATIONS AGAINST PERSONS AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the corrective actions in Section IV including detention, removal from class, in school suspension, out of school suspension, and restorative measures as fitting in a particular disciplinary situation.

1. ASSAULT - IN POSSESSION OF WEAPON: A student who threatens bodily harm or death to another without material physical contact while in possession of a weapon.
- Parent(s)/Guardian(s) notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

2. ASSAULT - THREAT: A threat of bodily harm or death against another person, without material physical contact.
- Parent(s)/Guardian(s) conference
- Suspension

3. BULLYING: "Bullying" means any written, verbal or electronic expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance.
- Student conference
- Parent(s)/Guardian(s) notification

4. DIRECT ATTACK ON ANOTHER PERSON - Defined as attacking another person carried out by violent means, for example by hitting or knocking to the ground.
Students in grades K-5:
- Parent(s)/Guardian(s) conference
-1-5 day suspension
Students in grades 6-12:
- Parent(s)/Guardian(s) conference
- 5-day suspension
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.
- Notification of police.

5. DIRECT ATTACK WITH A WEAPON

- Parent(s)/Guardian(s) notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

6. DISRESPECTFUL LANGUAGE: Disrespectful language directed toward another person. - Student conference

7. DISRUPTIVE BEHAVIOR IN THE CLASSROOM: "Disruptive Behavior" is defined as:

a. Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
b. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school; and
c. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the School Board.
- Removal from class
- Parent(s)/Guardian(s)/Teacher conference prior to return
- Detention

8. FIGHTING: Fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving, or scuffling."
- Parent(s)/Guardian(s) conference
- Suspension

9. HARASSMENT: Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age.
- Student conference
- Detention
- Notification of parent(s)/guardian(s)
- Notification of Title IX Officer in cases of repeated sexual harassment.

10. HAZING: This means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.
- Parent(s)/Guardian(s) conference
- Suspension

11. INTERFERENCE/OBSTRUCTION: "Interference" or "obstruction" means any action taken to attempt to prevent a staff member from exercising his or her legally assigned duties.
- Parent(s)/Guardian(s) conference
- Suspension

12. POSSESSION OF A WEAPON: "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.
- Parent(s)/Guardian(s) notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

a. Definition: A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

b. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

c. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the building administrator's office shall not be considered in possession of a weapon.

13. VERBAL ABUSE: Verbal assaults, or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people.
- Parent(s)/Guardian(s) conference
- Suspension

B. VIOLATIONS AGAINST PROPERTY AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the above-described corrective actions including restorative measures as fitting in a particular disciplinary situation.

1. ARSON: This is the intentional destruction or damage to any school building or property by means of fire or explosive.
- Immediate notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

2. FALSE FIRE ALARMS
- Immediate notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

3. ROBBERY OR EXTORTION: This refers to the obtaining of property from another person where his or her consent was induced by a use of force.
- Notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

4. THEFT: PERSONAL PROPERTY: This means the unauthorized taking of and/or the unauthorized possession of the property of another person.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

5. THEFT OR UNAUTHORIZED POSSESSION OF SCHOOL PROPERTY: This refers to the unauthorized taking of and/or the unauthorized possession of school property.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

6. UNAUTHORIZED USE OF SCHOOL PROPERTY FOR NON-SCHOOL ACTIVITIES
- Notification of legal authorities
- Parent(s)/Guardian(s) conference

7. WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS: "Willful damage" is the

intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

C. OTHER VIOLATIONS AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, administration retains the right to use any and all of the corrective actions as described in Section IV as fitting in a particular disciplinary situation.

1. ALCOHOL: This refers to the possession, use, or being under the influence of any alcoholic product while on the school grounds or at school sponsored activities.
- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent(s)/Guardian(s) conference
- Suspension from attending school-related activities as detailed below.

In addition, any student in possession, use or being under the influence of any alcoholic product while at a school-sponsored activity:

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

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

- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

(Note: Weeks are counted as calendar weeks.)

2. DANGEROUS DRUGS/CONTROLLED SUBSTANCES: This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school sponsored events.
- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent(s)/Guardian(s) conference
- Suspension from attending school-related activities as detailed below.

In addition, any student in possession, use or being under the influence of any alcoholic product while at a school-sponsored activity:

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

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

- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

(Note: Weeks are counted as calendar weeks.)

3. DISORDERLY CONDUCT: "Disorderly Conduct" refers to engaging in offensive, obscene, or abusive language or in boisterous and noisy conduct tending to arouse alarm, anger, or resentment in others.
- Student conference
- Parent(s)/Guardian(s) conference

4. GAMBLING: "Gambling" is defined as the playing of a game of chance for stakes.
- Student conference
- Parent(s)/Guardian(s) conference

5. TOBACCO - POSSESSION: Possession of any tobacco product by a student while on the school grounds or at school-sponsored events.
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

6. TOBACCO - USE: This is defined as the use of any type of tobacco product, chewing, holding a lighted tobacco product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities.
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

D. VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the above-described corrective actions as fitting in a particular disciplinary situation.

1. CHRONIC AND UNEXCUSED ABSENTEEISM
- Parent(s)/Guardian(s)/Student Conference
- Detention
- Referral to Truancy Intervention Progam

2. CONTINUAL WILLFUL DISOBEDIENCE: "Continual Willful Disobedience" means repeated refusal to follow school rules and regulations after conference resulting from the first violation.
- Suspension
- Parent(s)/Guardian(s) conference

3. DANGEROUS AND NUISANCE ARTICLES: A "Dangerous or Nuisance Article" is any article that, in the opinion of the school staff, may create danger, disturbance or may interfere with the normal conduct of the school. These devices may include but are not limited to: water guns, beepers, electronic games, and laser lights.
- Confiscation
- Student conference

4. DEFIANCE OF AUTHORITY: This is defined as willful refusal to follow the legal direction/order given by a staff member.
- Suspension
- Parent(s)/Guardian(s) conference

5. ELECTRONIC NETWORK ACCEPTABLE USE: This applies to the use and access to the school district computer system and safe use of the Internet, including electronic communications. The use of this resource is a privilege and not a right. The district may suspend or revoke a student's access to the electronic resources network if district policies for procedures have been violated.
-Parent(s)/Guardian(s) conference

6. LEAVING THE SCHOOL GROUNDS: This applies to leaving the school grounds during school hours without the proper clearance.
- Student conference
- Detention

7. MISBEHAVIOR ON SCHOOL BUS
Elementary (K-5)
1st offense -- Warning
2nd offense -- 3 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
3rd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
4th offense -- 10 day suspension from riding the bus/meeting with parent(s)guardian(s).

Further offenses -- Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.

* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

Middle School and Secondary (6-12)
1st offense -- Warning
2nd offense -- 5 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
3rd offense -- 10 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
4th offense -- 20 day suspension from riding the bus/meeting with parent(s)/guardian(s).
5th offense -- Suspended from riding the bus for the remainder of the school year.

* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

8. PERSONAL ELECTRONIC DEVICES (PEDs): Personal electronic devices include all electronic communication and entertainment devices that can be used by an individual that includes phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants.
a) The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
b) PEDs may not be attached to the school network with a wired or wireless connection.
c) Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed.
d) PEDs may be used in designated areas during school hours. The building administration will determine the designated common areas. Those areas will be indicated by signage and outlined in the school handbook.
e) PEDs may only be used in the classroom with teacher approval.
f) PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).
- Student conference
- Confiscation

9. RECORD AND IDENTIFICATION FORGERY: This category includes falsifying signatures or data as well as refusal to give proper identification when requested to do so by a staff member.
- Parent(s)/Guardian(s) conference
- Detention

10. SEVERE MISBEHAVIOR OR CONTINUED DISORDERLY CONDUCT ON SCHOOL BUS
- Denial of transportation on school bus according to district policy

11. STUDENT ATTIRE: This refers to student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership.
- Student conference

12. TRESPASSING: This refers to persons physically present on a school campus or at a school activity after being requested to leave by the building administrator or other person lawfully responsible for the control of said premises.
- Warning
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

13. WILLFUL DISOBEDIENCE: "Willful Disobedience" is defined as any refusal to follow published school rules and regulations.
- Student conference

X. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Options

Program (Minn. Stat. 124D.03) or Enrollment in Nonresident District (Minn. Stat. 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XI. DISTRIBUTION OF POLICY

The MAPS Discipline Handbook is distributed to all students at the beginning of each school year and to all new students and parent(s)/guardian(s) upon enrollment. This policy shall also be available upon request in each building administrator's office and the district Web site (www.moorhead.k12.mn.us).

XII. REVIEW OF THE POLICY

The building administrator or other person having general control and supervision of the school, and representatives of parents/guardians, students and staff in a school building shall confer at least annually to review the discipline policy and to assess whether the policy has been enforced. The Moorhead School Board must conduct an annual review of the districtwide discipline policy.

Legal References:
Minnesota Statute Chapter 13 (Minnesota Government Data Practices Act)
Minnesota Statute 120B.02 (Educational Expectations for Minnesota Students)
Minnesota Statute 120B.232 (Character Development Education)
Minnesota Statue 121A.26 (School Preassessment Teams)
Minnesota Statute 121A.27 (School and Community Advisory Team)
Minnesota Statute 121A.29 (Reporting; Chemical Abuse)
Minnesota Statute Sections 121A.40 to 121A.56 (Pupil Fair Dismissal Act)
Minnesota Statute 121A.575 (Alternatives to Pupil Suspension)
Minnesota Statute 121A.58 (Corporal Punishment)
Minnesota Statute 121A.582 (Reasonable Force)
Minnesota Statute 121A.60-121A.61 (Removal From Class)
Minnesota Statute 123A.05 (Area Learning Center Organization)
Minnesota Statute 124D.03 (Enrollment Options Program)
Minnesota Statute 124D.08 (Enrollment in Nonresident District)
Minnesota Statute Chapter 125A (Students With Disabilities)
Minnesota Statute Chapter 260A (Truancy)
Minnesota Statute Chapter 260C (Juvenile Court Act)
20 U.S.C. 1401-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. 794 et seq. (Rehabilitation Act of 1973, 504)
34 C.F.R. 300.530 (e)(1) (Manifestation Determination)

Cross References:
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 515: School District Student Attendance
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 571: Hazing Prohibition
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco-Free Environment
Moorhead School Board Policy 574: Search of Student Lockers, Desks, Personal Possessions, and Student's Person
Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 577: Student Dress and Appearance
Moorhead School Board Policy 578: Bullying Prohibition
Moorhead School Board Policy 721: Student Transportation Safety
Moorhead School Board Policy 730: School District Copyright Policy
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety

Board Policies

Bullying Prohibition

School Board Policy: 578

Section: 500 STUDENTS

Date Adopted: 3/8/2004

Date Revised:

Dates Reviewed:

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The Moorhead Area Public Schools ~~District~~ cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the Moorhead Area Public Schools ~~District~~ in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT ~~OF POLICY~~

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:

1. The developmental and maturity levels of the parties involved;

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying

may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. The Moorhead Area Public Schools ~~District~~ will act to investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:

1. harming a student;

2. damaging a student's property;

3. placing a student in reasonable fear of harm to his or her person or property; or

4. creating a hostile educational environment for a student.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school district property or at school-related functions" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the appropriate school district officials (teachers, administrators, coaches/advisors and other employees). A student may report bullying anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.

B. The Moorhead Area Public Schools ~~District~~ encourages the reporting party or complainant to use the report form (Administrative Procedure 578.1) available from the ~~principal of each~~ building administrator or ~~available from~~ the school district office, but oral reports shall be considered complaints as well.

C. The building ~~principal~~ administrator or ~~the principal's~~ designee ~~or the building supervisor~~ is the person responsible for receiving reports of bullying at the building level. Any person may report bullying directly to ~~a~~ the school district human rights officer (Director of Human Resources) or the ~~s~~Superintendent.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building ~~principal~~ administrator immediately.

E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

G. The Moorhead Area Public Schools ~~District~~ will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of bullying, the Moorhead Area Public Schools ~~District~~ shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The Moorhead Area Public Schools ~~District~~ may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; school district policies; and regulations.

D. The Moorhead Area Public Schools ~~District~~ is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s)~~or~~/guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

VI. REPRISAL

The Moorhead Area Public Schools ~~District~~ will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment.

VII. TRAINING AND EDUCATION

A. The Moorhead Area Public Schools ~~District~~ annually will provide information and any applicable training to school district staff regarding this policy.

B. The Moorhead Area Public Schools ~~District~~ annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying.

C. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying.

VIII. NOTICE

The Moorhead Area Public Schools ~~District~~ will give annual notice of this policy to students, parents or guardians, and staff through student and employee handbooks.

Legal References:
Minnesota Statute 120B.232 (Character Development Education)
Minnesota Statute 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minnesota Statute 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minnesota Statute 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minnesota Statute 121A.69 (Hazing Policy)

Cross References:
Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 504: Protection and Privacy of Pupil Records
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 503: Student Parental, Family and Marital Status Nondiscrimination
Moorhead School Board Policy 571: Hazing Prohibition
Moorhead School Board Policy 5545: Notification to Staff Regarding Placement of Students with Violent Behaviors
Moorhead School Board Policy 721: Student Transportation Safety Policy

Board Policies

Credit for Learning of Minnesota Graduation Standards

School Board Policy: 653

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002

Date Revised: 5/9/2005

Dates Reviewed: 6/14/2004
5/9/2005

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs.

II. GENERAL STATEMENT ~~OF POLICY~~

It is the policy of Moorhead Area Public Schools ~~District~~ to develop and provide processes and procedures by which students may meet a graduation requirement for a content standard, whether the school district offers the content standard in its curriculum or the student accomplishes the work in another learning environment. The school district will provide a process for transfer of standards completed in another Minnesota school district, recognition of work completed in other schools and post-secondary institutions, and credit for standards achieved in extracurricular activities, activities outside the school, previous learning, and community and work experiences. The Moorhead ~~s~~School ~~b~~Board may also waive the content standards for certain students if the criteria for such waivers are met.

III. TRANSFER OF CONTENT STANDARDS

A. The school district will transfer high school content standards achieved in earlier grades or in other schools on standards-based programs to the student's record upon admission, completion of a summer school program or the like.

B. When a student transfers into the school district from another Minnesota public school district, any standards completed in the sending school district, along with scores recorded by the sending district, shall be recorded as completed with a notation indicating the identity of the school district from which the records are transferred.

C. Students may be advised of the opportunities available to complete further requirements and electives.

IV. RECOGNITION OF COMPLETED WORK

A. The school district will translate work completed by students, including those with special needs, in schools (K-12, post-secondary or other) which have not reported achievement according to the Minnesota Graduation Standards, into standards completion equalizations.

B. When a student transfers into the school district with a transcript from a school or school district other than a Minnesota public school district, the following shall be the policy and procedure for recognizing such previous achievement:

1. A panel consisting of the high school ~~principal~~ building administrator, counselor and appropriate teaching staff shall review the criteria for judging transfer of student standard completion. When the student has been scored with a performance assessment that fulfills or approximates the provisions of a full standard, the standards completed shall be treated as if they had been accomplished in a Minnesota public school;

2. When the course, topic or content of a Minnesota high school content standard has been completed, but through requirements which do not parallel or approximate the content standards adopted by the school district, the standard shall be declared achieved, no score shall be assigned, and the transcript shall indicate that the standard has been "equalized from a transcript from [name of sending institution]."

3. Effort shall be made to ascertain the content of courses, programs, and learning previously achieved to credit the student as fully as possible for previous learning. This may include asking the student or the sending school to verify

content of completed courses and programs when that content is not clear from the transcript.

V. CREDIT BY ASSESSMENT

A. The school district will provide students, including those with special needs, with the opportunity to receive credit for standards achieved in extracurricular activities, activities outside of school, previous learning, and community and work experiences.

B. When a student requests recognition of work completed but for which no academic transcript exists, the student shall make application (Administrative Procedures 653.1 and 653.2) to the ~~principal~~ building administrator.

C. Not more than sixty (60) days after the application is filed, the principal shall inform the student and the student's parents/guardians what evidence must be presented to certify the completion of the standard. Evidence of completion might include letters of support and explanation from individuals or organizations who have actually witnessed the student's demonstration of the standard, oral or written tests or interviews, actual performances or demonstrations assessed by district staff or others knowledgeable in the specifications of the standard, and/or other as appropriate for the individual situation.

D. Upon the ~~principal's~~ building administrator's determination of successful submission of the required evidence, the standard shall be noted on the transcript, and a notation of where and when the standard was completed and verified.

VI. VARIATIONS OF CONTENT STANDARDS

A. Rigorous Course of Study - Waiver.

1. Upon application of a student, with approval of the student's parent ~~or~~ /guardian and with the recommendation of the student's teacher, the school district must declare that a student has completed a content standard if the ~~s~~School ~~b~~Board determines that:

a. the student is participating in a course of study, including an advanced placement or a learning opportunity outside the curriculum of the school district that is equally or more rigorous than the content standard required by the school district or state Graduation Rule; and

b. achieving the content standard to be waived would preclude the student from participating in the rigorous course of study or learning opportunity.

2. A waiver may not have the effect of a student's graduating with no completed content standards in any of the learning areas one through nine of the Profile of Learning and a waiver should rarely be granted from more than one requirement.

3. Application for a waiver will be considered only if the application is submitted not more than eighteen (18) months and not less than six (6) months prior to the student's anticipated graduation date.

4. A waiver will be revoked if the student fails to successfully complete the alternative rigorous program.

~~B. Students Held Harmless - Waiver.~~

~~The school board may waive any content standard for a student or group of students who entered ninth grade before the 2000-2001 school year if the school board determines that the students could not meet a content standard due to circumstances related to implementing the Profile of Learning that were beyond the students' control.~~

VII. POST-SECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a post-secondary enrollment options course or program or an appropriately accredited on-line learning course or program under Minn. Statute 124D.09, that has been approved as meeting the necessary requirements, is not required to complete other requirements of the Profile of Learning Content Standards/Academic Standards adopted by the school district corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a post-secondary enrollment options course or program or an appropriately accredited on-line learning course or program shall be counted toward the graduation and credit

requirements of a student completing the Minnesota Academic Standards.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the ~~Minnesota Department of Education and/or school district~~ building administrator or counselor.

Legal References:
Minnesota Statute 120B.02 (Educational Expectations for Minnesota's Students)
Minnesota Statute 120B.11 (School District Process)
Minnesota Statute 124D.09 (Postsecondary Enrollment Options Act)
Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)
Minnesota Rule Parts 3501.0300 - 3501.0469 (Rules Relating to Graduation Standards - Profile of Learning)
Minnesota Rule Parts 3501.0505 - 3501.0635 (K-12 Standards)

Cross References:
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 601: Curriculum and Instruction~~al~~ Goals of Moorhead Area Public Schools
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 656: Basic Skills Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Accommodations and LEP Students
Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure

Board Policies

Staff Development for Minnesota Academic Standards and the No Child Left Behind Act

School Board Policy: 652

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002

Date Revised: 5/9/2005

Dates Reviewed: 3/8/2004
5/9/2005

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Minnesota Academic Standards and with students as they progress to achievement of the Minnesota Academic Standards and meet the requirements of the No Child Left Behind Act.

II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead Area Public Schools ~~District~~ is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the Minnesota Academic Standards and the No Child Left Behind Act at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

A. The school ~~D~~district Staff Development Committee shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Minnesota Academic Standards and the No Child Left Behind Act at all levels. The committee will advise the Moorhead ~~s~~School ~~b~~Board and school sites on the planning of staff development opportunities.

B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Minnesota Academic Standards effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for Minnesota Academic Standards implementation throughout all levels of the school district programs.

D. Inservice, staff meetings, and district and building level staff development plans and programs shall focus on improving implementation of the Minnesota Academic Standards at all levels for all students, including those with special needs.

IV. TRAINING

A. Paraprofessional

Moorhead Area Public Schools will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students. (See Administrative Procedure 652.1.)

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

2. The school district will assign an administrator to serve as a Highly Objective Uniform State Standard of Evaluation ("HOUSSE") reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher's

application for highly qualified status.

Legal References:
Minnesota Statute 122A.16 (Qualified Teacher Defin~~ition~~ed)
Minnesota Statute 120B.02 (Educational Expectations for Minnesota's Students)
Minnesota Statute 120B.11(School District Process)
Minnesota Statute 120B.363 (Credentials for Education Paraprofessionals)
Minnesota Statute 122A.60 (Staff Development Program)
Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)
20 U.S.C. 6301, et. seq. (No Child Left Behind Act)
Minnesota Rule Parts 3501.0505 - 3501.0635 (K-12 Standards)

Cross References:
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 446: Staff Development
Moorhead School Board Policy 601: Curriculum and Instructiona~~l~~ Goals of Moorhead Area Public Schools
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability

Board Policies

Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students

School Board Policy: 656

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002

Date Revised: 6/11/2007

Dates Reviewed: 3/8/2004
5/9/2005
6/11/2007

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having an Individualized Education Program (IEP), Section 504 Accommodation, or Limited English Proficiency (LEP) needs to meet the graduation requirements of basic standards testing.

II. GENERAL STATEMENT ~~OF POLICY~~

A. The Moorhead Area Public Schools will utilize the existing annual review of IEPs or Section 504 Accommodation Plans to review, on a case-by-case basis, the extent of student participation in basic standards testing.

B. Students with LEP needs must be identified and accommodations made.

III. DEFINITION OF TERMS

See ~~the~~ "Procedures Manual for the Minnesota Assessments ~~2006-07~~" document ~~which can be found~~ located on the Minnesota Department of Education's Web site at: http://education.state.mn.us/mde/static/2011664.pdf.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR BASIC STANDARDS TESTING

See ~~the~~ "Guidelines for Accommodations in the Minnesota Assessment System" document ~~which can be found~~ located on the Minnesota Department of Education's Web site at: http://education.state.mn.us/mde/static/000782.pdf.

V. RECORDS

All accommodations shall be determined through the child study process and/or the counseling department. A process will be arranged for collection of the the accommodation, modification, or exemption data in the fall of the school year. All test accommodations, modifications, or exemptions shall be reported to the Assistant Superintendent of Teaching and Learning. The Assistant Superintendent of Teaching and Learning shall be responsible for keeping a list of all such test accommodations, modifications and exemptions for school district audit purposes. This will be done annually by December 1. Testing results will be documented and reported.

Legal References:
Minnesota Statute 120B.11 (School District Process)
Minnesota Statute 120B.30 (Statewide Testing and Reporting System)
Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)
Minnesota Rule Parts 3501.0505 - 3501.0635 (K-12 Standards)

Cross References:
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 601: Curriculum and Instruction~~al~~ Goals of Moorhead Area Public Schools
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure

Board Policies

Moorhead Area Public School District State Mandated Testing Plan and Procedure

School Board Policy: 660

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002

Date Revised: 6/11/2007

Dates Reviewed: 4/12/2004
5/9/2005
6/11/2007

Title revision: Moorhead Area Public Schools ~~District~~ State Mandated Testing Plan and Procedure

I. PURPOSE

It is the purpose of this policy to set forth the testing plan and procedure for Moorhead Area Public Schools.

II. GENERAL STATEMENT ~~OF POLICY~~

It is the policy of Moorhead Area Public Schools to implement procedures for testing, test security, reporting, documentation, notification to students and parent(s)/guardian(s), and student record keeping in accordance with Minnesota law.

III. DUTIES OF SCHOOL DISTRICT TEST ADMINISTRATOR

The Assistant Superintendent of Teaching and Learning, shall be responsible for preparing and presenting annually to the Moorhead School Board for approval, and overseeing the publishing of, the basic standards test administration plan. The Assistant Superintendent of Teaching and Learning shall file the plan with the Minnesota Department of Education ("Department") and deliver the plan to all households in the school district by October 15 of each year. The plan shall include, at a minimum, the following:

A. The graduation requirements;

B. The number of opportunities a student shall have to retake tests of basic standards during each year;

C. The opportunities for remediation for a student who has not passed tests of basic standards;

D. The process for requesting an additional testing opportunity and accommodations for a senior who has met all other graduation requirements but has not passed one or more basic standards tests;

E. The process for appealing the school district's response to requests in item C;

F. The method to report breaches in test security procedures to the school district and the Department; and

G. Procedures for meeting the needs of Limited English Proficient students, students who require an Individualized Education Program (IEP) or students who require Section 504 Accommodation.

IV. TEST SECURITY

A. Security Requirements. When administering tests for the basic standards, the school district shall observe the following test security measures in addition to any requirements imposed by the Minnesota Department of Education:

1. All test booklets, answer sheets, and test materials shall be placed in locked storage before and after the test administration;

2. The tests, testing materials, and answer sheets are nonpublic data under Minnesota Statute 13.34;

3. No copies of test booklets or answer sheets shall be made; and

4. The school district shall report any violations of test security to the Department. The Department shall receive reports of violations of test security from anyone with knowledge of such an incident.

B. Security Violations. The Department shall investigate any reported incidents of breaches in test security. The consequences of a violation of test security may include:

1. The invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or

2. Other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

See Administrative Procedure 660.1 for test security procedures.

V. SCHOOL DISTRICT REPORTING TO THE DEPARTMENT AND PUBLIC

A. The school district shall report the information specified below to the Department annually by October 15, in a format to be determined by the Department.

B. The school district shall prepare and disseminate annually by October 15, a public report of the information specified below through the official newspaper or through publications sent to all households in the school district.

C. The reports required above shall include:

1. The number of students enrolled at each grade level 9 through 12 according to the end of the year Minnesota Automated Reporting Student System (MARSS) report;

2. The number of students at each grade level 9 through 12 passing each basic standard at the state standards level;

3. The number of students at each grade level 9 through 12 passing each basic standard at an individualized level under an IEP or a Section 504 Accommodation Plan;

4. The number of students at each grade level 9 through 12 passing tests in each basic standard with tests that have been translated into a language other than English;

5. The number of students at each grade level 9 through 12 exempt from testing in each basic standard; and

6. For grade 12 of the previous year only, the number of students currently denied a high school diploma because of not passing the state standard for a basic standard when all other graduation requirements have been met.

D. The Superintendent shall submit reports identifying expenditures related to basic standards testing, to the Department as required by law.

VI. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

The school district shall maintain records necessary for program audits conducted by the Department. The records must include documentation that:

A. Required notifications to parents/guardians and students meet the requirements of Minnesota Rules, Part 3501.0120;

B. Required student records meet the requirements of Minnesota Rules, Part 3501.0130;

C. The school district's process for additional testing of students meets the requirements of Minnesota Rules, Part 3501.0050;

D. Test security procedures comply with Minnesota Rules, Part 3501.0150;

E. The school district's decisions regarding testing accommodations, modifications, and granting exemptions are in compliance with Minnesota Rules, Parts 3501.0090 and 3501.0100;

F. The school district's curriculum and instruction provides appropriate learning opportunities in the standards in compliance with Minnesota Rules, Part 3501.0110;

G. Remediation plans for students are on file consistent with Minnesota Rules, Part 3501.0110;

H. The basic standards test administration plan complies with Minnesota Rules, Part 3501.0140, sSubpart 2;

I. The documentation for students granted accommodations or exempted from testing complies with Minnesota Rules, Part 3501.0090;

J. The assessments and documentation of performance for students granted modifications of statewide standards comply with Minnesota Rules, Part 3501.0090, sSubpart 2, item C; and

K. The school district's process for testing considerations for LEP students complies with Minnesota Rules, Part 3501.0100.

VII. REQUIRED NOTIFICATION TO PARENTS AND STUDENTS

A. Written Notice. The school district shall establish and maintain a system to provide written notice to parent (s)/guardian(s) and students about graduation requirements.

B. Notice of Graduation Requirements. No later than thirty (30) working days after the date of the entrance into the 9th grade or transfer of a student into the school district during or after 9th grade, the school district shall provide to the parent(s)/guardian(s) and the student written notice of:

1. The graduation requirements; and

2. The grade in which the student shall have the first opportunity to take a test in basic standards.

C. Notice of Test Results and Remediation Opportunities. The school district shall provide no later than ninety (90) days after a student takes a test of basic standards, written notice to the parent(s)/guardian(s) and the student of:

1. Basic standards test results; and

2. Consistent with Minnesota Rules, Part 3501.0050, sSubpart 3, if the student is in the graduating year:

a. The process by which a parent(s)/guardian(s) or student can request additional testing and testing accommodations after April 1; and

b. The process by which a parent(s)/guardian(s) or student can appeal the school district's decision if additional testing or testing accommodation is denied.

D. Notice Pertaining to Adequate Yearly Progress. If the school district is proposed for identification for school improvement for corrective action, or for restructuring by the Minnesota Department of Education, the school district shall provide to parent(s)/guardian(s) of students in the school district sufficiently detailed summary data of its academic assessments or other academic indicators to review to determine whether the school is making adequate yearly progress to appeal the Department's proposal under Public Law 107-110, Section 1116(D)(2).

VIII. STUDENT RECORD KEEPING

A. Test Results. The school district shall keep a record on each student that includes:

1. The basic standards tests taken; and

2. The results of the most recent basic standards tests given.

B. Student Progress. Individual student progress shall be reported on a student record as described in items 1 to 4 below.

1. "Pass-state level" shall be noted on the record of a student who passes a basic standards test under standard conditions or with an accommodation. The records for students passing with an accommodation shall not be different

from the records of students passing the test under standard conditions.

2. "Pass-individual level" shall be noted on the record of a student who passes a basic standards test with a modification established in the IEP or Section 504 Accommodation Plan in accordance with Minnesota Rules, Part 3501.0090.

3. "Pass-translation" shall be noted on the record of a student who passes a basic standards test that has been translated into a language other than English and has not been validated by the state as a state test with a set passing score.

4. "Exempt" shall be noted on the record of a student who has been exempted from a basic standards test.

Legal References:
Minnesota Statute 13.34 (Examination Data)
Minnesota Statute 120B.11 (School District Process)
Minnesota Statute 120B.36 Subd. 2 (Adequate Yearly Progress)
Minnesota Statute 123B.143, Subd. 1 (Superintendent)
Minnesota Statute 123B.30 (Statewide Testing and Reporting System)
Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)
Minnesota Rule Parts 3501.0505 - 3501.0635 (K-12 Standards)
20 U.S.C. 6301, et seq. (No Child Left Behind Act)

Cross References:
Moorhead School Board Policy 601: Curriculum and Instruction~~al~~ Goals of Moorhead Area Public Schools
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 656: Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students

Board Policies

Student Transportation Safety

School Board Policy: 721

Section: 700 NON-INSTRUCTIONAL

Date Adopted: 10/10/1994

Date Revised: 6/11/2007

Dates Reviewed: 5/14/2001
6/14/2004
12/12/2005
6/11/2007

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and educate students on safety issues and responsibility of school bus ridership. It includes information of parent/guardian involvement, school bus driver duties, responsibilities, training, emergency procedures on buses, and vehicle standards.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week.

School bus safety week will coincide with the National School Bus Safety Week.

B. Student Training.

1. The Moorhead Area Public Schools ~~District~~ shall provide students enrolled in grades ~~kindergarten~~ K through 10 with age-appropriate school bus safety training of the following concepts:

a. Transportation by school bus is a privilege not a right;
b. District policies for student conduct and school bus safety;
c. Appropriate conduct while on the bus;
d. The danger zones surrounding a school bus;
e. Procedures for safely boarding and leaving a school bus;
f. Procedures for safe vehicle lane crossings; and
g. School bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first week of school must receive the school bus safety training by the end of the third week of school. All students in grade 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The Moorhead Area Public Schools ~~District~~ and nonpublic schools with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes ~~and other students in grades 9 and 10~~ must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statute 169.446, Subds. 2 and 3.

5. The Moorhead Area Public Schools ~~District~~ and nonpublic schools with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The Moorhead Area Public Schools ~~District~~ will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The Moorhead Area Public Schools ~~District~~ may provide kindergarten students with school bus safety training before the first day of school.

8. The Moorhead Area Public Schools ~~District~~ may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.

9. The Moorhead Area Public Schools ~~District~~ shall adopt and make available for public review a curriculum for transportation safety education.

10. Nonpublic school students transported by the Moorhead Area Public Schools ~~District~~ will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the Superintendent, ~~T~~the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

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

The building administrator or designee is responsible for imposing consequences for misconduct on the school bus or at bus stops. In addition, all school bus/bus stop misconduct will be reported to the district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules.

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's transportation director's office and the school office.

2. Rules at the Bus Stop.

a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b. Respect the property of others while waiting at your bus stop.

c. Keep your arms, legs and belongings to yourself.

d. Use appropriate language.

e. Stay away from the street, road or highway when waiting for the bus.

f. Wait until the bus stops before approaching the bus.

g. After getting off the bus, move away from the bus.

h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

i. No fighting, harassment, intimidation or horseplay.

j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus.

a. Immediately follow the directions of the driver.

b. Sit in your seat facing forward.

c. Talk quietly and use appropriate language.

d. Keep all parts of your body and personal belongings inside the bus.

e. Keep your arms, legs and belongings to yourself.

f. No fighting, harassment, intimidation or horseplay.

g. Do not throw any object.

h. No eating, drinking or use of tobacco or drugs.

i. Do not bring any weapon or dangerous objects on the school bus.

j. Do not damage the school bus.

4. Consequences.

Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parent(s)/guardian(s) will be notified of any suspension of bus privileges.

1. Elementary (K-5).

1st offense -- Warning
2nd offense -- 3 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
3rd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
4th offense -- 10 day suspension from riding the bus/meeting with parent(s)/guardian(s).
Further offenses -- Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.

* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

2. Middle School and Secondary (6-12).

1st offense -- Warning
2nd offense -- 5 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
3rd offense -- 10 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
4th offense -- 20 day suspension from riding the bus/meeting with parent(s)/guardian(s).
5th offense -- Suspended from riding the bus for the remainder of the school year.

*Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

3. Other Discipline.

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

4. Records.

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided to the Minnesota Department of Public Safety in accordance with state and federal law. Records may also be maintained in the transportation office.

5. Vandalism/Bus Damage.

Student damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in loss of bus privileges until damages are paid.

6. Notice.

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus. The driver will periodically review both rules and consequences with students.

7. Criminal Conduct.

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the Superintendent, local law enforcement officials and the Minnesota Department of Public Safety will be informed.

IV. PARENT/GUARDIAN INVOLVEMENT

A. Parent/Guardian Notification.

The Moorhead Area Public Schools ~~District~~ school bus and bus stop rules will be provided to each family. Parent (s)/guardian(s) are asked to review the rules with their children.

B. Parent/Guardian Responsibilities For Transportation Safety.

1. Become familiar with district rules and policies, regulations and principles of school bus safety and thoroughly review them with their children.

2. Support safe riding and walking practices, and recognize that students are responsible for their actions;

3. Communicate safety concerns to their school administrators;

4. Monitor bus stops, if possible;

5. Have their children to the bus stop five minutes before the bus arrives;

6. Have their children properly dressed for the weather; and

7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid class of drivers license and school bus endorsement for operating the type of equipment to which they are assigned. A person possessing a valid driver's license without a school bus endorsement may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus as set forth in Section VII.B. below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each

school district driver as contained in the Model School Bus Driver Training Manual.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;

2. Understand student behavior, includind issues relating to students with disabilities;

3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant law, rules of the road and local school bus safety policies;

5. Handle emergency situations; and

6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules.

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

2. Only students assigned to the school bus by the district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent(s)/guardian(s) may designate by a signed, written request a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent(s)/guardian(s) as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. ~~Bus drivers must park and load school buses~~ To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

6. A bus driver may not operate a school bus while communicating over, or otherwise operating a cellular phone for personal reasons, whether hand held or hands free, when the vehicle is in motion. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles.

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. A Type III vehicle cannot be older than 12 years old unless excepted by state and federal law.

5. If a Type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The Type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A "Type III school bus" and "Type III Head Start bus" must not be outwardly equipped and identified as a Type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on Type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any Type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any Type III vehicle used to transport students must not load or unload so that a pupil has to cross the road, except where not possible or impractical, then the driver or assistant must escort a pupil across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any Type III vehicle used to transport students must carry emergency equipment including:

a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.

c. A Type III bus must contain at least three red reflectorized triangle road warning devices. Liquid burning "pot type" flares are not allowed.

d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as Type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with seating capacity of 10 or fewer without meeting the requirements for a Type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The district has no system of inspection for private vehicles.

12. All drivers of Type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a Type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of pupils with disabilities, assist pupils with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:

1. the pupil's name and address;

2. the nature of the pupil's disabilities;

3. emergency health care information; and

4. the names and telephone numbers of the pupil's physician, parent(s)/guardian(s), or custodians, and some person other than the pupil's parent(s)/guardian(s) or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

A. All school vehicles and vehicles contracted to the school district shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

B. All school vehicles and vehicles contracted to the school district shall be inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL DISTRICT'S TRANSPORTATION SAFETY DIRECTOR

The Moorhead School Board has designated an individual to serve as the school district's ~~school~~ transportation safety director. The school district's transportation safety director shall have day-to-day responsibility for pupil transportation safety, including transportation of nonpublic school children when provided by the school district. The school district's transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school district's transportation safety director shall certify annually to the School Board that each school bus driver meets the school bus driver training competencies required by Minnesota Statute 171.321, Subd. 4. The school district's transportation safety director also shall annually verify and ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a Type A, B, C, or D school bus or Type III vehicle with the National Driver's Register or the Department of Safety. Upon request of the Superintendent, ~~T~~the school district's transportation safety director also shall ~~confirm annually~~ certify to the Superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school district's transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school district's transportation safety director. Refer to Administrative Procedures 720.1: Special Education Transportation, 721.1: School Bus Stops and 721.2: School Bus Trip K-12 Emergency Procedure.

Legal References:
Minnesota Statute 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minnesota Statute 123B.88 (Independent School Districts; Transportation)
Minnesota Statute 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minnesota Statute 123B.90 (School Bus Safety Training)
Minnesota Statute 123B.91 (School District Bus Safety Responsibilities)
Minnesota Statute 169.01, Subds. 6(5) and 92 (Definitions)

Minnesota Statute 169.446, Subds. 2 and 3 (Driver Training and Education Progams)
Minnesota Statute 169.454 (Type III Vehicle Standards)
Minnesota Statute 169.4582 (Reportable Offense on School Buses)
Minnesota Statute 171.02, Subd. 2a (Licenses; Types, Endorsements, Restrictions)
Minnesota Statute 171.321 (Qualifications of a School Bus Driver)
Minnesota Rules Parts 7470.1000-7470.1700 (School Bus Inspection)

Cross References:
Moorhead School Board Policy 413 Employment Background Checks
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 421: Employee Drug and Alcohol Testing
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 632: Field Trips

5-M9-805
12 May 2008

INDEPENDENT SCHOOL DISTRICT #152

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

May 12, 2008
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 cast and crew of Moorhead High School's one-act play "Bits and Pieces" for receiving first place at the One-Act Play Section 8 championship. The student qualified to perform the one-act play at the Minnesota One-Act Play festival in St. Paul in February. Cast and crew of "Bits and Pieces" include Johan Anderson, Rachel Clausen, Clara Cavins-Wolford, Kyle Olson, Hannah Casselton, Alison Thompson, Tristan Larson, Adam Christenson, Donny Redding, Amanda Casselton, Megan Renslow, and Tony Dostert. Chris Lien is the director.

*** **We Are Proud** of Mary Colson, an eighth-grade earth science teacher at Horizon Middle School, who received the Medtronic Foundation Science Teaching Award at the middle school level. The award was presented by the Minnesota Science Teachers Association at the organization's spring conference March 28, 2008, in Duluth. The award recognizes excellence in science teaching and includes $1,000 for use in Colson's classroom.

*** **We Are Proud** of the Horizon Middle School 7th and 8th grade Knowledge Master team for placing second out of 34 Minnesota teams in the Middle School Division of the Spring Knowledge Master Open held April 23. Nationally, the Horizon team placed 33rd out of 753 participating teams.

Team members are Ayush Adhikari, Sam Benson, Andrew Carlson, Tyla Dahl-Monroe, Zachary Drechsel, Gary Dunn, Glen Ellingson, Matthew Franklin, Ian Glidden, Jonathan Haglund, Jens Hulden, Samuel Hurst, Austin Koenig, Josh Oberlander, Ryan Olson, Nate Sand, Carson Stowe, Duncan Swanson, Jacob Swedberg, Drew Thompson, Anne Totten, Sam Williams, Cameron Wintersteen, and Gabe Wright.

The Knowledge Master Open was designed to stimulate enthusiasm for learning and recognition for academic accomplishment. The 200 challenging questions require higher-level thinking skills and cover 14 curriculum areas. Scores are based on a combination of speed and accuracy. The team was coached by Lois Brown.

*** **We Are Proud** of two Horizon Middle School teams for competing at the state Destination ImagiNation Tournament held April 19 in Plymouth. At the March 8 regional tournament in Moorhead, JETCAB placed first in Switch! to advance to state. Team members are Carson Stowe, Abdu Frederickson, Ellen McManamon, Jamal Ghauri and Thomas Becker. The team was coached by Peggy Stowe.

The Horizon Tech Effects team participated in Drop Zone Emergency, this year's Tech Effects problem at the Minnesota Destination ImagiNation Tournament on April 19 in Plymouth. The team of Andrew Carlson, Jonathan Haglund, Jens Hulden and Ryan Olson was awarded the creativity trophy for "thinking out of the box."

*** **We Are Proud** of Horizon Middle School students who had outstanding achievement in the 2008 Midwest Academic Talent Search. A ceremony was held April 29 to recognize the accomplishments of the 42 students from Horizon Middle School who participated in this year's Midwest Academic Talent Search sponsored by the Center for Talent Development at Northwestern University.

Special recognition was given to students with outstanding achievement. Top-scoring students on the SAT were Matthew Lillehaugen, Maija Lindaas, Sam Wisenden, Elisabeth Alexander and Peter MacFarlane. Top-scoring students on the ACT were Andrew Carlson, Jonathan Haglund, Huiying Zhang, and Brett Danielson for top composite scores and Ian Glidden and Samuel Hurst for top sub scores.

The Center for Talent Development invites students scoring in the 99th percentile to a special awards ceremony at Northwestern University. This year both Huiying Zhang and Jonathan Haglund qualified for this honor. For the first time, Hamline University is hosting a special awards ceremony for the highest scoring students in Minnesota. Huiying Zhang, Jonathan Haglund, Matthew Lillehaugen and Sam Wisenden have been invited to attend this event on June 14.

The Midwest Talent Search is coordinated at Horizon Middle School by Lois Brown.

*** **We Are Proud** of the Horizon Middle School teachers who were honored as "Teachers of Merit" by the National History Day in Minnesota and its sponsors, the Minnesota Historical Society and the University of Minnesota. Medals and plaques were presented to Kate Evenson, Janelle Frost-Geiser, Marsha Johansen, Lynn Johnson, Diane Kahl, Jeff Offutt, Carla Smith, Karen Taylor and Lois Brown in recognition of their commitment and teaching of historical knowledge and study among young people through National History Day. Each year the award is presented to two or three of the most dedicated History Day teachers in Minnesota. This year, because Horizon Middle School has become a model History Day school, all of the participating Horizon teachers were recognized.

*** **We Are Proud** of 39 Horizon Middle School students who were finalists at the Regional History Day competition held at MSUM on March 10 and competed at the Minnesota State History Day at the University of Minnesota on April 27.

The following 19 students were awarded honorable mentions for their projects at the state competition: Andrew Ellingson, Zach Holtgrewe, Tyler Eidsness, Gabe Steinwand, Tyler Stich, Lucia Smith, Taylor Horner, Jordan Slaughter, Sam Benson, Austin Koenig, Matt Franklin, Melissa Groth, Hailey Wixo, Ryan Olson, Gabe Wright, Zack Day, Andrew Olsen, Kathryn Eggert and Matthew Lillehaugen.

Bethany Lahlum, Gina Cegla and Mileena Gruenhagen earned the German History Topical Award for their performance on The Berlin Wall.

Other students who participated at the state competition were Keller Karlstrom, Dan Brekke, Jacob Pangelinan, Tanner Tweet, Abi Christensen, Petra Gunderson,

Hanna Bauer, Elly Erickson, Jake Lamberson, Annise Montplaisir, Gabe Roach, Adam Hanson, Jonathan Haglund, Bryant Christian, Joseph Kasper, Jesse Anderson, Tia Stenson and Samantha Landstrom.

History Day teachers are Kate Evenson, Janelle Frost-Geiser, Marsha Johansen, Lynn Johnson, Diane Kahl, Jeff Offutt, Carla Smith, Karen Taylor and Lois Brown.

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

2. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. TEACHING/LEARNING MATTERS - Kovash

B. BUSINESS SERVICE MATTERS - Kazmierczak

C. HUMAN RESOURCE MATTERS - Nielsen
   (1) Approval of Family/Medical Leaves - Page 10
   (2) Acceptance of Early Retirement - Page 11
   (3) Approval of Change in Contract - Page 12
   (4) Approval of New Employees - Page 13

D. SUPERINTENDENT MATTERS - Nybladh
   (1) Approval of April 14 and 28, 2008 Regular Meeting Minutes and April 21, 2008 Special Meeting Minutes - Pages 14-26
   (2) Approval of May Claims

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

Moved by _____ Seconded by _____
Comments _____

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

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

Costa Rica Major Magnitude Field Trip - Kovash
Page 27

4. **WELLNESS TASK FORCE REPORT**: Nielsen
Pages 28-33

Suggested Resolution: Move to adopt the Wellness Task Force Report.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF POLICY**: Kovash
Pages 34-37

Suggested Resolution: Move to approve the policy, Maltreatment of Vulnerable Adults (535), as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF POLICY**: Kazmierczak
Pages 38-39

Suggested Resolution: Move to approve the policy, Cashing Checks Out of Cash Deposits (823), as presented.

Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF POLICY**: Kovash
Pages 40-41

Suggested Resolution: Move to approve the policy, Public Gifts to the School District (834), as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY**: Kazmierczak
Pages 42-44

Suggested Resolution: Move to approve the policy, Establishment, Adoption and Modification to the District's Financial Annual Operating Plan (810), as presented.

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF POLICY**: Kovash
Pages 45-49

Suggested Resolution: Move to approve the policy, School District System Accountability (650), as presented.

Moved by _____ Seconded by _____
Comments _____

10. **APPROVAL OF POLICY**: Kovash
Pages 50-69

Suggested Resolution: Move to approve the policy, Student Discipline (551), as presented.

Moved by _____ Seconded by _____
Comments _____

11. **APPROVAL OF POLICY**: Kovash
Pages 70-74

Suggested Resolution: Move to approve the policy, Bullying Prohibition (578), as presented.

Moved by _____ Seconded by _____
Comments _____

12. **APPROVAL OF POLICY**: Kovash
Pages 75-78

Suggested Resolution: Move to approve the policy, Credit for Learning of Minnesota Graduation Standards (653), as presented.

Moved by _____ Seconded by _____
Comments _____

13. **APPROVAL OF POLICY**: Kovash
Pages 79-81

Suggested Resolution: Move to approve the policy, Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652), as presented.

Moved by _____ Seconded by _____
Comments _____

14. **APPROVAL OF POLICY**: Kovash
Pages 82-83

Suggested Resolution: Move to approve the policy, Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students (656), as presented.

Moved by _____ Seconded by _____
Comments _____

15. **APPROVAL OF POLICY**: Kovash
Pages 84-88

Suggested Resolution: Move to approve the policy, Moorhead Area Public School District State Mandated Testing Plan and Procedure (660), as presented.

Moved by _____ Seconded by _____
Comments _____

16. **APPROVAL OF POLICY**: Kovash
Pages 89-97

Suggested Resolution: Move to approve the policy, Student Transportation Safety (721), as presented.

Moved by _____ Seconded by _____
Comments _____

17. **COMMITTEE REPORTS**

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

19. **CLOSE PUBLIC MEETING**: Tomhave

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

Moved by _____ Seconded by _____
Comments _____

20. **OPEN PUBLIC MEETING**: Tomhave

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

Moved by _____ Seconded by _____
Comments _____

21. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Hopkins PTAC	May 13	6:30-8 pm	Media Center
Staff Development Committee	May 19	3:30 pm	PCE
Interagency Early Interv Com	May 21	12 pm	FSC
Technology Committee	May 27	3:45 pm	PCE
School Bd Retirement Reception	May 27	5:30 pm	PCE
School Board	May 27	7 pm	PCE
Last Day for K-12 Students	June 4		
K-12 Prof Dev/Tchr Work Day	June 5		
School Board - Special	June 5	5:30 pm	PCE
Teacher Comp Day	June 6		
Graduation	June 8	2 pm	Concordia
School Board	June 9	7 pm	PCE
Com Ed Advisory Council	June 17	7 pm	PCE
School Board	June 23	7 pm	PCE

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.126**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 6, 2008

RE: Family/Medical Leave

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

Margaret Claymore	Teacher, High School, effective May 6, 2008 thru May 30, 2008.
Patricia Beach	Secretary, High School, effective June 2 for approximately four to six weeks.
Krystal Anderson	DHH Teacher, High School, effective May 5, 2008 for an undetermined amount of time.
Jane Brevik	Paraprofessional, Horizon Middle School effective May 5, 2008 for the remainder of the school year.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical leave for Margaret Claymore, Krystal Anderson pursuant to Section IV, Article 38 of Teachers' Master Agreement, Jane Brevik pursuant to Section 3, Subd 1 of the Paraprofessional Master Agreement and Patricia Beach pursuant to Section 3, Subd 1 of the Secretaries Master Agreement.

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RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.128**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 6, 2008

RE: Early Retirement

The administration requests approval of Early Retirement for the following person:

JoAnn Paintner	Paraprofessional, S.G. Reinertsen Elementary, effective at the end of the 2007-2008 school year.
Anthony Kinsella	Industrial Technology Teacher, High School, effective at the end of the 2007-2008 school year.
Jean Kinsella	Kindergarten Teacher, S.G. Reinertsen Elementary, effective at the end of the 2007-2008 school year.

SUGGESTED RESOLUTION: Move to accept the Early Retirement of JoAnn Paintner, Anthony Kinsella and Jean Kinsella as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.127**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 6, 2008

RE: Change in Contract

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

Rachel Lerum	LD Teacher, High School from full time to part time beginning with the 2008-2009 school year. (Voluntary Reduction)

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Rachel Lerum.

RN/smw

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Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.125**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 6, 2008

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.

Jill Rivinius	Math Teacher, High School, BA (0) $30,823.00, effective beginning with the 2008-2009 school year. (Replaces Jeff Ekre)
Kim Hest	Lunchroom Supervisor, Horizon Middle School, 2 hours per day, effective April 28, 2008. (unfilled position from the 06-07 school year)
Brittney Frost	Lunchroom Supervisor, Horizon Middle School, 2 hours per day, effective April 28, 2008. (unfilled position from the 06-07 school year)

SUGGESTED RESOLUTION: Move to approve the employment of Jill Rivinius, Kim Hest and Brittney Frost as presented.

RN/smw

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

MEMBERS ABSENT: None.

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

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed with revisions to pages 1 and 7.

APPROVAL OF AGENDA: Siggerud moved, seconded by Ladwig, to approve the agenda as revised. Motion carried 7-0.

WE ARE PROUD:

*** **We Are Proud** of Moorhead High School student Ben Gaughan, who finished second in the Section 8 wrestling tournament to advance to the state tournament. Gaughan competed in the Minnesota state wrestling tournament, winning his first of three matches. Wrestling coaches are Joe Gaughan, Caleb Schlack and Dave Roberts.

*** **We Are Proud** of Horizon Middle School students whose art was selected for display in the AEM Capitol Art Exhibit that ran Feb. 24-March 1. Libby Ellwanger had a one point perspective colored pencil drawing displayed, and Maggie Little and Bobbie Delaney had photography collages displayed. Art teachers are Sue Geihl and Deb Knutson.

*** **We Are Proud** of Horizon Middle School students whose art was selected for display in the Perpich Middle School Art Exhibit that ran through March 16. Cassie Hansen, Johnee Sokolosky and Tyler Meehleib had expressive portraits displayed. A drawing by Taj Puetz and a painting by Chance Taylor also were displayed. Art teachers are Janine Breslin and Sue Geihl.

*** **We Are Proud** of the Horizon Middle School teams that placed first, second and fifth in the sixth grade Regional Math Masters Tournament held in Moorhead on March 14. Seventeen teams in the area participated in individual and team rounds.

The Math Masters of Minnesota competition is designed to promote excellence in thinking skills pertaining to mathematics. Lois Brown coordinated the regional tournament.

Horizon House 6B -- 1st Place Team
Nick Gaasvig, Quinn Maetzold, Kenny Mark, Taj Puetz and Josh Young
House 6B math teacher is Cheryl Keenan.

Horizon House 6A -- 2nd Place Team
Austin Gravalin, Forrest Leitch, Trygve Rorvig, Ben Stein and Lucinda Thomas
House 6A math teacher is Sharon Nelson.

Horizon House 6C -- 5th Place Team
Andrew Ellingson, Jacob Klevgaard, Abby Lundborg, Britnee Surprenant and Anna Volk
House 6C math teacher is Barb Stack.

Several Horizon Middle School students also received individual awards. The top eight in each category received medallions and the next seven received ribbons.

Facts Drill awards went to:
1st Place -- Josh Young
4th Place -- Taj Puetz
7th Place -- Trygve Rorvig
9th Place -- Britnee Surprenant
11th Place -- Austin Gravalin

Individual Round awards went to:
1st Place -- Josh Young
3rd Place -- Lucinda Thomas
5th Place -- Forrest Leitch
7th Place -- Quinn Maetzold
9th Place -- Ben Stein
11th Place -- Kenny Mark
13th Place -- Andrew Ellingson

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Target Gift - Accept the donation of $1,843 from Target for the Moorhead High School Take

Charge of Education Program. Funds will be used to purchase student planners and student breakfasts in preparation for the Minnesota Comprehensive Assessment-IIs.

Lakeland Mental Health Contract Renewal - Approve the January 1, 2008 to June 30, 2008 renewal agreement with Lakeland Mental Health Services and Clay County Social Services to continue mental health services for students and their families as part of the Clay County Outreach Treatment Program in the amount of $189,450.50.

Education Minnesota Grant - Accept the grant from the Education Minnesota Foundation for Excellence in Teaching and Learning for $2,991. Diane Thiel, teacher at Robert Asp Elementary School, was awarded the grant. The Robert Asp Elementary Project, titled *Developing M.I.L.K. (Managed Independent Learning Stations)* was one of 41 classroom grant projects funded this year to encourage creative and innovative projects that enhance teaching and learning.

F-M Area Foundation Grant - Accept the grant award from the Fargo-Moorhead Area Foundation in the amount of $432 for the Moorhead Adult Basic Education Pre-CNA course for Immigrants and Refugees. The funds will be used to purchase textbooks to support English language learners participating in the Certified Nursing Assistant course.

Carl D. Perkins Funding - Accept the funding for *Virtual Business Personal Finance* software from Lakes Country Carl D. Perkins Consortium. The total award is $1,409.50. The software will be used by the Administrative Support Occupations Program at Moorhead High School.

Accept the professional development travel award from Lakes Country Carl D. Perkins Consortium of $1,054.50 for Kathi Salvevold to attend the Business Professionals of America National Leadership Conference in Reno, NV, May 7-11, 2008. The professional development award will contribute to technical skill attainment in career and technical education students at Moorhead High School.

Leave of Absence

Mary Broberg - Alternative Ed Teacher, Red River Area Learning Center, effective for the 2008-2009 school year.

Colleen McDonald-Morken - Physical/Health Disabilities & Traumatic Brain Injury Teacher, Ellen Hopkins Elementary, effective for the 2008-2009 school year.

Family/Medical Leaves

Jolene Wiebold - Special Education Teacher, Horizon Middle School, to begin May 1st, 2008 for

six weeks.
Emily Nerland - Elementary Teacher, S.G. Reinertsen, to begin April 1, 2008 for the remainder of the 2007-2008 school year.

Resignations
Paul Carlson - Night Custodian, High School, effective March 28, 2008.
Kfaya AL-Niemy - Paraprofessional, Partners In Learning, effective April 3, 2008.
Krisanne Emch - Spanish Teacher, High School, effective June 6, 2008.
Lisa Erpelding - Math Teacher, Horizon Middle School, effective June 5, 2008.
Debra Hoesley - Instructor, Adult Basic Education, effective May 2, 2008.
Allyson Boe - Junior Varsity Volleyball coach, effective beginning with the 2008-2009 season.
Carrie Lawrence - ESL Teacher, Robert Asp Elementary, effective at the end of the 2007-2008 school year.

New Employees
Bobbie Slaughter - Cafeteria Supervisor, S.G. Reinertsen, $8.60 per hour, 2 hours per day, effective March 31, 2008. (Replacing Kim Stockert.)
Marcus Geffre - Assistant Track Coach, .06%, Step 0, $1,974 for the season. (Replaces Brady Baxter.)
Josh Ihrke - Assistant Track Coach, .05%, Step 2, $1,770 for the season. (Replaces Mick Dunn.)
Steve Timmer - Assistant Baseball Coach, .08%, Step 13, $3,935 for the season. (Replaces Paul Cragg.)
Joe Mathis - Assistant Baseball Coach, .07%, Step 6, $2,829 for the season. (Replaces Mike Kieselbach.)
Jennifer Rohde - Hall Monitor, High School, B21 (3) $13.31 per hour, effective April 14, 2008. (Replaces Michael Ochoa.)

Minutes - Approve the March 10 and 24, 2008 regular meeting minutes and the March 17 and 27, 2008 special meeting minutes as presented.

Claims - Approve the April Claims, subject to audit, in the amount of $825,634.70.

General Fund:	$709,242.50
Food Fund:	99,233.24
Community Service Fund:	16,756.46
Debt Service Fund:	402.50
TOTAL	$825,634.70

Motion carried 7-0.

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.)

Grant Projects Update - Kovash provided an overview of grant projects in the Moorhead Area Public Schools for the 2007-2008 school year. The overview included information on grant projects, staffing and length of grants. Kovash also discussed the grant projects' connection to the Strategic Plan and school improvement plans.

KINDERGARTEN TASK FORCE REPORT: Kindergarten Task Force members Sue Botner, Diana Cobbs and Kim Bushaw provided a summary of the report. Kindergarten Task Force recommendations and implications for further action and research are as follows:

1. The task force recommends on-going follow-up to be prepared to implement all-day kindergarten when funding becomes available. An action plan should be developed by administration to work toward implementation of all-day kindergarten as a choice for all students.
2. There is a need for further exploration and examination of funding options for providing all-day, everyday kindergarten programming.
3. Facility options must be researched to determine appropriate models for financial and operational efficacy.
4. Alignment of early and elementary education must be examined to provide connection for curriculum and instructional practices and activities.
5. The collaboration and location of early childhood, kindergarten, and elementary programs should be further researched and explored.
6. The task force recommends that funding all-day kindergarten should not displace other early childhood program funding.

The recommendation for policy decisions are:

Based on the Kindergarten Task Force's research and surveys the task force believes adequate funding for all-day, everyday kindergarten should be available equitably for every child in the Moorhead School District. Twenty-nine states in the United States fund all-day kindergarten for their students The neighboring communities of Fargo and West Fargo

are currently in the process of implementing all-day kindergarten for the fall of 2008. North Dakota currently fully funds all-day kindergarten.

The task force recommends that full-day kindergarten be offered as a choice to every child in the Moorhead Area Public Schools when funding becomes available to provide true equal access of programming to all district families. Until such time, it is recommended that administration continue to formulate a plan to implement full-day kindergarten as soon as funding becomes available.

The exploration of the feasibility of all-day, everyday kindergarten was one of the priorities of the school district's current strategic plan. It is recommended that future strategic planning conducted by the school district also give continued priority consideration to the exploration of the feasibility of all-day, everyday kindergarten.

Fagerlie moved, seconded by Siggerud, to accept the Kindergarten Task Force Report as submitted. Motion carried 7-0.

APPROVAL OF RESOLUTION RELATING TO TERMINATION AND NON-RENEWAL OF TEACHING CONTRACTS OF PROBATIONARY TEACHERS: Thompson moved, seconded by Ladwig, to approve the following resolution:

WHEREAS, the following teachers are probationary teachers in Independent School District No. 152:

Name	Position	FTE
Gretta Link	Title I	.85
Steve Montplaisir	Special Education	1.00
Ann Hagen	Business	.75
Caleb Schlack	Physical Education	.50

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, Subd. 5, that the teaching contract of the above probationary teachers in Independent School District No. 152, is hereby terminated at the close of the 2007-2008 school year.

BE IT FURTHER RESOLVED that the attached written notice will be sent to the above probationary teachers regarding termination and non-renewal of this contract as provided

by law.

Roll call vote was taken and the motion carried 7-0.

APPROVAL OF RESOLUTION RELATING TO OFFERING OF PART-TIME TEACHING CONTRACT TO PROBATIONARY TEACHER: Siggerud moved, seconded by Fagerlie, to approve that the full-time probationary teacher whose contract was terminated effective at the end of the 2007-2008 school year and non-renewed for the 2008-2009 school year, as provided in the School Board resolution adopted earlier at this meeting, shall be offered a part-time teaching contract for the 2008-2009 school year as follows:

	Contract Offer
Ann Hagen	.50

Roll call vote was taken and the motion carried 7-0.

SCHOOL BOARD SPECIAL MEETING: Ladwig moved, seconded by Thompson, to move to approve scheduling Monday, April 21, 2008 at 5:30 p.m. to conduct a School Board special meeting related to the consultant superintendent search. Motion carried 7-0.

COMMITTEE REPORTS: Brief reports were heard regarding the MSBA 2008 Joint Legislative Conference, Early Childhood Parent Advisory Council, Activities Council, Health/Safety/Wellness Committee, Ellen Hopkins Family Fun Night, Indian Education Parent Committee, Ellen Hopkins PTAC, Instruction and Curriculum Advisory Committee, S.G. Reinertsen PTAC, Horizon Middle School PTAC, and Joint Powers Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Siggerud noted the Robert Asp School Family Fun Night was held April 18. Ladwig reported on a summary of sessions attended at the 2008 National School Board Association Annual Conference in Orlando, Florida. Dr. Nybladh asked board members if food was needed for the April 21 Special School Board meeting.

CLOSE PUBLIC MEETING: Thompson moved, seconded by Erickson, to close the public meeting at 9:00 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

OPEN PUBLIC MEETING: Ladwig moved, seconded by Siggerud, to open the public meeting at 9:28 p.m.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:29 p.m.

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Cindy Fagerlie, Clerk

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
APRIL 21, 2008

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

MEMBERS ABSENT: None.

CALL TO ORDER: Chairman Tomhave called the meeting to order at 5:32 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 Thompson, to approve the agenda as presented. Motion carried 7-0.

CONSULTANT SUPERINTENDENT SEARCH UPDATE: Discussion was held related to the candidate profile, position advertising, screening/evaluating candidates, interview process, and timeline. Board members determined a special meeting was needed for June 5 at 5:30 p.m. to discuss the summary of finalist recommendations and other duties related to the superintendent search process.

Siggerud moved, seconded by Dulski, to approve the position announcement and timeline as discussed this evening. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:03 p.m.

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Cindy Fagerlie, Clerk

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

MEMBERS ABSENT: Lisa Erickson.

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: Ladwig moved, seconded by Siggerud, to approve the agenda as presented. Motion carried 6-0.

WE ARE PROUD:

*** **We Are Proud** of the Moorhead High boys swimming team for placing fourth at the state swim meet. Team members are Logan Arnold, David Flickinger, Ian Carney, Jimmy Foley, Brandon Desautel, Pat Foley, Mike Golling, Josh Seaburg, Mark Singleton, Luke Pechmann and Daniel De Souza.

Luke Pechmann won the 50 freestyle, and Pechmann, Daniel De Souza, David Flickinger and Josh Seaburg placed first in the 400 freestyle relay. In addition Pechmann, De Souza, and the members of the 400 freestyle relay team earned All-American honors as a result of their times. Coaches are Pat Anderson, Jeff Schneider and Bridget Thomas.

*** **We Are Proud** of Luke Pechmann, who competed at the NCSA Junior National Swim Championships in March in Orlando, Fla., representing the Marlins Swim Team. Pechmann qualified based on his performance at the Minnesota High School state championship. The Junior National Championship includes approximately 1,400 competitors. Pechmann competed in the 50 freestyle, 10th place; 100 freestyle, 15th place; 50 butterfly, 70th place; and 100 butterfly, 112th place. His time in the 50 freestyle was .4 off the qualifying time for the Olympic Trials. He has two more chances to qualify. Pat Anderson is the coach.

*** **We Are Proud** of Pam Gibb, communications coordinator, whose work on the 2007-08 Calendar and School Information publication was recognized by the Minnesota School Public Relations Association. The district calendar, with the theme "Connecting for Success," received a

MinnSPRA Star Award for Print Publications.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Moorhead Area Education Foundation Incentive Grants - Accept the grants awarded by Moorhead Area Education Foundation as presented to Monica Peterson for $500, Bonnie Stafford for $450, Tammy Ressler for $500, and Kate Hoverson for $495.

Summer 2008 Migrant Education Program Supplemental Grant Renewal - Approve the Summer 2008 Migrant Education Program Supplemental Grant for $14,750 from the Minnesota Department of Education. Funding will support a part-time secondary resource teacher, instructional supplies, and transportation for students to existing programming.

Leave of Absence

Kristi Hilton - Interpreter, Early Intervention Services, effective for the 2008-2009 school year.

Extended Leave of Absence

Colleen McDonald-Morken - Physical/Health Disabilities Teacher, Ellen Hopkins Elementary, effective beginning with the 2008-2009 school year. (This is a revision from a one-year leave of absence.)

Change in Contract

Jeff Ekre - Math Teacher, High School to Math Teacher, Horizon Middle School, effective with the 2008-2009 school year. (Replaces George Kallenbach)

Resignation

Troy Charleston - Paraprofessional, High School Outreach Program, effective at the end of the 2007-2008 school year.

Early Retirement

Kevin Beckius - Elementary Teacher, Robert Asp Elementary, effective at the end of the 2007-2008 school year.

Termination

James Kovarik - Director of Building and Grounds, effective April 16, 2008.

New Employees

Alexandra Garcia - Lunchroom Supervisor, Partners in Learning, 2 hours per day, effective April 21, 2008. (Replaces Al-Niemy Kfayah.)

Annette Keeler - Paraprofessional, Horizon Middle School, 6.5 hours per day, B21 (3) $13.31 per hour, effective April 14, 2008. (Paid by student's resident district.)

Orv Kaste - Building and Grounds Consultant, 16 hours per week, $35.31 per hour, effective April 22, 2008 through August 31, 2008. (Replaces James Kovarik.)

Gavin Ganab - Lunchroom Supervisor, Horizon Middle School, $8.60 per hour, 2 hours per day, effective April 18, 2008. (Replaces Tina Wagner.)

Motion carried 6-0.

MAJOR MAGNITUDE FIELD TRIP TO CHICAGO: Siggerud moved, seconded by Thompson, to approve the Major Magnitude Field Trip for the Moorhead Middle School 8th Grade Orchestra to attend the International Band and Orchestra Clinic at the Chicago Hilton and Convention Center, December 14-17, 2008. Ladwig moved, seconded by Thompson, to amend the motion to add "upon invitation" after "Trip" and before "for" in the resolution. Amendment carried 6-0. The original motion carried 6-0 as amended.

NON-ALIGNED EMPLOYEE SETTLEMENT: Fagerlie moved, seconded by Dulski, to approve the 2008-2010 settlement for Non-Aligned Employees as follows:

2008-2009	5.27%	$36,622.00
2009-2010	4.65%	$33,962.00
TOTALS	9.92%	$70,584.00

Motion carried 6-0.

403(b) DEFERRED COMPENSATION CHANGES AND APPROVAL OF VENDORS AND THIRD PARTY ADMINISTRATOR: Siggerud moved, seconded by Ladwig, to approve the following entities as vendors of 403(b) plans for the Moorhead Area Public School District: Security Benefit Life; Educators Financial; FTJ Fund Choice, and VALIC and to approve Admin and Compliance Services (ACS) as the district's third party administrator of 403(b) plans. Motion carried 6-0.

FIRST READING OF POLICIES: The School Board conducted a first reading on the following policies: Maltreatment of Vulnerable Adults (535), Cashing Checks Out of Cash Deposits (823), Public Gifts to the School District (834), Establishment, Adoption and Modification of the District's Financial Annual Operating Plan (810), School District System Accountability (650), Student Discipline (551), Bullying Prohibition (578), Credit for Learning of Minnesota Graduation Standards (653), Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652), Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students (656), Moorhead Area Public School District State Mandated Testing Plan and Procedure (660), and Student Transportation Safety (721).

SCHOOL BOARD SPECIAL MEETING: Thompson moved, seconded by Siggerud, to approve scheduling Thursday, June 5, 2008 at 5:30 p.m. to conduct a School Board special meeting related to the consultant superintendent search. Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Policy Review Committee, Moorhead High School Art Day, Community Education Appreciation Event, Community Forum "Continuing the Community Dialogue - Meth, Alcohol and Other Drug Abuse," and MSBA Phase IV Orientation meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Tomhave reminded board members of the May 1 Education Moorhead (EM) Recognition Banquet scheduled for 6 p.m. at the Marriott. Vice-Chair Thompson will be recognized at the EM Banquet as an Outstanding Layperson related to her time and commitment on the Horizon Middle School's Theatre Program. Tomhave also reminded board members of the May 27, Retirement Reception scheduled for 5:30 p.m. in the Board Room. The regular School Board meeting will follow at 7 p.m.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:16 p.m.

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Cindy Fagerlie, Clerk

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.120 D

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash LK

DATE: May 6, 2008

RE: Costa Rica Major Magnitude Field Trip

Brittney Rehm, Gene Boyle, Krisanne Emch, and student Lacey Nygard will present a keynote presentation to the board regarding their trip to Costa Rica. The field trip was approved at the May 14, 2007 board meeting.

LAK/kmr

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.123**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 6, 2008

RE: Wellness Task Force Report

Attached is the report for the 2007-2008 Wellness Task Force. The report shows that the Task Force met several times and discussed many goals for the 2008-2009 school year, settling on four goals to include:

1. Setting up hand sanitation stations in all school cafeterias.
2. Implementing a health tip of the week for all employees.
3. Promoting the usage of the Employee Assistance Program.
4. Determining the feasibility of expanding health insurance options for staff.

The Task Force agreed that these four goals are doable in the coming year and will meet the Strategic Plan goal of designing initiatives to promote awareness of personal health for students and staff.

SUGGESTED RESOLUTION: Move to adopt the Wellness Task Force Report.

RN/smw

MOORHEAD AREA PUBLIC SCHOOLS

WELLNESS TASK FORCE REPORT

Submitted to:
Dr. Larry Nybladh, Superintendent

May 12, 2008

Executive Summary

The Wellness Task Force members met four times to develop initiatives to promote awareness of personal health for students and staff. Nine goals were initially developed for discussion by the Task Force:

1. Implement a health tip of the week.
2. Set up hand sanitation stations in all school cafeterias
3. Promote usage of the Employee Assistance Program
4. Determine the feasibility of developing a financial healthy initiative for staff.
5. Determine the feasibility of expanding health insurance options for staff.
6. Determine the method to close down soda/pop sales to students from the Moorhead Sports Center during the school day.
7. Determine the need for a wellness needs assessment for district staff.
8. Determine the feasibility of providing organically grown foods to students on a regular basis through the district school lunch program.
9. Determine the level of physical activity in all classrooms in the Moorhead School District.

After considerable discussion, the Task Force chose to focus on Goals 1, 2, 3, and 5 for the coming school year. From there, a matrix was designed to identify strategies, measures, targets, responsibility and a timeline for implementation, thus completing the work of the task force.

Task Force Members

Ron Nielsen, Director of Human Resources - Chair

Carol Ladwig, School Board Member

Lynne Kovash, Asst. Supt. of Teaching & Learning

Mary Bonemeyer, Director of Food Service

Angie Schultz, Parent/Community Representative

Lona Daley-Getz, School Nurse

Mary Jo Schmid, Principal - Ellen Hopkins Elementary

Christy Elias, School Nurse

Background

The Moorhead Area Public School District has promoted many wellness initiatives over the past few years through the district Wellness Task Force. Some of these initiatives have included a Walk-Fit program in conjunction with Lakes Country Service Cooperative, a Health Tip of the Day and a Health Fair for all employees.

In 2006, a Task Force developed a School Board Policy on wellness based on a State of Minnesota model policy required for all school districts. From that policy came initiatives that eliminated student access to soda/pop in all district buildings during the school day and changes to the school lunch offerings to provide more healthy food choices for students.

In 2007, the Moorhead Area Public Schools conducted a strategic planning process that included a priority area to promote a safe, healthy and respectful learning environment. Under that priority area there was a goal to design a comprehensive initiative to promote awareness of personal health for students and staff. The initiative was to include areas of physical, mental, emotional and financial health. The strategy was to develop an action plan for this initiative by June, 2008. A task force to include members of the staff, school board and public was put together to develop a plan.

Summary of Task Force Meetings

The first meeting of the Task Force took place on January 10, 2008. The initial charge to the task force was to develop a number of goals to consider. The following goals were developed by the task force after discussion of a number of areas:

1. Implement a health tip of the week.
2. Set up sanitation stations in all school cafeterias.
3. Promote usage of the Employee Assistance Program.
4. Determine the feasibility of developing a financial health initiative for staff.
5. Determine the feasibility of expanding health insurance options for staff.

6. Determine the method to close down soda/pop sales to students from the Moorhead Sports Center during the school day.
7. Determine the need for a Wellness Needs Assessment for district staff.
8. Determine the feasibility of providing organically grown foods to students on a regular basis through the district school lunch program.
9. Determine the level of physical activity in all classrooms in the Moorhead School District.

Subsequent meetings looked at each of the above goals in more depth to determine which goals were feasible for the upcoming school year. Although each of the goals had merit, not all could be implemented due to time, financial and other constraints. The discussions also highlighted that many things to increase physical and mental/emotional health were being done every day in many classrooms in the district.

If all of these initiatives could be documented, they would indicate high levels of activity occurring.

The four goals that were considered feasible for the 2008-2009 school year for implementation included:

1. Implementing a health tip of the week.
2. Setting up hand sanitation stations in all school cafeterias.
3. Promoting usage of the Employee Assistance Program.
4. Determining the feasibility of expanding health insurance options for staff.

Each of these goals was put on a matrix to further identify strategies, measures, targets, person(s) responsible and timelines for implementation.

Conclusion and Recommendation

1. All goals developed by the task force should be revisited in the future to determine feasibility for implementation.

2. The four goals outlined in this report for implementation during the 2008-2009 school year should be approved by the School Board.

Goal	Strategy	Measures	Targets	Responsible	Timeline
1. Implement a health tip of the week.	a. put on the district extranet b. put on the district electronic bulletin board (tv)	The health tip will be online every week.	a. employees b. students c. families	Human Resources - Ron Nielsen	2008 - 09 school year
2. Set up hand sanitation stations in all school cafeterias.	Install stations in all cafeterias	Install during summer of 2008	a. students b. staff c. public	Property Services – Dan Bacon	2008 - 09 school year
3. Promote use of Employee Assistance Program.	a. put information on district extranet b. put on district electronic bulletin boards (tv)	Have the information on the sites all of the time	a. employees b. families of employees	Human Resources - Ron Nielsen, Technology - Dan Markert	2008 - 09 school year
4. Determine the feasibility of expanding health insurance options for staff.	a. work with district insurance consultant b. work with district insurance committee	a. look at costs b. look at effect on current insurance plans c. look at implementation strategies for staff	a. employees b. families of employees	Human Resources - Ron Nielsen Business Services - Wayne Kazmierczak	Insurance renewal in July, 2009.

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.095

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent JPN

DATE: May 6, 2008

RE: Approval of Policy

Attached please find the policy, Maltreatment of Vulnerable Adults (535).

Suggested Resolution: Move to approve the policy, Maltreatment of Vulnerable Adults (535), as presented.

LPN:mde
Attachment

Board Policies

Maltreatment of Vulnerable Adults

School Board Policy: 535

Section: 500 STUDENTS

Date Adopted: 8/26/2002

Date Revised: 4/9/2007

Dates Reviewed: 4/12/04
5/9/2005
12/12/2005
4/9/2007

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT ~~OF POLICY~~

A. It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.

B. It shall be a violation of this policy for any school personnel to fail to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

B. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

C. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statute 626.5572, Subd. 17.

D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be consider by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff

person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minnesota Statute 626.5572, Subd. 2.

E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or faud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

F. "Vulnerable Adult" means any person 18 years of age or older who is a resident or inpatient of a facility, who receives services at or from a licensed facility which serves adults, who receive services at or from a licensed home care provider or who regardless of residence or type of service received, is unable to adequately provide the person's own care or protect the person from maltreatment without assistance because of mental or physical function or emotional status.

G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caregiving services of vulnerable adults.

I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the ~~designated~~ Clay cCounty ~~entity~~ Social Services.

B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.

C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minnesota Statute 13.02 to the extent necessary to comply with the above reporting requirements.

D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.

F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

A. The Moorhead Area Public Schools will inform employees of this policy through the employee handbook and staff meetings at the beginning of the year.

B. This policy shall be reviewed at least annually for compliance with state law.

Legal References:
Minnesota Statute 13.02 (Collection, Security and Dissemination of Records; Definitions)
Minnesota Statute 609.234 (~~Crimes Against the Person~~ Failure to Report)
Minnesota Statute 626.556 (Reporting of ~~Child Neglect~~ Maltreatment of Minor)
Minnesota Statute 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minnesota Statute 626.5572 (Definitions)

Cross References:
Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 603: Special Education Policies and Procedures

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.096

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: May 6, 2008

RE: Approval of Policy

Attached please find the policy, Cashing Checks Out of Cash Deposits (823).

Suggested Resolution: Move to approve the policy, Cashing Checks Out of Cash Deposits (823), as presented.

LPN:mde
Attachment

Board Policies

Cashing Checks Out of Cash Deposits

School Board Policy: 823

Section: 800 BUSINESS SERVICES

Date Adopted: 5/1/1990

Date Revised: 3/8/2004

Dates Reviewed: 5/1990
11/28/1994
4/12/1999
3/8/2004

I. PURPOSE

The purpose of this policy is to inform staff of the school district's position regarding check cashing from cash deposits.

II. GENERAL STATEMENT ~~OF POLICY~~

Since all school district deposits are to be made intact, it is the policy of Moorhead Area Public Schools (Independent School District #152) that no checks, including third party checks, are to be cashed for anyone (staff or students) out of cash deposits made by the district (food service, tuition ~~&~~ and fees or any other cash deposits).

Legal Reference:
Uniform Finance Accounting Reporting System (UFARS) Manual, Chapter 14: Student Activity Accounting, Manual for Activity Fund Accounting (MAFA), October 2003.

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.097

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: May 6, 2008

RE: Approval of Policy

Attached please find the policy, Public Gifts to the School District (834).

Suggested Resolution: Move to approve the policy, Public Gifts to the School District (834), as presented.

LPN:mde
Attachment

40

Board Policies

Public Gifts to the School District

School Board Policy: 834

Section: 800 BUSINESS SERVICES

Date Adopted: 2/13/1979

Date Revised: 4/12/2004

Dates Reviewed: 5/1/1990
9/26/1994
2/8/1999
4/12/2004

I. PURPOSE

The School Board of Moorhead Area Public Schools may accept, on behalf of and for the school district, any grant, bequest or gift of money or property for a purpose deemed by the Moorhead ~~s~~School ~~b~~Board to be suitable and in compliance with state law.

II. GENERAL STATEMENT

It is the policy of ~~this school district~~ the Moorhead Area Public Schools to accept gifts only in compliance with state law. Please refer to Administrative Procedure 834.1 for the criteria used for examining and evaluating offers of gifts to the school district.

III. ACCEPTANCE OF GIFTS GENERALLY

The ~~s~~School ~~b~~Board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The ~~s~~School ~~b~~Board shall have the sole authority to determine whether any gift or any precondition, condition or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether the gift should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

The ~~s~~School ~~b~~Board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the ~~s~~School ~~b~~Board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the ~~s~~School ~~b~~Board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

On behalf of the School Board, a letter of appreciation shall be sent to the donor(s).

Legal References:
Minnesota Statute 123B.02, Subd. 6 (Bequests; Donations; Gifts)
Minnesota Statute 465.03 (Gifts to Municipalities)

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.098

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: May 6, 2008

RE: Approval of Policy

Attached please find the policy, Establishment, Adoption and Modification to the District's Financial Annual Operating Plan (810).

Suggested Resolution: Move to approve the policy, Establishment, Adoption and Modification to the District's Financial Annual Operating Plan (810), as presented.

LPN:mde
Attachment

Board Policies

Establishment, Adoption and Modification of the District's Financial Annual Operating Plan

School Board Policy: 810
Section: 800 BUSINESS SERVICES
Date Adopted: 8/27/2001
Date Revised: 12/12/2005
Dates Reviewed: 12/12/2005

Revised Title: Establishment, Adoption and Modification of the School District's Financial Annual Operating Plan

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of Moorhead Area Public School ~~District~~'s revenue and expenditure budgets and modification of those budgets in the Annual Operating Plan as needed.

II. GENERAL STATEMENT ~~OF POLICY~~

~~A.~~ It is the policy of the Moorhead Area Public Schools ~~District~~ to establish its revenue and expenditure budgets and make modifications to them in accordance with applicable provisions of the law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement Moorhead School Board and school district goals and priorities.

III. REQUIREMENTS

A. The Superintendent and the school district's Assistant Superintendent of Business Services shall each year prepare preliminary revenue and expenditure budgets for review by the School Board. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the School Board and the public. The School Board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the educational program within the revenues projected.

B. Prior to July 1 of each year, the School Board must approve and adopt its initial and reallocated revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the School Board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes the expenditures for that year, or prior to the adoption of an amendment to that budget document by the School Board to authorize that expenditure for that year.

C. In accordance to procedures specified by the Minnesota Department of Education (MDE), initial allocation of general education and referendum revenue will be made to each building in the school district where children who have generated the revenue are served. The district will maintain separate accounts to identify revenues and expenditures for each building.

D. The Annual Operating Plan will be separated into funds: 1 (General); 2 (Food Service); 4 (Community Education); and 7 (Debt Service). When necessary fund 6 (Building Construction) and others as they are created or required by the MDE will be included.

E. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the Superintendent shall make recommendations for proposed changes to the School Board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the School Board to make an informed decision. The school district's revenue budget shall be amended as needed during the fiscal year to reflect updated or revised revenue estimates. The Superintendent will make those recommendations for appropriate revisions. If necessary, the School Board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

F. ~~Upon completion of the annual audit as required by the MDE, the district will publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures and fund balances for the prior year, and the~~

~~projected fund balances for the current year in newspaper of general circulation in the school district. The publication shall be made in the form prescribed by the commissioner. A statement will be included with the publication that says the complete budget in detail may be inspected by any resident of the school district upon request to the Superintendent. At the same time as this publication, the Moorhead district shall publish other information as required by Minnesota Statute 123B.10.~~ Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the School Board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the Superintendent. These budgets, reports of revenue, expenditures, and fund balances must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minnesota Statute 123B.10.

G. The school district must also post the materials specified in Paragraph III.F above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website.

H. The school district must also include the budget information specified in Paragraph III.F above in the materials provided as part of its truth-in-taxation hearing.

IV. IMPLEMENTATION:

A. The Moorhead School Board places the responsibility for administering the adopted school district budget with the Superintendent. The Superintendent may delegate duties related thereto to the school district's Assistant Superintendent of Business Services or other school officials, but maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program-oriented accounting structure approved, organized, and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).

C. The Superintendent or the school district's Assistant Superintendent of Business Services is authorized to make payment of claims or salaries authorized by the adopted or amended budget prior to School Board approval. However, ordering supplies, capital equipment or hiring of additional personnel may not occur until the budget is adopted unless otherwise approved by the ~~s~~School ~~b~~Board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the School Board.

D. The Superintendent will ensure the school district files reports to the ~~c~~Commissioner as required relating to initial allocations of revenue, reallocations of revenue and expenditure of funds.

Legal References:
Minnesota Statute 123B.10 (Publication of Financial Information)
Minnesota Statute 123B.76 (Expenditures; Reporting)
Minnesota Statute 123B.77 (Accounting, Budgeting, and Reporting Requirement)
Minnesota Statute 275.065 (Truth in Taxation; Proposed Property Taxes; Notice)
Minnesota Statute 126C.23 (Allocation of General Education Revenue)

Cross References:
Moorhead School Board Policy 212: School Board Public Hearings
Moorhead School Board Policy 801: District Fiscal Management

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.099

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: May 6, 2008

RE: Approval of Policy

Attached please find the policy, School District System Accountability (650).

Suggested Resolution: Move to approve the policy, School District System Accountability (650), as presented.

LPN:mde
Attachment

Board Policies

School District System Accountability

School Board Policy: 650

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002

Date Revised: 6/11/2007

Dates Reviewed: 11/10/2003
6/13/2005
6/11/2007

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT ~~OF POLICY~~

Implementation of the Minnesota Academic Standards and No Child Left Behind Act will require a new level of accountability for the Moorhead Area Public Schools. Moorhead Area Public Schools has established a system to transition from the former graduation requirements of the Profile of Learning to the new graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum and assessment which will include substantial input by students, parents/ ~~or~~ guardians and local community members. The school district is accountable to the public and the state through annual reporting.

III. DEFINITIONS

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

B. "Graduation Standards" means the course credit requirements and Profile of Learning content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.

C. "Profile of Learning" means content standards formerly required for a high school diploma prior to the 2003-2004 school year.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals.

1. The Moorhead School Board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. The broad goals shall be reviewed annually and approved by the School Board. The School Board shall adopt annual goals based on the recommendations of the Instruction and Curriculum Advisory Committee (ICAC).

2. The improvement goals should address recommendations identified through the advisory committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may be developed through an ~~education effectiveness program, an~~ evaluation of student progress ~~committee, or through some other~~ and a locally determined process.

B. System for Reviewing All Instruction and Curriculum

Incorporated in the process is the analysis of the school district's progress toward implementation of the Minnesota Academic Standards (Administrative Procedure 650.1).

C. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By October of each year, the ICAC will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The ICAC, working in cooperation with other committees of the school district ~~(~~(Technology, Grade Level, Curriculum and Assessment Committees, etc.,~~)~~) will provide active community participation in:

a. ~~r~~Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;

b. ~~i~~Identifying annual instruction and curriculum improvement goals for recommendation to the School Board;

c. ~~m~~Making recommendations regarding the evaluation process that is used to measure school district progress toward its goals;

d. ~~m~~Making recommendations regarding the development of the "Annual Report on Curriculum, Instruction and Student Achievement."

3. The ICAC shall meet the following criteria:

a. The advisory committee shall ensure active community participation in all planning for instruction and curriculum affecting graduation standards.

b. The advisory committee shall make recommendations to the School Board on school district-wide standards, assessments and program evaluation.

c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

d. A local process shall be used for developing a plan for assessment of student progress toward the academic standards as well as program evaluation data for use by the advisory committee in the instruction and curriculum review process. This plan shall annually be approved by the School Board.

4. The advisory committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:

a. Assistant Superintendent for Teaching and Learning

b. ~~Principal~~ Building Administrator

c. School Board Member, Representative and Alternate

d. Two Student Representatives

e. Elementary ~~T~~teacher, ~~S~~secondary ~~T~~teacher, ~~S~~special ~~E~~education ~~T~~teacher, and ~~T~~teacher representing ~~G~~gifted and ~~T~~talented

f. Two ~~P~~parents/guardians from each ~~S~~school

g. Two ~~R~~representatives of ~~S~~senior ~~C~~citizens

h. Two ~~R~~representatives of ~~H~~higher ~~E~~education

i. Representatives reflecting the diversity of the community

j. One ~~C~~clergy ~~R~~representative

5. The advisory committee shall meet ~~monthly each year and~~ the following timeline each year:

September: Organizational meeting of the committee to review the authorizing legislation and the roles and responsibilities of the committee as determined by the School Board. ~~September:~~ Provide direction to and review "Annual Report on Curriculum, Instruction and Student Achievement."

October: ~~Agree on the process to be used.~~ Become familiar with the instruction and curriculum of the cycle content area.

~~November, December~~ September, May: Review evaluation results and prepare recommendations.

December: Present recommendations to the School Board for its input and approval.

C. Evaluation of Student Progress Committee.

A committee of licensed professional staff shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the advisory committee in the instruction and curriculum review process. This plan shall annually be approved by the School Board.

~~C~~D. Reporting.

An "Annual Report on Curriculum, Instruction and Student Achievement" shall be approved by the School Board by October 1 of each year. The reports shall be published in the newspaper with the largest circulation in the district, by mail or by electronic means such as the school distict Web site. If electronic means are used, the school district must publish notice of the report in a periodical of general circulation in the district. The school district must make copies of the report available to the public on request. A copy shall be sent to the Commissioner of the Minnesota Department of Education by October 15th of each year. The public report shall include, but not be limited to, the following:

1. Student achievement goals for meeting the state academic standards;

2. Result of local assessment data, including all data required by Minnesota Rule, Part 3501.0160;

3. School district improvement plans including staff development goals;

4. Progress on previous improvement plans;

5. Amount and type of revenue attributed to each educational site as defined in Minnesota Statutes 123B.04;

6. Names of advisory committee members, dates their terms expire, method of selection and application dates;

7. Periodic reports on constituencies' satisfaction with schools;

8. Biennial evaluations of the school district testing program according to the following:

a. written objectives of the assessment program;

b. names of tests and grade levels tested;

c. use of test results; and

d. student achievement results compared to previous years.

Legal References:
Minnesota Statute 120B.02 (Educational Expectations for Minnesota's Students)
Minnesota Statute 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)
Minnesota Statute 120B.35 (Student Academic Achievement ~~Levels~~ and Progress)
Minnesota Statute 123B.04 (Site Decision-Making Agreement)
Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minnesota Rules Part 3501-0160 (District Reporting Requirements)
Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)

Minnesota Rules Parts 3501.0505 - ~~5~~3501.0635 (K-12 Standards)
20 U.S.C. 6301, et seq. (No Child Left Behind Act)

Cross References:
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee
Moorhead School Board Policy 601: Curriculum and Instruction~~al~~ Goals of Moorhead Area Public Schools
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 652: Staff Development for Minnesota Academic Standards and the No Child Left Behind Act
Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards
Moorhead School Board Policy 656: Basic S~~kills~~standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students
Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.100

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: May 6, 2008

RE: Approval of Policy

Attached please find the policy, Student Discipline (551).

Suggested Resolution: Move to approve the policy, Student Discipline (551), as presented.

LPN:mde
Attachment

Board Policies

Student Discipline

School Board Policy: 551

Section: 500 STUDENTS

Date Adopted: 6/13/1989

Date Revised: 6/11/2007

Dates Reviewed: 7/28/1992
6/28/1994
6/8/1998
6/11/2001
5/13/2002
6/9/2003
6/14/2004
6/13/2005
6/26/2006
6/11/2007

I. PURPOSE

Moorhead Area Public Schools believes that learning can best take place in an environment which is orderly, safe, stimulating, and which enables all students to develop to their fullest potential. The atmosphere of the school must promote fairness, courtesy, honesty, and respect among students, school personnel, and community members.

The purpose of this policy is to ensure that students are aware of and comply with the district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

It is the goal of the Moorhead Area Public Schools (MAPS) Discipline Handbook to promote growth in self-discipline and responsibility. In addition to state and federal law, it is understood that rules and regulations will be necessary. To be useful, they must be clearly understood by everyone involved, administered consistently and fairly, with consequences which are appropriate to the problem. While the Discipline Handbook developed within Moorhead Area Public Schools will relate to activities within the school setting, the ultimate responsibility for growth in self-discipline is a cooperative effort of students, school personnel, home, and community. Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to student achievement.

Although this policy emphasizes the development of self discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of the school district that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes 121A.40-121A.56.

III. RIGHTS AND RESPONSIBILITIES OF STUDENTS

These statements under Rights and Responsibilities of Students, which apply to students of all ages, are not expected to cover every situation which may arise. Rights are "just claims or privileges." Responsibilities are defined as "obligations or duties."

A. RIGHTS OF STUDENTS
Every student has the right...

1. To citizenship in the school community as granted by the U.S. Constitution and the State of Minnesota. Civil rights

may not be abridged, obstructed, or in any other way altered, except in accordance with due process of law.

2. To freedom from harassment due to gender, religion, culture, disability, race, sexual orientation, and/or age and to seek redress of such infractions by reporting such harassment to a building administrator, counselor, teacher, or other school official.

3. To fair, consistent uniformity of application of rules without discrimination or bias within the learning environment.

4. To air grievances, problems and concerns through legitimate channels and to propose changes in rules or policy through channels provided by the schools for all students.

5. To express opinions and feelings as well as criticisms without violating the rights of others and to make choices through appropriate means.

6. To privacy regarding school records consistent with legal requirements.

7. To privacy and security in his/her persons, papers, and effects.

8. To be informed orally or in writing of any disciplinary charges and corrective measures in a manner consistent with the Pupil Fair Dismissal Act.

9. To be allowed to present his/her version of an incident in question in a fair hearing before any consequences are determined.

10. To expect a safe, stimulating, and productive learning environment without interruptions, disruptions, or distractions from within or without the classroom setting.

11. To have equal access to student activities and organizations.

12. To be informed of all policies, rules, and regulations he/she shall be expected to follow in the classroom, building, and district via an easily understood form using written, visual, and oral approaches as necessary.

13. To homebound instruction when extended absence is due to medical reasons.

14. To make up within prescribed timelines work missed during any excused absence without discrimination or harassment.

15. To be treated with dignity and respect by all members of the school community.

16. To avail himself/herself of the counseling services provided by the school district.

17. To choose his/her own manner of dress and personal grooming unless it presents a clear danger to students' health and safety, causes a clear interference with work, creates disorder in the learning environment, promotes illegal activities, or interferes with the rights of other students.

18. To expect authority to protect these rights.

B. RESPONSIBILITIES OF STUDENTS
Every student has the responsibility...

1. To assist in efforts to establish and maintain a safe, stimulating, and productive learning environment in the school society.

2. To abide by accepted standards of good conduct and discipline while participating in any school function or activity and while going to and from school, whether riding on public or private conveyance, or walking.

3. To know and comply with school rules and regulations and school district policies established by the Moorhead School Board.

4. To refrain from disruptive behavior which may interfere with a teacher's right to teach and a student's right to learn.

5. To attend regularly scheduled class sessions as established by the schools.

6. To bring class materials required for daily classroom use and to complete assigned class work on time and according to instructions given by teacher.

7. To accept the authority of school personnel on school property, during school-sponsored off-campus events and on school transportation.

8. To follow policy and regulations during school-sponsored activities in or away from school regardless of time or place.

9. To obey all safety regulations in the educational setting.

10. To use appropriate language and to avoid cursing, profanity, or vulgarity.

11. To refrain from the use or threat of physical force, verbal abuse, threats, blackmail, the use, sale, or exchange of alcohol or any illegal drugs, smoking, stealing, vandalism, and other illegal activities.

12. To refrain from bringing onto school property or to school-sponsored events any materials or items which would cause, or tend to cause, a disruptive activity or endanger the health of students or other persons. Students should note that lockers are school property and may be searched without cause or notice. Searches may be conducted under the authorization of the building administrator or a representative designated by the building administrator. Search of an area assigned to a student shall be made in the presence of an adult witness and, if practicable, in the presence of the student. Illegal items will be seized by school authorities, and police will be notified. Items which are used to disrupt or interfere with the educational process will be removed from the student's possession.

13. To discuss grievances, problems, or concerns with school staff.

14. To report to a school official any incidents of harassment, bullying, hazing or illegal activity.

IV. SCHOOL AND COMMUNITY RESPONSIBILITIES

The maintenance of a school climate conducive to learning, working, and living is shared by the parent and/or guardian, students, all school personnel, and community members. Each is expected to work positively toward this goal, to respect individuality and responsibility of each person, and to deal effectively with misunderstanding or misbehavior.

A. SCHOOL BOARD RESPONSIBILITIES

1. To establish a discipline policy for the Moorhead Area Public Schools.

2. To hold the appropriate school employees responsible for the supervision of the behavior of students while legally under the supervision of the school.

3. To ensure the fair and consistent application of the MAPS Discipline Handbook.

4. To require that each building administrator, teacher, bus driver or other employee having direct responsibility for student behavior will prepare or agree to a plan for discipline that meets their needs and meets the approval of their immediate supervisor or administrator.

B. PARENT(S)/GUARDIAN(S) RESPONSIBILITIES

1. To assume the legal responsibility for the behavior of their son/daughter.

2. To teach the student self-discipline and respect for authority.

3. To familiarize themselves and their children with the MAPS Discipline Handbook, building handbooks, and other regulations.

4. To see that the student is ready to learn and has the necessary supplies.

5. To see that the student attends school regularly at the appointed time and to notify the school whenever their son/daughter is or will be absent.

6. To help maintain communication with the school by bringing matters of concern to the attention of the building administrator, the teacher, a guidance counselor, school nurse, or other appropriate school personnel.

7. To provide the school with a current telephone number and address through which the parent(s)/guardian(s) can be reached during the school day.

8. To cooperate with the school for the benefit of the student and to be available to meet with school officials when requested.

C. CENTRAL ADMINISTRATION RESPONSIBILITIES

1. To counsel, advise, and give firm support to the teachers and building administrator.

2. To require that all schools follow the MAPS Discipline Handbook in accordance with established policy.

3. To ensure the consistency of the application of the MAPS Discipline Handbook, the written discipline plans, and regulations in the school system.

4. To keep on file and annually disseminate up-to-date copies of the MAPS Discipline Handbook.

5. To keep the Superintendent informed of serious behavior problems and of the assistance given in correcting problem situations.

6. To notify all personnel in writing of their responsibilities relating to student behavior.

D. BUILDING ADMINISTRATOR RESPONSIBILITIES

1. To be responsible to the Superintendent in implementing the established discipline policy and building discipline plans.

2. To establish and implement rules and regulations governing conduct of students which are consistent with the Minnesota statutes and School Board policies.

3. To ensure that individual teachers have agreed-upon discipline plans.

4. To be readily available to handle discipline in an emergency.

5. To appoint a designee from the certified staff to assume authority in the building administrator's absence.

6. To delegate appropriate duties to the assistant building administrator.

7. To be responsible for informing students, parents/guardians, and community groups of the current rules and regulations.

8. To be responsible for discussion of the rules, rights, and responsibilities with students during their first week of school.

9. To impose suspension consistent with the Minnesota Pupil Fair Dismissal Act.

10. To recommend to the Superintendent the exclusion or expulsion of a student if necessary.

11. To assure that all system wide regulations and school rules regarding discipline are applied consistently.

12. To take prompt corrective action for referred violations of discipline regulations.

13. To inform the parent(s)/guardian(s) and involved staff members, when appropriate, of actions taken for referred violations.

14. To inform the parent(s)/guardian(s), upon request, of measures taken to assure student's rights and safety.

15. To report all illegal activities to appropriate authority as required by law or as necessary to maintain school discipline and order.

16. To take responsibility for and custody of a pupil removed from class.

17. To confer at least annually with ~~the licensed~~ school building employees ~~in a school building~~ to review the Discipline Handbook and discuss whether its provisions ~~have been~~ are enforced.

E. TEACHER RESPONSIBILITIES

1. To encourage all students to develop self-discipline and respect for authority.

2. To treat all students with dignity.

3. To recognize individual differences among students.

4. To prepare a classroom management plan that meets his/her needs and confer with the building administrator regarding the acceptability of the plan as it relates to the school's discipline philosophy, model and school district policy. Teachers will post and inform students and parents of classroom expectations.

5. To inform parent(s)/guardian(s) through standardized notification of student deficiency.

6. To ensure the enforcement of school rules as listed in the student handbook.

7. To exercise restraint, good taste in their expression and refrain from the use of inappropriate expressions.

8. To use such reasonable measures as may be necessary to maintain a safe and orderly environment in the classroom, in the school building, on school property, and at school functions. A teacher has the authority to remove pupils from the classroom pursuant to procedures and rules established in the district's policy. (See Standards of Conduct)

9. To record and report classroom discipline problems to the building administrator.

10. To confer with support personnel for possible solutions to discipline problems.

11. To establish behavior/discipline guidelines for all students on field trips, and require adherence to those guidelines by all school employees and volunteers.

F. ALL OTHER SCHOOL PERSONS WITH RESPONSIBILITY FOR STUDENT CONDUCT

1. To maintain discipline according to all rules and regulations as outlined in the MAPS Discipline Handbook and all building handbooks.

2. To communicate or confer with teachers or administrators regarding discipline problems.

3. To deal with students in a firm, fair, and consistent fashion.

V. DISCIPLINARY ACTION OPTIONS

A. It is the general policy of the school district to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including suspension, exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district.

Disciplinary action may include but is not limited to one or more of the following:

1. Student Conference - The conference may be with a teacher, building administrator, counselor, or other school district personnel. Depending upon the violation and the seriousness of the action, a student may be given a warning that if a violation occurs again, the student's parents or guardians will be notified.

2. Parent(s)/Guardian(s) Notification or Conference - If a student violates a rule, the parent(s)/guardian(s) may be notified and/or a conference may be required.

3. Detention - A teacher, building administrator, or designee may detain a pupil after school for correction of a violation, including tardiness to class. Any pupil who is told by a teacher to report after school and who, for any reason, cannot report, must first clear the absence with the teacher, building administrator or designated representative.

4. Removal From Class - "Removal from class" and "removal" means any action taken by teacher, building administrator, or other school district employee to prohibit a pupil from attending a class or activity period for a period of time not to exceed five days, pursuant to procedures established in the MAPS Discipline Handbook adopted by the School Board. "Class period" or "activity period" means, in secondary grades, instruction for a given course of study. A class period or activity period means, in elementary grades, a period of time not to exceed one hour, regardless of the subject of instruction.

5. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, building administrator, or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy.

6. Grounds for Removal - Grounds for removal from class shall include any of the following:

a. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

b. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

c. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

d. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

7. Permanent Removal from a Single Class - "Permanent removal" means the action taken by a building administrator to prohibit a student from attending a class period or activity period for the remainder of the semester or year. An alternative means of earning the credit will be provided.

8. Referral to In-school Support Services - means support services provided by the school or district, for example, structured study time, counseling, etc.

9. Suspension

a. Suspension means an action taken by the school administration prohibiting a pupil from attending school for a period of time no more than ten consecutive school days. If a suspension is longer than five days, the suspending administrator must provide the Superintendent with reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability.

b. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent(s)/guardian(s), arrange for a mental health screening for the student at the expense of the parent(s)/guardian(s). The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent(s)/guardian(s) should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

c. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

In the case of a student with a disability, the student's Individualized Education Program (IEP) Team must meet immediately but not more than ten school days after the date on which the decision to remove the student from the student's current education placement is made. The IEP Team shall at that meeting: conduct a review of the relationship between the child's disability and the behavior subject to disciplinary action; and determine the appropriateness of the child's education plan.

The requirements of the IEP Team meeting to review the manifestation determination (a process to investigate whether there is a relationship between the student's action and disability) apply when:

(1) the parent(s)/guardian(s) requests a meeting;

(2) the student is removed from the student's current placement for five or more consecutive days;

(3) the student's total days of removal from the student's placement during the school year exceed ten cumulative days in a school year. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. A separate administrative conference shall be conducted for each period of suspension.

(4) the removal constitutes a change of placement.

The manifestation review must be conducted by the IEP Team and other qualified personnel within ten (10) days of the district's disciplinary decision. Parents/guardians must be notified of all procedural safeguards at the time the disciplinary decision is made.

The IEP Team must be convened to develop a Functional Behavioral Assessment (FBA) within ten (10) business days of removing a student for the 11th cumulative day in a school year or after a change of placement for disciplinary reasons. If the student already has a FBA, the IEP Team will need to review the student's Behavioral Intervention Plan

(BIP).

As soon as practicable after developing a FBA plan and completing the FBA (but not more than 30 school days), the IEP Team must meet to develop a BIP as appropriate.

If the student with an IEP is placed in a 45 day unilateral placement, a FBA/BIP will be completed or modified. An FBA/BIP or modification of existing plans will be conducted when the student's behavior has been determined to be a manifestation of the student's disability.

The school administration shall implement alternative educational services when the suspension exceeds five (5) days.

Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statute Section 123A.05 selected to allow the pupil to progress toward meeting Minnesota Academic Standards under Section 120B.02 although in a different setting. The alternative education setting is determined by the IEP Team. A student with a disability or an IEP can be placed in a 45 school day interim alternative educational setting if at a school/premise the student possesses a weapon, knowingly possesses/uses illegal drugs or inflicts serious bodily injury upon another person.

Suspension procedures:

(1) Informal administrative conference before suspension - The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension.

(2) Administrator notified pupil of grounds for suspension - At the informal administrative conference, a school administrator shall notify the pupil on the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts. A separate administrative conference is required for each period of suspension.

(3) Written notice of grounds for suspension - A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of Minnesota Statute Sections 121A.40 to 121A.56 shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent(s)/guardian(s) by mail within 48 hours of the conference (Administrative Procedure 551.1). The district shall make reasonable efforts to notify the parent(s)/guardian(s) of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent(s)/guardian(s) within 48 hours of the suspension. Service by mail is complete upon mailing.

(4) Suspension pending expulsion or exclusion - Not withstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the School Board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.

10. Expulsion or Exclusion - a. "Expulsion" means a School Board action to prohibit an enrolled student from further attendance for up to 12 months from the date the pupil is expelled. The authority to expel rests with the School Board.

b. "Exclusion" means an action taken by the School Board to prevent enrollment or reenrollment of a pupil for a period that shall not exceed beyond the current school year. The authority to exclude rests with the School Board.

c. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.

d. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by

the student and parent(s)/guardian(s).

e. The student and parent(s)/guardian(s) shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent(s)/guardian(s) personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent(s)/guardian(s) of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent (s)/guardian(s) that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

f. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent(s)/guardian(s).

g. All hearings shall be held at a time and place reasonably convenient to the student, parent(s)/guardian(s) and shall be closed, unless the student, parent(s)/guardian(s) requests an open hearing.

h. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

i. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent(s)/guardian(s) that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The School Board may appoint an attorney to represent the school district in any proceeding.

j. If the student designates a representative other than the parent(s)/guardian(s), the representative must have a written authorization from the student and the parent(s)/guardian(s) providing them with access to and/or copies of the student's records.

k. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

l. At a reasonable time prior to the hearing, the student, parent(s)/guardian(s), or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

m. The student, parent(s)/guardian(s), or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

n. The student, parent(s)/guardian(s), or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

o. The student cannot be compelled to testify in the dismissal proceedings.

p. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the School Board and served upon the parties within two (2) days after the close of the hearing.

q. The School Board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The School Board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on

which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

r. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner within twenty-one (21) calendar days of School Board action pursuant to Minn. Stat. 121A.49. The decision of the School Board shall be implemented during the appeal to the Commissioner.

s. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

t. The school district shall report each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report shall include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The dismissal report must include state student identification numbers of affected students.

u. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent(s)/guardian(s) by mail of the student's right to attend and to be reinstated in the school district.

v. The school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

11. Alternative Program - "Alternative Program" means educational opportunities made available within the school district but possibly at a site different from a student's originally assigned school.

12. Referral to Learner Support Services - A student who has not been determined to be eligible for special education but is suspected of having a disability and in need of special education, may be referred to the Special Education Child Study Team at his/her school. If the student is evaluated and found to have a disability and also found to be a student in need of specialized instruction as identified in an IEP, the team will consider if a behavioral intervention plan or other behavioral supports are appropriate.

13. Referral to Juvenile Authorities or Police - If a student's misbehavior violates the law, juvenile authorities or police will be contacted by the building administrator or designated representative. Every reasonable attempt shall be made to notify parents/guardians at the same time juvenile authorities or police are called. If the officer indicates that he/she is arresting the pupil, with or without a warrant, that officer shall have complete jurisdiction and responsibility in the matter and the building administrator or designee shall not interfere with the student's removal from the building.

14. Restorative Discipline Measures:

a) Restorative Discipline is a type of discipline that seeks to restore damages made by the offending student. A reasonable followup to a destructive action may be to try to restore, replace, repair, cleanup or apologize, as the situation may dictate.

b) Restorative Justice is a process whereby all the parties with a stake in a particular offense come together to resolve collectively how to deal with the aftermath of the offense and its implications for the future. A restorative process consists of a face-to-face encounter in the presence of a trained facilitator. The affected parties are brought together by a facilitator to discuss how they and others have been harmed by the incident and how that harm might be repaired. Participants include the victim, the offender, individuals who support each of them and others who have been affected by the incident. Participation in the process is voluntary on the part of the victim or offender. This process is used in conjunction with the Clay County Restorative Justice Program.

15. Corporal Punishment

a. "Corporal punishment" means conduct involving:

(1) hitting or spanking a person with or without an object; or
(2) unreasonable physical force that causes bodily harm or substantial emotional harm.

b. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

16. Use Reasonable Force

a. A teacher or building administrator, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

b. A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

VI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, building administrator or other school district officials may provide additional notification as deemed appropriate.

VII. STUDENT DISCIPLINE RECORDS

A. It is the policy of the school district that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13. A student's formal disciplinary record will be transferred to any private or public school where a student is enrolling, or seeking to enroll full time or part time. The transmittal must confirm with the Family Educational Rights and Privacy Act (FERPA). A student's expulsion, withdrawal or transfer from a school resulting from a weapons violation may only be disclosed to another school district relating to the admission of the student, unless the information is otherwise public.

B. The school district must report, through the Minnesota Department of Education electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. The report must include a statement of alternative educational services given the student and the reason for the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include the state student identification numbers of affected students.

VIII. DISABLED STUDENTS

Students who are currently identified as disabled under IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 Plan specified a necessary modification.

IX. STANDARDS OF CONDUCT

Students who have been expelled and/or excluded from other districts will be admitted to the Moorhead school district only after the preparation of an admission plan. This plan, which shall be developed by the school district, shall include measures to improve a student's behavior and require parental involvement in the admission process as well as indicating the consequences to the student of not improving the student's behavior.

In accordance with the Minnesota Pupil Fair Dismissal Act, students of the district may be disciplined, suspended, expelled, or excluded for the reasons delineated below in addition to other situations which fall within the grounds contained in the Minnesota Pupil Fair Dismissal Act:

A. Willful violation of any rule of conduct specified in the discipline policy adopted by the School Board;

B. Willful conduct materially and substantially disrupting the rights of others to an education; and,

C. Willful conduct which endangers school district employees, the pupil or other pupils, or the property of the school.

Discipline should not be confused with punishment. The goal of discipline is a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct. Disciplinary policies within the public schools shall be enforced within the general guidelines as set forth below. These guidelines describe clearly the various administrative actions which will be taken for violations of the law and the school district standards of behavior.

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the corrective actions in Section IV including detention, removal from class, in school suspension, out of school suspension, and restorative measures as fitting in a particular disciplinary situation.

This disciplinary policy will be applied to students with disabilities if: (1) an IEP Team for the student concludes that application of the disciplinary policy is indeed appropriate for the student, taking into consideration the student's disability; and, (2) if the disciplinary policy has been given to the student's parent(s)/guardian(s) with an indication that the team has concluded its application to be appropriate to the individual student.

Students may be subject to disciplinary action for conduct on or off school property which has a direct and immediate effect on the discipline or the general welfare of the school. This policy is particularly applicable where disciplinary action is reasonably necessary for the physical or emotional safety of the student, other students, teachers or other school personnel, or for the safety of school property. Measured by this standard, acts which may result in disciplinary action include but are not limited to the following:

(Continued)

Board Policies

Student Discipline (Continued)

School Board Policy: 551

Section: 500 STUDENTS

Date Adopted: 6/13/1989

Date Revised: 6/11/2007

Dates Reviewed: 7/28/1992
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6/9/2003
6/14/2004
6/13/2005
6/26/2006
6/11/2007

(Continued)

A. VIOLATIONS AGAINST PERSONS AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the corrective actions in Section IV including detention, removal from class, in school suspension, out of school suspension, and restorative measures as fitting in a particular disciplinary situation.

1. ASSAULT - IN POSSESSION OF WEAPON: A student who threatens bodily harm or death to another without material physical contact while in possession of a weapon.
- Parent(s)/Guardian(s) notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

2. ASSAULT - THREAT: A threat of bodily harm or death against another person, without material physical contact.
- Parent(s)/Guardian(s) conference
- Suspension

3. BULLYING: "Bullying" means any written, verbal or electronic expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance.
- Student conference
- Parent(s)/Guardian(s) notification

4. DIRECT ATTACK ON ANOTHER PERSON -

Students in grades K-5:
- Parent(s)/Guardian(s) conference
-1-5 day suspension
Students in grades 6-12:
- Parent(s)/Guardian(s) conference
- 5-day suspension
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.
- Notification of police.

5. DIRECT ATTACK WITH A WEAPON

- Parent(s)/Guardian(s) notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

6. DISRESPECTFUL LANGUAGE: Disrespectful language directed toward another person. - Student conference

7. DISRUPTIVE BEHAVIOR IN THE CLASSROOM: "Disruptive Behavior" is defined as:

a. Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
b. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school; and
c. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the School Board.
- Removal from class
- Parent(s)/Guardian(s)/Teacher conference prior to return
- Detention

8. FIGHTING: Fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving, or scuffling."
- Parent(s)/Guardian(s) conference
- Suspension

9. HARASSMENT: Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. "Harassment" means any written, verbal or electronic expression, physical act or gesture, or pattern thereof. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age.
- Student conference
- Detention
- Notification of parent(s)/guardian(s)
- Notification of Title IX Officer in cases of repeated sexual harassment.

10. HAZING: This means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.
- Parent(s)/Guardian(s) conference
- Suspension

11. INTERFERENCE/OBSTRUCTION: "Interference" or "obstruction" means any action taken to attempt to prevent a staff member from exercising his or her legally assigned duties.
- Parent(s)/Guardian(s) conference
- Suspension

12. POSSESSION OF A WEAPON: "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.
- Parent(s)/Guardian(s) notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

a. Definition: A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

b. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

c. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the building administrator's office shall not be considered in possession of a weapon.

13. VERBAL ABUSE: Verbal assaults, or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people.
- Parent(s)/Guardian(s) conference
- Suspension

B. VIOLATIONS AGAINST PROPERTY AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the above-described corrective actions including restorative measures as fitting in a particular disciplinary situation.

1. ARSON: This is the intentional destruction or damage to any school building or property by means of fire or explosive.
- Immediate notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

2. FALSE FIRE ALARMS
- Immediate notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

3. ROBBERY OR EXTORTION: This refers to the obtaining of property from another person where his or her consent was induced by a use of force.
- Notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

4. THEFT: PERSONAL PROPERTY: This means the unauthorized taking of and/or the unauthorized possession of the property of another person.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

5. THEFT OR UNAUTHORIZED POSSESSION OF SCHOOL PROPERTY: This refers to the unauthorized taking of and/or the unauthorized possession of school property.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

6. UNAUTHORIZED USE OF SCHOOL PROPERTY FOR NON-SCHOOL ACTIVITIES
- Notification of legal authorities
- Parent(s)/Guardian(s) conference

7. WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS: "Willful damage" is the

intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

C. OTHER VIOLATIONS AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, administration retains the right to use any and all of the corrective actions as described in Section IV as fitting in a particular disciplinary situation.

1. ALCOHOL: This refers to the possession, use, or being under the influence of any alcoholic product while on the school grounds or at school sponsored activities.
- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent(s)/Guardian(s) conference
- Suspension from attending school-related activities as detailed below.

In addition, any student in possession, use or being under the influence of any alcoholic product while at a school-sponsored activity:

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

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

- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

(Note: Weeks are counted as calendar weeks.)

2. DANGEROUS DRUGS/CONTROLLED SUBSTANCES: This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school sponsored events.
- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent(s)/Guardian(s) conference
- Suspension from attending school-related activities as detailed below.

In addition, any student in possession, use or being under the influence of any alcoholic product while at a school-sponsored activity:

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

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

- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

(Note: Weeks are counted as calendar weeks.)

3. DISORDERLY CONDUCT: "Disorderly Conduct" refers to engaging in offensive, obscene, or abusive language or in boisterous and noisy conduct tending to arouse alarm, anger, or resentment in others.
- Student conference
- Parent(s)/Guardian(s) conference

4. GAMBLING: "Gambling" is defined as the playing of a game of chance for stakes.
- Student conference
- Parent(s)/Guardian(s) conference

5. TOBACCO - POSSESSION: Possession of any tobacco product by a student while on the school grounds or at school-sponsored events.
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

6. TOBACCO - USE: This is defined as the use of any type of tobacco product, chewing, holding a lighted tobacco product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities.
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

D. VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the above-described corrective actions as fitting in a particular disciplinary situation.

1. CHRONIC AND UNEXCUSED ABSENTEEISM
- Parent(s)/Guardian(s)/Student Conference
- Detention
- Referral to Truancy Intervention Progam

2. CONTINUAL WILLFUL DISOBEDIENCE: "Continual Willful Disobedience" means repeated refusal to follow school rules and regulations after conference resulting from the first violation.
- Suspension
- Parent(s)/Guardian(s) conference

3. DANGEROUS AND NUISANCE ARTICLES: A "Dangerous or Nuisance Article" is any article that, in the opinion of the school staff, may create danger, disturbance or may interfere with the normal conduct of the school. These devices may include but are not limited to: water guns, beepers, electronic games, and laser lights.
- Confiscation
- Student conference

4. DEFIANCE OF AUTHORITY: This is defined as willful refusal to follow the legal direction/order given by a staff member.
- Suspension
- Parent(s)/Guardian(s) conference

5. ELECTRONIC NETWORK ACCEPTABLE USE: This applies to the use and access to the school district computer system and safe use of the Internet, including electronic communications. The use of this resource is a privilege and not a right. The district may suspend or revoke a student's access to the electronic resources network if district policies for procedures have been violated.
-Parent(s)/Guardian(s) conference

6. LEAVING THE SCHOOL GROUNDS: This applies to leaving the school grounds during school hours without the proper clearance.
- Student conference
- Detention

7. MISBEHAVIOR ON SCHOOL BUS
Elementary (K-5)
1st offense -- Warning
2nd offense -- 3 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
3rd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
4th offense -- 10 day suspension from riding the bus/meeting with parent(s)guardian(s).

Further offenses -- Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.

* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

Middle School and Secondary (6-12)
1st offense -- Warning
2nd offense -- 5 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
3rd offense -- 10 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
4th offense -- 20 day suspension from riding the bus/meeting with parent(s)/guardian(s).
5th offense -- Suspended from riding the bus for the remainder of the school year.

* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

8. PERSONAL ELECTRONIC DEVICES (PEDs): Personal electronic devices include all electronic communication and entertainment devices that can be used by an individual that includes phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants.
a) The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
b) PEDs may not be attached to the school network with a wired or wireless connection.
c) Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed.
d) PEDs may be used in designated areas during school hours. The building administration will determine the designated common areas. Those areas will be indicated by signage and outlined in the school handbook.
e) PEDs may only be used in the classroom with teacher approval.
f) PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).
- Student conference
- Confiscation

9. RECORD AND IDENTIFICATION FORGERY: This category includes falsifying signatures or data as well as refusal to give proper identification when requested to do so by a staff member.
- Parent(s)/Guardian(s) conference
- Detention

10. SEVERE MISBEHAVIOR OR CONTINUED DISORDERLY CONDUCT ON SCHOOL BUS
- Denial of transportation on school bus according to district policy

11. STUDENT ATTIRE: This refers to student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership.
- Student conference

12. TRESPASSING: This refers to persons physically present on a school campus or at a school activity after being requested to leave by the building administrator or other person lawfully responsible for the control of said premises.
- Warning
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

13. WILLFUL DISOBEDIENCE: "Willful Disobedience" is defined as any refusal to follow published school rules and regulations.
- Student conference

X. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Options

Program (Minn. Stat. 124D.03) or Enrollment in Nonresident District (Minn. Stat. 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XI. DISTRIBUTION OF POLICY

The MAPS Discipline Handbook is distributed to all students at the beginning of each school year and to all new students and parent(s)/guardian(s) upon enrollment. This policy shall also be available upon request in each building administrator's office and the district Web site (www.moorhead.k12.mn.us).

XII. REVIEW OF THE POLICY

The building administrator or other person having general control and supervision of the school, and representatives of parents/guardians, students and staff in a school building shall confer at least annually to review the discipline policy and to assess whether the policy has been enforced. The Moorhead School Board must conduct an annual review of the districtwide discipline policy.

Legal References:
Minnesota Statute Chapter 13 (Minnesota Government Data Practices Act)
Minnesota Statute 120B.02 (Educational Expectations for Minnesota Students)
Minnesota Statute 120B.232 (Character Development Education)
Minnesota Statue 121A.26 (School Preassessment Teams)
Minnesota Statute 121A.27 (School and Community Advisory Team)
Minnesota Statute 121A.29 (Reporting; Chemical Abuse)
Minnesota Statute Sections 121A.40 to 121A.56 (Pupil Fair Dismissal Act)
Minnesota Statute 121A.575 (Alternatives to Pupil Suspension)
Minnesota Statute 121A.582 (Reasonable Force)
Minnesota Statute 121A.60-121A.61 (Removal From Class)
Minnesota Statute 123A.05 (Area Learning Center Organization)
Minnesota Statute 124D.03 (Enrollment Options Program)
Minnesota Statute 124D.08 (Enrollment in Nonresident District)
Minnesota Statute Chapter 125A (Students With Disabilities)
Minnesota Statute Chapter 260A (Truancy)
Minnesota Statute Chapter 260C (Juvenile Court Act)
20 U.S.C. 1401-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. 794 et seq. (Rehabilitation Act of 1973, 504)
Minnesota Statute 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minnesota Statute 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)

Cross References:
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 515: School District Student Attendance
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 571: Hazing Prohibition
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco-Free Environment
Moorhead School Board Policy 574: Search of Student Lockers, Desks, Personal Possessions, and Student's Person
Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 577: Student Dress and Appearance
Moorhead School Board Policy 578: Bullying Prohibition
Moorhead School Board Policy 721: Student Transportation Safety
Moorhead School Board Policy 730: School District Copyright Policy
Moorhead School Board Policy 731: Moorhead Public Schools Electronic Network Acceptable Use and Safety

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.101

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: May 6, 2008

RE: Approval of Policy

Attached please find the policy, Bullying Prohibition (578).

Suggested Resolution: Move to approve the policy, Bullying Prohibition (578), as presented.

LPN:mde
Attachment

Board Policies

Bullying Prohibition

School Board Policy: 578

Section: 500 STUDENTS

Date Adopted: 3/8/2004

Date Revised:

Dates Reviewed:

Title revision: ~~Bullying~~ Prohibiti~~on~~ng Intimidation and Bullying

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying/Intimidation, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The Moorhead Area Public Schools ~~District~~ cannot monitor the activities of students at all times and eliminate all incidents of bullying/intimidation between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying/intimidation and to take action to investigate, respond, remediate, and discipline those acts of bullying/intimidation which have not been successfully prevented. The purpose of this policy is to assist the Moorhead Area Public Schools ~~District~~ in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT ~~OF POLICY~~

A. An act of bullying/intimidation, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying/intimidation but also to students who, by their indirect behavior, condone or support another student's act of bullying/intimidation. This policy also applies to any student whose conduct at any time or in any place constitutes bullying/intimidation that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying/intimidation.

C. Apparent permission or consent by a student being bullied/intimidated does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying/intimidation is prohibited.

E. False accusations or reports of bullying/intimidation against another student are prohibited.

F. A person who engages in an act of bullying/intimidation, reprisal, or false reporting of bullying/intimidation or permits, condones, or tolerates bullying/intimidation shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:

1. The developmental and maturity levels of the parties involved;

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying/intimidation may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying/intimidation or engage in an act of reprisal or intentional false reporting of bullying/intimidation may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying/intimidation may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. The Moorhead Area Public Schools ~~District~~ will act to investigate all complaints of bullying/intimidation and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying/Intimidation" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying/Intimidation includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:

1. harming a student;

2. damaging a student's property;

3. placing a student in reasonable fear of harm to his or her person or property; or

4. creating a hostile educational environment for a student.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school district property or at school-related functions" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying/intimidation at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the victim of bullying/intimidation or any person with knowledge or belief of conduct that may constitute bullying/intimidation shall report the alleged acts immediately to the appropriate school district officials (teachers, administrators, coaches/advisors and other employees). A student may report bullying/intimidation anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.

B. The Moorhead Area Public Schools ~~District~~ encourages the reporting party or complainant to use the report form (Administrative Procedure 578.1) available from the ~~principal of each~~ building administrator or ~~available from~~ the school district office, but oral reports shall be considered complaints as well.

C. The building ~~principal~~ administrator or ~~the principal's~~ designee ~~or the building supervisor~~ is the person responsible for receiving reports of bullying/intimidation at the building level. Any person may report bullying/intimidation directly to ~~a~~ the school district human rights officer (Director of Human Resources) or the ~~s~~Superintendent.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying/intimidation. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying/intimidation shall inform the building ~~principal~~ administrator immediately.

E. Reports of bullying/intimidation are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

F. Submission of a good faith complaint or report of bullying/intimidation will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

G. The Moorhead Area Public Schools ~~District~~ will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of bullying/intimidation, the Moorhead Area Public Schools ~~District~~ shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The Moorhead Area Public Schools ~~District~~ may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying/intimidation, consistent with applicable law.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; school district policies; and regulations.

D. The Moorhead Area Public Schools ~~District~~ is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s)~~or~~/guardian(s) of students involved in a(n) bullying/intimidation incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

VI. REPRISAL

The Moorhead Area Public Schools ~~District~~ will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged bullying/intimidation or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying/intimidation. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment.

VII. TRAINING AND EDUCATION

A. The Moorhead Area Public Schools ~~District~~ annually will provide information and any applicable training to school district staff regarding this policy.

B. The Moorhead Area Public Schools ~~District~~ annually will provide education and information to students regarding bullying/intimidation, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying/intimidation, and other applicable initiatives to prevent bullying/intimidation.

C. The administration of the school district is directed to implement programs and other initiatives to prevent bullying/intimidation, to respond to bullying/intimidation in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying/intimidation.

VIII. NOTICE

The Moorhead Area Public Schools ~~District~~ will give annual notice of this policy to students, parents or guardians, and staff through student and employee handbooks.

Legal References:
Minnesota Statute 120B.232 (Character Development Education)
Minnesota Statute 121A.03 (Sexual, Religious and Racial Harassment and Violence)

Minnesota Statute 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minnesota Statute 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minnesota Statute 121A.69 (Hazing Policy)

Cross References:
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 504: Protection and Privacy of Pupil Records
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 503: Student Parental, Family and Marital Status Nondiscrimination
Moorhead School Board Policy 571: Hazing Prohibition
Moorhead School Board Policy 5545: Notification to Staff Regarding Placement of Students with Violent Behaviors
Moorhead School Board Policy 721: Student Transportation Safety Policy

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.102

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: May 6, 2008

RE: Approval of Policy

Attached please find the policy, Credit for Learning of Minnesota Graduation Standards (653).

Suggested Resolution: Move to approve the policy, Credit for Learning of Minnesota Graduation Standards (653), as presented.

LPN:mde
Attachment

Board Policies

Credit for Learning of Minnesota Graduation Standards

School Board Policy: 653

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002

Date Revised: 5/9/2005

Dates Reviewed: 6/14/2004
5/9/2005

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs.

II. GENERAL STATEMENT ~~OF POLICY~~

It is the policy of Moorhead Area Public Schools ~~District~~ to develop and provide processes and procedures by which students may meet a graduation requirement for a content standard, whether the school district offers the content standard in its curriculum or the student accomplishes the work in another learning environment. The school district will provide a process for transfer of standards completed in another Minnesota school district, recognition of work completed in other schools and post-secondary institutions, and credit for standards achieved in extracurricular activities, activities outside the school, previous learning, and community and work experiences. The Moorhead ~~s~~School ~~b~~Board may also waive the content standards for certain students if the criteria for such waivers are met.

III. TRANSFER OF CONTENT STANDARDS

A. The school district will transfer high school content standards achieved in earlier grades or in other schools on standards-based programs to the student's record upon admission, completion of a summer school program or the like.

B. When a student transfers into the school district from another Minnesota public school district, any standards completed in the sending school district, along with scores recorded by the sending district, shall be recorded as completed with a notation indicating the identity of the school district from which the records are transferred.

C. Students may be advised of the opportunities available to complete further requirements and electives.

IV. RECOGNITION OF COMPLETED WORK

A. The school district will translate work completed by students, including those with special needs, in schools (K-12, post-secondary or other) which have not reported achievement according to the Minnesota Graduation Standards, into standards completion equalizations.

B. When a student transfers into the school district with a transcript from a school or school district other than a Minnesota public school district, the following shall be the policy and procedure for recognizing such previous achievement:

1. A panel consisting of the high school ~~principal~~ building administrator, counselor and appropriate teaching staff shall review the criteria for judging transfer of student standard completion. When the student has been scored with a performance assessment that fulfills or approximates the provisions of a full standard, the standards completed shall be treated as if they had been accomplished in a Minnesota public school;

2. When the course, topic or content of a Minnesota high school content standard has been completed, but through requirements which do not parallel or approximate the content standards adopted by the school district, the standard shall be declared achieved, no score shall be assigned, and the transcript shall indicate that the standard has been "equalized from a transcript from [name of sending institution]."

3. Effort shall be made to ascertain the content of courses, programs, and learning previously achieved to credit the student as fully as possible for previous learning. This may include asking the student or the sending school to verify

content of completed courses and programs when that content is not clear from the transcript.

V. CREDIT BY ASSESSMENT

A. The school district will provide students, including those with special needs, with the opportunity to receive credit for standards achieved in extracurricular activities, activities outside of school, previous learning, and community and work experiences.

B. When a student requests recognition of work completed but for which no academic transcript exists, the student shall make application (Administrative Procedures 653.1 and 653.2) to the ~~principal~~ building administrator.

C. Not more than sixty (60) days after the application is filed, the ~~principal~~ building administrator shall inform the student and the student's parents/guardians what evidence must be presented to certify the completion of the standard. Evidence of completion might include letters of support and explanation from individuals or organizations who have actually witnessed the student's demonstration of the standard, oral or written tests or interviews, actual performances or demonstrations assessed by district staff or others knowledgeable in the specifications of the standard, and/or other as appropriate for the individual situation.

D. Upon the ~~principal's~~ building administrator's determination of successful submission of the required evidence, the standard shall be noted on the transcript, and a notation of where and when the standard was completed and verified.

VI. VARIATIONS OF CONTENT STANDARDS

A. Rigorous Course of Study - Waiver.

1. Upon application of a student, with approval of the student's parent ~~or~~ /guardian and with the recommendation of the student's teacher, the school district must declare that a student has completed a content standard if the ~~s~~School ~~b~~Board determines that:

a. the student is participating in a course of study, including an advanced placement or a learning opportunity outside the curriculum of the school district that is equally or more rigorous than the content standard required by the school district or state Graduation Rule; and

b. achieving the content standard to be waived would preclude the student from participating in the rigorous course of study or learning opportunity.

2. A waiver may not have the effect of a student's graduating with no completed content standards in any of the learning areas one through nine of the Profile of Learning and a waiver should rarely be granted from more than one requirement.

3. Application for a waiver will be considered only if the application is submitted not more than eighteen (18) months and not less than six (6) months prior to the student's anticipated graduation date.

4. A waiver will be revoked if the student fails to successfully complete the alternative rigorous program.

~~B. Students Held Harmless - Waiver.~~

~~The school board may waive any content standard for a student or group of students who entered ninth grade before the 2000-2001 school year if the school board determines that the students could not meet a content standard due to circumstances related to implementing the Profile of Learning that were beyond the students' control.~~

VII. POST-SECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a post-secondary enrollment options course or program or an appropriately accredited on-line learning course or program under Minn. Statute 124D.09, that has been approved as meeting the necessary requirements, is not required to complete other requirements of the Profile of Learning Content Standards/Academic Standards adopted by the school district corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a post-secondary enrollment options course or program or an appropriately accredited on-line learning course or program shall be counted toward the graduation and credit

requirements of a student completing the Minnesota Academic Standards.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the ~~Minnesota Department of Education and/or school district~~ building administrator or counselor.

Legal References:
Minnesota Statute 120B.02 (Educational Expectations for Minnesota's Students)
Minnesota Statute 120B.11 (School District Process)
Minnesota Statute 124D.09 (Postsecondary Enrollment Options Act)
Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)
Minnesota Rule Parts 3501.0300 - 3501.0469 (Rules Relating to Graduation Standards - Profile of Learning)
Minnesota Rule Parts 3501.0505 - 3501.0635 (K-12 Standards)

Cross References:
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 601: Curriculum and Instruction~~al~~ Goals of Moorhead Area Public Schools
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 656: Basic Skills Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Accommodations and LEP Students
Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.103

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: May 6, 2008

RE: Approval of Policy

Attached please find the policy, Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652).

Suggested Resolution: Move to approve the policy, Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652), as presented.

LPN:mde
Attachment

Board Policies

Staff Development for Minnesota Academic Standards and the No Child Left Behind Act

School Board Policy: 652
Section: 600 EDUCATION PROGRAMS
Date Adopted: 8/26/2002
Date Revised: 5/9/2005
Dates Reviewed: 3/8/2004
5/9/2005

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Minnesota Academic Standards and with students as they progress to achievement of the Minnesota Academic Standards and meet the requirements of the No Child Left Behind Act.

II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead Area Public Schools ~~District~~ is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the Minnesota Academic Standards and the No Child Left Behind Act at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

A. The school ~~D~~district Staff Development Committee shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Minnesota Academic Standards and the No Child Left Behind Act at all levels. The committee will advise the Moorhead ~~s~~School ~~b~~Board and school sites on the planning of staff development opportunities.

B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Minnesota Academic Standards effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for Minnesota Academic Standards implementation throughout all levels of the school district programs.

D. Inservice, staff meetings, and district and building level staff development plans and programs shall focus on improving implementation of the Minnesota Academic Standards at all levels for all students, including those with special needs.

IV. TRAINING

A. Paraprofessional

Moorhead Area Public Schools will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students. (See Administrative Procedure 652.1.)

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

2. The school district will assign an administrator to serve as a Highly Objective Uniform State Standard of Evaluation ("HOUSSE") reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher's

application for highly qualified status.

Legal References:
Minnesota Statute 122A.16 (Qualified Teacher Defin~~ition~~ed)
Minnesota Statute 120B.02 (Educational Expectations for Minnesota's Students)
Minnesota Statute 120B.11(School District Process)
Minnesota Statute 120B.363 (Credentials for Education Paraprofessionals)
Minnesota Statute 122A.60 (Staff Development Program)
Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)
20 U.S.C. 6301, et. seq. (No Child Left Behind Act)
Minnesota Rule Parts 3501.0505 - 3501.0635 (K-12 Standards)

Cross References:
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 446: Staff Development
Moorhead School Board Policy 601: Curriculum and Instructional ~~al~~ Goals of Moorhead Area Public Schools
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.104

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent LPN

DATE: May 6, 2008

RE: Approval of Policy

Attached please find the policy, Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students (656).

Suggested Resolution: Move to approve the policy, Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students (656), as presented.

LPN:mde
Attachment

Board Policies

Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students

School Board Policy: 656

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002

Date Revised: 6/11/2007

Dates Reviewed: 3/8/2004
5/9/2005
6/11/2007

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having an Individualized Education Program (IEP), Section 504 Accommodation, or Limited English Proficiency (LEP) needs to meet the graduation requirements of basic standards testing.

II. GENERAL STATEMENT ~~OF POLICY~~

A. The Moorhead Area Public Schools will utilize the existing annual review of IEPs or Section 504 Accommodation Plans to review, on a case-by-case basis, the extent of student participation in basic standards testing.

B. Students with LEP needs must be identified and accommodations made.

III. DEFINITION OF TERMS

See ~~the~~ "Procedures Manual for the Minnesota Assessments ~~2006-07~~" document ~~which can be found~~ located on the Minnesota Department of Education's Web site at: http://education.state.mn.us/mde/static/2011664.pdf.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR BASIC STANDARDS TESTING

See ~~the~~ "Guidelines for Accommodations in the Minnesota Assessment System" document ~~which can be found~~ located on the Minnesota Department of Education's Web site at: http://education.state.mn.us/mde/static/000782.pdf.

V. RECORDS

All accommodations shall be determined through the child study process and/or the counseling department. A process will be arranged for collection of the the accommodation, modification, or exemption data in the fall of the school year. All test accommodations, modifications, or exemptions shall be reported to the Assistant Superintendent of Teaching and Learning. The Assistant Superintendent of Teaching and Learning shall be responsible for keeping a list of all such test accommodations, modifications and exemptions for school district audit purposes. This will be done annually by December 1. Testing results will be documented and reported.

Legal References:
Minnesota Statute 120B.11 (School District Process)
Minnesota Statute 120B.30 (Statewide Testing and Reporting System)
Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)
Minnesota Rule Parts 3501.0505 - 3501.0635 (K-12 Standards)

Cross References:
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 601: Curriculum and Instruction~~al~~ Goals of Moorhead Area Public Schools
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.105

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent JPN

DATE: May 6, 2008

RE: Approval of Policy

Attached please find the policy, Moorhead Area Public School District State Mandated Testing Plan and Procedure (660).

Suggested Resolution: Move to approve the policy, Moorhead Area Public School District State Mandated Testing Plan and Procedure (660), as presented.

LPN:mde
Attachment

Board Policies

Moorhead Area Public School District State Mandated Testing Plan and Procedure

School Board Policy: 660

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002

Date Revised: 6/11/2007

Dates Reviewed: 4/12/2004
5/9/2005
6/11/2007

Title revision: Moorhead Area Public Schools ~~District~~ State Mandated Testing Plan and Procedure

I. PURPOSE

It is the purpose of this policy to set forth the testing plan and procedure for Moorhead Area Public Schools.

II. GENERAL STATEMENT ~~OF POLICY~~

It is the policy of Moorhead Area Public Schools to implement procedures for testing, test security, reporting, documentation, notification to students and parent(s)/guardian(s), and student record keeping in accordance with Minnesota law.

III. DUTIES OF SCHOOL DISTRICT TEST ADMINISTRATOR

The Assistant Superintendent of Teaching and Learning, shall be responsible for preparing and presenting annually to the Moorhead School Board for approval, and overseeing the publishing of, the basic standards test administration plan. The Assistant Superintendent of Teaching and Learning shall file the plan with the Minnesota Department of Education ("Department") and deliver the plan to all households in the school district by October 15 of each year. The plan shall include, at a minimum, the following:

A. The graduation requirements;

B. The number of opportunities a student shall have to retake tests of basic standards during each year;

C. The opportunities for remediation for a student who has not passed tests of basic standards;

D. The process for requesting an additional testing opportunity and accommodations for a senior who has met all other graduation requirements but has not passed one or more basic standards tests;

E. The process for appealing the school district's response to requests in item C;

F. The method to report breaches in test security procedures to the school district and the Department; and

G. Procedures for meeting the needs of Limited English Proficient students, students who require an Individualized Education Program (IEP) or students who require Section 504 Accommodation.

IV. TEST SECURITY

A. Security Requirements. When administering tests for the basic standards, the school district shall observe the following test security measures in addition to any requirements imposed by the Minnesota Department of Education:

1. All test booklets, answer sheets, and test materials shall be placed in locked storage before and after the test administration;

2. The tests, testing materials, and answer sheets are nonpublic data under Minnesota Statute 13.34;

3. No copies of test booklets or answer sheets shall be made; and

4. The school district shall report any violations of test security to the Department. The Department shall receive reports of violations of test security from anyone with knowledge of such an incident.

B. Security Violations. The Department shall investigate any reported incidents of breaches in test security. The consequences of a violation of test security may include:

1. The invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or

2. Other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

See Administrative Procedure 660.1 for test security procedures.

V. SCHOOL DISTRICT REPORTING TO THE DEPARTMENT AND PUBLIC

A. The school district shall report the information specified below to the Department annually by October 15, in a format to be determined by the Department.

B. The school district shall prepare and disseminate annually by October 15, a public report of the information specified below through the official newspaper or through publications sent to all households in the school district.

C. The reports required above shall include:

1. The number of students enrolled at each grade level 9 through 12 according to the end of the year Minnesota Automated Reporting Student System (MARSS) report;

2. The number of students at each grade level 9 through 12 passing each basic standard at the state standards level;

3. The number of students at each grade level 9 through 12 passing each basic standard at an individualized level under an IEP or a Section 504 Accommodation Plan;

4. The number of students at each grade level 9 through 12 passing tests in each basic standard with tests that have been translated into a language other than English;

5. The number of students at each grade level 9 through 12 exempt from testing in each basic standard; and

6. For grade 12 of the previous year only, the number of students currently denied a high school diploma because of not passing the state standard for a basic standard when all other graduation requirements have been met.

D. The Superintendent shall submit reports identifying expenditures related to basic standards testing, to the Department as required by law.

VI. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

The school district shall maintain records necessary for program audits conducted by the Department. The records must include documentation that:

A. Required notifications to parents/guardians and students meet the requirements of Minnesota Rules, Part 3501.0120;

B. Required student records meet the requirements of Minnesota Rules, Part 3501.0130;

C. The school district's process for additional testing of students meets the requirements of Minnesota Rules, Part 3501.0050;

D. Test security procedures comply with Minnesota Rules, Part 3501.0150;

E. The school district's decisions regarding testing accommodations, modifications, and granting exemptions are in compliance with Minnesota Rules, Parts 3501.0090 and 3501.0100;

F. The school district's curriculum and instruction provides appropriate learning opportunities in the standards in compliance with Minnesota Rules, Part 3501.0110;

G. Remediation plans for students are on file consistent with Minnesota Rules, Part 3501.0110;

H. The basic standards test administration plan complies with Minnesota Rules, Part 3501.0140, sSubpart 2;

I. The documentation for students granted accommodations or exempted from testing complies with Minnesota Rules, Part 3501.0090;

J. The assessments and documentation of performance for students granted modifications of statewide standards comply with Minnesota Rules, Part 3501.0090, sSubpart 2, item C; and

K. The school district's process for testing considerations for LEP students complies with Minnesota Rules, Part 3501.0100.

VII. REQUIRED NOTIFICATION TO PARENTS AND STUDENTS

A. Written Notice. The school district shall establish and maintain a system to provide written notice to parent (s)/guardian(s) and students about graduation requirements.

B. Notice of Graduation Requirements. No later than thirty (30) working days after the date of the entrance into the 9th grade or transfer of a student into the school district during or after 9th grade, the school district shall provide to the parent(s)/guardian(s) and the student written notice of:

1. The graduation requirements; and

2. The grade in which the student shall have the first opportunity to take a test in basic standards.

C. Notice of Test Results and Remediation Opportunities. The school district shall provide no later than ninety (90) days after a student takes a test of basic standards, written notice to the parent(s)/guardian(s) and the student of:

1. Basic standards test results; and

2. Consistent with Minnesota Rules, Part 3501.0050, sSubpart 3, if the student is in the graduating year:

a. The process by which a parent(s)/guardian(s) or student can request additional testing and testing accommodations after April 1; and

b. The process by which a parent(s)/guardian(s) or student can appeal the school district's decision if additional testing or testing accommodation is denied.

D. Notice Pertaining to Adequate Yearly Progress. If the school district is proposed for identification for school improvement for corrective action, or for restructuring by the Minnesota Department of Education, the school district shall provide to parent(s)/guardian(s) of students in the school district sufficiently detailed summary data of its academic assessments or other academic indicators to review to determine whether the school is making adequate yearly progress to appeal the Department's proposal under Public Law 107-110, Section 1116(D)(2).

VIII. STUDENT RECORD KEEPING

A. Test Results. The school district shall keep a record on each student that includes:

1. The basic standards tests taken; and

2. The results of the most recent basic standards tests given.

B. Student Progress. Individual student progress shall be reported on a student record as described in items 1 to 4 below.

1. "Pass-state level" shall be noted on the record of a student who passes a basic standards test under standard conditions or with an accommodation. The records for students passing with an accommodation shall not be different

from the records of students passing the test under standard conditions.

2. "Pass-individual level" shall be noted on the record of a student who passes a basic standards test with a modification established in the IEP or Section 504 Accommodation Plan in accordance with Minnesota Rules, Part 3501.0090.

3. "Pass-translation" shall be noted on the record of a student who passes a basic standards test that has been translated into a language other than English and has not been validated by the state as a state test with a set passing score.

4. "Exempt" shall be noted on the record of a student who has been exempted from a basic standards test.

Legal References:
Minnesota Statute 13.34 (Examination Data)
Minnesota Statute 120B.11 (School District Process)
Minnesota Statute 120B.36 Subd. 2 (Adequate Yearly Progress)
Minnesota Statute 123B.143, Subd. 1 (Superintendent)
Minnesota Statute 123B.30 (Statewide Testing and Reporting System)
Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)
Minnesota Rule Parts 3501.0505 - 3501.0635 (K-12 Standards)
20 U.S.C. 6301, et seq. (No Child Left Behind Act)

Cross References:
Moorhead School Board Policy 601: Curriculum and Instructional Goals of Moorhead Area Public Schools
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 656: Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.106

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent JPN

DATE: May 6, 2008

RE: Approval of Policy

Attached please find the policy, Student Transportation Safety (721).

Suggested Resolution: Move to approve the policy, Student Transportation Safety (721), as presented.

LPN:mde
Attachment

Board Policies

Student Transportation Safety

School Board Policy: 721

Section: 700 NON-INSTRUCTIONAL

Date Adopted: 10/10/1994

Date Revised: 6/11/2007

Dates Reviewed: 5/14/2001
6/14/2004
12/12/2005
6/11/2007

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and educate students on safety issues and responsibility of school bus ridership. It includes information of parent/guardian involvement, school bus driver duties, responsibilities, training, emergency procedures on buses, and vehicle standards.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week.

School bus safety week will coincide with the National School Bus Safety Week.

B. Student Training.

1. The Moorhead Area Public Schools ~~District~~ shall provide students enrolled in grades ~~kindergarten~~ K through 10 with age-appropriate school bus safety training of the following concepts:

a. Transportation by school bus is a privilege not a right;
b. District policies for student conduct and school bus safety;
c. Appropriate conduct while on the bus;
d. The danger zones surrounding a school bus;
e. Procedures for safely boarding and leaving a school bus;
f. Procedures for safe vehicle lane crossings; and
g. School bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first week of school must receive the school bus safety training by the end of the third week of school. All students in grade 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The Moorhead Area Public Schools ~~District~~ and nonpublic schools with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes ~~and other students in grades 9 and 10~~ must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statute 169.446, Subds. 2 and 3.

5. The Moorhead Area Public Schools ~~District~~ and nonpublic schools with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The Moorhead Area Public Schools ~~District~~ will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The Moorhead Area Public Schools ~~District~~ may provide kindergarten students with school bus safety training before the first day of school.

8. The Moorhead Area Public Schools ~~District~~ may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.

9. The Moorhead Area Public Schools ~~District~~ shall adopt and make available for public review a curriculum for transportation safety education.

10. Nonpublic school students transported by the Moorhead Area Public Schools ~~District~~ will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the Superintendent, ~~T~~the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

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

The building administrator or designee is responsible for imposing consequences for misconduct on the school bus or at bus stops. In addition, all school bus/bus stop misconduct will be reported to the district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules.

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's transportation director's office and the school office.

2. Rules at the Bus Stop.

a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b. Respect the property of others while waiting at your bus stop.

c. Keep your arms, legs and belongings to yourself.

d. Use appropriate language.

e. Stay away from the street, road or highway when waiting for the bus.

f. Wait until the bus stops before approaching the bus.

g. After getting off the bus, move away from the bus.

h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

i. No fighting, harassment, intimidation or horseplay.

j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus.

a. Immediately follow the directions of the driver.

b. Sit in your seat facing forward.

c. Talk quietly and use appropriate language.

d. Keep all parts of your body and personal belongings inside the bus.

e. Keep your arms, legs and belongings to yourself.

f. No fighting, harassment, intimidation or horseplay.

g. Do not throw any object.

h. No eating, drinking or use of tobacco or drugs.

i. Do not bring any weapon or dangerous objects on the school bus.

j. Do not damage the school bus.

4. Consequences.

Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parent(s)/guardian(s) will be notified of any suspension of bus privileges.

1. Elementary (K-5).

1st offense -- Warning
2nd offense -- 3 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
3rd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
4th offense -- 10 day suspension from riding the bus/meeting with parent(s)/guardian(s).
Further offenses -- Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.

* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

2. Middle School and Secondary (6-12).

1st offense -- Warning
2nd offense -- 5 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
3rd offense -- 10 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
4th offense -- 20 day suspension from riding the bus/meeting with parent(s)/guardian(s).
5th offense -- Suspended from riding the bus for the remainder of the school year.

*Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

3. Other Discipline.

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

4. Records.

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided to the Minnesota Department of Public Safety in accordance with state and federal law. Records may also be maintained in the transportation office.

5. Vandalism/Bus Damage.

Student damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in loss of bus privileges until damages are paid.

6. Notice.

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus. The driver will periodically review both rules and consequences with students.

7. Criminal Conduct.

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the Superintendent, local law enforcement officials and the Minnesota Department of Public Safety will be informed.

IV. PARENT/GUARDIAN INVOLVEMENT

A. Parent/Guardian Notification.

The Moorhead Area Public Schools ~~District~~ school bus and bus stop rules will be provided to each family. Parent (s)/guardian(s) are asked to review the rules with their children.

B. Parent/Guardian Responsibilities For Transportation Safety.

1. Become familiar with district rules and policies, regulations and principles of school bus safety and thoroughly review them with their children.

2. Support safe riding and walking practices, and recognize that students are responsible for their actions;

3. Communicate safety concerns to their school administrators;

4. Monitor bus stops, if possible;

5. Have their children to the bus stop five minutes before the bus arrives;

6. Have their children properly dressed for the weather; and

7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid class of drivers license and school bus endorsement for operating the type of equipment to which they are assigned. A person possessing a valid driver's license without a school bus endorsement may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus as set forth in Section VII.B. below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each

school district driver as contained in the Model School Bus Driver Training Manual.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;

2. Understand student behavior, includind issues relating to students with disabilities;

3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant law, rules of the road and local school bus safety policies;

5. Handle emergency situations; and

6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules.

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

2. Only students assigned to the school bus by the district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent(s)/guardian(s) may designate by a signed, written request a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent(s)/guardian(s) as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. ~~Bus drivers must park and load school buses~~ To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

6. A bus driver may not operate a school bus while communicating over, or otherwise operating a cellular phone for personal reasons, whether hand held or hands free, when the vehicle is in motion. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles.

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. A Type III vehicle cannot be older than 12 years old unless excepted by state and federal law.

5. If a Type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The Type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A "Type III school bus" and "Type III Head Start bus" must not be outwardly equipped and identified as a Type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on Type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any Type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any Type III vehicle used to transport students must not load or unload so that a pupil has to cross the road, except where not possible or impractical, then the driver or assistant must escort a pupil across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any Type III vehicle used to transport students must carry emergency equipment including:

a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.

c. A Type III bus must contain at least three red reflectorized triangle road warning devices. Liquid burning "pot type" flares are not allowed.

d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as Type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with seating capacity of 10 or fewer without meeting the requirements for a Type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The district has no system of inspection for private vehicles.

12. All drivers of Type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a Type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of pupils with disabilities, assist pupils with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:

1. the pupil's name and address;

2. the nature of the pupil's disabilities;

3. emergency health care information; and

4. the names and telephone numbers of the pupil's physician, parent(s)/guardian(s), or custodians, and some person other than the pupil's parent(s)/guardian(s) or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

A. All school vehicles and vehicles contracted to the school district shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

B. All school vehicles and vehicles contracted to the school district shall be inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL DISTRICT'S TRANSPORTATION SAFETY DIRECTOR

The Moorhead School Board ~~has~~ designate~~d~~s ~~an individual to serve as~~ the director of transportation as the school district's ~~school~~ transportation safety director. The school district's transportation safety director shall have day-to-day responsibility for pupil transportation safety, including transportation of nonpublic school children when provided by the school district. The school district's transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school district's transportation safety director shall certify annually to the School Board that each school bus driver meets the school bus driver training competencies required by Minnesota Statute 171.321, Subd. 4. The school district's transportation safety director also shall annually verify and ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a Type A, B, C, or D school bus or Type III vehicle with the National Driver's Register or the Department of Safety. Upon request of the Superintendent, ~~T~~the school district's transportation safety director also shall ~~confirm annually~~ certify to the Superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school district's transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school district's transportation safety director. Refer to Administrative Procedures 720.1: Special Education Transportation, 721.1: School Bus Stops and 721.2: School Bus Trip K-12 Emergency Procedure.

Legal References:
Minnesota Statute 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minnesota Statute 123B.88 (Independent School Districts; Transportation)
Minnesota Statute 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minnesota Statute 123B.90 (School Bus Safety Training)
Minnesota Statute 123B.91 (School District Bus Safety Responsibilities)

Minnesota Statute 169.01, Subds. 6(5) and 92 (Definitions)
Minnesota Statute 169.446, Subds. 2 and 3 (Driver Training and Education Progams)
Minnesota Statute 169.454 (Type III Vehicle Standards)
Minnesota Statute 169.4582 (Reportable Offense on School Buses)
Minnesota Statute 171.02, Subd. 2a (Licenses; Types, Endorsements, Restrictions)
Minnesota Statute 171.321 (Qualifications of a School Bus Driver)
Minnesota Rules Parts 7470.1000-7470.1700 (School Bus Inspection)

Cross References:
Moorhead School Board Policy 413 Employment Background Checks
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 421: Employee Drug and Alcohol Testing
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 632: Field Trips

5-M9-B05: 27 May 2008

INDEPENDENT SCHOOL DISTRICT #152

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

May 27, 2008
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 students who placed at the 2008 State Speech Tournament on April 19. They are:

Harrison Suits Baer	4th place in Creative Expression
Anna Rice and Jordan Krsnak	6th place in Duo Interpretation
Clay Schwartzwalter	5th place in Great Speeches
Rachel Clausen	5th place in Humor
Alison Thompson	8th place in Humor
Reed Langerud	3rd place in Original Oratory
Leewana Thomas	8th place in Original Oratory

Katelyn Whitehead 4th place in Storytelling

Angela Cassidy is the speech team head coach.

*** **We Are Proud** of the Moorhead High School students who have qualified for the National Forensics League Tournament in Nevada in June. Students who qualified in speech are Alison Thompson, Reed Langerud, Kelsey Langness, Johan Anderson, Jorie Kosel, Harrison Suits Baer, Rachel Clausen, Anna Rice, Jordan Krsnak, and Ashish Adhikari. Students who qualified in debate are Joe Skaggs, Seiko Shastri, Michelle Stanley, and Layne Meyer.

Angela Cassidy is the speech team head coach, and Will Hailer is the debate team head coach.

*** **We Are Proud** of Moorhead High students who competed at the state Business Professionals in America (BPA) competition in March.

Students placed in the following events at the state competition:

Ben Ammerman, Jordan Askew and Brock Buckellew -- Small Business Management Team, 5th place
David Hedden -- VB.NET Programming, 3rd place
Corissa Stockert, Emily Swedberg and Katelyn Whitehead -- Video Production Team, 5th Place
Emily Swedberg -- Graphic Design Promotion, 8th place
Katelyn Whitehead -- Digital Media Production, 6th place
Andrea Stowe -- Graphic Design Promotion, 5th place
Blake Jacobson -- Human Resource Management, 9th place

Hedden qualified for the national BPA competition in Reno, Nev., on May 7-11. Moorhead High teacher Kathi Salvevold is the BPA adviser.

*** **We Are Proud** of Moorhead High students who placed in the American Indian Young Artist and Writers Competition in Detroit Lakes. Katie Blaser took first place in the painting division, and Rachel Mjones took third place in the drawing division. They are students of Mick Dunn and Grady Carlson.

*** **We Are Proud** of Moorhead High School students who placed in the Fargo-Moorhead Community Theatre Juried Art Show. Rachel Nicolai took first place, Emily Swedberg took fourth place, and Clara Cavins-Wolford and Hope Thier received honorable mentions. They are students of Mick Dunn and Grady Carlson.

*** **We Are Proud** of Moorhead High art teacher Grady Carlson for being awarded the highest honor in all divisions at the 41st Annual Hawley Art Show. Carlson received Best of Show for his mixed media piece "From Hadley With Love."

*** **We Are Proud** of Moorhead High art teacher Mick Dunn who received a Professional Merit and a Committee Award at the 41st Annual Hawley Art Show. Dunn also was recently accepted into the New Mexico Watercolor Society National Juried Show, which will be held in Albuquerque, N.M., in June.

*** **We Are Proud** of Moorhead High School students Caleb Noennig and Travis Berg who placed first in the state Ford/AAA Student Auto Skills competition. They will represent Minnesota in the national competition in Dearborn, Mich., June 22-24. Moorhead High School also placed first in the school written test. Lauren Rood is the automotive teacher at Moorhead High School.

*** **We Are Proud** of the elementary Destination ImagiNation team called 7 ate 9 for placing second in "DI've Got a Secret" at the regional DI tournament. This qualified the team to compete at the state tournament on April 19. Team members are Akira Shastri, Elisabet Samonides-Hamrick, Tracy Athmann, Zachary Manning, Elizabeth Johnson, Ryan Sadlowski and Adam Bakken. Team coach is Bryan Draxten.

*** **We Are Proud** of the Moorhead elementary school teams that placed second, third, fifth and seventh in the fifth grade Regional Math Masters Tournament held in Moorhead on May 2. Fourteen teams in the area participated in individual and team rounds.

The Math Masters of Minnesota competition is designed to promote excellence in thinking skills pertaining to mathematics. Lois Brown coordinated the regional tournament.

Ellen Hopkins Elementary -- 2nd Place
Reilly Swanson, Adam Bakken, Cassidy Klostriech, Michael Wenzel and Daniel Stone. Their teacher is Cheri Puetz.

S.G. Reinertsen Elementary #2 -- 3rd Place
Luke Lillehaugen, Katie Gruver, Hannah Riveland, Nathan Kaiser and Shaye Maetzold. Their teacher is Kim Nelson.

S.G. Reinertsen Elementary #1 -- 5th Place
Cody Lineburg, Madi Brenamen, Haley Ludwig, Wes Waara and Mackenzie Kelly. Their teacher is Kim Nelson.

Robert Asp Elementary -- 7th Place
Mary Noble, Tanner Otto, Erin Eidsness, Alex Ulve and Britta Holland. Their teacher is Kevin Beckius.

Several students also received individual awards.

Facts Drill awards went to:

3rd Place -- Cody Lineburg
4th Place -- Luke Lillehaugen
8th Place -- Mary Noble
11th Place -- Cassidy Klostriech
12th Place -- Reilly Swanson
13th Place -- Alex Ulve
14th Place -- Michael Wenzel
15th Place -- Haley Ludwig

Individual Round awards went to:

1st Place -- Luke Lillehaugen
6th Place -- Alex Ulve
9th Place -- Haley Ludwig
10th Place -- Tanner Otto
11th Place -- Mary Noble
12th Place -- Erin Eidsness
14th Place -- Cody Lineburg
15th Place -- Reilly Swanson

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

2. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. TEACHING/LEARNING MATTERS - Kovash
(1) Approval of Best Practice Incentive Grants - Pages 8-13

(2) Approval of Lakes Country Service Cooperative Renewal Contract - Pages 14-15
(3) Approval of Special Education Extended School Year (ESY) Program - Pages 16-17
(4) Acceptance of Gifts - Pages 18-19

B. BUSINESS SERVICE MATTERS - Kazmierczak

C. HUMAN RESOURCE MATTERS - Nielsen
(1) Approval of Family/Medical Leaves - Page 20
(2) Acceptance of Other Leave - Page 21
(3) Approval of Change in Contracts - Page 22
(4) Approval of Resignations - Page 23
(5) Approval of New Employees - Pages 24-25
(6) Approval of Pay Equity Implementation Report - Pages 26-31

D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

3. **COMPREHENSIVE ARTS PLANNING PROGRAM (CAPP) PLAN**: Kovash
Pages 32-62

Suggested Resolution: Move to approve the Five-Year Comprehensive Arts Planning Program Plan for submission to the Perpich Center for Arts Education by June 30, 2008.

Moved by _____ Seconded by _____
Comments _____

4. **NCLB PROGRAMS MONITORING CORRECTIVE ACTION PLAN**: Kovash
Pages 63-76

Suggested Resolution: Move to approve the NCLB Programs Monitoring Corrective Action Plan for submission to the Minnesota Department of Education by May 30, 2008.

Moved by _____ Seconded by _____
Comments _____

5. **ADMINISTRATORS' CONTRACT SETTLEMENT**: Nielsen
Page 77

Suggested Resolution: Move to approve the 2008-2010 settlement for Administrators as follows:

2008-2009	5.08%	$19,046.00
2009-2010	4.79%	$18,866.00
TOTALS	9.87%	$37,912.00

Moved by _____ Seconded by _____
Comments _____

6. **SAFETY TASK FORCE REPORT**: Nielsen
Pages 78-81

Suggested Resolution: Move to accept the Safety Task Force Report.

Moved by _____ Seconded by _____
Comments _____

7. **FIRST READING OF POLICIES**: Nybladh
Pages 82-90

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Last Day for K-12 Students	June 4		
K-12 Prof Dev/Tchr Work Day	June 5		
School Board - Special	June 5	5:30 pm	PCE
Teacher Comp Day	June 6		
Graduation	June 8	2 pm	Concordia
School Board	June 9	7 pm	PCE
Com Ed Advisory Council	June 17	7 pm	PCE
School Board	June 23	7 pm	PCE
School Board	July 21	7 pm	PCE

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.07.138 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: May 20, 2008

RE: Best Practice Grants

Attached is a list of Best Practice incentive grants funded for the 2007-2008 school year. The staff development committee at the May 19 meeting reviewed the grants. The description of each grant is also attached for your reference. Grantees are now required to present information at district professional development sessions during the year.

The grantees will be notified and final reports will be submitted and reviewed by the staff development committee before payments will be made. The use of the Best Practice incentive grant funding has been a means to provide additional support for district and school SMART goal areas and Moorhead Area Public School's Strategic Plan.

SUGGESTED RESOLUTION: Move to approve the Best Practice incentive grants for a total of $18,500.

LAK/kmr
Attachment

May 2008 Best Practice Grants

Aided Langauge Stimulation to Facilitate Language Skills

This proposal includes application of a teaching strategy, use of Aided Language Stimulation to facilitate participation and receptive and expressive language skills. Literacy activities currently used in the Early Childhood and Elementary settings will serve as the basis of curriculum modifications used to implement the teaching strategy. Both low tech and mid tech components will be included to assist students using various forms of augmentative communication. There is also a training component that targets application and demonstration. Forwarded to Learner Support for possible funding.

Continuing with 6 traits

The Literacy Team at the high school will expand the use of the 6 traits of writing. Two additional traits for writing will be embedded into the curriculum. Those traits include sentence fluency and conventions. The Literacy Team will be planning for training staff at the high school on the continued use of the traits.

Emotional Literacy and Young Learners

Brownell Mack is a psychologist who specializes in working with children who have been exposed to trauma. He stated during a workshop presentation that the "correlation between viewing violence (actual or in media) and acting violently is stronger than the correlations between lead exposure and mental retardation or secondhand smoke exposure and cancer." He went on to stress the importance of "teaching social-emotional literacy , it's as important as teaching the three R's".

Exploring Transition

Team members have determined that there is a need for additional curriculum programming in the area of transition for grades 9-12. Forwarded to Learner Support for possible funding.

Interdisciplinary Art Connections

The goal is to collaborate with one another and design lessons that would be uniform across the district in all 3 art settings. Constraints of travel time and different building commitments have presented an unusual dilemma in our situation as art educators. We have not had time like other departments and grade levels to unpack the new art standards

The goals are as follows:

- Unpack the art standards
- Finish writing learning targets using the new art standards
- Tie the art standards to classroom standards to offer students another delivery and approach to meeting curricular goals.
- Start the process of interdisciplinary teaching

Math Transitions

Through the use of a Critical Friends Group, this grant's goal is to strengthen the knowledge and strategies of math teachers as they transition students from arithmetic to prealgebra.

Middle Level Science Standards

The goal of this grant work will be to improve student achievement on state and local education standards in all areas of the curriculum by using best practices methods.

* The grant members will identify clear learning targets for standards at each grade level.
* We will begin with a common standard ; *Scientific Inquiry* (Understanding that scientific inquiry is used in systemic ways to investigate the natural world), and deconstruct the standard by developing learning targets for each grade level.
* We will develop student friendly rubrics, labs, formative and summative assessments for the standard: *Scientific Inquiry*.
* Bloom's Taxonomy will be used to develop the learning targets; knowledge, reasoning, skill and product.

Math Recovery Teacher Leader Training

The purpose of this grant is to obtain funding to be trained as a Teacher Leader in the Math Recovery Program. One of the key goals of the Math Recovery council is to support and develop-in-district training resources to ensure the long term sustainability of the program in schools. Training a Teacher leader will allow for continued implementation of Math Recovery in Moorhead with all teachers, but specifically classroom teachers who need to provide interventions to students with a wide variety of needs. The program would be implemented as one of the responsibilities of the elementary math coach.

PBIS - Teaching/Interventions

Horizon Middle School teachers, administrators, and support staff are in the process of creating a building-wide Positive Interventions and Supports System (PBIS). We are working to establish an effective behavioral and discipline system needed for successful learning and social development of students at Horizon Middle School. In order to do this, the Horizon PBIS Leadership Team needs to have the time to work together to create materials and lessons that teachers at Horizon Middle school will be able to use to teach and support PBIS within our building.

District-wide RtI/Pyramid of Intervention/Dropout Prevention Study Group

The grant would provide a district-wide K-12 discussion and study of interventions, supports and strategies for student in district educational program. The ultimate goal would be to develop a district-wide pyramid of interventions for systemic support for all students.

Word Study

A vertical K-5 teacher team at SG Reinertsen Elementary will study how to implement a researched based word study element into our literacy based reading programs (using the books; Words Their Way Word Study for Phonics,Vocabulary, and Spelling Instruction by Donald Bear, Marcia Invernizzi, Shane Templeton, & Francine Johnson, the Minnesota Standards and the NWEA DesCartes goal strand Word Recognition, Analysis, Vocabulary) and develop guidelines for each grade level to align and provide for differentiation in the instruction of phonics at SG Reinertsen.

2007-08 Best Practice Grants

NOVEMBER BEST PRACTICE GRANTS

	Applicant(s)	Title	Bldg	Requested	Awarded
1	Vicki Breneman	Math Collaboration and Intervention Strategies	Hopkins	$ 3,062.40	$ 3,062.40
2	Vicki Breneman	Math Collaboration and Intervention Strategies	R. Asp	$ 3,062.40	$ 3,062.40
3	Cheryl Keenan	Pyramid of Interventions	Horizon	$ 3,306.74	$ 3,000.00
4	Sarah Graning	Classroom On-Site Consultation & Study Group	Hopkins	$ 3,750.00	$ 3,750.00
5	Pat Sullivan	Response to Intervention: Language Development Checklists		$ 2,304.00	$ 2,242.99
6	MariBeth Plankers	Literacy Across the Curriculum	High School	$ 2,854.65	$ 2,854.65
		Total to disburse $18,500		$ 18,340.19	**$ 17,972.44**

MARCH BEST PRACTICE GRANTS

	Applicant(s)	Title	Bldg	Requested	Awarded
1	Vicki Breneman	Math Collaboration and Intervention Strategies	SGR	$ 2,784.00	$ 2,784.00
2	Mindi Jenson	Word Study	SGR	$ 2,910.10	$ -
3	Barb Stack	Math Power	HMS	$ 1,819.20	$ 1,819.20
4	Kate Rockstad	Designing a School Schedule with Common Time for Interventions and Enrichments	SGR	$ 649.53	$ 649.53
5	Wendy Rheault	Teacher-led Instructional Change	SGR	$ 2,872.80	$ 2,872.80
6	Anne Moyano	Reciprocal Teaching	SGR	$ 3,830.00	$ 3,830.00
7	HS Literacy Team	Reading for All	High School	$ 5,000.00	$ 3,834.47

2007-08 Best Practice Grants

8	Sally Doran	Visual Phonics	Hopkins	$ 2,710.00	$ 2,710.00
		Total to disburse $18,500		$ 22,575.63	**$ 18,500.00**

MAY BEST PRACTICE GRANTS

	Applicant(s)	Title	Bldg	Requested	Awarded
1	Lowell Buysse	Aided Language Stimulation to Facilitate Language Skills	R. Asp	$ 2,221.27	$ -
2	MariBeth Plankers	Continuing with 6 Traits	High School	$ 1,455.36	$ 1,455.36
3	Ronda Buysse	Emotional Literacy & Young Learners	EIS	$ 1,819.20	$ 909.60
4	Tammy Ressler	Exploring Transition	High School	$ 1,212.80	$ -
5	Michelle Sailer	Interdisciplinary Art Connections	SGR	$ 2,728.80	$ 909.60
6	Barb Stack	Math Transitions	Horizon	$ 3,638.40	$ 2,425.00
7	Charlotte Magin	Middle Level Science Standards	Horizon	$ 4,106.67	$ 1,650.75
8	Vicki Breneman	Math Recovery Teacher Leader Training	PCE	$ 5,000.00	$ 2,500.00
9	Cheryl Keenan	PBIS - Teaching/Interventions	Horizon	$ 3,638.40	$ 2,709.00
10	Lynne Kovash	District-wide RTI/Pyramid of Intervention/Dropout Prevention Study	PCE	$ 3,941.60	$ 3,153.28
11	Mindi Jenson	Word Study	SGR	$ 3,902.40	$ 2,689.60
		Total to disburse $18,500		$ 33,664.90	**$ 18,402.19**
		2007-08 GRAND TOTALS		**$74,580.72**	$ 54,874.63

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.126 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: May 19, 2008

RE: Lakes Country Service Cooperative Contract for Services Renewal

Attached is the Lakes Country Service Cooperative's No Child Left Behind and The Minnesota Academic Standards Consortium Contract for Services for the 2008-09 school year. The networking and guidance with state and federal requirements will be important as we continue to meet the requirements of No Child Left Behind and the Minnesota Academic Standards.

The fee for consortium membership will remain the same as the 2007-08 school year. The benefits of the program are reduced costs for regional workshops, consultation and leadership in best practices in curriculum, assessment and standards.

SUGGESTED RESOLUTION: Move to approve Lakes Country Service Cooperative's No Child Left Behind and The Minnesota Academic Standards Consortium Contract for Services for the 200-2009 school year.

LAK/kmr
Attachment

Lakes Country Service Cooperative's
No Child Left Behind and The Minnesota Academic Standards Consortium
CONTRACT FOR SERVICES

The purpose of this program is to provide assistance and support to school districts as they implement the requirements of the No Child Left Behind Act and the new Minnesota Academic Standards and Assessments.

Lakes Country Service Cooperative will:

1. Provide general information presentations of the No Child Left Behind Law and the Minnesota Academic Standards and Assessments at each school district site;
2. Conduct an assessment of local needs at each school district site to help determine the status of progress toward meeting the law;
3. Work with local teams in assessing how the curriculum matches with the new Minnesota Standards;
4. Coordinate and facilitate a support network comprised of various study groups for the purpose of examining the law's requirements and local programming possibilities;
5. Provide local and regional trainings and other programming based upon needs identified by school districts and the regional advisory committee;
6. Facilitate a regional advisory committee; and
7. Work closely with the Minnesota Department of Education, the North Central Regional Laboratory, the Minnesota Regional Service Agency, post secondary institutions, education associations, and others to help insure the most comprehensive programming.

As a member School District we will:

1. Assist in the coordination of local presentations;
2. Assist in the coordination of local needs assessments;
3. Provide opportunities for educators to participate in various study groups;
4. Provide opportunities for educators and other staff to participate in the appropriate training(s);
5. Appoint one staff person to serve on the regional advisory committee; and
6. Pay a program fee based upon $2500 base fee plus $.50 per pupil.

It is my understanding that the annual fee for this program for our school district is based upon $2500 plus $.50 per pupil for which we will be billed, and that the program will be available between July 1, 2008 – June 30, 2009

Name of district contact person: Lynne Kovash

Phone: 218/284-3315 Email: lkovash@moorhead.k12.mn.us

Authorized signature: _____ Date: _____

Return to Pat Anderson at Lakes Country Service Cooperative, 1001 East Mount Faith, Fergus Falls, Minnesota 56537 or fax to 218-739-2459 **by June 15, 2008.**

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.07.128 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: May 19, 2008

RE: Special Education Extended School Year (ESY) Program

Attached is the 2008 Special Education Extended School Year (ESY) Program staffing and budgetary information. The ESY Program will operate:

Days:	Tuesday, Wednesday and Thursday June 24, 2008 – July 31, 2008
Time:	8:00 a.m. – 12:00 p.m.
Location:	Hopkins Elementary, Horizon Middle School and Moorhead High School

SUGGESTED RESOLUTION: Move to approve the 2008 Special Education Extended School Year (ESY) Program for Moorhead Schools from June 24, 2008 –July 31, 2008.

LAK/kmr
Attachment

16

Extended School Year 2008
Program Budget and Staff Information

Extended School Year for the 2008 summer will run from 7:45 am to 12:15 pm. Programming will be provided for 6 weeks and will run 3 days a week (Tuesday, Wednesday and Thursday). Teachers will have a one 4 hour prep day on Monday, June 23. Extended School Year will be in session for 18 days from June 24 to July 31. There will be **31 teachers** employed with a total salary of **$83,865.24** plus **benefits** of **$11,028.28**. The estimated total hours for the **teachers** will be **2128 @ $103,492.92.** There will be **44 paraprofessionals and other staff** employed at four and one half hours daily. Paraprofessionals and other staff are paid at their contract rate or district sub rate if not employed as a paraprofessional or other staff with the district. Total **hours** for **paraprofessionals and other staff** will be **3564 @ $56,401.52.** Total salary for the paraprofessionals and other staff is **$49,410.00** plus benefits of **$6,991.52**. Extended School Year instructional material budget is **$1,450.00.** Total Program Budget is **$161,344.44** with 68% of special education salaries reimbursed from the state on EDRS.

ESY Teachers:

Anderson, Carol
Bartholomay, Deb
Bierdemann, Betty
Billing, Danielle
Bjerke, Amy
Bonitto, Michelle
Buysse, Lowell
Dreschel, Ron
Enderle, Jon
Falk, Paula
Filipi, Jill
Fisher, Heidi (.5)
Froemke, Molly
Greer, Kari
Jones, Linda
Kanuch, David
Kapitan, Jim (.5)
Keeping, Stacy
Krogstad, Allison
Morse, Michele
Nylander, Laura
Paulson, Wendy
Plankers, MariBeth
Rodenbaugh, Hanna
Rowekamp, Kristi
Schuetze, Kate
Smith, Sarah
Vorachek, Vicki
Wickenheiser, Leah
Wolf, Renee
Therapist (6 hrs)

ESY Paraprofessionals and Other Staff:

Alverson, Loree
Calvert, Connie
Caron, Angela
Ellingsberg, Alice
Erdahl, Kayla
Erickson, Cara
Flores, Moraima
Forsberg, Deb
Green, Stephanie
Gulsvig, Dar
Hanson, Lyman
Hanson, Tiffany
Hanson, Trish
Hausauer, Wendy
Hennesey, Mike
Hubrig, Jolene
Keeler, Annette
Knutson, Patsy
Larson, Barb
Lopez, Isidro
Majidian, Tracy
McDonald, Deb
Mjones, Lori
Olson, Elizabeth
Olson, Scott
Pederson, Linda
Pemble, Patty
Philpot, Jodi
Retzer, Matt
Sayler, Kathy
Sellant, Carol
Stoddard, Rhonda
Tack, LuAnn
Thrash, Louie
Valdez, Mario
Vargas, Rose
Watnemo, Treva
3 para's @ 4.5 hrs per day

Bjornstad, Rachel-Lang Fac
Cisco, Erin - Lang Facilitator
Krenz, Vicki - COTA
Solberg, Lindsey - Intrepreter

5/20/08

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.124 C

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash

DATE: May 19, 2008

RE: Senior Wisdom Retreat Donations

Moorhead Area Public Schools has received $1,466 in donations from the following businesses and organizations for this year's Wisdom Retreat for the Moorhead Area Senior Class:

Contributions of more than $250

Key Club
Moorhead Community Education
Minnesota State Community and Technical College

Contributions of $200-$250

NDSU Division of Fine Arts
Concordia College
Minnesota School of Business

Contributions of $100

Cash Wise
Cass-Clay Creamery
Rasmussen College
Fargo Warehouse Inc./Dakota Bumper and Body Supply
Hornbachers
Pan 'O Gold Baking Co.
State Bank & Trust

Contributions of $50

Rosemary Bakke

Contributions of $25 or less

Ron and Nancy Bock
Mark and Nancy Doda
Tammie and Michale Dohman
Ron and Jill Elliott
Sherri Fossum
Lee and Tammy Goracke
Haugen Masonry

Contributions of $25 or less (cont.)

Dean and Paul Jacobsen
Shelly and Jon Lundborg
Scott and Diane Mead
Gordon and Brenda Mitchell
Todd and Mary Nelson
Kathy Just
Jim and Jane Snyder
Angie Their
Dr. David Tranby
Rachel Trautman
Wal-Mart
Dale and Laurie Whitehead
Tim and Denise Young

SUGGESTED RESOLUTION: Move to accept the donations of $1,466 for the Senior Wisdom Retreat as presented.

LAK/kmr

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.136**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 19, 2008

RE: Family/Medical Leave

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

Sue Bachmeier	EBD/LD Teacher, Horizon Middle School, effective approximately September 5, 2008 for approximately twelve weeks.
Julie Schauer	2nd Grade Teacher, Robert Asp Elementary, effective approximately August 4, 2008 for six weeks.
Vickie Anderson	Paraprofessional, Horizon Middle School, effective May 15, 2008 for the remainder of the school year.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Sue Bachmeier, Julie Schauer pursuant to Section IV, Article 38 of Teachers' Master Agreement, Vickie Anderson pursuant to Section 3, Subd 1 of the Paraprofessional Master Agreement.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.135**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 19, 2008

RE: Other Leave

The administration requests Other Leave for the following person:

Lea Gonzalez	Paraprofessional, Ellen Hopkins Elementary, effective May 9, 2008. This leave is with pay until further notice.

SUGGESTED RESOLUTION: Move to approve the Other Leave for Lea Gonzalez as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.137**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 19, 2008

RE: Change in Contract

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

Beth Henning	.50 FTE Kindergarten Teacher to 1.00 FTE, S.G. Reinertsen Elementary, effective with the 2008-2009 school year. (Replaces Jean Kinsella)
Pam Hancock	MARSS Coordinator, Probstfield Center for Education, B22 (10) $15.50 per hour to B23 (10) $15.97 per hour effective May 1, 2008.

SUGGESTED RESOLUTION: Move to approve the change in contract Beth Henning and Pam Hancock as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.133**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 19, 2008

RE: Resignations

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

Chad Mattson	Counselor, High School, effective June 16, 2008.
Rachel Kercher	Lunchroom Supervisor/Crossing Guard, S. G. Reinertsen Elementary, effective June 4, 2008.
Angela Cassidy	Head Speech Coach, High School, effective at the end of the 2007-2008 Speech season.

SUGGESTED RESOLUTION: Move to approve the resignation of Chad Mattson, Rachel Kercher and Angela Cassidy as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.134**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 19, 2008

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.

Melissa Pickar	Paraprofessional, Hopkins Elementary, B21 (0-2) $13.11 per hour, 6.5 hours per day, effective March 31, 2008. (Paid by Resident District)
Nicole Wiesner	ABE Teacher, $24.71 per hour, 14.4 hours per week, 38 weeks per year, effective July 7, 2008. (Replaces Debra Hoesley).
Leah Wickenheiser	DCD Teacher, High School, BA (1) $31,980.00, effective August 26, 2008. (Replaces Steve Montplaisir)
Lindsay Kuznia	Spanish Immersion Teacher, Hopkins Elementary, BA (2) $33,122.00, effective August 26, 2008. (Replaces Vanessa Marchini)
Eric Paul	Math Teacher, High School, MA+10 (6) $47,052.00, effective August 26, 2008. (Replaces Julie Hoffner)
Melissa Jacobson	School Nurse, District Wide, BA (6) $37,734.00, effective August 26, 2008 (Replaces Lona Daly-Getz)
Megan Kochmann	Spanish Immersion Teacher, Hopkins Elementary, BA (0) $30,823.00, effective August 26, 2008. (Replaces Laura Holmquist)
Diane Karsten	DCD Teacher, High School, BA+10 (7) $40,701.00, effective August 26, 2008. (Replaces Dale Johnson)

Lori Lockhart	Principal, Middle School, D71 (8) $95,617.00, effective July 1, 2008. (Replaces Colleen Tupper)

SUGGESTED RESOLUTION: Move to approve the employment of Melissa Pickar, Nicole Wiesner, Leah Wickenheiser, Lindsay Kuznia, Eric Paul, Melissa Jacobson, Megan Kochmann, Diane Karsten and Lori Lockhart as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.132**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 15, 2008

RE: Pay Equity Implementation Report

Attached is the documentation and calculated data for the Pay Equity Implementation Report. This report is filed every three years, as required by law, with the Department of Employee Relations. To be in compliance the district must be at or above 80% in the following areas:

	Passing	Moorhead
Underpayment Ratio	80%	129.4%
Salary Range Test	80%	104.52%

Suggested Resolution: Move to approve the Pay Equity Implementation Report as presented and to submit the report to the Department of Employee Relations.

RN:jal

Pay Equity Implementation Report

nd completed report to:

Pay Equity Coordinator
Department of Employee Relations
200 Centennial Building
658 Cedar Street
St. Paul, MN 55155-1603

(651) 259-3761 (Voice)
(651) 282-2699 (TDD)

For Department Use Only

Postmark Date of Report

902 Jurisdiction ID Number

A: Jurisdiction Identification

Jurisdiction: ISD No. 152 2410 14th Street South Jurisdiction Type: ISD

Moorhead, MN 56560

Contact: Director of Human Resources Ron Nielsen Phone: (218) 284-3350
Fax: 2182843333
Email: rnielsen@moorhead.k12.mn.us

B: Official Verification

1. The job evaluation system used measured skill, effort responsibility and working conditions and the same system was used for all classes of employees.

The system used was: Consultant System (Specify)
Describe: Decision Band Method

2. Health Insurance benefits for male and female classes of comparable value have been evaluated and:

There is a difference and the maximum salaries reported include the monthly amount paid by the employer for health insurance

3. ☑ Information in this report is complete and accurate.

4. ☑ The report includes all classes of employees over which the jurisdiction has final budgetary approval authority.

5. No salary ranges/performance differences.

☐ Leave blank unless BOTH of the following apply:

a. Jurisdiction does not have a salary range for any job class.

b. Upon request, jurisdiction will supply documentation showing that inequities between male and female classes are due to performance differences.

Note: Do not include any documentation regarding performance with this form.

6. An official notice has been posted at:

Probstfield Center for Education
(prominent location)

informing employees that the Pay Equity Implementation Report has been filed and is available to employees upon request. A copy of the notice has been sent to each exclusive representative, if any, and also to the public library.

The report was approved by:

Moorhead School Board
(governing body)

(chief elected official)

Board Chair
(title)

☐ Checking this box indicates legal signature by above official.

Date Submitted

C: Total Payroll

32,195,148.20
is the annual payroll for the calendar year just ended December 31.

Compliance Report

05/15/2008

Jurisdiction: ISD No. 152
2410 14th Street South
Contact: Ron Nielsen
Director of Human Resources
Phone: (218) 284-3350

The statistical analysis, salary range and exceptional service pay test results are shown below. Part I is general information from your pay equity Report data. Parts II, III and IV give you the test results.

For more detail on each test, refer to the guidebook.

I. GENERAL JOB CLASS INFORMATION

	Male Classes	Female Classes	Balanced Classes	All Job Classes
# Job Classes	18	33	9	60
# Employees	43	648	59	750
Avg. Max Monthly Pay per Employee	$4,394.14	$6,332.39		$6,093.36

II. STATISTICAL ANALYSIS TEST

	Male Classes	Female Classes
A. UNDERPAYMENT RATIO = 129.4 *		
a. # at or above Predicted Pay	6	16
b. # Below Predicted Pay	12	17
c. TOTAL	18	33
d. % Below Predicted Pay (b divided by c = d)	66.67	51.52

* (Result is % of male classes below predicted pay divided by % of female classes below predicted pay)

B. T -TEST RESULTS

Degrees of Freedom (DF) = 689 Value of T = -8.441

a. Avg. diff. in pay from predicted pay for male jobs = -$38
b. Avg. diff. in pay from predicted pay for female jobs = $713

III. SALARY RANGE TEST = 104.52 % (Result is A divided by B)

A. Avg. # of years to max salary for male jobs = 16.47
B. Avg. # of years to max salary for female jobs = 15.76

IV. EXCEPTIONAL SERVICE PAY TEST 0.00

A. % of male classes receiving ESP 0.00
B. % of female classes receiving ESP 0.00

* (if 20% or less, test result will be 0.00)

Predicted Pay Report for ISD No. 152

2410 14th Street South

05/15/2008

Case: December 31, 2007 Data

Job Nbr	Jobs Title	Male Empl	Female Empl	Total Empl	Sex	Work Points	Max Mo. Salary	Predicted Pay	Pay Difference
1	Food Service - Cook Helper	0	3	3	F	667	$2,700.00	$2,803.56	$-103.56
2	Custodian	14	3	17	M	1000	$2,901.00	$2,901.34	$-0.34
3	Secretary-Lib/CE/Office	0	8	8	F	1000	$2,889.00	$2,901.34	$-12.34
4	Food Service - Second Cook	0	2	2	F	1333	$2,863.00	$2,999.24	$-136.24
5	Secretary -Asst. Elem/Middle	0	8	8	F	1333	$2,988.00	$2,999.24	$-11.24
6	Custodian - 2nd Night/Delivery	4	0	4	M	1333	$3,002.00	$2,999.24	$2.76
7	Food Service - Head Server	0	3	3	F	1625	$2,932.00	$3,085.16	$-153.16
8	Bus Drivers & Assistants	8	14	22	B	1625	$2,416.00	$3,085.16	$-669.16
9	Hall Monitor	2	1	3	B	1625	$3,034.00	$3,085.16	$-51.16
10	Home School Liaison	0	4	4	F	1625	$3,475.00	$3,085.16	$389.84
11	Paraprofessional	21	132	153	F	1625	$3,034.00	$3,085.16	$-51.16
12	SEMS Coordinator	0	1	1	F	1625	$2,884.00	$3,085.16	$-201.16
13	Secretary	0	14	14	F	1625	$3,057.00	$3,085.16	$-28.16
14	Custodian - Elem Night/Pool	1	1	2	B	1625	$3,069.00	$3,085.16	$-16.16
15	Food Service - Head Cook	0	1	1	F	1875	$3,017.00	$3,180.52	$-163.52
16	Secretary - Prin/HR/Building	0	11	11	F	1875	$3,140.00	$3,180.52	$-40.52
17	Custodian - Special Assignment	2	0	2	M	1875	$3,154.00	$3,180.52	$-26.52
18	Food Service - Head Cook HS	0	1	1	F	2125	$3,107.00	$3,258.81	$-151.81
19	Secretary - Acct/LSS/Prop Serv	0	3	3	F	2125	$3,222.00	$3,258.81	$-36.81
20	Custodian - Mechanic	1	0	1	M	2125	$3,236.00	$3,258.81	$-22.81
21	Secretary - Confidential	0	3	3	F	2375	$3,612.00	$3,562.49	$49.51
22	Computer Technicians	6	5	11	B	2375	$3,262.00	$3,562.49	$-300.49
23	Secretary -Teaching & Learning	0	1	1	F	2375	$3,345.00	$3,562.49	$-217.49
24	COTAs	0	4	4	F	2750	$3,800.00	$3,560.79	$239.21
25	Custodian - Head Elem	3	0	3	M	2750	$3,478.00	$3,560.79	$-82.79
26	Student Resource Asst.	1	0	1	M	3250	$4,190.00	$4,243.36	$-53.36
27	Custodian-Head Sec/District	3	0	3	M	3250	$3,674.00	$4,243.36	$-569.36
28	Language Facilitator	0	2	2	F	3250	$3,947.00	$4,243.36	$-296.36
29	Interpreters	0	5	5	F	3250	$4,632.00	$4,243.36	$388.64
30	Web/Application Developer	1	0	1	M	3250	$4,190.00	$4,243.36	$-53.36
31	Application Systems Admin	1	0	1	M	3250	$4,190.00	$4,243.36	$-53.36
32	Early Riser Advocate	0	3	3	F	3625	$5,319.00	$4,913.11	$405.89
33	Program Coord -Com Ed/Titlte V	0	4	4	F	3625	$5,563.00	$4,913.11	$649.89
34	Communications Coordinator	0	1	1	F	3625	$5,563.00	$4,913.11	$649.89
35	Database Systems Architect	1	0	1	M	3625	$5,563.00	$4,913.11	$649.89
36	Supervisor - LAN/WAN	1	0	1	M	3625	$5,540.00	$4,913.11	$626.89
37	Supervisor-Acct./FS/Transport	1	2	3	B	4125	$5,937.00	$6,031.78	$-94.78
38	Supervisor-Buildings & Grounds	1	0	1	M	4375	$6,166.00	$6,591.59	$-425.59
39	Teacher	77	287	364	F	4750	$8,132.00	$6,977.41	$1,154.59
40	Teacher - Nurse	0	2	2	F	4750	$8,132.00	$6,977.41	$1,154.59
41	Teacher - Media Specialist	0	5	5	F	4750	$8,132.00	$6,977.41	$1,154.59
42	Teacher - Counselor	4	7	11	B	4750	$8,132.00	$6,977.41	$1,154.59

Predicted Pay Report for ISD No. 152

05/15/2008

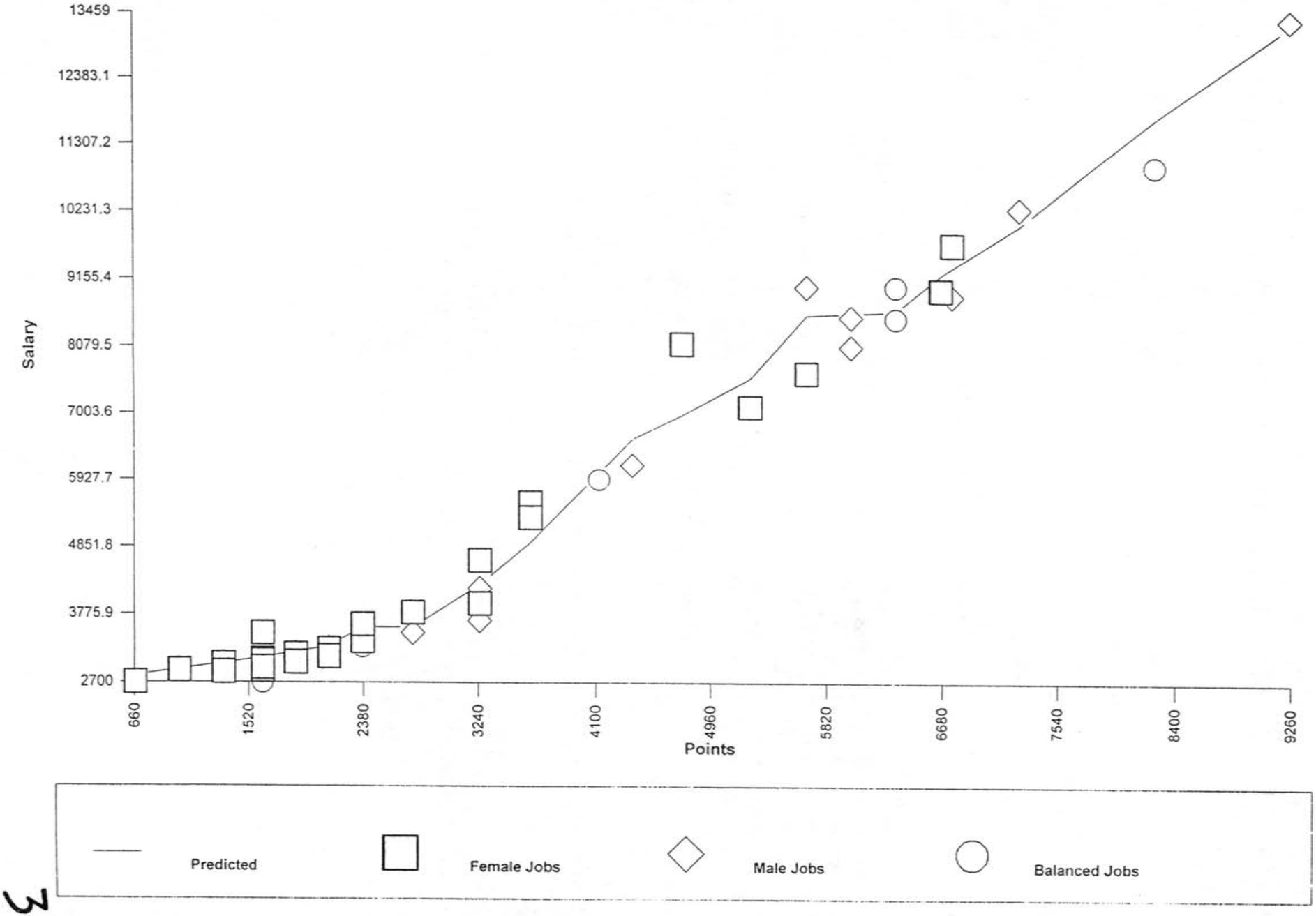
2410 14th Street South

Case: December 31, 2007 Data

Job Nbr	Jobs Title	Male Empl	Female Empl	Total Empl	Sex	Work Points	Max Mo. Salary	Predicted Pay	Pay Difference
43	Teacher - Psychologist	1	3	4	F	4750	$8,132.00	$6,977.41	$1,154.59
44	Teacher - Social Worker	0	4	4	F	4750	$8,132.00	$6,977.41	$1,154.59
45	Teacher - Speech	1	16	17	F	4750	$8,132.00	$6,977.41	$1,154.59
46	Teacher-Occupational Therapy	1	5	6	F	4750	$8,132.00	$6,977.41	$1,154.59
47	Teacher-Physical Therapy	0	3	3	F	4750	$8,132.00	$6,977.41	$1,154.59
48	Coord - EC/ABE/Sped/LD/ALC	0	5	5	F	5250	$7,120.00	$7,578.09	$-458.09
49	Dir of Library/Media Services	0	1	1	F	5667	$7,665.00	$8,587.84	$-922.84
50	Principal - Assistant MS	1	0	1	M	5667	$9,041.00	$8,587.84	$453.16
51	Activities Director	1	0	1	M	6000	$8,090.00	$8,620.11	$-530.11
52	Principal - Assistant HS	2	0	2	M	6000	$8,558.00	$8,620.11	$-62.11
53	Director - Technology/Comm Ed	1	1	2	B	6333	$8,539.00	$8,652.39	$-113.39
54	Principal - Elementary	1	2	3	B	6333	$9,041.00	$8,652.39	$388.61
55	Director of Special Services	0	1	1	F	6666	$8,991.00	$9,232.45	$-241.45
56	Principal - Middle Schools	0	1	1	F	6750	$9,711.00	$9,344.92	$366.08
57	Director of Human Resources	1	0	1	M	6750	$8,894.00	$9,344.92	$-450.92
58	Principal - High School	1	0	1	M	7250	$10,284.00	$10,013.42	$270.58
59	Asst Supt - Business/T & L	1	1	2	B	8250	$10,974.00	$11,732.94	$-758.94
60	Superintendent	1	0	1	M	9250	$13,359.00	$13,267.46	$91.54

30

Predicted Pay for ISD No. 152



Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.129 R

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash LK

DATE: May 20, 2008

RE: Comprehensive Arts Planning Program (CAPP) Plan

Attached is a draft of the Comprehensive Arts Planning Program (CAPP) Plan. The plan contains a five-year action and evaluation plan. During the 2007-08 school year, the school district has met the following requirements:

1. Appointed CAPP co-chairs to form and lead a school/community committee and to oversee expenditures of CAPP funds.
2. Participated in CAPP training and planning activities.
3. Participated in CAPP process and programs that strive for quality arts education for all students in the district.
4. Provided release time for CAPP representatives.
5. Submitted a five-year plan for action by the board at the end of year one.
6. Planning to provide data documentation related to the action plan.

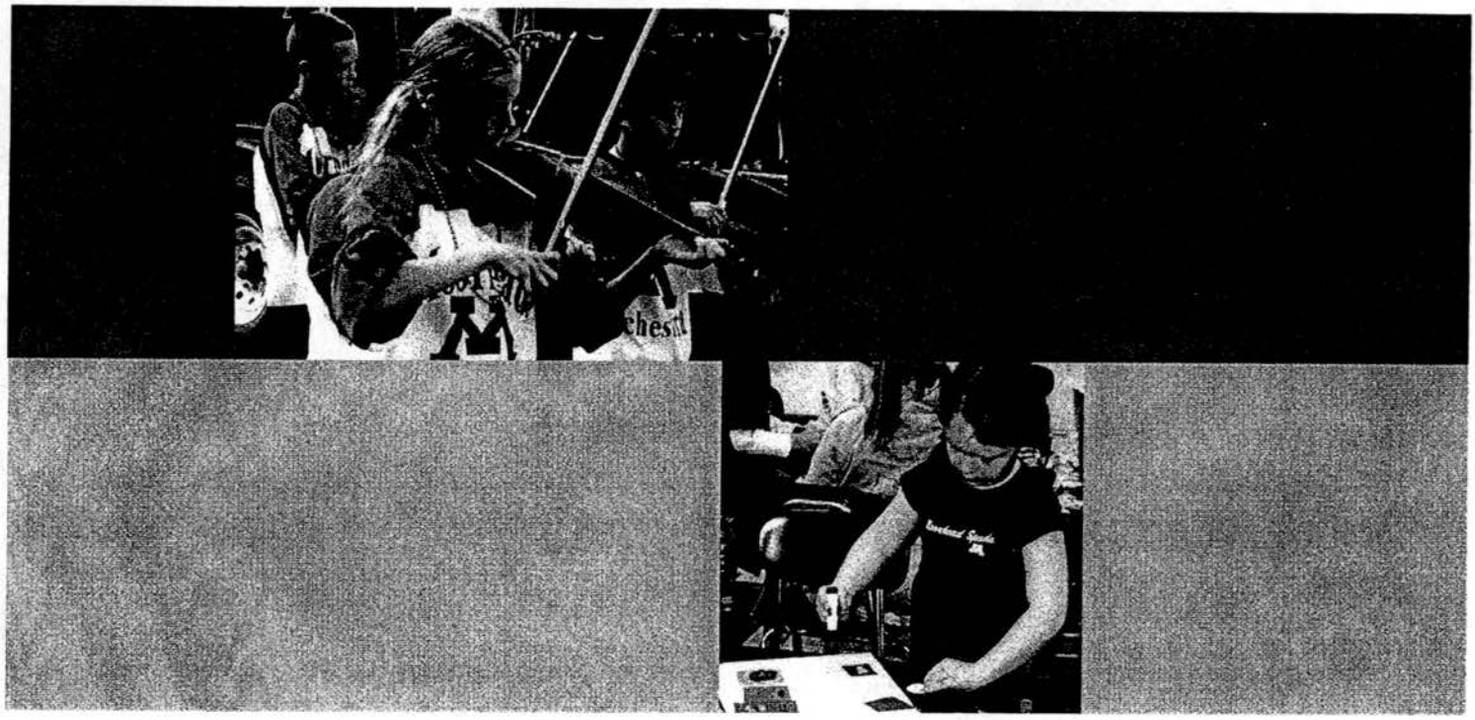
The members of the CAPP committee will present information related to arts education in Moorhead Area Public Schools.

SUGGESTED RESOLUTION: Move to approve the Five Year Comprehensive Arts Planning Program Plan for submission to the Perpich Center for Arts Education by June 30, 2008.

LAK/kmr
Attachment

DRAFT

Moorhead Area Public Schools



Comprehensive Arts Planning Program
Five-Year Plan: 2008-2013

A Five-Year Plan from the Comprehensive Arts Planning Program Committee of the Moorhead Area Public Schools submitted to Dr. Larry P. Nybladh, Superintendent

MAY 2008

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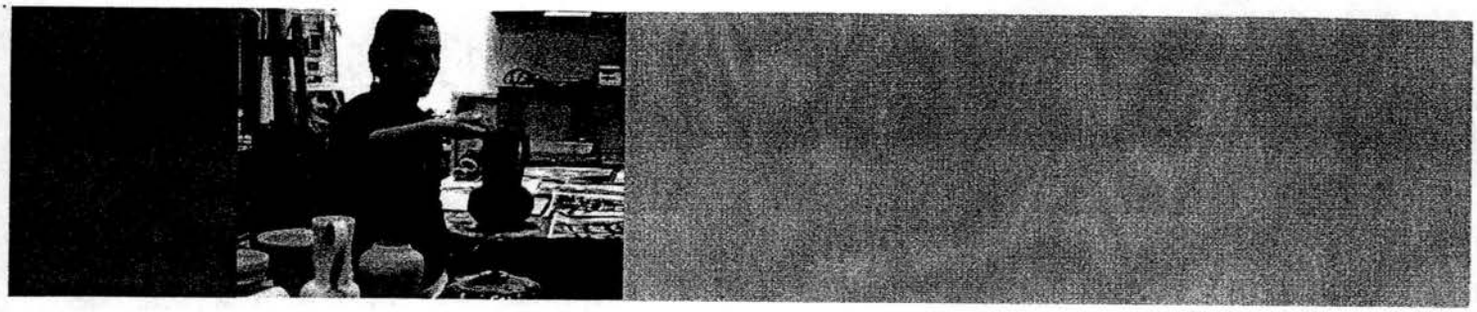
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Introduction

Moorhead Area Public Schools has a long-standing reputation of access and excellence in arts education. While there is much to celebrate, there are also ways to strengthen learning in and through the arts for student success in the Moorhead Area Public Schools.

In 2006-07, the Moorhead Area Public Schools conducted a strategic planning process that led to a strategic plan with six priority areas. As part of the process, input was received from district employees through the Chainsaw Planning process and from community members through a survey. This Comprehensive Arts Planning Program (CAPP) plan addresses Priority Area 5: Promote arts and 21st century learning, thinking and life skills. One of the strategies identified was to conduct a comprehensive arts planning program process and develop a five-year plan for arts education in the district.

The CAPP committee met monthly during the school year to generate this plan. Committees members engaged in discussions about the strengths and needs of arts education in the district as well as district challenges related to student needs, diminishing resources, declining enrollment, and state and federal requirements.

Research reviewed by committee members highlighted the need for arts education. In a May 2005 Harris Poll commissioned by Americans for the Arts, 93 percent of Americans polled agree the arts are vital to providing a well-rounded education for children. Committee members also read and discussed Daniel Pink's book "A Whole New Mind." Pink writes, "The future belongs to a very different kind of person with a very different kind of mind — creators and empathizers, pattern recognizers, and meaning makers. These people — artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers — will now reap society's richest rewards and share its greatest joys."

The CAPP plan presents a vision for K-12 arts education and a five-year action plan toward achieving this vision. The plan is flexible to adjust and align with the district's strategic plan as its evolves and is implemented.

For Moorhead Area Public Schools to maintain its position as arts leader, it is important to advocate for a strong, comprehensive arts program, incorporating best practice instructional strategies.



CAPP Mission, Vision and Belief Statements

Mission Statement
Moorhead...Cultivating a Culture of Creativity through the Arts

Vision Statement
Moorhead Schools will provide opportunities to appreciate, participate in and create arts to nurture creativity, innovation and imagination.

Belief Statements

- We believe the arts are core disciplines that are a vital aspect of our human experience.
- We believe the arts have far-reaching potential to help students achieve education goals.
- We believe all subjects are enriched by arts integration.
- We believe the arts are a profound way of reaching students and encouraging their self-worth and their development as caring people.
- We believe the arts offer a set of core competencies including creativity, problem solving, individual responsibility and communication skills that are necessary to compete in the job market.
- We believe that our school district and all of its comprehensive programs must strive to be technologically competent to prepare students to thrive in the 21st century.
- We believe that our school district must exist dynamically within the community, continuing to tap the resources that the community offers to enrich our arts programs. In turn, we are committed to preparing students to positively affect our community.
- We believe that arts service-learning should be an integral part of serving students and meeting community needs.



Current Trends

The Moorhead Area Public Schools, located in Clay County, Minn., includes the cities of Moorhead, Georgetown and Sabin. The district, which covers 216 square miles along the Red River, is 34 miles long and 9.5 miles wide.

The demographic composition of Moorhead's population according to the City of Moorhead Web site is:

Moorhead Population 2000 (U.S. Census) 32,177
Fargo-Moorhead Population 2000 174,367

Age Distribution
Age 0-19.....10,000
Age 20-44.....12,527
Age 45-64.....5,546
Age 65+.....4,104

Median Age.....28.7

U.S. Census figures for the area show that the median family income in 1999 was $50,671 and 7.6 percent of families fall below poverty level.

In 2006-07, opening day enrollment numbers for Moorhead Area Public Schools increased, reversing a trend of enrollment decline seen in the district since 1995. For 2007-08 opening day enrollment stabilized with five more students than the 2006-07 opening day enrollment. At 353 students, grade 4 is the smallest grade level in the district. The tenth grade is the largest with 483 students.

Projections for 2008-09 are for a slight decrease in enrollment (approximately 10 students). Enrollment is projected to fluctuate slightly in the coming years.

Program Analysis

As part of the arts planning process, CAPP committee members identified strengths of arts education in the Moorhead Area Public Schools (Appendix A). The committee also reviewed the district community survey information, focusing specifically on comments and feedback related to arts education. That information is summarized in Appendix B. Members also identified their wants / dreams for arts education (Appendix C), which were used in developing the goals and strategies identified in this plan.

Each of the three elementary schools has a full-time visual arts teacher. There are a total of eight elementary music teachers providing daily music to students in grades 1-5.

Learning Bank, a cooperative effort with the Fargo and West Fargo (N.D.) school districts, provides fine arts performances to students in grades K-6. Each grade level attends an arts performance during the school year. In 2007-08 students have seen performances by the Sun Ergos, Concordia College Percussion Ensemble, Fargo-Moorhead Symphony, Jazz Arts Group, and Thalgahagoda Dance Troupe from Sri Lanka.

Horizon Middle School requires arts education each year. Students in grades 6-8 currently have daily music and a trimester of art each year. Theater arts is offered for grade 8 students.

Moorhead High School offers band, choir and orchestra, visual arts, creative writing, film and theater courses. Students are required to complete one credit of an arts elective to graduate. Students have participated in local, state and regional competitions, earning individual and group recognition.

We currently do not offer dance and have limited extracurricular opportunities in the arts for students



Five-Year Plan

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Target: Within five years, a comprehensive arts curriculum will be aligned and sequential and integrated across curricula.

Strategies:

- Music teachers work together with a state expert to develop, align and assess K-12 curriculum.
- Visual arts teachers work together with a state expert to develop, align and assess K-12 curriculum.
- Theater arts teachers work together with a state expert to develop, align and assess K-12 curriculum.
- Organize campaign for hiring arts education coordinator; identify possible partners in community; investigate funding and grants.
- Increase knowledge about CAPP for all arts teachers in the district.
- Increase media arts opportunities by applying for Art Courses for Educators (ACE) media arts grant.
- Increase dance education opportunities by applying for ACE dance grant.
- Review and revise arts as part of the curriculum cycle.
- Hire an arts education coordinator and continue fund raising to support position.
- Media arts integrated by sharing information from ACE training.
- Dance integrated by sharing information from ACE training.

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Target: Visibility of arts education will be increased through advocacy and communication in the district and community.

Strategies:

- Establish CAPP committee as an ongoing district arts advisory and advocacy committee that develops an annual work plan, benchmarks and evaluation process that are summarized through a "State of the Arts" presentation.
- Communicate student achievement in the arts.
- Design a logo for the arts programs for Moorhead Area Public Schools.
- Create an arts booster organization called Friends of the Arts.
- Educate stakeholders on the impact of the arts related to student achievement.



- Summarize work of CAPP through annual "State of the Arts" presentation.
- Establish gallery space at Moorhead High School.
- Friends of the Arts will organize a collaborative arts celebration.
- Provide preK children with digital and written arts information.

Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.

Target: Students learn in creative, resource-rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.

Strategies:

- Write grant to state of Minnesota for dance artist in residency for elementary schools; expand residency to middle school and then to high school.
- Assess current partnerships through an electronic survey, and develop a list of potential partnerships.
- Conduct a needs assessment for facility, equipment and technology for arts education to determine priorities.
- Conduct a needs assessment / survey of students and families for class schedule options and after-school programming.
- Using partnership directory, create partnerships with arts organizations by asking them to be part of CAPP committee.
- Develop an improvement plan utilizing the data gathered from the Year 1 needs assessment.
- Work with administration for input into scheduling and after-school opportunities.
- Enrich arts learning opportunities through community partnerships.
- Secure additional funding sources to support and implement improvement plan.
- Provide creative scheduling options and after-school programs for students.
- Establish community partnerships K-12.



Evaluation Plan

At the end of each academic year, the Moorhead Area Public Schools' CAPP committee will write a "State of the Arts" report and a work plan for the next year. This document will be shared with district stakeholders as appropriate.

Specific activities within the plan will be measured through surveys, participant evaluations, self-evaluations, demographic data, achievement data, audience counts, financial gains or losses, and tangible products. Each year's work plan will further outline these evaluation methods.

Action Plan

Action Plan: Planning Year

Goal 1: Review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Write five-year arts education plan.		All	CAPP	Five-year plan written	
Music teachers meet with state expert.		Music	Music teachers, Perpich	Music teachers attended	
Plan for all arts teachers to meet with facilitator during fall professional development days.		All	CAPP, administrators	Meeting set on calendar; facilitator selected	

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Communicate student achievement in the arts.		All	Arts teachers, building leadership, communications coordinator	Student achievement in the arts is acknowledged in district communications, recognition by School Board, through the media, and through performances / exhibits.	



Year 1 Action Plan: 2008-09

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Organize campaign for hiring arts education coordinator; identify possible partners in community; investigate funding and grants.	1	All	Steering committee, CAPP	Data collected	
Increase knowledge about CAPP for all arts teachers in the district.	1	All	CAPP, arts teachers	All arts teachers meet with facilitator during during fall professional development	
Visual arts teachers meet with state expert.	1	Visual	Visual arts teachers, Perpich	Visual arts teachers attended.	
Music teachers meet with state expert.	1	Music	Music teachers, Perpich	Write K-12 vertically aligned curricula; align with state standards	
Increase dance opportunities.	1	Dance	CAPP grant writing team	Artist residency grant submitted	
Increase media arts opportunities by applying for ACE media arts grant.	1	Media	CAPP grant writing team	Grant submitted	
Media arts person chosen to attend ACE training at Perpich Center beginning August 2009.	1	Media	CAPP	Media arts person selected to attend training	

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Establish CAPP committee as an ongoing district arts advisory and advocacy committee that develops an annual work plan, benchmarks and evaluation process that are summarized through a "State of the Arts" presentation.	1	All	Assistant superintendent of teaching and learning	CAPP committee is established	



Year 1 Action Plan: 2008-09					
Create an arts booster organization called Friends of the Arts.	1	All	CAPP committee	An arts booster organization is created with organizational plan.	
Design a logo for the arts programs for Moorhead Area Public Schools.	1	All	CAPP committee, high school art teacher	Unified logo used on district arts programming publications	
Continue to communicate student achievement in the arts.	1	All	Arts teachers, building leadership, communications coordinator	Student achievement in the arts is acknowledged in district communications, recognition by School Board, through the media, and through performances / exhibits.	
Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.					
Strategies	**Year**	**Arts Area**	**Responsible**	**Target / Outcomes**	
Write grant to state of Minnesota for dance artist in residency for elementary schools.	1	Dance	CAPP grant writing team	Dance artist in residency for elementary schools funded	
Assess current partnerships through an electronic survey.	1	All	Assistant superintendent of teaching and learning, CAPP, director of information system and instructional support	A list of current partnerships are developed into an electronic directory	
Develop a list of potential partnerships.	1	All	Assistant superintendent of teaching and learning, CAPP, building administrators	Directory expanded for potential partnerships	
Conduct a needs assessment for facility, equipment and technology for arts education to determine priorities.	1	All	Assistant superintendent of business services	Needs assessment completed	
Conduct a needs assessment / survey of students and families for class schedule options and after-school programming	1	All	CAPP, assistant superintendents of teaching and learning and business services, director of information system and instructional support	Schedule and class options to engage students in the arts are examined and established	



Year 2 Action Plan: 2009-2010

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Theater arts teachers meet with state expert.	2	Theater	Theater teachers, Perpich, elementary representative	Theater teachers attended	
Visual arts teachers meet with state expert.	2	Visual	Visual arts teachers, Perpich	Write K-12 vertically aligned curricula; align with state standards	
Music teachers complete K-12 curriculum.	2	Music	Music teachers, administrators	Music curriculm sent to Perpich for evaluation; changes made	
Media arts person attends first year of ACE training.	2	Media	CAPP	Media arts person attends training	
Increase dance education opportunities by applying for ACE dance grant.	2	Dance	CAPP grant writing team	Grant submitted	
Dance person chosen to attend ACE training at Perpich Center beginning August 2010.	2	Dance	CAPP	Dance person selected for training	
Begin fund raising for an arts education coordinator.	2	All	Steering committee, CAPP grant writing team	Committee is formed; plan generated; grants written	
Review and revise arts as part of the curriculum cycle.	2	All	Arts teachers, administrators, elementary teachers	Research in available curriculum completed by music, visual arts, theater arts, dance and media arts	

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Educate stakeholders on the impact of the arts related to student achievement.	2	All	CAPP, communications coordinator	Research is shared in district publications	
Further develop Friends of the Arts booster organization.	2	All	CAPP, Friends of the Arts	Friends of the Arts meets regularly and begins implementing plans	

Year 2 Action Plan: 2009-2010					
Continue to communicate student achievement in the arts.	2	All	Arts teachers, building leadership, communications coordinator	Student achievement in the arts is acknowledged in district communications, recognition by School Board, through the media, and through performances / exhibits.	
Summarize work of CAPP through annual "State of the Arts" presentation.	2	All	CAPP	"State of the Arts" presentation completed	
Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.					
Strategies	**Year**	**Arts Area**	**Responsible**	**Target / Outcomes**	
Write grant to state of Minnesota for dance artist in residency for elementary schools and middle school.	2	Dance	CAPP grant writing team	Dance artist in residency for elementary schools and middle school funded	
Using partnership directory, create partnerships with arts organizations by asking them to be part of CAPP committee.	2	All	CAPP	Partnerships created with arts organizaitons	
Develop an improvement plan utilizing the data gathered from the Year 1 needs assessment.	2	All	CAPP, department chairs, central office and building administrators	An improvement plan is developed utilizing the data from Year 1	
Work with administration for input into scheduling and after-school opportunities.	2	All	CAPP, department chairs, building administrators	Scheduling and after-school options understood and organized	



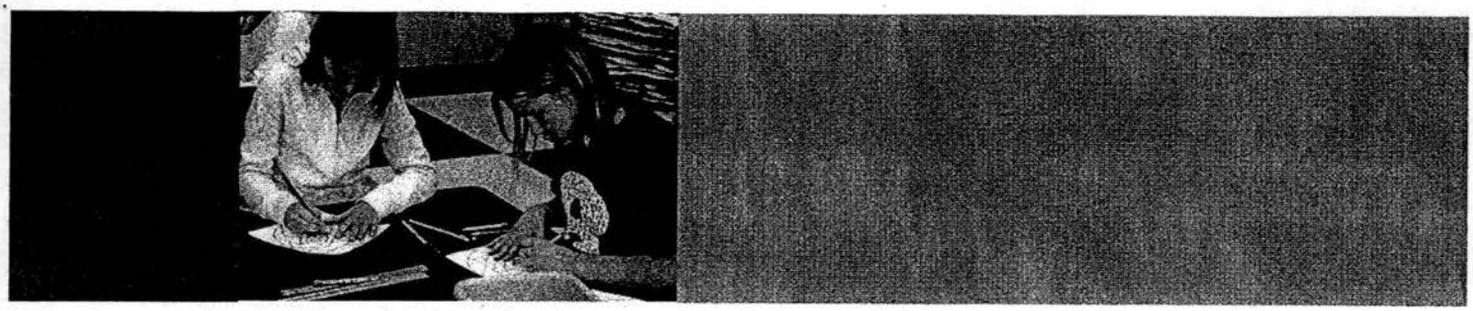
Year 3 Action Plan: 2010-011

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Theater arts teachers meet with state expert.	3	Theater	Theater teachers, Perpich, elementary representative	Write K-12 vertically aligned curricula; align with state standards	
Visual arts teachers complete K-12 curriculum	3	Visual	Visual arts teachers, administrators	Visual arts curriculum evaluated by Perpich Center; changes made	
Music teachers complete K-12 curriculum	3	Music	Music teachers	Music curriculum is adopted by board	
Hire a .5 FTE arts education coordinator	3	All	CAPP, administration	Coordinator is hired	
Theater teachers complete K-12 curriculum	3	Theater	Theaters arts teachers, administrators	Theater arts curriculum evaluated by Perpich Center; changes made	
Visual arts teachers complete K-12 curriculum	3	Visual	Visual arts teachers, administrators	Visual arts curriculum is adopted by board	
Review and revise arts as part of the curriculum cycle.	3	All	Arts teachers, administrators, elementary teachers	Curriculum and materials chosen and ordered	
Media arts person continues ACE training.	3	Media	CAPP	Media arts person attends training	
Dance person attends first year of ACE training.	3	Dance	CAPP	Dance person attends training	
Continue fund raising for arts education coordinator	3	All	Steering committee, arts education coordinator	Grants written	

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Establish gallery space at Moorhead High School.	3	Visual, Music, Theater	Arts teachers, activities director, high school administrators	Gallery space is established	
Friends of the Arts begins planning a district arts celebration.	3	All	CAPP, Friends of the Arts	Planning for arts celebration begins	



Year 3 Action Plan: 2010-011					
Continue to communicate student achievement in the arts.	3	All	Arts teachers, building leadership, communications coordinator	Student achievement in the arts is acknowledged in district communications, recognition by School Board, through the media, and through performances / exhibits.	
Summarize work of CAPP through annual "State of the Arts" presentation.	3	All	CAPP	"State of the Arts" presentation completed	
Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.					
Strategies	**Year**	**Arts Area**	**Responsible**	**Target / Outcomes**	
Write grant to state of Minnesota for dance artist in residency for elementary schools, middle school and high school.	3	Dance	CAPP grant writing team	Dance artist in residency for elementary schools, middle school and high school funded	
Enrich arts learning opportunities through community partnerships.	3	All	CAPP	Additional arts opportunities created	
Seek additional funding sources to support improvement plan.	3	All	CAPP, department chairs, central office and building administrators	Funding sources sought; grants written	
Provide creative scheduling options and after-school programs for students.	3	All	CAPP, department chairs, central office and building administrators	Creative scheduling options and after-school programs provided	



Year 4 Action Plan: 2011-2012

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Theater arts teachers complete K-12 curriculum.	4	Theater	Theater teachers, administrators	Theater arts curriculum is adopted by the board	
Increase arts education coordinator position to .75 FTE.	4	All	CAPP, administrators	Shared arts coordinator is hired	
Media arts integrated.	4	Media	Media arts ACE trainee, administrators	Information presented to arts people	
Dance person continues ACE training.	4	Dance	CAPP	Dance person attends training	
Music teachers review curriculum with state expert.	4	Music	Music teachers, Perpich	Music curriculum is reviewed and analyzed	
Visual arts curriculum implemented.	4	Visual	Visual arts teachers	Visual arts curriculum taught across district	
Continue fund raising for an arts education coordinator	4	All	Steering committee, arts education coordinator	Grants written	

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Friends of the Arts will organize a collaborative arts celebration.	4	All	Arts teachers, CAPP, Friends of the Arts	An event celebrating all arts is established creating collaboration among the arts; continue as yearly event	
Continue to communicate student achievement in the arts.	4	All	Arts teachers, building leadership, communications coordinator	Student achievement in the arts is acknowledged in district communications, recognition by School Board, through the media, and through performances / exhibits.	



Year 4 Action Plan: 2011-2012					
Summarize work of CAPP through annual "State of the Arts" presentation.	4	All	CAPP	"State of the Arts" presentation completed	
Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.					
Strategies	**Year**	**Arts Area**	**Responsible**	**Target / Outcomes**	
Continue dance residency program at elementary schools, middle school and high school.	4	Dance	CAPP grant writing team	Dance artist in residency for elementary schools, middle school and high school funded	
Continue to enrich arts learning opportunities through community partnerships.	4	All	CAPP	Additional arts opportunities created	
Secure funds and begin implementing improvement plan.	4	All	CAPP, department chairs, central office and building administrators	Funding sources secured; grants written	
Provide creative scheduling options and after-school programs for students.	4	All	CAPP, department chairs, central office and building administrators	Creative scheduling options and after-school programs provided.	

Year 5 Action Plan: 2012-2013

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

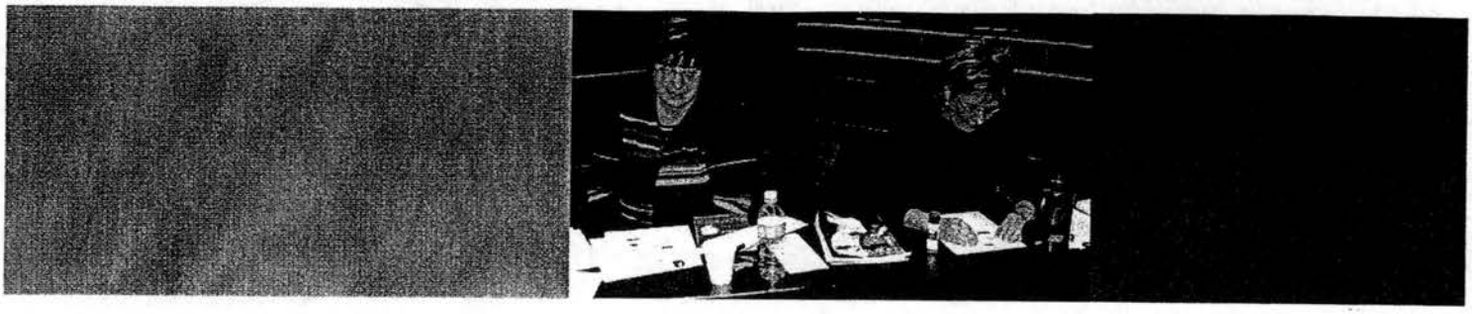
Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Dance integrated.	5	Dance	Dance ACE trainee, administrators	Information presented to arts people	
Increase arts education coordinator position to 1.0 FTE.	5	All	CAPP, administrators	Shared arts coordinator is hired	
Visual arts review curriculum with state expert.	5	Visual	Visual arts teachers, Perpich	Visual arts curriculum reviewed and analyzed	
Theater arts curriculum implemented.	5	Theater	Theater arts teachers	Theaters arts curriculum taught across district	
Theater arts review curriculum with state expert.	5	Theater	Theater arts teachers, Perpich	Theater arts curriculum reviewed and analyzed	
Continue fund raising for an arts education coordinator.	5	All	Steering committee, arts education coordinator	Grants written	

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Provide preK children with digital and written arts information.	5	All	CAPP, art teachers, communications coordinator	Every Moorhead child before entering kindergarten receives arts information	
Friends of the Arts will organize a collaborative arts celebration.	5	All	Arts teachers, CAPP, Friends of the Arts	An event celebrating all arts is established creating collaboration among the arts; continue as yearly event	



Year 5 Action Plan: 2012-2013					
Continue to communicate student achievement in the arts.	5	All	Arts teachers, building leadership, communications coordinator	Student achievement in the arts is acknowledged in district communications, recognition by School Board, through the media, and through performances / exhibits.	
Summarize work of CAPP through annual "State of the Arts" presentation.	5	All	CAPP	"State of the Arts" presentation completed	
Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.					
Strategies	**Year**	**Arts Area**	**Responsible**	**Target / Outcomes**	
Continue dance residency program at elementary schools, middle school and high school.	5	Dance	CAPP grant writing team	Students K-12 receive creative dance experiences through residency program.	
Establish community partnerships K-12.	5	All	CAPP	Community partnerships are established K-12	
Implement improvement plan.	5	All	CAPP, central office and building administrators	Improvement plan is implemented	
Provide creative scheduling options and after-school programs for students.	5	All	CAPP, department chairs, central office and building administrators	Creative scheduling options and after-school programs provided.	



Acknowledgments

Funding for the Comprehensive Arts Planning Program was, in part, granted by the Perpich Center for Arts Education and the Minnesota State Arts Boards. CAPP committee members attended state CAPP planning meetings four times during the year as part of the planning process. Dave Beaman, CAPP representative, attended the January 2008 Moorhead CAPP meeting.

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Appendix A: Program Strengths

Arts program strengths were identified by committee members at CAPP committee meeting on Oct. 24, 2007. Items were grouped into categories.

In the District

- Lots of kids with lots of interests – talented, loves activity classes, actively involved, better education than in past, understand value, encouraged to work at or over the edge.
- Educators, administrators, staff - quality staff - teachers. Art teachers at each school. Understand importance. Motivated, committed educators, active at state and national level. Practicing professional artists are teachers in our schools. Encourage students to take risks in safe, school setting.
- Supportive parents – parent support and involvement. Support for the 3 AAAs (Arts, Athletics and Academics), PTAC support.
- Facilities – elementary art classrooms in each school. High school art shop. Space in all schools. Improved in past five years.
- Music – orchestra, band, choir. Orchestra starts in 5th grade. Chorale. Music at all levels. Perform together, many different opportunities. Music every day at elementary schools.
- Elementary schools – K-5, active program, music every day.
- Horizon Middle School – art and theater opportunities. 8th graders take theater. Visual arts in each grade, strong middle level orchestra program (very visible in community). Arts are required classes.
- Moorhead High School – Offers a variety of advanced visual arts courses, Fine Arts Day, musical productions, one-act play, very successful, theater involves many students and doing well, art show in the spring is fun.
- Variety of visual arts offerings at high school.
- Opportunities in district – trips (school), theater at high school and middle school, international travel, speech, visiting artists. Parents learn when students are active.
- Administration supportive of arts
- Funding – budget, supplies, instruments, curriculum materials, opportunities for budgetary support since tied to funding.
- Arts are a core subject.
- Programs create interest in the arts.

In the Community

- Museums – opportunities for elementary students to visit once per year, connections beyond the classroom .
- Opportunities in community – Trollwood, Gooseberry, dance studios, students have major roles in area productions, community has many venues for experiencing art, higher education connections, private lessons, create extended learning opportunities for adults (family learning experiences).
- Community support of arts – Community provides many venues for artists: museums, galleries, symphonies, theater, dance, high community interest, PR, displays at post office and Probstfield. Much pride in the orchestra program (example: "Friends of the Orchestra"). Community gets opportunities to experience musical groups such as Apollo and Carolers.
- Diversity.
- Graduates go on to pursue arts, do impressive things.
- Community interests – Theater program sets standards in the community, arts are great PR, perception is that Moorhead arts is a respected model program, there is high community interest and support.

Appendix B: District Survey Summary Information

Committee members reviewed the arts-related feedback from the community survey (random sample and self-selected sample). Items are summarized here.

Community Survey Random Sample

- Publicity needed for students' accomplishments
- Impressed with music and theater programs *(more than 30 comments)*
- Horizon lacks adequate performance facilities
- Need for middle school extracurricular opportunities
- Perception that there is not support from administration for non-athletic programs
- Music choices at middle school – required classes seen as less than positive
- Concerns with block schedule – scheduling music and AP classes
- Art program could receive more attention from the ground up
- More AP classes
- Fees could be a limitation to participation
- Band program – poorly represented at All State Band, needs more offerings
- Disproportionate number of physical education teachers vs. arts teachers at elementary level
- Art, music and physical education in elementary schools

Community Survey Self-Selected Sample

- More opportunities for ALL students
- High school looks dated – needs more polish, better maintenance outside auditorium door
- Impressed with music and theater programs *(more than 12 comments)*
- Band program needs improvement. Allow students to participate in solo and ensemble competitions. Need jazz band program.
- Pit Orchestra – should be students only
- Concern with charging for 101 Dalmatians at Hopkins
- Middle school performance space a concern
- Should be room for more electives in the schedule
- Exploring Music class at Horizon – three years is too many
- Music every day at Horizon, but no study hall offered
- Concerns with block schedule – scheduling music and AP classes

Appendix C: Future Goals / Strategies and Wants / Dreams

Arts program wants / dreams were identified by committee members at CAPP committee meeting on Oct. 24, 2007. Items were grouped into categories. Additional goals and strategies considered by the committee are included here for future use or reference.

Future Goals / Strategies

- Support arts integrated learning, the creation of natural and meaningful connections between the arts and non-arts disciplines as a strategy for instruction.
- Use the arts to create a safe and respectful learning community by bridging age, economic and cultural differences.
- Develop opportunities for students to work with peer mentors and mentors of all ages.
- Provide students with access to community resources and exposure to career opportunities and real-life community connections through arts service-learning.
- Develop additional arts opportunities. This could include before school, after school and summer programs.
- Develop a program of study for the arts to serve as a guide of suggested courses for arts careers.
- Establish professional learning communities in arts disciplines in which teachers collegially support one another in continuous professional improvement.

Wants / Dreams

- Community – Greater collaboration – Trollwood, Gooseberry Park Players, Dance; exploring and expand community resources; student success recognized in all areas; strong arts appreciation in all areas; wherever you go, you see a culture of the arts
- Mentorship programs – sharing
- Expanded learning opportunities
- Dance – Classes at high school; classes at middle school; tap, jazz, ballet, modern
- Media arts – Media taught in art capacity, not technology/ business
- Classes – Alternative learning for at-risk; more opportunities; offer jazz band and other music opportunities; technical courses in lighting, sound, construction, design and scenic painting
- Arts curriculum specialist – district position
- Curriculum integration, scope and sequence, Fine Arts Department – Kids teaching kids; strong comprehensive program; engaging for all students; portfolio based assessment; all work together and support each other; integrating with general curriculum

- Professional development– Money available to teachers to learn and grow; conference and meeting time; meet and work with other professionals; arts instruction professional development for general education teachers; greater involvement with community artists and residents; students would have opportunities to "mentor" with local artists
- Presentation – Arts Day K-12 to showcase our students and their work; use of our buildings to make them look and feel more creative, warm and artistic; Film Festival; chances for students to show their work; recognition of student artists; district-wide arts celebrations; display areas at the high school for visual arts
- Funding – Equal to other after-school programs (ex: athletics); equal funding of materials for programs (ex: music and physical education)
- Facilities – Performance spaces; middle school auditorium space; shop tools (lighting instruments, a pit, a fly system, appropriate OSHA approved); lots of counter space and storage
- Music technology – Offer jazz band and other music opportunities; Pro Tools and Digital Performer classes (music software classes); we need to be teaching MIDI & computer generated music courses
- Arts magnet – Arts instruction and professional development for general education teachers; development of arts curriculum that pulls together literacy, math, social studies; children would be able to be involved with the arts without schedule conflicts; education credit for students participating in community art endeavors.
- Creativity – Celebration of creative talents – Appreciation / encouragement of creativity in staff and students; allow student expression; after school programs available to all kids with some funding
- Theater arts courses – Tech design, lighting, expansion of curriculum
- Courses at high school – gym credit for Trollwood classes

Article published in The Forum on Sept. 23, 2007.

Moorhead receives grant for arts

By Melinda Rogers
mrogers@forumcomm.com

The Moorhead School District wants to expand its palette of arts education opportunities.

Along with seven other Minnesota school districts, Moorhead has received an $8,000 grant through the Golden Valley, Minn.-based Perpich Center for Arts Education to develop a framework to expand arts education.

School leaders will establish a five-year arts education plan, drawing input from the community on where the district can improve or strengths it can build upon, said Dave Beaman, coordinator for the state Comprehensive Arts Planning Program.

Education opportunities for music, dance, theater, visual arts, media arts and literary arts are discussed in the arts plan, Beaman said.

Those areas are subjects in which Moorhead already has solid offerings but can always get better, said Lynne Kovash, the district's assistant superintendent for teaching and learning.

"We have a strong arts program in a day when so many districts are cutting programs," Kovash said.

"I don't see a lot of opportunities to expand, but I really want to keep the program strong for students K-12."

She said the planning grant will help the district learn how to sustain solid arts opportunities and discover options for new offerings.

Moorhead High School teacher Rebecca Meyer-Larson and Horizon Middle School teacher Sue Geil will travel to Minneapolis on Monday to participate in leadership training for the project.

Geil, a sixth-grade art teacher, said the grant will allow the district to take a closer look at arts programs as it watches enrollment grow.

"Our whole district has changed with all the new buildings and new emphasis on different projects. I think it's great the arts will have time and funding to improve their programs," Geil said.

The Moorhead School Board on Monday will vote to formally accept the grant.

Readers can reach Forum reporter Melinda Rogers at (701) 241-5524

Appendix D: Published Articles about CAPP Process

Article published in Messages, the district employee newsletter, in October 2007.

Messages
from the Moorhead School District
Volume 10 Issue 2 • A staff briefs publication for ISD 152 employees • October 2007

Moorhead Area Public Schools receives state grant for arts education planning

Moorhead Area Public Schools will create a comprehensive arts education plan for the district using an $8,000 grant from the state of Minnesota through the Perpich Center for Arts Education. Moorhead is one of eight Minnesota school districts selected to participate in the 2007-09 Comprehensive Arts Planning Program 13.

CAPP is a partnership of the Perpich Center and the Minnesota State Arts Board. The program supports and assists local planning teams in creating a districtwide, five-year plan to address arts education policies, programs and partnerships for children in the district and community.

According to Lynne Kovash, assistant superintendent of teaching and learning, "This will allow for comprehensive planning and evaluation of our arts program. The two-year grant will give us the opportunity to plan quality arts education for our students."

In year one, Moorhead's CAPP committee will develop a five-year plan to improve arts education in the district and community. In year two, the district will begin to implement its CAPP plan.

Moorhead's CAPP team will examine six areas that have an impact on arts education: school arts curricula and assessment; professional development and leadership; arts education facilities, equipment, supplies and material; partnerships with artists/arts organizations; arts in community; and local CAPP committee operation/arts policies.

Rebecca Meyer-Larson, Moorhead High School theater/language arts teacher, and Sue Geihl, Horizon Middle School art teacher, will serve as co-chairs for the district's CAPP committee. They will participate in leadership training for the project throughout the two years of the grant.

Although the school district has integrated the Minnesota Academic Standards and national arts standards in classroom instruction, there is not a comprehensive program of arts instruction in the district, Kovash said. Since the district reorganized its grade configuration and implemented the middle school model in 2004-05, there has not been time or professional development to implement a unified arts curriculum K-12.



CAPP committee members identify strengths of the district's arts programs and group similar strengths together.

"With all the changes in our district, this grant will provide funding and time to improve the arts in our community," Geihl said. "We have a strong arts program, and we are excited about this opportunity to enhance it."

A key aspect of CAPP is connection to the community. The school district's arts programs receive strong support from community members and businesses.

"Our community is very supportive of the arts," Meyer-Larson said. "As part of the planning, we will look for additional opportunities to partner with arts organizations throughout the community."

According to Kovash, the goal of CAPP is to develop a comprehensive arts curriculum with integration at all grade levels. "Our district has had a history of a quality arts program, and we want to keep the program strong for students K-12," she said.

Article published on the Moorhead Area Public Schools' Web site, www.moorhead.k12.mn.us, on Dec. 12, 2007.

News

Moorhead School District receives state grant for arts planning

12/12/2007

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Back to News

Article published in the Winter 2007-08 issue of the ArtsForum, the quarterly publication distributed in Fargo-Moorhead by the Lake Agassiz Arts Council.

Moorhead School District receives state grant for arts planning

By Pam Gibb

Moorhead Area Public Schools will create a comprehensive arts education plan for the district using an $8,000 grant from the state of Minnesota through the Perpich Center for Arts Education. It is one of eight Minnesota school districts selected to participate in the 2007-09 Comprehensive Arts Planning Program 13.

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Although the school district has integrated state and national arts standards in classroom instruction, there is not a comprehensive program of arts instruction in the district, Kovash said. Since the district reorganized its grade configuration and implemented the middle school model in 2004-05, there has not been time or professional development to implement a unified arts curriculum in grades kindergarten through 12.

"With all the changes in our district, this grant will provide funding and time to improve the arts in our community," Geihl said. "We have a strong arts program, and we are excited about this opportunity to enhance it."

A key aspect of CAPP is connection to the community. The school district's arts programs already receive strong support from community members and businesses.

"Our community is very supportive of the arts," Meyer-Larson said. "As part of the planning, we will look for additional opportunities to partner with arts organizations throughout the community."

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Moorhead Area Public Schools
Independent School District 152
2410 14th St. S., Moorhead, MN 56560
www.moorhead.k12.mn.us

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.130 R

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash

DATE: May 19, 2008

RE: NCLB Programs Monitoring Corrective Action Plan

On March 31, April 1 and April 2, 2008, Rick Savolainen from the Minnesota Department of Education's Program Accountability and Improvement Division reviewed the Moorhead Area Public School's administration, implementation and evaluation of the Title I, Part A, Title II, Part A and Title V, Part A NCLB Federal Programs.

Attached is a copy of the NCLB Programs Review Report 2007-2008. Also attached is a draft of the NCLB Programs Monitoring Corrective Action Plan. Moorhead Area Public Schools is required to submit this plan to the Minnesota Department of Education by May 30, 2008.

SUGGESTED RESOLUTION: Move to approve the NCLB Programs Monitoring Corrective Action Plan for submission to the Minnesota Department of Education by May 30, 2008.

LAK/kmr
Attachment

Minnesota Department of Education

April 16, 2008

Ms. Sarah King, Program Manager
Learner Support Services
Moorhead Public Schools # 152
Probsfield Center for Education
2410 14th Street S.
Moorhead, Minnesota 56560

Dear ~~Ms. King~~ Sarah-

On March 31st, April 1st and 2nd. 2008, I, as a member of the Minnesota Department of Education's (MDE) Program Accountability and Improvement Division reviewed the Moorhead Public School's administration, implementation and evaluation of the following programs authorized by the Elementary and Secondary Education Act of 1965 (ESEA), as amended under the No Child Left Behind Act of 2001 (NCLB): Title I, Part A, Title II, Part A and Title V, Part A. The monitoring visit included the following:

- Review of the NCLB Consolidated Application and Plan implementation and documentation
- Interviews of LEA and Title I administrators
- Interview of the Title I Lead Teacher
- Interviews with Classroom Teachers and Paraprofessional staff who work with Title I students
- Interviews with Parents of Title I students

This Monitoring Review dealt with compliance with federal and state statutes/ regulations. Our recommendations deal with issues related to compliance, specifically with required program components, processes and activities.

Enclosed, please find the REVIEW REPORT. This report outlines the areas of non-compliance, recommendations, and commendations for each Title Program reviewed. A CORRECTIVE ACTION PLAN is enclosed within this mailing. The Review Report and the CAP will also be e-mailed to you. Please complete this CAP, and submit it to me (U.S. mail or E-mail) within 30 business days.

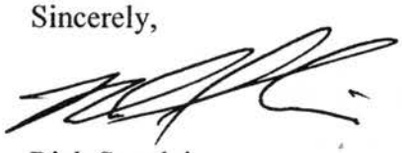
1500 Highway 36 West, Roseville, MN 55113-4266 651-582-8200 TTY: 651-582-8201

Also enclosed in an LEA FEEDBACK FORM. This Form will also be e-mailed to you. Please take a few moments to complete this form and return it to me at your convenience. This information will assist us in improving our monitoring process, protocols, etc. You may submit this FORM with your CAP, via U.S. Mail or e-mail.

If you have any questions and/or need clarification on commendations and other information noted, please contact me at (651) 582–8375, or by email at rick.savolainen@state.mn.us.

It was a privilege and pleasure for me to visit your school, and to talk with school staff and parents. Your programs contain many high-quality components and services for students and their families. We wish you continued successes during the remainder of this school year, and thank you for participating in this review.

Sincerely,



Rick Savolainen
NCLB Monitor
Program Accountability and Improvement Division

Enclosures

Cc: John Moorse, MDE Supervisor
Debra Landvik, MDE Area Director

Minnesota Department of Education

NCLB Programs Review Report
2007-08

Moorhead Public Schools # 152

March 31, April 1 & 2, 2008

Reviewer: Rick Savolainen, MDE, NCLB Programs Monitor

This REVIEW REPORT indicates the finding and related statutory citation relative to the reviews of your district's Title I-A, II-A and V-A programs. The report identifies findings for non-compliance issues. Please submit a CORRECTIVE ACTION PLAN for these non-compliance issues within 30 business days of receipt of this Review Report. A Corrective Action Plan Form is enclosed. You may submit the Corrective Action Plan via U.S. mail or e-mail. Additionally, An LEA Feedback Form is also enclosed. Please complete this form and return it with the CAP via U.S. mail or e-mail.

The Review Report also contains recommendations and commendations.

Thank you again for your participation in this review. If you need additional information, and/or have any questions, please direct them to rick.savolainen@state.mn.us, or contact me at 651-582-8375.

1500 Highway 36 West, Roseville, MN 55113-4266 651-582-8200 TTY: 651-582-8201

Titles I-A, II-A & V-A

1. **FINDING/STATUTORY CITATION:** The following findings are noted and require a Corrective Action Plan to be submitted within 30 business days of receipt of this report.
   A. Parents were not notified that they have the right to request, and the LEA will provide in a timely manner, information regarding the professional qualifications of their children's classroom teachers.
   (Section 1111 (h) (6) (A).

   B. Parents were not actively involved with the development and receipt of the District and School's Parent Involvement Plans. This an annual requirement, which also includes distribution of the plan to parents in languages that they can comprehend.
   (Section 1118 (b) (1).

   C. Parents were not involved in the annual review of the each participating school's Title I Program effectiveness, and a review of (and revision if necessary), of each participating school's Parent Involvement Plans and School-Parent Compacts.
   (Section 1118 (b) (3).

2. **CORRECTIVE ACTION PLAN STEPS:** Provide MDE with written assurance that by the start of the 2008-2009 school year these findings will be addressed.
   A. At the beginning of the school year notify parents in written form, that they have the right to request information regarding the professional qualifications of their children's classroom teachers. Maintain copies of such notifications on file.
   B. Involve parents in the annual orientation of the Title I-A Program. These orientations usually occur in the fall of the year. Maintain records of this orientation with announcements, sign-in sheets, agendas and minutes.
   C. Involve parents in the annual review/revision of the participating school's Parent Involvement Plans and School-Parent Compacts.

3. **RECOMMENDATIONS/ADDITIONAL COMMENTS:**

   - Consider analyzing how Compensatory (FC # 317) Funds are allocated and ways that they may be used to support the initiatives of the Title I-A Programs in the district.
   - Continue to address the Independent Auditor's finding dated June 30, 2007 relative to preparation of financial statements and more specifically, to internal controls regarding these statements.
   - Utilize the building Leadership Teams to discuss effective methods of communication with parents. This discussion should apply to Title I and general staff as well. (E.g. Fall Parent Orientation/Spring Evaluation Meetings).

- Share the information gleaned from the district's Title I-A Program Parent Advisory Council meetings with Asp and Hopkins staffs.
- Continue to label (as public school property), all materials ordered and used by Non-Public Schools.
- Continue to attend the MDE – sponsored trainings related to NCLB.
- Continue to document all required parent involvement activities, e.g. Fall- the Parent Orientation, Spring- the Parent Involvement Plan and School-Parent Compact and evaluation of the effectiveness of the Title I-A & II-A Programs.

4. COMMENDATIONS:

- The district and schools are to be commended for undertaking many educational initiatives during the past 4 years, such as a reorganization of the district, staff changes, school reorganization and improvement of the Title I-Programs.
- A major strength of the district/schools is the utilization of a comprehensive array of student academic assessments/programs. The data is analyzed thoroughly, and more importantly, used to shape curriculum offerings and instructional designs.
- The district and schools have adopted a sense of the importance of collaborative efforts, both internally and externally. Many positive school-community ventures are in place.
- The Title I-A Program at St. Joseph's School received many positive comments from parents interviewed. The parents appreciate the communication from the Title I teacher and also commented on her effectiveness as an instructor.
- Most staff and parents interviewed expressed satisfaction with the Title I-A Program, and have seen the positive effects that the program has had academically and socially on the students.
- Considerable efforts are underway relative to District/Head Start collaborative efforts. These initiatives are designed to facilitate smooth transitions for children as they transition from Head Start to the public schools.
- The district's Program Manager is to be commended for her communication and leadership skills. Despite many position responsibilities, she demonstrates the ability to organize and facilitate the operation of many programs very effectively. Many staff and parents interviewed expressed appreciation for her efforts.
- Flexibility in terms of student groupings and related programming was mentioned during the interview process often, as a strength of the general and Title I-A Programs.
- Staff collaboration and professionalism were consistently mentioned as strengths during the interview process.

Minnesota Department of Education

NCLB Programs Monitoring CORRECTIVE ACTION PLAN 2007-08

LEA ___Moorhead Area Public Schools_____

CONTACT PERSON __Sarah King _____TELEPHONE _218-284-3724_____

E-MAIL __sking@moorhead.k12.mn.us___DATE ___May 16, 2008_____

INFORMATION: Use the MONITORING REVIEW REPORT and related findings/statutory citations to complete this CORRECTIVE ACTION PLAN. Note the timeline for implementation of the necessary action steps to address each finding. This period would usually be the remainder of this school year and during the 2008-09 school years. This CAP is due to the MDE within 30 business days of receipt. Please contact Rick Savolainen at the MDE, if you have questions and/or need additional information. (Telephone: 651-582-8357or via e-mail at: rick.savolainen@state.mn.us)

TITLE I-A

I. FINDING/STATUTORY CITATION:

A. Parents were not notified that they have the right to request, and the LEA will provide in a timely manner, information regarding the professional qualifications of their children's classroom teachers.
(Section 1111 (h) (6) (A).

B. Parents were not actively involved with the development and receipt of the District and School's Parent Involvement Plans. This an annual requirement, which also includes distribution of the plan to parents in languages that they can comprehend.
(Section 1118 (b) (1).

C. Parents were not involved in the annual review of the each participating school's Title I Program effectiveness, and a review of (and revision if necessary), of each participating school's Parent Involvement Plans and School-Parent Compacts.
(Section 1118 (b) (3).

II. CORRECTIVE ACTION STEPS/TIMELINE:

Correction Actions		Progress this spring	By fall of 2008-2009
A. At the beginning of the school year notify parents in written form, that they have the right to request information regarding the professional qualifications of their children's classroom teachers. Maintain copies of such notifications on file.			- Written notification regarding the professional qualifications of children's classroom teachers will be made available to families in a variety of ways: e.g., in Student Handbook, on Web site, within Title I notification letter of student eligibility for Title I, calendar, Annual Report, etc.
B. Involve parents in the annual orientation of the Title			In the fall, Hopkins and Asp will hold an annual

I-A Program. These orientations usually occur in the fall of the year. Maintain records of this orientation with announcements, sign-in sheets, agendas and minutes.			orientation of the Title I-A program. Agendas, sign-in sheets will be maintained.
C. Involve parents in the annual review/revision of the participating school's Parent Involvement Plans and School-Parent Compacts.		- On April 22, the Title I Family Advisory Group met and drafted a District Family Involvement Plan; the District draft plan was shared with Hopkins and Asp Elementary buildings; BLT and/or sub committee in the buildings are working to draft Parent Involvement Plans. The Family–School Compacts are also being reviewed.	District, Robert Asp and Ellen Hopkins Elementary schools' Family-School Involvement plans will be reviewed with parents at the fall Title I Family Advisory Committee meeting and at the Annual Meeting in the buildings in the fall. The plans will be available on the district web site and available in hard copy to families. The Family-School Compact will also be reviewed.

III. ADDITIONAL COMMENTS:

- Parents expressed at meetings of the Title I Family Advisory Committee and during the monitoring review that they did not know why their child was eligible for Title I services. Buildings and district will increase efforts of communication about assessments done during the school year, what they mean, and how decisions are made to recommend a child for Title I supports.
- Moorhead Area Public Schools will consider analyzing how Compensatory (FC # 317) Funds are allocated and ways that they may be used to support the initiatives of the Title I-A Programs in the district.
- Moorhead Area Public Schools will continue to address the Independent Auditor's finding dated June 30, 2007 relative to preparation of financial statements and more specifically, to internal controls regarding these statements.
- Title I schools will utilize the building Leadership Teams to discuss effective methods of communication with parents. (e.g. Fall Parent Orientation/Spring Evaluation Meetings).
- Information gleaned from the district's Title I-A Program Family Advisory Committee has and will continue to be shared with Asp and Hopkins staffs.
- Moorhead Area Public Schools will continue to label, as public school property, all materials ordered and used by Non-Public Schools.
- Moorhead Area Public Schools staff will continue to attend, as budgets allow, the MDE sponsored trainings related to NCLB.

- Moorhead Area Public Schools will continue to document all required parent involvement activities such as, Fall – the Family Orientation, Spring – review of Family Involvement Plan and Family-School Compact, and evaluation of the effectiveness of the Title I-A & IIA Programs.

TITLE II-A

I. FINDING/STATUTORY CITATION:

None found.

II. CORRECTIVE ACTION STEPS/TIMELINE:

III. ADDITIONAL COMMENTS:

TITLE V-A

I. FINDING/STATUTORY CITATION:

None found.

II. CORRECTIVE ACTION STEPS/TIMELINES:

III. ADDITIONAL COMMENTS:

District Title I Family Involvement Plan

2007-2008

Moorhead Area Public Schools' are committed to the mission of developing the maximum potential of every learner to thrive in a changing world. To this end, we want to establish partnerships with families and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Families play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

DISTRICT EXPECTIONS

Moorhead Area Public Schools agrees to implement the following requirements:

- Moorhead Area Public Schools will put into operation programs, activities, and procedures for the involvement of families in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with families of participating children.

- Moorhead Area Public Schools will work with its Title I schools to ensure that the required school-level Family Involvement Plan meets Title I requirements, and include, as a component, a Family-School compact.

- Moorhead Area Public Schools will incorporate this district-wide Family Involvement Plan into its district planning.

- In carrying out the Title I family involvement requirements, to the extent practicable, the district and its individual schools will provide full opportunities for the participation of families with children with limited English proficiency, families with children with disabilities, and families of migratory children, including providing timely information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language families understand.

- If Moorhead Area Public Schools' plan for Title I is not satisfactory to the families of participating children, the school district will submit any family comments with the plan when the school district submits the plan to the Minnesota Department of Education.

- Moorhead Area Public Schools will involve the families of children served in Title I schools in decisions about how the one percent of Title I funds reserved for family involvement is spent.

- Moorhead Area Public Schools will inform families and parent organizations of the purpose and existence of the Parent Information and Resource Center in Minnesota. http://www.pacer.org/mpc/index.asp

DISTRICT FAMILY INVOLVEMENT PLAN

1. Moorhead Area Public Schools will take the following actions to involve families in the joint development and revision of its district family involvement plan:
    - *Families of children receiving Title I services will receive notice of Title I family meetings related to program and plan review and updates.*
    - *Family survey of needs will be done on an annual basis to determine effective and innovative ways of improving family-school partnerships.*
    - *The Title I Family Involvement Plan will be reviewed on an annual basis and updated as needed based on family, staff and administration input.*

2. Moorhead Area Public Schools will involve families in the joint development of the district Title I Plan, its review and suggested improvement:
    - *Families of children receiving Title I services will be invited to an annual family meeting to review the current Title I program. Family input will be received through discussion and written comment (surveys). The resulting information will be used in the development and improvement of the District Title I plan.*
    - *Families will be informed about No Child Left Behind Legislation (NCLB) and the Moorhead Area Public Schools' Minnesota Department of Education report card through district publications, School Board meetings, district website (http://www.moorhead.k12.mn.us/) and local community newspaper, The Fargo Forum.*
    - *In the event that the district has been identified as in Needs Improvement, the district will follow all NCLB guidelines and notify families in writing prior to the start of the school year.*
    - *The development of a district plan for improvement if in Needs Improvement will be done in consultation with families of the Title I Family Advisory Committee, the Superintendent's Family Advisory Committee, and other interested families.*
    - *Title I staff and classroom teachers will have ongoing opportunities to participate in staff development related to family involvement. Training will incorporate strategies shown to be effective and incorporate ideas suggested by families through discussion and surveys.*

3. Moorhead Area Public Schools will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective family involvement activities to improve student academic achievement and school performance:

    Assistance may include:
    - *Facilities and custodial support for family involvement activities.*
    - *Supplies such as, paper, copies, postage.*
    - *Access to technology for presentations and communication.*

4. Moorhead Area Public Schools will work to build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a

partnership among the schools involved, families, and the community to improve student academic achievement, through the following activities described below:

A. The school district will, with the participation of its Title I staff and building leadership, provide assistance (written communication, family forums/meetings, Title I family meetings) to families of children served by the school district in understanding topics such as:

- *State academic content standards,*
- *State student academic achievement standards,*
- *State and local academic assessments including alternate assessments,*
- *Requirements of Title I,*
- *Monitoring a child's progress (RtI),*
- *Working with educators.*

B. The school district will, with the assistance of its Title I staff, provide materials and training to help families work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster family involvement. Activities and strategies may include:

- *Make and Take Activities events*
- *Technology training for families – Power School access for student information*
- *Parenting Classes through Community Education*
- *Special speakers & book study groups*
- *Homework issues*
- *Building family networks, carpools, issue discussion*
- *Library access and checkout*
- *Tips on age appropriate expectations*
- *A place to go, Family Center (?), where families can go for information, computer access and discussion with other families.*

C. The school district will, with the assistance of its Title I staff and families, educate its teachers, principals and other staff, in how to reach out to, communicate with, and work with families as equal partners, in the value and utility of contributions of families, and in how to implement and coordinate family programs and build ties between families and schools.

D. The school district will coordinate and integrate familyal involvement programs and activities with Head Start, Early Childhood Education, Even Start, Early Childhood Special Education, public preschools and childcare programs to encourage and support families in more fully participating in the education of their children, by:

- *Jointly planning and participating in family events, fun nights, etc.*
- *Jointly planning activities as preschool children and their family transition to kindergarten.*

E. The school district will take the following actions to ensure that Title I information related to the school and family-programs, meetings, and other activities, is sent to the families, custodial and non-custodial, of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the families can understand.

5. Moorhead Area Public Schools will conduct an annual evaluation of the content and effectiveness of this family involvement plan in improving the quality of its Title I programs. The evaluation process will be conducted by the Title I program coordinator, title I staff, Title I Family Advisory Committee and reviewed by district administration. The review will take place in the spring of each year, and will focus on identifying barriers to greater participation by families in family involvement activities. The school district will use the findings of the evaluation about its family involvement plan and activities to design strategies for more effective family involvement, and make revisions to the plan when needed.

6. Moorhead Area Public Schools will ask the Title I Family Advisory Committee to assist in prioritizing how funds reserved for family involvement activities will be used.

Moorhead Area Public Schools' Family Involvement Plan has been developed jointly with the Title I Family Advisory Committee, composed of parents of children receiving Title I services and representing both Title I schools, as evidenced by meeting agenda and the following signatures.

This Family Involvement Plan has been developed by Moorhead Area Public Schools district representatives and the Title I Family Advisory Committee on *April 22, 2008* and will be the document going forward to district administration and building principals of Title I schools for the remainder of the 2007-2008 school year. Following input from district and building administration, Moorhead Area Public Schools will distribute this plan for further input at the Title I Annual meeting at each Title I school in the fall of 2008. Following review and revision, the plan will then be the document guiding district action of Title I Family Involvement for the 2008-2009 school year.

Sarah Kirby
Title I Authorized Representative

4-22-08
Date

These parents were involved with the development of this document:

Name	Title I School Represented
Mary Bardt	Robert Asp
Sarah Brundumuhl	R. Asp
Carrie Wendt	R. Asp

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.139**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 19, 2008

RE: Administrators Settlement

On May 6, 2008, the Administrators and the School District reached a tentative agreement on a new two year contract to begin on July 1, 2008. The contract agreement is within the guidelines given by the School Board.

Language changes in the contract were in the following Articles:

1. Article XI. Insurance
2. Article XIV. Severance Pay

The Monetary Settlement was as follows:

2008-2009	5.08%	$19,046.00
2009-2010	4.79%	$18,866.00
TOTALS	9.87%	$37,912.00

SUGGESTED RESOLUTION: Move to approve the 2008-2010 settlement for Administrators as follows:

2008-2009	5.08%	$19,046.00
2009-2010	4.79%	$18,866.00
TOTALS	9.87%	$37,912.00

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.138**

TO: Dr. Larry Nyblad, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 19, 2008

RE: Safety Task Force Report

Attached is the report for the 2007-2008 Safety Task Force. The report shows that the Task force met several times and discussed many goals for the 2008-2009 school year settling on two goals to include:

1. Recommend the addition of Safety Data to New Employee Orientation

2. Have the Lakes Country Service Cooperative develop a Master Training Schedule for the Moorhead Area Public Schools for the Health and Safety training already provided by LCSC under a contract with the district.

The Task Force agreed that these two goals are doable in the coming year and will meet the Strategic Plan goal for designing initiatives to promote safety for students and staff.

SUGGESTED RESOLUTION: Move to accept the Safety Task Force Report.

RN/smw

MOORHEAD AREA PUBLIC SCHOOLS

SAFETY TASK FORCE REPORT

Submitted to:
Dr. Larry Nybladh, Superintendent

May 1, 2008

Executive Summary

The Safety Task Force members met three times to develop and promote initiatives that encourage safe workplace practices. Initial discussions looked at three possible initiatives.

1. Addition of Safety Data to the School District Profile Report.

2. Recommendations of Safety Content for New Employee Orientation.

3. Creation of a Lakes Country Service Cooperative Master Training Schedule for the District.

After considerable discussion the Task Force chose to focus on initiatives two and three for the coming school year. From there, a matrix was designed to identify strategies measures, targets, responsibility and a timeline for implementation, thus completing the work of the Task Force.

Task Force Members

Ron Nielsen, Director of Human Resources - Chair

Lisa Erickson, School Board Member

James Kovarik, Director of Building and Grounds

Jana Kasper, High School Science Teacher

Lona Daley-Getz, School Nurse

Clint Talley, Custodian

Christy Elias, School Nurse

Melissa Mattson, LCSC Liaison

Background

The Moorhead Area Public School District has long history of insuring work place safety. A Health, Safety and Wellness Committee has been in place for many years along with dedicated staff members who monitor various aspects of the overall Health and Safety program at the district. School Board policies on health and safety are very numerous and are on the district website for everyone to view and follow. In 2007, the Moorhead Area Public Schools conducted a strategic planning process that included a priority area to promote a safe, healthy and respectful learning environment. Under that priority area there was a goal to develop and promote initiatives that encourage safe workplace practices. The strategy was to develop an action plan for the goal by June 2008. A task force to include members of the staff and school board was put together to develop a plan.

Summary of Task Force Meetings

The first meeting of the Task Force occured on January 10, 2008. The initial change to the Task Force was to develop a number of goals to consider. The following steps were developed by the Task Force after discussion of the number of areas:

1. Investigate different data sources to determine the feasibility's of utilizing the data to improve workplace safety. Data sources mentioned included:

    a. OSHA 300 Forms
    b. OSHA Mock Inspections
    c. State Fire Marshall's Report
    d. DOT School Bus Inspection Report
    e. Flu Shot Vaccinations Report for Staff
    f. LSCS Training Records
    g. Chemical Safety Reports
    h. Contractor Safety Reports
    i. First Reports of Injury
    j. New Employee Orientation Outline

2. Determine which data could be used effectively

3. Write goals to reflect the effective use of the data.

From these steps the Task Force developed the following goals:

1. Recommend the addition of Safety Data to New Employee Orientation
2. Have the Lakes Country Service Cooperative develop a Master Training Schedule for the Moorhead Area Public Schools for the Health and Safety training already provided by LCSC under a contract with the district.

Each of these goals was placed on a matrix to further identify strategies, measures, targets, person(s) responsible and timelines for implementation.

Conclusion and Recommendation

1. All goals developed by the Task Force should be revisited in the future to determine feasibility for implementation.

2. The two goals outlined in the report should be approved by the School Board for implementations during the 2008-2009 school year.

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.108

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: May 19, 2008

RE: First Reading of Policies

Attached please find policies, Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees (506) and Online Learning Options (610), for your review.

LPN:mde
Attachments

Board Policies

Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees

School Board Policy: 506

Section: 500 STUDENTS

Date Adopted: 5/12/2008

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of Moorhead Area Public Schools.

II. GENERAL STATEMENT

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the School Board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

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

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include but are not limited to leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

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

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

1. Where the normal school activity is an educational program of the school district for which student attendance is

compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

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

G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Distribution by students and employees of non-school sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, learning environment, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolation location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the building administrator at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

4. If intended for students, the grade(s) of students to whom the distribution is intended.

B. Within one school day, the building administrator will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the building administrator, the person may submit a written request for appeal to the Superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays and holidays) of submitting the appeal, the person shall contact the office of the Superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the School Board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

Legal References:
U.S. Const., Amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1986)

Cross References:
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

Board Policies

Online Learning Options

School Board Policy: 610

Section: 600 EDUCATION PROGRAMS

Date Adopted: 6/9/2008

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to define the process that allows students to complete a course or program through online learning for purposes of compulsory attendance.

II. GENERAL STATEMENT

A. Moorhead Area Public Schools will make available information about the online learning options through administration and counselors.

B. A student who enrolls in an online learning class or program must notify the school district within 30 days before starting the class or program.

C. The school district shall grant academic credit for completing the requirements of an online learning course or program. Moorhead Area Public Schools shall apply the same graduation requirements to all students. The district shall use the same criteria for accepting online credits or courses as it does for accepting other transfer credits from other schools and institutions.

D. The school district shall allow online learning students to have the same access to the computer hardware and education software available in the school as all other students in the school district.

E. The school district shall continue to provide non-academic services to online learning students.

F. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

III. DEFINITIONS

A. "Online learning" is an interactive course or program that delivers instruction from a teacher to a student by computer and the Internet. For students in K-12 courses, online learning must meet or exceed State of Minnesota academic standards and may be combined with other traditional delivery methods that include frequent student assessment and actual teacher contact time.

B. "Student" is a Minnesota resident enrolled in a school defined in the compulsory instruction law in any grades kindergarten through grade 12.

C. "Online learning student" is a student enrolled in the school district for purposes of compulsory attendance and enrolled in an online learning course or program delivered by an authorized online learning provider.

D. "Online learning provider" is another school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students.

E. "Supplemental online learning" means an online course taken in place of a course period during the regular school day at a local district school. LCSC Online is a Supplemental Online Learning Program.

F. "Participating District" refers to the school district members of the LCSC online consortium. The school district has the full rights and responsibilities available through the LCSC Online Learning Project.

G. "Course Management System" (CMS) refers to the hardware and software that constitute the online resources installed and maintained by the LCSC Online Learning Project. These resources may include commercially prepared online courses, consortium-developed courses and other resources for the use of consortium members.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The building administration and counselors shall make available information about online learning to all interested people. Information regarding online courses will be developed and maintained by the building administration and counselors.

2. The school district will receive and maintain information provided to it by online learning providers. The school district may utilize the LCSC Online Learning Project as a provider.

B. Students

1. A student may apply for full-time enrollment in an approved online learning program or for supplemental online learning. The student must have the written consent of a parent/guardian to do so if the student is under eighteen (18) years of age. A student must complete and submit an LCSC Online Enrollment Form (Administrative Procedure 610.1) including a statement indicating the reason for enrolling in online learning. The form will be completed and given to the counseling staff to be sent to LCSC.

2. The student and the student's parents/guardians must submit an application to the online learning provider and identify the reason for enrolling in online learning. The student must notify the LCSC Online Learning Project of intent to enroll within 10 days of acceptance into the online course(s) and must sign a statement of assurance (Administrative Procedure 610.2) indicating the course and online learning expectations have been reviewed and understood.

3. Must receive academic credit for completing the requirements of an approved online course or program and secondary credit must count towards graduation and credit requirements of the enrolling district.

4. An online learning student may enroll in supplemental online learning courses during a single school year to a maximum of 50 percent of the student's full schedule of courses per term. A student may exceed the supplemental online learning registration limit if the school district grants permission for supplemental online learning enrollment above the limit, or if an agreement is made between the school district and the online learning provider for instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply for enrollment to an approved full-time online learning program following appropriate procedures in Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school per contract for instructional services between the online learning provider and the school district.

5. An online learning student may complete course work at a grade level that is different from the student's current grade level.

A student who drops an online class within the first two weeks of the class may enroll in another online class or class-based course. The dropped course will not appear on the student's transcript. The student who wishes to drop a distance class after the first two weeks of the class shall be assigned an F for that course and that grade will appear on the student transcript.

The school district shall permit a student with a disability to enroll in online learning courses for programs. The student's IEP team will determine the least restrictive environment for participation in online learning. The student's IEP will reflect the appropriateness of the instructional delivery choice.

6. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for payment of any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The school district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.

3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.

2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.

3. An online learning provider must make available to the school district the course syllabus, standard alignment, content outline, assessment requirements, and contact information for supplemental online courses taken by school district students.

4. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.

5. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.

6. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

7. Online learning may be provided by Moorhead Area Public Schools to provide the following options:

a. Credit Recovery

b. Alternative Learning Options

c. Homeschool Option

d. Courses not offered by Moorhead Area Public Schools

e. Scheduling conflicts

f. Independent Study Options

8. Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety will apply to students participating in online courses.

Legal References:
Minnesota Statute 123B.42, Subd. 1 (Curriculum; Electronic Components)

Minnesota Statute 124D.03 (Enrollment Options Program)
Minnesota Statute 124D.09 (Post-Secondary Enrollment Options Act)
Minnesota Statute 124D.095 (Online Learning Option Act)

Cross References:

Moorhead School Board Policy:
Moorhead School Board Policy 511: Enrollment of Nonresident Students
Moorhead School Board Policy 602: Special Education Programs
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards

5-M9-805
5 June 2008

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

June 5, 2008
5:30 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 _____

2. **CONSULTANT SUPERINTENDENT SEARCH UPDATE**: Nybladh

3. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Teacher Comp Day	June 6		
Graduation	June 8	2 pm	Concordia
School Board	June 9	7 pm	PCE
Com Ed Advisory Council	June 17	7 pm	PCE
School Board	June 23	7 pm	PCE
School Board	July 21	7 pm	PCE

S-149-805
9 June 2008

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

June 9, 2008
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 Economics Challenge Team for placing second in the Adam Smith (Advanced Placement) division of the 2008 Minnesota State Economics Challenge on April 16. Moorhead High teams members are Jimmy Foley, Jacob Lundborg, Serena Schmidt, and Reed Langerud. The team coach is Doug Johnson.

   Moorhead High's team placed first in the Heartland Economics Challenge to advance to the state competition. At the Heartland Challenge, Moorhead High students also placed first, second and third in the individual competition.

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

2. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. TEACHING/LEARNING MATTERS - Kovash
   (1) Approval of 2008 Elementary and Secondary EXCEL Extended Year Programs - Pages 6-9
   (2) Approval of Lakes Country Service Cooperative Online Learning Project Letter of Agreement - Pages 10-13
   (3) Acceptance of Donations - Page 14

B. BUSINESS SERVICE MATTERS - Kazmierczak

C. HUMAN RESOURCE MATTERS - Nielsen
   (1) Approval of Family/Medical Leave - Page 15
   (2) Approval of Resignations - Page 16
   (3) Approval of New Employees - Page 17

D. SUPERINTENDENT MATTERS - Nybladh
   (1) Approval of May 12 and 27, 2008 Regular Meeting Minutes - Pages 18-32
   (2) Approval of June Claims

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

Moved by _____ Seconded by _____
Comments _____

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

(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.)

Positive Behavioral Interventions and Supports (PBIS) - Nybladh
Pages 33-37

4. **APPROVAL OF POLICY**: Nybladh
Pages 38-42

Suggested Resolution: Move to approve the policy, Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees (506), as presented.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF POLICY**: Nybladh
Pages 43-47

Suggested Resolution: Move to approve the policy, Online Learning Options (610), as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF EMPLOYEE HANDBOOK UPDATE**: Nielsen
Page 48

Suggested Resolution: Move to approve the 2008-2009 Employee Handbook as presented.

Moved by _____ Seconded by _____
Comments _____

7. **2008-2009 ANNUAL OPERATING PLAN BUDGET PRESENTATION**: Kazmierczak
Pages 49-52

8. **TERMINATION OR REDUCTION OF NON-LICENSED POSITIONS**: Nielsen
Pages 53-54

Suggested Resolution: Move to direct administration to effect termination or reduction of non-licensed employee positions as provided under Minnesota Statute 123B.02 and in accordance with applicable contract provisions of the Secretary Contract, Article XI; Paraprofessional Master Agreement, Article IV; and Custodian Master Agreement, Article IV effective at the end of the 2007-2008 school year for the following positions:

Summary of Reductions

Media Assistants	1.50 FTE
Paraprofessional	1.00 FTE
Custodian	1.00 FTE
TOTAL	3.50 FTE

Termination and Non-Renewal of Employment

Mary Flickinger	.50 FTE	Media Assistant
Mary Ann Manning	.50 FTE	Media Assistant
Melanie Renslow	.50 FTE	Media Assistant

Moved by _____ Seconded by _____
Comments _____

9. **COMMITTEE REPORTS**

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

11. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Com Ed Advisory Council	June 17	7 pm	PCE
School Board	June 23	7 pm	PCE
School Board	July 21	7 pm	PCE
School Board	August 11	7 pm	PCE
School Board	August 25	7 pm	PCE
Prof Development (a.m.)/ Teacher Work Day (p.m.)	August 26		
Professional Development	August 27-29		
Labor Day Holiday	September 1		
K-12 Classes Begin	September 2		

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.07.127 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: 2008 Elementary and Secondary EXCEL Extended Year Programs

RE: June 2, 2008

Attached are the 2008 Elementary and Secondary Extended Learning Year Programs staffing and budgetary information.

Elementary classes will be held at each elementary school. Classes for grades 6-7 will be held at Horizon Middle School. Session I classes for grades 8-9 will be held at Moorhead High School, Session II will be held at Red River Area Learning Center. Classes for grades 10-12 will be held at Red River Area Learning Center. The program is directed by Deb Pender.

SUGGESTED RESOLUTION: Move to approve the 2008 Elementary and Secondary EXCEL Extended Learning Year Programs.

LAK/kmr
Attachment

Summer 2008
Proposed Budget
Horizon Summer Academy

Name	Program	Assignment	Session/Date	Hours	Rate	Subtotal	Benefit	Subtotal	Total	Budget
ranklin, William	EXCEL 6/7	Coordinator	6/9-8/15	200	$40.87	$8174.00	0.1315	$1074.88	$9248.88	RRALC-TS
erlinger, Kim	EXCEL 6/7	Secretary	6/11-8/15	160	$13.82	$2211.20	0.1315	$290.77	$2501.97	RRALC-TS
venson, Kate	EXCEL 6/7	Language Arts	6/16-7/17	76	$40.87	$3106.12	0.1315	$408.45	$3514.57	RRALC-TS
hanson, Marsha	EXCEL 6/7	Language Arts	6/16-8/14	40	$40.87	$1634.80	0.1315	$214.98	$1849.78	RRALC-TS
mith, Carla	EXCEL 6/7	Language Arts	6/16-8/14	76	$40.87	$3106.12	0.1315	$408.45	$3514.57	RRALC-TS
skegaard, Kathy	EXCEL 6/7	Math	6/16-8/14	76	$40.87	$3106.12	0.1315	$408.45	$3514.57	RRALC-TS
ahlvang, Dan	EXCEL 6/7	Math	6/16-6/26	40	$40.87	$1634.80	0.1315	$214.98	$1849.78	RRALC-TS
elsch, Mary	EXCEL 6/7	Math	7/7-8/14	40	$40.87	$1634.80	0.1315	$214.98	$1849.78	RRALC-TS
rntson, Sandy	EXCEL 6/7	Para	6/16-8/14	60	$14.29	$857.40	0.1315	$112.75	$970.15	RRALC-TS
BD	EXCEL 6/7	Para	6/16/8/14	60	$9.45	$567.00	0.1315	$74.56	$641.56	RRALC-TS
earson, Cheri	EXCEL 6/7	Para	6/16-6/26	20	$14.48	$289.60	0.1315	$38.08	$327.68	RRALC-TS
eQuire, Donna	EXCEL 6/7	Read 180	6/16-6/26	42	$40.87	$1716.54	0.1315	$225.73	$1942.27	RRALC-TS
ster, Nancy	EXCEL 6/7	Read 180	7/7-8/14	42	$40.87	$1716.54	0.1315	$225.73	$1942.27	RRALC-TS
chindler, Kay	EXCEL 6/7	Read 180	6/16-6/26	42	$40.87	$1716.54	0.1315	$225.73	$1942.27	RRALC-TS
yslo, Chip	EXCEL 6/7	Science	7/7-7/17	40	$40.87	$1634.80	0.1315	$214.98	$1849.78	RRALC-TS
enson, Mike	EXCEL 6/7	Social	7/7-7/17	40	$40.87	$1634.80	0.1315	$214.98	$1849.78	RRALC-TS
achmeier, Sue	EXCEL 6/7	Special Ed	6/16-8/14	108	$25.00	$2700.00	0.1315	$355.05	$3055.05	SPECIAL ED
heryl Keenan	EXCEL 5	JumpStart08	8/4-8/14	40	$40.87	$1634.80	0.1315	$214.98	$1849.78	RRALC-TS
ohnson, Lynn	EXCEL 5	JumpStart08	6/16-6/26	40	$40.87	$1634.80	0.1315	$214.98	$1849.78	RRALC-TS
loe, Jon	EXCEL 5	JumpStart08	6/16-6/26	40	$40.87	$1634.80	0.1315	$214.98	$1849.78	RRALC-TS
ara	EXCEL 5	JumpStart08	6/16-8/14	108	$9.45	$1020.60	0.1315	$134.21	$1154.81	RRALC-TS
chmidt, Patti	EXCEL 5	JumpStart08	7/7/7/17	40	$40.87	$1634.80	0.1315	$214.98	$1849.78	RRALC-TS
tack, Barb	EXCEL 5	JumpStart08	8/4-8/14	40	$40.87	$1634.80	0.1315	$214.98	$1849.78	RRALC-TS
				HOURS		SALARY		BENEFITS	TOTAL	
				1470		$46,635.78		$6,132.61	$52,768.39	

Summer 2008
Proposed Budget
EXCEL 8/9 and 10-12 Secondary Programs *

Name	Program	Assignment	Session/Dates	Hours	Rate	Subtotal	Benefit	Subtotal	Total
Ann Hagen	Excel 8/9	Computer Tech	6/17 - 7/24	84.5	$25.00	$2112.50	0.1315	$277.79	$2390.29
Babolian, Pat	ALC 10/12	Science	6/17 - 7/24	130	$40.37	$5248.10	0.1315	$690.13	$5938.23
Bentz, Tina	ALC 10/12	Social Studies	6/17 - 7/24	132	$40.37	$5328.84	0.1315	$700.74	$6029.58
Cassidy, Angela	EXCEL 8/9	English	6/17 - 7/24	84.5	$40.37	$3411.26	0.1315	$448.58	$3859.85
Charlton, Mary	ALC 10/12	Health/PE	6/17 - 7/24	55	$40.37	$2220.35	0.1315	$291.98	$2512.33
Dwyer, Britta	ALC 10/12	Math	6/17 - 7/24	130	$40.37	$5248.10	0.1315	$690.13	$5938.23
Eidsness, Missy	EXCEL 8/9	Math	6/17 - 7/2	76	$40.37	$3068.12	0.1315	$403.46	$3471.58
Gulbranson, Alecia	ALC 10/12	Science	6/17 - 7/24	100	$40.37	$4037.00	0.1315	$530.87	$4567.87
Hawkins, Brad	ALC 10/12	Science, Wk Ex	6/17 - 7/24	175	$40.37	$7064.75	0.1315	$929.01	$7993.76
Heather Kenkel	Night School	Migrant	6/17 - 7/24	60	$25.00	$1500.00	0.1315	$197.25	$1697.25
Holland, Norma	ALC 8/12	Liaison/Night	6/17 - 7/24	264	$18.64	$4920.96	0.1316	$647.60	$5568.56
Jenkins, Kelsey	ALC 10/12	Social Studies	6/17 - 7/24	130	$40.37	$5248.10	0.1315	$690.13	$5938.23
Jorgenson, Amy	ALC 10/12	English	6/17 - 7/24	130	$40.37	$5248.10	0.1315	$690.13	$5938.23
Kimball, Guy	ALC 8/12	SpEd	6/17 - 7/24	50	$40.37	$2018.50	0.1315	$265.43	$2283.93
TBD	ALC 10/12	SpEd	6/11 - 7/24	15	$40.37	$605.55	0.1315	$79.63	$685.18
Matheson, Scott	ALC 8/12	Coordination	6/08 - 8/15	200	$40.37	$8074.00	0.1315	$1061.73	$9135.73
Monson, Deanna	ALC 8/12	Teacher	6/16 - 7/24	150	$40.37	$6060.00	0.1315	$796.89	$6856.89
Para (If Needed)	Night School	Migrant	6/17 - 7/24	80.5	$15.00	$1207.50	0.1316	$158.91	$1366.41
Peterson, Monica	Excel 8/9	Math	6/17 - 7/24	84.5	$40.37	$3411.26	0.1315	$448.58	$3859.85
Ramsey, Megan	Secondary	Registrar/Para	6/08 - 8/15	240	$14.48	$3475.20	0.1316	$457.34	$3932.54
Scheet, Linda	ALC 8/12	Social Worker	6/8 - 8/15	200	$40.37	$8074.00	0.1315	$1061.73	$9135.73
Spiering, Joanne	ALC 10/12	Secretary	6/11 - 7/2	110	$13.40	$1474.00	0.1316	$193.98	$1667.98
Tweten, Shirley	ALC 10/12	ESL	6/17 - 7/24	120	$40.37	$4844.40	0.1315	$637.04	$5481.44
Tweten, Shirley	Night School	Migrant	6/17 - 7/24	80.5	$40.37	$3249.78	0.1315	$427.35	$3677.13
Welken, Ken	ALC 10/12	Math	6/17 - 7/24	130	$40.37	$5248.10	0.1315	$690.13	$5938.23
						Salary		Benefits	Total Budget
						$104,113.30			$117,692.18

** All staffing and related expenditures are contingent on student enrollment .*

Moorhead Elementary EXCEL Extended Year Program
July 28-August 15, 2008

Name	Program	Assignment	Session/Date	Hours	Rate	Subtotal	Benefit	Subtotal	Total	Budget
Sally Doran	EXCEL SUMM	District Coordin	7/23 - 8/15	85	40.87	3473.95	0.1315	456.95	3930.77	ELEMENTARY
Diana Johnson	EXCEL SUMM	ASP Coordinato	7/23 - 8/15	85	40.87	3473.95	0.1315	456.82	3930.77	ELEMENTARY
David Kanuch	EXCEL SUMM	ASP Teacher	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Ken Appel	EXCEL SUMM	ASP Teacher	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Diana Anderson	EXCEL SUMM	ASP Teacher	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Lori Schroeder	EXCEL SUMM	ASP Teacher	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Becky Wolford	EXCEL SUMM	ASP Teacher	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Amy Biller	EXCEL SUMM	ASP Teacher	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Linda Peterson	EXCEL SUMM	ASP Para	7/23 - 8/15	60	15.07	904.2	0.1315	118.9	1023.1	ELEMENTARY
Lisa Denny	EXCEL SUMM	ASP Para	7/23 - 8/15	60	15.74	944.4	0.1315	124.18	1068.58	ELEMENTARY
Shannon Dahlberg	EXCEL SUMM	Hopkins Coord.	7/23 - 8/15	85	40.87	3473.95	0.1315	456.82	3930.77	ELEMENTARY
Nicole Saum	EXCEL SUMM	Hopkins Teache	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Sarah Graning	EXCEL SUMM	Hopkins Teache	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Nancy Leitheiser	EXCEL SUMM	Hopkins Teache	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Maggie Schneider	EXCEL SUMM	Hopkins Teache	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Karen Lind	EXCEL SUMM	Hopkins Teache	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Gail Ferguson	EXCEL SUMM	Hopkins Para	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
TBD	EXCEL SUMM	Hopkins Para	7/23 - 8/15	60	15.28	916.8	0.1315	120.55	1037.35	ELEMENTARY
TBD	EXCEL SUMM	Hopkins Para	7/23 - 8/15	60	15.28	916.8	0.1315	120.55	1037.35	ELEMENTARY
Melissa Voecks	EXCEL SUMM	SGR Coord.	7/23 - 8/15	85	40.87	3473.95	0.1315	456.82	3930.77	ELEMENTARY
Jen Rogness	EXCEL SUMM	SGR Teacher	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Kristi Ammerman	EXCEL SUMM	SGR Teacher	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Kim England	EXCEL SUMM	SGR Teacher	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
Gary Jensrud	EXCEL SUMM	SGR Teacher	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
TBD	EXCEL SUMM	SGR Teacher	7/23 - 8/15	56.5	40.87	2309.15	0.1315	303.65	2612.8	ELEMENTARY
TBD	EXCEL SUMM	SGR Para	7/23 - 8/15	60	15.28	916.8	0.1315	120.55	1037.35	ELEMENTARY
				HOURS		SALARY		BENEFITS	TOTAL	
				1664		57750		7594.19	65344.4	

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.133 C

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash

DATE: June 3, 2008

RE: Lakes Country Service Cooperative On Line Learning Project Letter of Agreement

Attached is a Lakes Country Service Cooperative (LCSC) Online Learning Project District Letter of Agreement.

In an effort to provide expanded educational options for learners and to prepare students for life and work in the 21st century, the LCSC and Moorhead Area Public Schools would enter into this agreement to deliver online learning through the LCSC Online Learning Project. This partnership has been developed to allow students, teachers, and other constituents of the district access to the LCSC Online Learning Project resources. The 2008-2009 annual participation fee is $1,950.

SUGGESTED RESOLUTION: Move to approve the Lakes Country Service Cooperative (LCSC) Online Learning Project District Letter of Agreement for the 2008-2009 school year of $1,950.

LAK/kmr
Attachment

LCSC Online Learning Project

District Letter of Agreement

Agreement Period: **July 1, 2008 to June 30, 2009**

District Name: Moorhead Area Public Schools

Mailing Address: 2410 14th St. S.

Moorhead, MN 56560

Authorized School District Signature: _____ Title: Asst. Supt. Teaching & Learning

Contact Phone: 218-284-3315 Fax: 218-284-3333

Contact E-Mail Address: lkovash@moorhead.k12.mn.us

In an effort to provide expanded educational options for learners and to prepare students for life and work in the 21st century, the Lakes Country Service Cooperative and the above-named district enter into this agreement to deliver online learning through the LCSC Online Learning Project. This partnership has been developed to allow students, teachers and other constituents of the district access to the LCSC Online Learning Project resources.

LCSC Online Learning Project – Program Costs

2008-2009 Annual Participation Fees **$1,950.00**

This annual fee includes:

- Access for teachers and administrators to the Moodle Course Management System (CMS)
- Access to online courseware from Class.com and other courseware providers
- Free hosting of district-sponsored blended classroom courses, professional development and/or professional learning communities
- Training for teachers in the *Facilitating Online Learning* course
- On-going professional development for teachers and administrators
- Regional program administration and coordination with the MN Department of Education
- Maintenance of the CMS, including Level 2 (program and software) and Level 3 (server) technical support

Additional Pricing for <u>Student Enrollment in Online Courses</u>
***NOTE**: A "student enrollment" is one student in one semester (.5credit) course*

<u>Fully-Online Courses (Rolling-Enrollment)</u> /student/course These courses can have flexible, individualized start and end dates LCSC Online provides licensed teacher(s)	$375
<u>Additional Student Enrollments</u> /student/course These courses are offered within the district, using fully-developed online curriculum provided by LCSC Online The district provides compensation for its own licensed teacher(s)	$125
<u>Blended / Hybrid Courses</u> These are courses offered within the district to supplement face-to-face classroom activities The district provides compensation for its own licensed teacher(s)	**No Charge**

NOTE: Students who withdraw from a course within 15 calendar days of enrollment do not count as a "student enrollment" for the course. Students who complete a course or withdraw <u>after</u> 15 calendar days do count as a "student enrollment" for the course. Students who receive a grade of "F" in a course are considered to have completed the course.

NOTE: Billing for student enrollments/courses will be done each semester or upon completion of the course(s). The district assumes all responsibilities for any additional costs of the program at their location(s), including equipment costs and staff time.

LCSC Online / Lakes Country Service Cooperative Responsibilities

The Lakes Country Service Cooperative will provide the following support and resources to the participating district:

- Access to the Moodle Course Management System (CMS), including all the resources and tools available as part of the CMS.
- Basic training (the *Facilitating Online Learning* course) for teachers. Completion of this course will enable an instructor to teach prepared courses.
- Regional policies and procedures for the equitable use of LCSC Online Learning Project resources.
- Assistance with the development of district policies and procedures for using online learning resources.
- Regional coordination of the Project, including user account and course set-up, enrollment and removal of students in courses, instructional support for teachers and students, providing grade reports and holding regular Advisory Council meetings and Teacher User Group meetings.
- Coordination with the MN Department of Education, including maintenance of Approved Provider status.
- Maintenance of Moodle server and technical support, including phone, e-mail and other on-site or off-site support.
- Purchasing assistance for computer equipment and materials for the program.

District Responsibilities

The Participating District agrees to:

- Support a minimum of two (2) instructors to complete the *Facilitating Online Learning* course and to develop instructional plans for using the LCSC Online Learning Project resources.

  NOTE: Instructors must successfully complete the *Facilitating Online Learning* course before teaching any fully-online courses.

- Provide Level 1 (desktop computer and software) technical support for their students.
- Abide by all Minnesota laws and regulations regarding online learning and teacher assignment.
- Abide by Copyright regulations for all LCSC Online courses used by the district.
- Abide by appropriate Fair Use and Copyright regulations for any district-created content developed for use on the LCSC Online Learning Project system.
- Develop policies and procedures that define the scope of online learning at the district and provide equitable access to online resources within that definition.
- Provide accurate and timely student enrollment and withdrawal information to the Lakes Country Service Cooperative.

Cancellation of the Agreement

If the district elects to withdraw from participation in the LCSC Online Learning Project during the agreement period, it will forfeit all prior payment made to the Lakes Country Service Cooperative.

If the district withdraws or fails to fulfill its obligations, as agreed to in this document, the District will forfeit the ability to use LCSC Online Learning Project resources, including online courses hosted on the Moodle system.

We, the undersigned, have read and understand the terms and conditions of this Letter of Agreement between the Lakes Country Service Cooperative and the District. We agree to abide by this agreement during the agreement period.

PARTICIPATING DISTRICT

_____ _____

Participating District Representative **Date**

LAKES COUNTRY SERVICE COOPERATIVE

_____ _____

Lakes Country Service Cooperative Representative **Date**

Lakes Country Service Cooperative
LCSC Online Learning Project
1001 East Mount Faith
Fergus Falls, MN 56537
218-739-3273

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.132 C

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash

DATE: May 20, 2008

RE: Donations

Moorhead Area Public Schools has received the following donated items for the Scotland Yard Sale Auction conducted by Pfifers Auction House on April 11 and 12, 2008.

Karen Frost 3116 22nd St S Moorhead	Girls Skates, Clothing, Spud Gear, Books Valued at $50
Bruce and Vikki Johnson 3526 Riverview Circle S Moorhead	NordicTrack, Clothing, Computer Printers Toys, Glasses, Dishes, Books, Movies, Desk Chair Valued at $350
Jim Larson 2714 14th St S Moorhead	Upright Piano and Electric Keyboard Valued at $400
Rick & Cheryl Melbye 3210 Rivershore Dr Moorhead	Oak Entertainment Center Valued at $250

SUGGESTED RESOLUTION: Move to accept the donated items for the Scotland Yard Sale as presented and direct administration to send thank you cards.

LAK/kmr

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.148**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 3, 2008

RE: Family/Medical Leave

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

Lisa Pribula	Reading Support Teacher, S. G. Reinertsen Elementary, effective approximately July 8, 2008 for approximately twelve weeks.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Lisa Pribula pursuant to Section IV, Article 38 of Teachers' Master Agreement.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.143**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 2, 2008

RE: Resignations

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

Colleen Hillstad	Paraprofessional, High School, effective June 5, 2008.
Amy Pedersen	Paraprofessional, S. G. Reinertsen Elementary, effective June 4, 2008.
Chelsea Benke	First Grade Teacher, S. G. Reinertsen Elementary, effective June 5, 2008.
Michael Perius	Paraprofessional, High School, effective June 4, 2008.
Valorie Alfson	Paraprofessional, Robert Asp, effective June 5, 2008.
Tom Dooher	Head Girls Track and Field Coach, High School, effective at the end of the 2007-2008 season.
Mick Dunn	Assistant Girls Track and Field Coach, High School, effective June 8, 2008.
Jarrod Danuser	Language Arts Teacher, Horizon Middle School, effective June 6, 2008.

SUGGESTED RESOLUTION: Move to approve the resignation of Colleen Hillstad, Amy Pedersen, Chelsea Benke, Michael Perius, Valorie Alfson, Tom Dooher, Mick Dunn and Jarrod Danuser as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.144**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 2, 2008

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.

Betty Charlton	Health Teacher, Horizon Middle School, BA (0) $30,823.00, effective August 26, 2008. (Replaces Vilah Jo Larson)

SUGGESTED RESOLUTION: Move to approve the employment of Betty Charlton and as presented.

RN/smw

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

MEMBERS ABSENT: Kristine Thompson.

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

PREVIEW OF AGENDA: Superintendent Nybladh recommended the agenda proceed with a revision to page 4 and the addition of page 13.5.

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

WE ARE PROUD:
*** **We Are Proud** of the Horizon Middle School 7th and 8th grade Knowledge Master team for placing second out of 34 Minnesota teams in the Middle School Division of the Spring Knowledge Master Open held April 23. Nationally, the Horizon team placed 33rd out of 753 participating teams.

Team members are Ayush Adhikari, Sam Benson, Andrew Carlson, Tyla Dahl-Monroe, Zachary Drechsel, Gary Dunn, Glen Ellingson, Matthew Franklin, Ian Glidden, Jonathan Haglund, Jens Hulden, Samuel Hurst, Austin Koenig, Josh Oberlander, Ryan Olson, Nate Sand, Carson Stowe, Duncan Swanson, Jacob Swedberg, Drew Thompson, Anne Totten, Sam Williams, Cameron Wintersteen, and Gabe Wright.

The Knowledge Master Open was designed to stimulate enthusiasm for learning and recognition for academic accomplishment. The 200 challenging questions require higher-level thinking skills and cover 14 curriculum areas. Scores are based on a combination of speed and accuracy. The team was coached by Lois Brown.

*** **We Are Proud** of two Horizon Middle School teams for competing at the state Destination ImagiNation Tournament held April 19 in Plymouth. At the March 8 regional tournament in Moorhead, JETCAB placed first in Switch! to advance to state. Team members are Carson Stowe, Abdu Frederickson, Ellen McManamon, Jamal Ghauri and Thomas Becker. The team was coached by Peggy Stowe.

The Horizon Tech Effects team participated in Drop Zone Emergency, this year's Tech Effects problem at the Minnesota Destination ImagiNation Tournament on April 19 in Plymouth. The team of Andrew Carlson, Jonathan Haglund, Jens Hulden and Ryan Olson was awarded the creativity trophy for "thinking out of the box."

*** **We Are Proud** of Horizon Middle School students who had outstanding achievement in the 2008 Midwest Academic Talent Search. A ceremony was held April 29 to recognize the accomplishments of the 42 students from Horizon Middle School who participated in this year's Midwest Academic Talent Search sponsored by the Center for Talent Development at Northwestern University.

Special recognition was given to students with outstanding achievement. Top-scoring students on the SAT were Matthew Lillehaugen, Maija Lindaas, Sam Wisenden, Elisabeth Alexander and Peter MacFarlane. Top-scoring students on the ACT were Andrew Carlson, Jonathan Haglund, Huiying Zhang, and Brett Danielson for top composite scores and Ian Glidden and Samuel Hurst for top sub scores.

The Center for Talent Development invites students scoring in the 99th percentile to a special awards ceremony at Northwestern University. This year both Huiying Zhang and Jonathan Haglund qualified for this honor. For the first time, Hamline University is hosting a special awards ceremony for the highest scoring students in Minnesota. Huiying Zhang, Jonathan Haglund, Matthew Lillehaugen and Sam Wisenden have been invited to attend this event on June 14.

The Midwest Talent Search is coordinated at Horizon Middle School by Lois Brown.

*** **We Are Proud** of the Horizon Middle School teachers who were honored as "Teachers of Merit" by the National History Day in Minnesota and its sponsors, the Minnesota Historical Society and the University of Minnesota. Medals and plaques were presented to Kate Evenson, Janelle Frost-Geiser, Marsha Johansen, Lynn Johnson, Diane Kahl, Jeff Offutt, Carla Smith, Karen Taylor and Lois Brown in recognition of their commitment and teaching of historical knowledge and study among young people through National History Day. Each year the award is presented to two or three of the most dedicated History Day teachers in Minnesota. This year, because Horizon Middle School has become a model History Day school, all of the participating Horizon teachers were recognized.

*** **We Are Proud** of 39 Horizon Middle School students who were finalists at the Regional History Day competition held at MSUM on March 10 and competed at the Minnesota State

History Day at the University of Minnesota on April 27.

The following 19 students were awarded honorable mentions for their projects at the state competition: Andrew Ellingson, Zach Holtgrewe, Tyler Eidsness, Gabe Steinwand, Tyler Stich, Lucia Smith, Taylor Horner, Jordan Slaughter, Sam Benson, Austin Koenig, Matt Franklin, Melissa Groth, Hailey Wixo, Ryan Olson, Gabe Wright, Zack Day, Andrew Olsen, Kathryn Eggert and Matthew Lillehaugen.

Bethany Lahlum, Gina Cegla and Mileena Gruenhagen earned the German History Topical Award for their performance on The Berlin Wall.

Other students who participated at the state competition were Keller Karlstrom, Dan Brekke, Jacob Pangelinan, Tanner Tweet, Abi Christensen, Petra Gunderson, Hanna Bauer, Elly Erickson, Jake Lamberson, Annise Montplaisir, Gabe Roach, Adam Hanson, Jonathan Haglund, Bryant Christian, Joseph Kasper, Jesse Anderson, Tia Stenson and Samantha Landstrom.History Day teachers are Kate Evenson, Janelle Frost-Geiser, Marsha Johansen, Lynn Johnson, Diane Kahl, Jeff Offutt, Carla Smith, Karen Taylor and Lois Brown.

*** **We Are Proud** of the cast and crew of Moorhead High School's one-act play "Bits and Pieces" for receiving first place at the One-Act Play Section 8 championship. The student qualified to perform the one-act play at the Minnesota One-Act Play festival in St. Paul in February. Cast and crew of "Bits and Pieces" include Johan Anderson, Rachel Clausen, Clara Cavins-Wolford, Kyle Olson, Hannah Casselton, Alison Thompson, Tristan Larson, Adam Christenson, Donny Redding, Amanda Casselton, Megan Renslow, and Tony Dostert. Chris Lien is the director.

*** **We Are Proud** of Mary Colson, an eighth-grade earth science teacher at Horizon Middle School, who received the Medtronic Foundation Science Teaching Award at the middle school level. The award was presented by the Minnesota Science Teachers Association at the organization's spring conference March 28, 2008, in Duluth. The award recognizes excellence in science teaching and includes $1,000 for use in Colson's classroom.

Horizon Middle School students Taylor Horner, Lucia Smith and Jordan Slaughter presented their History Day performance "Rosie the Riveter."

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Family/Medical Leaves

Margaret Claymore - Teacher, High School, effective May 6, 2008 thru May 30, 2008.
Patricia Beach - Secretary, High School, effective June 2 for approximately four to six weeks.
Krystal Anderson - DHH Teacher, High School, effective May 5, 2008 for an undetermined amount of time.
Jane Brevik - Paraprofessional, Horizon Middle School effective May 5, 2008 for the remainder of the school year.

Early Retirement

JoAnn Paintner - Paraprofessional, S.G. Reinertsen Elementary, effective at the end of the 2007-2008 school year.
Anthony Kinsella - Industrial Technology Teacher, High School, effective at the end of the 2007-2008 school year.
Jean Kinsella - Kindergarten Teacher, S.G. Reinertsen Elementary, effective at the end of the 2007-2008 school year.

Change in Contract

Rachel Lerum - LD Teacher, High School from full time to part time beginning with the 2008-2009 school year. (Voluntary reduction.)

New Employees

Jill Rivinius - Math Teacher, High School, BA (0) $30,823.00, effective beginning with the 2008-2009 school year. (Replaces Jeff Ekre.)
Kim Hest - Lunchroom Supervisor, Horizon Middle School, 2 hours per day, effective April 28, 2008. (Unfilled position from the 06-07 school year.)
Brittney Frost - Lunchroom Supervisor, Horizon Middle School, 2 hours per day, effective April 28, 2008. (Unfilled position from the 06-07 school year.)

Resignations

Marlys Winter - Food and Nutrition Worker, Robert Asp Elementary, effective June 4, 2008.
Terri Harrington - Food and Nutrition Worker, Horizon Middle School, effective June 5, 2008.
Julie Kippen - Food and Nutrition Worker, Horizon Middle School, effective June 5, 2008.
Stacy Swanson - Food and Nutrition Worker, High School, effective May 30, 2008.
Jennifer Nelson - Food and Nutrition Worker, Hopkins Elementary, effective June 5, 2008.

Kipper Rowland - Food and Nutrition Worker, Robert Asp Elementary, effective June 4, 2008.
Beth Zerr - Paraprofessional, Partners in Learning, effective July 31, 2008.
Lucinda Luhman - Lunchroom Supervisor/Crossing Guard, Robert Asp Elementary, effective April 25, 2008.

Minutes - Approve the April 14 and 28, 2008 regular meeting minutes and the April 21, 2008 special meeting minutes as presented.

Claims - Approve the May Claims, subject to audit, in the amount of $968,516.19.

General Fund:	$800,560.08
Food Fund:	134,770.15
Community Service Fund:	33,185.96
TOTAL	$968,516.19

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.)

Costa Rica Major Magnitude Field Trip - Moorhead High Spanish teachers Krisanne Emch and Brittney Rehm and students Lacey Nygard and Grace Lamb provided a keynote presentation on their trip to Costa Rica on March 15-22, 2008. The field trip was approved at the May 14, 2007 School Board meeting. The field trip allowed students in Spanish levels 3, 4, 5 and/or 6 the opportunity to enhance speaking skills in the target language. Students also experienced life, food, nature and other cultural attractions in Costa Rica.

WELLNESS TASK FORCE REPORT: The district's Strategic Plan includes a priority area to promote a safe, healthy and respectful learning environment. Under that priority area there was a goal to design a comprehensive initiative to promote awareness of personal health for students and staff. This initiative was to include areas of physical, mental, emotional and financial health. The strategy was to develop an action plan for this initiative by June, 2008 and therefore a task force was put together to develop a plan. The Wellness Task Force developed the following goals for the 2008-09 school year:

1. Implementing a health tip of the week.

2. Setting up hand sanitation stations in all school cafeterias.
3. Promoting usage of the Employee Assistance Program.
4. Determining the feasibility of expanding health insurance options for staff.

Each of these goals were put on a matrix to further identify strategies, measures, targets, person(s) responsible, and timelines for implementation.

Ladwig moved, seconded by Dulski, to accept the Wellness Task Force Report. Motion carried 6-0.

APPROVAL OF POLICY: Dulski moved, seconded by Siggerud, to approve the policy, Maltreatment of Vulnerable Adults (535), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Siggerud, approve the policy, Cashing Checks Out of Cash Deposits (823), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Dulski, to approve the policy, Public Gifts to the School District (834), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Fagerlie, to approve the policy, Establishment, Adoption and Modification to the School District's Financial Annual Operating Plan (810), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Erickson, to approve the policy, School District System Accountability (650), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Dulski, to approve the policy, Student Discipline (551), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Fagerlie, to approve the policy, Prohibiting Intimidation and Bullying (578), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Dulski, to approve the policy, Credit for Learning of Minnesota Graduation Standards (653), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Dulski moved, seconded by Fagerlie, to approve the policy, Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Siggerud, to approve the policy, Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students (656), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Siggerud, to approve the policy, Moorhead Area Public School District State Mandated Testing Plan and Procedure (660), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Fagerlie, to approve the policy, Student Transportation Safety (721), as presented. Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Superintendent's Advisory Council, Safe and Healthy Learners Committee, Health/Safety/Wellness Committee, Early Childhood Parent Advisory Council, Indian Education Parent Committee, Clay County Joint Powers Collaborative Governance Board, and Joint Powers Committee meetings. Siggerud noted his gratitude to Robert Asp parents for their fund raising efforts and added the carnival was a success.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Tomhave reminded board members of the May 21 Superintendent farewell open house in the high school commons from 4-6 p.m. and the May 27 School Board Retirement Reception at 5:30 p.m. with the regular board meeting starting at 7 p.m. Tomhave also reminded board members of the June 5 special School Board meeting scheduled for 5:30 p.m. and the June 8 MHS Graduation scheduled for 2 p.m. at the Concordia Fieldhouse.

CLOSE PUBLIC MEETING: Siggerud moved, seconded by Fagerlie, to close the public meeting at 8:05 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 6-0.

OPEN PUBLIC MEETING: Ladwig moved, seconded by Dulski, to open the public meeting at 8:48 p.m.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:48 p.m.

_____
Cindy Fagerlie, Clerk

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

MEMBERS ABSENT: Kristine Thompson

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

WE ARE PROUD:
*** **We Are Proud** of the Moorhead High School students who placed at the 2008 State Speech Tournament on April 19. They are:

Harrison Suits Baer	4th place in Creative Expression
Anna Rice and Jordan Krsnak	6th place in Duo Interpretation
Clay Schwartzwalter	5th place in Great Speeches
Rachel Clausen	5th place in Humor
Alison Thompson	8th place in Humor
Reed Langerud	3rd place in Original Oratory
Leewana Thomas	8th place in Original Oratory
Katelyn Whitehead	4th place in Storytelling

Angela Cassidy is the speech team head coach.

*** **We Are Proud** of the Moorhead High School students who have qualified for the National Forensics League Tournament in Nevada in June. Students who qualified in speech are Alison Thompson, Reed Langerud, Kelsey Langness, Johan Anderson, Jorie Kosel, Harrison Suits Baer, Rachel Clausen, Anna Rice, Jordan Krsnak, and Ashish Adhikari. Students who qualified in debate are Joe Skaggs, Seiko Shastri, Michelle Stanley, and Layne Meyer.

Angela Cassidy is the speech team head coach, and Will Hailer is the debate team head coach.

*** **We Are Proud** of Moorhead High students who competed at the state Business Professionals in America (BPA) competition in March.

Students placed in the following events at the state competition:

Ben Ammerman, Jordan Askew and Brock Buckellew -- Small Business Management Team, 5th place
David Hedden -- VB.NET Programming, 3rd place
Corissa Stockert, Emily Swedberg and Katelyn Whitehead -- Video Production Team, 5th Place
Emily Swedberg -- Graphic Design Promotion, 8th place
Katelyn Whitehead -- Digital Media Production, 6th place
Andrea Stowe -- Graphic Design Promotion, 5th place
Blake Jacobson -- Human Resource Management, 9th place

Hedden qualified for the national BPA competition in Reno, Nev., on May 7-11. Moorhead High teacher Kathi Salvevold is the BPA adviser.

*** **We Are Proud** of Moorhead High students who placed in the American Indian Young Artist and Writers Competition in Detroit Lakes. Katie Blaser took first place in the painting division, and Rachel Mjones took third place in the drawing division. They are students of Mick Dunn and Grady Carlson.

*** **We Are Proud** of Moorhead High School students who placed in the Fargo-Moorhead Community Theatre Juried Art Show. Rachel Nicolai took first place, Emily Swedberg took fourth place, and Clara Cavins-Wolford and Hope Thier received honorable mentions. They are students of Mick Dunn and Grady Carlson.

*** **We Are Proud** of Moorhead High art teacher Grady Carlson for being awarded the highest honor in all divisions at the 41st Annual Hawley Art Show. Carlson received Best of Show for his mixed media piece "From Hadley With Love."

*** **We Are Proud** of Moorhead High art teacher Mick Dunn who received a Professional Merit and a Committee Award at the 41st Annual Hawley Art Show. Dunn also was recently accepted into the New Mexico Watercolor Society National Juried Show, which will be held in Albuquerque, N.M., in June.

*** **We Are Proud** of Moorhead High School students Caleb Noennig and Travis Berg who placed first in the state Ford/AAA Student Auto Skills competition. They will represent Minnesota in the national competition in Dearborn, Mich., June 22-24. Moorhead High School also placed first in the school written test. Lauren Rood is the automotive teacher at Moorhead High School.

*** **We Are Proud** of the elementary Destination ImagiNation team called 7 ate 9 for placing second in "DI've Got a Secret" at the regional DI tournament. This qualified the team to compete at the state tournament on April 19. Team members are Akira Shastri, Elisabet Samonides-Hamrick, Tracy Athmann, Zachary Manning, Elizabeth Johnson, Ryan Sadlowski and Adam Bakken. Team coach is Bryan Draxten.

*** **We Are Proud** of the Moorhead elementary school teams that placed second, third, fifth and seventh in the fifth grade Regional Math Masters Tournament held in Moorhead on May 2. Fourteen teams in the area participated in individual and team rounds.

The Math Masters of Minnesota competition is designed to promote excellence in thinking skills pertaining to mathematics. Lois Brown coordinated the regional tournament.

Ellen Hopkins Elementary -- 2nd Place
Reilly Swanson, Adam Bakken, Cassidy Klostriech, Michael Wenzel and Daniel Stone. Their teacher is Cheri Puetz.

S.G. Reinertsen Elementary #2 -- 3rd Place
Luke Lillehaugen, Katie Gruver, Hannah Riveland, Nathan Kaiser and Shaye Maetzold. Their teacher is Kim Nelson.

S.G. Reinertsen Elementary #1 -- 5th Place
Cody Lineburg, Madi Brenamen, Haley Ludwig, Wes Waara and Mackenzie Kelly. Their teacher is Kim Nelson.

Robert Asp Elementary -- 7th Place
Mary Noble, Tanner Otto, Erin Eidsness, Alex Ulve and Britta Holland. Their teacher is Kevin Beckius.

Several students also received individual awards.

Facts Drill awards went to:

3rd Place -- Cody Lineburg
4th Place -- Luke Lillehaugen
8th Place -- Mary Noble
11th Place -- Cassidy Klostriech
12th Place -- Reilly Swanson
13th Place -- Alex Ulve
14th Place -- Michael Wenzel
15th Place -- Haley Ludwig

Individual Round awards went to:

1st Place -- Luke Lillehaugen
6th Place -- Alex Ulve
9th Place -- Haley Ludwig
10th Place -- Tanner Otto
11th Place -- Mary Noble
12th Place -- Erin Eidsness
14th Place -- Cody Lineburg
15th Place -- Reilly Swanson

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Best Practice Incentive Grants - Approve the Best Practice incentive grants for a total of $18,500. Best Practice incentive grants are used to provide additional support for district and school SMART goals areas and the district's Strategic Plan.

Lakes Country Service Cooperative Renewal Contract - Approve the Lakes Country Service Cooperative's No Child Left Behind and the Minnesota Academic Standards Consortium Contract for Services for the 2008-2009 school year.

Special Education Extended School Year (ESY) Program - Approve the 2008 Special Education Extended School Year (ESY) Program for Moorhead Schools from June 24, 2008-July 31, 2008.

Gifts - Accept donations of $1,466 for the Senior Wisdom Retreat from the following businesses

and organizations:

Contributions of more than $250: Key Club, Moorhead Community Education and Minnesota State Community and Technical College.
Contributions of $200-$250: NDSU Division of Fine Arts, Concordia College and Minnesota School of Business.
Contributions of $100: Cash Wise, Cass-Clay Creamery, Rasmussen College, Fargo Warehouse Inc./Dakota Bumper and Body Supply, Hornbachers, Pan 'O Gold Baking Co., and State Bank & Trust.
Contributions of $50: Rosemary Bakke.
Contributions of $25 or less: Ron and Nancy Bock, Mark and Nancy Doda, Tammie and Michale Dohman, Ron and Jill Elliott, Sherri Fossum, Lee and Tammy Goracke, Haugen Masonry, Dean and Paul Jacobsen, Shelly and Jon Lundborg, Scott and Diane Mead, Gordon and Brenda Mitchell, Todd and Mary Nelson, Kathy Just, Jim and Jane Snyder, Angie Their, Dr. David Tranby, Rachel Trautman, Wal-Mart, Dale and Lauri Whitehead, and Tim and Denise Young.

Family/Medical Leaves

Sue Bachmeier - EBD/LD Teacher, Horizon Middle School, effective approximately September 5, 2008 for approximately twelve weeks.
Julie Schauer - 2nd Grade Teacher, Robert Asp Elementary, effective approximately August 4, 2008 for six weeks.
Vickie Anderson - Paraprofessional, Horizon Middle School, effective May 15, 2008 for the remainder of the school year.

Other Leave

Lea Gonzalez - Paraprofessional, Ellen Hopkins Elementary, effective May 9, 2008. This leave is with pay until further notice.

Change in Contracts

Beth Henning - .50 FTE Kindergarten Teacher to 1.00 FTE, S.G. Reinertsen Elementary, effective with the 2008-2009 school year. (Replaces Jean Kinsella)
Pam Hancock - MARSS Coordinator, Probstfield Center for Education, B22 (10) $15.50 per hour to B23 (10) $15.97 per hour effective May 1, 2008.

Resignations

Chad Mattson - Counselor, High School, effective June 16, 2008.

Rachel Kercher - Lunchroom Supervisor/Crossing Guard, S. G. Reinertsen Elementary, effective June 4, 2008.
Angela Cassidy - Head Speech Coach, High School, effective at the end of the 2007-2008 Speech season.

New Employees
Melissa Pickar - Paraprofessional, Hopkins Elementary, B21 (0-2) $13.11 per hour, 6.5 hours per day, effective March 31, 2008. (Paid by resident district.)
Nicole Wiesner - ABE Teacher, $24.71 per hour, 14.4 hours per week, 38 weeks per year, effective July 7, 2008. (Replaces Debra Hoesley.)
Leah Wickenheiser - DCD Teacher, Hopkins, BA (1) $31,980.00, effective August 26, 2008. (Replaces Steve Montplaisir.)
Lindsay Kuznia - Spanish Immersion Teacher, Hopkins Elementary, BA (2) $33,122.00, effective August 26, 2008. (Replaces Vanessa Marchini.)
Eric Paul - Math Teacher, High School, MA+10 (6) $47,052.00, effective August 26, 2008. (Replaces Julie Hoffner.)
Melissa Jacobson - School Nurse, District Wide, BA (6) $37,734.00, effective August 26, 2008 (Replaces Lona Daly-Getz.)
Megan Kochmann - Spanish Immersion Teacher, Hopkins Elementary, BA (0) $30,823.00, effective August 26, 2008. (Replaces Laura Holmquist.)
Diane Karsten - DCD Teacher, High School, BA+10 (7) $40,701.00, effective August 26, 2008. (Replaces Dale Johnson.)
Lori Lockhart - Principal, Middle School, D71 (8) $95,617.00, effective July 1, 2008. (Replaces Colleen Tupper.)

Pay Equity Implementation Report - Approve the Pay Equity Implementation Report as presented and to submit the report to the Department of Employee Relations.

Motion carried 5-1; Erickson abstaining.

COMPREHENSIVE ARTS PLANNING PROGRAM (CAPP) PLAN: CAPP committee members Brian Cole, Sue Geihl and Rebecca Meyer-Larson presented information related to arts education in Moorhead Area Public Schools. This Comprehensive Arts Planning Program Plan addresses the district's Strategic Plan - Priority Area 5: Promote arts and 21st century learning, thinking and life skills. One of the strategies identified was to conduct a comprehensive arts planning program process and develop a five-year plan for arts education the district. The five-year CAPP Plan goals are as follows:

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies, and community partnerships.

Each goal area includes a target and strategies, and an evaluation plan and action plan are also identified.

Erickson moved, seconded by Dulski, to approve the Five-Year Comprehensive Arts Planning Program Plan for submission to the Perpich Center for Arts Education by June 1, 2008. Motion carried 6-0.

NCLB PROGRAMS MONITORING CORRECTIVE ACTION PLAN: Sarah King presented information related to the corrective action plan. The corrective action plan is a result of the Minnesota Department of Education's Program Accountability and Improvement Division review held in the spring.

Ladwig moved, seconded by Fagerlie, to approve the NCLB Programs Monitoring Corrective Action Plan for submission to the Minnesota Department of Education by May 30, 2008. Motion carried 6-0.

ADMINISTRATORS' CONTRACT SETTLEMENT: Siggerud moved, seconded by Ladwig, to approve the 2008-2010 settlement for Administrators as follows:

2008-2009	5.08%	$19,046.00
2009-2010	4.79%	$18,866.00
TOTALS	9.87%	$37,912.00

Motion carried 6-0.

SAFETY TASK FORCE REPORT: The district's Strategic Plan includes a priority area to promote a safe, healthy and respectful learning environment. Under that priority area there was a goal to develop and promote initiatives that encourage safe workplace practices. The Safety Task Force developed the following goals:

1. Recommend the addition of safety data to the new employee orientation.
2. Have the Lakes Country Service Cooperative (LCSC) develop a master training schedule for the Moorhead Area Public Schools for the health and safety training already provided by LCSC under a contract with the district.

Goals developed by the Task Force will be revisited in 2008-2009 to determine feasibility for implementation.

Erickson moved, seconded by Ladwig, to accept the Safety Task Force Report. Motion carried 6-0.

FIRST READING OF POLICIES: The School Board conducted a first reading on policies, Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees (506) and Online Learning Options (610).

COMMITTEE REPORTS: Brief reports were heard regarding RRALC Graduation and Hopkins PTAC and Staff Development Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Tomhave and Ladwig requested written information from the superintendent search consultant prior to the June 5 meeting. Tomhave acknowledged that the Board had received communication from Dr. Nybladh regarding the primary election law changes and noted the board is not required to take action and will no longer conduct School Board primary elections. Tomhave asked board members to stay after the meeting to arrange a dinner date, time and location to honor Dr. Nybladh and his wife, Karen, prior to his departure from the school district. Communications will be forthcoming regarding graduation commencement details for June 8.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:54 p.m.

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Cindy Fagerlie, Clerk

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.135 D

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash LK

DATE: June 3, 2008

RE: Positive Behavioral Interventions and Supports (PBIS)

Cheryl Keenan, Jill Skarvold, and staff from Horizon Middle School will present information to the board on Positive Behavioral Interventions and Supports (PBIS). Attached is the keynote presentation.

PBIS is a part of the district's strategic plan. Priority area one: Promote high expectations for student achievement and behavior. Goal: Implement a positive behavior support system district wide. Strategies: Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project. Expand positive behavior intervention system (PBIS) within all schools across the district.

The staff at Horizon Middle School have completed their first year of training and implementation. SG Reinertsen Elementary and Ellen Hopkins Elementary schools will begin training and implementation in August 2008.

The Minnesota School-Wide PBIS is a proactive strategy for defining, teaching and supporting student behavior that results in academic and social gains as well as positive school culture. Through planning and teaching clearly defined expectations, schools have been able to demonstrate improved academic and social outcomes for students.

LAK/kmr
Attachment

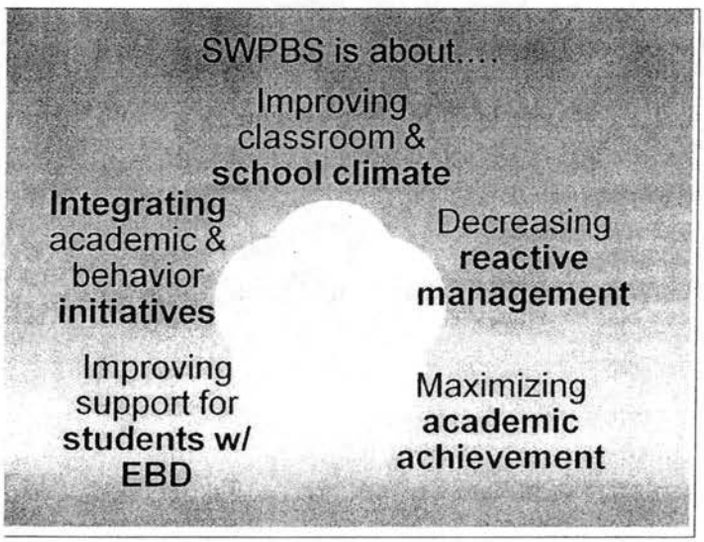
Positive Behavior Supports:

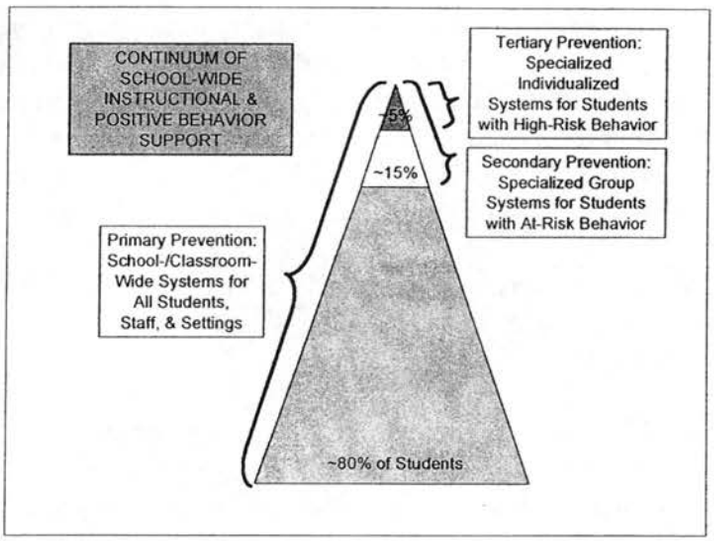
An Integral Part of Our Strategic Plan for Supporting Behavioral and Academic Needs of Students

School Board Dialogue
Cheryl Keenan & Jill Skarvold
June 9, 2008

What is Positive Behavior Support? (PBS)

- School-wide PBS (SW-PBS) is:
  - A system approach for establishing the social culture and individual behavioral supports needed for schools to be effective learning environments for all students.
- Evidence-based features of SW-PBS
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Continuum of consistent consequences for problem behavior
  - On-going collection and use of data for decision-making
  - Continuum of intensive, individual interventions.
  - Administrative leadership - Team-based implementation (System that support effective practices)





Moorhead Strategic Plan

- Priority Area 1: Promote high expectations for student achievement and behavior
  - Goals:
    - Monitor student progress at least quarterly by teacher teams and by school district administrators
    - Provide system of timely intervention for students who do not show growth or adequate development in learning
    - Implement a positive behavior support system
    - Utilize effective data and record-keeping systems regarding student behavior

Strategic Plan - continued

- Priority Area 3: Promote a safe, healthy and respectful learning environment
  - Goals:
    - Implement a positive behavior support system
    - Utilize effective data and record-keeping systems regarding student behavior

Where is PBS being used?

- 2007-08 Year 1 Horizon
- 2008-09 Year 2 Horizon

  Year 1 Hopkins & SGR
- Currently PBIS is being implemented in 30 states plus DC
- Is being implemented in over 6,000 schools
- Is the most implemented evidenced-based project that exists

Map To Support SW-PBS Implementation

- 2+ years of our building teams receiving on-going training by national trainers
- Annual "booster" events after first year
- Coaching/facilitator from MDE to support our building teams
- Regular / periodic self-assessment & evaluation data

Horizon's Major PBS Tasks for 2007-08

Establish leadership team

Establish staff agreements

Build working knowledge & capacity of SW-PBS practices & systems

Develop individualized action plan for SW-PBS



Horizon Leadership Team

- Cheryl Keenan
- Deb Hellekson
- Terry Devries
- Tony Kunka
- Janelle Frost-Geiser
- William Franklin
- Colleen Tupper

Features of PBIS

- Teaching behavioral expectations to ALL
- Schoolwide behavioral expectations
- Continuum of consequences for violating behavioral expectations
- Acknowledging appropriate behavior
- Ongoing use of data for decision-making
- Problem solving process for students with chronic problem behavior

PBS is not...

- Not specific practice or curriculum...it's a general approach to preventing problem behavior.
- Not limited to any particular group of students...it's for all students.
- Not new...it's based on long history of behavioral practices & effective instructional design & strategies.

What are the PBS outcomes?

- Decrease in discipline referrals
- Increase in instructional time
- Decrease in administrator time spent on discipline issues
- Effective and efficient use of scarce resources
- Increase in perceived school safety
- Sustainability through team approach

School-wide Systems
(All students all settings all times)

Create a positive school culture:

School environment is predictable
1. common language
2. common vision (understanding of expectations)
3. common experience (everyone knows)

School environment is positive
regular recognition for positive behavior

School environment is safe
violent and disruptive behavior is not tolerated

School environment is consistent
adults use similar expectations.

Three Important Themes

- Create systems, not just programs, to support each and all students
- Earlier rather than later
- Evidence, not opinion

Logic

- Children who engage in problem behavior typically do so for one of two MAIN reasons:
  - Get access to attention (adult/peer)
  - Avoid/escape work or demand
- Good instruction improves behavior
- Good behavior support improves academic engagement..and academic gains.

ODR Administrative Benefit
(office disciplinary referral)

2001-2002 2277
2002-2003 1322
= 955 42% improvement
= 14,325 min. @ 15 min.
= 238.75 hrs
= 40 days Admin time

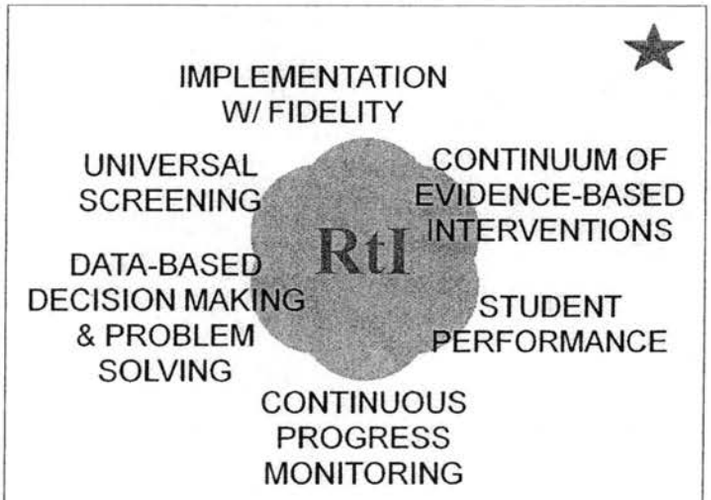
ODR Instructional Benefit

2001-2002 2277
2002-2003 1322
= 955 42% improvement
= 42,975 min. @ 45 min.
= 716.25 hrs
= 119 days Instruc time

"We found some minutes?"

After reducing their office discipline referrals from 400 to 100, middle school students requiring individualized, specialized behavior intervention plans decreased from 35 to 6.

Horizon Data



To Conclude

- Create systems-based preventive continuum of behavior support
- Focus on adult behavior
- Establish behavioral competence
- Utilize data based decisions
- Give Priority to academic success
- Invest in evidence-based practices
- Teach & acknowledge behavioral expectations
- Work from a person-centered, function-based approach
- Arrange to work smarter

Questions?

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.114

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: June 2, 2008

RE: Approval of Policy

Attached please find the policy, Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees (506).

Suggested Resolution: Move to approve the policy, Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees (506), as presented.

LPN:mde
Attachment

Board Policies

Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees

School Board Policy: 506

Section: 500 STUDENTS

Date Adopted: 5/12/2008

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of Moorhead Area Public Schools.

II. GENERAL STATEMENT

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the School Board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

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

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include but are not limited to leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

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

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

1. Where the normal school activity is an educational program of the school district for which student attendance is

compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

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

G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Distribution by students and employees of non-school sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following;

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, learning environment, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolation location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the building administrator at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

4. If intended for students, the grade(s) of students to whom the distribution is intended.

B. Within one school day, the building administrator will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the building administrator, the person may submit a written request for appeal to the Superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays and holidays) of submitting the appeal, the person shall contact the office of the Superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the School Board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

Legal References:
U.S. Const., Amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1986)

Cross References:
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety
Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

Superintendent of Schools
Moorhead Area Public Schools

Memo S.08.115

TO: School Board

FROM: Dr. Larry P. Nybladh, Superintendent

DATE: June 2, 2008

RE: Approval of Policy

Attached please find the policy, Online Learning Options (610).

Suggested Resolution: Move to approve the policy, Online Learning Options (610), as presented.

LPN:mde
Attachment

Board Policies

Online Learning Options

School Board Policy: 610

Section: 600 EDUCATION PROGRAMS

Date Adopted: 6/9/2008

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to define the process that allows students to complete a course or program through an online learning provider for purposes of compulsory attendance.

II. GENERAL STATEMENT

A. Moorhead Area Public Schools will make available information about the online learning options through administration and counselors. Moorhead Area Public Schools will utilize Lakes Country Service Cooperative (LCSC) as the online learning provider.

B. A student who enrolls in an online learning class or program must notify the school district within 30 days before starting the class or program.

C. The school district shall grant academic credit for completing the requirements of an online learning course or program. Moorhead Area Public Schools shall apply the same graduation requirements to all students. The district shall use the same criteria for accepting online credits or courses as it does for accepting other transfer credits from other schools and institutions.

D. The school district shall allow online learning students to have the same access to the computer hardware and education software available in the school as all other students in the school district.

E. The school district shall continue to provide non-academic services to online learning students.

F. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

III. DEFINITIONS

A. "Online learning" is an interactive course or program that delivers instruction from a teacher to a student by computer and the Internet. For students in K-12 courses, online learning must meet or exceed State of Minnesota academic standards and may be combined with other traditional delivery methods that include frequent student assessment and actual teacher contact time.

B. "Student" is a Minnesota resident enrolled in a school defined in the compulsory instruction law in any grades kindergarten through grade 12.

C. "Online learning student" is a student enrolled in the school district for purposes of compulsory attendance and enrolled in an online learning course or program delivered by an authorized online learning provider.

D. "Online learning provider" is another school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students.

E. "Supplemental online learning" means an online course taken in place of a course period during the regular school

day at a local district school. LCSC Online is a Supplemental Online Learning Program.

F. "Participating District" refers to the school district members of the LCSC online consortium. The school district has the full rights and responsibilities available through the LCSC Online Learning Project.

G. "Course Management System" (CMS) refers to the hardware and software that constitute the online resources installed and maintained by the LCSC Online Learning Project. These resources may include commercially prepared online courses, consortium-developed courses and other resources for the use of consortium members.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The building administration and counselors shall make available information about online learning to all interested people. Information regarding online courses will be developed and maintained by the building administration and counselors.

2. The school district will receive and maintain information provided to it by online learning providers. The school district may utilize the LCSC Online Learning Project as a provider.

B. Students

1. A student may apply for full-time enrollment in an approved online learning program or for supplemental online learning. The student must have the written consent of a parent/guardian to do so if the student is under eighteen (18) years of age. A student must complete and submit an LCSC Online Enrollment Form (Administrative Procedure 610.1) including a statement indicating the reason for enrolling in online learning. The form will be completed and given to the counseling staff to be sent to LCSC.

2. The student and the student's parents/guardians must submit an application to the online learning provider and identify the reason for enrolling in online learning. The student must notify the LCSC Online Learning Project of intent to enroll within 10 days of acceptance into the online course(s) and must sign a statement of assurance (Administrative Procedure 610.2) indicating the course and online learning expectations have been reviewed and understood.

3. Must receive academic credit for completing the requirements of an approved online course or program and secondary credit must count towards graduation and credit requirements of the enrolling district.

4. An online learning student may enroll in supplemental online learning courses during a single school year to a maximum of 50 percent of the student's full schedule of courses per term. A student may exceed the supplemental online learning registration limit if the school district grants permission for supplemental online learning enrollment above the limit, or if an agreement is made between the school district and the online learning provider for instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply for enrollment to an approved full-time online learning program following appropriate procedures in Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school per contract for instructional services between the online learning provider and the school district.

5. An online learning student may complete course work at a grade level that is different from the student's current grade level.

A student who drops an online class within the first two weeks of the class may enroll in another online class or class-based course. The dropped course will not appear on the student's transcript. The student who wishes to drop a distance class after the first two weeks of the class shall be assigned an F for that course and that grade will appear on the student transcript.

The school district shall permit a student with a disability to enroll in online learning courses for programs. The student's IEP team will determine the least restrictive environment for participation in online learning. The student's

IEP will reflect the appropriateness of the instructional delivery choice.

6. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for payment of any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The school district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.

3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.

2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.

3. An online learning provider must make available to the school district the course syllabus, standard alignment, content outline, assessment requirements, and contact information for supplemental online courses taken by school district students.

4. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.

5. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.

6. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

7. Online learning may be provided by Moorhead Area Public Schools to provide the following options:

a. Credit Recovery

b. Alternative Learning Options

c. Homeschool Option

d. Courses not offered by Moorhead Area Public Schools

e. Scheduling conflicts

f. Independent Study Options

8. Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety will apply to students participating in online courses.

Legal References:
Minnesota Statute 123B.42, Subd. 1 (Curriculum; Electronic Components)
Minnesota Statute 124D.03 (Enrollment Options Program)
Minnesota Statute 124D.09 (Post-Secondary Enrollment Options Act)
Minnesota Statute 124D.095 (Online Learning Option Act)

Cross References:
Moorhead School Board Policy 511: Enrollment of Nonresident Students
Moorhead School Board Policy 602: Special Education Programs
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.146**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 3, 2008

RE: Employee Handbook Update

The updated version of the Employee Handbook for the 2008-2009 school year has been completed and reviewed for School Board approval. Changes will be discussed at the meeting of June 9, 2008.

SUGGESTED RESOLUTION: Move to approve the 2008-2009 Employee Handbook as presented.

RN/smw

Department of Business Services
Moorhead Area Public Schools

Memo B.08.018

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent of Business Services

DATE: June 4, 2008

SUBJECT: Fiscal Year 2009 Budget

Attached is a draft of the preliminary expenditure and revenue budget for fiscal year 2009. The purpose of this memo is to highlight the changes as a result of the work of the Central Office Team as we set out to reduce the General Fund (Fund 01) expenditure budget by approximately $1,000,000. This targeted figure did not include the 3.85 FTE reduction (2.0 FTE without offsetting revenues) as a result of the staffing plan that was presented to the school board in March.

The preliminary budget for the General Fund for fiscal year 2009 is as follows:

	Beginning Fund Balance	Revenues	Expenditures	Ending Fund Balance	Fund Balance as % of Expenditures
Fund 01 – General	6,288,421	50,116,119	52,634,201	3,770,339	7.16%

The following table details the reductions that are included in the attached document:

Category	Amount of Reduction	Description
Staff Reductions from March Staffing Plan (2.0 FTEs)	120,000	3.85 FTEs total: 1.85 FTEs due to grants expiring resulting in a reduction of 2.0 FTEs without corresponding revenue reduction
Instructional supplies	200,400	
Textbooks	150,000	
Delay capital projects	200,000	
Delay purchase of school bus	77,250	
Buildings and Grounds supplies	30,000	
Technology	100,000	Equipment
Director of Property Services	85,000	Combine Director of Property Services and Director of Transportation positions
Custodial position	30,000	Delivery position eliminated
Part-time media assistants	33,000	3 positions eliminated
Copy para – High School	21,000	
Increase charge-backs to Food Services	70,700	Operations/maintenance and technology staffing
Miscellaneous instructional supplies	6,840	Special education and pupil support services
Total	1,124,190	1,004,190 not including the 2.0 FTE reduction as a result of the staffing plan.

During this last legislative session, an increase in revenue of $51 per pupil unit was approved. As a result, Moorhead Area Public Schools will receive an additional $315,000 in one-time revenue for fiscal year 2009. While the additional revenue is appreciated, it does not necessarily help us in the long term.

Energy and fuel costs are having a dramatic impact on our budget. For example, the cost of diesel fuel to transport our students is estimated to be $43,500 higher than in fiscal year 2008. Taking all energy costs together, we have increased these items by $219,000 over fiscal year 2008, an increase of 10%.

Our excess operating levy will expire following fiscal year 2009. This will result in a reduction of approximately $700,000 in annual revenues beginning in fiscal year 2010 through a combination of reduced levy authority and an associated reduction in state equity aid.

Significant reductions are inevitable for the next budgeting cycle. An approach that combines increasing revenues, if possible, and reducing expenditures will be necessary as we deal with the fiscal challenges that lie ahead.

WAK:mde
Attachment

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

IE #		2006-2007 ACTUAL	2007-2008 PROJECTED	2008-2009 PROJECTED	2009-2010 PROJECTED	2010-2011 PROJECTED
	Formula Allowance per Pupil Unit	4974	5,074	5,124	5,124	5,124
	Enrollment (Nov. 2006 Projections)	5381	5,307	5,297	5,323	5,314
	REVENUES:					
	General Fund					
1	Property Taxes	1,328,402	1,445,965	1,449,514	1,324,108	1,350,590
2	Interest	583,116	585,000	400,000	290,000	290,000
3	Tuition & fees	768,238	541,748	552,583	563,635	574,907
4	Other local sources	840,926	859,672	877,547	895,098	913,000
5	General ed aid	33,245,488	34,694,187	35,012,934	34,403,607	34,209,391
6	Tax credits/Border city aid	297,327	297,596	306,523	312,653	318,907
7	Non public trans aid	223,132	227,595	232,147	236,790	241,526
8	Special ed aid,excess aid,pr yr adj	6,577,278	7,137,504	7,280,254	7,425,859	7,574,376
9	Federal aids/Grants	2,749,437	2,868,852	2,926,229	2,984,754	3,044,449
10	**Total General Fund**	**46,613,344**	**48,658,119**	**49,037,731**	**48,436,504**	**48,517,145**
	Operating Capital					
11	Operating Capital aid	866,490	828,913	775,531	739,300	685,742
1a	Operating Capital asbetos rebate	0	28,322	0	0	0
12	Lease Levy	278,616	275,728	232,379	237,027	241,767
13	Head Start Rent	16,208	16,532	16,863	17,200	17,544
14	Sale of Property railroad land 07/08	0	48,750	0	0	0
15	Microsoft Settlement	116,732	20,098	0	0	0
16	**Total Operating Capital**	**1,278,046**	**1,218,343**	**1,024,773**	**993,527**	**945,053**
17	Health & safety levy	**336,306**	13,499	53,615	350,000	360,500
18	Health & safety aid	(784)	0	0	0	0
19	**Total Health & Safety**	**335,522**	**13,499**	**53,615**	**350,000**	**360,500**
20	**Total Revenues**	**48,226,912**	**49,889,961**	**50,116,119**	**49,780,030**	**49,822,699**
21	% CHANGE	6.69%	3.45%	0.45%	-0.67%	0.09%
22	$ CHANGE	3,022,768	1,663,049	226,158	(336,089)	42,668
	EXPENDITURES:					
23	Admin salaries	2,776,689	2,852,663	2,933,581	3,036,256	3,142,525
24	Admin fringe benefits	427,930	506,716	467,127	483,476	500,398
25	Admin supplies	9,453	20,156	20,761	20,761	20,761
26	Admin other	140,128	188,823	201,288	207,326	213,546
27	Instruct salaries (reg & voc)	15,477,436	16,699,761	17,282,749	17,887,645	18,513,713
28	Instruct fringe benefits	4,533,993	4,777,605	5,016,485	5,192,062	5,373,784
29	Instruct supplies	499,135	606,214	424,000	424,000	424,000
30	Instruct other	886,408	933,573	961,580	990,428	1,020,140
31	Spec ed salaries	8,517,631	8,826,688	9,268,022	9,592,403	9,928,137
32	Spec ed fringe benefits	1,907,186	2,142,085	2,249,189	2,327,911	2,409,388
33	Spec ed supplies	76,981	79,290	79,290	79,290	79,290
34	Spec ed others	1,472,121	1,153,227	1,187,820	1,223,450	1,260,150
35	Instruct support salaries	1,532,553	1,578,530	1,624,457	1,681,312	1,740,158
36	Instruct support fringe benefits	306,139	315,323	331,089	342,677	354,671
37	Instruct support supplies	85,179	140,260	140,260	140,260	140,260
38	Instruct support other	228,520	259,560	267,350	275,370	283,630
39	Pupil support salaries	841,631	969,410	1,016,291	1,051,861	1,088,676
40	Pupil support fringe benefits	205,414	248,695	261,130	270,269	279,729
41	Pupil support supplies	4,817	11,966	11,966	11,966	11,966
42	Pupil support other	14,598	27,814	28,650	29,510	30,400
43	Bldgs & grounds salaries	1,140,279	1,159,010	1,101,961	1,140,529	1,180,448
44	Bldgs & grounds fringe benefits	196,649	199,158	209,116	216,435	224,010
45	Bldgs & grounds energy exp	1,530,562	1,750,485	1,925,534	2,060,321	2,163,337
46	Bldgs & grounds supplies	370,468	317,588	297,116	297,116	297,116
47	Bldgs & grounds other	205,037	228,052	164,207	169,133	174,207
48	Transportation salaries	440,360	462,378	485,497	502,489	520,076
49	Transportation benefits	65,013	68,264	71,677	74,186	76,782

IE #		2006-2007 ACTUAL	2007-2008 PROJECTED	2008-2009 PROJECTED	2009-2010 PROJECTED	2010-2011 PROJECTED
50	Transportation contracted services	2,018,595	2,034,750	2,116,140	2,200,786	2,266,809
51	Transportation supplies	350,364	435,000	478,500	511,995	537,595
52	Transporation equipment	70,926	75,000	0	79,568	79,568
53	Transportation other	18,487	25,000	25,750	26,523	27,318
54	Property/ Casuality Insurance/Liab	201,139	150,532	146,765	151,168	155,703
55	**Total General Expenditures**	**46,551,821**	**49,243,576**	**50,795,347**	**52,698,484**	**54,518,294**
56	Op cap special assessments	22,107	32,862	46,559	63,225	65,122
57	Op cap Leases	292,610	308,959	318,228	327,775	337,608
58	Op cap Telephone/telecomm	18,570	82,238	84,705	87,246	89,864
59	Op cap Bldg Discretionary	36,452	42,456	43,730	45,042	46,393
60	Op cap Athletics	2,884	10,433	10,746	11,068	11,400
61	Op cap Textbooks	350,279	335,000	195,050	200,902	206,929
62	Op cap Music	12,599	13,911	14,328	14,758	15,201
63	Op cap Media	44,678	46,376	22,767	22,767	22,767
64	Op cap Eq Contingency/copiers	114,174	131,658	135,608	139,676	143,866
65	Op cap Technology Staffing	108,358	113,042	118,694	122,255	125,923
66	Op cap Technology Plan	488,717	498,861	438,827	438,827	438,827
67	Op Microsoft Settlement	116,731	20,098	0	0	0
68	Op cap Bldg Const/Maint Plan	737,522	1,133,748	356,000	572,680	572,680
69	Op cap Pool Construction	0	0	0	0	0
70	Op Cap Purchase of Land	201,630		0	0	0
71	**Total Operating Cap Expenditures**	**2,547,311**	**2,769,642**	**1,785,242**	**2,046,220**	**2,076,579**
72	Health & Safety Physical Hazard	41,456	30,000	13,612	310000	319,300
73	Health & Safety Hazardous Subst	1,564	10,000	10,000	10000	10,300
74	Health & Safety Enviromental Mgmt	22,874	30,000	10,000	10000	10,300
75	Health & Safety Asbestos	30,377	6,000	10,000	10000	10,300
76	Health & Safety Fire Safety	19,050	25,000	10,000	10000	10,300
77	Health & Safety Indoor Air Quality	0	0	0	0	0
78	**Total Health & Safety Expenditures**	**115,321**	**101,000**	**53,612**	**350,000**	**360,500**
79	**TOTAL EXPENDITURES**	**49,214,453**	**52,114,218**	**52,634,201**	**55,094,704**	**56,955,372**
30	% Change	3%	6%	1%	5%	3%
31	$ Change	1,618,471	2,899,765	519,983	2,460,503	1,860,668
32	REV OVER EXP (EXP OVER REV)					
33	General Fund	61,523	(585,457)	(1,757,616)	(4,261,980)	(6,001,148)
34	Operating Capital	(1,269,265)	(1,551,299)	(760,469)	(1,052,694)	(1,131,525)
35	Health & Safety	220,201	(87,501)	3	0	0
36	Total Rev Over Exp (Exp over Rev)	(987,541)	(2,224,257)	(2,518,082)	(5,314,674)	(7,132,673)
37	BEGINNING FUND BALANCE					
38	General Fund	7,023,712	7,085,235	6,499,778	4,742,163	480,182
39	Operating Capital	2,903,288	1,634,023	82,724	($677,745)	(1,730,439)
40	Health & Safety	(426,781)	(206,580)	(294,081)	($294,078)	(294,078)
41	Total Beginning Fund Balance	9,500,218	8,512,678	6,288,421	3,770,339	(1,544,335)
42	Transfer From General Fund	0	0	0	0	0
43	Transfer to Operating Capital	0	0	0	0	0
44	Transfer From Fund 22	0	0	0	0	0
45	ENDING FUND BALANCE					
46	General Fund	$7,085,235	$6,499,778	$4,742,163	$480,182	(5,520,966)
47	Operating Capital	$1,634,023	$82,724	($677,745)	($1,730,439)	(2,861,964)
48	Health & Safety	($206,580)	($294,081)	($294,078)	($294,078)	(294,078)
49	Total Ending Fund Balance	$8,512,678	$6,288,421	$3,770,339	($1,544,335)	(8,677,008)
50	As a % of Expenditures	17.30%	12.07%	7.16%	-2.80%	-15.23%

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.145**

TO: Dr. Larry Nyhladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 3, 2008

RE: Termination or Reduction of Non-Licensed positions

Reductions are being made in accordance with applicable contract provisions of the Master Agreement for Secretaries, Article XI and under the Paraprofessional Master Agreement, Article IV and Custodian Master Agreement Article IV as follows:

Termination's and Non-Renewal of Employment

Mary Flickinger	.50 FTE	Media Assistant
Mary Ann Manning	.50 FTE	Media Assistant
Melanie Renslow	.50 FTE	Media Assistant

The Copy Center position currently held by Roxanne Loock will be eliminated and Roxanne Loock will be transferred to a vacant paraprofessional position within the district.

The Custodian/Maintenance position held by Jim Boothroyd will be eliminated and Jim Boothroyd will be transferred to a vacant custodian position within the district.

Summary of Reductions:

Media Assistants	1.50 FTE
Paraprofessional	1.00 FTE
Custodian	1.00 FTE
TOTAL	3.50 FTE

SUGGESTED RESOLUTION: Move to direct administration to effect termination or reduction of non-licensed employee positions as provided under Minnesota Statute 123B.02 and in accordance with applicable contract provisions of the Secretary Contract Article XI; Paraprofessional Master Agreement, Article IV; and Custodian Master Agreement, Article IV effective at the end of the 2007-2008 school year for the following positions:

Summary of Reductions:

Media Assistants	1.50 FTE
Paraprofessional	1.00 FTE
Custodian	1.00 FTE
TOTAL	3.50 FTE

Termination and Non-Renewal of Employment

Mary Flickinger	.50 FTE	Media Assistant
Mary Ann Manning	.50 FTE	Media Assistant
Melanie Renslow	.50 FTE	Media Assistant

S-MG-R05
23 June 2008

INDEPENDENT SCHOOL DISTRICT #152

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

June 23, 2008
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. Matters Presented by Citizens/Other Communications (Non-Agenda Items)

2. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. TEACHING/LEARNING MATTERS - Kovash
   (1) Approval of North Dakota State College of Science Memorandum of Understanding - Pages 6-11
   (2) Acceptance of Gifts - Page 12
   (3) Approval of McKinney-Vento Homeless Education Grant Award Amendment - Page 13-16
   (4) Approval of University of Wisconsin-Stevens Point Affiliation Agreement - Pages 17-19

B. BUSINESS SERVICE MATTERS - Kazmierczak
   (1) Approval of Dairy and Bakery Bids - Pages 20-24

C. HUMAN RESOURCE MATTERS - Nielsen
   (1) Approval of Family/Medical Leave - Page 25
   (2) Approval of Leave of Absence - Page 26
   (3) Approval of Resignations - Page 27
   (4) Approval of Change in Contracts - Page 28
   (5) Approval of New Employees - Page 29

D. SUPERINTENDENT MATTERS - Nybladh

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

Moved by _____ Seconded by _____
Comments _____

3. **APPROVAL OF SCHOOL DISTRICT INSURANCE PACKAGE**: Kazmierczak
Pages 30-34

Suggested Resolution: Move to approve the insurance package in the amount of $264,454 from Minnesota School Boards Association Insurance Trust (MSBAIT) effective July 1, 2008 through June 30, 2009 as provided by Tom Quam of Bremer Insurance.

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF TRANSPORTATION CONTRACTS**: Kazmierczak
Pages 35-37

Suggested Resolution: Move to award transportation contracts for the 2008-2009 school year in the amount of $1,471,087 and for the 2009-10 school year in the amount of $1,519,813.50 to the following contractors: Schuck Bus Service; Richards Transportation Service; Red River Acquisitions; and Nelson School Bus Inc. as presented in the attached document.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF 2008-2009 MOORHEAD HIGH SCHOOL STUDENT HANDBOOK**: Kovash
Pages 38-57

Suggested Resolution: Move to approve the 2008-2009 Moorhead High School Student Handbook as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF PART-TIME AND SUBSTITUTE PAY SCHEDULE CHANGE**: Kazmierczak
Pages 58-59

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

Moved by _____ Seconded by _____
Comments _____

7. **2008-2009 ANNUAL OPERATING PLAN**: Kazmierczak
Page 60

Suggested Resolution: Move to approve the 2008-09 Annual Operating Plan which includes the preliminary budget for fiscal year 2009.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF TERMINATION OR REDUCTION OF NON-LICENSED POSITIONS**: Kovash
Page 61

Suggested Resolution: Move to direct administration to effect termination or reduction of non-licensed employee positions as provided under Minnesota Statute 123B.02 and in accordance with applicable contract provisions of the Personnel Policy for Non-Aligned with the Program Coordinator position effective September 1, 2008 and the Choices/ Afterschool Enrichment Coordinator position effective July 1, 2008.

Summary of Reductions:

Program Coordinator	1.00 FTE
Choices/Afterschool Enrichment Coordinator	.36 FTE
TOTAL	1.36 FTE

Termination and Non-Renewal of Employment

Karen Nitzkorski	1.00 FTE	Program Coordinator
Jane Rawlings	.36 FTE	Choices/Afterschool Enrichment Coordinator

Moved by _____ Seconded by _____
Comments _____

9. **CLOSE PUBLIC MEETING**: Tomhave

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

Moved by _____ Seconded by _____
Comments _____

10. **OPEN PUBLIC MEETING**: Tomhave

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

Moved by _____ Seconded by _____
Comments _____

11. **COMMITTEE REPORTS**

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

13. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
School Board - Special	June 24	8 am	PCE
School Board - Special	June 25	9 am	PCE
School Board	July 21	7 pm	PCE
School Board	August 11	7 pm	PCE
School Board	August 25	7 pm	PCE
Prof Development (a.m.)/ Teacher Work Day (p.m.)	August 26		
Professional Development	August 27-29		
Labor Day Holiday	September 1		
K-12 Classes Begin	September 2		

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.144 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: June 17, 2008

RE: Memorandum of Understanding

Attached is a Memorandum of Understanding with North Dakota State College of Science for the Moorhead Area Public School District to serve as a clinical education experience center for students enrolled in the Occupational Therapy Assistant Program. Moorhead Area Public School Policy 921 supports the agreements with universities and colleges to provide field experiences for pre-service teachers.

Moorhead Area Public Schools would provide occupational therapy students of North Dakota State College of Science an opportunity to complete a clinical education experience with a teacher certified by the state of Minnesota.

SUGGESTED RESOLUTION: Move to approve the Memorandum of Understanding with North Dakota State College of Science for Occupational Therapy Assistant Program students.

LAK/kmr
Attachment

North Dakota State College of Science
Occupational Therapy Assistant Program
Wahpeton, North Dakota

Memorandum of Understanding

BETWEEN

The North Dakota State College of Science ON BEHALF of the Arts, Science, and Business Division AND the Department of Occupational Therapy Assistant:

And

Moorhead Public Schools
Moorhead, MN

This agreement, made this **15th** day of **May, 2008** by and between the North Dakota State College of Science on behalf of the Arts, Science, and Business Division and through the Department of Occupational Therapy Assistant, hereinafter called the College and:

Moorhead Public Schools

Hereinafter called the Facility.

WHEAREAS, the College has a curriculum in Occupational Therapy Assistant, and WHEREAS, Fieldwork Experience is a required and integral component of the Occupational Therapy Assistant Curriculum, and WHEREAS, the College desires the cooperation of Facilities in the development and implementation of the Fieldwork Experience phase of it's Occupational Therapy Assistant Curriculum and WHEREAS, the Facility recognizes it's professional responsibility in participating in the education of Occupational Therapy Assistant students, NOW THEREFORE, in consideration of the mutual agreements set forth herein the College and the Facility will cooperate as described herewith.

I. THE COLLEGE AND THE FACILITY MUTUALLY AGREE:

a. to establish the educational objectives for the Fieldwork Experience, devise methods for their implementation, and continually evaluate to determine the effectiveness of the Fieldwork Experience;

b. to make no distinction among students covered by this Agreement, on the basis of race, color, sex, creed, age, national origin, or marital status.

II. THE COLLEGE AGREES:

a. to assume responsibility for assuring continuing compliance with the educational standards established by the American Occupational Therapy Association;

b. to establish and maintain on-going communication with the Fieldwork Supervisor of the Facility on items pertinent to Occupational Therapy Education, (such communication may include, but not be limited to, a description of the curriculum, relevant course outlines, policies, faculty and major changes in this information. On-site visits will be arranged when feasible);

c. to notify the Fieldwork Supervisor and the Facility, at a time mutually agreed upon, if it's planned schedule of student assignment, including the name of the student, level of academic preparation, and length and dates of Fieldwork Experience;

d. to refer to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum which is applicable to the Facility;

e. to inform the student of the Facility's requirements for acceptance, i.e., citizenship, health status etc;

f. to advise the assigned student of the responsibility for complying with the existing pertinent rules and regulations of the Facility;

g. to advise assigned student regarding appropriate health and professional liability insurance;

h. to supply the Fieldwork Supervisor with appropriate forms to be used in evaluating the performance of the assigned student;

i. to have the student provide prior to the commencement of the student assignment such confidential information as may be required by the Facility or deemed necessary for the training and guidance of the student.

III. THE FACILITY AGREES:

a. to designate as Fieldwork Supervisor the staff member who will be responsible for the planning and implementation of the Fieldwork Experience. The staff member so designated shall meet the criteria established by the American Occupational Therapy Association for supervising students;

b. to provide the Fieldwork Supervisor with time to plan and implement the Fieldwork Experience including, when feasible, time to attend relevant meetings and conferences;

c. to provide the physical facilities and equipment necessary to conduct the Fieldwork Experience;

d. to have available a written description of the Fieldwork Experience being offered;

e. to advise the College of any changes in it's personnel, operation, or policies which may affect Fieldwork Experience;

f. to determine the number of students which it can accommodate during a given period of time;

g. to provide the assigned student, whenever possible, with use of library facilities and reasonable study and storage space;

h. to provide the assigned student with a copy of the Facility's existing pertinent rules and regulations with which the student is expected to comply;

i. to make available, whenever possible, emergency health care for the assigned student, (the student will otherwise be responsible for his or her health care);

j. to evaluate the performance of the assigned student on a regular basis using the evaluation form developed by the American Occupational Therapy Association and supplied by the College. (The completed evaluation will be forwarded to the College within one week following conclusion of the student's Fieldwork Experience);

k. to advise the College, no later than mid-term, of any serious deficit noted in the ability of the assigned student to progress toward achievement of the stated objectives of the Fieldwork Experience, it will then be the mutual responsibilities of the assigned student, the Fieldwork Supervisor, and the Fieldwork Coordinator to devise a plan by which the student may be assisted to achieve the stated objectives;

l. to have the right to terminate any student whose health or performance is a detriment to patient well-being or in achievement of the stated objectives of the Fieldwork Experience after notifying to College, and discussion with the student;

m. to support continuing education and professional growth and development of those staff who are responsible for student supervision.

IV. TERMS:

This agreement shall be effective when executed by both parties for a period of one year and will be automatically referred annually unless terminated by one of the parties.

V. TERMINATION

Either party may terminate this agreement, by giving written notice of at least three (3) months to the other party.

VI. ENTIRE AGREEMENT; MODIFICATION

The document constitutes the entire agreement between the parties. This agreement may be revised or modified by written amendment when both parties agree to such amendment.

VII. HIPPA

It is understood that students and supervising faculty may have access to patient records or other personal health information (PHI) as part of the clinical experience. All patient records are and shall remain the property of the facility. The North Dakota State College of Science agrees its employees and students shall maintain patient confidentiality with respect to any PHI or other confidential information to which they may have access, to the same extent such requirements are imposed on the facility's employees. The North Dakota State College of Science employees and students shall fully comply with all applicable federal, state, local and facility laws, rules and policies concerning patient confidentiality, including requirements imposed by the Health Insurance Portability and Accountability Act of 1996, as amended (HIPAA). The facility may require that each participating student execute a document acknowledging this requirement.

FOR THE COLLEGE:

BY 

TITLE: Vice President for Academic and Student Affairs

DATE 5-15-08

FOR THE FACILITY:

BY _____

TITLE _____

DATE _____

10.04 - 1/05 pjw (Approved by LC 1/05)
S: Office Coordinator\OTA\Fieldwork\Center Data\File Data

ACORD CERTIFICATE OF LIABILITY INSURANCE

OP ID SO 9UNI-06

DATE (MM/DD/YYYY) 08/02/07

PRODUCER

HCIS/Vaaler Insurance
PO Box 12848
Grand Forks ND 58201
Phone: 701-775-3131 Fax: 701-775-4020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

INSURED

State of North Dakota School
of Medicine, Physicians
& Residents & Students
PO Box 9037
Grand Forks ND 58202

INSURERS AFFORDING COVERAGE		NAIC #
INSURER A:	MHA Insurance Company	33111
INSURER B:		
INSURER C:		
INSURER D:		
INSURER E:		

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	ADD'L INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
		GENERAL LIABILITY				EACH OCCURRENCE	$
		COMMERCIAL GENERAL LIABILITY				DAMAGE TO RENTED PREMISES (Ea occurrence)	$
		CLAIMS MADE ☐ OCCUR ☐				MED EXP (Any one person)	$
						PERSONAL & ADV INJURY	$
						GENERAL AGGREGATE	$
		GEN'L AGGREGATE LIMIT APPLIES PER:				PRODUCTS - COMP/OP AGG	$
		POLICY ☐ PRO-JECT ☐ LOC ☐					
		AUTOMOBILE LIABILITY				COMBINED SINGLE LIMIT (Ea accident)	$
		ANY AUTO				BODILY INJURY (Per person)	$
		ALL OWNED AUTOS				BODILY INJURY (Per accident)	$
		SCHEDULED AUTOS				PROPERTY DAMAGE (Per accident)	$
		HIRED AUTOS					
		NON-OWNED AUTOS					
		GARAGE LIABILITY				AUTO ONLY - EA ACCIDENT	$
		ANY AUTO				OTHER THAN AUTO ONLY: EA ACC	$
						AGG	$
		EXCESS/UMBRELLA LIABILITY				EACH OCCURRENCE	$
		OCCUR ☐ CLAIMS MADE ☐				AGGREGATE	$
		DEDUCTIBLE					$
		RETENTION $					$
		WORKERS COMPENSATION AND EMPLOYERS' LIABILITY				WC STATU-TORY LIMITS ☐ OTH-ER ☐	
		ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?				E.L. EACH ACCIDENT	$
		If yes, describe under SPECIAL PROVISIONS below				E.L. DISEASE - EA EMPLOYEE	$
						E.L. DISEASE - POLICY LIMIT	$
		OTHER					
A		Blanket Prof Liab	01ND10039	07/01/07	07/01/08	Each Occ	$1,000,000
		Incident/Aggregate	$100,000/$300,000 DED.			Aggregate	$3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS

Evidence of Professional Liability coverage for students at ND State College
of Science enrolled in the following programs: ASN(RN) Nursing;Dental
Assisting;Dental Hygeine;Health Information Technician;Medical Coding;
Medical Transcription;Medical Administrative Assistant;Mental Health Care
Associate;Occupational Therapy Assistant;Pharmacy Tech;Practical Nursising

CERTIFICATE HOLDER

NDSTA-6

North Dakota State College of
Science
800 North 6th Street
Wahpeton ND 58076-0002

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 10 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

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IMPORTANT

If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

DISCLAIMER

The Certificate of Insurance on the reverse side of this form does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed thereon.

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.141 C

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash

DATE: June 17, 2008

RE: Donation

Moorhead Area Public Schools has received a donation of $1,000 and a video camera from Monica Millette through the State Bank and Trust Pay It Forward Campaign. Each full-time employee received $1,000 to give to individuals, families or organizations in need. Employees also received a digital video camera. The $1,000 from Millette will be used to purchase guided reading books for the Book Room at Robert Asp Elementary. Millette also donated her video camera to the school.

SUGGESTED RESOLUTION: Move to accept the donation of $1,000 and video camera from Monica Millette and direct administration to send a thank you.

Monica Millette
505 Maple Ln S
Moorhead, MN 56560

LAK/kmr

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.142 C

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash

DATE: June 16, 2008

RE: McKinney-Vento Homeless Education Grant Award Amendment

Attached is the McKinney-Vento Homeless Education Grant Award Amendment from the Minnesota Department of Education. This amendment extends the grant end date until August 31, 2008. Moorhead Area Public Schools received $49,919 in funding as part of education for homeless children and youth in 2007-2008. The original work plan and budget have been submitted to the Minnesota Department of Education and updated information will be forwarded, if needed.

SUGGESTED RESOLUTION: Move to approve the Minnesota Department of Education McKinney-Vento Homeless Education Grant Amendment extending the grant end date until August 31, 2008.

LAK/kmr
Attachment

Minnesota Department of Education

JUN 9 - 2008

DATE: June 4, 2008

TO: Lynne Kovash, Superintendent
Moorhead ISD #152

FROM: Paul Klinge
Grants Specialist
Program Accountability and Improvement

RE: Grant Award Amendment #1 to McKinney-Vento Homeless Education Grant ID #2007-00229

Hello Lynne: Enclosed is an executed copy of Grant Award Amendment #1 for the District's McKinney-Vento Homeless Education Grant. This amendment extends the Grant end date until August 31, 2008. The work remains the same. If you have questions, please contact me at 651-582-8697 or at paul.klinge@state.mn.us.

Cc: Deb Pender Tilleraas
RuthEllen Luehr, MDE
Encl: Amendment #1

Minnesota Department of Education

OFFICIAL GRANT AWARD AMENDMENT

GRANT AWARDEE INFORMATION	**Moorhead ISD #152** Lynne Kovash, Authorized Representative 2410 14th St S Moorhead, MN 56560 PHONE: (218) 284-3310 FAX: (218) 284-2233 EMAIL: lkovash@moorhead.k12.mn.us
PROGRAM CONTACT REPRESENTATIVE	
MDE GRANT PROGRAM TITLE	McKinney-Vento Education for Homeless Children

ENCUMBRANCE INFORMATION

GRANT NUMBER: 2007-00229

FUNDING SOURCE/LEGISLATIVE AUTHORITY: TITLE X PART C MCKINNEY-VENTO

CFDA NUMBER: 84.196A UFARS NUMBER: 01F459

CFMS #: B06878A VENDOR #: 009152000-00

FY	FUND	ORG	APPROP	ADJUSTED AMOUNT
2008	300	2531	440	$0.00

ENCUMBRANCE ☐ YES ☒ NO *(If No, go to next box)*

NO ENCUMBRANCE, SELECT ☐ **IDEAS** or ☐ **PAYS**

ENCUMBRANCE SIGNATURE:

Gerri Gould 5/27/08

DATE

TOTAL AWARD AMOUNT	**ACTION TYPE:** **Amendment#1** $49,919.00 **Original/Initial Award** $0.00 Amendment #1 **Default** $49,919.00 **TOTAL AWARD**
AMENDMENT PURPOSE	**Change of Date(s)/Extension** and **N/A.** See page 2 for justification.
AWARD PERIOD	**START DATE:** 10/01/2007 through **END DATE:** ~~06/30/2008~~ **END DATE:** 08/31/2008

MDE KEY STAFF CONTACT INFORMATION

AUTHORIZED REPRESENTATIVE: Jessie Montano Phone: 651-582-8657 Fax: 651-582-8499 Email: jessie.montano@state.mn.us	**PROGRAM SPECIALIST** (if different from Authorized Rep) RuthEllen Luehr Phone: 651-582-8403 Fax: 651-582-8499 Email: rluehr@state.mn.us
GRANTS SPECIALIST: Paul Klinge PHONE: (651) 582-8697 FAX: (651) 582-8494 EMAIL: paul.klinge@state.mn.us	**OTHER ASSIGNED MDE STAFF:**

Grant Award Identification Number: 2007-00229
Organization/Agency/District: Moorhead ISD #152
Total Award: $49,919.00

OFFICIAL GRANT AMENDMENT APPROVAL

This amendment is now effective as it has been full executed and approved by the same parties who executed and approved the original grant award, or their successors in office.

Therefore with respect to the terms and conditions of the original application materials associated with this award and the amendment request of current award is for the purpose of: **Change of Date(s)/Extension** and **N/A** *(attach revised workplan and budget).* The justification for this amendment is as follows:

> A grant was awarded in FY08 based on an approved 3 year application. At the time of this grant, MDE was unsure if federal funding would continue and a 1 year grant only was executed. Additional time is now needed by the district and MDE to update and review the FY09 budget and workplan in preparation of extending the grant for the final 2 years and to prevent interruption of services to the homeless student population.

I, the Authorized Representative, acknowledge by signing below that I have reviewed all documentation and documents related to this amendment to ensure that adequate oversight and appropriate internal controls to properly administer grant funds have been measured.

Jessie Montano Jessie Montano — 5-21-08
Authorized Representative Name & Signature — Date

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

J EBSTEPHENS — 5/22/08
Division Director Name & Signature — Date

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

Jessie Montano Jessie Montano — 5-21-08
Division Director Name & Signature — Date

This amendment notification is approved, legal, binding and valid with the following official agency signature.

Tammy McGlone
Signature of ~~MDE's~~ Official with Authority to Sign

Date: SIGNED BY JUN 2 2008

Name: TAMMY McGLONE

Title: DIRECTOR OF ADMIN. SERVICES

Department of Teaching and Learning
Moorhead Area Public Schools

Memo TL.08.146 C

TO: Dr. Larry Nybladh

FROM: Lynne Kovash

DATE: June 17, 2008

RE: University of Wisconsin-Stevens Point Affiliation Agreement

Attached is an Affiliation Agreement with the University of Wisconsin-Stevens Point for Moorhead Area Public School District to serve as a clinical education placement center. Terms of this agreement are for three years, commencing June 1, 2008. Moorhead Area Public School Policy 921 supports the agreements with universities and colleges to provide field experiences for pre-service teachers.

Moorhead Area Public Schools would provide students of University of Wisconsin-Stevens Point an opportunity to work cooperatively in a teacher-learning situation with a teacher certified by the state of Minnesota.

SUGGESTED RESOLUTION: Move to approve the University of Wisconsin-Stevens Point Affiliation Agreement for three years, commencing June 1, 2008.

LAK/kmr
Attachment

AFFILIATION AGREEMENT FOR PLACEMENT
OF UNIVERSITY OF WISCONSIN STUDENTS

This Agreement is between the Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Stevens Point (hereinafter referred to as "University") and Moorhead (MN) Area Public Schools (hereinafter referred to as "Facility").

In consideration of the mutual benefits to the respective parties, the University and the Facility agree to the terms set forth below.

THE UNIVERSITY AGREES:

1. That each school or college of the University wishing to participate in a clinical education placement program with the Facility will annually provide the Facility with a Program Memorandum, detailing the academic content of the proposed program. Upon acceptance of this Program Memorandum as provided hereafter, it shall become a part of this agreement and shall be incorporated by reference. The Program Memorandum will include discussion of program concepts; the controls which the University and the Facility may exercise or are required to exercise; the rights of the Facility to review the University's program; the number of students to be assigned, the academic qualifications and the schedule of those students; and any other matters pertaining to the specific program content proposed by the department; and

1. To provide the Facility with a listing of students who will be participating in the program and to update that listing periodically.

THE FACILITY AGREES:

1. To review any Program Memorandum concerning a clinical education program submitted by a school or college of the University. Upon review, the Facility will notify the school or college of its acceptance or rejection of the academic program proposal; and

1. Not to accept students as participants in the program unless the student is certified as a program participant in writing by the appropriate coordinator of a particular University school or college.

THE UNIVERSITY AND THE FACILITY JOINTLY AGREE:

1. The parties shall not discriminate in their training or education of any person or in the conditions of training or education or in other actions taken as a result of this Agreement by reason of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation, or national origin. Each party will make reasonable accommodations to assure accessibility to training programs for persons with disabilities;

1. That during the term of this Agreement, the State will indemnify University employees, officers, and agents (students in required training, a credit program, or for graduation) against liability for damages arising out of their activities while

acting within the scope of their respective employment or agency, pursuant to §895.46(1) and §893.82, Stats.;

2. That the Facility will indemnify its employees, officers and agents against liability for damages arising out of their activities while acting within the scope of their respective employment or agency;
3. By executing this agreement, neither the University nor the Facility waives any constitutional, statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party; and
4. This agreement shall be construed and governed by the laws of the State of Wisconsin.

TERM OF AGREEMENT:

This agreement shall be for a term of three years, commencing June 1, 2008. It may be terminated solely by written notice, one year in advance, by either party to the designated agent of the other as shown below.

FOR THE UNIVERSITY:

UW – Stevens Point
Attn: Katie Schroth
041W Main, 2100 Main St.
Stevens Point WI 54481

FOR THE FACILITY:

Moorhead Area Public Schools
Lynne Kovash
2410 14th St. South
Moorhead MN 56560

Program Memoranda presented by the University and accepted by the Facility shall be for a term of no longer than one year. They may be renewed upon mutual agreement. Such Program Memoranda do not require the specific approval of either party provided they contain provisions relating solely to program arrangements and content.

Any fully executed Program Memoranda shall be incorporated by reference and become a part of this agreement if not inconsistent in any manner with this agreement.

FOR THE UNIVERSITY:

_____
Signature of Authorized Official Date

Name and Title (type or print)

FOR THE FACILITY:

_____
Signature of Authorized Official Date

Name and Title (type or print)

Department of Business Services
Moorhead Area Public Schools

Memo B.08.019

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Wayne Kazmierczak, Assistant Superintendent of Business Services

DATE: June 18, 2008

RE: Dairy and Bakery Bids

Bids for dairy and bakery products have been received and reviewed. I recommend that we accept the dairy bid received from Cass Clay Creamery and the bakery bid received from Pan O Gold Baking Company.

Suggested Resolution: Move to accept the dairy bid, in the amount of $213,000, received from Cass Clay Creamery and the bakery bid, in the amount of $31,000, received from Pan O Gold Baking Company.

WAK:mde
Attachments

TO: Wayne Kazmierczak
FROM: Mary Bonemeyer MB
RE: 2008-09 Dairy and Bakery Bids
DATE: June 17, 2008

Attached are the 2008-09 dairy and bakery bid summaries. The low bidders are Cass Clay Creamery and Pan O Gold Baking Company. The milk prices are .01 (5%) higher per carton than last year. The contract value is $218,000 for dairy and $31,000 for bakery products.

2008-2009 MILK BID SUMMARY

QUANTITY	DESCRIPTION	CASS CLAY	DEAN FOODS
	1. Half Pint Size 1.0% Butterfat White/carton	.175	.19
	2. Half Pint Size 2.0% Butterfat White/carton	.183	.1975
	3. Half Pint Size Fat Free White/carton	.168	.184
	4. Half Pint Size Fat Free Chocolate/carton	.184	.195
	5. Half Pint Size Lactose Free/carton	.46	.47
	6. 1.0% Milk, Gallon	3.16	3.02
	7. Pt. - Whipping Cream	1.25	1.20 FIRM
1,215	8. Shake Mix-Vanilla - 1/2 Gallon	2.25 FIRM	1.90 FIRM
965	9. Shake Mix-Chocolate - 1/2 Gallon	2.35 FIRM	1.90 FIRM
200 BX	10. Novelties, 2 Dozen Per Box		
	A. Dixie Cups Ice Cream	6.43 FIRM	5.25 FIRM
	Sherbet	7.13 FIRM	4.60 FIRM
	B. Creme Freeze	6.00 FIRM	NA
	C. Fudgesicles	5.70 FIRM	4.60 FIRM
	D. Cheerios	7.04 FIRM	5.25 FIRM
	E. Ice Cream Sandwiches	6.68 FIRM	5.25 FIRM
	F. Drumsticks	14.88 FIRM	7.00 FIRM
	11. -5- Lb. Sour Cream	6.95 FIRM	6.25 FIRM
	12. -5- Lb. Sour Cream - Fat Free	6.95 FIRM	5.25 FIRM
	13. -5- Lb. Cottage Cheese, 2% Lowfat	7.25 FIRM	7.00 FIRM
	14. -5- Lb. Cottage Cheese, Fat Free	7.25 FIRM	7.00 FIRM

QUANTITY	DESCRIPTION	CASS CLAY	DEAN FOODS
15.	-3- Lb. Cream Cheese	7.95 FIRM	7.15 FIRM
16.	-36-1 Lb. Grade AA Butter	2.0425 .57 OM	2.0425 .57 OM
17.	-5- Lb. Yogurt, Lowfat, flavor	5.25 PLAIN FIRM 1.60 FLAVOR FIRM (24 oz)	4.20 FIRM
18.	-6- Oz. 100% Apple Juice	.20 FIRM	.25 FIRM
19.	-6- Oz. 100% Grape Juice	.20 FIRM	.25 FIRM

Base Price if escalator clause proposed: 14.82 per hundredweight (June skim milk) and 1.579 per pound (June butterfat). Adjusted for escalator clause attached.

om - (over market) - escalator per pound over June 2008 market AA price.

2008-2009 BREAD BID SUMMARY

ANITY	DESCRIPTION	PAN-O-GOLD	SARA LEE
400 DOZ	Coney Buns, white whole wheat (first ingredient is whole wheat flour), sliced, bulk pack, standard length	6.75/60 ct	1.53/16 ct
300 DOZ	Hamburger Buns, white whole wheat, (first ingredient is whole wheat flour) plain, sliced, bulk pack 4".	6.75/60 ct	1.15/8 ct
200 DOZ	Tea Biscuits, white whole wheat (first ingredient is whole wheat flour), dozen	1.35/12 ct	NA
000 DOZ	Steak Bun, white whole wheat (first ingredient is whole wheat flour) plain/sesame seed 5 1/2" sliced, dozen	3.00/24 ct	3.50/24 ct
700 LVS	Texas Toast, 1 1/2#, sliced (slices per loaf=____)	1.15/21 ct	1.10/18 ct
200 LVS	French Bread, 1# sliced (slices per loaf=____)	1.15/16 ct	1.09/16 ct
300 LVS	Bread, 1 1/2#, sliced, white whole wheat, (first ingredient is whole wheat flour) (slices per loaf=____)	1.35/24 ct	1.33/20 ct

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.148**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 3, 2008

RE: Family/Medical Leave

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

Lisa Pribula	Reading Support Teacher, S. G. Reinertsen Elementary, effective approximately July 8, 2008 for approximately twelve weeks.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Lisa Pribula pursuant to Section IV, Article 38 of Teachers' Master Agreement.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.155**

TO: Dr. Larry Nyhladh, Superintendent

FROM: Ron Nelson, Director of Human Resources

DATE: June 17, 2008

RE: Leave of Absence

The administration requests approval of a one-year Leave of Absence for the following person:

Betsy Tengesdal	Deaf Hard of Hearing Teacher, EIS, effective for the 2008-2009 school year.

SUGGESTED RESOLUTION: Move to approve the Leave of Absence for Betsy Tengesdal according to Article 43 of the Teachers' Master Agreement.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.151**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 12, 2008

RE: Resignations

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

Ann Hagen	Business Teacher, High School, effective at the end of the 2007-2008 school year.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.153**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 16, 2008

RE: Change in Contract

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

Bradley Mackowick	Security, High School to Industrial Arts Teacher, High School, 1.00 FTE BA (0) $30,823.00, effective August 26, 2008. (Replaces Tony Kinsella)
Bonnie Herman	Adult Basic Education Coordinator, from 12 month contract to 11 month contract, effective July 1, 2008.
Kim Bushaw	Early Childhood Family Education Director, from 12 month contract to 11 month contract, effective July 1, 2008.

SUGGESTED RESOLUTION: Move to approve the change in contract for Bradley Mackowick, Bonnie Herman and Kim Bushaw as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.152**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 12, 2008

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.

Stacie Gregoire	3rd Grade Teacher, S. G. Reinertsen Elementary, BA+10 (3) $35,840.00. (Replaces Emily Nerland)
Amanda Baukol	LD Teacher, High School, .50 FTE BA +10 (0) $16,097.00, effective August 26, 2008. (Replaces .50 FTE of Rachel Lerum)
Marilyn Labrensz	Kindergarten Teacher, S.G. Reinertsen Elementary, .50 FTE BA+10 (7) $20,350.50, effective August 26, 2008. (Replaces Beth Henning)
Darby Bjorgan	Math Teacher, Horizon Middle School, 1.00 FTE, BA (4) $35,434.00, effective August 26, 2008. (Replaces Lisa Erpelding)
Lana Suomala	Spanish Teacher, High School, 1.00 FTE, BA (6) $37,734.00, effective August 26, 2008. (Replaces Krisanne Emch)

SUGGESTED RESOLUTION: Move to approve the employment of Stacie Gregoire, Amanda Baukol, Marilyn Labrensz, Darby Bjorgan and Lana Suomala as presented.

Department of Business Services
Moorhead Area Public Schools

Memo B.08.021

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Wayne Kazmierczak, Assistant Superintendent of Business Services

DATE: June 18, 2008

RE: Approval of School District Insurance Package

Earlier this spring, our insurance agent, Tom Quam with Bremer Insurance, was instructed to solicit proposals for insurance coverage for the school district. Quotes were received from our current provider, Minnesota School Boards Association Insurance Trust (MSBAIT), and from Indiana Insurance Company. Both options are significantly lower than our expiring premium of $302,696. MSBAIT's renewal rate came in at $264,454 and Indiana Insurance Company's proposal came in at $239,829.

After reviewing the coverage of both options before us, I am recommending the approval of the proposal from MSBAIT. While not the lower of the two options before us, MSBAIT's renewal proposal is approximately $38,000 less than the premiums in fiscal year 2008. Indiana Insurance Company is a relative newcomer to Minnesota without a proven track record in the state. MSBAIT was established by the Minnesota School Boards Association and will be a presence in Minnesota for the long term. Generally, MSBAIT's coverage is broader. One specific example of this is in the area of sexual abuse and molestation. MSBAIT's coverage is not only more broad, it also contains fewer exclusions from coverage.

A short-term savings in premiums now might result in coverage that is inadequate in the future. Once Indiana has established a track record in Minnesota, it would be prudent to go through the quotation process once again and to compare coverage. Mr. Quam will be in attendance at the school board meeting on Monday, June 23, 2008 to answer any questions that you or the board may have regarding our coverage for the coming year.

Suggested Resolution: Move to approve the insurance package in the amount of $264,454 from Minnesota School Boards Association Insurance Trust (MSBAIT) effective July 1, 2008 through June 30, 2009 as provided by Tom Quam of Bremer Insurance.

WAK:mde
Attachments

BREMER
BANKING • INVESTMENTS • TRUST • INSURANCE

BREMER INSURANCE
701 ATLANTIC AVENUE
MORRIS, MINNESOTA 56267-1149
(320) 589-1026 · FAX (320) 589-1462

June 3rd 2008

Mr. Wayne Kazmierczak, Assistant Superintendent of Business Services
Moorhead Public Schools ISD #152
2410 14th St S
Moorhead, MN 56560

Dear Mr. Kazmierczak and School Board Members:

We are pleased to bring you your renewal insurance proposal provided for you by the Minnesota School Board Association Insurance Trust. We are also providing you with an alternative insurance proposal from Indiana Insurance Company. Hanover declined to quote, Continental Western and Employers Mutual did not respond to our proposal request. We will only show you the Indiana option to MSBAIT in this comparison. We will provide you with all of the comparison proposals for your review. In this document, we'll also review the coverage changes made from your expiring insurance policy period and the premium comparison between your renewal versus expiring insurance policies.

Coverage Description - Expiring Premium ~ MSBAIT Renewal - Indiana Option			
Property	$ 85,168	$ 77,737	$ 60,234
Liability	$ 11,856	$ 8,333	$ 12,878
Crime	$ 456	$ 2,039	$ 2,005
Equipment Floater	$ 336	$ 336	$ 156
Boiler and Machinery	$ 8,378	$ 7,686	Included
Auto	$ 17,473	$ 14,793	$ 13,876
Umbrella	$ 5,418	$ 4,420	$ 1,179
School Leaders E&O	$ 11,856	$ 10,366	$ 5,649
Workers Compensation	$161,755	$138,744	$143,852
Total Premium	**$302,696**	**$264,454**	**$239,829**

Several changes have been made to your insurance contract, which has affected your renewal premium. The changes we have made based on your instructions, are as follows.

Property valuation changes: You instructed us to increase your real & personal property by 5% to keep pace with inflation. The expiring blanket property limit was $138,816,382, for your renewal policy period the total blanket limit has increased to $148,409,000. Your Extra Expense blanket limit remains at $825,000. In addition you have $25,000 for Sewer and Water backup at each facility plus $100,000 of Business Personal Property "off premises" coverage added to your policy. For a comparisons of the company individual property enhancement endorsements, see the attachments.

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General Liability: Teacher and student populations were changed, to reflect your expected enrollment and teacher employment expectations. See specific applications for other liability underwriting criteria used to develop your liability premium per company.

Population Description	Expiring Population Count	Estimate 08 to 09 Count
Students	4,940	5,183
Teachers	400 FTE	405 FTE

In addition to the rating basis changes, MN statute now requires your liability limit to be adjusted from the current $1,000,000 limitation to $1,200,000. MSBAIT has automatically provided you with the per occurrence increase. Indiana Insurance has not quoted the $1,000,000 liability limit which does not meet your liability insurance requirements.

Auto: No vehicle changes were made or requested for your renewal policy period. We did update your drivers schedule with the drivers' changes you instructed us to make.

Crime: You instructed us to increase your Employee Dishonesty, Forgery and Computer Fraud coverage limit from $100,000 to $500,000 for your renewal policy period.

Inland Marine: No changes were made or requested for your renewal policy period.

Boiler & Machinery: No changes were made or requested for your renewal policy period.

Umbrella: You currently insure a $1,000,000 Umbrella coverage limit. You asked us to provide you with the estimated Umbrella premium cost for the following optional limits. Indiana did not provide us with the increased Umbrella limits you requested as options.

Limit of Liability	MSBAIT Premium
$1,000,000	$ 4,557
$2,000,000	$ 7,361
$3,000,000	$ 9,113
$4,000,000	$10,713
$5,000,000	$12,313

School Leaders E&O Coverage: No changes were made or requested for your renewal policy period.

Terrorism: MSBAIT does charge for Terrorism coverage. Terrorism coverage is included in the Indiana policy by endorsement. If you don't want to include Terrorism coverage in the Indiana proposal, by signing the Terrorism waiver form, you can reduce your cost by $2,543.

Workers' Compensation: You are currently insured on a $2,500 per claim deductible that we have shown you is not a good arrangement for your school district. (See attachment) We will show you renewal options with no deductible applying per loss.

Job Description - Code		Payroll	Rate	Prem	Renewal Payroll	Rate	Prem
Drivers & Helpers	7380	$ 29,244	6.49	$ 1,898	$ 30,772	6.29	$ 1,997
Bus Drivers	7382	$ 255,582	5.24	$ 13,392	$ 342,567	5.24	$ 17,951
Garage Mechanics	8385	$ 39,865	5.53	$ 2,205	$ 43,466	5.53	$ 2,404
Teachers	8868	$31,888,610	.66	$210,465	$34,350,422	.66	$226,713
Other Employees	9101	$ 1,289,528	3.66	$ 47,197	$ 1,401,698	3.66	$ 51,302
Totals		**$33,502,829**		**$275,157**	**$36,168,925**		**$300,367**
Increased Limits Factor				**+ 4,815**			**+ 5,256**
Experience Mod		**.80**		**- 55,994**	**.84**		**- 48,900**
Scheduled Credit		**6%**		**- 13,439**	**6%**		**- 15,403**
Individual Risk Credit		**23%**		**- 52,545**	**48%**		**- 123,227**
Deductible Credit		**6%**		**- 9,796**	**0%**		
Premium Discount				**N/A**			**- 11,178**
MN Special Compensation Fund				**+ 22,782**			**+24,595**
Terrorism Surcharge				**+ 6,701**			**+ 7,234**
Policy Fee				**Not Applicable**			**Not Applicable**
Un-Audited Annual Premium Cost				**$161,755**			**$138,744**

Workers' Compensation Optional Proposal: We had provided Indiana with your updated payrolls provided to us by MSBAIT, Indiana did not use your increased payrolls in their comparison. Indiana did not provide us with any rates or the rating worksheets to check their proposal for accuracy. We'll review the payrolls used for your review. Note that Indiana also did not include code 7380 payroll of $29,244 either. We have requested their update proposal for your inspection. Once we received we can forward it to you.

Job Description - Code		Payroll	Rate	Prem
Drivers & Helpers	7380	$ 342,567	5.84	$ 20,006
Garage Mechanics	8385	$ 43,466	4.04	$ 1,756
Teachers	8868	$34,350,422	.49	$168,317
Other Employees	9101	$ 1,401,698	3.14	$ 44,013
Totals		**$33,502,829**		**$234,092**
Increased Limits Factor				**+ 2,341**
Scheduled Credit		**.62**		**- 89,845**
Premium Discount				**- 16,225**
MN Special Compensation Fund				**+ 6,831**
Terrorism Surcharge				**+ 10,841**
Expense Constant				**+ 165**
Un-Audited Annual Premium Cost				**$148,200**

While the proposals from Indiana looks attractive, we want to bring out several important considerations for your attention.

1. Sexual Abuse and Molestation coverage is provided as separate limits on both the MSBAIT General Liability and School Leaders Errors and Omissions policies. Indiana offers this coverage as one stand alone policy. We were not provided any policy forms to study the language in the Indiana proposal, so we can not comment on the policy language of their proposal at this time.
2. The insurance marketplace is very competitive now and yes, you can save money switching to another market at this time. MSBAIT is here for the long term providing coverage that we believe is broader then their competitors. Are you comfortable switching to a carrier that has not stood the test of time in Minnesota?
3. MSBAIT automatically gives you $1,000 med pay per child. Indiana does not provide you any Student Med Pay coverage in their proposal.

Please let us know if you have any additional questions or need additional information as you review your MSBAIT and optional Indiana Insurance proposal. Our goal in shopping your coverages is to give you your best buying decision.

Thank you for placing your insurance business and trust with our agency. Your patronage of Bremer Financial Services is greatly appreciated. We stand committed to meeting your insurance needs now and into the future. Please let us know if we are not meeting your school's service expectations. If we are not, how can we improve our service to you?

Sincerely,

Tom Quam,
Bremer Insurance

Department of Business Services
Moorhead Area Public Schools

Memo B.08.022

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Wayne Kazmierczak, Assistant Superintendent of Business Services

DATE: June 18, 2008

RE: Approval of Transportation Contracts

Attached is a summary of the transportation quotations that were compiled by Dan Bacon, Director of Transportation. Earlier this spring, quotations were solicited and four vendors submitted quotes to provide transportation services for our district. I am recommending approval of the quotations for bus routes and all other quotations related to the transportation of our students.

Suggested Resolution: Move to award transportation contracts for the 2008-09 school year in the amount of $1,471,087 and for the 2009-10 school year in the amount of $1,519,813.50 to the following contractors: Schuck Bus Service; Richards Transportation Service; Red River Acquisitions; and Nelson School Bus Inc. as presented in the attached document.

WAK:mde
Attachment

Route #		Recommended Vendor	Rational	1st Year Price	2nd Year Price
PRE	001	Richards Transportation Service	Sole Submitter	43,350.00	44,650.00
PRE	002	Richards Transportation Service	Sole Submitter	56,100.00	57,783.00
PRE	003	Richards Transportation Service	Sole Submitter	40,800.00	42,025.00
PRE	004	Richards Transportation Service	Sole Submitter	40,800.00	42,025.00
PRE	005	Richards Transportation Service	Sole Submitter	58,650.00	60,409.50
PRE	006	Richards Transportation Service	Sole Submitter	17,850.00	18,385.50
PRE	007	Richards Transportation Service	Sole Submitter	51,000.00	52,530.00
PRE	008	Richards Transportation Service	Sole Submitter	40,800.00	42,024.00
PRE	009	Richards Transportation Service	Sole Submitter	45,900.00	47,277.00
PRE	010	Richards Transportation Service	Sole Submitter	35,700.00	36,770.00
PRE	011	Richards Transportation Service	Sole Submitter	38,250.00	39,397.50
PRE	012	Richards Transportation Service	Sole Submitter	40,800.00	42,024.00
PRE	013	Red River Trails	Low Quotation	39,737.00	40,929.00
PRE	014	Richards Transportation Service	Sole Submitter	43,350.00	44,650.50
PRE	015	Richards Transportation Service	Sole Submitter	38,250.00	39,397.50
PRE	016	Nelson Bus Service	Low Quotation	42,000.00	43,680.00
PRE	017	Richards Transportation Service	Sole Submitter	58,650.00	60,409.50
PRE	018	Richards Transportation Service	Sole Submitter	38,250.00	39,397.50
PRE	019	Red River Trails	Low Quotation	32,725.00	33,707.00
PRE	020	Red River Trails	Low Quotation	37,400.00	38,522.00
PRE	021	Red River Trails	Low Quotation	35,000.00	36,050.00
PRE	022	Red River Trails	Low Quotation	32,725.00	33,707.00
PRE	023	Red River Trails	Low Quotation	35,000.00	36,050.00
PRE	024	Red River Trails	Low Quotation	32,725.00	33,707.00
PRE	025	Red River Trails	Low Quotation	32,725.00	33,707.00
PRE	026	Nelson Bus Service	Low Quotation	15,250.00	15,860.00
PRE	027	Richards Transportation Service	Low Quotation	15,300.00	15,759.00
PRE	028	Schuck Bus Service	Sole Submitter	44,000.00	45,500.00

Route #		Recommended Vendor	Rational	1st Year Price	2nd Year Price
PRE	029	Schuck Bus Service	Sole Submitter	44,000.00	45,500.00
PRE	030	Schuck Bus Service	Low Quotation	35,000.00	36,500.00
PRE	031	Schuck Bus Service	Sole Submitter	40,000.00	41,500.00
PRE	032	Schuck Bus Service	Low Quotation	36,000.00	37,500.00
PRE	033	Schuck Bus Service	Low Quotation	35,000.00	36,500.00
PRE	034	Schuck Bus Service	Low Quotation	36,000.00	37,500.00
PRE	035	Nelson Bus Service	Sole Submitter	40,000.00	41,600.00
PRE	036	Nelson Bus Service	Sole Submitter	40,000.00	41,600.00
PRE	037	Nelson Bus Service	Sole Submitter	40,000.00	41,600.00
PRE	038	Nelson Bus Service	Sole Submitter	42,000.00	43,680.00
PRE	039	District		25,215.68	
PRE	040	District		24,249.23	
PRE	041	District		23,991.68	
PRE	042	District		20,087.63	
PRE	043	District		24,004.43	
PRE	044	District		8,400.98	

Department of Teaching and Learning
Moorhead Area Public Schools Memo TL.08.145 R

TO: Dr. Larry P. Nybladh

FROM: Lynne Kovash

DATE: June 17, 2008

RE: 2008-2009 Moorhead High School Student Handbook

Attached is the 2008-2009 Moorhead High School Student Handbook. The administration at Moorhead High School has continued to revise and refine the handbook to conform to School Board Policy and Procedures. According to School Board Policy 221, the handbook is to be presented to the School Board for annual review.

The changes made to the handbook have been highlighted in a lined-out version. An aligned table of contents will be printed with the handbook after all changes have been reviewed with action taken. A completed copy of the handbook will be distributed after approval.

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

SUGGESTED RESOLUTION: Move to approve the 2008-2009 Moorhead High School Student Handbook as presented.

LAK/kmr
Attachment

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

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

Moorhead High School
Daily Class Schedule
2008-09

Period 1 8:25 - 9:10 Block 1 8:25 - 9:55
Period 2 9:15 - 10:00

Period 3 10:05 - 10:50 Block 2 10:05 - 11:35
Period 4 10:55 - 11:40

1st Lunch 11:40 - 12:15
Block 3 12:15 - 1:45 or
Period 5 11:45 - 12:30 (11:45 - 1:15)
Period 6 12:35 - 1:20

2nd Lunch (Split Lunch) 12:30 - 1:05
Class 11:45 - 12:30/Lunch 12:30 - 1:05/Class 1:05 - 1:50

3rd Lunch 1:20-1:55
Period 7 1:55 - 2:40 Block 4 1:55 - 3:25
Period 8 2:45 - 3:30

Lunch Schedule

1st Lunch	Art - Science - Math	5 & 6 Blocked	(11:40 - 12:15)
2nd Lunch	English - Social St. - World Lang. Split Lunch	5 & 6 Blocked	(12:30 - 1:05)
3rd Lunch (1:20 - 1:55)	ALL Skinnies (45 min) 5th and 6th in all departments Business - FCS - Fitness/Wellness - LSS - Music Theatre Arts - Industrial Tech	5 & 6 Blocked	

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

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

WEDNESDAY COLLABORATIVE DAY SCHEDULE

Staff Collaboration Time = 8:10 - 9:00

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

Lunch Schedule
1st Lunch 12:00 - 12:35
2nd Lunch 12:45 - 1:20
Split Lunch (class 12:05 - 12:45/lunch/ class 1:20 - 2:00)
3rd Lunch 1:30 - 2:05

SHORTENED SCHOOL DAY SCHEDULE (2 Hours Late)

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

2nd Lunch(Split) 1:15 - 1:50
class 12:45 - 1:15/lunch/class 1:50 - 2:20

Period 5	12:45 - 1:15		
Period 6	1:50 - 2:20		
3rd Lunch	1:50 2:25	Block 4	2:25 - 3:25
Period 7	2:25 - 2:55		
Period 8	3:00 - 3:30		

~~**SHORTENED SCHOOL DAY SCHEDULE**~~

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

~~**Lunch Schedule**~~

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

~~Class 2:50~~

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

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

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

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

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

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

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

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

EXCUSED ABSENCES: The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. The student has the right and obligation to make up any work missed with full credit. The State of Minnesota recognizes the following reasons for excused absence:

personal illness, death or medical emergency in the immediate family, medical, dental or orthodontic treatment, counseling appointments, and inclement weather. Other reasons that could be acknowledged are personal requests for **absence made 24 hours in advance** (e.g. legal appointments, religious activities, travel, family vacations, competitions, state tournaments and school activities). We encourage parents to hold these requests to a minimum. The school will be the final authority in excusing the student and issuing an Advance Make-up Slip.

NOTIFICATION OF ABSENCES: Notifying the school of absences which fall into the excused categories is the responsibility of the parent/guardian of the student. Calls should be made the morning of the absence or a note should be brought in by the student on the morning of his or her return to school. **If an absence has not been excused in 48 hours it will remain unexcused. The attendance number for grades 9-11 is 284-2303. The number for grade 12 students is 284-2304. Parents/Guardians and students are encouraged to monitor attendance through PowerSchool.**

UNEXCUSED ABSENCES: Unexcused absences are all absences which can be avoided or delayed, and for which prior arrangements and/or approval have not been made through the principal's office. These absences indicate that the student is absent from school with or without the consent of parents, but the excuse given is not acceptable to the school administration. Unexcused absences or truancy receive no daily credit for work missed. Common unexcused absences may be: missing the bus, car trouble, oversleeping, work at home, work at a part-time job, need for extra sleep, baby sitting, hair appointments, shopping, visiting friends, skipping class, not returning to school following noon hour, leaving school ill without checking out with the health office, falsifying notes or explanations for absence, etc.

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

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

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

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

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

DETENTION: Detention will be held daily before school and after school. Detention **can not** be served during the scheduled school day of 8:25 a.m.-3:30 p.m. Detention will be assigned for unexcused absences and may be assigned for other disciplinary reasons.
Freshmen, sophomores and juniors who fail to attend detention will be assigned in-school suspension. **It is the students responsibility to monitor PowerSchool for detention notification.**

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

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

MAKE-UP POLICIES FOR EXCUSED ABSENCES: School work missed because of an excused absence must be made up within two class days from the date of the student's return to school. This applies to school work assigned during the time period the student was absent from school. Any previously assigned work is due on the day of the students return. The student will be required to make arrangements with the teacher to make up any school work missed and receive a grade. A teacher may require additional assignments to compensate for any loss of class discussion and information.

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

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

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

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

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

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

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

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

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

An individual or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district. Unauthorized persons in the building will be asked to leave and may be reported to the police; failure to leave will result in trespassing charges being filed.

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

~~**DRUG-FREE/WEAPON-FREE SCHOOL:** The area around Moorhead High School is a drug and weapon-free zone. Anyone caught possessing or selling drugs or anyone caught possessing, using, or recklessly handling a dangerous weapon may be subject to increased penalties as defined by state law.~~
~~For additional information refer to School Board Policies 572 and 576 on the school district Web site or in the school office.~~

DRUG-FREE SCHOOL: The area in and around Moorhead High School is a drug free zone. Any student caught possessing or selling drugs will be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school. Offenders may also be subject to increased penalties as defined by state law.

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

WEAPON-FREE SCHOOL: The area in and around Moorhead High School is a weapon free zone. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; paint ball guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. Any student caught possessing a weapon on school grounds will be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school. Offenders may also be subject to increased penalties as defined by state law.

A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the building administrator's office shall not be considered to possess a weapon.

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

TOBACCO: Moorhead High has been designated a tobacco-free building. Tobacco use or possession, including smokeless tobacco, is not permitted by any student while on the school grounds or at school-sponsored events. Minimum corrective actions include:
- Referral to legal authorities
- Parent(s)/Guardian(s) conference
- Additional corrective actions may be used.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HAZING: "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

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

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

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

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

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

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

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

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

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

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

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

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

MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT: It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the responsibility of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services.

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

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

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

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

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

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

are responsible to monitor PowerSchool for notification of detentions they may have been assigned for unexcused absences or disciplinary reasons.

NUISANCE DEVICES: Because of the potential for disruption to the learning environment, students are not to bring items to school which may create a danger, create a disturbance or may interfere with the normal conduct of the school. These devices typically may include, but are not limited to: water guns, chains, beepers, electronic games, or laser lights.

PERSONAL ELECTRONIC DEVICES (PEDs): Personal electronic devices include all electronic communication and entertainment devices that can be used by an individual that includes cell phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants.
PEDs, **except for cell phones**, may be used during passing time or in classrooms with teacher permission, or in new and old commons during study time.

Signage will designate acceptable use areas for cell phones.
Cell phones are prohibited from use in classrooms. Students are not allowed to use cell phones in any area in the building while they are scheduled to be in class.

Disciplinary action for inappropriate cell phone use:
First Offense - Phone is confiscated until the end of the day
Second Offense - Phone is confiscated and parent/guardian is required to meet with administrator to retrieve phone.
Third Offense and beyond - Phone is confiscated and student is suspended. Parent/guardian meeting is required upon students return to school to retrieve phone

*The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
*PEDs may not be attached to the school network with a wired or wireless connection.
*Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed.
*PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).
- Student conference
- Confiscation

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

COMPUTER USE/COPYRIGHT POLICIES: Computers are provided for student use at several locations. Students are advised that "computer hacking," use of the computers to duplicate copyrighted materials or other inappropriate use may result in losing access to the machines and/or referral to authorities. Faculty and administrative computers are off limits to students.

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

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

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

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

REGISTRATION: Student registration typically takes place in February for grades 9-11. Four year plans are discussed during the 9th grade year and updated as needed during registration. The four year plan serves as a guide for registration and is flexible to allow for changes. All students who request admission to Moorhead High School and have not attended a high school for the previous two weeks or longer will be encouraged to enroll in alternative education options for the remainder of the semester. These students will be eligible to enroll at the start of the next year or semester. Students who have failed a significant number

of middle school/junior high courses may be required to take alternative/remedial course work as a condition of entering the high school.

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

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

It is an expectation that all library books, text books, and other school issued materials be returned every year. Students will be noticed annually of missing materials.

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

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

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

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

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

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

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

9th grade counselor	Toni Bach	284-2313
10-12 A-G	~~Chad Mattson~~ TBA	284-2319
10-12 H-N	Jeff Robinson	284-2316
10-12 O-Z	Sarah Miller	284-2315
Student Assistance	Scott Matheson	284-2314

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

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

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

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

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

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

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

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

- Grade 9 - 3.80 cumulative G.P.A. through first semester
- Grade 10 - 3.70 cumulative G.P.A. through first semester
- Grade 11 - 3.65 cumulative G.P.A. through first semester
- Grade 12 - 3.60 cumulative G.P.A. through first semester

A = 4.00, A- = 3.75, B+ = 3.50, B = 3.00, B- = 2.75, C+ = 2.50, C = 2.00, C- = 1.75, D+ = 1.50, D = 1.00, D- = .75

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fall: Cross Country - girls and boys
Football - boys
Soccer - girls and boys
Tennis - girls
Swimming - girls
Volleyball - girls
Cheerleading - girls and boys

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

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

SCHOOL SONG

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

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

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

Any student choosing to attend any school sponsored activity(dances, plays, athletic events, ect.) in possession of or under the influence of any illegal substance, will be prohibited from attending any school

related activities, outside of the school day. The period of suspension is listed below. Students will also be cited accordingly by the Moorhead Police Department

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

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

3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.(weeks are counted as calendar days)

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

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

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

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

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

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

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

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

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

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

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

RELEASE OF INFORMATION: All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who

is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

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

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

Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.
For additional information refer to School Board Policy 633 on the school district Web site or in the school office.

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

For additional information refer to School Board Policy 632 on the school district Web site or in the school office.

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

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

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

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

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

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

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

Students are not allowed to bring food/beverages into classrooms(excluding water with teacher permission) unless it is appropriate for a class (e.g. Family Consumer Science). Breakfast and lunch food items must be eaten in the Commons/lunchroom.
Students do have the privilege of bringing food/beverages into the building. Along with this privilege comes the responsibility of properly discarding waste and cleaning any spill or mess you may make. If building cleanliness becomes an issue this privilege may be revoked. Students not properly disposing waste will face disciplinary measures.

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

It is the policy of the Moorhead Area Public School District to allow the limited use and parking of motor vehicles by students in school district locations. It is the position of the school district that a fair and equitable districtwide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

Student Parking of Motor Vehicles in School District Locations

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

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

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

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

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

Bus service is provided to all eligible students.

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

COMMUNICATION ASSISTANCE: If a parent or guardian is in need of accommodations to communicate with a child's school or to participate in a child's education, please contact Moorhead High at (218) 284-2300 to make a request. Examples of accommodations include: TDD at a child's school, large print or Braille materials, accessible meeting facilities, sign language interpreter or assistive listening device kit for all meetings, conferences, activities, etc.

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

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

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

Minnesota law requires all students in grades 7-12 to have completed the primary series of immunizations including a total of two MMR (measles, mumps, rubella) vaccinations, at least three polio vaccinations, and a tetanus/diphtheria (TD) booster at or after age eleven. Students who have a medical or conscientious exemption from these requirements must have an exemption form on file in the health office.

Vision and hearing screening is done based on referrals from teacher, parents or students if a problem is suspected or as part of the assessment for special education services.

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

Students who leave the school during the day due to illness must check out through the health office regardless of the circumstances. **Students who do not check out with the health office will be considered unexcused.**
For additional information regarding immunizations refer to School Board Policy 530. For additional information regarding medication refer to School Board Policy 532. These can be found on the school district Web site or in the school office.

MEDIA CENTER: The high school media center is easily accessible to the students and staff from 7:30 a.m. to 5:00 p.m. Monday through Thursday and 7:30 to 4:00 p.m. on Friday.

At the high school we have a large and excellent collection of materials that serve both the academic and recreational needs and interests of our students. These include over 22,000 fiction and nonfiction books, ~~130~~ 85 magazine subscriptions, several daily and weekly newspapers, general and specific reference materials, both in print and electronic format ~~microfiche and pamphlets on current topics and computer programs with instructional and application software, plus an excellent career and college program called GIS. CD-ROM software and access to remote databases such as the Internet are also available.. Equipment, including a small computer lab, microfiche readers and printers, a photocopy machine and laser disk players are also available for student use. A highly qualified staff is available to help students in both areas.~~
Equipment, including computers and printers, a photocopy machine and scanner are also available for student use. A highly qualified staff is available to help students find resources, assist with computer programs, and give suggestions for recreational reading.

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

Students who are unable to abide by library policy and are disrupting other students or staff will be asked to leave. Food and beverages are not allowed in this facility. The deliberate abuse of any of the materials, programs or equipment located in the library/media center will be referred to a principal for disciplinary action.

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

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

School Calendar 2008-2009

September 2	K-12 Classes Begin
October 3 & 4	Homecoming Parade, Game, Dance
October 13	Parent Teacher conferences (5-8:30)
October 14	Parent Teacher conferences (8-11, 12-4)
	No School
October 15-17	Teacher Comp & EM - No School
November 4	End of 1st Quarter
November 18	GRAD/BST Writing Retest Grades 10-12
November 19	BST Math Retest Grade 12
November 20	BST Reading Retest Grade 12
November 27 & 28	No School
December 1	Parent Teacher conferences (5-8:30)
December 4	Parent Teacher conferences (5-8:30)
December 22	Winter Break Begins
January 5	Classes Resume
January 16	End of 1st Semester/2nd Quarter
January 19 & 20	Teacher Workshops - No School
February 3	BST Math Retest Grade 12
February 4	BST Reading Retest Grade 12
February 16	President's Day Holiday
February 24	Parent Teacher conferences (5-8:30)
February 26	Parent Teacher conferences (5-8:30)
February 27	No School
March 16-20	No School
March 31	BST Writing Grade 12
March 31	End of 3rd Quarter
April 1	BST Math Retest Grade 12
April 2	BST Reading Retest Grade 12
April 10	No School
April 21	Grade 9 GRAD Test of Written Comp.
April 21 & 22	MCA II Grade 10 Reading, Grade 11 Math
April 28	Parent Teacher conferences (5-8:30)
May (dates TBD)	MCA-II Science Test
May 25	Memorial Day Holiday - No School
June 3	Last Day for Students
June 7	Graduation

STORM MAKEUP DAYS
December 22, January 2, June 4, 5 and beyond

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.150**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 12, 2008

RE: Part-time and Substitute Pay Schedule Change

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

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

RN/smw

PART TIME AND SUBSTITUTE PAY SCHEDULE
~~2007-2008~~ 2008-2009

	~~2007-08~~	2008-09	$ Inc.	% Inc.
ADULT ED				
Vocational Licensed Teacher (New)	~~23.93~~	23.93	0	0
Vocational Licensed Teacher 2 years	~~24.45~~	24.45	0	0
Vocational Licensed Teacher 3 years or more	~~24.92~~	24.92	0	0
Avocational Teacher	~~16.52~~	16.52	0	0
After-school	~~15.57~~	15.57	0	0
Program Assistant/Classroom Aide	~~7.47~~	7.47	0	0
Evening Sec/part-time clerical and para	~~9.45~~	9.75	0.30	3.17
Catalog Delivery	~~7.38~~	7.38	0	0
Helper	~~6.60~~	6.75	0.15	2.3
Kid Source	~~7.11~~	6.75	-.36	-4.7
SUBSTITUTE TEACHERS				
Daily	~~82.00~~	84.00	2.00	2.40
10 Day Consecutive same classroom	~~108.00~~	110.00	2.00	1.85
30 Day Consecutive same classroom	~~166.50~~	168.50	2.00	1.2
Substitute Bonus: After 50 days	~~84.00~~	86.00	2.00	2.38
After 75 days	~~85.00~~	87.00	2.00	2.35
After 100 days	~~86.00~~	88.00	2.00	2.33
LICENSED TUTORS - TEACHERS	~~24.40~~	24.71	.31	1.27
ASSISTANT SERVERS - FOOD SERVICE				
Part-time (non-contract) (start)	~~10.75~~	12.15	1.40	13.0
After 3 year	~~11.05~~	12.45	1.40	12.7
After 5 years	~~11.35~~	12.75	1.40	12.3
After 10 years	~~11.65~~	13.05	1.40	12.0
NOON HOUR SUPERVISORS/FOOD SERVICE WORKERS/SUBS				
Part-time (non-contract) (start)	~~8.60~~	9.00	0.40	4.65
After ~~3~~ 2years	~~8.90~~	9.30	0.40	4.5
After 5 years	~~9.20~~	9.60	0.40	4.35
After 10 years	~~9.50~~	9.90	0.40	4.21
INTERPRETERS				
Part-time (non-contract)	~~22.63~~	23.53	.90	3.98
COTAS				
Part-time (non-contract)	~~16.91~~	17.58	0.67	3.96
SECRETARIES				
Part-time (non-contract)	~~9.45~~	9.75	0.30	3.17
PARAPROFESSIONALS (TEACHERS ASSISTANTS)				
Part-time (non-contract)	~~9.45~~	9.75	0.30	3.17
Substitute	~~9.45~~	9.75	0.30	3.17
CUSTODIANS				
Part-time (non-contract)	~~9.18~~	9.75	0.30	3.17
STUDENT HELP	~~6.60~~	6.75	0.15	2.27

Revised 06/12/2008

Department of Business Services
Moorhead Area Public Schools

Memo B.08.020

TO: Dr. Larry P. Nybladh, Superintendent

FROM: Wayne Kazmierczak, Assistant Superintendent of Business Services

DATE: June 19, 2008

RE: 2008-09 Annual Operating Plan

Attached please find the draft 2008-09 Annual Operating Plan. The following is a summary of the preliminary expenditure and revenue budgets, by fund, for fiscal year 2009:

	Beginning Fund Balance	Revenues	Expenditures	Ending Fund Balance
Fund 01 General	6,288,421	50,116,119	52,914,589	3,489,951
Fund 02 Food Service	448,883	1,976,260	2,141,557	283,586
Fund 04 Community Service	(102,771)	1,449,257	1,328,638	17,848
Fund 07 Debt Service	42,733,210	6,348,825	6,024,687	43,057,348

Suggested Resolution: Move to approve the 2008-09 Annual Operating Plan which includes the preliminary budget for fiscal year 2009.

WAK:mde
Attachments



DRAFT

2008-2009
Annual Operating Plan

Dr. Larry P. Nybladh - Superintendent

Lynne Kovash - Assistant Superintendent of Teaching & Learning

Wayne Kazmierczak - Assistant Superintendent of Business Services

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

2008-2009
ANNUAL OPERATING PLAN
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SCHOOL BOARD

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

CENTRAL OFFICE TEAM

Dr. Larry P. Nybladh, Superintendent

Lynne Kovash, Assistant Superintendent of Teaching and Learning

Wayne Kazmierczak, Assistant Superintendent of Business Services

Ron Nielsen, Director of Human Resources

Jill Skarvold, Director of Special Education and Federal Programs

Dan Markert, Director of Information Systems and Instructional Support

INDEPENDENT SCHOOL DISTRICT 152
MOORHEAD, MINNESOTA

MISSION STATEMENT

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

THE SCHOOL ENTITY

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

OBJECTIVES OF THE ANNUAL OPERATING PLAN

1. To approve the 2008-2009 preliminary budget.
2. To project revenue and expenditures for a two year period beyond the current budget.
3. To present historical information.
4. To have the above information organized in such a manner that it may be used as a tool in the District's long range planning process.

I. GENERAL FUND

INTRODUCTION

For budgetary purposes the following assumptions were used when actual amounts were not available or as otherwise noted. For revenues a 2% increase was used. Expenditures were projected to increase from 3 - 5%. Certain expenditure categories were significantly higher then this. For example, energy costs were estimated to increase by 10% for 2008-2009.

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

Utilizing the assumptions already detailed in this report, the school district is anticipating 2008-2009 general fund revenues to be $50,116,119. This reflects an increase of $266,158 as compared to anticipated revenues for 2007-2008. This increase is primarily due to the General Education Aid formula increase and the increase to the Special Education formula.

Utilizing the assumptions already detailed in this report, the school district is anticipating 2008-2009 general fund expenditures to be $52,914,589. This reflects an increase of $800,371 as compared to anticipated expenditures for 2007-2008.

The net result of the recommended general fund (01) budget is a deficit of $2,798,470 for the 2008-2009 school year. The 2008-2009 general fund (01) ending balance is projected to be $3,489,951. Budget assumptions will be monitored to verify accuracy as new information becomes available. In the event significant changes are required, the AOP will be brought to the school board and amended as necessary.

REVENUE **Line #**

Property Taxes **1**
The property taxes have increased due to the levy increase in equity and transition revenue, capital outlay, and bus levy. Effective with fiscal year 2010, the district's voter-approved excess operating levy will expire resulting in a decrease in levy revenue and state equity aid.

Interest..... **2**
Current interest rates are still very low, and with a declining fund balance we have less to invest.

Tuition and Fees **3**
This line item contains, reimbursement from LCSC special education, Medical Assistance/3rd Party Billing, and tuition for special education services that are not include in the calculation for Special Ed. Aid/Tuition.

Other Local Sources..... **4**
Revenue is projected to increase by 2% annually. The fees from participation in extra-curricular activities, the ticket sales from activity events, rent from school facilities, rent from other property, student teacher reimbursement, concessions, reimbursement from Lake Land Mental Health Day Treatment, and miscellaneous.

General Education Aid **5**
This aid represents the State share of the basic general education revenue which includes transportation revenue. Due to stabilizing enrollment and the increase in the formula allowance of $51 times the adjusted marginal cost pupil units, the General Education Aid has increased.

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

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

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

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

Operating Capital **11**
The formula for calculating operating capital revenue is $73 plus $100 multiplied by the facilities age index (1.2398 for 2008-09) multiplied by the adjusted marginal cost pupil units. In addition, districts that operate year round programs such as the RRALC are entitled to $30 for each pupil unit attending a year round program. The aid/levy mix is the same percentage as the general education formula allowance funding.

Lease Levy **12**
The District is authorized under MN Statute 126C.40 to levy for the cost of leasing space for instructional purposes or for school storage. The District submits an annual application to the commissioner for approval. The total levy for a year must not exceed $150 times the resident pupil units for the fiscal year to which the levy is attributable.

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

Sale of Property **14**
When there is property that is no longer of use to the District it is sold at a public auction or with public notice and the receipts are deposited in the capital outlay fund. Exceptions are made when state statute dictates that proceeds must be allocated other than described.

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

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

EXPENDITURES **Line #**

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

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

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

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

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

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

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

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

OPERATING CAPITAL EXPENDITURES

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

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

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

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

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

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

Building Discretionary Allocation 59
Each building is allocated capital dollars to cover incidental expenses that are not part of the long-range facility plan. The allocation is $8.37 per student based on projected enrollments.

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

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

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

EXPENDITURES (Continued) **Line #**

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

Equipment Contingency Fund **64**
Equipment that must be replaced immediately for continuity of instructional programs or for equipment essential for District operations will be purchased when necessary from this budget. This budget includes the leases and maintenance plans for the district copiers.

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

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

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

Building Construction and Maintenance Plan **68**
The building construction and maintenance plan is attached. It details the projected expenditures by building. This budget is also for the replacement of lawn maintenance and snow removal equipment.

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

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

LINE #		2006-2007 ACTUAL	2007-2008 PROJECTED	2008-2009 PROJECTED	2009-2010 PROJECTED	2010-2011 PROJECTED
	Formula Allowance per Pupil Unit	4974	5,074	5,124	5,124	5,124
	Enrollment (Nov. 2007 Projections)	5381	5,307	5,297	5,323	5,314
	REVENUES:					
	General Fund					
1	Property Taxes	1,328,402	1,445,965	1,449,514	1,324,108	1,350,590
2	Interest	583,116	585,000	400,000	290,000	290,000
3	Tuition & fees	768,238	541,748	552,583	563,635	574,907
4	Other local sources	840,926	859,672	877,547	895,098	913,000
5	General ed aid	33,245,488	34,694,187	35,012,934	34,403,607	34,209,391
6	Tax credits/Border city aid	297,327	297,596	306,523	312,653	318,907
7	Non public trans aid	223,132	227,595	232,147	236,790	241,526
8	Special ed aid,excess aid,pr yr adj	6,577,278	7,137,504	7,280,254	7,425,859	7,574,376
9	Federal aids/Grants	2,749,437	2,868,852	2,926,229	2,984,754	3,044,449
10	**Total General Fund**	**46,613,344**	**48,658,119**	**49,037,731**	**48,436,504**	**48,517,145**
	Operating Capital					
11	Operating Capital aid	866,490	828,913	775,531	739,300	685,742
11a	Operating Capital asbetos rebate	0	28,322	0	0	0
12	Lease Levy	278,616	275,728	232,379	237,027	241,767
13	Head Start Rent	16,208	16,532	16,863	17,200	17,544
14	Sale of Property railroad land 07/08	0	48,750	0	0	0
15	Microsoft Settlement	116,732	20,098	0	0	0
16	**Total Operating Capital**	**1,278,046**	**1,218,343**	**1,024,773**	**993,527**	**945,053**
17	Health & safety levy	**336,306**	13,499	53,615	375,385	95,000
18	Health & safety aid	(784)	0	0	0	0
19	**Total Health & Safety**	**335,522**	**13,499**	**53,615**	**375,385**	**95,000**
20	**Total Revenues**	**48,226,912**	**49,889,961**	**50,116,119**	**49,805,415**	**49,557,199**
21	% CHANGE	6.69%	3.45%	0.45%	-0.62%	-0.50%
22	$ CHANGE	3,022,768	1,663,049	226,158	(310,704)	(248,217)
	EXPENDITURES:					
23	Admin salaries	2,776,689	2,852,663	2,933,581	3,036,256	3,142,525
24	Admin fringe benefits	427,930	506,716	467,127	483,476	500,398
25	Admin supplies	9,453	20,156	20,761	20,761	20,761
26	Admin other	140,128	188,823	201,288	207,326	213,546
27	Instruct salaries (reg & voc)	15,477,436	16,699,761	17,282,749	17,887,645	18,513,713
28	Instruct fringe benefits	4,533,993	4,777,605	5,016,485	5,192,062	5,373,784
29	Instruct supplies	499,135	606,214	424,000	424,000	424,000
30	Instruct other	886,408	933,573	961,580	990,428	1,020,140
31	Spec ed salaries	8,517,631	8,826,688	9,268,022	9,592,403	9,928,137
32	Spec ed fringe benefits	1,907,186	2,142,085	2,249,189	2,327,911	2,409,388
33	Spec ed supplies	76,981	79,290	79,290	79,290	79,290
34	Spec ed others	1,472,121	1,153,227	1,187,820	1,223,450	1,260,150
35	Instruct support salaries	1,532,553	1,578,530	1,624,457	1,681,312	1,740,158
36	Instruct support fringe benefits	306,139	315,323	331,089	342,677	354,671
37	Instruct support supplies	85,179	140,260	140,260	140,260	140,260
38	Instruct support other	228,520	259,560	267,350	275,370	283,630
39	Pupil support salaries	841,631	969,410	1,016,291	1,051,861	1,088,676
40	Pupil support fringe benefits	205,414	248,695	261,130	270,269	279,729
41	Pupil support supplies	4,817	11,966	11,966	11,966	11,966
42	Pupil support other	14,598	27,814	28,650	29,510	30,400
43	Bldgs & grounds salaries	1,140,279	1,159,010	1,101,961	1,140,529	1,180,448
44	Bldgs & grounds fringe benefits	196,649	199,158	209,116	216,435	224,010
45	Bldgs & grounds energy exp	1,530,562	1,750,485	1,925,534	2,060,321	2,163,337
46	Bldgs & grounds supplies	370,468	317,588	297,116	297,116	297,116
47	Bldgs & grounds other	205,037	228,052	164,207	169,133	174,207
48	Transportation salaries	440,360	462,378	485,497	502,489	520,076
49	Transportation benefits	65,013	68,264	71,677	74,186	76,782

TECHNOLOGY PLAN

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

LINE #		2006-2007 ACTUAL	2007-2008 PROJECTED	2008-2009 PROJECTED	2009-2010 PROJECTED	2010-2011 PROJECTED
50	Transportation contracted services	2,018,595	2,034,750	2,116,140	2,200,786	2,266,809
51	Transportation supplies	350,364	435,000	478,500	511,995	537,595
52	Transporation equipment	70,926	75,000	0	79,568	79,568
53	Transportation other	18,487	25,000	25,750	26,523	27,318
54	Property/ Casuality Insurance/Liab	201,139	150,532	146,765	151,168	155,703
55	**Total General Expenditures**	**46,551,821**	**49,243,576**	**50,795,347**	**52,698,484**	**54,518,294**
56	Op cap special assessments	22,107	32,862	46,559	63,225	65,122
57	Op cap Leases	292,610	308,959	318,228	327,775	337,608
58	Op cap Telephone/telecomm	18,570	82,238	84,705	87,246	89,864
59	Op cap Bldg Discretionary	36,452	42,456	43,730	45,042	46,393
60	Op cap Athletics	2,884	10,433	10,746	11,068	11,400
61	Op cap Textbooks	350,279	335,000	195,050	200,902	206,929
62	Op cap Music	12,599	13,911	14,328	14,758	15,201
63	Op cap Media	44,678	46,376	22,767	22,767	22,767
64	Op cap Eq Contingency/copiers	114,174	131,658	135,608	139,676	143,866
65	Op cap Technology Staffing	108,358	113,042	118,694	122,255	125,923
66	Op cap Technology Plan	488,717	498,861	438,827	438,827	438,827
67	Op Microsoft Settlement	116,731	20,098	0	0	0
68	Op cap Bldg Const/Maint Plan	737,522	1,133,748	356,000	572,680	572,680
69	Op cap Pool Construction	0	0	0	0	0
70	Op Cap Purchase of Land	201,630	0	0	0	0
71	**Total Operating Cap Expenditures**	**2,547,311**	**2,769,642**	**1,785,242**	**2,046,220**	**2,076,579**
72	Health & Safety Physical Hazard	41,456	30,000	48,000	30,000	30,000
73	Health & Safety Hazardous Subst	1,564	10,000	15,000	15,000	15,000
74	Health & Safety Enviromental Mgmt	22,874	30,000	41,000	25,000	25,000
75	Health & Safety Asbestos	30,377	6,000	5,000	5,000	5,000
76	Health & Safety Fire Safety	19,050	25,000	50,000	5,000	5,000
77	Health & Safety Indoor Air Quality	0	0	175,000	15,000	15,000
78	**Total Health & Safety Expenditures**	**115,321**	**101,000**	**334,000**	**95,000**	**95,000**
79	**TOTAL EXPENDITURES**	**49,214,453**	**52,114,218**	**52,914,589**	**54,839,704**	**56,689,872**
80	% Change	3%	6%	2%	4%	3%
81	$ Change	1,618,471	2,899,765	800,371	1,925,115	1,850,168
82	REV OVER EXP (EXP OVER REV)					
83	General Fund	61,523	(585,457)	(1,757,616)	(4,261,980)	(6,001,148)
84	Operating Capital	(1,269,265)	(1,551,299)	(760,469)	(1,052,694)	(1,131,525)
85	Health & Safety	220,201	(87,501)	(280,385)	280,385	0
86	Total Rev Over Exp (Exp over Rev)	(987,541)	(2,224,257)	(2,798,470)	(5,034,289)	(7,132,673)
87	BEGINNING FUND BALANCE					
88	General Fund	7,023,712	7,085,235	6,499,778	4,742,163	480,182
89	Operating Capital	2,903,288	1,634,023	82,724	($677,745)	(1,730,439)
90	Health & Safety	(426,781)	(206,580)	(294,081)	($574,466)	(294,081)
91	Total Beginning Fund Balance	9,500,218	8,512,678	6,288,421	3,489,951	(1,544,338)
92	Transfer From General Fund	0	0	0	0	0
93	Transfer to Operating Capital	0	0	0	0	0
94	Transfer From Fund 22	0	0	0	0	0
95	ENDING FUND BALANCE					
96	General Fund	$7,085,235	$6,499,778	$4,742,163	$480,182	(5,520,966)
97	Operating Capital	$1,634,023	$82,724	($677,745)	($1,730,439)	(2,861,964)
98	Health & Safety	($206,580)	($294,081)	($574,466)	($294,081)	(294,081)
99	Total Ending Fund Balance	$8,512,678	$6,288,421	$3,489,951	($1,544,338)	(8,677,011)
100	As a % of Expenditures	17.30%	12.07%	6.60%	-2.82%	-15.31%

	A	B	C	D	E	F	G	H	J	K	L
1	**SENIOR HIGH**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
2	Boiler Retube	30,000									
3	Replace Steam Coils	16,000									
4	Gym Floor Refinish	3,000	3,000	3,000	30,000	3,000	3,000	3,000	3,500	3,500	3,500
5	Score Board	35,000									
6	Tennis Courts	200,000									
7	Gymnasium Lighting Replacement		25,000								
8	Folding Door - Auditorium				145,000						
9	Carpet Auditorium		23,000								
10	*Auditorium Curtain		45,000								
11	Running Track Repair		5,000	50,000	30,000					35,000	
12	Repair Gym Wall			10,000							
13	Carpet Replacement				40,000			40,000			
14	Replace Ceiling Tile-Gym				12,000						
15	Roof Resaturation				300,000						
16	Repaint				30,000					30,000	
17	Door Replacement					20,000					
18	Insulate Walls-Gym					50,000					
19	Sidewalk Repair					20,000					
20	Tuckpointing						50,000				
21	Parking Lot Resurface							300,000			
22	Boiler Replacement										
23	Window Replacement								300,000	150,000	
24	**TOTAL**	**$ 284,000**	**$ 101,000**	**$ 63,000**	**$ 587,000**	**$ 93,000**	**$ 53,000**	**$ 343,000**	**$ 303,500**	**$ 218,500**	**$ 3,500**
25											
26	**HORIZON MIDDLE SCHOOL**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2015-2016**	**2016-2017**	**2017-2018**
27	Gym Floor Refinish	3,000	3,000	3,000	3,000	30,000	3,500	3,500	3,500	3,500	3,500
28	Soccer Fields	50,000									
29	Ventilation	85,000									
30	Tree Replacement	16,000									
31	Cut Around BB Field	3,000									
32	*Gymnasium Lighting Replacement		6,000								
33	Carpet for Band Room		11,000								
34	Concrete (Stone replacement)		10,000	10,000							
35	Repaint			20,000				15,000			15,000
36	Carpet Replacement						35,000				30,000
37	Sidewalk Replacement										20,000
38	Parking Lot Resurface									150,000	
39	Running Track Resurface									80,000	
40	Goal Posts	5,000									
41	Recommissioning Recommendations										
42	**TOTAL**	**$162,000**	**$30,000**	**$33,000**	**$3,000**	**$30,000**	**$38,500**	**$18,500**	**$3,500**	**$233,500**	**$68,500**
43											
44	**ROBERT ASP ELEMENTARY**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2015-2016**	**2016-2017**	**2017-2018**
45	Roof Repair	275,000									
46	Gym Floor Refinish	2,000	2,000	2,000	17,000	2,000	2,000	2,000	2,500	2,500	2,500
47	*Gymnasium Lighting Replacement		3,000								
48	*Indoor Air Quality Project		10,000								
49	Repaint				20,000				20,000		
50	Sidewalk Repair				12,000					30,000	
51	Parking Lot Resurface					35,000				25,000	
52	Carpet Replacement					30,000					35,000

	A	B	C	D	E	F	G	H	J	K	L
53	Boiler Replacement (3)						200,000				
54	Tuckpointing							35,000			
55	Playground Upgrade							30,000			
56	Roof Resaturation								250,000		
57	**TOTAL**	**$ 277,000**	**$ 15,000**	**$ 2,000**	**$ 49,000**	**$ 67,000**	**$ 202,000**	**$ 67,000**	**$ 272,500**	**$ 57,500**	**$ 37,500**
58											
59	**ELLEN HOPKINS ELEMENTARY**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2015-2016**	**2016-2017**	**2017-2018**
60	Sidewalk Repair	4,000				15,000				20,000	
61	Gym Floor Refinish	17,000	3,000	3,000	3,000	17,000	3,000	3,000	3,500	3,500	3,500
62	*Gymnasium Lighting Replacement		6,000								
63	Running Track Repair			80,000							
64	Parking Lot Resurface					30,000				25,000	
65	Repaint				25,000						
66	Boiler Replacement (3)					200,000					
67	Carpet Replacement					30,000					35,000
68	Roof Resaturation						400,000				
69	Playground Upgrade							30,000			
70	Tuckpointing								40,000		
71	**TOTAL**	**$ 21,000**	**$ 9,000**	**$ 83,000**	**$ 28,000**	**$ 292,000**	**$ 403,000**	**$ 33,000**	**$ 43,500**	**$ 48,500**	**$ 38,500**
72											
73	**S. G. REINERTSEN ELEMENTARY**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2015-2016**	**2016-2017**	**2017-2018**
74	Repaint			15,000				12,000			15,000
75	*Gymnasium Lighting Replacement		3,000								
76	Carpet Replacement						35,000				35,000
77	Playground Upgrade							30,000			
78	Parking Lot Resurface								75,000		
79	Sidewalk Repair										15,000
80	Parking Lot Reconfiguration		75,000								
81	Recommissioning Recommendations		122,000								
82	**TOTAL**	**$ -**	**$ 200,000**	**$ 15,000**	**$ -**	**$ -**	**$ 35,000**	**$ 42,000**	**$ 75,000**	**$ -**	**$ 65,000**
83											
84	**PROBSTFIELD ELEMENTARY**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2015-2016**	**2016-2017**	**2017-2018**
85	Smoke Stack Repair	5,000									
86	Chemical Feed Pump Replacement	2,500									
87	Paint Lockers			7,000							
88	Roof Repair-Resaturation				250,000						
89	Window Replacement				75,000						
90	Repaint				20,000				20,000		
91	Carpet Replacement					20,000			30,000		
92	Parking Lot Resurface					35,000					
93	Boiler Replacement						200,000				
94	Tuckpointing Repair							35,000			
95	Playground Upgrade							30,000			
96	Sidewalk Repair				15,000						15,000
97	*Condensate Piping Replacement		150,000								
98	**TOTAL**	**$ 7,500**	**$ 150,000**	**$ 7,000**	**$ 360,000**	**$ 55,000**	**$ 200,000**	**$ 65,000**	**$ 50,000**	**$ -**	**$ 15,000**
99											
100	**Red River Alternative Lrn Center**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2015-2016**	**2016-2017**	**2017-2018**
101	Security Devices/Equipment	$ 13,000									
102	**TOTAL**	**$ 13,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
103											
104	**MAINTENANCE BUILDING**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2015-2016**	**2016-2017**	**2017-2018**

	A	B	C	D	E	F	G	H	J	K	L
105	Door Replacement			40,000							
106	Parking Lot Resurface			90,000							
107	Building Siding				40,000						
108	Interior Remodel				12,000						
109	Replace Boiler										
110	Carpet Replacement								6,000		
111	**TOTAL**	**$ -**	**$ -**	**$ 130,000**	**$ 52,000**	**$ -**	**$ -**	**$ -**	**$ 6,000**	**$ -**	**$ -**
112											
113	**MAINTENANCE-EQUIP-VEHICLES**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2015-2016**	**2016-2017**	**2017-2018**
114	*Personnel Lifts (2)		16,000								
115	Lawn/Snow Cleaning Equipment	35,000	25,000	33,000	30,000	30,000	35,000	35,000	35,000	35,000	35,000
116	Maintenance Equipment	20,000									
117	Staff Vehicles	45,000									
118	Maintenance Pickups			35,000					35,000		
119	Trans Vehicle				12,000						
120	Bobcat		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	
121	**TOTAL**	**$ 100,000**	**$ 42,000**	**$ 69,000**	**$ 43,000**	**$ 31,000**	**$ 36,000**	**$ 36,000**	**$ 71,000**	**$ 36,000**	**$ 35,000**
122											
123	**UNDEDICATED CAPITAL**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2015-2016**	**2016-2017**	**2017-2018**
124	Undedicated	225,000		170,000	175,000	180,000	185,000	190,000	195,000	200,000	205,000
125	**TOTAL**	**$ 225,000**	**$ -**	**$ 170,000**	**$ 175,000**	**$ 180,000**	**$ 185,000**	**$ 190,000**	**$ 195,000**	**$ 200,000**	**$ 205,000**
126											
127											
128	**BUILDING C/O SUMMARY**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2015-2016**	**2016-2017**	**2017-2018**
129	**Senior High**	**284,000**	**101,000**	**63,000**	**587,000**	**93,000**	**53,000**	**343,000**	**303,500**	**218,500**	**3,500**
130	**Horizon Middle**	**162,000**	**30,000**	**33,000**	**3,000**	**30,000**	**38,500**	**18,500**	**3,500**	**233,500**	**68,500**
131	**Robert Asp Elementary**	**277,000**	**15,000**	**2,000**	**49,000**	**67,000**	**202,000**	**67,000**	**272,500**	**57,500**	**37,500**
132	**Ellen Hopkins Elementary**	**21,000**	**9,000**	**83,000**	**28,000**	**292,000**	**403,000**	**33,000**	**43,500**	**48,500**	**38,500**
133	**S. G. Reinertsen Elementary**	**-**	**200,000**	**15,000**	**-**	**-**	**35,000**	**42,000**	**75,000**	**-**	**65,000**
134	**Probstfield Center for Ed**	**7,500**	**150,000**	**7,000**	**360,000**	**55,000**	**200,000**	**65,000**	**50,000**	**-**	**15,000**
135	**Red River Alternative Lrn Center**	**13,000**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
136	**Maintenance Building**	**-**	**-**	**130,000**	**52,000**	**-**	**-**	**-**	**6,000**	**-**	**-**
137	**Maintenance- Equip-Vehicles**	**100,000**	**42,000**	**69,000**	**43,000**	**31,000**	**36,000**	**36,000**	**71,000**	**36,000**	**35,000**
138	**Undedicated**	**225,000**	**48,000**	**170,000**	**175,000**	**180,000**	**185,000**	**190,000**	**195,000**	**200,000**	**205,000**
139											
140	**TOTAL SUMMARY**	**$ 1,089,500**	**$ 595,000**	**$ 572,000**	**$ 1,297,000**	**$ 748,000**	**$ 1,152,500**	**$ 794,500**	**$ 1,020,000**	**$ 794,000**	**$ 468,000**
141											
142	**HEALTH & SAFETY**	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2015-2016**	**2016-2017**	**2017-2018**
143	Physical Hazard Control	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000
144	Hazardous Substance Management	10,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
145	Health & Safety Management	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
146	Safety Committee Time	15,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
147	Asbestos Ahera Compliance	6,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
148	Fire Safety	25,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
149	**TOTAL**	**$111,000**	**$95,000**	**$95,000**	**$95,000**	**$95,000**	**$95,000**	**$95,000**	**$95,000**	**$95,000**	**$95,000**
150											
151	** Denotes Health & Safety project*										
152	*This 10-year capital outlay plan is a planning document only. Projects will be considered annually on an as needed basis and this plan will be adjusted accordingly.*										

Health & Safety and Capital Outlay Planning Document

ITEM DESCRIPTION	FISCAL YEAR 2009 HEALTH & SAFETY	GENERAL	
MOORHEAD HIGH SCHOOL			
Auditorium carpet		23,000	
Auditorium curtain	45,000		
Gym floor refinish		3,000	
Gym lighting replacement		25,000	
Track repair and maintenance		5,000	
Category total	45,000	56,000	
Building total			**101,000**
HORIZON MIDDLE SCHOOL			
Gym floor refinish		3,000	
Gym lighting replacement	6,000		
Band room carpet		11,000	
Concrete work (stone replacement)		10,000	
Category total	6,000	24,000	
Building total			**30,000**
ROBERT ASP ELEMENTARY SCHOOL			
Gym floor refinish		2,000	
Gym lighting replacement	3,000		
Indoor Air Quality Project	10,000		
Category total	13,000	2,000	
Building total			**15,000**
ELLEN HOPKINS ELEMENTARY SCHOOL			
Gym floor refinishing		3,000	
Gym lighting replacement	6,000		
Category total	6,000	3,000	
Building total			**9,000**
S.G. REINERTSEN ELEMENTARY SCHOOL			
Gym lighting replacement	3,000		
Recommissioning Recommendations		122,000	
Parking lot reconfiguration		75,000	
Category total	3,000	197,000	
Building total			**200,000**
PROBSTFIELD CENTER FOR EDUCATION			
Condensate repiping	150,000		
Category total	150,000	-	
Building total			**150,000**
RED RIVER ALC			

Category total	-	-	
Building total			-
MAINTENANCE BUILDING			

Category total	-	-	
Building total			-
MAINTENANCE EQUIPMENT & VEHICLES			
Personnel lift (Reinertsen)	8,000		
Personnel lift (Horizon)	8,000		
Lawn/Snow equipment		25,000	
Bobcat (lease agreement)		1,000	
Category total	16,000	26,000	
Total			**42,000**
Category total (district)	**239,000**	**308,000**	
Undedicated		**48,000**	
Total	**239,000**	**356,000**	**595,000**

TECHNOLOGY PLAN

Technology Acquisitions		04/05	05/06	06/07	07/08	08/09	09/10
Infrastructure							
	WAN -- Video Network/TV & Web Studio	10,000	10,000	0	10,000	10,300	10,609
	WAN -- Expansion/Upgrade	44,000	0	0	0	0	0
	LAN -- Hub/Switches New/Replacement	11,895	5,000	0	0	0	0
		65,895	15,000	0	10,000	10,300	10,609
Hardware							
	Auditorium Operations(Lights/Sound)	5,000	5,000	5,000	5,000	5,150	5,305
	RAM/CPU Upgrades	5,000	5,000	5,000	5,000	5,150	5,305
	TV/LCD Projection System/Projection Sc	6,000	35,000	58,800	12,000	12,360	12,731
	Computer Workstations	79,000	150,000	135,000	186,000	116,580	106,913
	Network Printers	10,680	5,000	2,500	2,065	2,127	2,191
	Peripheral Add-ons	5,000	5,000	1,000	5,000	5,150	5,305
	Data Servers/upgrades	8,900	0	47,000	5,000	5,150	5,305
	Emerging Technologies	10,000	10,000	10,000	30,000	30,900	31,827
		129,580	215,000	264,300	250,065	182,567	174,880
Software							
	Student Management System Options	30,000	0	0	0	0	0
	New/Curriculum Contingency	10,300	7,705	4,886	5,000	5,150	5,305
		40,300	7,705	4,886	5,000	5,150	5,305
Staff Development							
	Specialized Training--New Technologies	9,270	9,768	9,000	9,000	9,270	9,548
		9,270	9,768	9,000	9,000	9,270	9,548
	Subtotal Technology Acquisitions	245,045	247,473	278,186	274,065	207,287	200,342
	Subtotal Operational Expenditures	220,968	208,301	206,011	224,796	231,540	238,486
	TOTAL TECHNOLOGY PLAN	**466,013**	**455,774**	**484,197**	**498,861**	**438,827**	**438,827**
	Transfer to Construction Tech	-245,000	0	0	0	0	0
	Final Technology Plan	**221,013**	**455,774**	**484,197**	**498,861**	**438,827**	**438,827**

Microsoft Cy Pres Settlement

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

2008-09 Budget

Licensed Staff	2007-08 Budget	2007-08 Actual	2008-09 Budget	Increase (Decrease)
Elementary (K-5)	88.5	88.5	87	-1.5
Middle School (6-8)	54.5	55	55	0
Senior High (9-12)	71.2	71.208	70.708	-0.5
Alternative Education	8.8	8.522	8.522	0
Special Education ***	111.41	111.41	111.41	0
ESL	6.53	6.528	6.528	0
Elementary Art	3	3	3	0
Elementary Music	6.7	6.8	6.8	0
Elementary Physical Education	6.46	6.5	6.5	0
Gifted and Talented	2.5	2.5	2.5	0
Administrative	10	10	10	0
Media Specialists	5	5	5	0
Counselors	11	11	11	0
School Nurses	2	2	2	0
Supervisory	7	6	6	0
				0
Total Licensed Staff	394.6	393.968	391.968	-2
Federal Programs/Grants **	15.25	19.1	17.25	-1.85
Non-Licensed Staff				
Administrative	2	2	2	0
Supervisory	9	9	9	0
Paraprofessionals*	155.22	151.8624	155.22	0
Non-Aligned/TCI	31.94	31.94	31.94	0
Clerical	45.525	45.525	45.525	0
Custodial	33	33	33	0
Total Non-Licensed Staff	276.685	273.3274	276.685	0

* Includes paras through tuition billing
**The total FTE may flucuate due to funding
Title I, II, V and additional grant positions
*** Includes positions filled by purchased services

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

Student to Teacher Ratios

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

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

Average Class Size

	02-03	03-04	04-05	05-06	06-07	07-08	Projected 08-09
	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size
Kindergarten	21	21	23	22	23	22	21
Grade 1	23	22	24	24	24	24	23
Grade 2	23	23	24	25	23	23	25
Grade 3	23	24	25	25	25	26	25
Grade 4	25	24	25	26	25	25	28
Grade 5	27	26	26	26	28	26	28
Grade 6	28	27	26	29	30	27	28
Grade 7		29	29	26	25	30	26
Grade 8		30	26	26	26	27	30
District Average K-3	23	23	24	24	24	24	24
District Average K-5	24	24	25	25	24	23	24
District Average 6-8		29	27	27	27	28	28

MOORHEAD AREA PUBLIC SCHOOLS COHORT PROJECTIONS

NOVEMBER 2007

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

VEHICLE INVENTORY

ID #		Vehicle Type	Model Year	Chassis	Body	Fuel type	Capacity	6/3/2003	6/4/2004	6/10/2005	6/1/2006	Miles as of 6/1/2007	Miles as of 6/4/2008	Miles	Special Equipment	Scheduled Replacement	Purchase Price	Notes
	93	SCHOOL BUS	1993	IHC	THOMAS	DIESEL	78	100,798	103,900	104,090	104,200	104,367	104,552	185		2005	$ 53,485	Delayed Replacement - Being used as a spare only
	94	SCHOOL BUS	1993	IHC	THOMAS	DIESEL	78	114,540	120,082	120,221	120,298	120,348	120,487	139		2005	$ 53,780	Delayed Replacement - Being used as a spare only
	96	SCHOOL BUS	1995	IHC	AMTRAN	DIESEL	77	105,877	117,318	129,812	141,344	151,577	154,007	2,430		2007	$ 48,787	Delayed Replacement - replacing bus 95 first
	87	SCHOOL BUS	1996	IHC	THOMAS	DIESEL	77	87,984	96,493	108,393	113,363	116,802	118,011	1,209	Lift Equipped	2008	$ 56,575	Delayed Replacement -
	89	SCHOOL BUS	1996	IHC	THOMAS	DIESEL	77	111,626	125,341	139,796	141,312	142,136	142,377	241	Lift Equipped	2008	$ 56,575	Delayed Replacement -
	83	SCHOOL BUS	1998	IHC	Blue Bird	DIESEL	30	53,111	61,275	68,044	76,338	81,521	93,548	12,027	Lift Equipped	2010	$ 59,104	
	84	SCHOOL BUS	1998	IHC	Blue Bird	DIESEL	31	51,376	64,531	76,810	89,498	104,577	116,039	11,462	Lift Equipped	2010	$ 59,104	
	00-103	MINI-VAN	2000	GMC	Safari (red)	GASOLINE	7	43,605	58,784	72,837	75,994	79,091	83,057	3,966		2010	$ 22,734	
	00-104	MINI-VAN	2000	GMC	Safari(Teal Blue)	GASOLINE	7	49,922	69,245	87,544	102,195	120,105	139,297	19,192		2010	$ 22,692	
	05-105	4WD	2000	DODGE	Durango	GASOLINE	7		new	64950	76308	79460	85858	6,398		2010	$ 12,995	
	71	SCHOOL BUS	2001	GMC	Blue Bird	DIESEL	77	43011	61683	79991	88208	96162	105300	9,138		2013	$ 54,692	
	72	SCHOOL BUS	2001	GMC	Blue Bird	DIESEL	77	41525	57630	73186	91020	101933	111850	9,917		2013	$ 54,692	
	73	SCHOOL BUS	2004	IHC	Blue Bird	DIESEL	77	new	4618	15287	22410	38049	48565	10,516		2016	$ 60,289	
	74	SCHOOL BUS	2004	IHC	Blue Bird	DIESEL	77	new	5988	16667	26967	36357	46157	9,800		2016	$ 60,490	
	05-106	MINI-VAN	2005	DODGE	Caravan	GASOLINE	7		new	4128	20872	38757	56094	17,337		2016	$ 25,450	
	75	SCHOOL BUS	2006	IC Bus	IC Bus	DIESEL	77		new	775	19986	34813	52583	17,770		2018	$ 63,531	
	86	SCHOOL BUS	2006	IC Bus	IC Bus	DIESEL	47		new	763	15855	29538	45337	15,799	Lift Equipped	2018	$ 73,437	
	76	SCHOOL BUS	2007	IC Bus	IC Bus	DIESEL	77			new	964	8623	21153	12,530		2019	$ 67,036	
	88	SCHOOL BUS	2007	IC Bus	IC Bus	DIESEL	45			new	9741	24155	39431	15,276	Lift Equipped	2019	$ 74,036	
	77	SCHOOL BUS	2008	IC Bus	IC Bus	DIESEL	77					new	14155	14,155		2020	$ 70,622	
														189,487				

II. FOOD SERVICE

INTRODUCTION

When actual amounts were not available and unless otherwise noted, a general increase of 2% was used for revenues while expenditures were increased by 3%. Revenue projections include increases in the price charged for milk, breakfast, and lunch. These increases will be presented to the school board on July 21, 2008 for approval.

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

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

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

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

REVENUE RATIONALE

Basic Assumptions

The number of paid, free and reduced price lunches will remain the same as 2007-08.

Prices used to develop revenue projections were as follows:

Category	2008-09 Price	Increase Over 2007-08
Milk	.35	.05
Breakfast	.50	.25
Lunch – Elementary	1.40	.15
Lunch – Secondary	1.60	.20
Lunch – Adult	3.00	.20

Reimbursements

The per meal reimbursement from the state (lunch and breakfast) will remain neutral.

The per meal reimbursement for commodities will remain neutral.

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

The per meal federal reimbursement (cash) for free and reduced meals will increase yearly by .03 per breakfast, .07 per lunch, and .01 for snacks.

The state reimbursement (cash) for kindergarten milk will increase by .06.

2008-2009 Reimbursements (Tentative)

State Reimbursement:
- $ .12 All Lunch
- $ .55 Paid Breakfast
- $ .30 Reduced Breakfast

Commodities Reimbursement (Food Distribution Program):
- $ .1875 each meal (lunch)

Federal Reimbursement:
- $ .23 Paid lunch
- $2.14 Reduced lunch
- $2.54 Free lunch
- $ .24 Paid breakfast
- $1.08 Reduced breakfast
- $1.38 Free breakfast
- $ .06 Paid Snack
- $ .35 Reduced Snack
- $ .69 Free Snack

K-Milk Reimbursement:
- $ .17 Milk - Federal
- $ .20 Milk - State

EXPENDITURE RATIONALE

Basic Assumptions

Expenses will increase by the following percentages:
Food – 8%
Supplies – 10%
Milk – 11%
Labor – 4.5%
Operations/Maintenance – 70%
(Increased to better reflect the costs associated with running the Food Services program at the buildings.)

FUND BALANCE DEFINITIONS **Line #**

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

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

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

Fund Balance Projections **24**
Use of Food Service funds to pay for capital outlay expenditures will decrease the fund balance. Funding for capital outlay is received only from paid meal revenue (no contribution is received from free or reduced price meals). Decreases in the fund balance will result in a price increase.

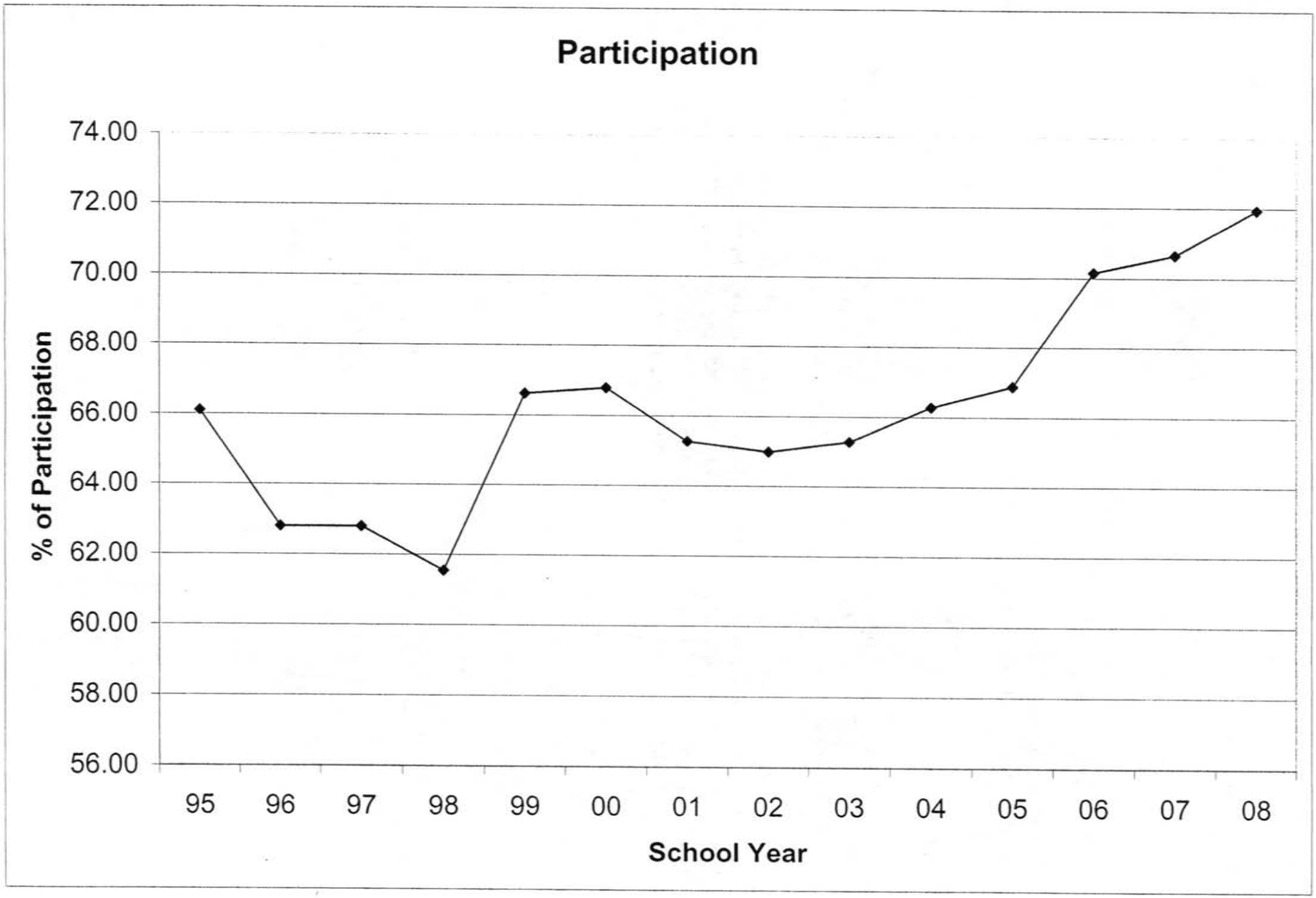
NDEPENDENT SCHOOL DISTRICT #152
OOD SERVICE FUND (02)

ine #		2006-07 ACTUAL	2007-08 PROJECTED	2008-09 PROJECTED	2009-10 PROJECTED	2010-11 PROJECTED
	REVENUES:		1.02	1.02	1.02	1.02
	Other local and county sources:					
1	Interest	27,977	28,000	20,000	20,400	20,810
2	Miscellaneous local revenues	34,698	36,734	37,441	38,190	38,950
3	Subtotal other sources	62,675	64,734	57,441	58,590	59,760
	State sources:					
4	Lunch/Breakfast program aid	123,150	122,969	126,077	128,600	131,170
	Federal sources:					
5	Lunch program aid	680,828	700,229	716,975	731,310	745,940
6	Food distribution program	86,691	99,600	105,800	107,920	110,080
7	Subtotal federal sources	767,519	799,829	822,775	839,230	856,020
8	Sale of food	861,319	871,854	969,967	989,370	1,009,160
10	TOTAL REVENUES	1,814,663	1,859,386	1,976,260	2,015,790	2,056,110
11	% CHANGE	0.67%	2.46%	6.29%	2.00%	2.00%
12	$ CHANGE	11,995	44,723	116,874	39,530	40,320
	EXPENDITURES:		1.03	1.03	1.03	1.03
	Pupil support services:					
12	Salaries and wages	427,539	457,563	484,466	503,845	523,998
13	Employee benefits	69,626	75,514	81,369	84,624	88,009
14	Purchased services	157,693	240,570	316,672	326,170	335,960
15	Food costs-USDA commodities	65,505	75,203	91,050	93,780	96,590
16	Food costs, milk and supplies	964,088	1,032,100	1,118,000	1,151,540	1,186,090
17	Equipment/Construction	43,496	24,800	20,000	20,600	21,220
18	Other expenditures	37,694	29,000	30,000	30,900	31,830
19	TOTAL EXPENDITURES	1,765,641	1,934,750	2,141,557	2,211,458	2,283,697
20	% CHANGE	7.57%	9.58%	10.69%	3.26%	3.27%
21	$ CHANGE	124,287	169,109	206,807	69,901	72,239
22	REV OVER EXP (EXP OVER REV)	49,022	(75,364)	(165,297)	(195,668)	(227,587)
23	BEGINNING FUND BALANCE	475,225	524,247	448,883	283,586	87,918
24	ENDING FUND BALANCE	$524,247	$448,883	$283,586	$87,918	($139,670)
25	Fund Balance as a % of Expenditures	29.69%	23.20%	13.24%	3.98%	-6.12%

ANALYSIS OF PARTICIPATION (REIMBURSABLE MEALS)

MONTH	ADP	HS	MS	ASP	HOP	RE	TOTAL
2005-06							
SEPTEMBER	3236	26.4	94.9	94.4	94.4	95.0	70.8
OCTOBER	3233	27.2	91.2	96.6	95.2	97.1	70.7
NOVEMBER	3227	28.3	92.1	95.9	94.9	96.2	71.1
DECEMBER	3213	28.4	92.0	95.9	94.9	95.4	71.1
JANUARY	3210	28.1	92.2	95.7	95.7	94.6	71.2
FEBRUARY	3178	27.9	91.3	94.7	95.2	93.5	70.5
MARCH	3086	26.8	89.6	91.3	91.3	91.6	68.6
APRIL	3195	26.9	92.7	95.4	95.6	95.6	71.2
MAY/JUNE	3018	25.3	88.9	87.3	89.5	91.9	67.4
TOTAL	3170						70.16
2006-07							
SEPTEMBER	3275	27.6	96.5	93.6	93.8	95.0	71.0
OCTOBER	3274	27.2	93.7	97.1	98.2	96.5	71.7
NOVEMBER	3285	27.0	93.7	95.6	95.8	97.5	71.5
DECEMBER	3237	26.7	92.7	95.4	95.3	96.9	71.1
JANUARY	3214	26.9	93.7	95.1	93.6	95.0	70.9
FEBRUARY	3173	28.2	92.1	93.5	92.1	92.7	70.2
MARCH	3211	28.9	91.6	95.1	94.9	95.4	71.4
APRIL	3221	26.1	93.3	97.1	97.4	97.0	72.7
MAY	3005	24.1	89.8	86.9	89.4	90.9	67.1
TOTAL	3206						70.66
2007-08							
SPETEMBER	3329	28.7	95.8	96.0	94.8	95.9	72.3
OCTOBER	3349	30.6	94.7	97.2	94.7	98.2	73.4
NOVEMBER	3317	30.4	93.8	94.6	93.3	98.0	72.7
DECEMBER	3304	30.2	94.0	96.3	92.7	97.9	72.9
JANUARY	3315	30.2	95.1	96.5	94.7	97.7	73.6
FEBRUARY	3203	28.5	92.0	94.3	92.7	94.7	71.2
MARCH	3229	28.4	92.4	93.7	93.3	97.0	71.8
APRIL	3265	27.4	93.6	97.0	94.3	97.7	72.5
MAY/JUNE	3062	25.2	90.9	87.1	88.3	90.2	67.9
TOTAL	3259						71.94

Fiscal Year	% Participation
95	66.10
96	62.80
97	62.80
98	61.54
99	66.62
00	66.79
01	65.27
02	64.98
03	65.28
04	66.28
05	66.88
06	70.16
07	70.66
08	71.94


Participation
74.00
72.00
70.00
68.00
66.00
64.00
62.00
60.00
58.00
56.00
% of Participation
95
96
97
98
99
00
01
02
03
04
05
06
07
08
School Year

IV. COMMUNITY EDUCATION

INTRODUCTION

The district census is 39,225.

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

Community Education was unalloted in the following categories in 2002-03:

- General Community Education
- Adult Basic Education
- Early Childhood Family Education
- School Readiness

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

For the past several years, we have held the line on spending. We have reduced clerical staff and realigned our coordinators' job descriptions to address the decline in funds. For 2008-2009, we are eliminating two coordinator positions: Adult Enrichment and Choices/After School Enrichment. The Adult Basic Education and Early Childhood Program coordinators are being reduced to 11 month employees.

REVENUE **Line #**

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

General Community Education revenue is based on district population. Our population for fiscal year 2008 was 37,529. In 08-09 the population is projected to be 39,225. For 2008-2009, the multiplier per capita is $5.42.

The 2001 legislature approved an additional levy to provide for youth enrichment activities outside of school hours. Moorhead receives $31,067 in the general Community Education fund.

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

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

REVENUE (Continued) **Line #**

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

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

Early Childhood Family Education **7**
The ECFE state grant and local levy are based on the number of children in the district age 0-4. The population high was 2323 in 1994-95. The count in November 2005 was 1,890. The per capita funding in 2005 was $96. The formula increased to $112 for the 2006-2007 school year and $120 for the 2007-2008 and 2008-09 school years.

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

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

EXPENDITURES **Line #**

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

Choices **15**
All expenses related to programs for adults with disabilities and programs that assist adults in their participation in regular community offerings are included.

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

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

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

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

NDEPENDENT SCHOOL DISTRICT #152
:OMMUNITY EDUCATION (04)

INE #		2006-07 ACTUAL	2007-08 PROJECTED	2008-09 PROJECTED	2009-10 PROJECTED	2010-11 PROJECTED
				1.02	1.02	1.02
	REVENUES:					
1	Gen Com Ed	295,452	290,274	290,274	296,079	302,001
2	Fees	206,735	247,310	260,000	265,200	270,504
4	Choices	29,543	26,000	26,000	26,000	26,000
5	ABE	352,468	384,800	392,496	400,346	408,353
6	Interest	793	500	500	510	520
7	ECFE	218,487	226,800	231,336	235,963	240,682
8	Kindergarten Readiness	69,664	59,462	60,651	61,864	63,102
0	Other	194,398	205,490	188,000	169,200	169,200
1	TOTAL REVENUES	1,367,540	1,440,636	1,449,257	1,455,162	1,480,362
2	% CHANGE	3.80%	5.35%	0.60%	0.41%	1.73%
3	$ CHANGE	50,083	73,096	8,621	5,905	25,199
	EXPENDITURES:				1.03	1.03
4	General Com Ed	483,602	561,642	438,233	451,380	464,921
5	Choices	26,423	24,477	24,470	26,000	26,000
7	ABE	375,413	392,181	381,181	392,616	404,395
8	ECFE	230,211	245,844	237,868	245,004	252,354
9	Kindergarten Readiness	70,461	80,463	58,886	60,653	62,472
1	Other	266,749	205,490	188,000	169,200	169,200
2	TOTAL EXPENDITURES	1,452,859	1,510,097	1,328,638	1,344,853	1,379,343
3	% CHANGE	2.25%	3.94%	-12.02%	1.22%	2.56%
4	$ CHANGE	31,974	57,238	(181,459)	16,215	34,490
5	REV OVER EXP (EXP OVER RE	(85,319)	(69,461)	120,619	110,309	101,019
6	BEGINNING FUND BALANCE	52,009	(33,310)	(102,771)	17,848	128,158
7	ENDING FUND BALANCE	($33,310)	($102,771)	$17,848	$128,158	$229,177
8	As a % of Expenditures	-2.29%	-6.81%	1.34%	9.53%	16.61%

VII. DEBT SERVICE FUND

INTRODUCTION

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

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

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

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

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

REVENUES Line #

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

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

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

EXPENDITURES LINE #

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

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

IDEPENDENT SCHOOL DISTRICT #152
EBT SERVICE FUND (Fund 07)

INE #		2006-07 ACTUAL	2007-2008 PROJECTED	2008-2009 PROJECTED	2009-2010 PROJECTED	2010-2011 PROJECTED
	REVENUES:					
1	Local property tax levy	4,171,123	4,644,403	6,210,034	6,303,675	6,310,237
	Other local sources:					
3	Proceeds of refunding bonds	1,637,656	0	0	0	0
4	Interest income	0	0	0	0	0
4.1	Sale of Townsite					
4.2	Interest from Bonds					
	State sources:					
5	HACA (Homestead credit)	511,351	540,742	included in levy	included in levy	included in levy
6	Border city aid	525,454	580,727	included in levy	included in levy	included in levy
7	Other appropriations	0	included in levy	included in levy	included in levy	included in levy
8	State aid / Equalization Aid	1,117,618	557,950	138,791	included in levy	included in levy
		2,154,423	1,679,419	138,791	0	0
9	Total revenues	7,963,202	6,323,822	6,348,825	6,303,675	6,310,237
	EXPENDITURES:					
10	Principal on bonds	2,965,000	3,095,000	3,215,000	3,380,000	3,500,000
11	Interest on bonds	4,734,835	2,943,625	2,807,687	2,666,500	2,503,500
12	Other debt service	1,934	2,000	2,000	2,000	2,000
13	Total expenditures	7,701,769	6,040,625	6,024,687	6,048,500	6,005,500
14	Revenues over (under) expenc	261,433	283,197	324,138	255,175	304,737
15	Other Financing Sources					
16	Sale of refunding bonds					
16a	Payment to refunded bond					
17	Bond Premium					
18	Total other financing sources					
19	BEGINNING FUND BALANCE	42,188,580	42,450,013	42,733,210	43,057,348	43,312,523
20	ENDING FUND BALANCE	$42,450,013	$42,733,210	$43,057,348	$43,312,523	$43,617,260

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.154**

TO: Dr. Larry Nybladh, Superintendent

FROM: Ron Nielson, Director of Human Resources

DATE: June 16, 2008

RE: Termination or Reduction of Non-Licensed positions

Reductions are being made in accordance with applicable contract provisions of the Personnel Policy for Non-Aligned as follows:

Termination's and Non-Renewal of Employment

Karen Nitzkorski	1.00 FTE	Program Coordinator
Jane Rawlings	.36 FTE	Choices/Afterschool Enrichment Coordinator

Summary of Reductions:

Program Coordinator	1.00 FTE
Choices/Afterschool Enrichment Coordinator	.36 FTE
TOTAL	1.36 FTE

SUGGESTED RESOLUTION: Move to direct administration to effect termination or reduction of non-licensed employee positions as provided under Minnesota Statute 123B.02 and in accordance with applicable contract provisions of the Personnel Policy for Non-Aligned with the Program Coordinator position effective September 1, 2008 and the Choices/Afterschool Enrichment Coordinator position effective July 1, 2008.

Summary of Reductions:

Program Coordinator	1.00 FTE
Choices/Afterschool Enrichment Coordinator	.36 FTE
TOTAL	1.36 FTE

Termination and Non-Renewal of Employment

Karen Nitzkorski	1.00 FTE	Program Coordinator
Jane Rawlings	.36 FTE	Choices/Afterschool Enrichment Coordinator