



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

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S-119-BOS  
24 Nov 2008

**INDEPENDENT SCHOOL DISTRICT #152**

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

November 24, 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 _____	Lynne A. Kovash _____

**AGENDA**

**1. CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Lynne A. Kovash, 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. SUPERINTENDENT MATTERS - Kovash



**SCHOOL BOARD AGENDA - November 24, 2008**

**PAGE 2**

- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
  - (1) Acceptance of Donation - Page 5
- C. LEARNER SUPPORT SERVICES MATTERS - Skarvold
  - (1) Approval of Early Childhood Special Education Teacher Position - Pages 6-12
  - (2) Approval of American Indian Education Transmittal of Resolution Renewal - Pages 13-19
- D. HUMAN RESOURCES MATTERS - Nielsen
  - (1) Approval of Resignations - Page 20
  - (2) Approval of Family/Medical Leaves - Page 21
  - (3) Approval of Change in Contract - Page 22
  - (4) Approval of New Employee - Page 23
  - (5) Approval of Health and Safety Plan Update - Pages 24-27
- E. CURRICULUM AND PROFESSIONAL DEVELOPMENT MATTERS - Aamodt
- F. INFORMATION SYSTEMS/INSTRUCTIONAL SUPPORT MATTERS - Markert

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

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

3. **2007-08 AUDIT REPORT:** Kazmierczak  
Page 28

Suggested Resolution: Move to accept the 2007-08 Comprehensive Annual Financial Report as presented by Brian Stavenger, Eide Bailly LLP.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

4. **ROBERT ASP SCHOOL LEVEL IMPROVEMENT PLAN:** Aamodt  
Page 29

Suggested Resolution: Move to approve the School Level Improvement Plan for Robert Asp Elementary for submission to Lakes Country Service Cooperative.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

**SCHOOL BOARD AGENDA - November 24, 2008**  
**PAGE 3**

5. **FIRST READING OF POLICIES:** Kovash  
Pages 30-65

The School Board will conduct a first reading of the following policies: Staff Development (446), School District Copyright Policy (730), School Attendance Governing Enrollment of Children/Adults with Disabilities (516), Title I Policy Governing Comparability (606), Family Involvement (901), Student Disability Nondiscrimination (502), Student Immunization Requirements (530), Mandated Reporting of Child Neglect or Physical or Sexual Abuse (534), Maltreatment of Vulnerable Adults (535), Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students (656), Instruction and Curriculum Advisory Committee (231), and Policy Review Committee (233).

6. **COMMITTEE REPORTS**
7. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**
8. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - November 24, 2008****PAGE 4**CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Technology Committee	November 25	3:45 pm	PCE
Grades 9-12 P/T Conferences	December 1	5-8:30 pm	MHS/RRALC
High School PTAC	December 1	7 pm	Conf Rm
Continuing Education Com	December 2	3:30 pm	PCE
Truth in Taxation Public Hearing	December 2	7 pm	PCE
Indian Education Parent Com	December 3	5 pm	PCE
Joint Powers Committee	December 4	7 am	Clay Cnty Cthse
Grades 9-12 P/T Conferences	December 4	5-8:30 pm	MHS/RRALC
Horizon PTAC	December 4	7 pm	Media Center
Asp PTAC	December 8	6:30 pm	Media Center
School Board	December 8	7 pm	PCE
Truth in Taxation Public Hearing (continuation, if needed)	December 9	5 pm	PCE
Hopkins PTAC	December 9	6:30 pm	Media Center
Prof Dev Before/After School	December 10		
Instruction and Curr Adv Com	December 11	7 am	PCE
Health/Safety/Wellness Com	December 11	9:30 am	PCE
Winter Break Begins	December 22		
K-12 Classes Resume	January 5		
Asp PTAC	January 5	6:30 pm	Media Center
Reinertsen PTAC	January 5	6:30 pm	Media Center
High School PTAC	January 5	7 pm	Conf Rm
Continuing Educ Committee	January 6	6:45 am	Village Inn
Indian Educ Parent Committee	January 7	5 pm	PCE
Instruction and Curr Adv Com	January 8	7 am	PCE
Joint Powers Committee	January 8	7 am	Courthouse
Health/Safety/Wellness Com	January 8	9:30 am	PCE
Early Childhood Adv Com	January 8	6:30 pm	PCE
Horizon PTAC	January 8	7 pm	Media Center
Supt's Advisory Council	January 8	7 pm	PCE
School Board	January 12	7 pm	PCE
Hopkins PTAC	January 13	6:30 pm	Media Center
Prof Dev Before/After School	January 14		



Assistant Superintendent of Schools  
**Moorhead Area Public Schools**

Memo OAS 09.034 C

TO: Lynne A. Kovash, Superintendent  
FROM: Wayne A. Kazmierczak, Assistant Superintendent  
DATE: November 17, 2008  
SUBJECT: Donation

Moorhead Area Public Schools has received a donation of 10 pieces of mahogany furniture valued at \$1000 from Don and Michele Berg. The proceeds were used for the MHS2UK major magnitude field trip.

**SUGGESTED RESOLUTION:** Move to accept the donation of furniture valued at \$1000 from Don and Michele Berg and direct administration to send a thank you note.

Don and Michele Berg  
3212 41 Ave SW  
Fargo, ND 58104

WAK/kmr



Office of Learner Support Services  
**Moorhead Area Public Schools**

LSS.09.004

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: November 18, 2008

RE: Addition of 1 FTE Early Childhood Special Education (ECSE) Teacher

Attached is a proposal for an increase of 1 FTE Early Childhood Special Education (ECSE) Teacher in the Early Learning Center (ELC) for December 1, 2008, through June, 2009, or completion of Early Intervention Services (EIS) stretch calendar.

The enrollment in EIS has been increasing rapidly over the past few years. The staffing request reflects the enrollment increase. The position will be paid with Federal Special Education funding.

**SUGGESTED RESOLUTION:** Move to approve the 1 FTE Early Childhood Special Education (ECSE) Teacher, December 1, 2008 through June, 2009.

JS:ca  
Attachment

MOORHEAD PUBLIC SCHOOLS  
Moorhead, Minnesota

2008-2009 Budget  
(Year)

**PROPOSAL FORM**

NAME OF BUILDING: Probstfield ELC, EIS Program

TOPICS OF PROPOSAL: Addition of 1 FTE ECSE Teacher

SUBMITTED BY: Sarah King  
Jill Skarvold

DATE: 11-14-08

DATE TO BE IMPLEMENTED: Dec. 1, 2008

**BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED**

PERSON RESPONSIBLE TO  
RECOMMEND TO SUPERINTENDENT: Lynne Kovash

Recommendation (by person responsible):

Approve \_\_\_\_\_ Disapprove \_\_\_\_\_ Hold \_\_\_\_\_ Refer to Cabinet \_\_\_\_\_

Date \_\_\_\_\_

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

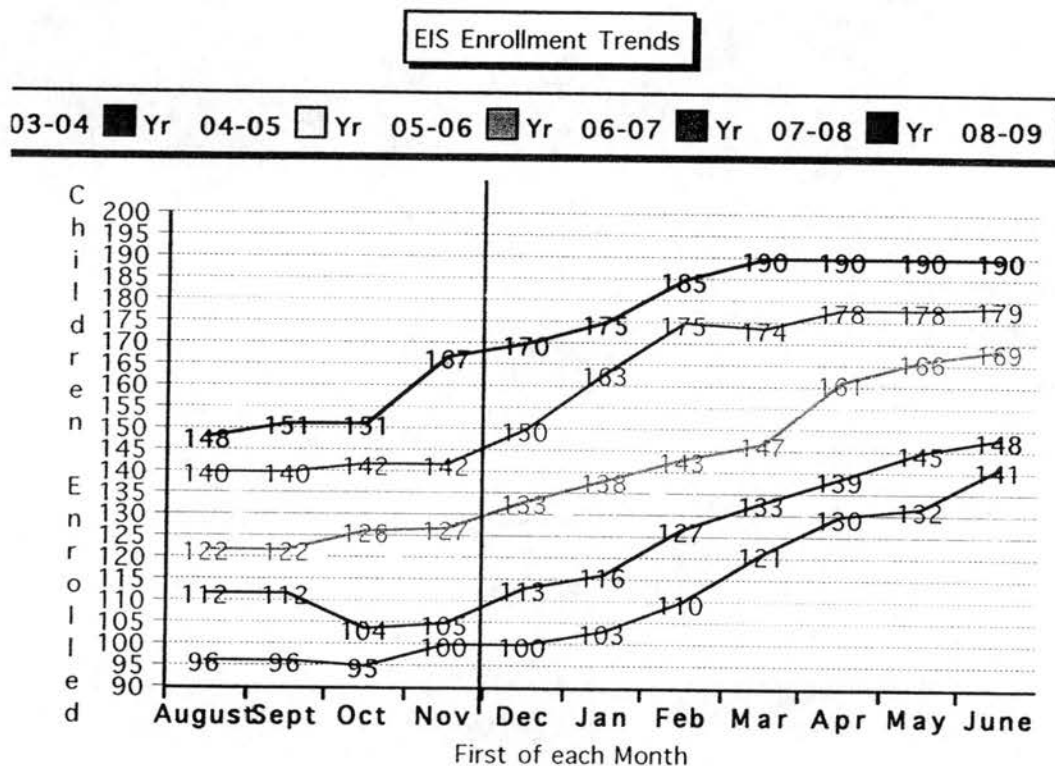
Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding: Addition of 1FTE for December 1, 2008 through June 30, 2009.
2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school).

The number of children enrolled at EIS at the beginning of September, 2008 was 151, 11 more than the beginning of September, 2007. An additional 29 children are currently in various stages of meetings and assessments. A high proportion of those referred and evaluated are found to be eligible for services. As of Nov. 1, 167 children were enrolled for services. We are finding that the new, more permissive criteria for 0-2, is not contributing in an appreciable way (5-6 children) to the significant increase in numbers.

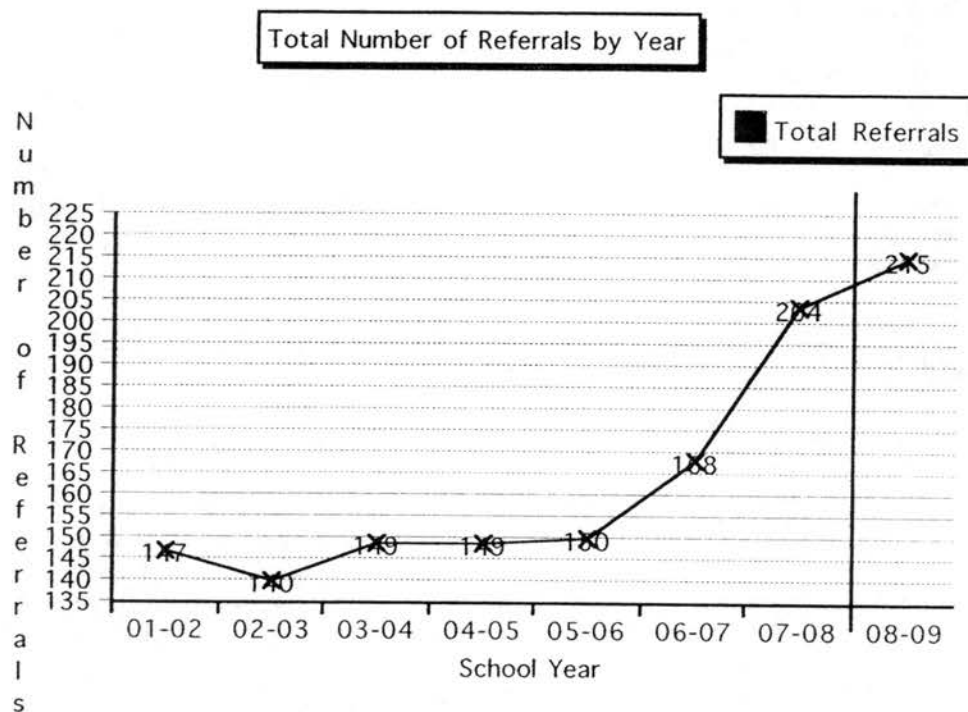
The high number of children in the EIS program are exceeding staffing guidelines. Because of high numbers, teachers traditionally serving children birth through 2 year old children in the home, have taken on classroom responsibilities, decreasing their flexibility to serve 0-2 in the home and to take incoming evaluations. Teachers typically serving 3-5 year old children have taken several children 0-2 years old. The average caseload for the 8 FTE teachers is 18. The additional 1 FTE ECSE teacher will enable the caseload for the 8 FTE teachers serving 0-5 year olds to be about 17 children per teacher, a closer approximation to the caseload guidelines.

See the following chart for yearly trends during the past 5 years. Numbers through November are actual numbers. Numbers after the solid line, Dec. through June are projected numbers:





The following chart illustrates the dramatic increase in total number of referrals coming into EIS during the past couple of years. The solid vertical line represents the division between past years and projected 08-09 numbers.



Several planning steps were taken in spring 2008 to anticipate a growing population in 2008-2009:

- EIS and Head Start, as co-located partners in the Early Learning Center, were deliberately staffed so that children with complex disabilities were assigned to the co-located classrooms enabling the staffing patterns to be more efficient to serve the students with more services and service time. However, children with significant needs are also enrolled in Head Start at the Family Service Center and other inclusive sites around the city.
- We scrutinize as new children are added that staff members are efficient in where they serve children. For example, if a staff person is already serving children on the north side of town, we do not add new students to that person's daily travel load if the new child is on the south side of town.
- We have now maximized and exceeded ECSE guidelines given the higher than projected numbers of students qualifying for ECSE services.

Several factors contribute to the ongoing need for additional ECSE Teacher time despite the above anticipatory planning:

- The severity of disabilities continues to be a planning challenge: a higher rate of children have combinations of physical, cognitive, hard of hearing/deaf, and visual/blind disabilities.
- Self-contained classrooms or collaborative classroom support severe speech-language disabilities with autism or autism-like characteristics. All of them require intensive, highly structured programming.



- Very young children with autism or autism-like behaviors, require 2 adults to 1 child for 1 hour sessions for a time before the child can enter an existing classroom successfully, which produces good results but is highly staff intensive.

3. State the negative implications if the proposal is not approved.

Early Intervention Services is unique in that a large proportion of the staffs' job is to find and identify children with disabilities at an early age. EIS staff also design early intervention programs that make a difference in the lives of young children and their families.

Without additional 1 FTE ECSE Teacher, the EIS existing staff will be unable to meet the identified needs of the children assessed and ready for programming. The severity of disabilities encountered this year will not be adequately served.

4. List alternative actions if this proposal is not approved. (It is assumed that any alternative listed is less desirable than the proposal.)

Continue as is with services to children diminished as caseloads grow; larger groupings of children; center-based programming rather than natural settings for 1-2 year olds which is not "least restrictive". Burden on staff too high, communication with parents and agency representatives diminished due to time constraints. Hire a paraprofessional. However, a paraprofessional is unable to program for students nor can she/he do the professional tasks needed. A teacher will still need to direct the programming, conduct assessments, maintain agency and family contact/involvement, analyze data/assessment information.

5. Estimate the cost implications of this proposal on the following chart.

# PROPOSAL FORM:

#1 PERSONNEL:	Number requested	Estimated cost:	Code to charge:	Reimbursement	Net cost:
Administrators:					
Teachers:	1 FTE	\$19,481		\$19,481	\$0
Clerical:					
Paraprofessional:					
No. & Hrs. per day:					
Teacher Para:					
Noon Para:					

	Estimated Total	\$19,481 x 30%	\$5,844
FRINGE BENEFITS:	Worker's Compensation X Salary	x .005	\$97.41
SUPPLIES:			
#2 CAPITAL OUTLAY:			\$0.00
OTHER EXPENSES:			\$0.00

#3 ESTIMATED COST \$25,422.00 NET DISTRICT COST \$0.00

## Comments on budgetary items:

1. F.T.E. Full-time equivalent: 1 FTE from Dec. 1, 2008 through June 26, 2009. Spring assessment of staffing and caseload patterns will determine whether this increase in FTE at EIS should be continued into 2009-2010 or whether current staff in K-12 can be shifted to EIS.
2. Equipment, remodeling, site improvement, etc.: A work station may need to be added.
3. Review by Business Office before Superintendent's approval: NA
6. Space implications (short/long range).  
NA
7. Equity implications: NA

8. Technology implications.  
Computer & phone may be needed.
9. Suggested timelines for implementations.  
December, 2008
10. Who has been involved in this decision?  
Jill Skarvold, Sarah King, Lynne Kovash
11. Other comments:



Office of Learner Support Services  
**Moorhead Area Public Schools**

LSS.09.003

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: November 18, 2008

RE: American Indian Education Transmittal of Resolution Renewal

Attached is the American Indian Education Transmittal of Resolution renewal form. Moorhead Area Public Schools has ten or more American Indian children enrolled in the district and therefore required to submit the parent Committee Roster, the Parent Committee Resolution and the Transmittal of Resolution form to the Minnesota Department of Education by December 1, 2008.

**SUGGESTED RESOLUTION:** Move to approve the American Indian Education Transmittal of Resolution for submission to the Minnesota Department of Education by December 1, 2008.

JS:ca

Attachment

# Moorhead Indian Education Resolution 08-09

November 14, 2008

Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
<b>1. Staff Development/Curriculum Integration</b> <input checked="" type="checkbox"/> Funding sources explored to purchase additional American Indian curricular materials.	Principals, Assistant Superintendent of Teaching & Learning (Lynne), Media Specialists, Indian Education Staff (Faye, Donna & Sarah)	Ongoing	Funds, coordination with department and library/media selection personnel, prioritize list of needed materials.	Continued discussions/planning for development of an American Indian web page on District site to provide American Indian curriculum information/resource availability to staff. Library purchases of books for students with American Indian content. Success for the Future grant funding for materials purchase in Indian Ed Office for checkout and parent distribution for Summer Reading program.
<b>2. Special Education/Alternative Programs</b> <input checked="" type="checkbox"/> Carefully monitor the potential of overrepresentation of American Indian students being referred for Special Education and Alternative Education Programs; review the process of pre-referral. <input checked="" type="checkbox"/> The percentage of American Indian students being placed in alternative school classes needs to be addressed. Procedures for determining transfer in and out of alternative programs need to be consistent while also taking into account individual student needs. <input checked="" type="checkbox"/> Other types of academic interventions and best practices need to be put into place to support student success within the regular educational setting and to provide a continuum of services from regular education to Special Education. <input checked="" type="checkbox"/> Find ways to cover more child study/Student Assistance Team meetings with cultural representatives when they involve American Indian students.	<p>Special Education Director (Jill Skarvold), Alternative Education Director (Deb Pender), Principals, Indian Education Staff (Sarah, Donna, Faye)</p> <p>Special Education Director (Jill Skarvold), Alternative Education Director (Deb Pender), Principals, Indian Education Staff (Sarah, Donna, Faye)</p> <p>Principals, Assistant Superintendent of Teaching &amp; Learning (Lynne), Indian Education Staff (Donna, Faye, and Sarah)</p> <p>Special Education Director (Jill Skarvold), Child Study Facilitators, Indian Education Staff (Sarah, Donna, Faye)</p>	<p>Ongoing</p> <p>Yearly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Yearly student counts and No Child Left Behind data compilations; continued staff development on reducing bias.</p> <p>Child Study Facilitator support &amp; Principal support, continued Staff Development on Reducing Bias</p> <p>Continued search for best practices in working with American Indian students for academic success.</p> <p>Staff Development on Reducing Bias; additional American Indian staff or trained cultural representatives.</p>	<p>Continued emphasis on careful consideration of exclusionary factors in prereferral and referral process; ongoing staff development regarding reducing bias in Special Education assessment.</p> <p>Child study teams are more careful of exclusionary factors. Teachers/parents continue to contact Indian Education Staff before assessments begin. Indian Education staff has been included on Students Support Teams.</p> <p>Hiring of 3 tutors for American Indian students: 1 at the High School, 1 at the Middle School, and 1 at the Alternative School through the Success for the Future funds and United Way funds. Training for tutors is ongoing and includes American Indian cultural awareness training, MIEA and JOM workshops, Tutoring program has shown success for students involved. (see attachment.)</p> <p>Addition of American Indian tutors frees up more time for Indian Education Liaison to attend more student meetings.</p>
<b>3. Collaboration: School, Community, Organiz.</b> <input checked="" type="checkbox"/> Continued discussion on digital divide issues.	Director of Technology Systems (Dan Markert), Indian Education Staff (Sarah, Donna, Faye), Specific Program Directors	Quarterly meetings	Materials for parents, technology assistance, computer access/training for parents	<p>Continued discussions. Plans to offer community education classes on computer training for parents. Discussion of possible computer access times for parents w/ students.</p> <p>Information on area American Indian related events at the Colleges other area organizations sent out to staff and American Indian parents.</p> <p>American Indian related community Education classes offered.</p> <p>Continued collaboration with Fargo/West Fargo Indian Education programs to offer joint events with Moorhead.</p>

Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
<b>4. Curricular &amp; Extra Curricular</b> <ul style="list-style-type: none"> <li>Regular review and discussion of proportions of American Indian students in co-curricular and extracurricular activities.</li> <li>Promotion, recruitment &amp; support for American Indian student participation.</li> <li>Search for funding/scholarship support for fees and find creative solutions to transportation issues.</li> <li>Activity options for students who don't start out in activities in Elementary school and/or who move into the District from other schools; Offer a greater variety of activities, and culturally related activities.</li> </ul>	<p>Co-curricular and extracurricular Activities Directors, Indian Education Staff (Sarah, Donna, &amp; Faye),</p> <p>Principals, Activity Directors, Indian Education Staff (Sarah, Donna, &amp; Faye), American Indian Parent Committee</p> <p>Administration, Principals, Activity Directors, Indian Education Staff (Sarah, Donna, &amp; Faye), Transportation Director</p> <p>Principals, Activity Directors, Coaches, Indian Education Parent Committee, Indian Education Staff (Sarah, Donna, &amp; Faye), Community Education Director (Laurie Winterfeldt)</p>	<p>Yearly and Ongoing</p> <p>Ongoing, and particularly before new activities begin</p> <p>Yearly meeting &amp; ongoing as needed</p> <p>Yearly meeting &amp; ongoing as needed</p>	<p>Department and Administration support. Technical support for data collection.</p> <p>Power School information on students' activity enrollment; Activities flyers, activity dates, timelines, and specifications, Newsletters, flyers or other media as needed; Indian Education web page.</p> <p>Resources such as fees and transportation. Creative solutions to barriers.</p> <p>Continued collaboration with other groups to offer American Indian related activities. updating of list of community members willing to teach &amp; share talents. Creative solutions to barriers.</p>	<p>Ongoing discussions with staff and American Indian parents on issues and possible program offerings.</p> <p>Ongoing discussions, improving data collection processes. Success for the Future grant provided funding for field trip to White Earth Career Fair, White Earth sponsored career fair, Festival of Nations, tri-college Pow-wow, and White Earth Sugarbush Camp. Circle of Courage Classes and Positive Behavior Interventions based on Dr. Martin Brokenleg's work implemented at the alternative school.</p> <p>Staff referral of students to Moorhead Healthy Community Initiative for activity scholarships continues. PTAC support of students unable to participate due to financial difficulty.</p> <p>Several American Indian culturally related Community Education classes offered. Winter Gathering in cooperation with Fargo Indian Education and Daughters of the Earth. Community offering of Ojibway language classes through Success for the Future Grant.</p> <p>Summer Reading program &amp; After School homework club.</p> <p>Continued Indian Education representation on the ICAC and Human Rights Committees.</p> <p>Appropriate and ongoing staff development relating to American Indian Culture and Reducing Bias.</p> <p>Information sent out to staff on curriculum evaluation techniques and assistance dealing with American Indian related curricular materials.</p>
<b>5. Curriculum Evaluation</b> <ul style="list-style-type: none"> <li>American Indian Education Committee representation on each specific subject area Curriculum Review Committee.</li> </ul>	<p>Assistant Superintendent of Teaching &amp; Learning (Lynne), Curriculum Review Committee, Committee Chairpersons, Indian Education Staff (Faye, Donna, &amp; Sarah)</p>	<p>Follow curriculum review cycle and as needed.</p>	<p>Copy of Screening tools, screening tool results forwarded to American Indian Parent Committee and Human Rights Committee for review. Reducing Bias Staff Development., Notice of Specific Curriculum Review Committee meeting dates/timelines and contact information for Curriculum Review Committee Chairpersons, Access to curriculum being reviewed and in use.</p>	<p>Continued Indian Education representation on the ICAC and Human Rights Committees.</p> <p>Appropriate and ongoing staff development relating to American Indian Culture and Reducing Bias.</p> <p>Information sent out to staff on curriculum evaluation techniques and assistance dealing with American Indian related curricular materials.</p>
<b>6. Middle School &amp; Secondary Education</b> <ul style="list-style-type: none"> <li>Secondary Administration, Middle School Administration, Alternative School Administration, Staff, and Indian Education Representative(s) need to meet to discuss issues and solutions.</li> <li>Strengthen connections with local and tribal colleges to expand, promote, and encourage post secondary options for American Indian Students.</li> <li>Coordinate services between area High School, Alternative School, and the YES program including pre-referral and entrance procedures.</li> </ul>	<p>Secondary Principal (Gene Boyle), Secondary Counselor, Indian Education Staff (Sarah, Donna, &amp; Faye)</p> <p>Superintendent of Teaching &amp; Learning (Lynne), Middle School, Secondary &amp; Alternative School Principals, Indian Ed. Staff (Sarah, Donna, &amp; Faye)</p> <p>Indian Ed. Staff (Sarah, Donna, &amp; Faye), Assistant Superintendent of Teaching &amp; Learning (Lynne), Secondary, Middle &amp; Alternative School Principals, YES Coordinator</p>	<p>Biannually</p> <p>Initial meeting with ongoing process</p> <p>Initial meeting with ongoing process</p>	<p>Outreach and collaborative meetings.</p>	<p>Discussions have increases with addition of American Indian tutors at each site. Hiring of 3 tutors for American Indian students: 1 at the High School, 1 at the Middle School, and 1 at the Alternative School through the Success for the Future funds and United Way funds. Training for tutors is ongoing and includes American Indian cultural awareness training, MIEA, and JOM workshops. Tutoring programs have shown success for students. (See attachment.)</p> <p>American Indian High school and Alternative school students attended a White Earth sponsored career fair, Festival of Nations, tri-college Pow-wow, and White Earth Sugarbush Camp, with funds provided through the Success for the Future grant.</p> <p>After school Homework club</p> <p>Discussions continue.</p>

Recommendations for Conference	Who's Responsible	Timeline	Resources Needed	Progress
<b>7. Community Education</b> <input checked="" type="checkbox"/> Continued recruitment efforts for American Indian presenters/teachers in Community Education offerings.  <input checked="" type="checkbox"/> Reinforced efforts to increase the number of families accessing Community Education & Early Childhood Family Education classes.	<p>Community Education Director (Laurie), Indian Education Staff (Sarah, Donna, &amp; Faye), American Indian Parent Committee</p> <p>Community Education Director (Laurie), ECFE Director (Kim Bushaw), Indian Education Staff (Sarah, Donna, &amp; Faye), American Indian Parent Committee</p>	<p>Yearly meeting and ongoing communications</p> <p>Yearly meeting and ongoing communications</p>	<p>Continued networking and recruitment efforts</p> <p>Active promotion and recruitment activities.</p>	<p>Regular communication between Indian Ed. &amp; Community Ed. Directors &amp; Staff concerning program planning and offerings continues; increases in American Indian related class offerings continues.</p> <p>Discussion and collaboration continue. Promotion of activities with Indian Education parents has increased through the newsletter and Indian Education Parent meetings. :</p>



AMERICAN INDIAN EDUCATION  
TRANSMITTAL OF RESOLUTION AND  
PARENT COMMITTEE ROSTER

ED-02011-08

**GENERAL INFORMATION AND INSTRUCTIONS:** M.S., 124D.78 Subdivision 1 (previously 126.51.a) School Boards and American Indian schools must provide for the maximum involvement of children enrolled in education programs, programs of elementary and secondary grades, special education programs, and support services. Accordingly, the board of a school district in which there are **ten or more American Indian children enrolled** and each American Indian school must establish a parent committee. If a committee whose membership consists of a majority of parents American Indian children has been or is established according to federal, tribal or other state law, that committee may serve as the committee required by this section and is subject to, at least, the requirements of this subdivision and subdivision 2.

The **PARENT COMMITTEE** must be composed of parents of children eligible to be enrolled in American Indian education programs, secondary students eligible to be served; American Indian language and culture education teachers and aides; American Indian teachers; counselors; adult American Indian people enrolled in educational programs; and representatives from community groups. The number of parents of American Indian and non-American Indian children shall reflect approximately the proportion of children of those groups in the programs. The parent committee must develop its recommendations in consultation with the curriculum advisory committee required by Section 120B.11, subdivision 3. This committee must afford parents the necessary information and the opportunity effectively to express their views concerning all aspects of American Indian Education and the educational needs of the American Indian children enrolled in the school or program. The committee must also address the need for adult education programs for American Indian people in the community. The board or American Indian school must ensure that programs are planned, operated and evaluated with the involvement of and in consultation with parents of children served by the programs.

**RESOLUTION** of concurrence, prior to December 1, the board of American Indian school must submit to the department a copy of a resolution adopted by the parent committee. The copy must be signed by the chair of the committee and must state whether the committee concurs with the educational programs for American Indian children offered by the school board or American Indian school. *If the committee does not concur with the educational programs, the reasons for non-concurrence and recommendations shall be submitted with the resolution. By resolution, the board must respond, in cases on non-concurrence, to each recommendation made by the committee and state its reasons for not implementing the recommendation.*

In order to comply with MS 124D.78, please complete 1) Transmittal Form, 2) Parent Roster, 3) Parent Committee Resolution and supportive documents, as applicable, by Tuesday, January 16, 2007. If assistance is needed in completion of these forms, please call (651) 582-8862.

IDENTIFICATION INFORMATION

School District Name <u>Moorhead School District</u>		District Number and Type <u>#152 ISD</u>
Name of Person Completing This Form <u>Sarah King</u>	Title <u>Learner Support Services</u>	Telephone Number <u>(218) 284-3724</u>

RESOLUTION/PARENT COMMITTEE INFORMATION

Check all applicable items and attach the requested information:

☐ This district does not have ten or more American Indian students enrolled, therefore no Parent Committee has been established, and no resolution/recommendations are attached (sign below and return the form to the above address).

☒ Resolution is attached:

Date passed by Parent Committee: 11/03/2008

Date presented to Local School Board: 11/24/08

The attached resolution is a resolution of (check one):

☒ Concurrence

☐ Non-Concurrence

Recommendations are

☒ Included

☐ Non Included

with the attachment.

☐ Resolution is NOT attached. If not attached, explain: \_\_\_\_\_

☐ School Board Response is NOT attached. Explain: \_\_\_\_\_

☐ A Parent Committee has NOT been established. If checked, please explain why not, including discussion of any steps that have been taken to establish a parent committee: \_\_\_\_\_

The district requests that the Office of Indian Education provide assistance in the following area(s): ☐ Parent Committee Training

☐ Staff Development on American Indian history and culture

☐ Other(explain): \_\_\_\_\_

The information provided on this form is true and accurate to the best of my belief and knowledge.

Signature - Superintendent of School District/Authorized Representative

Date

(OVER)

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**AMERICAN INDIAN EDUCATION  
TRANSMITTAL OF RESOLUTION AND PARENT COMMITTEE ROSTER**

ED-02011-08  
Page 2

**PARENT COMMITTEE MEMBERSHIP ROSTER**

Identify the membership of your district's American Indian Education Programs Parent Committee below. List the chairperson first (include address of chairperson only), and provide the area of representation (i.e., parent, teacher, secondary student, counselor, etc.) for each committee member. Check (X) to indicate whether the member is an American Indian. Attach an additional page if more space is needed.

NAME OF COMMITTEE MEMBER	AREA OF REPRESENTATION	AMERICAN INDIAN?	
		YES	NO
1. Chairperson (include address, city and zip code): <i>1115 19th St. Sault</i> <i>ESTHER St. John / Moorhead</i>	<i>Chair person</i>	<input checked="" type="checkbox"/>	
2. <i>Tammy Smith / 1220 28th Ave. S. Moorhead</i>	<i>Vice-Chairperson</i>	<input checked="" type="checkbox"/>	
3. <i>Lael Hyland / 1511 20th Ave. S. Moorhead</i>	<i>Secretary</i>	<input checked="" type="checkbox"/>	
4. <i>Deanna Cooper / 1901 15th Ave. N Moorhead</i>	<i>member at large</i>		<input checked="" type="checkbox"/>
5. <i>Mary Leaf / 808 11th St. N #5 Moorhead</i>	<i>Member at large</i>	<input checked="" type="checkbox"/>	
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## PARENT COMMITTEE RESOLUTION

WHEREAS, the Moorhead Independent School District # 152 provides an opportunity for all of its citizens to participate in district program communities, and

WHEREAS, the Indian Education Parent Committee of the Moorhead Independent School District # 152 is the duly elected and established Parent Committee comprised of parents of children eligible to be enrolled in American Indian programs, secondary students, representatives from community groups, school administrators, and

WHEREAS, the Parent Committee's current responsibilities are addressed in adopted by-laws and apply to programs specifically designed for American Indian learners implemented through Indian Education Program, and

WHEREAS, the Parent Committees responsibilities have been expanded to include involvement in and advisement of all educational programs, programs for elementary and secondary grades, special education programs and support services, and

WHEREAS, the Indian Education Parent Committee of Moorhead Independent School District did meet on 11/3/08 to review, recommend and approve this Resolution, and

WHEREAS, the Parent Committee has found most of the District's educational programs to be adequate in meeting the needs of American Indian students.

THEREFORE BE IT RESOLVED, the Parent Committee of Moorhead Indian Education does concur that the district's programs meet American Indian student needs.

In favor of Resolution 5

Not in favor of Resolution\* \_\_\_\_\_

Chairman: Ellen H. John

Name

Chairperson

Indian Education Parent Committee

11-3-08

Date

*\*If the committee does not concur with the Resolution, the reasons for the non-concurrence and recommendations shall be submitted with this Resolution. By resolution, the Board must respond, to each recommendation made by the committee and state its reasons for not implementing the recommendation. (M.S., 124D.78, Sub.1)*



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.09.061

TO: Lynne A. Kovash, Superintendent  
FROM: Ron Nielsen, Human Resource Director  
DATE: November 17, 2008  
RE: Resignation

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

Jonathan Rudnick	Assistant Hockey coach, High School, effective November 14, 2008.
Rebecca Hulst	Food and Nutrition Server, Horizon Middle School, effective November 12, 2008.
Ayuen Paka	Food and Nutrition Server, Horizon Middle School, effective October 21, 2008.

**SUGGESTED RESOLUTION:** Move to approve the resignation of Jonathan Rudnick, Rebecca Hulst and Ayuen Paka as presented.



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.09.062

TO: Lynne A. Kovash, Superintendent  
FROM: Ron Melen, Director of Human Resource  
DATE: November 17, 2008  
RE: Family/Medical Leave

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

Beth Thorpe Teacher, Horizon Middle School, effective November 10, 2008 for an undetermined amount of time.

Natalie Van Valkenburg Teacher, Robert Asp Elementary, effective approximately February 25, 2009 for nine weeks.

Vicki Krenz COTA, Horizon Middle School/Robert Asp Elementary, effective approximately April 5, 2009 for six weeks.

**SUGGESTED RESOLUTION:** Move to approve the request for Family/Medical Leave for Beth Thorpe and Natalie Van Valkenburg pursuant to Section IV, Article 38 of the Teachers' Master Agreement and for Vicki Krenz pursuant to Article IX, Section 3 of the T. C. I. Master Agreement.



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.09.064

TO: Lynne A. Kovash, Superintendent  
FROM: Ron Nielsen, Director of Human Resource  
DATE: November 18, 2008  
RE: Change in Contract

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


Eugene Life                      Food and Nutrition Server, S. G. Reinertsen Elementary to Lunchroom  
Supervisor, S. G. Reinertsen Elementary, 2.25 hours per day, \$9.00 per  
hour, effective December 1, 2008. (Replaces Paola Flores)

**SUGGESTED RESOLUTION:** Move to approve the change in contract for Eugene Life as  
presented.



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.09.063

TO: Lynne A. Kovash, Superintendent  
FROM: Ron ~~Nielsen~~  Director of Human Resource  
DATE: November 17, 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.

Jeffrey Hopper                      Food and Nutrition Server, Horizon Middle School, 2.75 hours per day,  
\$9.00 per hour, effective November 17, 2008. (Replaces Ayuen Paka)

**SUGGESTED RESOLUTION:** Move to approve the employment of Jeffrey Hopper as presented.



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.09.060

TO: Lynne A. Kovash  
FROM: Ron Nielsen  
DATE: November 14, 2008  
RE: Health and Safety Plan Update

Attached is the Executive Summary for the Health and Safety Programs at the Moorhead Area Public Schools. The update has been completed by Melissa Mattson from the Lakes Country Service Cooperative with who the school district contracts for Health and Safety Services.

The main changes in the plan this year involve contact persons, with the addition of Property Services to Dan Bacon's job duties and with the retirement of School Nurse Lona Daley-Getz at the end of the last school year. These changes will be incorporated with our plan upon School Board approval.

**SUGGESTED RESOLUTION:** Move to approve the 2008-2009 changes to the Health and Safety Program as presented.



## **Health and Safety Written Programs – Executive Summary**

**November 2008**

### **Background**

The health and safety written programs summarized below are in place based on the hazards identified in the district. Each program is either based on rules and regulations from agencies such as the Occupational Safety and Health Administration or on the Minnesota Department of Education's Attachment 4 from the Health and Safety Revenue Application. The purpose of Attachment 4 is to suggest what a district should consider including in its health and safety program.

For the 2008-2009 school year, the main changes in the programs are the contacts. These contact changes stem from Dan Bacon's new duties and Lona Daley-Getz's retirement.

### **A Workplace Accident and Injury Reduction Program (AWAIR)**

**Contact: Ron Nielsen, Director of Human Resources**

A cornerstone of the health and safety program, AWAIR addresses the following:

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

### **Asbestos Contact: Dan Bacon, Director of Property Services and Transportation**

Only three buildings in the district have asbestos containing building materials. The purpose of this program is to protect students, employees and contractors from potential health hazards of asbestos related diseases and to comply with the Asbestos Hazard Emergency Response Act.

### **Bloodborne Pathogens Contact: Christy Elias, School Nurse**

This program is meant to eliminate or minimize occupational exposure in accordance with 29 CFR 1910.1030. All employees identified as occupationally exposed (meaning there is a reasonable expectation he/she will come into contact with blood or potentially infectious materials) must receive training annually; be provided appropriate personal protective equipment; and offered the Hepatitis B vaccination at the employer's expense.

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

The general intent of a chemical hygiene program is to protect faculty and students from physical and health hazards associated with the use of chemicals in laboratories (chemical and biological). It establishes guidelines for work performed in laboratories and is based on 29 CFR 1910.1450 and 29 CFR subpart Z, Toxic and Hazardous Substances.

### **Community Right-To-Know**

**Contact: Dan Bacon, Director of Property Services and Transportation**

The district stores substances (fuel oil) in quantities that require reporting based on Title III of the Superfund Amendments and Reauthorization Act. A Tier II report is filed annually with the Minnesota Emergency Response Commission and the local fire department.



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

This program helps ensure that all compressed gases are handled, stored, received and used in a safe manner.

**Confined Space**

**Contact:    Dan Bacon, Director of Property Services and Transportation**

The Senior High, Robert Asp, and Ellen Hopkins buildings have spaces that have been identified as confined. This program establishes minimum safety standards to be followed when employees enter into or work in permit-required confined spaces.

**Control of Hazardous Energy Sources**

**Contact:    Dan Bacon, Director of Property Services and Transportation**

Each building has equipment that must be properly shut down and secured before maintenance work can be performed. This program establishes procedures to prevent injury from the unexpected start-up or release of stored energy when performing maintenance work.

**Electrical Safety**

**Contact:    Dan Bacon, Director of Property Services and Transportation**

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

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

Employers are required to evaluate their work environments and provide specific training and information for all employees who may be exposed to any hazardous substances, harmful physical agents, or infectious agents. This program identifies affected departments, requires chemical inventories and proper labeling, and that training be specific to an employee's work.

**Fire Safety    Contacts:    Dan Bacon, Director of Property Services and Transportation and Building Principals**

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

**Hazardous Waste**

**Contact:    Dan Bacon, Director of Property Services and Transportation**

The district generates some wastes considered to be hazardous to health and the environment. The program identifies areas where hazardous waste may be generated; proper storage of waste; choosing a transporter; and record keeping.

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

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

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

This program outlines the inspections and guidelines for safe usage of all hoists, jacks and chain slings. Inspections are required to help identify defective equipment and verify safe operating conditions.

**Indoor Air Quality (IAQ)**

**Contact:** Dan Bacon, Director of Property Services and Transportation

This program complies with the 1997 Omnibus Education Act by requiring that the district implement an IAQ Management Plan. The IAQ Management Plan encompasses guidelines provided by the Minnesota Department of Education and the "Tools for Schools" document.

**Ladder Safety**

**Contact:** Dan Bacon, Director of Property Services and Transportation

Any employee who uses a ladder must be trained in proper selection, inspection, use and storage. This program is based on 29 CFR 1910.25, 1910.26, and 1910.27.

**Lead in Drinking Water**

**Contact:** Dan Bacon, Director of Property Services and Transportation

This program follows the *Lead Contamination Control in School Drinking Water* guidance manual. The goal is to reduce lead levels at water taps to as close to 0 parts per billion as feasible, but not to exceed 20 parts per billion.

**Machine Guarding**

**Contacts:** Individual Instructors

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

**Personal Protective Equipment (PPE)**

**Contact:** Ron Nielsen, Director of Human Resources

Certain tasks performed by district employees require the use of PPE. This program covers the requirements for PPE such as proper use and fit, storage, and cleaning. This program does not cover PPE for respiratory and hearing protection or for hazardous material response to spills or releases.

**Playground Safety** **Contacts:** Elementary Principals

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

**Powered Industrial Truck (Forklift)**

**Contact:** Dan Bacon, Director of Property Services and Transportation

This program establishes training, safe operating and procedure rules, and the maintenance requirements for the forklift at Property Services.

**Radon**

**Contact:** Dan Bacon, Director of Property Services and Transportation

Following the advisement of the Minnesota Department of Health, radon testing will be conducted after any major re-modeling of a building's HVAC system. Testing will focus on basements and low-level areas in the building.

**Underground Storage Tanks**

**Contact:** Dan Bacon, Director of Property Services and Transportation

This program follows state and federal regulations regarding underground storage tanks.

**Welding Safety**

**Contacts:** Mechanic for Transportation and Metals Shop Instructor

This program outlines the general safety rules, training, and standard operating procedures necessary for employees to be kept safe when welding.



Assistant Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo OAS 09.036 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: November 18, 2008

SUBJECT: 2007-08 Audit Report

At the November 24, 2008 school board meeting, Brian Stavenger of Eide Bailly LLP will present the district's Comprehensive Annual Financial Report for the fiscal year ending June 30, 2008.

**SUGGESTED RESOLUTION:** : Move to accept the 2007-08 Comprehensive Annual Financial Report as presented by Brian Stavenger, Eide Bailly LLP.

WAK/kmr  
Attachment

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

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We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 152, Moorhead, Minnesota for the year ended June 30, 2008, and have issued our report thereon dated [DATE]. Professional standards require that we provide you with the following information related to our audit.

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

As stated in our engagement letter our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your responsibilities.

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

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

## **PLANNED SCOPE AND TIMING OF THE AUDIT**

We performed the audit according to the planned scope and timing previously communicated to you in our letter about planning matters sent in late June 2008.

## **QUALITATIVE ASPECTS OF ACCOUNTING PRACTICES**

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2008. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

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

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

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

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

We evaluated the key factors and assumptions used to develop these estimates in determining that it is reasonable in relation to the financial statements taken as a whole.

## **DIFFICULTIES ENCOUNTERED IN PERFORMING THE AUDIT**

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

## **CORRECTED AND UNCORRECTED MISSTATEMENTS**

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. The following material misstatements detected as a result of audit procedures were corrected by management:

- Adjust property tax levy revenue and receivable
- Adjust state aid revenue and receivable
- Adjust cash held with fiscal agent



## **DISAGREEMENTS WITH MANAGEMENT**

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

## **MANAGEMENT REPRESENTATIONS**

We have requested certain representations from management that are included in the management representation letter dated [DATE].

## **MANAGEMENT CONSULTATIONS WITH OTHER INDEPENDENT ACCOUNTANTS**

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

## **OTHER AUDIT FINDINGS OR ISSUES**

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

### ***Issued But Not-Effective Accounting Pronouncement***

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

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

Fargo, North Dakota  
[DATE]

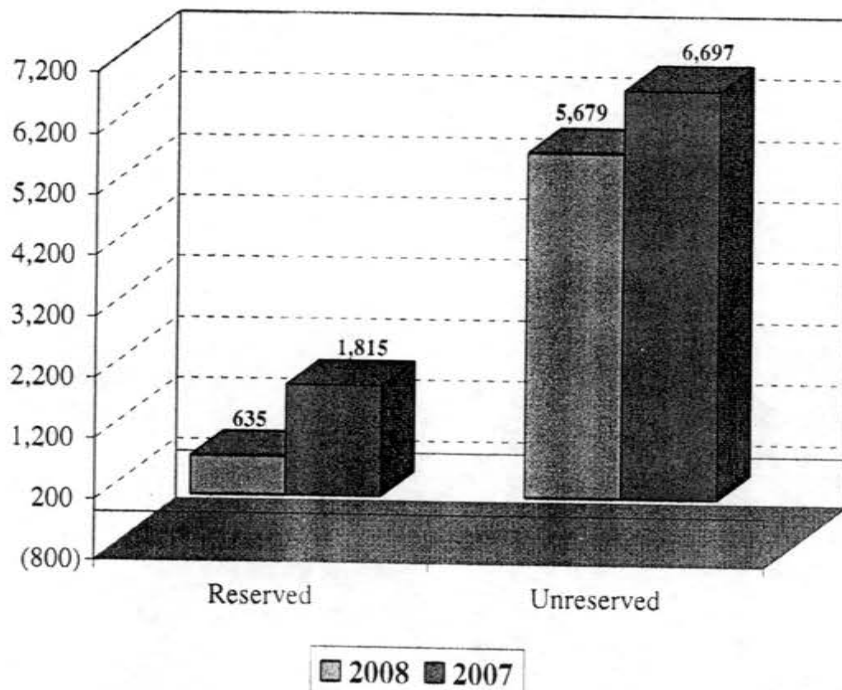
# MOORHEAD - I.S.D. #152

## FUND BALANCES

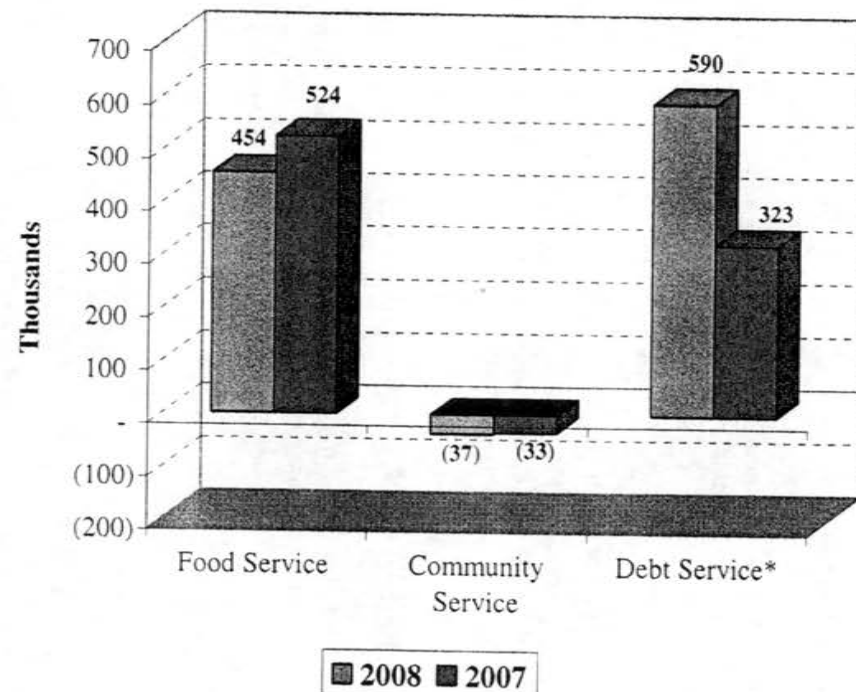
YEARS ENDED JUNE 30, 2008 AND 2007



### GENERAL FUND



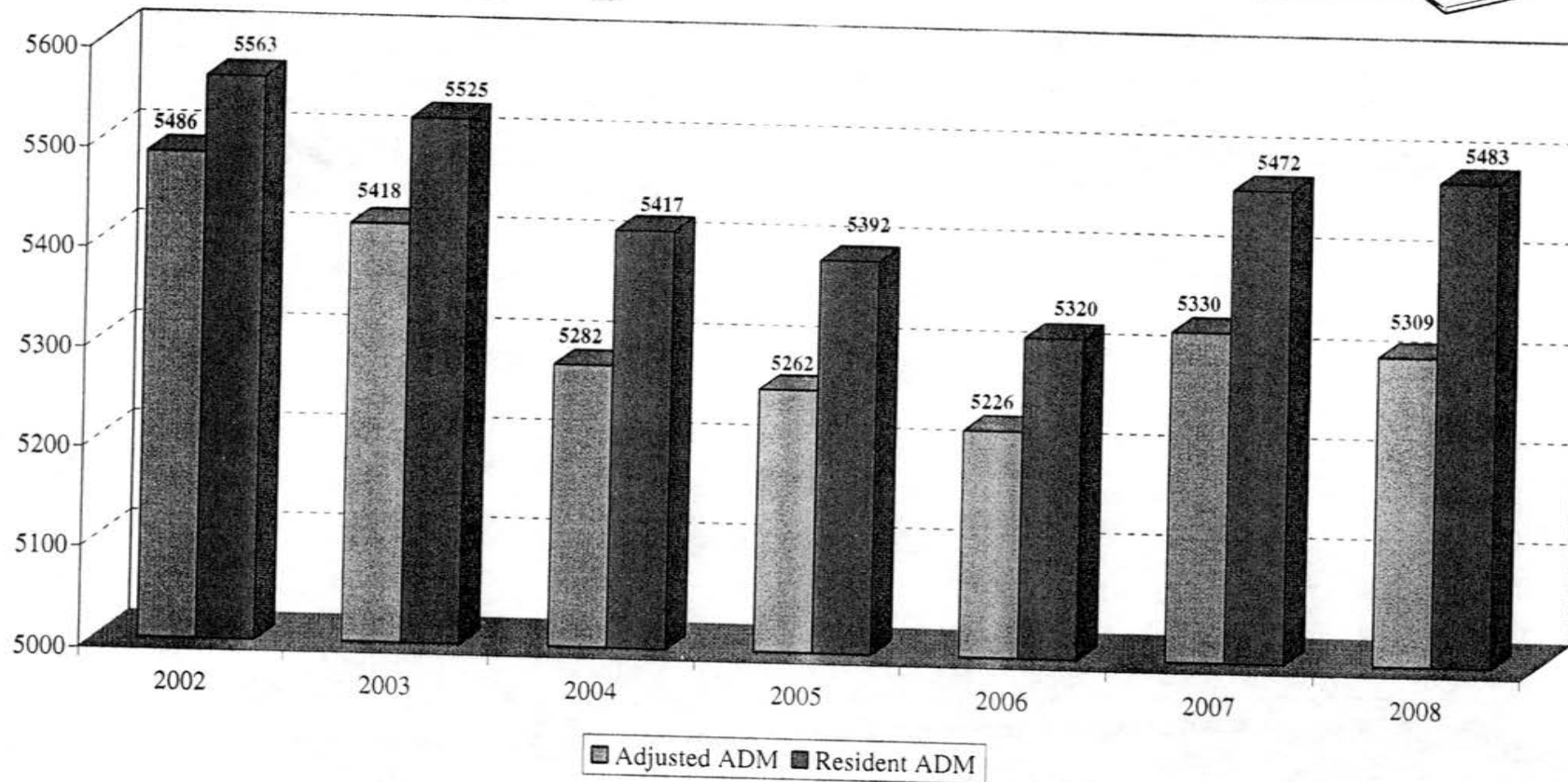
### OTHER FUNDS



\* The fund balance for the Debt Service Fund excludes the amount reserved for bond refunding.

# MOORHEAD - I.S.D. #152

Average Daily Membership  
2000 - 2008





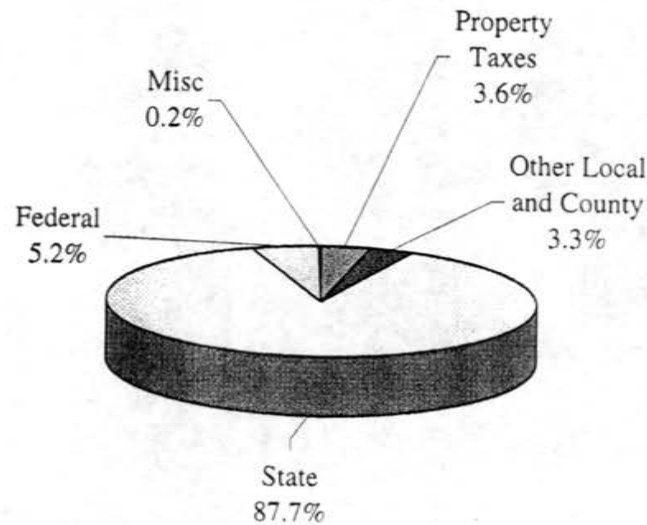
# MOORHEAD - I.S.D. #152

## GENERAL FUND REVENUES BY SOURCE

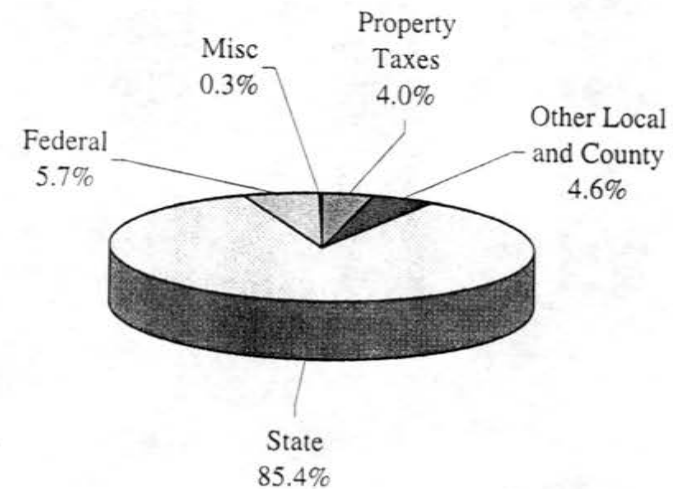
YEARS ENDED JUNE 30, 2008 AND 2007



2007-2008  
\$48,607,533



2006-2007  
\$48,226,912



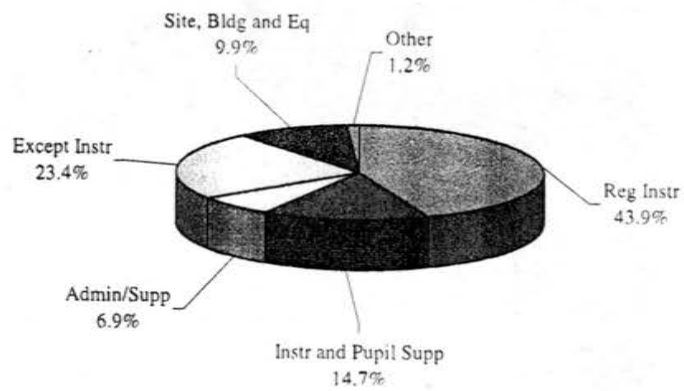
# MOORHEAD - I.S.D. #152

## GENERAL FUND EXPENDITURES

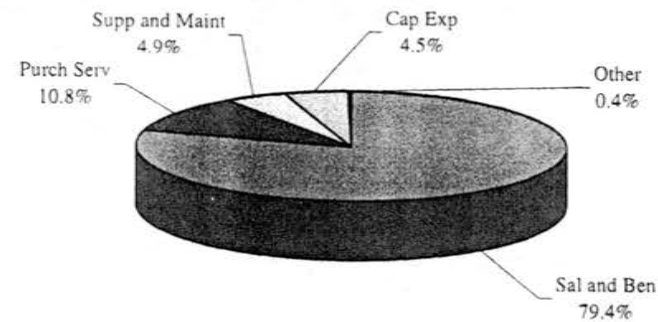
### YEARS ENDED JUNE 30, 2008 AND 2007



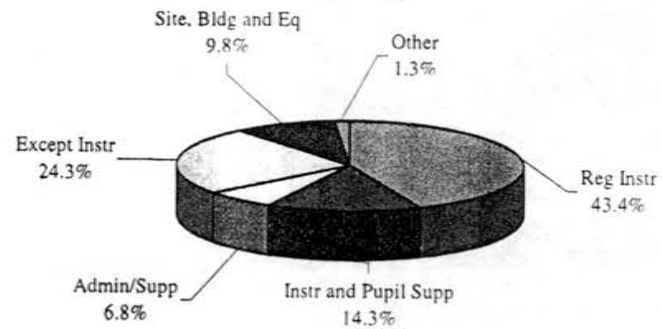
2008-By Program



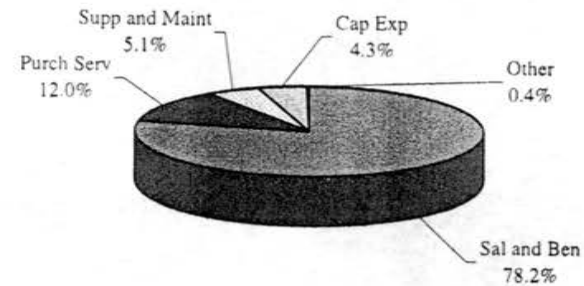
2008-By Object



2007-By Program

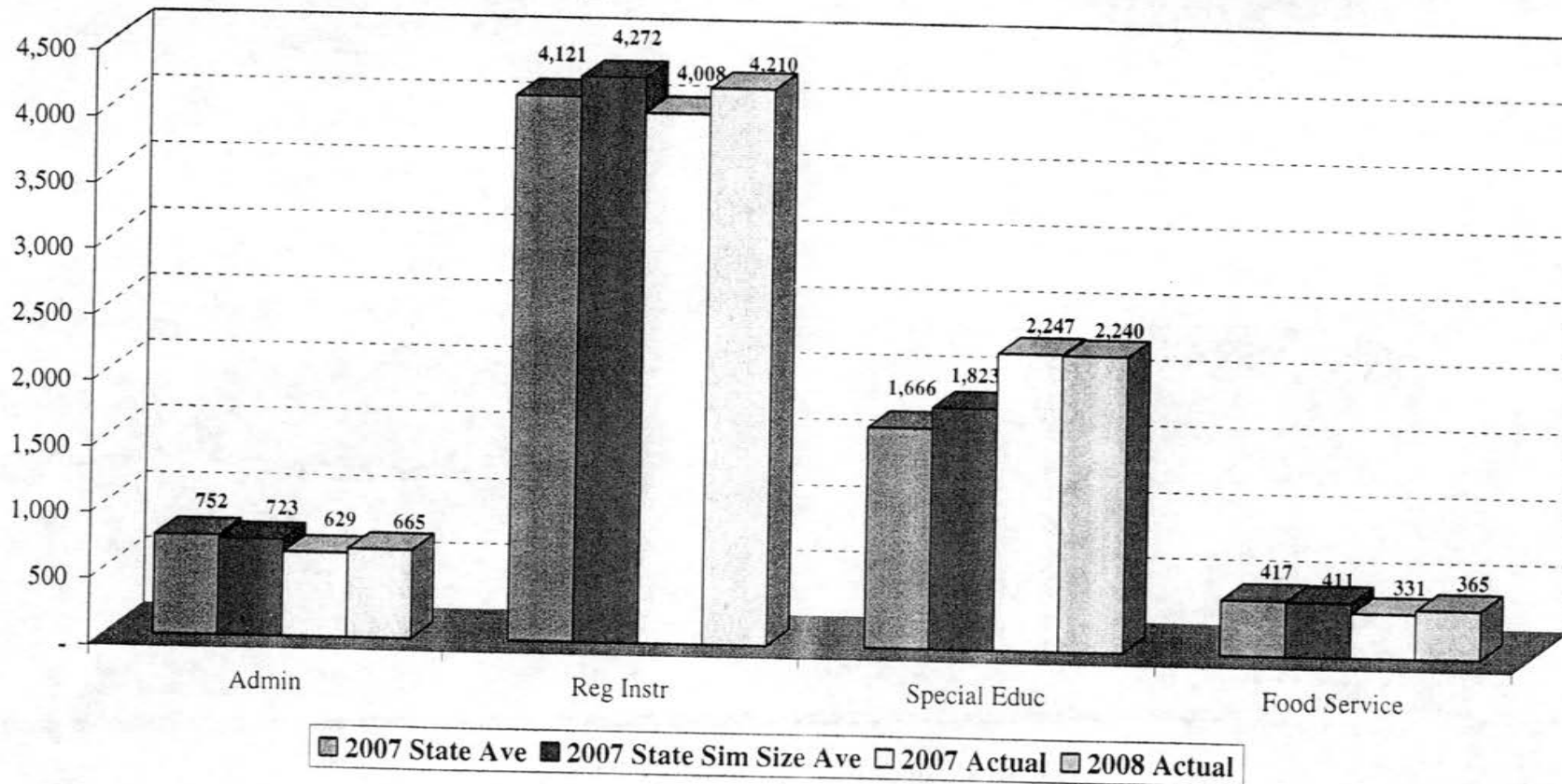


2007-By Object



# MOORHEAD - I.S.D. #152

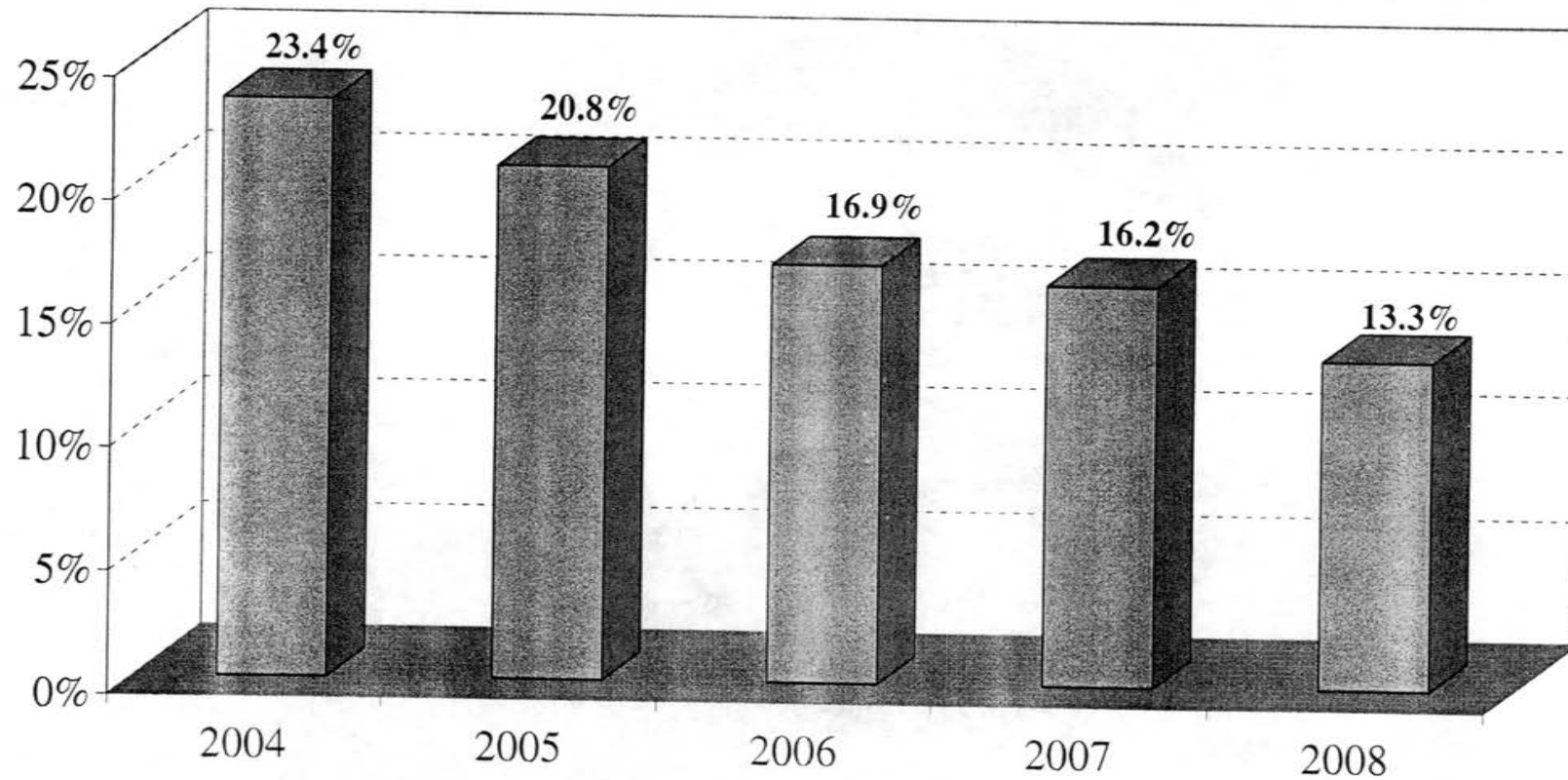
COST PER ADM SERVED  
YEARS ENDED JUNE 30, 2008 AND 2007



# MOORHEAD - I.S.D. #152

## GENERAL FUND OPERATING FUND BALANCE\*

2004 - 2008



\* The graph represents the operating (unreserved) fund balance of the General Fund as a percentage of the operating expenditures.

**FINANCIAL STATEMENTS**  
**JUNE 30, 2008**



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

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

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**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**SCHOOL BOARD AND ADMINISTRATION (UNAUDITED)**  
**JUNE 30, 2008**

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**SCHOOL BOARD**

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

**ADMINISTRATION**

Dr. Larry P. Nybladh	Superintendent
Lynne Kovash	Assistant Superintendent of Teaching and Learning
Wayne Kazmierczak	Assistant Superintendent of Business Services
Ron Nielsen	Director of Human Resources
Jill Skarvold	Director of Special Education and Federal Programs
Denice Sinner	District Accountant

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## INDEPENDENT AUDITOR'S REPORT

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

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 152, Moorhead, Minnesota, as of and for the year ended June 30, 2008, which collectively comprise the District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the government activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2008, and the respective changes in financial position and the respective budgetary comparison for the General Fund for the year then ended in conformity with accounting principles generally accepted in the United States of America.

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

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

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the District's basic financial statements. The school board and administration, combining and individual fund schedules, and other supplementary information are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements of the District. The combining and individual fund schedules, uniform accounting and reporting compliance table, and schedule of expenditures of federal awards have been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, are fairly stated in all material respects in relation to the basic financial statements taken as a whole. In addition, in our opinion, the statement of changes in student activity cash balances (Exhibit C-1) presents fairly the changes in the cash balances of the student activity funds for the year ended June 30, 2008. The school board and administration has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on them.

Fargo, North Dakota  
[DATE]

**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS**  
**YEAR ENDED JUNE 30, 2008**

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This section of Independent School District No. 152 – Moorhead Area Public Schools' annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2008. Please read it in conjunction with the District's financial statements, which immediately follow this section.

**FINANCIAL HIGHLIGHTS**

Key financial highlights for the 2007-2008 fiscal year include the following:

- General Fund 01: - The overall revenues were \$48,607,533 while the overall expenditures were \$50,805,822 decreasing the fund balance by \$2,198,289.
- Food Service Fund 02: - The revenues were \$1,865,628 and the expenditures were \$1,935,425 decreasing the fund balance by \$69,797.
- Community Service Fund 04: - The revenues were \$1,488,975 while the expenditures were \$1,492,204 decreasing the fund balance by \$3,229.
- Debt Service Fund 07: - The revenues were \$7,943,928 and expenditures of \$7,702,558 increasing the fund balance by \$241,370. In 2012 when the bonds cross over the expenditures will be increased causing the reserved fund balance to go back down.

**OVERVIEW OF THE FINANCIAL STATEMENTS**

**District-wide Statements**

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

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

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



## MANAGEMENT'S DISCUSSION AND ANALYSIS

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

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

### Fund Financial Statements

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

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

The District has two kinds of funds:

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

## MANAGEMENT'S DISCUSSION AND ANALYSIS

### Net Assets

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

Table A-1

#### STATEMENT OF NET ASSETS JUNE 30, 2008 AND 2007

	2008	2007
<b>ASSETS</b>		
Current assets	\$ 63,978,242	\$ 64,404,986
Capital assets	75,891,258	77,093,823
Total assets	<u>\$ 139,869,500</u>	<u>\$ 141,498,809</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>LIABILITIES</b>		
Other liabilities	\$ 15,560,285	\$ 14,012,392
Long-term liabilities	103,747,041	106,933,031
Total liabilities	<u>119,307,326</u>	<u>120,945,423</u>
<b>NET ASSETS</b>		
Invested in capital assets, net of related debt	19,586,258	17,683,823
Restricted for specific purposes	44,308,724	45,227,740
Unrestricted	(43,332,808)	(42,358,177)
Total net assets	<u>20,562,174</u>	<u>20,553,386</u>
Total liabilities and net assets	<u>\$ 139,869,500</u>	<u>\$ 141,498,809</u>

## MANAGEMENT'S DISCUSSION AND ANALYSIS

### Change in Net Assets

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

Table A-2

#### STATEMENT OF ACTIVITIES YEARS ENDED JUNE 30, 2008 AND 2007

	2008	2007
REVENUES		
Program revenues		
Charges for service	\$ 1,896,098	\$ 2,393,575
Operating grants and contributions	5,220,086	12,762,005
General		
Property taxes	6,616,743	5,398,616
Aids and payments from state and other	45,287,303	37,866,485
Unrestricted investment earnings	471,221	583,909
Miscellaneous revenues	433,158	415,027
Total revenues	59,924,609	59,419,617
EXPENSES		
District and school administration	2,584,946	2,373,240
District support services	945,582	990,097
Regular instruction	22,229,574	21,259,249
Vocational instruction	465,327	436,247
Exceptional instruction	11,870,354	11,973,919
Community education and services	1,496,201	1,456,854
Instructional support services	3,082,708	3,024,162
Pupil support services	6,431,703	5,769,941
Site, buildings and equipment	6,098,101	6,135,678
Fiscal and other fixed-cost programs	4,711,325	4,897,134
Total expenses	59,915,821	58,316,521
CHANGE IN NET ASSETS	8,788	1,103,096
NET ASSETS - BEGINNING	20,553,386	19,450,290
NET ASSETS - ENDING	\$ 20,562,174	\$ 20,553,386

(continued on next page)

## MANAGEMENT'S DISCUSSION AND ANALYSIS

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### CAPITAL ASSETS AND DEBT ADMINISTRATION

#### *Capital Assets*

Note 6 to the financial statements presents an analysis of capital asset transactions occurring during the year ended June 30, 2008. A decrease in net capital assets consisted primarily of the Building Construction sites being completed and now depreciated.

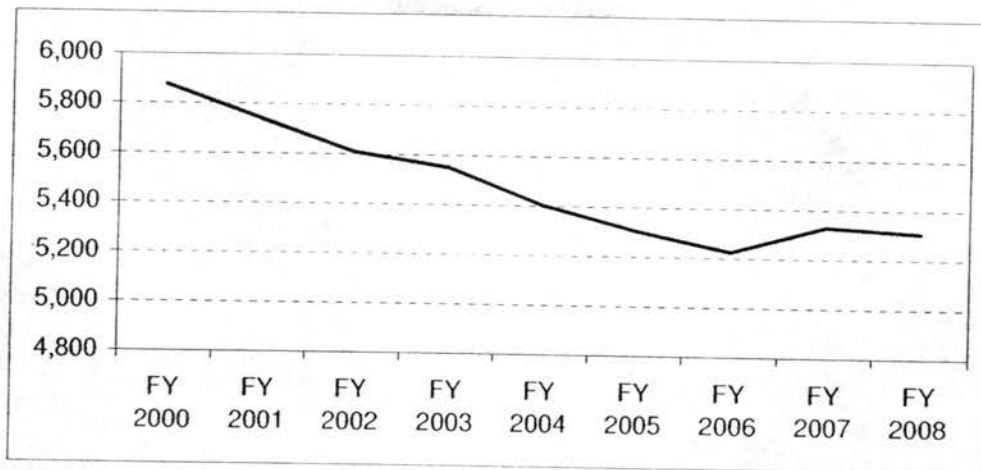
#### *Long-Term Debt*

At year end the District had \$103,747,041 of long term debt. This consisted of bonded indebtedness of \$98,385,000 and post employment benefits and sick leave of \$5,362,041. Note 7 presents the detail of the districts long-term debt.

### FACTORS BEARING ON THE DISTRICT FUTURE

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

#### Enrollment – Table A-3



### CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

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

**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**STATEMENT OF NET ASSETS**  
**JUNE 30, 2008**

Exhibit A-1

**ASSETS**

Cash and investments	\$ 12,204,146
Cash with fiscal agent	42,101,787
Receivables	
Current property taxes	4,885,233
Delinquent property taxes	117,716
Accounts	109,294
Due from other governmental units	4,523,326
Prepaid items	5,587
Inventory	31,153
	<u>63,978,242</u>
Capital assets	
Land	1,049,947
Buildings	89,747,679
Improvements	1,724,169
Vehicles	1,218,400
Equipment	559,906
Less accumulated depreciation	<u>(18,408,843)</u>
Total capital assets, net of depreciation	<u>75,891,258</u>
Total assets	<u>\$ 139,869,500</u>

**LIABILITIES AND NET ASSETS**

**LIABILITIES**

Accounts payable	\$ 442,490
Salaries payable	5,038,255
Accrued interest payable	1,133,416
Unearned revenue	134,033
Property taxes levied for subsequent year	8,812,091
Long-term liabilities	
Portion due or payable within one year	5,161,216
Portion due or payable after one year	<u>98,585,825</u>
Total liabilities	<u>119,307,326</u>

**NET ASSETS**

Invested in capital assets, net of related debt	19,586,258
Restricted for specific purposes	44,308,724
Unrestricted	<u>(43,332,808)</u>
Total net assets	<u>20,562,174</u>
Total liabilities and net assets	<u>\$ 139,869,500</u>

**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**STATEMENT OF ACTIVITIES**  
**YEAR ENDED JUNE 30, 2008**

Exhibit A-2

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Assets
		Charges for Services	Operating Grants and Contributions	
Governmental activities				
District and school administration	\$ 2,584,946	\$ -	\$ -	\$ (2,584,946)
District support services	945,582	-	-	(945,582)
Regular instruction	22,229,574	24,150	1,280,609	(20,924,815)
Vocational instruction	465,327	-	-	(465,327)
Exceptional instruction	11,870,354	654,163	1,233,359	(9,982,832)
Community education and services	1,496,201	239,706	113,020	(1,143,475)
Instructional support services	3,082,708	-	-	(3,082,708)
Pupil support services	6,431,703	874,672	955,442	(4,601,589)
Site, buildings and equipment	6,098,101	103,407	-	(5,994,694)
Fiscal and other fixed-cost programs	4,711,325	-	1,637,656	(3,073,669)
Total governmental activities	<u>\$ 59,915,821</u>	<u>\$ 1,896,098</u>	<u>\$ 5,220,086</u>	<u>(52,799,637)</u>
GENERAL REVENUES				
Property taxes, levied for general purposes				1,763,343
Property taxes, levied for community education and services				226,548
Property taxes, levied for debt service				4,626,852
Aids and payments from the state				45,219,081
County apportionment				68,222
Unrestricted investment earnings				471,221
Gain on sale of property and equipment				54,050
Miscellaneous revenues				379,108
Total general revenues				<u>52,808,425</u>
CHANGES IN NETS ASSETS				8,788
NET ASSETS - BEGINNING				<u>20,553,386</u>
NET ASSETS - ENDING				<u>\$ 20,562,174</u>

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



**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**BALANCE SHEET – GOVERNMENTAL FUNDS**  
**JUNE 30, 2008**

Exhibit A-3

	General	Debt Service	Other Governmental Funds	Totals
<b>ASSETS</b>				
Cash and investments	\$ 8,762,902	\$ 2,995,416	\$ 445,828	\$ 12,204,146
Cash with fiscal agent	-	42,101,787	-	42,101,787
Due from other funds	6,549	-	-	6,549
Receivables				
Current property taxes	1,109,514	3,611,379	164,340	4,885,233
Delinquent property taxes	29,526	84,076	4,114	117,716
Accounts	78,567	-	30,727	109,294
Due from other governmental units	4,199,388	167,942	155,996	4,523,326
Prepaid items	5,587	-	-	5,587
Inventories	-	-	31,153	31,153
Total assets	<u>\$ 14,192,033</u>	<u>\$ 48,960,600</u>	<u>\$ 832,158</u>	<u>\$ 63,984,791</u>
<b>LIABILITIES AND FUND BALANCE</b>				
<b>LIABILITIES</b>				
Due to other funds	\$ -	\$ -	\$ 6,549	\$ 6,549
Accounts payable	408,753	-	33,737	442,490
Salaries payable	5,002,394	-	35,861	5,038,255
Deferred revenue	120,180	84,076	47,493	251,749
Property taxes levied for subsequent year	2,346,343	6,185,141	280,607	8,812,091
Total liabilities	<u>7,877,670</u>	<u>6,269,217</u>	<u>404,247</u>	<u>14,551,134</u>
<b>FUND BALANCE (DEFICIT)</b>				
Reserved				
For deferred maintenance	155,155	-	-	155,155
For health and safety	(281,587)	-	-	(281,587)
For severance pay	301,709	-	-	301,709
For operating capital	454,378	-	-	454,378
For safe schools	(134)	-	-	(134)
For prepaid items	5,587	-	-	5,587
For inventories	-	-	31,153	31,153
For early childhood and family education	-	-	58,868	58,868
For community education	-	-	(309,341)	(309,341)
For school readiness	-	-	9,253	9,253
For scholarships	-	-	10,000	10,000
For bond refunding	-	42,101,787	-	42,101,787
Unreserved				
Designated for severance pay	1,811,532	-	-	1,811,532
Undesignated	3,867,723	589,596	627,978	5,085,297
Total fund balance	<u>6,314,363</u>	<u>42,691,383</u>	<u>427,911</u>	<u>49,433,657</u>
Total liabilities and fund balance	<u>\$ 14,192,033</u>	<u>\$ 48,960,600</u>	<u>\$ 832,158</u>	<u>\$ 63,984,791</u>

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

**MOORHEAD ISD #152**  
**MOORHEAD, MINNESOTA**  
**STATEMENT OF NET ASSETS**  
**JUNE 30, 2008**

---

Exhibit A-1

DRAFT

**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**RECONCILIATION OF THE BALANCE SHEET**  
**TO THE STATEMENT OF NET ASSETS**  
**JUNE 30, 2008**

Exhibit A-4

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TOTAL FUND BALANCES - GOVERNMENTAL FUNDS	\$ 49,433,657
------------------------------------------	---------------

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

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	75,891,258
---------------------------------------------------------------------------------------------------------------------------	------------

Accrued interest payable for long-term liabilities are not due and payable in the current period and therefore are not reported as liabilities in the funds.	(1,133,416)
--------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------

Delinquent property taxes are not considered available for current financial resources and are therefore deferred in the funds. However, they are properly recognized as revenue in the entity-wide statements.	117,716
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------

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

Bonds payable	\$ (98,385,000)	
Severance payable	(2,113,241)	
Sick leave and vacation payable	(3,248,800)	(103,747,041)

TOTAL NET ASSETS - GOVERNMENTAL ACTIVITIES	<u>\$ 20,562,174</u>
--------------------------------------------	----------------------

# INDEPENDENT SCHOOL DISTRICT NO. 152

## MOORHEAD, MINNESOTA

### STATEMENT OF REVENUES, EXPENDITURES,

### AND CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2008

Exhibit A-5

	General	Debt Service	Other Governmental Funds	Totals
<b>REVENUES</b>				
Local property tax levies	\$ 1,744,800	\$ 4,626,852	\$ 226,548	\$ 6,598,200
Other local and county sources	1,609,146	1,637,656	378,014	3,624,816
State sources	42,629,959	1,679,420	873,345	45,182,724
Federal sources	2,513,968	-	1,003,069	3,517,037
Miscellaneous	109,660	-	874,068	983,728
Total revenues	<u>48,607,533</u>	<u>7,943,928</u>	<u>3,355,044</u>	<u>59,906,505</u>
<b>EXPENDITURES</b>				
District and school administration	2,575,809	-	-	2,575,809
District support services	945,582	-	-	945,582
Regular instruction	22,307,953	-	-	22,307,953
Vocational instruction	465,327	-	-	465,327
Exceptional instruction	11,870,354	-	-	11,870,354
Community education and service	-	-	1,492,204	1,492,204
Instructional support services	3,042,549	-	-	3,042,549
Pupil support services	4,410,663	-	1,935,866	6,346,529
Site, buildings and equipment	5,037,054	-	-	5,037,054
Fiscal and other fixed cost programs	150,531	7,702,558	-	7,853,089
Total expenditures	<u>50,805,822</u>	<u>7,702,558</u>	<u>3,428,070</u>	<u>61,936,450</u>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>				
	(2,198,289)	241,370	(73,026)	(2,029,945)
<b>FUND BALANCE, BEGINNING OF YEAR</b>				
	<u>8,512,652</u>	<u>42,450,013</u>	<u>500,937</u>	<u>51,463,602</u>
<b>FUND BALANCE, END OF YEAR</b>				
	<u>\$ 6,314,363</u>	<u>\$ 42,691,383</u>	<u>\$ 427,911</u>	<u>\$ 49,433,657</u>

**INDEPENDENT SCHOOL DISTRICT NO. 152****MOORHEAD, MINNESOTA****RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2008**

Exhibit A-6

NET CHANGE IN FUND BALANCES - TOTAL GOVERNMENTAL FUNDS

\$ (2,029,945)

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

Capital outlays are reported as expenditures in governmental funds.

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

Capital outlay	\$ 842,810	
Depreciation expense	(2,045,375)	
Excess of depreciation expense over capital outlay		(1,202,565)

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

Current period balance	117,716	
Prior period balance	(99,173)	
Current year effect		18,543

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

Current period balance	(5,362,041)	
Prior period balance	5,443,031	
Current year effect		80,990

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

Current period balance	(1,133,416)	
Prior period balance	1,170,181	
Current year effect		36,765

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

Bond principal retirement		3,105,000
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CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES

\$ 8,788

**INDEPENDENT SCHOOL DISTRICT NO. 152****MOORHEAD, MINNESOTA****STATEMENT OF REVENUES, EXPENDITURES AND CHANGES  
IN FUND BALANCES – BUDGET TO ACTUAL – GENERAL FUND  
YEAR ENDED JUNE 30, 2008**

Exhibit A-7

	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual</u>	<u>Variance With Final Budget</u>
<b>REVENUES</b>				
Local property tax levies	\$ 1,735,192	\$ 1,735,192	\$ 1,744,800	\$ 9,608
Other local and county sources	2,565,557	2,031,274	1,609,146	(422,128)
State sources	43,392,236	43,373,445	42,629,959	(743,486)
Federal sources	2,881,317	2,681,202	2,513,968	(167,234)
Miscellaneous	20,098	68,848	109,660	40,812
Total revenues	<u>50,594,400</u>	<u>49,889,961</u>	<u>48,607,533</u>	<u>(1,282,428)</u>
<b>EXPENDITURES</b>				
District and school administration	2,491,603	2,573,797	2,575,809	(2,012)
District support services	1,004,678	994,561	945,582	48,979
Regular instruction	22,581,761	22,955,355	22,307,953	647,402
Vocational instruction	463,598	463,598	465,327	(1,729)
Exceptional instruction	12,580,804	12,206,974	11,870,354	336,620
Instructional support services	3,090,350	3,103,708	3,042,549	61,159
Pupil support services	4,197,767	4,358,277	4,410,663	(52,386)
Site, buildings and equipment	5,379,290	5,313,100	5,037,054	276,046
Fiscal and other fixed cost programs	142,490	150,532	150,531	1
Total expenditures	<u>51,932,341</u>	<u>52,119,902</u>	<u>50,805,822</u>	<u>1,314,080</u>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	<b>(1,337,941)</b>	<b>(2,229,941)</b>	<b>(2,198,289)</b>	<b>31,652</b>
<b>FUND BALANCE, BEGINNING OF YEAR</b>	<u>8,512,652</u>	<u>8,512,652</u>	<u>8,512,652</u>	<u>-</u>
<b>FUND BALANCE, END OF YEAR</b>	<u>\$ 7,174,711</u>	<u>\$ 6,282,711</u>	<u>\$ 6,314,363</u>	<u>\$ 31,652</u>



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**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2008**

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**A. ORGANIZATION**

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

**B. REPORTING ENTITY**

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

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

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

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

**C. GOVERNMENT-WIDE FINANCIAL STATEMENT PRESENTATION**

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

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

## NOTES TO FINANCIAL STATEMENTS

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

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

### D. FUND FINANCIAL STATEMENT PRESENTATION

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

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

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

#### *Description of Funds*

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

#### **Major Governmental Funds**

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

## NOTES TO FINANCIAL STATEMENTS

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

### Nonmajor Governmental Funds

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

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

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

### E. OTHER SIGNIFICANT ACCOUNTING POLICIES

#### *Budgeting*

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

#### *Cash and Investments*

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

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

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

#### *Receivables*

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

#### *Prepaid Items*

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

## NOTES TO FINANCIAL STATEMENTS

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### *Inventories*

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

### *Property Taxes*

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

Generally, property taxes are recognized as revenue by the District in the fiscal year that begins midway through the calendar year in which the tax levy is collectible. To help balance the state budget, the Minnesota Legislature utilizes a tool referred to as the "tax shift," which periodically changes the District's recognition of property tax revenue. The tax shift advance recognizes cash collected for the subsequent year's levy as current year revenue, allowing the state to reduce the amount of aid paid to the District. Currently, the mandated tax shift recognized \$303,531 of the property tax levy collectible in 2008 as revenue to the District in fiscal year 2007-2008. The remaining portion of the taxes collectible in 2008 is recorded as deferred revenue (property taxes levied for subsequent year).

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

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

### *Capital Assets*

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

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



## NOTES TO FINANCIAL STATEMENTS

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Capital assets not being depreciated include land.

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

### *Long-Term Obligations*

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

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

### *Compensated Absences Payable*

*Vacation* – The District compensates substantially all full-time noncertified employees for unused vacation upon termination; however, no employee is allowed to accumulate more than a one-year vacation allowance. The expenditure for vacation pay is recognized when payment is made. As of June 30, 2008, this amount did not exceed a normal year's accumulation.

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

### *Severance and Health Benefits*

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

- (1) **Early Retirement Incentive Payments** - The District maintains various early retirement incentive payment plans for its employee groups. Each employee group plan contains benefit formulas for lump sum payments based on years of service and/or minimum age requirements. No employee can receive early retirement incentive payments exceeding one year's salary. If early retirement incentive payments are paid within the first 60 days after year-end, an accrual is made in the governmental fund incurring the liability. For substantially all groups, the benefits are eliminated if retirement occurs at the normal retirement age as specified in their contracts. Benefits are not considered vested until actual retirement occurs. Therefore, no early retirement incentive payment liability is recorded in the government-wide financial statements until actual retirement occurs. During fiscal year 2008, the District's expenditures for early retirement incentive payments totaled \$601,332.



## NOTES TO FINANCIAL STATEMENTS

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

During fiscal year 2008, total expenditures for health insurance premiums on behalf of 90 retired employees were \$2,714,572. At June 30, 2008, a post-employment health care benefits liability of \$2,113,241 is included as part of severance benefits payable in the Government wide financial statements.

### *Risk Management*

The District is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; natural disasters; and workers' compensation for which the District carries commercial insurance. Settled claims have not exceeded this commercial coverage in any of the past three fiscal years. There were no significant reductions in the District's insurance coverage in fiscal year 2008.

### *Net Assets*

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

## NOTE 2 - STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

### *Deficit Fund Balance*

The Community Service Fund has a deficit fund balance of \$36,539. This deficit fund balance is expected to be eliminated with subsequent revenue and, if needed, a transfer from the General Fund.

## NOTE 3 - INTERFUND RECEIVABLES AND PAYABLES

Interfund receivables/payables are used to record accrued obligations between funds. At June 30, 2008 the General Fund has an interfund receivable from the Community Service Fund of \$6,549.

## NOTES TO FINANCIAL STATEMENTS

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### NOTE 4 - DEPOSITS AND INVESTMENTS

#### *Deposits*

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

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

#### Custodial Credit Risk – Deposits

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

At June 30, 2008, all deposits were insured or collateralized by securities held by the District's agent in the District's name

#### *Investments*

#### Credit Risk – Investments

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

#### Custodial Credit Risk – Investments

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

#### Interest Rate Risk – Investments

The District does not have a formal policy that limits investment maturities.

## NOTES TO FINANCIAL STATEMENTS

The following table presents the District's deposit and investment balances at June 30, 2008:

Type	Fair Value	Investment Maturities (in Years)	
		N/A	1 - 5
Cash and cash equivalents			
Minnesota School District Liquid Asset Fund	\$ 6,995,695	\$ 6,995,695	\$ -
Deposits	858,180	858,180	-
Petty cash	14,340	14,340	-
Investments			
Certificates of deposit	4,335,931	-	4,335,931
	<u>\$ 12,204,146</u>	<u>\$ 7,868,215</u>	<u>\$ 4,335,931</u>

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

### NOTE 5 - DUE FROM OTHER GOVERNMENTAL UNITS

Amounts receivable from other governments as of June 30, 2008, include:

Fund	Federal	State	Other	Total
Major funds				
General	\$ 779,329	\$ 2,494,600	\$ 925,459	\$ 4,199,388
Debt service	-	167,942	-	167,942
Non-major funds	80,137	75,859	-	155,996
	<u>\$ 859,466</u>	<u>\$ 2,738,401</u>	<u>\$ 925,459</u>	<u>\$ 4,523,326</u>

The state receivable in the general fund includes general education aid of \$1,716,221.

## NOTES TO FINANCIAL STATEMENTS

### NOTE 6 - CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2008 is as follows:

	Balance July 1, 2007	Additions	Deletions	Balance June 30, 2008
Capital assets not being depreciated:				
Land	\$ 1,049,947	\$ -	\$ -	\$ 1,049,947
Capital assets being depreciated:				
Buildings	89,349,403	398,276	-	89,747,679
Improvements	1,405,749	318,420	-	1,724,169
Vehicles	1,194,268	75,165	(51,033)	1,218,400
Equipment	508,957	50,949	-	559,906
Total capital assets being depreciated	92,458,377	842,810	(51,033)	93,250,154
Less accumulated depreciation for:				
Buildings	15,245,805	1,806,614	-	17,052,419
Improvements	181,443	78,248	-	259,691
Vehicles	745,132	102,190	(51,033)	796,289
Equipment	242,121	58,323	-	300,444
Total accumulated depreciation	16,414,501	2,045,375	(51,033)	18,408,843
Net capital assets, depreciated	76,043,876	(1,202,565)	-	74,841,311
Total capital assets, net	\$ 77,093,823	\$ (1,202,565)	\$ -	\$ 75,891,258

Depreciation expense for the year ended June 30, 2008 was charged to the following functions/programs:

District and school administration	\$ 9,137
Regular instruction	2,611
Community education	3,996
Instructional support	40,160
Pupil support services	85,616
Site, building and equipment	1,903,855
Total depreciation expense	\$ 2,045,375

## NOTES TO FINANCIAL STATEMENTS

### NOTE 7 - LONG-TERM LIABILITIES

Changes in long-term liabilities during the year ended June 30, 2008 are as follows:

	Balance July 1, 2007	Additions	Deletions	Balance June 30, 2008	Due Within One Year
Bonds payable	\$ 101,490,000	\$ -	\$ 3,105,000	\$ 98,385,000	\$ 3,215,000
Compensated absences payable	3,612,995	-	364,195	3,248,800	959,765
Severance payable	<u>1,830,036</u>	<u>301,709</u>	<u>18,504</u>	<u>2,113,241</u>	<u>986,451</u>
	<u>\$ 106,933,031</u>	<u>\$ 301,709</u>	<u>\$ 3,487,699</u>	<u>\$ 103,747,041</u>	<u>\$ 5,161,216</u>

Following is a summary of bonds payable as of June 30, 2008:

Bond Description	Final Maturities	Interest Rate	Original Principal	Outstanding Balance
General Obligation School Building Bonds of 2002 **	4/12	4.00% - 5.25%	\$ 64,500,000	\$ 53,800,000
General Obligation School Building Refunding Bonds of 2005	4/22	3.25% - 4.25%	42,080,000	42,080,000
General Obligation Refunding Bonds of 2006	2/13	3.75%	3,375,000	<u>2,505,000</u>
				<u>\$ 98,385,000</u>

\*\* As of June 30, 2008 the Building Bonds of 2002 have \$53,800,000 in principal payments remaining. All but \$11,720,000 of the balance due will be paid with the cash held by a fiscal agent.

## NOTES TO FINANCIAL STATEMENTS

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

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

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

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

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

Years Ending June 30,	Bonds Payable		Compensated Absences Payable		Severance Payable		Total	
	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest
2009	\$ 3,215,000	\$ 4,470,788	\$ 959,765	\$ -	\$ 986,451	\$ -	\$ 5,161,216	\$ 4,470,788
2010	3,380,000	4,329,602	89,446	-	301,709	-	3,771,155	4,329,602
2011	3,500,000	4,166,602	39,759	-	250,058	-	3,789,817	4,166,602
2012	45,675,000	3,997,848	85,012	-	213,863	-	45,973,875	3,997,848
2013	4,050,000	1,626,582	199,173	-	149,280	-	4,398,453	1,626,582
2014 - 2018	19,725,000	5,914,674	1,415,722	-	211,880	-	21,352,602	5,914,674
2019 - 2022	18,840,000	1,617,431	459,923	-	-	-	19,299,923	1,617,431
	<u>\$ 98,385,000</u>	<u>\$ 26,123,527</u>	<u>\$ 3,248,800</u>	<u>\$ -</u>	<u>\$ 2,113,241</u>	<u>\$ -</u>	<u>\$ 103,747,041</u>	<u>\$ 26,123,527</u>



## NOTES TO FINANCIAL STATEMENTS

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### NOTE 8 - RESTRICTED NET ASSETS

Restricted for specific purposes reported in the Statement of Net Assets consist of the following:

#### Major Funds

##### General Fund

Reserved for deferred maintenance	\$ 155,155
Reserved for severance pay	301,709
Reserved for operating capital	454,378

##### Debt service fund

Reserved for bond refunding	42,101,787
Unreserved	589,596

#### Nonmajor Funds

##### Food Service Fund

Unreserved	423,297
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##### Community Service Fund

Reserved for early childhood and family education	58,868
Reserved for school readiness	9,253
Unreserved	204,681

##### Scholarship Fund

Reserved for scholarships	10,000
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Total restricted for specific purposes	<u>\$ 44,308,724</u>
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### NOTE 9 - OPERATING LEASES

The District has an agreement to lease the sports center from the City of Moorhead. The lease expires April 30, 2012, and requires variable annual lease payments of \$76,800 - \$80,000. Lease expense for all leases of the District for the current year was \$305,114.

## NOTES TO FINANCIAL STATEMENTS

### NOTE 10 - DEFINED BENEFIT PENSION PLANS - STATEWIDE

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

#### Teachers' Retirement Association

##### *Plan Description*

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

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

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

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

With these provisions:

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

(continued on next page)

## NOTES TO FINANCIAL STATEMENTS

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or

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

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

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

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

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

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

### *Funding Policy*

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

The District contributions for the years ended June 30, 2008, 2007, and 2006 were \$1,339,578, \$1,201,816, and \$1,151,721, respectively, equal to the required contributions for each year as set by state statute.

## NOTES TO FINANCIAL STATEMENTS

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### **Public Employees' Retirement Association**

#### *Plan Description*

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

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

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

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

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

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

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

## NOTES TO FINANCIAL STATEMENTS

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### *Funding Policy*

Minnesota Statutes Chapter 353 sets the rates for employer and employee contributions. These statutes are established and amended by the state legislature. The District makes annual contributions to the pension plans equal to the amount required by state statutes. PERF Basic Plan members and Coordinated Plan members were required to contribute 9.10% and 5.50%, respectively, of their annual covered salary in calendar year 2006. Contribution rates in the Coordinated Plan increased in calendar year 2007 to 5.75%. The District is required to contribute the following percentages of annual covered payroll: 11.78% for Basic Plan PERF members and 6.0% for Coordinated Plan PERF members. Employer contribution rates for the Coordinated Plan increased to 6.25% effective January 1, 2007. The District's contributions to the Public Employees Retirement Fund for the years ended June 30, 2008, 2007, and 2006 were \$506,256, \$465,139, and \$415,814, respectively, equal to the contractually required contributions for each year as set by state statute.

### **NOTE 11 - FLEXIBLE BENEFIT PLAN**

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

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

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

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

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



## NOTES TO FINANCIAL STATEMENTS

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### NOTE 12 - EMPLOYEE BENEFIT PLAN 403(B)

All teachers having completed their fifth year of teaching in the District are eligible to participate in the matching 403(b) program. The District will match the employees' deferral up to the following maximums:

<u>Years of Service</u>	<u>Maximum Match</u>
6 - 10	\$1,000
11+	1,500

The maximum career matching contribution by the District will not exceed \$20,000 per teacher.

### NOTE 13 - COMMITMENTS AND CONTINGENCIES

#### *Federal Revenue*

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

#### *Contingencies*

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

#### *Operating Lease*

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

### NOTE 14 - ISSUED BUT NON-EFFECTIVE ACCOUNTING PRONOUNCEMENT

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

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



**COMBINING AND INDIVIDUAL FUND SCHEDULES**

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**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**SCHEDULE OF CHANGES IN FUND BALANCES**  
**GENERAL FUND**  
**YEAR ENDED JUNE 30, 2008**

Exhibit B-1

	Fund Balance (Deficit) Beginning of Year	Net Change in Fund Balance	Fund Balance (Deficit) End of Year
Reserved for deferred maintenance	\$ -	\$ 155,155	\$ 155,155
Reserved for health and safety	(206,579)	(75,008)	(281,587)
Reserved for severance pay	285,265	16,444	301,709
Reserved for operating capital	1,737,296	(1,282,918)	454,378
Reserved for safe schools	(602)	468	(134)
Reserved for prepaid items	-	5,587	5,587
Unreserved - designated for severance pay	1,544,771	266,761	1,811,532
Unreserved - undesignated	5,152,501	(1,284,778)	3,867,723
	<u>\$ 8,512,652</u>	<u>\$ (2,198,289)</u>	<u>\$ 6,314,363</u>

**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**SCHEDULE OF REVENUES – BUDGET AND ACTUAL**  
**GENERAL FUND**  
**YEAR ENDED JUNE 30, 2008**  
**(With Comparative Totals for June 30, 2007)**

Exhibit B-2

	2008			2007	
	Original Budget	Final Budget	Actual	Variance With Final Budget	Actual
Local property tax levies					
Maintenance levy	\$ 1,735,192	\$ 1,735,192	\$ 1,744,800	\$ 9,608	\$ 1,943,324
Other local and county sources					
Student activities, tuitions and fees	1,872,850	1,320,620	1,029,129	(291,491)	1,530,597
County apportionment	68,222	68,222	68,222	-	66,235
Interest	580,000	585,000	471,221	(113,779)	583,116
Other local revenues	44,485	57,432	40,574	(16,858)	28,539
	<u>2,565,557</u>	<u>2,031,274</u>	<u>1,609,146</u>	<u>(422,128)</u>	<u>2,208,487</u>
State sources					
General education aid	35,543,302	35,523,100	35,198,352	(324,748)	34,111,978
Special education aid	7,335,411	7,137,504	6,924,727	(212,777)	6,577,278
Educational Agricultural and Homestead Credit	146,774	146,774	103,021	(43,753)	147,499
Other aids	366,749	566,067	403,859	(162,208)	372,177
	<u>43,392,236</u>	<u>43,373,445</u>	<u>42,629,959</u>	<u>(743,486)</u>	<u>41,208,932</u>
Federal sources					
Title I	1,047,349	745,367	702,522	(42,845)	878,684
Special education aid	1,149,350	1,303,547	1,113,024	(190,523)	1,277,987
Other	684,618	632,288	698,422	66,134	592,766
	<u>2,881,317</u>	<u>2,681,202</u>	<u>2,513,968</u>	<u>(167,234)</u>	<u>2,749,437</u>
Miscellaneous					
Insurance recoveries	-	-	42,386	42,386	-
Sale of property and equipment	-	48,750	54,050	5,300	-
Other	20,098	20,098	13,224	(6,874)	116,732
	<u>20,098</u>	<u>68,848</u>	<u>109,660</u>	<u>40,812</u>	<u>116,732</u>
Total revenues	<u>\$ 50,594,400</u>	<u>\$ 49,889,961</u>	<u>\$ 48,607,533</u>	<u>\$ (1,282,428)</u>	<u>\$ 48,226,912</u>

**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**SCHEDULE OF EXPENDITURES – BUDGET AND ACTUAL**  
**GENERAL FUND**  
**YEAR ENDED JUNE 30, 2008**  
**(With Comparative Totals for June 30, 2007)**

Exhibit B-3

	2008			Variance With Final Budget	2007
	Original Budget	Final Budget	Actual		Actual
District and school administration					
Salaries and wages	\$ 2,102,600	\$ 2,136,984	\$ 2,123,840	\$ 13,144	\$ 2,001,227
Employee benefits	329,137	383,218	391,974	(8,756)	310,986
Purchased services	29,334	29,334	32,437	(3,103)	28,635
Other expenditures	30,532	24,261	27,558	(3,297)	23,284
	<u>2,491,603</u>	<u>2,573,797</u>	<u>2,575,809</u>	<u>(2,012)</u>	<u>2,364,132</u>
District support services					
Salaries and wages	767,289	715,679	728,823	(13,144)	775,463
Employee benefits	120,276	123,498	123,233	265	116,945
Purchased services	88,343	111,614	64,556	47,058	70,284
Supplies and materials	15,156	20,156	21,217	(1,061)	9,453
Other expenditures	13,614	23,614	7,753	15,861	17,952
	<u>1,004,678</u>	<u>994,561</u>	<u>945,582</u>	<u>48,979</u>	<u>990,097</u>
Regular instruction					
Salaries and wages	15,939,955	16,354,081	15,893,761	460,320	15,149,089
Employee benefits	4,688,556	4,670,272	4,669,495	777	4,438,630
Purchased services	745,214	762,282	778,974	(16,692)	752,221
Supplies and materials	930,957	930,957	782,168	148,789	837,191
Capital expenditures	126,124	97,601	89,783	7,818	92,215
Other expenditures	150,955	140,162	93,772	46,390	94,787
	<u>22,581,761</u>	<u>22,955,355</u>	<u>22,307,953</u>	<u>647,402</u>	<u>21,364,133</u>
Vocational instruction					
Salaries and wages	345,680	345,680	343,652	2,028	328,347
Employee benefits	107,333	107,333	109,613	(2,280)	95,363
Purchased services	328	328	645	(317)	313
Supplies and materials	10,257	10,257	11,417	(1,160)	12,224
	<u>463,598</u>	<u>463,598</u>	<u>465,327</u>	<u>(1,729)</u>	<u>436,247</u>
Exceptional instruction					
Salaries and wages	9,022,479	8,831,541	8,764,071	67,470	8,517,631
Employee benefits	1,990,145	2,142,916	2,119,894	23,022	1,907,186
Purchased services	1,324,817	941,060	817,091	123,969	1,304,882
Supplies and materials	79,750	79,290	87,753	(8,463)	76,981
Capital expenditures	162,710	211,264	81,545	129,719	165,466
Other expenditures	903	903	-	903	1,772
	<u>12,580,804</u>	<u>12,206,974</u>	<u>11,870,354</u>	<u>336,620</u>	<u>11,973,918</u>

(continued on next page)

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

Exhibit B-3, continued

	2008			2007	
	Original Budget	Final Budget	Actual	Variance With Final Budget	Actual
Instructional support services					
Salaries and wages	1,692,718	1,674,415	1,650,954	23,461	1,624,516
Employee benefits	311,816	332,461	277,221	55,240	322,534
Purchased services	234,630	222,781	142,838	79,943	195,873
Supplies and materials	173,903	178,138	175,300	2,838	117,718
Capital expenditures	652,350	659,115	765,797	(106,682)	730,567
Other expenditures	24,933	36,798	30,439	6,359	32,647
	<u>3,090,350</u>	<u>3,103,708</u>	<u>3,042,549</u>	<u>61,159</u>	<u>3,023,855</u>
Pupil support services					
Salaries and wages	1,381,130	1,431,788	1,435,250	(3,462)	1,306,990
Employee benefits	284,317	316,959	309,834	7,125	270,427
Purchased services	2,044,421	2,060,785	2,103,876	(43,091)	2,002,259
Supplies and materials	386,120	446,966	465,626	(18,660)	355,181
Capital expenditures	75,295	75,295	73,165	2,130	70,926
Other expenditures	26,484	26,484	22,912	3,572	24,422
	<u>4,197,767</u>	<u>4,358,277</u>	<u>4,410,663</u>	<u>(52,386)</u>	<u>4,030,205</u>
Site, building and equipment					
Salaries and wages	1,259,087	1,159,010	1,176,853	(17,843)	1,140,279
Employee benefits	206,752	199,158	196,833	2,325	196,649
Purchased services	1,317,054	1,349,787	1,406,195	(56,408)	1,333,701
Supplies and materials	1,286,740	1,286,740	962,241	324,499	1,082,760
Capital expenditures	1,305,100	1,313,848	1,289,332	24,516	1,072,276
Other expenditures	4,557	4,557	5,600	(1,043)	5,091
	<u>5,379,290</u>	<u>5,313,100</u>	<u>5,037,054</u>	<u>276,046</u>	<u>4,830,756</u>
Fiscal and other fixed costs					
Purchased services	<u>142,490</u>	<u>150,532</u>	<u>150,531</u>	<u>1</u>	<u>201,139</u>
Total expenditures	<u>\$ 51,932,341</u>	<u>\$ 52,119,902</u>	<u>\$ 50,805,822</u>	<u>\$ 1,314,080</u>	<u>\$ 49,214,482</u>

**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**COMBINING BALANCE SHEET**  
**NONMAJOR GOVERNMENTAL FUNDS**  
**JUNE 30, 2008**

Exhibit B-4

	Food Service	Community Service	Scholarships	Totals
<b>ASSETS</b>				
Cash and investments	\$ 435,828	\$ -	\$ 10,000	\$ 445,828
Receivables				
Current property taxes	-	164,340	-	164,340
Delinquent property taxes	-	4,114	-	4,114
Accounts	30,286	-	441	30,727
Due from other governmental units	14,385	141,611	-	155,996
Inventories	31,153	-	-	31,153
Total assets	<u>\$ 511,652</u>	<u>\$ 310,065</u>	<u>\$ 10,441</u>	<u>\$ 832,158</u>
<b>LIABILITIES AND FUND BALANCE</b>				
<b>LIABILITIES</b>				
Due to other funds	\$ -	\$ 6,549	\$ -	\$ 6,549
Accounts payable	20,019	13,277	441	33,737
Salaries payable	-	35,861	-	35,861
Deferred revenue	37,183	10,310	-	47,493
Property taxes levied for subsequent year	-	280,607	-	280,607
Total liabilities	<u>57,202</u>	<u>346,604</u>	<u>441</u>	<u>404,247</u>
<b>FUND BALANCE (DEFICIT)</b>				
Reserved				
For inventories	31,153	-	-	31,153
For early childhood and family education	-	58,868	-	58,868
For community education	-	(309,341)	-	(309,341)
For school readiness	-	9,253	-	9,253
For scholarships	-	-	10,000	10,000
Unreserved - Undesignated	423,297	204,681	-	627,978
Total fund balance (deficit)	<u>454,450</u>	<u>(36,539)</u>	<u>10,000</u>	<u>427,911</u>
Total liabilities and fund balance	<u>\$ 511,652</u>	<u>\$ 310,065</u>	<u>\$ 10,441</u>	<u>\$ 832,158</u>



**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**COMBINING SCHEDULE OF REVENUES,**  
**EXPENDITURES AND CHANGES IN FUND BALANCE**  
**NONMAJOR GOVERNMENTAL FUNDS**  
**YEAR ENDED JUNE 30, 2008**

Exhibit B-5

	Food Service	Community Service	Scholarships	Totals
<b>REVENUES</b>				
Local property tax levies	\$ -	\$ 226,548	\$ -	\$ 226,548
Other local and county sources	62,540	315,033	441	378,014
State sources	127,995	745,350	-	873,345
Federal sources	801,025	202,044	-	1,003,069
Sales and other conversion of assets	874,068	-	-	874,068
Total revenues	1,865,628	1,488,975	441	3,355,044
<b>EXPENDITURES</b>				
Community education and service	-	1,492,204	-	1,492,204
Pupil support services	1,935,425	-	441	1,935,866
Total expenditures	1,935,425	1,492,204	441	3,428,070
<b>DEFICIENCY OF REVENUES UNDER EXPENDITURES</b>				
	(69,797)	(3,229)	-	(73,026)
<b>FUND BALANCE (DEFICIT), BEGINNING OF YEAR</b>				
	524,247	(33,310)	10,000	500,937
<b>FUND BALANCE (DEFICIT), END OF YEAR</b>				
	\$ 454,450	\$ (36,539)	\$ 10,000	\$ 427,911

**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**COMBINING SCHEDULE OF REVENUES,**  
**EXPENDITURES AND CHANGES IN FUND BALANCE**  
**FOOD SERVICE FUND**  
**YEAR ENDED JUNE 30, 2008**  
**(With Comparative Totals for June 30, 2007)**

Exhibit B-6

	2008			2007	
	Original Budget	Final Budget	Actual	Variance With Final Budget	Actual
<b>Revenues</b>					
Other local and county sources	\$ 53,598	\$ 64,038	\$ 62,540	\$ (1,498)	\$ 64,086
State sources					
Lunch program aid	127,504	122,969	127,995	5,026	123,152
Federal sources					
Lunch program aid	683,738	700,228	704,696	4,468	680,829
Food distribution program	94,260	99,600	96,329	(3,271)	86,692
	777,998	799,828	801,025	1,197	767,521
Sale of food	855,936	872,550	874,068	1,518	859,904
Total revenues	1,815,036	1,859,385	1,865,628	6,243	1,814,663
<b>Expenditures</b>					
Pupil support services					
Salaries and wages	444,803	457,563	454,831	2,732	427,539
Employee benefits	76,298	75,514	75,106	408	69,627
Purchased services	171,876	240,570	240,489	81	157,719
Food costs and supplies	1,097,390	1,107,303	1,116,955	(9,652)	1,029,594
Capital outlay	63,200	24,800	20,107	4,693	43,497
Other expenditures	37,080	29,000	27,937	1,063	37,665
Total expenditures	1,890,647	1,934,750	1,935,425	(675)	1,765,641
Excess (deficiency) of revenues over (under) expenditures	(75,611)	(75,365)	(69,797)	5,568	49,022
Fund balance, beginning of year	524,247	524,247	524,247	-	475,225
Fund balance, end of year	\$ 448,636	\$ 448,882	\$ 454,450	\$ -	\$ 524,247

**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**COMBINING SCHEDULE OF REVENUES, EXPENDITURES**  
**AND CHANGES IN FUND BALANCE – BUDGET TO ACTUAL**  
**COMMUNITY SERVICE FUND**  
**YEAR ENDED JUNE 30, 2008**  
**(With Comparative Totals for June 30, 2007)**

Exhibit B-7

	2008			2007	
	Original Budget	Final Budget	Actual	Variance With Final Budget	Actual
<b>Revenues</b>					
Local property taxes					
Property tax levy	\$ 290,097	\$ 290,097	\$ 226,548	\$ (63,549)	\$ 186,176
Other local and county sources					
Tuition and fees	215,360	215,360	239,706	24,346	236,723
Miscellaneous local revenues	52,950	52,950	75,327	22,377	52,446
	<u>268,310</u>	<u>268,310</u>	<u>315,033</u>	<u>46,723</u>	<u>289,169</u>
State sources					
Other appropriations	661,148	661,148	745,350	84,202	734,868
Federal source	65,591	221,081	202,044	(19,037)	157,327
Total revenues	<u>1,285,146</u>	<u>1,440,636</u>	<u>1,488,975</u>	<u>48,339</u>	<u>1,367,540</u>
<b>Expenditures</b>					
Community education and services					
Salaries and wages	808,994	997,175	976,417	20,758	943,068
Employee benefits	127,625	153,462	154,329	(867)	145,643
Purchased services	238,018	232,312	223,869	8,443	228,951
Supplies and materials	74,641	77,406	88,692	(11,286)	75,792
Capital outlay	4,560	4,760	6,468	(1,708)	20,209
Other expenditures	42,957	44,982	42,429	2,553	39,196
Total expenditures	<u>1,296,795</u>	<u>1,510,097</u>	<u>1,492,204</u>	<u>17,893</u>	<u>1,452,859</u>
Excess (deficiency) of revenues over (under) expenditures	(11,649)	(69,461)	(3,229)	66,232	(85,319)
Fund balance (deficit), beginning of year	(33,310)	(33,310)	(33,310)	-	52,009
Fund balance (deficit), end of year	<u>\$ (44,959)</u>	<u>\$ (102,771)</u>	<u>\$ (36,539)</u>	<u>\$ 66,232</u>	<u>\$ (33,310)</u>

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**OTHER SUPPLEMENTARY INFORMATION**

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**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**CHANGES IN STUDENT ACTIVITY CASH BALANCES**  
**YEAR ENDED JUNE 30, 2008**

Exhibit C-1

Activity	Balance 7/1/07	Receipts and and Transfers	Disbursements and Transfers	Balance 6/30/08
6th Grade Activities (A)	\$ 3,795	\$ 65	\$ 1,987	\$ 1,873
6th Grade Activities (B)	4,715	4,432	3,753	5,394
6th Grade Activities (C)	3,192	67	593	2,666
8th Grade Activities	2,940	5,806	3,610	5,136
ALC	3,742	87	-	3,829
APL Project	729	1,397	924	1,202
Apollo Strings	44,216	128,777	85,330	87,663
Auditorium Technology	357	1,056	1,040	373
Band - Jr. High	19,784	9,148	6,790	22,142
Band - Sr. High	49,031	83,471	51,382	81,120
Baseball Club	420	13,468	11,575	2,313
Basketball - Boys	556	5,316	4,772	1,100
Basketball - Girls	1,965	4,660	4,192	2,433
Caps & Gowns	15,597	361	-	15,958
Choir - Sr. High	4,858	13,632	14,272	4,218
Chokio	4,048	5,605	1,764	7,889
Class of 2008	4,225	49	4,225	49
Class of 2009	-	6,025	821	5,204
Close Up	-	8,543	8,977	(434)
Community/Work Class	96	-	-	96
Craft Club - Sr. High	744	215	353	606
Cross Country	132	3,637	3,763	6
Danceline	4,975	21,081	18,611	7,445
Debate Enrichment	472	3,559	2,923	1,108
Destination Imagination	506	2,595	2,435	666
DHH Social Fund	127	3	-	130
ECFE	1,873	505	2,356	22
Edison School Store	82	-	-	82
English - Jr. High	327	8	-	335

(continued on next page)



## CHANGES IN STUDENT ACTIVITY CASH BALANCES – Page 2

Exhibit C-1, continued

Activity	Balance 7/1/07	Receipts and and Transfers	Disbursements and Transfers	Balance 6/30/08
Field House	143	3	-	146
Fine Arts - Sr. High	-	368	-	368
Football Club	6,463	36,124	34,454	8,133
French Club	2,995	1,903	2,400	2,498
Girls Golf - Sr. High	27	70	70	27
Gymnastics Club	1,072	415	340	1,147
Hall of Honor	1,670	4,295	2,840	3,125
Heroes - Jr. High	508	12	-	520
History Day	140	3	-	143
Hockey - Boys	650	5,856	4,848	1,658
Hockey - Girls	718	355	461	612
Honor Choir - Jr. High	8,600	6,079	6,521	8,158
Horizon Visiting Auth	-	1,571	1,348	223
Interest	-	8,355	8,355	-
Intramurals	585	861	495	951
Journalism	3,690	1,957	249	5,398
Knowledge Bowl	916	3,028	1,465	2,479
Lova	88	-	-	88
Math Club - Jr. High	8	-	-	8
Media - Jr. High	632	652	522	762
National Forensics League	1,631	12,322	12,986	967
Nature Project - Jr. High	24	1,171	1,158	37
Orchestra - Jr. High	1,323	49,700	48,716	2,307
PBIS - Horizon	-	809	32	777
Plays - Sr. High	364	77,245	75,745	1,864
Positive Incentives - Jr. High	7	500	368	139
Robert Asp Special	15	-	-	15
Robert Asp Student Council	2,866	66	-	2,932
Robert Asp Yearbook	962	22	-	984
RRALC Store	1,718	40	-	1,758
SADD	693	620	257	1,056
School Patrol	7,338	1,862	1,080	8,120
Scotland Fund	-	232,461	192,387	40,074
Service Enhancement Club	139	198	183	154
Service Learning	4,804	13,710	14,514	4,000
Soccer - Boys	-	202	-	202
Soccer - Girls	3,160	2,736	4,504	1,392
Social Studies - Sr. High	257	6	-	263
Softball	3,796	3,283	4,927	2,152

(continued on next page)

## CHANGES IN STUDENT ACTIVITY CASH BALANCES – Page 3

Exhibit C-1, continued

Activity	Balance 7/1/07	Receipts and and Transfers	Disbursements and Transfers	Balance 6/30/08
Spanish Club	3,432	79	-	3,511
Spanish Club - Jr. High	1,114	14	1,000	128
Spanish Trips - Sr. High	1	-	-	1
STEP - Jr. High	-	452	452	-
STEP Trip	81	-	-	81
Store - Jr. High	354	3,352	2,284	1,422
Student Council - Jr. High	8,360	26,976	21,033	14,303
Student Council - Sr. High	12,871	4,634	5,316	12,189
Swimming - Boys	1,978	2,185	2,956	1,207
Swimming - Girls	2,355	8,335	8,599	2,091
Tennis - Girls	41	-	-	41
Theatre Arts - Jr. High	4,969	40,044	35,119	9,894
Track - Boys	3,373	5,680	4,545	4,508
Track - Girls	448	3,237	3,524	161
World DI	52	-	-	52
Wrestling Club	460	10	-	470
Yearbook - Jr. High	7,663	12,553	20,973	(757)
Youth Board	7	-	-	7
	<u>\$ 279,065</u>	<u>\$ 899,979</u>	<u>\$ 763,474</u>	<u>\$ 415,570</u>

# INDEPENDENT SCHOOL DISTRICT NO. 152

## MOORHEAD, MINNESOTA

### UNIFORM ACCOUNTING AND REPORTING STANDARDS COMPLIANCE TABLE YEAR ENDED JUNE 30, 2008

Exhibit C-2

#### GENERAL FUND

Total revenues	\$ 48,607,533
Total expenditures	50,805,822
Fund Balance	
Reserved:	
4.05 Deferred maintenance	155,155
4.06 Health and safety	(281,587)
4.11 Severance pay	301,709
4.24 Operating capital	454,378
4.49 Safe schools	(134)
Unreserved:	
4.22 Designated for severance pay	1,811,532
4.22 Unres fund balance	3,873,310

#### FOOD SERVICE

Total revenues	\$ 1,865,628
Total expenditures	1,935,425
Fund Balance	
Unreserved:	
4.22 Unres fund balance	454,450

#### COMMUNITY SERVICE

Total revenues	\$ 1,488,975
Total expenditures	1,492,204
Fund Balance	
Reserved:	
4.31 Community education	(309,341)
4.32 Early childhood-family education	58,868
4.44 School readiness	9,253
Unreserved:	
4.22 Unres fund balance	204,681

#### DEBT SERVICE

Total revenues	\$ 7,943,928
Total expenditures	7,702,558
Fund Balance	
Reserved:	
4.25 Bond refunding	42,101,787
Unreserved:	
4.22 Unres fund balance	589,596

#### TRUST FUND

Total revenues	\$ 441
Total expenditures	441
Fund Balance	
Unreserved:	
4.22 Unres fund balance	10,000

Fund	Reserved Total	Unreserved Total
01 \$	629,521	\$ 5,684,842
02	-	454,450
04	(241,220)	204,681
07	42,101,787	589,596
08	10,000	-

**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED JUNE 30, 2008**

Federal Grantor/Program Title	Federal CFDA Number	Expenditures
<b>Department of Agriculture</b>		
<i>Passed through Minnesota Department of Children Families and Learning</i>		
School Breakfast	10.553	\$ 129,494
Milk Program	10.556	3,883
National School Lunch	10.555	556,258
Total Child Nutrition Cluster		689,635
Total Department of Agriculture		689,635
<b>Department of Education</b>		
<i>Passed through Minnesota Department of Children Families and Learning</i>		
Adult Basic Education - Regular	84.002	32,543
ECIA - Chapter I	84.010	638,100
ECIA - Chapter I - Neglected and Delinquent	84.010	27,764
Total CFDA # 84.010		665,864
Migrant - Education	84.011	38,146
Flow-through 94-142	84.027	1,333,435
CIMP	84.027	8,665
RTI	84.027A	18,844
Disabled Early Education	84.173	26,432
Total Special Education Cluster		1,387,376
Title VII Indian School Assistance	84.060	40,937
Drug Education	84.186	12,429
Homeless Grant	84.196	49,919

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS – Page 2**

Federal Grantor/Program Title	Federal CFDA Number	Expenditures
<b>Department of Education, continued</b>		
<i>Passed through Minnesota</i>		
<i>Department of Children Families and Learning</i>		
Title V	84.298	<u>6,516</u>
Title III	84.365A	<u>52,185</u>
Title II	84.367	<u>338,984</u>
Title II Part D	84.318	<u>15,628</u>
<i>Direct</i>		
Even Start	84.213	<u>159,352</u>
Total Department of Education		<u>2,799,879</u>
<b>Total expenditures of federal awards</b>		<u><u>\$ 3,489,514</u></u>

**NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

**NOTE A - SIGNIFICANT ACCOUNTING POLICIES**

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

**NOTE B - FOOD DISTRIBUTION**

Non-monetary assistance is reported in the schedule of expenditures of federal awards at the fair market value of commodities received and disbursed. At June 30, 2008, the district had food commodities totaling \$31,153 in inventory.

**NOTE C – AGENCY OR PASS-THROUGH NUMBER**

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

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**ADDITIONAL REPORTS**

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

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

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 152, Moorhead, Minnesota, as of and for the year ended June 30, 2008, which collectively comprise the District's basic financial statements and have issued our report thereon dated [DATE]. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

*Internal Control Over Financial Reporting*

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

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

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the District's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the District's financial statements that is more than inconsequential will not be prevented or detected by the District's internal control. We consider deficiencies 08-1 and 08-2 described in the accompanying schedule of audit findings and questioned costs to be significant deficiencies in internal control over financial reporting.

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

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in the internal control that might be significant deficiencies and, accordingly, would not necessarily disclose all significant deficiencies that are also considered to be material weaknesses. However, of the significant deficiencies described above, we consider items 08-1 and 08-2 to be material weaknesses.

#### *Compliance and Other Matters*

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

#### *Minnesota Legal Compliance*

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the provisions of the *Minnesota Legal Compliance Audit Guide for Local Government*, promulgated by the State Auditor pursuant to Minn. Stat. § 6.65. Accordingly, the audit included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

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

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

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

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

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

*Compliance*

We have audited the compliance of Independent School District No. 152, Moorhead, Minnesota, with the types of compliance requirements described in the U. S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2008. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the District's management. Our responsibility is to express an opinion on the District's compliance based on our audit.

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

In our opinion, the District complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2008.

### *Internal Control Over Compliance*

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

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

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

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

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

Fargo, North Dakota  
[DATE]



**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS**  
**YEAR ENDED JUNE 30, 2008**

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NONE.

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**INDEPENDENT SCHOOL DISTRICT NO. 152**  
**MOORHEAD, MINNESOTA**  
**SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS**  
**YEAR ENDED JUNE 30, 2008**

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**A. SUMMARY OF AUDIT RESULTS**

1. The auditors report expresses an unqualified opinion of the basic financial statements of Independent School District No. 152, Moorhead, Minnesota.
2. Two significant deficiencies were disclosed during the audit of the financial statements reported in the Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*. Of the significant deficiencies identified, we consider findings 08-1 and 08-2 to be material weaknesses.
3. No instances of noncompliance material to the financial statements of Independent School District No. 152, Moorhead, Minnesota were disclosed during the audit.
4. No deficiencies were reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Controls over Compliance in Accordance with OMB Circular A-133.
5. The auditor's report on compliance for the major federal award programs for Independent School District No. 152, Moorhead, Minnesota expresses an unqualified opinion on all major federal programs.
6. Audit findings relative to the major federal award programs for Independent School District No. 152, Moorhead, Minnesota are reported in Part C of this schedule.
7. The programs tested as major programs included: Child Nutrition Cluster CFDA #10.553, #10.555, and #10.556, and Special Education Cluster CFDA #84.027 and #84.173.
8. The threshold for distinguishing a Type A program was \$300,000.
9. Independent School District No. 152, Moorhead, Minnesota was determined to be a high-risk auditee.

**B. FINDINGS – FINANCIAL STATEMENT AUDIT**

**Material Weakness**

**08-1    Preparation of Financial Statements**

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

*Criteria:* A good system of internal accounting control contemplates an adequate system for internally preparing the District's financial statements.

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

*Cause:* The District does not have an internal control system designed to provide for the preparation of the financial statements being audited.

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

**Corrective Action Plan (CAP)**

1. *Actions Planned in Response to the Finding:* The District will continue to have the auditors prepare the financial statements; however, the District has established an internal control policy to document the annual review of the financial statements by the School Board and management.
2. *Explanation of Disagreement:* There is no disagreement with the audit finding.
3. *Official Responsible for Ensuring Corrective Action:* Wayne Kazmierczak, Assistant Superintendent of Business Services.
4. *Planned Completion Date for the Corrective Action:* November 30, 2008.
5. *Plan to Monitor Completion of Corrective Action:* Wayne Kazmierczak, Assistant Superintendent of Business Services, will monitor the review of the financial statements with the School Board and management.

## SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS – Page 3

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### Material Weakness

#### 08-2 Significant Journal Entries

*Condition:* During the course of our engagement, we proposed material audit adjustments that would not have been identified as a result of the District's existing internal controls, and therefore could have resulted in a material misstatement of the District's financial statements.

*Criteria:* A good system of internal accounting control contemplates an adequate system for recording and processing entries material to the financial statements.

*Effect:* This deficiency could result in a misstatement to the financial statements that would not be prevented or detected.

*Cause:* The District does not have an internal control system designed to identify all necessary adjustments.

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

#### Corrective Action Plan (CAP)

1. *Actions Planned in Response to the Finding:* The District will review the prior year journal entries to determine training needs with the intent to reduce the overall frequency or number of adjusting journal entries.
2. *Explanation of Disagreement:* There is no disagreement with the audit finding.
3. *Official Responsible for Ensuring Corrective Action:* Wayne Kazmierczak, Assistant Superintendent of Business Services.
4. *Planned Completion Date for the Corrective Action:* June 30, 2009.
5. *Plan to Monitor Completion of Corrective Action:* Wayne Kazmierczak, Assistant Superintendent of Business Services, will monitor the training needs to ensure completion of action plan by June 30, 2009.

### **C. FINDINGS – MAJOR FEDERAL AWARD PROGRAMS AUDIT – NONE**

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

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

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 152, Moorhead, Minnesota, for the year ended June 30, 2008, and have issued our report thereon dated [DATE]. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the provisions of the Manual for Activity Fund Accounting (MAFA).

*Compliance*

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

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

Fargo, North Dakota  
[DATE]



Office of Curriculum and Professional Development  
**Moorhead Area Public Schools**

Memo CPD.09.037 R

TO: Lynne A. Kovash, Superintendent

FROM: Melanie Aamodt, Director of Curriculum and Professional Development

DATE: November 18, 2008

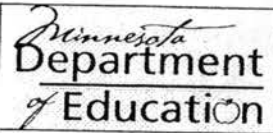
RE: Robert Asp School Level Improvement Plan

Attached is the Robert Asp School Level Improvement Plan for 2008-2009. The plan was reviewed by teaching staff. The plan must be submitted by November 30, 2008 to Barb Hexum, the AYP Coordinator at Lakes Country Service Cooperative.

**SUGGESTED RESOLUTION:** Move to approve the School Level Improvement Plan for Robert Asp Elementary for submission to Lakes Country Service Cooperative.

MBA/kmr  
Attachment



	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	<b>SCHOOL LEVEL IMPROVEMENT PLAN</b>	2008-2009
----------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------	-----------

### **I. General Information and Instructions:**

1. Improvement plans are due **November 30, 2008**.
2. Email the completed Plan to Barbara Hexum at [bhexum@lcsc.org](mailto:bhexum@lcsc.org), AND
3. Mail or hand deliver the completed and signed plan to Barbara Hexum, 1001 E. Mt. Faith, Fergus Falls, MN 56537

### **DISTRICT IDENTIFICATION INFORMATION**

<b>District Name and Number:</b> Moorhead Area Public Schools 152	<b>Phone:</b> 218-284-3330
<b>Superintendent:</b> Lynne Kovash	<b>Fax:</b> 218-284-3335
<b>District Address:</b> 2410 14 <sup>th</sup> St. S.	<b>Email:</b> <a href="mailto:lkovash@moorhead.k12.mn.us">lkovash@moorhead.k12.mn.us</a>

### **SCHOOL or CHARTER SCHOOL (Single Site) IDENTIFICATION INFORMATION**

<b>School Name:</b> Robert Asp Elementary School	<b>Phone:</b> 218-284-6330
<b>School Address:</b> 010 11 <sup>th</sup> St. N.	<b>Fax:</b> 218-284-6333
<b>Principal:</b> Kevin Kopperud	<b>Email:</b> <a href="mailto:kkopperud@moorhead.k12.mn.us">kkopperud@moorhead.k12.mn.us</a>

**School Support Team Members** (for additional members, please attach names to plan)

<i>Support Team Names</i>	<i>Support Team Roles</i>
. Diana Johnson	Learner Support Teacher
. Char Lien	Rtl Instructional Coach
. Karla Brewster	Reading Recovery Teacher Leader
. Mari Lourdes Shamdas	ELL Teacher
. Maret Kashmark	Counselor
. Kim Jenni	Learner Support Teacher
. Jennifer Carney	Grade 2 Classroom Teacher
. Chad Durand	Grade 4 Classroom Teacher
. Holly Stall	Parent
). Cheri Gess	District Assessment Instructional Coach

### **YP Consequence Stage 2008-2009 School Year**

\*Any school in Corrective Action or Year 2 of Restructuring must complete Appendix B

- |                                         |                                                              |
|-----------------------------------------|--------------------------------------------------------------|
| Needs Improvement 1.1 or 1.2            | <input type="checkbox"/> Corrective Action 3.1 or 3.2        |
| Continuing Needs Improvement 2.1 or 2.2 | <input type="checkbox"/> Restructuring (Planning) 4.1 or 4.2 |
|                                         | <input type="checkbox"/> Restructuring 5.1 or 5.2            |

### **MDE USE ONLY**

<b>Principal Approval Signature:</b>	<b>Date:</b>
<b>Comments:</b>	

### IMPROVEMENT PLAN ASSURANCES

Related to the consequences for Title I school improvement, the LEA agrees to the following assurances:

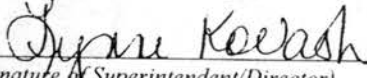
1. The identified school will create or revise a current improvement plan with the input of outside experts, teachers, parents and the school's support team as outlined in P.L. 107-110, Section 1116.
2. The school improvement plan will be developed and/or revised within 90 days of identification and shall cover a two-year period.
3. The district shall establish and implement a peer review process of the school plan within 45 days of receiving the improvement plan, maintaining documentation that will be available upon request by the SEA as needed.
4. Each school identified for improvement status will reserve and spend at least 10% of the school's Title I, Part A allocation for professional development activities related to carrying out the initiatives of the improvement plan in the current school year.
5. The school principal will ensure that all teachers teaching core content classes meet the requirements of highly qualified.
6. The identified school will provide an explanation of the parent's option to obtain school choice and/or supplemental education services for their child, if applicable, in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Documentation of parent notification will be maintained and available upon request by the SEA as needed.
7. School improvement funds will supplement and not supplant state and local funds.

We hereby agree to the assurances as printed herein and verify that all the information provided in this school improvement application is true and accurate to the best of our knowledge.

  
Signature of School Principal)

November 3, 2008

(Date)

  
Signature of Superintendent/Director)

November 3, 2008

(Date)

  
Signature of LEA Representative)

November 3, 2008

(Date)

### LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Moorhead Area Public Schools (District Name) has authorized

ynne Kovash (Name) at a monthly meeting on October 27, 2008 (date) to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-10 for school year 2008-09. The LEA Representative will ensure that the school district will maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the responsible authority in all matters relating to the administration of this improvement plan.

  
Signature of Superintendent/Director

October 27, 2008

(Date)

**Schools identified for consequences of not making adequate yearly progress (AYP) are required to develop (or revise) and implement an improvement plan based on the ten elements prescribed under P.L. 107-110 Section 1116. This can be accomplished as follows:**

- Schools must **develop** an improvement plan using the current format and submit the completed and signed form to the assigned agency (see page one of this form for instructions),  
**OR**
- Schools with an **existing school improvement plan** may attach their previous plan and use this form to indicate where each required element is embedded within the attached plan. The completed and signed form along with the attached plan, is submitted to the assigned agency (see page one of this form for instructions).
- Use the attached scoring rubrics (appendix A) to guide your school improvement planning.

**Ten elements to be included in the needs improvement plan:**

1. Ensure all students are proficient in core academic subjects by 2013-2014
2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency
3. Incorporate strategies based on scientifically based research to strengthen core academic subjects
4. Describe how the professional development set aside (10% of Title I) will improve the school status
5. Increase teacher and principal participation in High Quality Professional Development
6. Promote effective parent involvement strategies
7. Incorporate extended day and extended school year activities as appropriate
8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA
9. Describe the process of written parent notification of needs improvement status
10. Incorporate teacher mentoring in the school improvement process

**I. EXECUTIVE SUMMARY INTRODUCTION:**

lease provide a brief description and introduction about your school. This should be the first page of the nprovement plan to give the reviewers a general understanding of your school.

ddress the following:  
chool Demographics

The Moorhead Area Public Schools have a reputation for excellence. The high expectations of parents, the dedication of the teachers and staff, the visionary leadership, and the influence of three four-year colleges in the area have made the schools among the best in Minnesota, a state with a highly regarded educational system.

The district is best known for three things: the superior academic achievement of its students, its far-reaching extracurricular activities, and its efficiency in operating costs. The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world. Each day approximately 5,200 students learn and thrive in the classrooms, hallways and playgrounds of Moorhead Area Public Schools.



Ellen Hopkins Elementary School, Robert Asp Elementary School, and S.G. Reinertsen Elementary School serve students in grades K-5, Horizon Middle School serves grades 6-8, and Moorhead High School serves grades 9-12. The Red River Area Learning Center offers an alternative school setting and independent study options for middle school and high school learners.

Besides addressing the needs of K-12 students, the district also provides educational, social and recreational opportunities for learners of all ages. Learning in Moorhead begins at birth with a wide range of popular Early Childhood Family Education classes for parents and children, birth through age five. Early Intervention Services provides special education services to children, birth through age five, in the district.

Each year, Community Education, a program of the Moorhead School District, offers approximately 1,000 enrichment courses to thousands of area residents. GED preparation and instruction in basic skills are offered through Adult Basic Education.

The Moorhead School District, which covers 216 square miles along the Red River, is 34 miles long and 9.5 miles wide. The district includes the cities of Moorhead, Georgetown and Sabin. The district's budget exceeds \$40 million.

Robert Asp Elementary School demographics in October 2007 were as follows: American Indian, 2.4%; Asian, 2.4%; Hispanic, 13.9%; Black, 2.9%; White, 78.1%; LEP, 8.0%; Special Education, 14%; and Free and Reduced Lunch, 40%. The attendance rate was 95.9%.

Robert Asp Elementary School is located on 11<sup>th</sup> Street North in Moorhead. The attendance area for Robert Asp School is described as follows: The northern boundary line is the school district's northern boundary, including Georgetown. The southern boundary line extends from the Red River along Center Avenue to 14th Street, south one block to Main Avenue, east following Main Avenue to 17th Street South, south on 17th Street to 4th Avenue South (including all residences facing 17th Street South), east on 4th Avenue South to Main Avenue, following Main Avenue to 20th Street South, then south on 20th St. to 12th Avenue South, east on 12th Avenue South to 34th Street South (excluding the Meadows South addition), south on 34th Street to Interstate 94, and then east to the school district's eastern boundary.

The building was constructed in 1957 as a junior high school and completely remodeled into an elementary building in 2004.

Enrollment at Robert Asp by Grade (October 2007) was as follows:

- Kindergarten 124
- Grade 1 138
- Grade 2 139
- Grade 3 120
- Grade 4 105
- Grade 5 131
- Total 757

Robert Asp Elementary School staff set school goals based on the NWEA Measures of Academic Progress. The SMART Goals for 2007-08 were as follows:

**Goal 1:**

By the end of the 2007-08 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

Progress toward goal:

- Students in grades 2-5 meeting the growth target in reading increased from 57.8 percent to 63.1 percent, a gain of 5.3 percent.

**Goal 2**

By the end of the 2007-08 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in math.

Progress toward goal:

- Students in grades 2-5 meeting the growth target in math increased from 66.1 percent to 75.0 percent, a gain of 8.9 percent.

- Areas of AYP identification and a brief overview of how these areas will be addressed in the improvement plan

Although Robert Asp had not made sufficient progress in the area of mathematics for Hispanic students in 2005-06 and LEP students in 2006-07, during the school year 2007-2008 the Hispanic students went from 38% proficient to 41% proficient, which is a 3% percent increase in proficiency on state accountability mathematics tests. For LEP students in 2006-07, students increased their proficiency from 21% to 41%, an increase of 20% students proficient and making safe harbor on state accountability mathematics tests.

In the area of reading, Robert Asp did not make sufficient progress for LEP and Special Education students in 2007-2008. This year's school choice improvement plan (second year stage 1 in mathematics and first year stage 1 in reading) will continue to address professional development in best practice instruction. Professional development and professional learning is a cornerstone of improving instruction and achievement for all students. Marzano (2005) stated that an effective teacher in the classroom is the most important indicator for improving student achievement.

Many studies have quantified the influence an effective teacher has on student achievement that is relatively independent of anything else that occurs in the school (Haycock, 1998; Marzano, 2003; Nye, Konstantopoulos, & Hedges, 2004). Of these studies, the one by Nye, Konstantopoulos, and Hedges is the most compelling because it involved random assignment of students to classes controlled for factors such as the previous achievement of students, socioeconomic status, ethnicity, gender, class size, and whether or not an aide was present in class. The study involved 79 elementary schools in 42 school districts in Tennessee.

Among a number of findings, the study dramatically answers the question of how much influence the individual classroom teacher has on student achievement. Nye and colleagues (2004) summarize the results as follows:

These findings would suggest that the difference in achievement gains between having a 25th percentile teacher (a not so effective teacher) and a 75th percentile teacher (an effective teacher) is over one-third of a standard deviation (0.35) in reading and almost half a standard deviation (0.48) in mathematics. Similarly, the difference in achievement gains between having a 50th percentile teacher (an average teacher) and a 90th percentile teacher (a very effective teacher) is about one-third of a standard deviation (0.33) in reading and somewhat smaller than half a standard deviation (0.46) in mathematics. . . . These effects are certainly large enough effects to have policy significance. (p. 253)

The staff believes that improved instruction for all students needs to be addressed through improving instructional practices and to strengthen curriculum alignment. The staff will continue to study and implement strategies to support learning for LEP and Special Education students. While looking for ways to improve learning for targeted students, teachers and staff will provide strategies and support to increase the learning of all students. It is important to research strategies that will enhance and improve learning for all students. Many of these areas are addressed through collaborative work of teachers and strong professional development.

### III. NEEDS ASSESSMENT:

NCLB requires a comprehensive needs assessment for your district. Please address the following:

- Date when comprehensive needs assessment was developed or updated

A needs assessment was conducted using the Quality Indicators. Staff members completed an electronic survey at the beginning of November 2007 based on the Quality Indicators. The information from the Quality Indicators, completed 2-20-08, was used to refine and look for gaps in the improvement plan.

Assessment data was analyzed at the beginning of the school year, 9-23-08. The School Improvement Plan Team examined last year's goal results, and current data from the MCA II and the MAP both globally, by grade level, and by subgroups. This information was used to develop revisions to the school improvement plan goals, and to develop school wide goals, classroom goals, and student goals guiding instruction.

- Summarize the results of the needs assessment (see Appendix A-1: Quality Indicators Summary).
- Based upon the achievement data the following SMART goals were developed (2008-2009):  
By the end of the 2008-09 school year, using fall to spring MAP data, 65% of students will meet the growth target in mathematics.

By the end of the 2008-09 school year, using fall to spring MAP data, 60% of students will meet the growth target in reading.



#### IV. ELEMENTS SECTION:

*Please complete each section, attaching documents as necessary to clarify the information. This form is expandable so that as you type pages will add or adjust. Please refer to the attached rubric in Appendix A for additional information on element requirements*

#### 1. Ensure all students are proficient in core academic subjects by 2013-2014

*Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the state's proficient level of achievement on the state academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year*

##### 2.1.13 AYP Calculation: Statewide Proportion Proficiency Targets for Each Grade and Subject

For the AYP 2008 calculation, statewide targets for proportion proficient will increase from the prior year. The targets were recomputed using the results from the new 2006 MCA-II assessments. The targets were constant for 2006 and 2007 and will gradually increase in equal increments until 100% is reached in 2014. The method used to arrive at the targets is described in Appendix - 'Computation of Statewide Percent Proficient Starting Points'

MATH									
Statewide Targets expressed as Proportion Proficient									
Grade	2006	2007	2008	2009	2010	2011	2012	2013	2014
3	0.7895	0.7895	0.8196	0.8496	0.8797	0.9098	0.9399	0.9699	1.0000
4	0.6964	0.6964	0.7398	0.7831	0.8265	0.8699	0.9133	0.9566	1.0000
5	0.5979	0.5979	0.6553	0.7128	0.7702	0.8277	0.8851	0.9426	1.0000
6	0.5989	0.5989	0.6562	0.7135	0.7708	0.8281	0.8854	0.9427	1.0000
7	0.5880	0.5880	0.6469	0.7057	0.7646	0.8234	0.8823	0.9411	1.0000
8	0.5839	0.5839	0.6433	0.7028	0.7622	0.8217	0.8811	0.9406	1.0000
11	0.2813	0.2813	0.3840	0.4866	0.5893	0.6920	0.7947	0.8973	1.0000

READING									
Statewide Targets expressed as Proportion Proficient									
Grade	2006	2007	2008	2009	2010	2011	2012	2013	2014
3	0.7222	0.7222	0.7619	0.8016	0.8413	0.8809	0.9206	0.9603	1.0000
4	0.6948	0.6948	0.7384	0.7820	0.8256	0.8692	0.9128	0.9564	1.0000
5	0.7193	0.7193	0.7594	0.7995	0.8396	0.8797	0.9198	0.9599	1.0000
6	0.7027	0.7027	0.7452	0.7876	0.8301	0.8726	0.9151	0.9575	1.0000
7	0.6563	0.6563	0.7054	0.7545	0.8036	0.8527	0.9018	0.9509	1.0000
8	0.6404	0.6404	0.6918	0.7431	0.7945	0.8459	0.8973	0.9486	1.0000
10	0.6477	0.6477	0.6980	0.7484	0.7987	0.8490	0.8993	0.9497	1.0000

**Address the following:**

**a) Identify barriers that have prevented the school from making adequate progress.**

There are many barriers that have prevented Robert Asp Elementary from making adequate yearly progress. Specifically for LEP students the issues of second language acquisition have presented barriers to learning and making academic progress. In October 2008, data from the home language survey shows 8% of the K-5 students at Robert Asp Elementary report a primary language other than English. There has been a slight decrease from 12% to 8% of students with language learning needs from the 2007-08 school year. Communication with parents is another barrier that needs to be addressed. One of the major difficulties in communicating with parents is the lack of availability of interpreters.

Limited educational experiences and background are additional factors that have prevented the school from making adequate progress in certain subgroups, along with high rates of student mobility and inconsistent attendance. The mobility rate for Robert Asp families has increased in the last three years from levels below 10% to 14% in 2006-07. For 2007-08, 169 students (23%) moved in or moved out during the school year, representing a significant increase in the mobility rate. The local homeless shelter is located in the Robert Asp attendance area. In October 2008, 5 students who attend Robert Asp Elementary are reported as homeless, which is 0.06%. Fourteen percent of students are living in single parent households (a decrease of 12%), 1% reported living with grandparents and less than 1% of students are living with guardians. Robert Asp has 40% of its students listed as receiving Free and Reduced lunch compared to 30% for the district as a whole.

The data from AIMSweb early literacy indicators indicates a high percentage of students are coming to school without strong school readiness skills. Many students have limited experiences with early literacy. 50% of entering kindergartners are established at letter naming fluency compared with 52% district wide. Forty-one students previously enrolled in Headstart attend Robert Asp kindergarten this year, which is 34% of the total kindergarten population, an increase of 22% compared with last year.

The social emotional needs of students represents an additional educational barrier to making progress. The following information was provided from the school counselor describing the number and types of visits to the counselor during the 2007-08 school year:

- Total # of self-referrals to see counselor (i.e. where kids leave notes to visit): 884
- Total # of referrals by a parent or a teacher: 279
- Other referrals (community agencies, soc. services, etc.): 26
- Total # of counselor visits for the year: 1189
- % of referrals about friendship issues (bullying, conflict resolution): 34%
- % of referrals about school (grades, bus, new students, attendance): 32%
- % of referrals about family issues (divorce, abuse, moving, death, military deployment, jail, fighting, siblings): 26%
- % of referrals about self (worries, depression, nightmares, behavior): 8%

**b) Design targets and/or objectives that are appropriately set for all students within the school to be on track for 100% proficiency by 2013-2014 in reading and math.**

In the area of mathematics, Robert Asp Elementary School will increase proficiency by 5.7% each year to meet the 100% proficiency target by 2013-14 as measured by the MCA II/MTELL (state accountability tests).

Robert Asp Elementary Index Rate through 2013-2014 in Mathematics

Student Group	07/08	08/09	09/10	10/11	11/12	12/13	13/14
All	78.70	82.25	85.80	89.35	92.90	96.45	100%
Hispanic	62.12	68.43	74.74	81.05	87.36	93.67	100%
LEP	55.36	62.80	70.24	77.68	85.12	92.56	100%

In the area of reading, Robert Asp Elementary School will increase proficiency by 4.3% each year to meet the 100% proficiency target by 2013-14 as measured by the MCA-II/MTAS (state accountability tests).

Robert Asp Elementary Index Rate through 2013-2014 in Reading

Student Group	07/08	08/09	09/10	10/11	11/12	12/13	13/14
All	81.42	84.52	87.62	90.72	93.82	96.90	100%
LEP	41.07	50.89	60.71	70.53	80.35	90.16	100%
Special Ed	56.92	64.10	71.28	78.46	85.64	92.82	100%

Based upon the data the following 2008-09 SMART goals were set by Robert Asp Staff at the beginning of this school year.. The use of the MAP assessment provides instructional direction and is correlated to the MCA II and the Minnesota Academic Standards.

**Goal 1**

By the end of the 2008-09 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

**Areas in needs of improvement:**

- Students will understand and apply knowledge of the sounds of the English language (phonetic awareness) and sound symbol relationships (phonics).
- Students will understand and apply knowledge of word recognition strategies and content vocabulary to read and comprehend grade level materials with accuracy and fluency.

**Goal 2**

By the end of the 2008-09 school year, using fall to spring Measures of Academic Progress (MAP) data, 65 percent of students in grades 2-5 will meet the growth target in math.

**Areas in needs of improvement:**

- Students will understand mathematical operations, mathematical vocabulary, compute fluently and make reasonable estimates in real world and mathematical problems.
- Students will understand place value, ways of representing numbers, and the relationship of numbers (number sense).



*Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.*

Page where identified: 8

## 2. Establish annual measurable goals for continuous and substantial progress to achieve proficiency

*Establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section 1111(b)(2), meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year*

### Address the following:

#### a) Provide annual measurable goals which are clearly stated and objectives for identified student group(s) are provided.

The following 2007-08 SMART goals were set by Robert Asp Staff at the beginning of that school year, based upon the NWEA assessment data. The use of the MAP assessment provides instructional direction and is correlated to the MCA II and the Minnesota Academic Standards. NWEA conducts regular state alignment studies to examine the correspondence between the Measures of Academic Progress (MAP) and state standardized tests used to measure student achievement. Each alignment study identifies the specific Rasch Unit (RIT) scale scores from MAP that correspond to the various proficiency levels for each subject (reading, mathematics, etc.) and for each student grade. Alignment studies also estimate the probability that a student with a specific RIT score would achieve a status of "proficient" or better on her/his state test. Because all states set their own standards for proficiency and may use different tests for measuring student achievement, alignment studies are usually necessary for each state (<http://www.report.nwea.org>).

#### Goal 1

By the end of the 2007-08 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

#### Areas in needs of improvement:

- Students will understand and apply knowledge of the sounds of the English language (phonetic awareness) and sound symbol relationships (phonics).
- Students will understand and apply knowledge of word recognition strategies to read and comprehend grade level materials with accuracy and fluency.

Progress toward goal: 63.1% of all students grades 2-5 met their growth target goals in reading.

#### Goal 2

By the end of the 2007-08 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in math.

#### Areas in needs of improvement:

- Students will understand mathematical operations, compute fluently and make reasonable estimates in real world and mathematical problems.
- Understand place value, ways of representing numbers, and the relationship of numbers (Number Sense).

Progress toward goal: 75.0% of all students grades 2-5 met their growth target goals in the area of mathematics.

The following 2008-09 SMART goals were set by Robert Asp Staff at the beginning of this school year, based upon the data. The use of the MAP assessment provides instructional direction and is correlated to the MCA II and the Minnesota Academic Standards.

**Goal 1**

By the end of the 2008-09 school year, using fall to spring Measures of Academic Progress (MAP) data, 60 percent of students in grades 2-5 will meet the growth target in reading.

Areas in needs of improvement:

- Students will understand and apply knowledge of the sounds of the English language (phonetic awareness) and the sound symbol relationships (phonics).
- Students will understand and apply knowledge of word recognition strategies and content vocabulary to read and comprehend grade level materials with accuracy and fluency.

**Goal 2**

By the end of the 2008-09 school year, using fall to spring Measures of Academic Progress (MAP) data, 65 percent of students in grades 2-5 will meet the growth target in math.

Areas in needs of improvement:

- Students will understand mathematical operations, mathematical vocabulary, compute fluently and make reasonable estimates in real world and mathematical problems.
- Students will understand place value, ways of representing numbers, and the relationship of numbers (number sense).

**b) Develop goals with the intended outcome of identified student group(s) making adequate progress.**

The two subgroups identified as not making adequate yearly progress in math are:

Year 1 Hispanic	MCA-II	N = 50
	MTELL	N = 19
Year 2 LEP	MCA-II	N = 31
	MTELL	N = 28

The following two subgroups have been identified with the outcomes:

The LEP student subgroup will improve performance from 21% proficient to 50% proficient and/or meet the index target on mathematics MCAII/MTELL by May 2009.

**Progress toward goal May 2008:** 41% of the LEP student subgroup were proficient on state accountability tests (MCA-II, MTELL, and MTAS) and made safe harbor.

The Hispanic student subgroup will improve performance from 48% proficient to 68% proficient and/or meet the index target on mathematics MCAII/MTELL by May 2009.

**Progress toward goal May 2008:** 41% of the Hispanic student subgroup were proficient on state accountability tests (MCA-II, MTELL, and MTAS) and made the index target.

The two subgroups identified as not making adequate yearly progress in reading are:

Year 1 LEP	Accountability Tests	N = 27
Year 1 Special Education	Accountability Tests	N = 63

The LEP student subgroup will improve reading performance from 18.5% proficient to 45.7% proficient and/or meet the index target on state accountability tests (MCA-II/MTAS) by May 2010.

The Special Education student subgroup will improve reading performance from 41.3% proficient to 60.9% proficient and/or meet the index target on state accountability tests (MCA-II/MTAS) by May 2010.

**c) Provide goals with a means of tracking the school's progress over the two years of the plan.**

Data will be collected from the Demographic and Assessment Reporting System (DARS), AIMSweb for progress monitoring, and Powerschool for continuing data regarding students and individual progress. DARS provides real time data for teachers to examine and use data from the following assessments

- AIMSweb
- MAP
- MCA II
- Other common assessments

*Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.*

**Page where identified:** 9-10

**d. Incorporate strategies based on scientifically based research to strengthen the identified core academic subjects**

*Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F*

**Address the following:**



a) **Identify scientifically research-based strategies that are clearly stated and aligned to performance goals (developed under element number 2).**

Robert Asp Elementary staff will utilize research-based strategies that are aligned to performance goals. Due to the strong correlation of reading skills and mathematics achievement, many of the strategies also align with the reading performance goal. By integrating math and language teaching, literacy rich instruction can provide experiences that bridge gaps in students' math and literacy knowledge, expand their communicative competence in English, and ultimately prepare them for success in future math coursework (<http://www.cal.org/resources/digest/buchan01.html>).

- o Robert Asp teachers utilize a strong research based instructional mathematics program, Everyday Mathematics. The district mathematics committee, based upon response from teachers, decided to purchase the 2007 edition of the program, providing additional resources and supplements for instruction. The "What Works Clearinghouse" has provided research and data to support the use of the mathematics program. It is also important to provide assistance and support to all staff in the form of professional development to have a strong foundational support of teaching. The elementary mathematics coach works with teams of teachers, individual teachers and new teachers to continue to develop their capacity and skills in teaching in a rich mathematics environment. The district mathematics committee has developed a pacing guide to assist with the alignment of the curriculum to the Minnesota Academic Standards and the test specifications. The district mathematics curriculum committee and grade level teachers have collaborated to continue to align the curriculum with the standards. They have studied and developed processes to align the new revised mathematics standards and develop targets from each of the standards. The work of Richard Stiggins (*Assessment for Learning*, 2004) is being used to develop the school process to establish student targets and common assessments in the areas of mathematics and reading.

Stiggins (2004) research reveals that student achievement gains are maximized in context where educators do the following:

1. Increase the accuracy of classroom assessments
2. Provide students with frequent informative feedback, and
3. Involve students deeply in classroom assessment, recordkeeping and communication, especially low achieving students.

In the *Similar Students, Different Results* study, an analysis was based on survey data of 4,700 K-5 classroom teachers (80 percent response rate or more at each school) and all principals in 237 California elementary schools from 137 different school districts across the state. All the schools chosen for the study have high levels of student poverty and English language learners (ELLs) as well as low parent education levels. The study found that there are four interrelated broad school practices that differentiate the lower from the higher performing elementary schools: **(1) hiring teachers who possess specific qualities and experience; (2) using assessment data to improve instruction; (3) implementing a horizontally and vertically aligned, standards-based curriculum; and (4) setting high standards for student learning.** (Williams, T.; Perry, M.; Oregon, I.; Brazil, N.; Hakuta, K.; Haertel, E.; Kirst, M.; Levin, J. 2007)

- Robert Asp Elementary will continue to develop strategies to teach academic vocabulary. The staff has identified strategic vocabulary words in the area of mathematics to be explicitly taught to all students. Marzano and Pickering (2005) developed a 6-step process to teach vocabulary. The teachers at Robert Asp continue to use this process to teach mathematics vocabulary.

Recent federal documents have identified vocabulary instruction as one of the essential elements of literacy development for students at risk (RAND Reading Study Group, 2002; NICHD Report on the National Reading Panel, 2000).

In addition, staff have identified and will teach reading vocabulary following this same 6-step process outlined by Marzano and Pickering.

- The Elementary Mathematics Coach has completed training as a Mathematics Recovery Teacher Leader. The coach will continue to work with staff at the school to implement research-based intervention strategies for targeted students. Study groups are implementing Advantage Math, part of the Math Recovery model.

MacLean (2003) found that the full Math Recovery implementation model significantly outperformed both the on-going professional development only model as well as the periodic, one-shot model. The school district is currently in the process of conducting a longitudinal study to follow those children as they take the state mandated assessments. MacLean's findings replicate similar findings by other researchers (Phillips et al., 2003). Lois Williams (Williams, 2001) found that Mathematics Recovery significantly changes teacher practice in the classroom. Teachers participating in the Mathematics Recovery training became much more reform-oriented in their teaching.

- Robert Asp School is fully implemented in the Reading Recovery Model. Reading Recovery is cited in the "What Works Clearinghouse" as a research-based strategy. The school is in the 2<sup>nd</sup> year of implementing Literacy Collaborative. The Literacy Collaborative through the Ohio State University is a balanced literacy approach to instruction with Reading Recovery as a foundation.

As part of their evaluation of an Indiana Department of Education early literacy grant program, independent evaluators studied the impact of various early literacy interventions, including Reading Recovery, Success for All, Four Blocks Method, and Literacy Collaborative, over a three-year period in about half of the state's elementary schools (N=525). Schools that used Success for All, Four Blocks Method, and Literacy Collaborative produced larger gains in passing rates on the state ISTEP+ reading test than did other schools, with Literacy Collaborative producing the highest effect sizes associated with student passing rates (between .2 and .4). Literacy Collaborative also had the highest effect sizes (moderate effect sizes) associated with changes in student ISTEP+ passing rates among disaggregated low- and high-poverty schools. (<http://www.nwrel.org/scpd/catalog/ModelDetails.asp?ModelID=52>)

- The school is in the 2<sup>nd</sup> year of collaboration with The Minnesota Reading Corps and AmeriCorps Early Literacy Corps to provide tutoring for students.

The Reading Corps model sets the program apart from other tutoring efforts. It relies on:

1. A clear definition of "literacy" and its key component skills, identified in research done by the University of Minnesota and the University of Oregon. The component skills include rhyming, letter naming and vocabulary comprehension.
2. Innovative assessment tools, designed by education experts at the University of Minnesota. These tools enable teachers to frequently and accurately measure how well children are learning the component skills needed to read. The ability to evaluate component skills allows instructors to tailor instruction to each child's precise needs.

Quantitative and qualitative evidence show the Reading Corps model is working. In (2007) the first year, AmeriCorps Early Literacy Corps children (all in Head Start):

- o Gained picture naming skills at nearly twice the rate of students in other pre-school programs;
  - o Increased rhyming skills at approximately four times the typical rate; and
  - o Developed alliteration skills nearly twice as fast.
- o The staff at Robert Asp Elementary utilizes a form of block scheduling to provide opportunities for staff collaboration, flexible grouping and differentiation and primary multi-age classrooms. This includes an uninterrupted block of time for reading and mathematics instruction.

In-class ability grouping, when it is closely related to the purposes of instruction and is applied flexibly (grouping and regrouping based on the needs and interests of students) can be beneficial for students of diverse ability (Secada, 1992).

Flexible grouping practices that call for collaboration by diverse groups of students, when combined with high expectations and high-quality mathematics instruction, have great potential for ensuring equity and excellence for all students. These practices enable teachers to meet a wide range of individual needs.

- o Students at Robert Asp Elementary School in grades 1-5 participate in daily instruction in music and physical education. Art specialists provide art instruction on a cyclical rotation. *Champions of Change* (Arts Education Partnership, 1999) studies demonstrate how involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain high levels of achievement.
- o The school participates in the Early Risers Program from the University of Minnesota. The Early Risers program is a multicomponent program that targets elementary school children six to twelve years of age who are experiencing early adjustment difficulties that may be linked to later risky behaviors, such as substance use. Early Risers is based on the premise that early, comprehensive, and sustained intervention is necessary to target multiple risk and protective factors. In May of 2001 the Early Risers "Skills for Success" program was recognized as an exemplary substance abuse prevention program by the Center for Substance Abuse Prevention's National Registry of Effective Prevention Programs. More recently, the Office of Juvenile Justice and Delinquency Prevention selected Early Risers as Title V Effective Program and NIDA recognized Early Risers as a NIDA Research Based Program.



Benefits for students include gains in academic achievement. High-risk children receiving the program showed significant improvement in rate of academic achievement with this effect primarily accounted for by gains in basic reading skills. This effect held true for both boys and girls.

- The school counselor and other staff utilize SECOND STEP Curriculum to promote pro-social behaviors. SECOND STEP is a violence prevention curriculum for preschool through eighth grade that is designed to reduce aggression and promote pro-social behavior. The SECOND STEP program is grounded in the integration of social learning theory (Bandura, 1986), social information-processing theory (Dodge, Pettit, McClaskey, & Brown, 1986), and cognitive-behavioral theory (Kendall & Braswel, 1985). Concepts and strategies from these frameworks constitute the three critical skill areas considered crucial competencies for preventing aggressive behavior and promoting pro-social behaviors: empathy (Halberstadt, Denham, & Dunsmore, 2001), problem-solving skills (Crick & Dodge, 1994), and anger management (Eisenberg, Fabes, & Losoya, 1997). Research on the SECOND STEP program provides evidence that teaching these three core competencies, combined with teaching and practicing specific behavioral skills, can prevent problematic behavior.
- The district/school are a pilot site for Response to Intervention (RtI) through the Minnesota Department of Education. The school subscribes to a Problem Solving Model which uses a pyramid of interventions to address student needs. As a part of this model the school uses AimsWeb as a benchmark and progress monitoring system to track student progress through formative assessment and to guide instruction.

“Good decisions are made when good data is provided in a timely manner and in an understandable format to appropriate decision makers. AIMSweb uses web-based technology to manage and report student progress data to all decision makers in a format useful at all levels of decision-making.... Valid and reliable research based methods for measuring skills have been developed and are currently available via the science of CBM. AIMSweb brings that science to the schools in a meaningful and manageable set of tools.” An Interview with Gary Germann: About Response to Intervention and AIMSweb Progress Monitoring System, 10/20/2006 (<http://www.ednews.org/articles/188/1/>)

- The school has added an Instructional Reading Coach for grades 3-5. The coach will work with staff at the school to implement research-based intervention strategies in reading for targeted students. Over the past three years, the school district has implemented a model of professional development using a coaching model to assist teachers with instructional practices in the school district. The original goals of the coaching model focused on expanding proficiency and excellence in mathematics through carefully planned assistance to schools through individual, small group, and whole group professional development. Instructional coaching provides teachers with in-depth and intensive opportunities to reflect and construct knowledge about effective instruction that results in increased student academic performance (Wright, J. **Instructional Coaching: A Partnership Approach to Improving Instruction**. Corwin Press, 2007). The purpose of the instructional coaches in both reading and mathematics is to provide a strong, research-based model of school improvement. The model will continually be modified, based on evaluation data, to ensure quality, sustainability and measurable results in reading and mathematics instruction and student performance as measured by the Minnesota Comprehensive Assessment program and the Measures

of Academic Progress assessment. The coaching model has provided the district with a model of staff development that has increased learning for teachers and has contributed to increasing student achievement scores as measured by NWEA and MCA II.

**b) Describe the process regarding the identification of strategies.**

The strategies identified for instructional and assessment purposes have been determined and implemented through the following processes:

- The school has implemented a process of collaborative research and study groups to provide professional development opportunities to explore and identify strategies.
- Team planning and problem solving are being used to determine instructional programming for all students.
- Strategies are identified through data analysis of NWEA MAP, AIMSweb and MCA-II. For example, in the District Assessment Reporting System (DARS) individual student scores will be linked to data ladders (standards) to provide teachers with information for differentiating instruction. The learning locators numbers affiliated with the Perspective for Educators Website through Pearson has been disseminated to teachers to assist with instructional strategies tied to the MCA-II scores.
- The school has links with outside community agencies and higher education institutions such as The Ohio State University, Minnesota Literacy Council, Lakes Country Service Cooperative, Minnesota State University Moorhead, Concordia College and the University of Minnesota.
- A school team and the building principal have participated in SMART Training with Jan O'Neil and DATA analysis for school and classroom goal setting.
- A team from the school attended a PLC Institute and has implemented many of the elements of Professional Learning Communities.

**d) Describe how the identified strategies will improve student achievement in the cited area(s).**

Stiggins (2004) research reveals that student achievement gains are maximized in context where educators do the following:

1. Increase the accuracy of classroom assessments
2. Provide students with frequent informative feedback and
3. Involve students deeply in classroom assessment, recordkeeping and communication, especially low achieving students.

In the *Similar Students, Different Results* study, an analysis was based on survey data of 4,700 K-5 classroom teachers (80 percent response rate or more at each school) and all principals in 237 California elementary schools from 137 different school districts across the state. All the schools chosen for the study have high levels of student poverty and English language learners (ELLs) as well as low parent education levels. The study found that there are four interrelated broad school practices that differentiate the lower from the higher performing elementary schools: **(1) hiring teachers who possess specific qualities and experience; (2) using assessment data to improve instruction; (3) implementing a horizontally and vertically aligned, standards-based curriculum; and (4) setting high standards for student learning.** (Williams, T.; Perry, M.; Oregon, I.; Brazil, N.; Hakuta, K.; Haertel, E.; Kirst, M.; Levin, J. 2007)

*Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.*

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#### 4. Describe how the professional development set aside (10% of Title I) will improve the school status

*Specify how the funds described in clause (iii) will be used to remove the school from school improvement status*

##### Address the following:

Describe how the school Title I set-aside funds will be aligned and spent for the purpose of providing high quality professional development to meet the needs of instructional staff.

The Title I funds have been aligned with the targeted need areas. Professional Development for staff is one of the highest needs. In order to provide the professional development for individual teachers and groups of the teachers the district has employed a mathematics coach and two literacy coaches to provide assistance, research and modeling for classroom teachers. The school also uses a collaborative model for all teachers to be a part of a learning community to further enhance their skills and knowledge in teaching mathematics and reading.

The district has also provided time for sustained staff development through one-hour staff development hours on Wednesday. The building leadership team has established a staff development plan for the school year. The staff participated in the Quality Indicators Survey to determine needs.

In addition, four approaches will comprise the staff development set-aside for teachers engaged in supporting at-risk learners.

- Assessment: staff providing supplemental support to at-risk students will receive additional training in diagnostic and progress monitoring assessment in both reading and mathematics. An Instructional Assessment Coach has been hired to assist in planning required tests and analysis of data to drive instructional decisions.
- Strategies and Materials: staff providing supplemental supports to at-risk students will receive additional training in the implementation of supplementary materials to support students' learning in reading and mathematics in conjunction with planning within learning communities.
- Model: staff providing supplemental supports to at-risk students will receive additional training through coaching regarding how to analyze assessment data of at-risk learners to enable learning communities to better serve all learners. The mathematics coach, Instructional Reading Coach, and Literacy Collaborative Coordinator will provide support to all teachers in using data to drive instruction.
- Regular Education support: four teachers will devote .25 FTE of their time to coaching activities in math and reading to support regular education teachers. Coaching will emphasize how to differentiate instruction for children at risk, intervention supports and how to interpret assessment information to inform instruction.



The school continues to evaluate the effectiveness of the staff development plan through teacher feedback, student achievement data and follow-up survey data.

The evaluation will be based on the following data collected by staff working within Robert Asp and externally by district administration.

- MCA-II results of each subgroup
- TEAE results of the ELL group
- Measures of Academic Progress (MAP) scores for grades 2-9
- AIMSweb results for grades K-6
- Mathematics assessment based on Everyday Math for K-1

*Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.*

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## 5. Provide teacher and principal High Quality Professional Development

*Provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that —*

- (I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;*
- (II) meets the requirements for professional development activities under section 1119; and*
- (III) is provided in a manner that affords increased opportunity for participating in that professional development*

**Address the following:**

### a) Explain how the professional development plan will directly address the academic achievement problems that caused the school to be identified.

- All staff are focused on teaching mathematics and reading for all students. Through study groups and literature the staff continually learns about effective mathematics and reading instruction. Teachers in the primary grades have and are developing learning centers to integrate literacy and mathematics instruction. A literacy team is in place to study and plan for the implementation of the Literacy Collaborative.
- Last year the mathematics coach facilitated the implementation of "Building Academic Vocabulary" Marzano (2005) for mathematics vocabulary. The same process is being used to identify and teach reading vocabulary.
- The district principal study group has discussed "The Power of Smart Goals" and "Results-Now".
- Collaboration time has been used for data analysis and programming for student instruction using state and local assessments.
- Literacy coaches facilitated study groups and work with teams of teachers to analyze and use data to guide instruction and set classroom goals.
- Grades 3-5 participated in developing common formative assessments based upon Rick Stiggins *Assessment for Learning*.

- A study group spent last school year studying and developing learning targets based upon mathematics and reading standards using Stiggins Assessment for Learning/ Assessment of Learning. A study group worked on Lucy Calkins "Writing Workshop" for implementation in grades 3 – 5 in 2007-08, and will continue implementation in 2008-09.
- Grades 3 – 5 are beginning a study group on implementing strategies from the Daily 5. Professional development in reciprocal teaching and effective strategies for teaching ELL students in classrooms will be provided.
- The school is a part of RtI training and implementation. The school has an established student support team that has attended conferences and takes part in on-going training. A plan for mathematics benchmarking and universal screening will be reviewed with possible implementation using AimsWeb in the 2008-09 school year.
- The building principal is attending the Principal's Academy through the Literacy Collaborative of the Ohio State University.
- Elementary instructional math coach is providing training in Advantage Math Recovery to grades K-2 teachers and specialists. A selected building staff member is being trained as an Advantage Math Recovery trainer to support building implementation.

**b) Describe the professional development school plan that will meet the needs of instructional staff.**

- A plan for professional development hours is based upon needs as identified by the building leadership team. Information from the Quality Indicator Survey was integrated into this staff development plan.
- The school utilizes site-based training through train the trainer models such as Aims Web, writing workshop, Minnesota Reading Corps, and Advantage Math Recovery. This model develops the capacity for teacher leadership within the school and individualizes the training for specific school needs.
- The Literacy Collaborative model is in its second year of a 5 year implementation model. The training continues to be provided through the Literacy Coordinator. The Literacy Coordinator was trained in the 2007-08 school year. In the 2008-09 school year, K-2 teachers will be provided with 40 hours of teacher training, with sustained staff development provided through a coaching model.
- Staff members and administration attended trainings in 2007-08 through Lakes Country Service Cooperative, including Getting Started, NWEA Training, Data Disk Training for the MCA II, Everyday Math Users Group, SIOP training for ELL best practices, and Layered Curriculum training. A summer data retreat (July 2008) was attended by the building principals and Assessment Instructional Coach. Continued trainings in these areas will be attended throughout this school year.
- The plan will continue to include an evaluation system which emphasizes self reflection on use of strategies and implementation in classrooms. The evaluation system will also provide information to administration and coaches of the type of professional development support needed to effectively implement the strategies outlined in the school improvement report.

*Schools with a district approved existing school improvement plan should attach that plan and identify the page where this information can specifically be found.*

**Page where identified:** \_\_\_\_\_ 17 \_\_\_\_\_

## **6. Promote effective parent involvement strategies**

*Include strategies to promote effective parental involvement in the school*

**Address the following:**

### **a) Identify the strategies that will be used to promote effective parent involvement.**

**The school will utilize the following strategies to promote effective parent involvement:**

- Teachers use the Home Links through Everyday Math to provide parent involvement in the area of mathematics.
- The school is planning a reading and math night to support parent involvement in the area of reading. Mathematics and reading nights would be an area for parent involvement. Book Fairs and the school carnival provide opportunities for parents to be involved in the school and promote a positive school climate.
- PowerSchool is a tool for parents to use to track attendance and lunch accounts.
- The district was involved in the "Just Say Yes to No" statewide campaign. Community Education will be partnering with Parent Teacher Advisory Council to involve parents in the book study and conversation.
- Robert Asp Elementary School has a strong supportive PTAC organization that supports the academic initiatives of the school. The Quality Indicator Survey will further assist in identifying strategies for ongoing parent involvement.
- The school uses interpreters to assist with parent communication.
- Parent Teacher Conferences in the fall and spring continue to be a strong means for parent communication, setting student goals and monitoring student progress. Overall attendance at the Fall and Spring Conferences remains approximately at 90%.
- The Early Risers Program provides a connection with home and school for "at-risk" students. Family Support is a support, consultation, and empowerment intervention that is individually tailored to address unique sources of parent, child, and family needs. The program begins with a process of child and family needs and strengths assessment, initiates further strengths--building through goal setting and strategic planning, and accesses formal and informal community resources and professional services through a negotiated contract with the participants. The incipient goal of Family Support is to reduce parent/family-level risk by remedying the conditions that produce or perpetuate stress in the lives of families and adversely affect parents' capacity to nurture and support their child's health development.
- Student homework folders/planners in grades 1 through 5 provide additional home school communication, and provide a vehicle for reporting progress on selected student goals.
- The school partners with community agencies to provide services for parents. For example, the Youth Commission is housed at Robert Asp and provides before and after school child care. Lakeland Mental Health provides services in the school for students with specific needs.

### **b) Describe how strategies effectively involve parent(s) in meeting students' academic goal(s).**

The strategies listed will involve parents in meeting student academic goals.



- Parents are involved at school conferences and take part in setting student goals with assessment information and NWEA goal setting worksheets. The student goal setting committee also identified five goal areas that students, parents, and teachers could select from in setting personal goals. These areas include academics, study skills and homework habits, behavior and social abilities, creative abilities, and physical fitness. The school will continue to study the systemic use of goal setting for students with parents and teachers.
- Parents have been provided with the results of the MCA and NWEA MAP assessments. The MCA-II letter contains information on the Learning Locator for educational activities associated with math, science, and reading, and provides sample tests in math and reading.
- Student progress reports are sent to parents mid-year and end-of-year to provide information related to their child's progress. Grade level "Focus of Learning" information provides parents with standards at each grade level. This information is given to parents each fall.
- Community Education will partner with the school to provide classes to assist parents to understand and be able to support their children in Everyday Math and Scott Foresman reading series.

**c) Explain how these effective parent involvement strategies will contribute to improved student learning in the cited area(s).**

What research says about parent involvement in relation to academic achievement:

- The earlier in a child's educational process parent involvement begins, the more powerful the effects.
- The most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home.
- The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.
- Parents who are highly involved in their students' learning set higher standards for their children's educational activities than parents of low-achieving students.

Cotton, K., Wiklund, K., Northwest Regional Educational Laboratory, School Improvement Research Series. In Parent Involvement in Education.

*Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.*

Page where identified: \_\_\_\_\_ 19 \_\_\_\_\_

**1. Include extended day and extended school year activities as appropriate**

*incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year*

**Address the following:**

**a) Identify how these activities help students meet the measurable goals set to improve achievement in the cited area(s).**

Extended day programs are provided at Robert Asp Elementary Schools through targeted services. The program supports the goals of the school through supplementing mathematics and reading instruction and

using scientifically based research strategies to improve student learning in the area of mathematics, reading, and vocabulary.

An extended year program is held in the summer. In the summer of 2008 the program was three weeks in August. The academic programming was based upon the needs of the student during the school year and extended the learning and supplemental services from after school programming.

**b) Describe the activities to be conducted before or after school, during the summer, and/or during an extension of the school year to meet student needs.**

- The Boost Up program is provided for selected students before school. The Boost Up program is a sensory motor program to enhance academic achievement.
- Students are identified for targeted services based upon needs as indicated through MAP assessment and teacher recommendation.
- Each student has an individual continual learning program to supplement instruction in the classroom in grades 2-5. All students' progress is monitored through AimsWeb.
- The Early Risers program is a part of the Extended Day program.

Attendance in the summer program for summer 2008 = 120, Kindergarten - Fourth Grade

Extended Day Programs attendance:

Fall 2008 = AM First Grade Program = 20 , PM Second - Fifth Grade = 100

Goals:

- To improve skills in reading and writing
- To improve skills in math
- To create effective organizational skills
- To improve social skills

**c) Describe how staff are identified and trained to provide effective services and activities to improvement achievement within the cited area(s).**

- The staff in extended day and extended year programs are teachers who currently serve in the school. This provides an extension of the school day and year with highly qualified staff.
- Training is provided during the school year to staff and as a part of the summer program

*Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.*

**Page where identified:** 20

**Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA**

*Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the law, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency's responsibilities under section 1120A*

**Address the following:**

**a) Describe the technical assistance that has been provided and/or is needed to effectively implement the school improvement plan.**

- The AYP Regional Support Team from Lakes Country Service Cooperative will assist the school in revising the school improvement plan.
  - The Getting Started workshop provided the initial information to start and develop the AYP plan for the school.
  - Members of the team attended the July-August Data Retreat.
  - Representative from Lakes Country Service Cooperative met with the building School Improvement Team on 9-23-08 to review the school improvement plan revision process.

**b) After consultation with the regional service cooperatives or SEA, identify the technical assistance that will be provided.**

- The school will request a data review and goal setting retreat for August 2009.
- The school will request curriculum mapping assistance through the 2<sup>nd</sup> year of the Raised Achievement (in partnership with the district's Raised Achievement task force – representatives from middle school and high school mathematics, science, English, and social studies departments).
- The school will request assistance with parent involvement strategies through MDE and Title I initiatives.

*Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.*

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**1. Describe the process of written parent notification of needs improvement status**

*Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand*

**Address the following:**

**Explain how all parents of each student enrolled in the school were notified of the school's status for needs improvement.**

Attached is the letter sent to parents and information from the Annual Report.

*Schools with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.*

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**0. Incorporate teacher mentoring in the school improvement process**

*Incorporate a teacher mentoring program*

**Address the following:**



**a) Describe the teacher mentoring program.**

- The school has employed a coaching model in the areas of mathematics, literacy and assessment.

**b) Describe how the teacher mentoring program will be designed to increase achievement in cited area(s).**

- Professional development through individualized development provided by coaches and other staff members
- Mentoring packet and program developed for new teachers through training at Lakes Country Service Cooperative

*Schools with a district approved existing school improvement plan should attach that plan and identify the page where this information can specifically be found.*

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**✓. Highly Qualified Teachers - Public Law 107-110, the No Child Left Behind Act of 2001:**

**All of the teachers in this school who are teaching core content classes are highly qualified:**

☒ Yes

☐ No *If no, please identify each teacher in the school that did not meet the federal highly qualified requirements in schools and answer the questions below:*

- Please describe the specific plan of action that will be taken, e.g., classes, content exam, professional development, etc. in order for the teacher(s) to meet the federal "highly qualified" requirements.
- Please identify the expected date when the teacher(s) will meet the requirements.

**I. SCHOOL IMPROVEMENT ACTION PLAN**

lease describe the school improvement action plan with a timeline outlining the implementation of the lan over a minimum of two years. The plan must address to some extent all the elements; however a uality plans will focus on a maximum of (3-5) goals (within these elements based on a comprehensive eds assessment). Utilize the format provided on the next two pages related to the identified student oup area(s). Please use one box for each strategy.

**School Improvement Action Plan for AYP**

TP GOAL

**In the area of mathematics, Robert Asp Elementary School will increase proficiency by 5% each year to meet the 100% proficiency target by 2013-14 on MCAII/MTELL.**

<b>INTENDED AUDIENCE</b>		<b>All staff</b>	
<b>ACTIVITIES/STRATEGIES</b>		<b>MEASUREMENT</b>	<b>DATE or TIMELINE</b>
Classroom teachers will use a collaborative process to review and revise (if needed) the grade level school mathematics vocabulary lists using Marzano's references.		100% participation	Staff Dev. Wednesday – Spring 2008
Few teachers will be provided training on Marzano's Vocabulary Strategies.		100% participation	Winter 07-08
ESS Staff will be provided training in Mathematics Recovery strategies to improve number sense.		100% participation Increased scores in number sense subtest	Winter 2008
<b>RATIONALE</b>			
The explicit teaching of mathematics vocabulary should lead to an increase in mathematics understanding and increased performance on tests. The improvement in number sense should lead to an increase in mathematics proficiency.			

**School Improvement Action Plan for AYP**

<b>AYP GOAL</b>	<b>In the area of mathematics, Robert Asp Elementary School will increase proficiency by 5% each year to meet the 100% proficiency target by 2013-14 on MCA II/MTELL.</b>		
<b>INTENDED AUDIENCE</b>	<b>All Staff</b>		
<b>ACTIVITIES/STRATEGIES</b>		<b>MEASUREMENT</b>	<b>DATE or TIMELINE</b>
Teachers will be provided time to collaborate in grade levels to review student progress on MCA II and identify students who were not proficient on 2006-07 MCA II. Data will be provided for teachers through DARS. Through collaboration strategies will be utilized to determine instructional strategies for students.		Teachers will be able to use data to identify students at risk and guide instruction for those students.	Fall 2007
Teachers, students and parents will collaborate to develop individual student goals based on MCA and MAP Data.		100% participation	Fall 2008



School Improvement Division  
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Roseville, MN 55113-4266

## SCHOOL LEVEL IMPROVEMENT PLAN

2008-2009

### RATIONALE

Collaborative time and determining instructional strategies based on assessment data will lead to increased performance and proficiency on state assessments.

**School Improvement Action Plan for AYP**

YP GOAL	The LEP student subgroup will improve performance from 21% proficient to 31% proficient and/or meet the index target on mathematics MCAII/MTELL by May 2008.		
INTENDED AUDIENCE	All staff		
ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE	
Classroom teachers will participate in inservice on classroom strategies to support LEP Learners. A collaborative study group approach will be used as part of the service.	100% participation of teachers with feedback on using strategies in the classroom	Winter 2008	
LEP students will be a part of progress monitoring. The data will be used for problem solving teams to determine intervention strategies for learners. Winter NWEA assessment will also be used to track the progress of LEP learners.	A system of progress monitoring for mathematics will be developed for LEP learners.	Spring 2008	
Everyday Mathematics Interventions will be explored as strategies to be used with LEP learners.	Systems of interventions developed	Fall 2008	
Parent Involvement mathematics nights will be held to provide support and assistance parents as they partner with teachers to improve student proficiency in the area of mathematics.	70% participation of targeted parent group	Winter 2008	

**RATIONALE**

Improvement in proficiency levels for LEP learners.

School Improvement Action Plan for AYP

AYP GOAL

In the area of reading, Robert Asp Elementary School will increase proficiency by 4.3% each year to meet the 100% proficiency target by 2013-14 as measured by the MCA-II/MTAS (state accountability tests).

INTENDED  
AUDIENCE

All Staff

ACTIVITIES/STRATEGIES

MEASUREMENT

DATE or  
TIMELINE

Classroom teachers will use a collaborative process to develop the grade level school reading vocabulary lists using Marzano's references.

100% participation  
grades K-5

Fall 2008 –  
Spring 2010

New teachers will be provided training on Marzano's Vocabulary Strategies

100% participation

Winter 2008,  
Winter 2009

Professional development in best practices associated with reading instruction including:

- Literacy Collaborative grades K-2

100% participation  
grades K-2

Spring 2010

- Daily 5: Fostering Literacy Independence in the Elementary Grades

100% participation  
Grades 3-5

Spring 2009

- Lucy Calkins Resources for Teaching and Writing

Selected teachers

Spring 2009

- Reciprocal Teaching Strategy for Reading Comprehension

100% participation  
grades 3-5

Spring 2009

- Response to Intervention: In-services to all staff in Problem Solving Model and Pyramid of Interventions

100% participation all  
staff and selected  
building level support  
teams

Spring 2010



ATIONALE

rofessional development in reading vocabulary and best practices in selecting and implementing reading interventions in core curricula  
id tiered levels of instruction will improve reading proficiency on state assessments and standards.

School Improvement Action Plan for AYP

YP GOAL

In the area of reading, Robert Asp Elementary School will increase proficiency by 4.3% each year to meet the 100% proficiency target by 2013-14 as measured by the MCA-II/MTAS (state accountability tests).

ITENDED  
UDIENCE

All Staff

CTIVITIES/STRATEGIES

MEASUREMENT

DATE or  
TIMELINE

N Reading Corps members will provide intervention support with one-to-one tutoring  
r targeted students needing strategic interventions to improve reading fluency and  
curacy grades K-3.

achers, students, and parents will collaborate to set individual student goals.

achers will be provided time to collaborate in grade levels to review student progress  
MCA II and identify students who were not proficient on 2007-08 MCA II. Data  
II be provided for teachers through DARS. Through collaboration, strategies will be  
lized to determine instructional strategies for students.

100% participation  
grades K-3

100% participation  
grades K-5

Teachers will be able to  
use data to identify  
students at risk and  
guide instruction for  
those student

Fall 2008 to  
Spring 2009

Fall 2008 through  
Spring 2010

Fall 2008 through  
Spring 2010

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**RATIONALE**

collaboration time involving teachers, students and parents to determine instructional strategies based on assessment data will lead to increased performance and proficiency on state assessments and reading standards.

**School Improvement Action Plan for AYP**

<b>YP GOAL</b>	The LEP student subgroup will improve reading performance from 18.5% proficient to 45.7% proficient and/or meet the index target on state accountability tests (MCA-II/MTAS) by May 2010.		
<b>TENDED DIENCE</b>	All Staff		
<b>ACTIVITIES/STRATEGIES</b>		<b>MEASUREMENT</b>	<b>DATE or TIMELINE</b>
collaborative study group approach will be used to define classroom strategies to support LEP learners, within the tiered levels of instruction/RTI model. The teachers involved in the study group will provide information and strategies to all teachers.		100% participation all staff	Spring 2010
LEP students will be a part of progress monitoring in AIMSweb reading (or other appropriate progress monitoring tools) and NWEA MAP test. The data will be used for problem solving teams to determine intervention strategies for learners. Winter NWEA MAP Survey assessment will also be used to track the progress of selected LEP learners.		A system of progress monitoring for reading will be developed for LEP learners.	Spring 2010
parent involvement reading night will be held to provide support and assistance to parents as they partner with teachers to improve student proficiency in the area of reading.		50% participation of targeted parent group	Winter 2009
<b>RATIONALE</b>			

Improvement in proficiency levels for LEP learners

**School Improvement Action Plan for AYP**

<b>YP GOAL</b>	The Special Education student subgroup will improve reading performance from 41.3% proficient to 60.9% proficient and/or meet the index target on state accountability tests (MCA-II/MTAS) by May 2010.						
<b>INTENDED AUDIENCE</b>	All Staff						
<b>ACTIVITIES/STRATEGIES</b>  A collaborative study group approach will be used to define classroom strategies to support special education learners, within the tiered levels of instruction/RTI model. The teachers involved in the study group will provide information and strategies to all teachers.  Special Education students will be a part of progress monitoring in AIMSweb reading (and other appropriate progress monitoring tools) and NWEA MAP test. The data will be used for problem solving teams to determine intervention strategies for learners. Winter NWEA MAP Survey assessment will also be used to track the progress of selected Special Education learners.	<table border="1"> <thead> <tr> <th data-bbox="1004 946 1294 1013">MEASUREMENT</th><th data-bbox="1294 946 1526 1013">DATE or TIMELINE</th></tr> </thead> <tbody> <tr> <td data-bbox="1004 1013 1294 1145">100% participation all staff</td><td data-bbox="1294 1013 1526 1145">Spring 2010</td></tr> <tr> <td data-bbox="1004 1145 1294 1409">A system of progress monitoring for reading will be developed for Special Education learners.</td><td data-bbox="1294 1145 1526 1409">Spring 2010</td></tr> </tbody> </table>	MEASUREMENT	DATE or TIMELINE	100% participation all staff	Spring 2010	A system of progress monitoring for reading will be developed for Special Education learners.	Spring 2010
MEASUREMENT	DATE or TIMELINE						
100% participation all staff	Spring 2010						
A system of progress monitoring for reading will be developed for Special Education learners.	Spring 2010						

**ADDITIONAL**

Improvement in proficiency levels for Special Education learners

**Appendix Attachments**

**Appendix A: Scoring Rubrics**

**Appendix A-1: Quality Indicators Survey Summary results**

**Appendix A-2: Parent AYP Notification Letter 8/27/2008**

**Appendix B: Request of Information for Schools in Corrective Action or Year 2 of Restructuring**

## Appendix A: Scoring Rubrics

### A Rubric for School Improvement Plans

**he essential requirements in the school or district improvement applications have been incorporated**  
General information, executive summary, needs assessment, highly qualified teachers and improvement action  
an)

<i>Completed</i>	<i>Not Completed</i>
General and contact information is included	<input type="checkbox"/> General information is not correctly or incompletely filled out
Area(s) for identification are included	<input type="checkbox"/> Area(s) for identification are not included
Overview of improvement plan for 2008-2009 school year is provided	<input type="checkbox"/> Overview of improvement plan for 2008-2009 school year is incomplete
Demographics are included in executive summary	<input type="checkbox"/> Demographics are not included in plan
Elements are addressed and easily located in the plan	<input type="checkbox"/> Elements are not provided or are incomplete
Comprehensive needs assessment summary for 2007-2008 school year is provided	<input type="checkbox"/> Comprehensive needs assessment summary is not provided or incomplete for 2007-2008 school year
Highly Qualified Teachers section is completed on plan	<input type="checkbox"/> Highly Qualified Teachers section is incomplete
District or school improvement action plan is included with all sections completed	<input type="checkbox"/> District or school improvement action plan is not included or incomplete

### A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

#### 1. Ensure all students are proficient in core academic subjects by 2013-2014

Distinguished	Proficient	Needs Revision
<p>□ Barriers preventing the school or district from not making AYP are identified; actions, including policies and practices, are evident in the plan to address barriers</p> <p>Targets and/or objectives are specific, clear, measurable and appropriately set for all students to be on track for 100% proficiency by 2013-2014 in reading and math</p>	<p>□ Barriers preventing the school or district from not making AYP are identified</p> <p>□ Targets and/or objectives are set for all students to be on track for 100% proficiency by 2013-2014 in reading and math</p>	<p>□ Barriers preventing the school or district from not making AYP are not identified or not clearly presented</p> <p>□ Targets and/or objectives are not provided or are unclear</p>



### A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

#### Establish annual measurable objectives for continuous and substantial progress to achieve proficiency

Distinguished	Proficient	Needs Revision
<p>Annual measurable goals, objectives and/or targets for identified student group(s) are clearly identified via SMART goals</p> <p>Objectives are documented for identified student groups and plans for implementation and evaluation are evident</p>	<p><input type="checkbox"/> Annual measurable goals, objectives and/or targets for identified student group(s) are clearly identified</p> <p><input type="checkbox"/> Objectives for identified student group(s) are established and a means of tracking progress is provided over 2 years of plan</p>	<p><input type="checkbox"/> Goals, objectives and/or targets are not measurable</p> <p><input type="checkbox"/> Objectives are not identified for targeted student group(s)</p>

### A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

#### Incorporate strategies based on scientifically based research to strengthen core academic subjects

Distinguished	Proficient	Needs Revision
<p>Strategies are identified and an action plan is detailed for implementation of each identified strategy</p> <p>Strategies are aligned to the performance goals, targets and/or objectives and specific activities and timelines are provided for each strategy</p> <p>Sources of scientifically-based research are identified and evidence linked to cited area(s)</p>	<p><input type="checkbox"/> Strategies are identified for each performance goal, targets and/or objectives</p> <p><input type="checkbox"/> Strategies are aligned to the performance goals, targets and/or objectives</p> <p><input type="checkbox"/> Sources of scientifically-based research are identified regarding cited area(s)</p>	<p><input type="checkbox"/> Strategies are not identified</p> <p><input type="checkbox"/> Strategies are not aligned to the performance goals, targets and/or objectives</p> <p><input type="checkbox"/> Sources of research are not identified</p>

### A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

#### Describe how the professional development set aside (10% of Title I) will improve school status

Distinguished	Proficient	Needs Revision
<p>Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of all teachers and principal(s) and an evaluation process is evident</p> <p>Set aside funds are aligned to school and/or district professional development plan.</p>	<p><input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development to meet the needs of instructional staff</p>	<p><input type="checkbox"/> Unclear or not meeting 10% Title I set aside</p>

### A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

#### Increase teacher and principal participation in high quality professional development

Distinguished	Proficient	Needs Revision
<p>All teachers and principal(s) participate in high quality professional development linked directly to cited area(s)</p> <p>High quality professional development that targets the needs of all teachers and principal(s) to address school identification area(s)</p> <p>Schedules provide time for opportunities to participate in high quality professional development in an aligned, planned manner</p> <p>Professional development provides clearly organized, job-embedded collaboration to improve classroom practice</p>	<p><input type="checkbox"/> Teachers and principal(s) participate in high quality professional development linked directly to cited area(s)</p> <p><input type="checkbox"/> High quality professional development provided to meet the needs of instructional staff</p>	<p><input type="checkbox"/> Little or no documentation provided about professional development</p> <p><input type="checkbox"/> Unclear or not meeting needs of instructional staff</p>

### **A Rubric for School Improvement Plans**

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

#### **Promote effective parent involvement strategies**

Distinguished	Proficient	Needs Revision
Strategies are identified that are effective based on research and best practice and an evaluation process is evident	<input type="checkbox"/> Strategies are identified that are effective based on research and best practice	<input type="checkbox"/> Strategies are not identified or unclear to promote effective parent involvement
Strategies are identified to effectively involve parents in meeting students' academic goal(s) and an evaluation process is evident	<input type="checkbox"/> Strategies are identified to effectively involve parents in meeting students' academic goal(s)	<input type="checkbox"/> Strategies are not identified to involve parents in meeting students' academic goal(s)
Strategies are identified to inform families about continuous academic progress, especially in cited area(s)	<input type="checkbox"/> Strategies are identified and linked to improving student learning in cited area(s)	<input type="checkbox"/> Strategies are not identified or are not linked with improving learning in cited area(s)



### A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

#### Incorporate extended day and extended school year activities as appropriate

Distinguished	Proficient	Needs Revision
Goals and objectives are clearly stated, measurable and align with improvement goals	<input type="checkbox"/> Goals and objectives are provided or align to improvement goals	<input type="checkbox"/> Goals are vague or not provided
Extended day/ year activities meet student needs in cited area(s) and result in student achievement	<input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s)	<input type="checkbox"/> Activities have no correlation to cited area(s)
Highly Qualified staff is trained in the area(s) they are servicing for the extended day program	<input type="checkbox"/> Staff is trained and prepared for the extended day program	<input type="checkbox"/> Little or no training is provided to staff

Please indicate if your district is **not** providing extended day or extended school year activities. If the box is checked, briefly explain.

Supplemental Education Services (SES) are appropriately provided according to statutes.

### **A Rubric for School Improvement Plans**

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

**Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including technical assistance provided by the LEA**

Distinguished	Proficient	Needs Revision
Evidence of LEA/SEA collaboration and technical assistance for development of the plan	<input type="checkbox"/> Evidence of LEA/SEA coordination and technical assistance for development of the plan	<input type="checkbox"/> Little or no evidence of LEA/SEA support in development of the plan
Evidence of LEA/SEA collaboration and technical assistance in the implementation of the plan	<input type="checkbox"/> Evidence of LEA/SEA coordination and technical assistance in the implementation of the plan	<input type="checkbox"/> Little or no evidence of LEA/SEA inclusion in the implementation of the plan

### A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

Describe the process of written parent notification of needs improvement status		
Distinguished	Proficient	Needs Revision
Process of parent notification includes a variety of modes of communication regarding the school's status for needs improvement	<input type="checkbox"/> Parental notification letter(s) are clearly written in a language that parents can understand regarding the school's status for needs improvement	<input type="checkbox"/> No process of parent notification is evident

## A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

### I. Incorporate teacher mentoring in the school improvement process

Distinguished	Proficient	Needs Revision
<p>Evidence describes teacher mentoring program that has elements which assure sustainability of resources for program implementation</p> <p>Evidence and research is available that the teacher mentoring program design will impact student achievement in cited area(s)</p>	<p><input type="checkbox"/> Evidence describes a teacher mentoring program</p> <p><input type="checkbox"/> Teacher mentoring program is designed to increase student achievement in cited area(s)</p>	<p><input type="checkbox"/> No evidence of a teacher mentoring program</p> <p><input type="checkbox"/> Teacher mentoring program has no correlation to cited area(s)</p>

If Teacher mentoring program is not available, please explain.

Minnesota Department of Education  
Process Tools for Continuously Improving Schools

Robertson Elementary School, Moorhead  
(SCHOOL NAME)

Summary of Quality Indicators Tool

- 1 - School has no system-wide approach. Some staff may address this area.
- 2 - School is developing a system-wide approach.
- 3 - Approach fully developed, implementation under way.
- 4 - Approach fully implemented.
- 5 - School has evaluated and improved its fully implemented approach.

	1	2	3	4	5
<b>I. ASSESSMENT and USE OF RESULTS</b>					
A. How school and staff analyze and use the results of MCA-III and other standardized tests to identify areas for improvement	1	10	20	14	4
B. How staff analyze and use formative assessments to identify areas for improvement	2	5	16	21	7
C. How classroom assessments evaluate the skills and concepts required by standards	2	7	18	18	6
D. How the school and staff use comparative information—especially data from other schools	10	18	15	5	3
E. How the results of data analysis are used to develop SMART goals	2	4	19	17	8
<b>II. CURRICULUM (Reading)</b>					
A. How grade level curriculum is aligned to state standards and assessments (test specifications) in reading	2	9	11	24	6
B. How staff understand the research that supports the scope and sequence of reading curriculum	3	16	10	14	9
C. How staff align reading curriculum to address a diversity of learning levels, learning styles, and family cultures	2	10	15	24	1
D. How staff understand the required reading skills and concepts in the grades above and below those each teaches	12	8	13	10	3
<b>II. CURRICULUM (Math)</b>					
E. How grade level curriculum is aligned to state standards and assessments (test specifications) in math	1	8	12	21	9
F. How staff understand the research that supports the scope and sequence of the math curriculum	0	12	12	19	8
G. How staff align math curriculum to address a diversity of learning levels, learning styles, and family cultures	4	7	16	21	2
H. How staff understand the required math skills and concepts in the grades above and below those each teaches	12	4	20	14	1
<b>III. INSTRUCTION (Reading)</b>					
A. How staff identify and apply scientifically research-based instructional strategies that are effective in helping students learn at high levels	0	10	27	11	3
B. How staff differentiate instructional strategies to accommodate learning levels, learning styles, and family cultures	5	25	10	10	1
C. How staff accelerate progress in reading for students who are below grade level	0	2	20	20	9
D. How staff build relationships with students to help them become actively engaged in their learning	4	2	31	13	1
E. How all staff collaborate to enhance student learning related to SMART goals	8	13	17	11	2

Step 3: Evaluate School Environment  
QUALITY INDICATORS SUMMARY



Minnesota Department of Education  
Process Tools for Continuously Improving Schools

<b>III. INSTRUCTION (Math)</b>					
D. How staff identify and apply scientifically research-based instructional strategies that are effective in helping students learn at high levels	0	10	27	11	3
E. How staff differentiate instructional strategies to accommodate learning levels, learning styles, and family cultures	5	25	10	10	1
F. How staff accelerate progress in math for students who are below grade level	0	5	25	17	3
F. How staff build relationships with students to help them become actively engaged in their learning	4	2	31	13	1
G. How all staff collaborate to enhance student learning related to SMART goals	8	13	17	11	2
<b>IV. CULTURE for LEARNING</b>					
A. How the school analyzes climate, including attendance, behavior, and satisfaction data, as well as systems and practices to identify areas for improvement	11	8	22	7	3
B. How the school creates a positive culture for learning with a continuum of strategies that address rigor, relevance, and relationships	9	13	15	12	1
C. How the school develops strategies to decrease disparities in outcomes among various groups of students	4	12	19	9	6
D. How the staff works together to create a positive impact on the learning environment, student behavior, and attendance	2	9	16	22	2
<b>V. ENGAGING FAMILIES and COMMUNITY</b>					
A. How staff learn about the expectations, values, and cultures of their students' families	15	10	15	11	0
B. How staff and school communicate with families and engage them as partners in the education of their children	13	9	19	7	3
C. How the staff and school engage the community in forming partnerships that enhance the education of the schools' students	14	13	16	7	1
D. How the school gathers, analyzes, and uses feedback from students, families, and community	18	12	11	8	2
<b>VI. PROFESSIONAL DEVELOPMENT</b>					
A. How the school designs professional development focused on student achievement	3	11	15	17	5
B. How the school creates a culture of professional learning among staff focused on school/district goals	3	13	15	16	4
C. How school leadership supports an environment for effective professional development	4	13	15	15	4
D. How the effectiveness of professional development is evaluated	18	10	6	12	5
<b>VII. LEADERSHIP</b>					
A. How leadership sets direction for the school focused on student learning	1	3	16	22	9
B. How leadership creates a culture and supporting systems that lead to high levels of learning	2	13	12	19	5
C. How leadership reviews progress of the school in meeting its student achievement goals and uses the results for improvement	1	9	21	12	8
D. How leadership communicates achievement goals to all stakeholders	2	9	14	23	3
<b>VIII. PLANNING and RESOURCES</b>					
A. How the school plans	1	18	9	19	4
B. How the school allocates resources	5	8	18	18	3
C. How the school makes decisions	4	8	17	16	7





## 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](http://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

August 27, 2008

Dear Parents and Guardians:

Federal law, under the No Child Left Behind Act, requires accountability for schools to reach high standards for all students in reading and mathematics. According to law, we are required to send this letter to parents and guardians. Each year, as part of the requirements for the No Child Left Behind Act, the state releases Adequate Yearly Progress (AYP) reports for all public schools in the state of Minnesota. Among other things, these reports measure our third through fifth grade students' academic performance in terms of the percentage of students in different subgroups who are at or above state-defined academic standards in reading and mathematics as measured by the Minnesota statewide assessments called Minnesota Comprehensive Assessments Series II (MCA-II). The reports are called Adequate Yearly Progress reports and the school is required to share these reports with parents.

Based on the results of last year's state assessment, our schools have not met the required percentage for proficiency for two consecutive years, meaning not enough students in certain subgroups have scored at the proficient or advanced level on the test. Under the federal No Child Left Behind Act legislation, Robert Asp Elementary School and Ellen Hopkins Elementary School have been identified as not making Adequate Yearly Progress. The majority of our students made progress, however, the areas in which our schools need to improve are listed on the attached chart.

Meeting the educational needs of all of our students is a high priority in our schools. Because we have been identified for program improvement, our staff will define a plan to improve student achievement in reading and mathematics. The plan is based on data identifying the needs of our students, staff and school and is focused on research-based methods of raising student achievement. Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the steps our school must follow during this stage of program improvement.

**ADEQUATE YEARLY PROGRESS**

**Robert Asp Elementary School**

Making Adequate Yearly Progress depends on schools and school districts achieving annual proficiency targets on state reading and math tests. Hyphens may appear in table below, indicating areas where subgroup counts were too few to measure.

Robert Asp Elementary has 23 eligible groups and has met 91.3% of the requirements for Adequate Yearly Progress under No Child Left Behind.

	Reading		Mathematics		Attendance	
	Participation	Proficiency	Participation	Proficiency		
All Students	Yes	Yes	Yes	Yes	Yes	-
American Indian / Alaskan Native	-	-	-	-		
Asian/Pacific Islander	-	-	-	-		
Hispanic	Yes	Yes	Yes	Yes		
Black	-	-	-	-		
White	Yes	Yes	Yes	Yes		
Limited English Proficient	-	No	-	Yes		
Special Education	Yes	No	Yes	Yes		
Free/Reduced Price Lunch	Yes	Yes	Yes	Yes		

**Ellen Hopkins Elementary School**

Making Adequate Yearly Progress depends on schools and school districts achieving annual proficiency targets on state reading and math tests. Hyphens may appear in table below, indicating areas where subgroup counts were too few to measure.

Ellen Hopkins Elementary has 21 eligible groups and has met 90.5% of the requirements for Adequate Yearly Progress under No Child Left Behind.

	Reading		Mathematics		Attendance	
	Participation	Proficiency	Participation	Proficiency		
All Students	Yes	Yes	Yes	Yes	Yes	
American Indian / Alaskan Native	-	-	-	-		
Asian/Pacific Islander	-	-	-	-		
Hispanic	-	Yes	-	Yes		
Black	-	-	-	-		
White	Yes	Yes	Yes	Yes		
Limited English Proficient	-	No	-	Yes		
Special Education	Yes	No	Yes	Yes		
Free/Reduced Price Lunch	Yes	Yes	Yes	Yes		

## School Choice

Your child's school has been identified as a school in need of improvement. Therefore, you have the right to request that your child be transferred to a school within the district which has not been identified as a school in need of improvement.

District schools that have not been identified as schools in need of improvement and may be available to receive transfers : S. G. Reinertsen Elementary School

Please complete the following information:

My child currently attends \_\_\_\_\_ I wish to transfer my  
child to \_\_\_\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone No: \_\_\_\_\_

Please state the criteria for requesting this transfer:

\_\_\_\_\_

In order to consider your request, this form must be returned to the Robert Asp office by:

Transfer Request: \_\_\_\_\_ Approved \_\_\_\_\_ Not Approved  
(office use only)

Reason if Not Approved: \_\_\_\_\_

Please contact Kevin Kopperud, Robert Asp Principal, if you have any questions. Thank you.

## Appendix B: Request of Information from Schools In Corrective Action or Year 2 of Restructuring (Implementation)

**GENERAL INFORMATION AND INSTRUCTIONS:** The tables in this section contain annual performance port requirements for the Title I, Part A, Section 1116 Education Program for school year 2007-2008, as defined as July 1, 2007, through June 30, 2008.

Please fill out the appropriate tables below and attach this request of information as part of your submission for the school improvement plan. If any questions please contact your regional AYP coordinator.

### SCHOOLS IN CORRECTIVE ACTION ONLY:

For the table below, for schools in corrective action, respond yes or no to the listed actions under NCLB that will be implemented in school year 2007-2008. Do not leave any cells blank.

Corrective Action	Implement in 2007-2008 (respond yes or no)
Required implementation of a new research-based curriculum or instructional program	
Extension of the school year or school day	
Replacement of staff members relevant to the school's low performance	
Significant decrease in management authority at the school level	
Replacement of the principal	
Restructuring the internal organization of the school	
Appointment of an outside expert to advise the school	

### SCHOOLS IN YEAR 2 OF RESTRUCTURING (IMPLEMENTATION) ONLY:

For the table below, for schools in year 2 of restructuring, respond yes or no to the listed actions under NCLB that will be implemented in school year 2007-2008. Do not leave any cells blank.

Restructuring Action	Implement in 2007-2008 (respond yes or no)
Replacement of all or most of the school staff (which may include the principal)	
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Take over the school by the State	
Other major restructuring of the school governance	



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.09.053T

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: November 18, 2008

SUBJECT: First Reading of Policies

Attached please find the following policies: Staff Development (446), School District Copyright Policy (730), School Attendance Governing Enrollment of Children/Adults with Disabilities (516), Title I Policy Governing Comparability (606), Family Involvement (901), Student Disability Nondiscrimination (502), Student Immunization Requirements (530), Mandated Reporting of Child Neglect or Physical or Sexual Abuse (534), Maltreatment of Vulnerable Adults (535), Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students (656), Instruction and Curriculum Advisory Committee (231), and Policy Review Committee (233), for your review.

The Policy Review Committee has forwarded these policies for your review and approval.

LAK:mde  
Attachments



**Moorhead Area Public Schools**  
my.moorhead.k12.mn.us

Printed: Tuesday, November 18, 2008 10:22:58 AM  
Erickson, Michelle

## Board Policies

### Staff Development

**School Board Policy:** 446

**Section:** 400 EMPLOYEE/PERSONNEL

**Date Adopted:** 11/11/2002

**Date Revised:** 6/11/2007

**Dates Reviewed:** 6/11/2007

#### I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

#### II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAM

A. The Moorhead School Board will establish a staff development district committee to develop a district staff development plan, assist site teams in developing a site plan consistent with the goals of the staff development plan, and evaluate staff development efforts at the site level.

B. The majority of the membership of the staff development district committee shall consist of teachers representing various grade levels, subject areas, and special education. The committee also will include non teaching staff, parents and administrators.

C. Site staff development committees will be established at each building.

D. The majority of the site staff development committee shall be teachers representing various grade levels, subject areas and special education.

#### III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The staff development district committee will develop a staff development plan which will be reviewed annually by the School Board.

B. The staff development plan must contain the following elements:

1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the School Board;
2. The means to achieve the staff development outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes;

4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

- a. Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
- b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
- c. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
- d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
- e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution; and
- f. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. Staff development activities must:

- a. Focus on the school classroom and research-based strategies that improve student learning;
  - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
  - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
  - d. Enhance teacher content knowledge and instructional skills;
  - e. Align with state and local academic standards;
  - f. Provide opportunities to build professional relationships, foster collaboration among building administrators and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
  - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.
6. Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance.
7. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

C. The staff development district committee will assist site staff development teams in developing a site plan consistent with the goals and outcomes of the staff development plan.

D. The staff development district committee will evaluate staff development efforts at the site level and will report annually to the School Board the extent to which staff at the site have met the outcomes of the staff development plan.

E. The staff development district committee shall assist the school district in preparing any reports required by the Minnesota Department of Education relating to staff development including, but not limited to, the reports referenced in Section VII below.

#### IV. DUTIES OF THE SITE STAFF DEVELOPMENT TEAM

A. Each site staff development team shall develop a site plan, consistent with the goals of the staff development plan. The School Board will review the site plan for consistency with the staff development plan annually.

B. The site staff development team must demonstrate to the School Board the extent to which staff at the site have met the outcomes of the staff development plan. The actual reports to the School Board can be made by the staff development district committee to avoid duplication of effort.

C. If the School Board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V below.

#### V. STAFF DEVELOPMENT FUNDING

A. Unless the school district is in statutory operating debt or a majority of the school district board and a majority of its licensed teachers vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in nonviolent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts.

1. The school district will allocate 50 percent of the reserved revenue to the school site in the district on a per teacher basis and will retain such funds for each school site until used.

2. The school district will allocate 25 percent of the reserved revenue to make grants to school sites for best practices methods. These grants may be used by the school sites for: any purpose authorized by Minnesota Statute 120B.22, subd. 2, or 122A.60; the costs of curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; substitute teachers for staff development purposes; and other staff development efforts determined by the site staff development team. Criteria used by the school district in awarding best practice staff development grants to sites include, but are not limited to, the following:

- a. Grant application includes objectives which have a clear connection to the building/district staff development plan;
- b. Grant application includes provisions for discussion, collaborating, informing, and coaching one another on an ongoing basis;
- c. Grant application provides for ongoing assessment of professional practice and student performance; and
- d. Grant application specifies best practices to be addressed.

3. The school district may retain 25 percent of the revenue to be used for district-wide staff development efforts.

B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs. This additional expenditure does not need to follow the allocation described in Part V A above.

C. Release time provided for teachers to supervise students on field trips and school activities or independent tasks not associated with enhancing teachers' knowledge and instructional skills, such as preparing report cards, calculating grades

or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statute 122A.61.

#### VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On an annual basis, the staff development district committee, with the assistance of the site staff development teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

B. Upon approval of the budget by the School Board, the advisory committee shall be responsible for monitoring the use of such funds in accordance with the staff development plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the staff development plan.

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

#### VII. REPORTING

A. Prior to October 15 of each year, the school district shall prepare a report of the previous fiscal year's staff development results and expenditures and submit it to the commissioner of the department of education.

The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.

1. The report will include expenditures by the School Board for district-level activities and expenditures made by the staff.

2. The report will provide a breakdown of expenditures for:

- a. curriculum development and programs;
- b. staff development training models, workshops, and conferences; and
- c. the cost of releasing teachers or substitute teachers for staff development purposes.

Within each of the foregoing categories, the school district will indicate on the report whether the expenditures were incurred at the district level or the school site level, and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the Uniform Financial Accounting and Reporting Standards (UFARS).

B. The school district will utilize the reporting form and/or system designated by the Commissioner of the Minnesota Department of Education. The report will be signed by the Superintendent and staff development chair.

#### Legal References:

Minnesota Statute 120A.41 (Length of School Year; Days of Instruction)

Minnesota Statute 120A.415 (Extended School Calendar)

Minnesota Statute 120B.22, Subd. 2 (Violence Prevention Education)

Minnesota Statute 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)

Minnesota Statute 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class, Definitions - Additional Staff Development and Salary)

Minnesota Statute 122A.60 (Staff Development Program)

Minnesota Statute 122A.61 (Reserved Revenue for Staff Development)

Minnesota Statute 126C.10, Subd. 2 (Basic General Education Revenue)



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Printed: Tuesday, November 18, 2008 10:32:37 AM  
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## Board Policies

### School District Copyright Policy

**School Board Policy:** 730

**Section:** 700 NON-INSTRUCTIONAL

**Date Adopted:** 4/29/1986

**Date Revised:** 4/11/2005

**Dates Reviewed:** 3/11/1992

3/10/1997

6/11/2001

4/11/2005

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#### I. PURPOSE

In adherence to the current Federal Copyright Law, Public Law 94-553, effective January 1, 1978, the Moorhead School Board will take the necessary steps to ensure that the guidelines established by Congress for "Fair Use" by educational institutions are followed and will support all employees of the district who adhere to the policies and guidelines concerning copyright.

#### II. GENERAL STATEMENT OF POLICY

Any person violating copyright laws and/or established guidelines shall personally assume the responsibility by virtue of this school district policy. The legal and/or insurance protection of the district will not be extended to employees who violate copyright laws. ~~Illegal copies of copyrighted materials and programs shall not be made or used on school district equipment.~~

In accordance with the policy adoption by the Moorhead School Board, it shall be the responsibility of the Director of Media Services to inform the district staff of the law and these guidelines, and provide posters at the graphic and audio/visual copy machines and computer equipment, reminding employees of this law and the "Fair Use" guidelines. The building administrator/supervisor of each school site/program is responsible for establishing and enforcing practices which will implement this policy at the building/program level.

#### Use of Copyrighted Materials

All guidelines in Administrative Procedure 731.1 have been developed under Public Law 94-553, effective January 1, 1978, and will include any other subsequent relative federal legislation and guidelines related to the duplication, retention and use of copyrighted materials. Employees and students are to adhere to all provisions of Title 17 of the United States Code, entitled "Copyrights" and other relative federal legislation and guidelines related to the duplication, retention and use of copyrighted materials.

#### Specifically:

Unlawful copies of copyrighted materials may not be produced on district-owned equipment.

Unlawful copies of copyrighted materials may not be used with district-owned equipment, within district-owned facilities, or at district-sponsored functions.

Employees who make copies and/or use copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide their supervisor, upon request, the justification under section 107 or 110 or USC 17 for materials that have been used or copied.

Employees who use copyrighted materials that do not fall under fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:

The individual or the school district has purchased the materials from an authorized vendor and a record of the purchase exists.

The materials are copies covered by a licensing agreement between the copyright owner and the school district or the individual employee.

The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows such use.

#### Implementation

Guidelines and procedures for the implementation of this policy have been developed and will be reviewed yearly by administration and staff.

Posters and guidelines defining the Fair Use doctrine shall be in the form of the attached items:

~~III Print~~

~~IV Audio Visual Software~~

~~V Music~~

~~VI Guidelines for Graphics~~

~~VII Off Air Broadcasting / Pre-recorded Video Programs~~

~~VIII Multimedia~~

~~IX Distance Learning~~

~~X Computer Software~~

~~XI HyperText Linking in Web Pages~~

~~XII Procedures for Requesting Permission to Reproduce Copyrighted Materials~~

#### ~~III. GUIDELINES FOR PRINT~~

~~The intent of the following guidelines are to state the minimum standards of educational fair use under Section 107 of House Rule 2223. It is understood that the conditions determining the extent of permissible copying may change in the future.~~

~~A. Single Copying for Teachers: A single copy may be made of any of the following by or for a teacher at his or her request for scholarly research, researching or preparation to teach a class. The teacher may retain the single copies of these materials for personal or research use or for use in teaching. A single copy may include:~~

- ~~1. A chapter from a book,~~
- ~~2. An article from a periodical or newspaper,~~
- ~~3. A short story, short essay or short poem, even if they are contained in a collection, drawing, cartoon from a book, periodical, or newspaper,~~
- ~~4. A chart, graph, diagram, picture, etc.~~

#### ~~B. Multiple Copies for Classroom Use~~

~~Not to exceed in any event more than one copy per student in a course.~~

- ~~1. Meets the test of brevity and spontaneity as defined below.~~
- ~~2. Meets the cumulative effect as defined below.~~
- ~~3. Each copy includes a notice of copyright.~~

#### ~~DEFINITION~~

##### ~~A. Brevity~~

- ~~1. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem and excerpt of not more than 250 words.~~
- ~~2. Text (prose, poetry, drama): (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in 1 and 2 above may be expanded to permit completion of an unfinished line of a poem, or of an unfinished prose paragraph.~~
- ~~3. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue. Permission is granted only to make exact copies. The right to change the chart, picture, cartoon or illustration into a poster or slide or transparency or wall graphic (also called the right of adaptation) rests with the copyright holder.~~
- ~~4. "Special" works: Certain works in poetry, prose or "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.~~

##### ~~B. Spontaneity~~

- ~~1. The copying is at the instance and inspiration of the individual teacher.~~
- ~~2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to request for permission.~~

##### ~~C. Cumulative Effect~~

- ~~1. The copying of the material is for only one course in the school in which the copies are made.~~
- ~~2. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.~~
- ~~3. There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in 1 and 2 above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)~~

##### ~~D. Prohibitions as Related to Fair Use Copying of Books and Periodicals~~

- ~~1. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works.~~
- ~~2. There shall be no copying of or from works intended to be consumable in a course of study. These include workbooks, exercises, standardized tests, test booklets and answer sheets.~~
- ~~3. Copying shall not substitute for the purchase of books, reprints, or periodicals.~~
- ~~4. Copying shall not be directed from higher authority.~~
- ~~5. Copying shall not be repeated with respect to the same item by the same teacher from term to term.~~
- ~~6. No charge shall be made to students beyond the actual cost of the photocopying.~~

#### ~~IV. GUIDELINES FOR AUDIO VISUAL WORKS~~

#### A. Permissible Uses

~~Four requirements must be met before a performance is considered acceptable under the "fair use" exemption for schools.~~

- ~~1. The performance must be presented by instructors; and,~~
- ~~2. The performance must occur in the course of face-to-face teaching activities; and,~~
- ~~3. The performance must take place in a classroom or similar place for instruction (including the library); and,~~
- ~~4. The performance must be of a legally acquired (or legally copied) copy of the work.~~

#### B. Prohibitions

- ~~1. Changing the medium to reproduce audio or video materials to format compatible with other equipment.~~
- ~~2. The duplication of a 16mm film, 8mm film, video, computer software, slide, transparency, transparency master, or other visual media.~~

### V. GUIDELINES FOR SHEET MUSIC AND SOUND RECORDINGS

~~(Sound recordings will include phonograph records, cassette tapes in analog and digital formats, compact discs, reel-to-reel tape, and hard disk recordings.)~~

#### A. Permissible Uses

- ~~1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.~~
- ~~2. For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not compromise a part of the whole which would constitute a performable unit such as section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.~~
- ~~3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted, altered or lyrics added if none exist.~~
- ~~4. A single copy of recordings or performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or an individual teacher for the purposes of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording).~~

#### B. Prohibitions Related to Duplicating Music

- ~~1. Copying to create or replace or substitute for anthologies, compilations or collective works.~~
- ~~2. Copying of or from works intended to be consumable in the course of study or teaching such as workbooks, exercises, standardized tests, answer sheets, and like materials.~~
- ~~3. Copying for the purpose of performance, except as in A.1 above.~~
- ~~4. Copying for the purpose of substitution for the purchase of music, except as in A.1 and A.2 above.~~
- ~~5. Copying without inclusion of the copyright notice which appears on the printed copy.~~

### VI. GUIDELINES FOR GRAPHICS

~~(Graphics are defined as paintings, lithographs, serigraphs, etchings, maps, diagrams, charts.)~~

#### A. Permissible Uses

~~Reproduction of graphic material may fall under the "fair use" provisions. Making a single copy of a graph or illustration from a book is acceptable if the copy is for personal research or study, and multiple copies of a single graphic are authorized for a class under the fair use guidelines.~~

- ~~1. Copying must be at the instance and inspiration of the teacher and so close in time to the required use that receipt of permission would be impossible;~~
- ~~2. The copy is for only one course in the school;~~
- ~~3. The copy is for not more than nine occurrences of multiple copying for that course; and~~
- ~~4. Not more than one graphic is copied per book or periodical.~~

### VII. GUIDELINES FOR OFF-AIR BROADCASTING

- ~~A. The guidelines were developed to apply only to off air recording by nonprofit educational institutions.~~
- ~~B. A broadcast program may be recorded off air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a nonprofit educational institution or a period not to exceed the first forty five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge. There are no fair use rights for exclusively cable channels.~~
- ~~C. Off air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty five (45) day calendar day retention period. "School days" are school session days not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions within the forty five (45) calendar day retention period.~~
- ~~D. Off air recordings may be made at the request of and used by individual teachers, and may not be regularly recorded in anticipation of request. No broadcast program may be recorded off air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.~~
- ~~E. A limited number of copies may be reproduced from each off air recording to meet the legitimate needs of teacher under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.~~
- ~~F. After the ten (10) consecutive school days, off air recordings may be used up to the end of the forty five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non evaluating purpose without authorization.~~
- ~~G. Off air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.~~
- ~~H. All copies of off air recordings must include the copyright notice on the broadcast program as recorded.~~
- ~~I. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.~~

#### VIII. GUIDELINES FOR MULTIMEDIA PROJECTS

~~A. All uses of material that may be included in works created by teachers or students must follow the four tests of fair use that apply to all uses of copyrighted materials in schools.~~

##### ~~B. Retention and Access~~

- ~~1. Multimedia works made by students which include copyrighted material may be used in the class for which they were created, and also retained in portfolios maintained by the student for job interviews, college applications, and other purposes. A student may keep such work indefinitely.~~
- ~~2. Teachers may use the multimedia presentations they create in face to face instruction, or they may assign students to view the presentations on their own.~~
  - ~~a. Teachers may display their own multimedia programs at conferences and workshops, and they may retain the programs they create in portfolios for job interviews, evaluations, and other uses.~~
  - ~~b. A multimedia work created by a teacher from copyrighted materials may be kept for two years from the time of its first use. Beyond two years, permission to retain or use the material is required for each portion of copyrighted material used in the presentation.~~
- ~~3. If a multimedia work containing copyrighted material is to be used over a network for students at a distant location:~~
  - ~~a. Students must log in or provide some other evidence of identity.~~
  - ~~b. Network must have in place a means to prohibit copying of the program. If there is no such safeguard, the program may be used on the network for only 15 days.~~

##### ~~C. Quantity Limits for Multimedia Works~~

- ~~1. Motion media (film, video, television): up to 10 percent or three minutes, whichever is less, of an individual program.~~
- ~~2. Text (prose, poetry, drama): up to 10 percent or 1,000 words, whichever is less of a novel, story, play or long poem.~~



~~Short poems less than 250 words may be used in their entirety. Only three poems by one poet or five poems by different poets from an anthology may be used. For poems longer than 250 words, only three excerpts from one poet or five from works by different poets in an anthology are permitted.~~

~~2. Music, lyrics and music video: up to 10 percent but no more than 30 seconds from a single work (or combined from separate extracts of a work). If a video clip has music in the background and the music cannot be separated from the visual material, user is restricted by the 30 second limitation for music.~~

~~4. Illustrations, cartoons and photographs: a work may be used in its entirety but only if no more than five images from a single artist or photographer are used in a multimedia work. If images are taken from a single collective work, no more than 10 percent or 15 images may be used.~~

~~5. Numerical data sets (computer databases or spreadsheets): up to 10 percent or 2,500 fields or cells, whichever is less, may be used from a copyrighted database.~~

#### ~~IX. DISTANCE LEARNING~~

~~A. Transmission of video via distance learning equipment goes far beyond the boundaries of the local classroom or school building. Once a transmission goes beyond the local building, the fair use exemption is lost and public performance rights come into play. Permissions must be obtained for all broadcasts of video or audio that extend outside the local campus.~~

~~B. Access: If work containing copyrighted material over a network to students at a distance location:~~

~~a. Student must log in or provide some other evidence of identity.~~

~~b. Network must have in place a means to prohibit copying of the program.~~

#### ~~X. GUIDELINES FOR COPYRIGHTED COMPUTER SOFTWARE~~

~~A. The legal, ethical, and practical problems caused by illegal copying and hacking will be taught in all schools in the district.~~

~~B. District employees will be expected to adhere to the provisions of Public Law 96-517, Section 7 (b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a back up copy of computer programs. This states that "...it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:~~

~~1. That such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other matter, or~~

~~2. That such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful."~~

~~C. When copyright software is to be used on a disk sharing system, efforts will be made to secure this software from copying.~~

~~D. Illegal copies of copyrighted programs may not be made or used on school equipment.~~

~~I. A permanent warning shall be posted in all areas where students and staff have access to computer equipment notifying them of this law.~~

~~E. Only individuals designated by the Superintendent of Schools may sign license agreements for software for schools in the district.~~

~~F. The administrator of each school site is responsible for establishing practices which will enforce this policy at the school level.~~

#### ~~XI. HYPERTEXT LINKING IN WEB PAGES~~

~~The law is not yet clear on what constitutes acceptable practice in linking to other web sites.~~

~~A. Recommendation: In most cases, students and staff are within their rights to create links to other sites whose materials~~



does not infringe copyright or other concerns.

## ~~XII. PROCEDURES FOR REQUESTING PERMISSION TO REPRODUCE COPYRIGHTED MATERIALS~~

Procedures for requesting permission to reproduce copyrighted materials beyond the "fair use" as outlined in 6131.71 (Classroom Use), 6131.73 (Music Scores and Recordings) and 6131.8 (Computer Software) are as follows:

A. Any district employee will complete the Moorhead Area Public Schools form "Request for Permission to Copy," making sure the following information is included:

1. Title, author, and/or editor, and edition of materials to be duplicated.
2. Exact material to be used, giving amount, page numbers, chapters, and, if possible, a photocopy of the material.
3. Number of copies to be made.
4. Use to be made of duplicated materials.
5. Form of distribution (classroom, newsletter, etc.).
6. Whether or not the material is to be sold.
7. Type of copy (ditto, photocopy, offset, typeset, other).

B. The request shall be forwarded to the Program Manager of Media Services who will send the request, together with a self-addressed envelope, to the permissions department of the company owning the copyright. This will generally be the publisher listed on the front or back of the title page. Contact the Instructional Materials Center (IMC) for assistance on obtaining addresses or assistance in obtaining copyright information.

Legal Reference:

Federal Copyright Law, Public Law 94-553

References:

Adoptable Copyright Policy (Vleck @ 1992)

Copyright for Schools (Simpson @ 2001)

Cross References:

Moorhead School Board Policy 440: Employee Copyright/Royalties

Moorhead School Board Policy 620: ~~Curriculum Selection and Review, Alternative Instruction and Instructional Resource Reevaluation~~ Selection of Textbooks and Instructional Materials

Moorhead School Board Policy 731: ~~Use of Moorhead Area~~ Public Schools Electronic Acceptable Use and Safety Information Network

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Printed: Tuesday, November 18, 2008 11:14:35 AM  
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Board Policies

**School Attendance Governing Enrollment of Children/Adults with Disabilities**

School Board Policy: 516

Section: 500 STUDENTS

Date Adopted: 1/11/1977

Date Revised: 12/13/2004

Dates Reviewed: 12/1/1990

1/8/1996

5/8/2000

12/13/2004

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**I. PURPOSE**

The purpose of this policy is to define the enrollment of children/adults with disabilities.

**II. GENERAL STATEMENT**

~~It shall be the policy of Moorhead Area Public Schools to~~ will provide special education instruction and services, either within the district or in another district, for all school-age individuals who are residents of the school district and who are identified with disabilities as set forth in Minnesota Statute 125A.02.

School age means from birth until September 1 after the learner with a disability becomes 22 years of age and shall not extend beyond secondary school or its equivalent.

**Legal Reference:**

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

**Cross References:**

Moorhead School Board Policy 602: Special Education Programs

Moorhead School Board Policy 603: Special Education Policyies and Procedures

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Printed: Tuesday, November 18, 2008 11:19:17 AM  
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Board Policies

**Title I Policy Governing Comparability**

**School Board Policy:** 606

**Section:** 600 EDUCATION PROGRAMS

**Date Adopted:** 6/13/1978

**Date Revised:** 12/13/2004

**Dates Reviewed:** 2/13/1990

1/6/1992

9/25/1995

5/8/2000

12/13/2004

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I. PURPOSE

The purpose of the policy is to provide the requirements to assure comparability for target and nontarget schools for Title I funding.

II. GENERAL STATEMENT OF POLICY

School districts which accept federal funds for Title I programs are required under law to have a policy on file which assures comparability in accordance with the following:

- 1) Education supplies
- 2) Material expenditures
- 3) Staffing

Moorhead Area Public Schools shall assure that textbooks, materials, supplies, and staffing costs are provided for each target school on a basis that is comparable to that for nontarget schools and other target schools.

Comparability as it relates to staff shall include equivalence among schools in teachers, administrators and auxiliary instructional personnel who are paid with state and/or local funds. The average number of children enrolled per instructional FTE (full-time equivalents) for each target school shall not be more than 110 percent of the average number of children enrolled per instructional FTE in the nontarget schools and other target schools.

Legal Reference:

PL107-110 (No Child Left Behind of 2001)

Cross Reference:

Moorhead School Board Policy 607: Title I Policy Governing Parental Involvement

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Printed: Tuesday, November 18, 2008 11:21:21 AM  
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## Board Policies

### **Family Involvement**

**School Board Policy:** 901

**Section:** 900 COMMUNITY RELATIONS

**Date Adopted:** 6/26/1995

**Date Revised:** 12/13/2004

**Dates Reviewed:** 2/14/2000  
12/13/2004

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#### I. PURPOSE

Moorhead Area Public Schools believe that many benefits result from a strong partnership between home and school. Family involvement in a student's education is a factor in student achievement. Informed and involved families become supporters of the school. Family involvement is a critical link to student achievement, to achieving a high quality education and to a safe disciplined learning environment.

#### II. GENERAL STATEMENT OF POLICY

Family involvement will be encouraged at all grade levels. There shall be opportunities for parents/guardians to become involved both at home and at school. A special effort will be made to reach out to parents/guardians whose language, culture, or family conditions make it difficult for them to participate in their child's education. Changing family structures and strengths and needs will be recognized and programs planned accordingly.

The school district will keep ~~families~~ parents/guardians informed of their child's progress in school and activities. There will be opportunities for parents/guardians to become involved and provide input in building and district decisions. The staff will encourage open communication between the ~~family~~ parents/guardians and the schools.

#### Cross References:

Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools

Moorhead School Board Policy 104: Mission Statement

Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee

Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 607: Title I Policy Governing Parental Involvement

Moorhead School Board Policy 902: Community Involvement

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Printed: Tuesday, November 18, 2008 11:29:01 AM  
Erickson, Michelle

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Board Policies

**Student Disability Nondiscrimination**

School Board Policy: 502

Section: 500 STUDENTS

Date Adopted: 6/11/2001

Date Revised: 4/11/2005

Dates Reviewed: 4/11/2005

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I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive the required free appropriate public education.

II. GENERAL STATEMENT OF POLICY

A. Disabled students are protected from discrimination on the basis of a disability.

B. The Moorhead Area Public Schools will identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive the required free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
2. has a record of such impairment; or
3. is regarded as having such impairment.

D. Learners may be protected from disability discrimination and be eligible for special services under the provisions of Section 504 even though they do not require Individual Education Plan ~~program~~ services pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions, comments, or complaints should contact the ~~Assistant Superintendent of Teaching and Learning~~ Director of Learner Support Services regarding grievances or hearing requests regarding disability issues. This person is the Moorhead Area Public Schools' ADA/504 Coordinator.

Legal References:

- 29 U.S.C. 794 et seq (504 of Rehabilitation Act of 1973) and Regulations at CFR 104.3(j).  
34 CFR Part 104 (Implementing Regulations)



Cross References:

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

Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity

Moorhead School Board Policy 501: Equal Educational Opportunity

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Printed: Tuesday, November 18, 2008 11:29:56 AM  
Erickson, Michelle

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## Board Policies

### Student Immunization Requirements

**School Board Policy:** 530

**Section:** 500 STUDENTS

**Date Adopted:** 6/1/2001

**Date Revised:** 2/11/2008

**Dates Reviewed:** 4/11/2005

4/9/2007

2/11/2008

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#### I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

#### II. GENERAL STATEMENT

Moorhead Area Public Schools will work cooperatively with the Clay County Public Health Department and adhere to Minnesota Statutes to ensure all students receive necessary immunizations. All students are required to provide proof of immunization or appropriate documentation exempting the student from such immunization, and such data as necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

#### III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent(s)/guardian(s) has submitted to the Superintendent or designee the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent(s)/guardian(s) shall provide to the Superintendent or designee one of the following statements:

1. A statement, from a physician or a public clinic which provides immunizations, stating that the student received the immunizations required by law, consistent with medically acceptable standards; or
2. A statement, from a physician or a public clinic which provides immunizations, stating that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month, day and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent/guardian of a student or an emancipated student may be substituted for the statement of a physician or a public clinic which administers immunizations. If such a statement is substituted, this statement must indicate the month, day and year each immunization was administered. Upon request, the Superintendent or designee will provide information to the parent(s)/guardian(s) of a student or an emancipated student of the dosages required for each

vaccine according to the age of the student.

C. The parent(s)/guardian(s) of persons receiving instruction in a home school shall submit one of the statements set forth in Section III. A. or III. B. above or statement of immunization set forth in Section IV. to the Superintendent or designee of the school district by October 1 of each school year.

D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents/guardians may be required to submit such other health care data as necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent(s)/guardian(s) has submitted the required data.

E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III. A. or III. B. above or Section IV. below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.

#### IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

A. The parent(s)/guardian(s) of a minor student or an emancipated student submits a physician's signed statement stating that the immunization of the student is contraindicated for medical reasons or the laboratory confirmation of the presence of adequate immunity exists; or

B. The parent(s)/guardian(s) of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent(s), guardian(s) or student.

#### V. NOTICE OF IMMUNIZATION REQUIREMENTS

A. The school district has developed and implemented a procedure to:

1. Notify parent(s)/guardian(s) and students of the immunization requirements and the consequences for failure to provide the required documentation;

2. Review student health records to determine whether the required information has been provided; and

3. Make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent(s)/guardian(s) of the conditions for re-enrollment.

B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

#### VI. IMMUNIZATION RECORDS

A. Moorhead Area Public Schools will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.

B. Upon request, the school district may exchange immunization data with persons or agencies providing services on

behalf of the student without the consent of the student's parent(s)/guardian(s). Under all other circumstances, immunization data is private student data and disclosure of such data shall be governed by Moorhead School Board Policy 504: Protection and Privacy of Student Records and state statute.

C. The Superintendent or designee will assist a student and/or the student's parent(s)/guardian(s) in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.

D. Upon request of a public or private post-secondary educational institution, the Superintendent or designee will assist the transfer of the student's immunization file to the post-secondary educational institution.

#### VII. OTHER

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

#### Legal References:

Minnesota Statute 13.32 (Educational Data)  
 Minnesota Statute 121A.15 (Health Standards; Immunizations; School Children)  
 Minnesota Statute 121A.17 (School Board Responsibilities)  
 Minnesota Statute 135A.14 (Statement of Immunization of Post-Secondary Students)  
 Minnesota Statute 144.29 (Health Records; Children of School Age)  
 Minnesota Statute 144.3351 (Immunization Data)  
 Minnesota Statute 144.441 (Tuberculosis Screening in Schools)  
 Minnesota Statute 144.442 (Testing in School Clinics)  
*McCarthy v. Ozark Sch. Dist.*, 359 F. 3d. 1029 (8th Cir. 2004)  
 Op. Atty. Gen. 169-W (Jan. 17, 1968)  
 Op. Atty. Gen. 169-W (July 23, 1980)

#### Cross References:

Moorhead School Board Policy 425: Health and Safety Protection  
 Moorhead School Board Policy 504: Protection and Privacy of Student Records  
 Moorhead School Board Policy 551: Student Discipline  
 Moorhead School Board Policy 608: Home Schooled Students

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Printed: Tuesday, November 18, 2008 11:45:19 AM  
Erickson, Michelle

## Board Policies

### **Mandated Reporting of Child Neglect or Physical or Sexual Abuse**

**School Board Policy:** 534

**Section:** 500 STUDENTS

**Date Adopted:** 5/27/1986

**Date Revised:** 2/11/2008

**Dates Reviewed:** 12/1/90

2/11/92

4/13/98

6/10/02

4/12/04

6/13/05

6/12/2006

4/9/2007

2/11/2008

#### I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

#### II. GENERAL STATEMENT

A. 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.

B. It is the policy of the 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.

C. It shall be a violation of this 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.

#### III. DEFINITIONS

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

1. is not likely to occur and could not have been prevented by exercise of due care; and

2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.



B. "Child" means one under age 18.

BC. "Immediately" means as soon as possible but in no event longer than 24 hours.

CD. "Mandated Reporters" means any school personnel who 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.

DE. "Neglect" means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering other factors such as the child's age, mental ability, physical condition, length of absence, environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law which does not include a parent's/guardian's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance;
6. medical neglect as defined by Minnesota Statute 260C.007, Subd. 4, clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent/guardian or person responsible for the care of the child that adversely affects the child's basic needs and safety;
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

EF. "Physical Abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been

authorized by Minnesota Statutes 121A.67 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent/guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, building administrator, or school employee as allowed by Minnesota Statute 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minnesota Statute 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statute 121A.58.

EG. "School Personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

GH. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minnesota Statute 609.341, Subd. 15), or by a person in a position of authority (as defined in Minnesota Statute 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse.

HI. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

IJ. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

JK. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

#### IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

B. All employees of Moorhead Area Public Schools shall be responsible for reporting pursuant to this section.

C. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff or local welfare agency or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

D. A mandated reporter who knows or has reason to know of the deprivation of parent/guardian rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

E. The oral report shall be made to the Clay County Social Services or the proper city or county law enforcement agency.

Clay County Social Services  
715 11th Street N., Suite 502  
Moorhead, MN 56560 Phone: 299-5200  
(Ask for child protection intake worker)  
Office hours 8:00-4:30, Monday-Friday

Moorhead Police Department, Juvenile Division  
915 North 9th Avenue  
Moorhead, MN 56560 Phone: 299-5111  
24 hours a day, seven days a week

Clay County Sheriff's Department  
915 9th Ave. No.  
Moorhead, MN 56560 Phone: 299-5111  
(for families living outside Moorhead city limits)

Note: If it is believed that the child's immediate health or welfare is jeopardized, the proper law enforcement agency shall be called. They are the only community agents who have the authority to remove a child, short of a court order.

F. Forms for reporting child abuse or neglect (Administrative Procedure 534.1) are located in each building administrator's office and on the district's Web site ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)). A copy of the written report will be given to building or district administration by the reporter. A copy of the report of child abuse or neglect must be kept in a confidential file and shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction. Copies of abuse reports are not to be kept in a student's cumulative file.

G. A person mandated by Minnesota law and this policy to report, who fails to report, may be subject to criminal penalties and/or discipline, up to and including termination of employment.

H. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school. It is not the responsibility of the reporter to investigate or prove that the child has been abused or neglected.

I. Any person who knowingly or recklessly 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, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

J. Immunity for liability: Any person, including those voluntarily making reports and those required to make reports, has immunity from any civil or criminal liabilities that otherwise might result from their actions if they are acting in good faith (Minnesota Statute 626.556, Subd. 4).

K. Retaliation prohibited: An employer of any person required to make reports under subdivision 3 shall not retaliate against the person for reporting in good faith abuse or neglect pursuant to this section, or against a child with respect to whom a report is made, because of the report (Minnesota Statute 626.556, Subd. 4a).

L. Failure to report: Any person mandated by this section to report suspected physical or sexual child abuse or neglect and fails to report shall be guilty of a misdemeanor. A mandated reporter who fails to report if the child's health is in serious danger, and if the child suffers substantial or great bodily harm because of the lack of medical care, is guilty of a gross misdemeanor. If the child dies because of the lack of medical care, the mandated reporter is guilty of a felony (Minnesota Statute 626.556, Subd. 6).

## V. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent(s)/guardian(s) or person responsible for the child's care. School officials may not disclose to the parent(s)/guardian(s) or legal custodian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except when the alleged perpetrator is believed to be a school official or employee, the time and place, the manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of the Minnesota Department of Education, and, if involved, the local welfare or law enforcement agency.

E. The school district shall make every effort to reduce the disruption of the educational program of the child, other



students or school staff when an interview is conducted on school premises.

F. Upon request by the Minnesota Department of Education, the school district shall provide all requested data that is relevant to a report of maltreatment and are in possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of Minnesota Government Data Practices Act, Minn. Stat. Chapter 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

#### VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent(s)/guardians(s) or legal custodian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A, shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

#### VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the dates relating to the reporting and investigation of such harassment or violence may be applicable.

#### VIII. POLICY AWARENESS DISSEMINATION OF POLICY AND TRAINING

A. Staff Inservice - Each building administrator or designee will review the policy and procedures with staff ~~prior to the opening of school or prior to beginning employment~~ yearly.

B. ~~Prevention and Awareness - Each building administrator shall ensure that prevention awareness and personal body protection are addressed by classroom teachers through guidance, utilization of resource persons and appropriate curricular areas.~~

C. Community Awareness - 1) Policy provisions II. A, B and C will be published in the back to school newsletter each fall; and, 2) A copy of provisions II. A, B and C will be posted in each school building and included in each school handbook or in a newsletter. The policy is also accessible on the district's Web site ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)).

~~D.~~ This policy shall be reviewed at least ~~annually~~ yearly by the Moorhead School Board for compliance with state law.

#### Legal References:

Minnesota Statute Chapter 13 (Minnesota Government Data Practices Act)

Minnesota Statute 121A.58 (Corporal Punishment)

Minnesota Statute 121A.582 (Student Discipline; Reasonable Force)

Minnesota Statute 121A.67 (Aversive and Deprivation Procedures)

Minnesota Statute 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)

Minnesota Statute 260C.007, Subd. 4, clause (5) (Definitions - Child in Need of Protection or Services)

Minnesota Statute 609.02, Subd. 6 (Definitions - Dangerous Weapon)

Minnesota Statute 609.341, Subd. 10 (Definitions - Position of Authority)  
Minnesota Statute 609.341, Subd. 15 (Definitions - Significant Relationships)  
Minnesota Statute 609.379 (Permitted Actions)  
Minnesota Statute 626.556 *et seq.* (Reporting of Maltreatment of Minors)  
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

Cross References:

Moorhead School Board Policy 504: Protection and Privacy of Student Records  
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults  
Moorhead School Board Policy 551: Student Discipline  
Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 570: Prohibition of Harassment and Violence



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Printed: Tuesday, November 18, 2008 11:47:21 AM  
Erickson, Michelle

## Board Policies

### **Maltreatment of Vulnerable Adults**

**School Board Policy:** 535

**Section:** 500 STUDENTS

**Date Adopted:** 8/26/2002

**Date Revised:** 5/12/2008

**Dates Reviewed:** 4/12/04

5/9/2005

12/12/2005

4/9/2007

5/12/2008

#### 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

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 considered 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 fraud; 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 receives 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 Clay County 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 yearly~~.

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 (Failure to Report)

Minnesota Statute 626.556 (Reporting of 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

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## 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:** 5/12/2008

**Dates Reviewed:** 3/8/2004

5/9/2005

6/11/2007

5/12/2008

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#### 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

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 "Procedures Manual for the Minnesota Assessments" document located on the Minnesota Department of Education's Web site at: <http://education.state.mn.us/mde/static/2011664.pdf> [http://www.education.state.mn.us/MDE/Accountability\\_Programs/Assessment and Testing/DAC Corner/Policies Procedures Guidelines/index.html](http://www.education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/DAC_Corner/Policies_Procedures_Guidelines/index.html).

#### IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR BASIC STANDARDS TESTING

See "~~Guidelines for Accommodations~~ Chapter 5 in the Minnesota Assessment System" Procedures Manual for Minnesota Assessments document located on the Minnesota Department of Education's Web site at: <http://education.state.mn.us/mde/static/2011664.pdf> [http://www.education.state.mn.us/MDE/Accountability\\_Programs/Assessment and Testing/DAC Corner/Policies Procedures Guidelines/index.html](http://www.education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/DAC_Corner/Policies_Procedures_Guidelines/index.html).

#### 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 District Assessment Coordinator. The Assistant Superintendent of Teaching and Learning District Assessment Coordinator shall be responsible for keeping a list of all such test accommodations, modifications and exemptions for school district audit purposes. This will be done ~~annual~~ yearly 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 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

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## Board Policies

### Instruction and Curriculum Advisory Committee

School Board Policy: 231

Section: 200 SCHOOL BOARD

Date Adopted: 9/11/1979

Date Revised: 12/13/2004

Dates Reviewed: 2/13/1990

3/23/1993

12/16/1996

7/5/2001

6/11/2001

12/13/2004

#### I. PURPOSE

Moorhead Area Public Schools are dedicated to offering quality education to all students. School personnel and community members are working together to refine and maintain the high standards of the educational programs in our school district. ~~The district will evaluate selected areas of its curricular program annually to assess students progress toward educational goals. The committee will consider review of technology, long range planning, and inclusive education as a part of curriculum review.~~ The committee reviews the assessment of progress toward Minnesota Academic Standards as well as program evaluation data for use in the instructional and curriculum review process.

#### II. GENERAL STATEMENT OF POLICY

A process for evaluating curriculum and instruction has been adopted which includes the following components:

1. District Goals - Adopted school district goals which will provide broad direction for ~~district curriculum and instruction~~ academic achievement.
2. Curriculum Review Process - A sequential periodic curriculum review cycle will guide district curriculum development and evaluation.
3. Learner Outcomes and Minnesota Academic Standards - Learner outcomes for each subject area in the curriculum will be consistent with Minnesota Academic Standards.
4. Student and Program Evaluation - The school district will monitor each student's progress toward meeting state and local achievement requirements and will use the curriculum review process to identify the strengths and needs of instruction and curriculum.
5. Instruction and Curriculum Advisory Committee - The Moorhead School Board shall establish an instruction and curriculum advisory committee which reflects the diversity of the school district and its learning sites. The school district advisory committee shall recommend to the ~~School Board~~ School Board district- wide education standards, assessments and program evaluation.



6. Improvement Plans - School District staff will prepare an annual update of the curricular improvement plan for each subject area. These plans will be presented to the Instruction and Curriculum Advisory Committee for review and recommendation as part of the multi-year curriculum cycle.

7. Annual Report on Curriculum, Instruction and Student ~~Performance~~ Achievement - An annual report which includes student performance goals for meeting graduation standards, assessment results, school district improvement plans, and progress on previous improvement plans will be reviewed by the Instruction and Curriculum Advisory Committee and approved by the sSchool board by October 1 of each year, disseminated to school district residents and sent to the Department of Education by October 15.

8. Instruction and Curriculum Advisory Committee Role and Responsibilities - The administration shall develop policies and procedures related to the roles and responsibilities of the advisory committee, school district staff and others involved in the curriculum review process.

Legal Reference:

Minnesota Statute 120B.11 Subd. 3

Cross References:

Moorhead School Board Policy 230: Moorhead School District Committees

Moorhead School Board Policy 501: Equal Educational Opportunity

~~Moorhead School Board Policy 605: Assurance of Mastery~~

Moorhead School Board Policy 620: Curriculum Selection and Review, Alternative Instruction, and Instructional Resource Reevaluation Selection of Textbooks and Instructional Materials

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## Board Policies

### Policy Review Committee

School Board Policy: 233

Section: 200 SCHOOL BOARD

Date Adopted: 1/11/1977

Date Revised: 12/13/2004

Dates Reviewed: 3/9/1993

2/10/1997

6/12/2000

11/25/2002

12/13/2004

#### I. PURPOSE

The purpose of the Policy Review Committee is to engage in a systematically review of the educational policies of the Moorhead Area Public Schools district and make recommendations to the Moorhead School Board regarding possible changes in these policies.

#### II. GENERAL STATEMENTS OF POLICY

##### A. Membership

The Policy Review Committee will consist of five teacher representatives generally drawn from the elementary (K-5), middle school (6-8), high school (9-12), and special education (K-12) levels, respectively and with one representative appointed by Education Moorhead Cabinet; two principals building administrators; supervisor; secretary; custodian; paraprofessional; food service employee; the Superintendent; and, two School Board members, appointed by the board chair at the annual organizational meeting. Each employee association will be responsible for choosing the representative(s) and notifying the Superintendent's office of its selection prior September 1 of each year.

Members will be appointed to a two-year term and take office in time for the September Policy Review Committee meeting.

##### B. Meetings

Meetings will be held at the Probstfield Center for Education during the school year at times and dates determined by the committee.

##### Cross Reference:

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

5-119-305  
2 Dec 2008

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

December 2, 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 _____	Lynne A. Kovash _____

**AGENDA**

1. **CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Lynne A. Kovash, Superintendent
- C. Approval of Meeting Agenda

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

2. **TRUTH IN TAXATION PROPERTY TAX HEARING:** Kazmierczak  
Pages 4-13

3. **OPEN PUBLIC HEARING:** Tomhave

Suggested Resolution: Move to open the public hearing at \_\_\_\_\_ p.m.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

**SCHOOL BOARD AGENDA - December 2, 2008**

**PAGE 2**

4. **CLOSE PUBLIC HEARING:** Tomhave

Suggested Resolution: Move to close the public hearing at \_\_\_\_\_ p.m.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Comments \_\_\_\_\_

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

6. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - December 2, 2008****PAGE 3**CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Indian Education Parent Com	December 3	5 pm	PCE
Joint Powers Committee	December 4	7 am	Clay Cnty Cthse
Grades 9-12 P/T Conferences	December 4	5-8:30 pm	MHS/RRALC
Horizon PTAC	December 4	7 pm	Media Center
Asp PTAC	December 8	6:30 pm	Media Center
School Board	December 8	7 pm	PCE
Truth in Taxation Public Hearing (continuation, if needed)	December 9	5 pm	PCE
Hopkins PTAC	December 9	6:30 pm	Media Center
Prof Dev Before/After School	December 10		
Instruction and Curr Adv Com	December 11	7 am	PCE
Health/Safety/Wellness Com	December 11	9:30 am	PCE
Winter Break Begins	December 22		
K-12 Classes Resume	January 5		
Asp PTAC	January 5	6:30 pm	Media Center
Reinertsen PTAC	January 5	6:30 pm	Media Center
High School PTAC	January 5	7 pm	Conf Rm
Continuing Educ Committee	January 6	6:45 am	Village Inn
Indian Educ Parent Committee	January 7	5 pm	PCE
Instruction and Curr Adv Com	January 8	7 am	PCE
Joint Powers Committee	January 8	7 am	Courthouse
Health/Safety/Wellness Com	January 8	9:30 am	PCE
Early Childhood Adv Com	January 8	6:30 pm	PCE
Horizon PTAC	January 8	7 pm	Media Center
Supt's Advisory Council	January 8	7 pm	PCE
School Board	January 12	7 pm	PCE
Hopkins PTAC	January 13	6:30 pm	Media Center
Prof Dev Before/After School	January 14		



Assistant Superintendent of Schools  
**Moorhead Area Public Schools**

Memo OAS 09.039

TO: Lynne A. Kovash, Superintendent  
FROM: Wayne A. Kazmierczak, Assistant Superintendent  
DATE: November 25, 2008  
SUBJECT: Truth-in-Taxation Hearing

Moorhead Area Public Schools is required to hold a Truth-in-Taxation hearing prior to certifying the 2008 Payable 2009 Levy. This year the hearing is scheduled for Tuesday, December 2, 2008 at 7:00 p.m. in the boardroom at Probstfield Center for Education. Attached you will find revenue and expenditure information and projected fund balances for the end of the current fiscal year. You will also find a detailed multi-year comparison for each category included in the district's levy along with other supporting documents.

WAK/kmr  
Attachment



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

LINE #	2006-2007 ACTUAL	2007-2008 ACTUAL	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	5,292	5,330	5,334
<b>REVENUES:</b>					
<b>General Fund</b>					
1 Property Taxes	1,328,402	1,450,788	1,549,305	1,324,108	1,350,590
2 Interest	583,116	471,221	400,000	290,000	290,000
3 Tuition & fees	768,238	403,966	415,204	423,508	431,978
4 Other local sources	840,926	688,838	693,021	706,881	721,019
5 General ed aid	33,245,488	34,363,252	35,133,599	34,437,176	34,209,391
6 Tax credits/Border city aid	297,327	215,744	206,732	210,867	215,084
7 Non public trans aid	223,132	154,713	164,398	167,686	171,040
8 Special ed aid,excess aid,pr yr adj	6,577,278	6,893,782	6,908,121	7,046,283	7,187,209
9 Federal aids/Grants	2,749,437	2,681,335	2,759,492	2,814,682	2,870,975
10 Total General Fund	46,613,344	47,323,639	48,229,872	47,421,191	47,447,287
<b>Operating Capital</b>					
11 Operating Capital aid	866,490	835,100	769,220	728,907	685,742
11a Operating Capital asbestos rebate	0	28,323	0	0	0
12 Lease Levy	278,616	275,728	232,379	237,027	241,767
13 Head Start Rent	16,208	16,797	16,863	17,200	17,544
14 Sale of Property railroad land 07/08	0	48,750	0	0	0
15 Microsoft Settlement/insurance recovery/:	116,732	60,914	0	0	0
16 Total Operating Capital	1,278,046	1,265,612	1,018,462	983,134	945,053
17 Health & safety levy	336,306	18,284	53,615	375,385	95,000
18 Health & safety aid	(784)	0	0	0	0
19 Total Health & Safety	335,522	18,284	53,615	375,385	95,000
20 Total Revenues	48,226,912	48,607,535	49,301,949	48,779,710	48,487,340
21 % CHANGE	6.69%	0.79%	1.43%	-1.06%	-0.60%
22 \$ CHANGE	3,022,768	380,623	694,414	(522,239)	(292,370)
<b>EXPENDITURES:</b>					
23 Admin salaries	2,776,689	2,852,663	2,831,647	2,930,755	3,033,331
24 Admin fringe benefits	427,930	515,207	438,510	453,857	469,742
25 Admin supplies	9,453	21,217	20,761	20,761	20,761
26 Admin other	140,128	132,305	201,288	207,327	213,546
27 Instruct salaries (reg & voc)	15,477,436	16,237,413	17,049,283	17,646,008	18,263,618
28 Instruct fringe benefits	4,533,993	4,779,108	5,040,806	5,217,234	5,399,837
29 Instruct supplies	499,135	495,008	424,000	424,000	424,000
30 Instruct other	886,408	897,849	961,580	990,427	1,020,140
31 Spec ed salaries	8,517,631	8,764,071	9,268,022	9,592,403	9,928,137
32 Spec ed fringe benefits	1,907,186	2,119,894	2,249,189	2,327,911	2,409,387
33 Spec ed supplies	76,981	87,752	79,290	79,290	79,290
34 Spec ed others	1,472,121	898,637	987,820	1,017,450	1,047,970
35 Instruct support salaries	1,532,553	1,555,069	1,624,457	1,681,313	1,740,159
36 Instruct support fringe benefits	306,139	260,060	331,089	342,677	354,671
37 Instruct support supplies	85,179	137,651	140,260	140,260	140,260
38 Instruct support other	228,520	173,265	267,350	275,370	283,630
39 Pupil support salaries	841,631	969,150	1,016,291	1,051,861	1,088,676
40 Pupil support fringe benefits	205,414	238,578	261,130	270,270	279,729
41 Pupil support supplies	4,817	11,124	11,966	11,966	11,966
42 Pupil support other	14,598	59,175	28,650	29,510	30,400
43 Bldgs & grounds salaries	1,140,279	1,176,852	1,164,209	1,204,956	1,247,130
44 Bldgs & grounds fringe benefits	196,649	196,833	209,116	216,435	224,010
45 Bldgs & grounds energy exp	1,530,562	1,607,885	1,925,534	2,060,321	2,163,337
46 Bldgs & grounds supplies	370,468	213,731	297,116	297,116	297,116
47 Bldgs & grounds other	205,037	223,560	331,207	341,143	351,378
48 Transportation salaries	440,360	466,099	485,497	502,489	520,077
49 Transportation benefits	65,013	71,256	71,677	74,186	76,782

LINE #	2006-2007 ACTUAL	2007-2008 ACTUAL	2008-2009 PROJECTED	2009-2010 PROJECTED	2010-2011 PROJECTED
50 Transportation contracted services	2,018,595	2,046,037	2,116,140	2,200,786	2,266,809
51 Transportation supplies	350,364	454,502	478,500	511,995	537,595
52 Transportation equipment	70,926	73,165	0	79,568	79,568
53 Transportation other	18,487	21,575	25,750	26,523	27,318
54 Property/ Casualty Insurance/Liab	201,139	150,531	125,710	129,481	133,366
55 Total General Expenditures	46,551,821	47,907,222	50,463,845	52,355,649	54,163,738
56 Op cap special assessments	22,107	45,292	46,559	63,225	65,122
57 Op cap Leases	292,610	305,114	318,228	327,775	337,608
58 Op cap Telephone/telecomm	18,570	26,584	84,705	87,246	89,864
59 Op cap Bldg Discretionary	36,452	41,063	43,730	45,042	46,393
60 Op cap Athletics	2,884	10,383	10,746	11,068	11,400
61 Op cap Textbooks	350,279	298,578	195,050	200,902	206,929
62 Op cap Music	12,599	13,879	14,328	14,758	15,201
63 Op cap Media	44,678	46,089	22,767	22,767	22,767
64 Op cap Eq Contingency/copiers	114,174	115,924	135,608	139,676	143,867
65 Op cap Technology Staffing	108,358	113,056	118,694	122,255	125,922
66 Op cap Technology Plan	488,717	621,335	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	1,147,916	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	2,805,311	1,785,242	2,046,220	2,076,579
72 Health & Safety Physical Hazard	41,456	15,646	48,000	30,000	30,000
73 Health & Safety Hazardous Subst	1,564	2,611	15,000	15,000	15,000
74 Health & Safety Enviromental Mgmt	22,874	23,693	41,000	25,000	25,000
75 Health & Safety Asbestos	30,377	0	5,000	5,000	5,000
76 Health & Safety Fire Safety	19,050	48,030	50,000	5,000	5,000
77 Health & Safety Indoor Air Quality	0	3,311	175,000	15,000	15,000
78 Total Health & Safety Expenditures	115,321	93,291	334,000	95,000	95,000
79 TOTAL EXPENDITURES	49,214,453	50,805,824	52,583,087	54,496,869	56,335,316
80 % Change	3%	3%	3%	4%	3%
81 \$ Change	1,618,471	1,591,371	1,777,263	1,913,783	1,838,447
82 REV OVER EXP (EXP OVER REV)					
83 General Fund	61,523	(583,583)	(2,233,973)	(4,934,457)	(6,716,451)
84 Operating Capital	(1,269,265)	(1,539,699)	(766,780)	(1,063,087)	(1,131,525)
85 Health & Safety	220,201	(75,007)	(280,385)	280,385	0
86 Total Rev Over Exp (Exp over Rev)	(987,541)	(2,198,289)	(3,281,138)	(5,717,159)	(7,847,976)
87 BEGINNING FUND BALANCE					
88 General Fund	7,023,712	7,085,235	6,501,626	4,267,654	(666,804)
89 Operating Capital	2,903,288	1,634,023	94,324	(\$672,456)	(1,735,543)
90 Health & Safety	(426,781)	(206,580)	(281,587)	(\$561,972)	(281,587)
91 Total Beginning Fund Balance	9,500,218	8,512,678	6,314,363	3,033,226	(2,683,934)
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	\$6,501,626	\$4,267,654	(\$666,804)	(7,383,255)
97 Operating Capital	\$1,634,023	\$94,324	(\$672,456)	(\$1,735,543)	(2,867,068)
98 Health & Safety	(\$206,580)	(\$281,587)	(\$561,972)	(\$281,587)	(281,587)
99 Total Ending Fund Balance	\$8,512,678	\$6,314,363	\$3,033,226	(\$2,683,934)	(10,531,910)
100 As a % of Expenditures	17.30%	12.43%	5.77%	-4.92%	-18.70%

**INDEPENDENT SCHOOL DISTRICT #152  
FOOD SERVICE FUND (02)**

Line #

	2006-07 ACTUAL	2007-08 ACTUAL	2008-09 PROJECTED	2009-10 PROJECTED	2010-11 PROJECTED
<b>REVENUES:</b>				1.02	1.02
Other local and county sources:					
1 Interest	27,977	26,421	20,000	20,400	20,810
2 Miscellaneous local revenues	34,698	36,118	37,441	38,190	38,950
3 Subtotal other sources	62,675	62,539	57,441	58,590	59,760
State sources:					
4 Lunch/Breakfast program aid	123,150	127,995	126,077	128,600	131,170
Federal sources:					
5 Lunch program aid	680,828	704,696	716,975	731,310	745,940
6 Food distribution program	86,691	96,329	105,800	107,920	110,080
7 Subtotal federal sources	767,519	801,025	822,775	839,230	856,020
8 Sale of food	861,319	874,068	969,967	989,370	1,009,160
10 TOTAL REVENUES	1,814,663	1,865,627	1,976,260	2,015,790	2,056,110
11 % CHANGE	0.67%	2.81%	5.93%	2.00%	2.00%
12 \$ CHANGE	11,995	50,964	110,633	39,530	40,320
<b>EXPENDITURES:</b>				1.03	1.03
Pupil support services:					
12 Salaries and wages	427,539	454,831	484,466	503,845	523,998
13 Employee benefits	69,626	75,106	81,369	84,624	88,009
14 Purchased services	157,693	240,489	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	1,041,752	1,118,000	1,151,540	1,186,090
17 Equipment/Construction	43,496	20,107	20,000	20,600	21,220
18 Other expenditures	37,694	27,937	30,000	30,900	31,830
19 TOTAL EXPENDITURES	1,765,641	1,935,425	2,141,557	2,211,458	2,283,697
20 % CHANGE	7.57%	9.62%	10.65%	3.26%	3.27%
21 \$ CHANGE	124,287	169,784	206,132	69,901	72,239
22 REV OVER EXP (EXP OVER REV)	49,022	(69,798)	(165,297)	(195,668)	(227,587)
23 BEGINNING FUND BALANCE	475,225	524,247	454,449	289,152	93,484
24 ENDING FUND BALANCE	\$524,247	\$454,449	\$289,152	\$93,484	(\$134,104)
25 Fund Balance as a % of Expenditures	29.69%	23.48%	13.50%	4.23%	-5.87%

**INDEPENDENT SCHOOL DISTRICT #152**  
**COMMUNITY EDUCATION (04)**

LINE #	2006-07 ACTUAL	2007-08 ACTUAL	2008-09 PROJECTED	2009-10 PROJECTED	2010-11 PROJECTED
				1.02	1.02
<b>REVENUES:</b>					
1 Gen Com Ed	295,452	366,421	290,274	296,079	302,001
2 Fees	206,735	239,706	260,000	265,200	270,504
4 Choices	29,543	28,424	26,000	26,000	26,000
5 ABE	352,468	338,760	392,496	400,346	408,353
6 Interest	793	0	500	510	520
7 ECFE	218,487	224,793	231,336	235,963	240,682
8 Kindergarten Readiness	69,664	66,009	60,651	61,864	63,101
10 Other	194,398	224,863	188,000	169,200	169,200
11 TOTAL REVENUES	1,367,540	1,488,976	1,449,257	1,455,162	1,480,361
12 % CHANGE	3.80%	8.88%	-2.67%	0.41%	1.73%
13 \$ CHANGE	50,083	121,436	(39,719)	5,905	25,199
<b>EXPENDITURES:</b>					
				1.03	1.03
14 General Com Ed	483,602	465,184	438,233	451,380	464,921
15 Choices	26,423	24,857	24,470	26,000	26,000
17 ABE	375,413	397,888	381,181	392,616	404,395
18 ECFE	230,211	229,499	237,868	245,004	252,354
19 Kindergarten Readiness	70,461	77,015	58,886	60,653	62,472
21 Other	266,749	297,763	188,000	169,200	169,200
22 TOTAL EXPENDITURES	1,452,859	1,492,206	1,328,638	1,344,853	1,379,343
23 % CHANGE	2.25%	2.71%	-10.96%	1.22%	2.56%
24 \$ CHANGE	31,974	39,347	(163,568)	16,215	34,490
25 REV OVER EXP (EXP OVER RE	(85,319)	(3,230)	120,619	110,309	101,019
26 BEGINNING FUND BALANCE	52,009	(33,310)	(36,540)	84,079	194,388
27 ENDING FUND BALANCE	(\$33,310)	(\$36,540)	\$84,079	\$194,388	\$295,407
28 As a % of Expenditures	-2.29%	-2.45%	6.33%	14.45%	21.42%
	=====	=====	=====	=====	=====

# MOORHEAD ISD #152

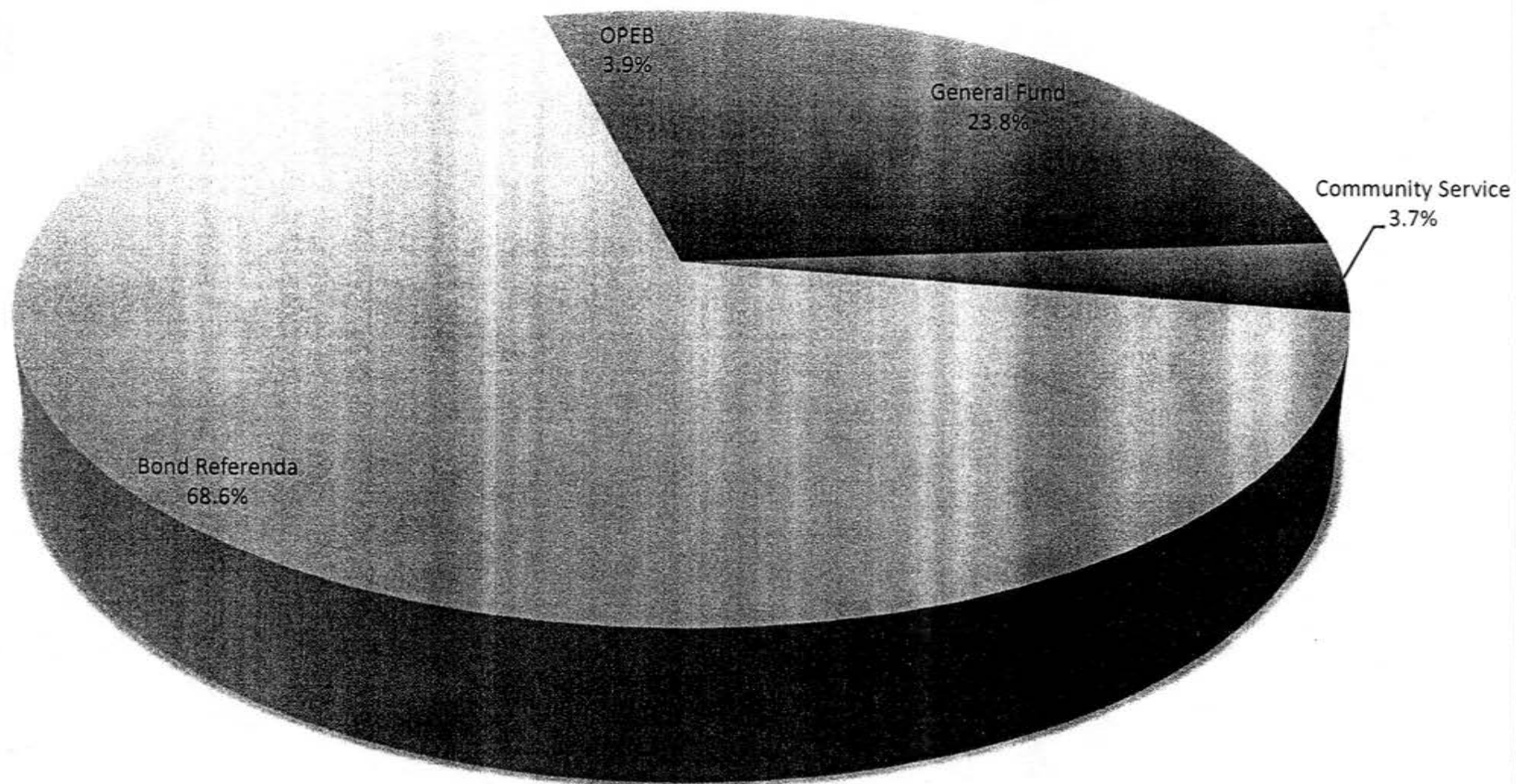
## Comparison of Pay 04, Pay 05, Pay 06, Pay 07, Pay 08, & Pay 09 Levies

	FY05 2003 Pay 2004	FY06 2004 Pay 2005	FY07 2005 Pay 2006	FY08 2006 Pay 2007	FY09 2007 Pay 2008	FY10 2008 Pay 2009	Difference Pay 08 Pay 09
<b>General - RMV Voter Jobz Nonexempt*</b>							
1st Tier RMV Referendum	94,088.56	102,992.28	118,902.21	135,425.61	-	-	-
Other/Offset Adjustment	(6,192.76)	(1,809.32)	3,922.86	1,977.26	-	-	-
<b>Subtotal</b>	<b>87,895.80</b>	<b>101,182.96</b>	<b>122,825.07</b>	<b>137,402.87</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>General - RMV Voter Jobz Exempt</b>							
1st Tier RMV Referendum	-	-	-	-	151,369.62	-	(151,369.62)
RMV Referendum Net Offset Adjustment	-	-	-	-	-	-	-
<b>Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>151,369.62</b>	<b>-</b>	<b>(151,369.62)</b>
<b>General - RMV Other Jobz Exempt</b>							
Equity (Net)	205,495.75	254,736.52	431,161.64	502,377.58	571,897.54	335,798.92	(236,098.62)
Transition (Net)	-	-	287,167.53	284,990.74	190,616.27	216,853.44	26,237.17
Other Net Offset	-	-	-	-	-	(0.01)	(0.01)
<b>Subtotal</b>	<b>205,495.75</b>	<b>254,736.52</b>	<b>718,329.17</b>	<b>787,368.32</b>	<b>762,513.81</b>	<b>552,652.35</b>	<b>(209,861.46)</b>
<b>General - NTC Other Jobz Exempt</b>							
Operating Capital	143,868.07	153,349.79	343,800.90	392,638.03	444,021.18	484,707.12	40,685.94
Reemployment Insurance	-	-	62,926.00	2,876.12	5,203.00	13,757.00	8,554.00
Safe Schools	164,598.48	185,549.40	170,734.50	170,360.82	190,539.90	187,359.30	(3,180.60)
Career Technical	96,617.96	96,617.96	96,617.96	96,617.96	96,617.96	100,056.20	3,438.24
Carpenter Bus	-	-	210,000.00	-	-	-	-
Alternative Teacher Compensation (QComp)	-	-	-	-	-	-	-
Health & Safety	176,650.53	87,566.11	304,900.00	18,800.00	75,000.00	451,805.12	376,805.12
Deferred Maintenance	-	-	-	155,155.29	172,918.38	197,014.77	24,096.39
Building/Land Lease	317,558.95	257,144.40	278,616.00	275,728.00	232,379.20	235,535.87	3,156.67
Lost Interest Earnings	5,478.33	5,478.33	5,478.33	-	-	-	-
FY09 Operating Capital Adjustment	-	-	-	-	-	2,856.70	2,856.70
FY08 Operating Capital Adjustment	-	-	-	-	1,753.84	-	(1,753.84)
FY07 Operating Capital Adjustment	-	-	-	1,694.95	-	2,110.99	2,110.99
FY06 Operating Capital Adjustment	-	-	(9,415.17)	-	634.11	-	(634.11)
FY05 Operating Capital Adjustment	-	(2,157.89)	-	(8,779.01)	-	-	-
Reemployment Adjustment	3,178.42	-	(13,550.15)	-	(58,488.62)	(2,876.12)	55,612.50
Safe Schools Adjustment	(918.33)	22.77	(4,605.60)	468.99	(21,648.87)	(4,664.79)	16,984.08
Health & Safety Adjustment	(33,234.78)	(125,907.97)	31,405.46	283.60	(10,784.22)	(15,056.25)	(4,272.03)
Miscellaneous Adjustment	2,287.21	(1,874.60)	(110.59)	2,171.53	3.72	117.68	113.96
<b>Subtotal</b>	<b>876,084.84</b>	<b>655,788.30</b>	<b>1,476,797.64</b>	<b>1,108,016.28</b>	<b>1,128,149.58</b>	<b>1,652,723.59</b>	<b>524,574.01</b>
<b>Community Service - Other Jobz Exempt</b>							
Basic Community Education	148,795.20	161,084.06	169,287.16	192,391.05	216,585.12	234,893.63	18,308.51
Early Childhood Family Education	81,180.25	79,348.21	80,364.37	81,682.61	50,011.19	87,436.28	37,425.09
Home Visiting (Net)	3,560.00	2,707.20	3,227.20	2,755.20	3,118.40	3,180.80	62.40
Adults with Disabilities (Net)	13,000.00	13,000.00	13,000.00	11,955.83	12,997.21	13,000.00	2.79
Community Ed. Excess Fund Balance Adj.	(58,572.46)	(5,771.20)	(30,795.02)	-	-	-	-
ECFE Excess Fund Balance Adjustment	-	(1,390.63)	-	(4,514.24)	(874.25)	-	874.25
ECFE Adjustment	-	-	(1,062.99)	(983.55)	(600.90)	-	600.90
Miscellaneous Adjustment	1,019.86	(973.36)	(15.33)	(34.99)	0.91	5.58	4.67
<b>Subtotal</b>	<b>188,982.85</b>	<b>248,004.28</b>	<b>234,005.39</b>	<b>283,251.91</b>	<b>281,237.68</b>	<b>338,516.29</b>	<b>57,278.61</b>
<b>General Debt Service - Voter Jobz Nonexempt</b>							
Initial Debt Service	4,115,087.63	4,519,615.97	5,250,700.86	5,782,606.52	6,185,032.40	6,348,825.00	163,792.60
Reduction for Debt Excess	-	-	-	-	-	(5,340.82)	(5,340.82)
Miscellaneous Adjustment	358.99	1,004.03	600.65	5,769.91	16.60	129.18	112.58
<b>Subtotal</b>	<b>4,115,446.62</b>	<b>4,520,620.00</b>	<b>5,251,301.51</b>	<b>5,788,376.43</b>	<b>6,185,049.00</b>	<b>6,343,613.36</b>	<b>158,564.36</b>
<b>OPEB/Pension</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>365,277.00</b>	<b>365,277.00</b>
<b>Grand Total</b>	<b>5,473,905.86</b>	<b>5,780,332.06</b>	<b>7,803,258.78</b>	<b>8,104,415.81</b>	<b>8,508,319.69</b>	<b>9,252,782.59</b>	<b>744,462.90</b>
<b>Percentage Change From Previous Year</b>	<b>9.80%</b>	<b>5.60%</b>	<b>35.00%</b>	<b>3.86%</b>	<b>4.98%</b>	<b>8.75%</b>	
<b>MDE Implicit Price Deflator Inflation Adjustment</b>	<b>3.35%</b>	<b>1.51%</b>	<b>5.08%</b>	<b>6.42%</b>	<b>4.29%</b>	<b>6.19%</b>	

\*Jobz not applicable in FY05 and FY06, included in Jobz category for comparative purposes only

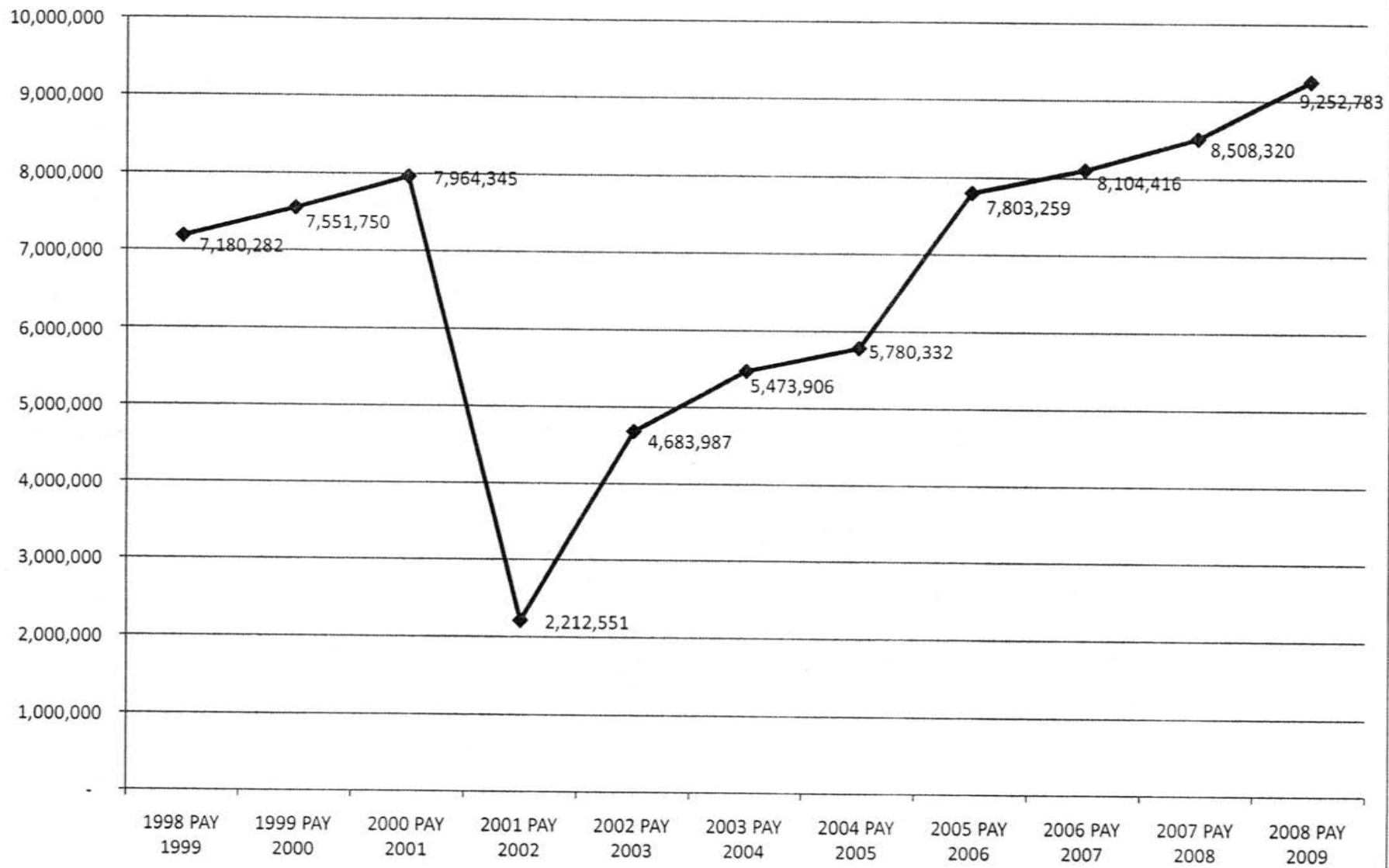


**2008 Payable 2009 Levy  
Total % by Major Category**





### 10-Year Levy History - Moorhead ISD #152



I. COMPUTATION OF 2008 PAYABLE 2009 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TACONITE ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER EXEMP		.01-	N/A	.01		
GEN-RMV OTHER EXEMP	533,559.19	19,093.17	N/A	.01-		552,652.35
GEN-NTC VOTER EXEMP			N/A			
GEN-NTC OTHER EXEMP	1,670,235.38	17,629.47-	117.68			1,652,723.59
TOTAL GENERAL	2,203,794.57	1,463.69	117.68			2,205,375.94
COMM SERV EXEMP	338,432.31	78.40	5.58			338,516.29
DEBT-VOTER NONEX	6,348,825.00	5,340.82-	129.18			6,343,613.36
DEBT-OTHER NONEX						
TOTAL DEBT SERV	6,348,825.00	5,340.82-	129.18			6,343,613.36
OPEB/PENSION NONEX	365,277.00					365,277.00
TOTAL	9,256,328.88	3,798.73-	252.44			9,252,782.59

II. COMPARISON OF 2007 PAYABLE 2008 LEVY LIMITATION WITH 2008 PAYABLE 2009 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS): \*1

FUND	07 PAY 08 LIMITATION	08 PAY 09 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
TOTAL GENERAL	2,042,033.01	2,205,375.94	163,342.93	8.00 %
COMMUNITY SERVICE	281,237.68	338,516.29	57,278.61	20.37
GENERAL DEBT SERVICE *2	6,185,049.00	6,343,613.36	158,564.36	2.56
OPEB DEBT SERVICE		365,277.00	365,277.00	
TOTAL	8,508,319.69	9,252,782.59	744,462.90	8.75 %

III. COMPARISON OF 2007 PAYABLE 2008 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH  
2008 PAYABLE 2009 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS: \*1

FUND	PAY 08 CERT LEVY + ADJUSTMENTS	PAY 09 CERT LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
TOTAL GENERAL	2,042,033.01			
COMMUNITY SERVICE	281,237.68			
GENERAL DEBT SERVICE *2	6,185,049.00			
OPEB DEBT SERVICE				
TOTAL AFTER ADJUSTMENTS	8,508,319.69			

TABLES II AND III FOOTNOTES:

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

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

A) TRUTH IN TAXATION CATEGORIES: VOTER APPROVED LEVIES = (1)+(3)+(6)  
ALL OTHER LEVIES = (2)+(4)+(5)+(7)+(8)

C) SCHOOL DISTRICTS CERTIFYING THE MAXIMUM LEVY LIMITATION FOR THE FINAL LEVY MUST CERTIFY THE DOLLAR LIMITATION SHOWN. SCHOOL DISTRICTS MUST ADOPT THEIR FINAL LEVY ON OR BEFORE DECEMBER 26, 2008.

E) THE SCHOOL DISTRICT MUST SUBMIT THE COMPLETED ORIGINAL OF THIS FORM TO THE HOME COUNTY AUDITOR BY DECEMBER 29, 2008. A DUPLICATE COPY MUST BE SUBMITTED TO MINNESOTA DEPT OF EDUCATION, PROGRAM FINANCE DIVISION, 1500 HIGHWAY 36 WEST, ROSEVILLE, MN 55113, BY JANUARY 7, 2009.

/(13) TOTAL CERTIFIED ON NET  
/ CAPACITY = (3)+(4)  
/ + (5)+(6)+(7)+(8) =

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/ (14) GRAND TOTAL CERTIFIED
/      LEVY = (12)+(13) =

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SIGNATURE OF  
SCHOOL BOARD CLERK

DATE OF CERTIFICATION

3-M9-BOS  
8 Dec 2008

**INDEPENDENT SCHOOL DISTRICT #152**

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

December 8, 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 _____	Lynne A. Kovash _____

**AGENDA**

**1. CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Lynne A. Kovash, Superintendent
- C. Approval of Meeting Agenda

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

- D. "We Are Proud"

\*\*\* **We Are Proud** of Moorhead High School student Autumn Nelson for receiving a 2008 Youth Leadership Award from the Minnesota Youth Intervention Programs Association in October. The Youth Leadership Award is for an individual under the age of 21 who has taken leadership responsibilities within his or her school, community or family to help promote early intervention activities with other youth. Nelson was nominated for the award by the Moorhead Police Department because of her involvement as a member of the department's Summer Youth Program, Junior Police Academy and Moorhead Police Explorers' group.

**SCHOOL BOARD AGENDA - December 8, 2008**  
**PAGE 2**

**\*\*\* We Are Proud** of the Moorhead High School Music Department for being selected as a finalist in the GRAMMY Signature Schools Program, offered through the National Association of Recording Artists and the Recording Academy. This is the 10th consecutive year that the Moorhead High School Music Department has been recognized as one of the top 100 music programs in the nation. Moorhead High School music faculty are Doug Engstrom, Dr. Mark Ring and Jon Larson.

The GRAMMY Signature Schools program recognizes excellence and commitment in public school music programs and honors school music students, teachers, principals, and schools districts that promote and preserve music education as a key part of their curriculum.

**\*\*\* We Are Proud** of Moorhead High School students Jakob Lindaas and Margaret Worman for being named semifinalists in the National Merit Scholarship Program. Approximately 16,000 semifinalists were recognized this year. The nationwide pool of semifinalists represents less than one percent of U.S. high school seniors. More than 1.5 million juniors entered the 2009 National Merit Program by taking the 2007 Preliminary SAT/National Merit Scholarship Qualifying Test.

Semifinalists have an opportunity to continue in the competition for more than 8,200 Merit Scholarships awards that will be offered next spring. To continue, semifinalists must fulfill several requirements and advance to finalist standing.

**\*\*\* We Are Proud** of the Moorhead High School boys cross country team for placing third at the 2008 Class AA state cross country meet on Nov. 1. Team members are Jakob Lindaas, Lukas Gamar, Timothy Lillehaugen, Aaron Benson, Derrick Nelson, Christian Larson, Mattt Fernholz, Nick Geraghty and Matt Nicolai. The boys cross country team is coached by Tom Dooher and assistant coach Jeremy Blake.

**\*\*\* We Are Proud** of Moorhead High School student Lukas Gamar for placing first individually in the 2008 Class AA state boys cross country meet with a time of 15:32 for the five-kilometer course. Tom Dooher is the boys cross country coach and Jeremy Blake is the assistant coach.

**\*\*\* We Are Proud** of the Moorhead High School girls cross country team for placing fifth at the 2008 Class AA state cross country meet on Nov. 1. Team members are Liz Hanson, Leah Hansen, Anna Lipetzky, Kelly Brammer, Tayler Polomny, Mikayla Carey, Kaylee Litch, Karylee Richards and Kendell Christian. The girls cross country team is coached by Tom Dooher and assistant coach Jeremy Blake.

**SCHOOL BOARD AGENDA - December 8, 2008**  
**PAGE 3**

**\*\*\* We Are Proud** of cross country coach Tom Dooher for being honored as the 2008 Section 8AA Boys and Girls Cross Country Coach of the Year by his peers.

- 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. SUPERINTENDENT MATTERS - Kovash  
(1) Approval of November 10 and 24, 2008 Meeting Minutes - Pages 9-14
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak  
(1) Approval of December Claims - Page 15  
(2) Acceptance of Donation - Page 16
- C. LEARNER SUPPORT SERVICES MATTERS - Skarvold
- D. HUMAN RESOURCES MATTERS - Nielsen  
(1) Approval of Resignation - Page 17  
(2) Approval of Family/Medical Leaves - Page 18  
(3) Approval of Return from Leave of Absence - Page 19  
(4) Approval of Early Retirement - Page 20  
(5) Approval of New Employees - Page 21
- E. CURRICULUM AND PROFESSIONAL DEVELOPMENT MATTERS - Aamodt
- F. INFORMATION SYSTEMS/INSTRUCTIONAL SUPPORT MATTERS - Markert

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

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_



**SCHOOL BOARD AGENDA - December 8, 2008**

**PAGE 4**

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.)

Project Lead the Way Program - Kovash

Page 22

4. **MOORHEAD HIGH SCHOOL COURSE PROPOSALS:** Aamodt

Pages 23-34

Suggested Resolution: Move to approve the addition of three Project Lead the Way courses as presented to the Moorhead High School curriculum to begin in the 2009-2010 school year contingent on Kern Grant funding and approve the addition of the Project Lead the Way Digital Electronics course alone, if the Kern Grant is not funded for the 2009-2010 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Comments \_\_\_\_\_

5. **ANNUAL WELLNESS REPORT:** Nielsen

Pages 35-40

6. **CERTIFICATION OF FINAL 2008 PAYABLE 2009 PROPERTY TAX LEVY:**

Kazmierczak

Pages 41-42

Suggested Resolution: Move to approve the certification of the final 2008 Payable 2009 Property Tax Levy in the amount of \$9,252,782.59.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Comments \_\_\_\_\_

7. **APPROVAL OF POLICY:** Aamodt

Pages 43-48

Suggested Resolution: Move to approve the policy, Staff Development (446), as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Comments \_\_\_\_\_

**SCHOOL BOARD AGENDA - December 8, 2008**  
**PAGE 5**

8. **APPROVAL OF POLICY:** Markert  
Pages 49-56

Suggested Resolution: Move to approve the policy, School District Copyright Policy (730), as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

9. **APPROVAL OF POLICY:** Skarvold  
Pages 57-58

Suggested Resolution: Move to approve the policy, School Attendance Governing Enrollment of Children/Adults with Disabilities (516), as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

10. **APPROVAL OF POLICY:** Skarvold  
Pages 59-60

Suggested Resolution: Move to approve the policy, Title I Policy Governing Comparability (606), as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

11. **APPROVAL OF POLICY:** Skarvold  
Pages 61-62

Suggested Resolution: Move to approve the policy, Family Involvement (901), as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

12. **APPROVAL OF POLICY:** Skarvold  
Pages 63-65

Suggested Resolution: Move to approve the policy, Student Disability Nondiscrimination (502), as presented.

**SCHOOL BOARD AGENDA - December 8, 2008**

**PAGE 6**

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

13. **APPROVAL OF POLICY:** Skarvold  
Pages 66-69

Suggested Resolution: Move to approve the policy, Student Immunization Requirements (530), as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

14. **APPROVAL OF POLICY:** Skarvold  
Pages 70-77

Suggested Resolution: Move to approve the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse (534), as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

15. **APPROVAL OF POLICY:** Skarvold  
Pages 78-81

Suggested Resolution: Move to approve the policy, Maltreatment of Vulnerable Adults (535), as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Comments \_\_\_\_\_

16. **APPROVAL OF POLICY:** Skarvold  
Pages 82-84

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 \_\_\_\_\_

**SCHOOL BOARD AGENDA - December 8, 2008**

**PAGE 7**

17. **APPROVAL OF POLICY:** Kovash

Pages 85-87

Suggested Resolution: Move to approve the policy, Instruction and Curriculum Advisory Committee (231), as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Comments \_\_\_\_\_

18. **APPROVAL OF POLICY:** Kovash

Pages 88-89

Suggested Resolution: Move to approve the policy, Policy Review Committee (233), as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Comments \_\_\_\_\_

19. **COMMITTEE REPORTS**

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

21. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - December 8, 2008****PAGE 8**CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Truth in Taxation Public Hearing (continuation, if needed)	December 9	5 pm	PCE
Hopkins PTAC	December 9	6:30 pm	Media Center
Prof Dev Before/After School	December 10		
Instruction and Curr Adv Com	December 11	7 am	PCE
Health/Safety/Wellness Com	December 11	9:30 am	PCE
Winter Break Begins	December 22		
K-12 Classes Resume	January 5		
Asp PTAC	January 5	6:30 pm	Media Center
Reinertsen PTAC	January 5	6:30 pm	Media Center
High School PTAC	January 5	7 pm	Conf Rm
Continuing Educ Committee	January 6	6:45 am	Village Inn
Indian Educ Parent Committee	January 7	5 pm	PCE
Instruction and Curr Adv Com	January 8	7 am	PCE
Joint Powers Committee	January 8	7 am	Courthouse
Health/Safety/Wellness Com	January 8	9:30 am	PCE
Early Childhood Adv Com	January 8	6:30 pm	PCE
Horizon PTAC	January 8	7 pm	Media Center
Supt's Advisory Council	January 8	7 pm	PCE
School Board	January 12	7 pm	PCE
Hopkins PTAC	January 13	6:30 pm	Media Center
Prof Dev Before/After School	January 14		
MSBA Annual Leadership Conf	January 14-16		Minneapolis
Staff Prof Development (morning)	January 19		
Policy Review Committee	January 19	7 pm	PCE
Staff Prof Development (morning)/ Teacher Work Day (afternoon)	January 20		
Interagency Early Interv Com	January 21	12 pm	FSC
Intergovernmental Retreat	January 23	9:30 am-5:30 pm	Marriott
School Board	January 26	7 pm	PCE
Activities Council	January 27	7 am	MHS Conf Rm
Technology Committee	January 27	3:45 pm	PCE
Prof Dev Before/After School	January 28		

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
NOVEMBER 10, 2008  
PAGE 1**

**MEMBERS PRESENT:** Karin Dulski, Lisa Erickson, Cindy Fagerlie, Carol Ladwig, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

**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 Kovash recommended the agenda proceed as presented.

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

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** None.

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

Minutes - Approve the October 13 and 27, 2008 regular meeting minutes as presented.

Claims - Approve the November Claims, subject to audit, in the amount of \$804,524.07.

General Fund:	\$665,799.33
Food Fund:	123,150.43
Community Service Fund:	15,574.31
TOTAL	\$804,524.07

Donation - Accept the donation of set design work for the Moorhead High School musical valued at \$2,500 from Kate Sutton-Johnson and direct administration to send a thank you note.

**Resignation**

Paola Flores - Lunchroom Supervisor, S.G. Reinertsen Elementary, effective October 31, 2008.

**Family/Medical Leave**

Pam Gibb - Communications Coordinator, Probstfield Center for Education, effective approximately November 25, 2008 for approximately six to eight weeks.



**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
NOVEMBER 10, 2008  
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Other Leave

Kathleen Shasky - Paraprofessional, High School, effective January 4, 2009 through February 14, 2009. This leave is for military training.

Termination

Lonnie Dockter - Paraprofessional, Horizon Middle School, effective October 31, 2008.

New Employees

Rachel Ruiz - Bus Assistant, Transportation, 2.5 hours per day, 2-3 days per week, effective September 15, 2008 (replaces 1/8 of Jeannie Zebley).

Bonnie Henkelman - Cafeteria Supervisor, S.G. Reinertsen Elementary, 2.25 hours per day, \$9.00 per hour, effective October 24, 2008 (replaces Jody Jenson).

Barbara Kline - Breakfast Dishwasher, Robert Asp Elementary, 1 hour per day, \$9.00 per hour, effective October 27, 2008 (position offsets using disposable trays).

Jessica Hansen - Breakfast Computer Operator/Dishwasher, S.G. Reinertsen Elementary, 1.75 hours per day, \$9.00 per hour, effective November 3, 2008 (replaces Kim Stockert).

Nicole Smith - Assistant Gymnastics Coach, High School, .080 Step 0, \$2,685.00, effective for the 2008-2009 season (replaces Christine Ottis).

Best Practice Grants - Approve the Best Practice incentive grants as presented for a total of \$17,462.80.

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.)

Major Magnitude Field Trip to Scotland Report - Moorhead High School students Hannah Mogen and Tony Dostert reported on the major magnitude field trip to Scotland and provided a slide presentation of the field trip.

**CANVASS ELECTION RETURNS AND ELECTION RESOLUTION:** Ladwig moved, seconded by Dulski, to approve the Resolution Canvassing Returns of Votes of Independent School District #152 General Election and Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Related Duties, as presented. Motion carried 7-0.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
NOVEMBER 10, 2008  
PAGE 3**

**ENROLLMENT PROJECTIONS:** Kazmierczak presented information regarding enrollment projections based on November 1, 2008 actual enrollment, private school enrollment, home school enrollment, and birthrate data. This data will be used for planning and staffing determinations in the coming months.

The November 1, 2008 enrollment figure of 5,365 represents an increase of 68 students over the projection of 5,297 made in November 2007. Compared to actual enrollment of 5,307 from November 1, 2007, the current year November 1 figure represents an increase of 58 students.

The secondary grade with the largest enrollment is 11th with 437 students and the secondary grade with the smallest enrollment is 12th with 369 students. The elementary grade with the largest enrollment is 2nd with 428 and the elementary grade with the smallest enrollment is 5th with 381 students.

**COMMITTEE REPORTS:** Brief reports were heard regarding the Activities Council, Asp PTAC, Indian Education Parent Committee, Horizon PTAC, Continuing Education Committee, Reinertsen PTAC, and Joint Powers Committee meetings. Thompson reported that the Washington School fund raiser for Brynn Duncan raised approximately \$30,000.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Chair Tomhave noted the Lakes Country Service Cooperative Board of Directors' election ballots were forthcoming. Tomhave also reminded board members of the Truth in Taxation Public Hearing scheduled for December 2, 2008 at 7 p.m. in PCE Board Room 224.

**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 8:05 p.m.

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Cindy Fagerlie, Clerk

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
NOVEMBER 24, 2008  
PAGE 1**

**MEMBERS PRESENT:** Karin Dulski, Lisa Erickson (7:01 p.m.), Cindy Fagerlie, Carol Ladwig, Mike Siggerud (7:29 p.m.), Bill Tomhave, and Lynne Kovash.

**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 Kovash recommended the agenda proceed with a revision to page 21.

**APPROVAL OF AGENDA:** Dulski moved, seconded by Ladwig, to approve the agenda as revised. Motion carried 4-0.

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** None.

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

Donation - Accept the donation of furniture valued at \$1,000 from Don and Michele Berg and direct administration to send a thank you note.

Early Childhood Special Education Teacher Position - Approve the 1 FTE Early Childhood Special Education (ECSE) Teacher, December 1, 2008 through June 2009. The position will be paid with federal special education funding.

American Indian Education Transmittal of Resolution Renewal - Approve the American Indian Education Transmittal of Resolution for submission to the Minnesota Department of Education by December 1, 2008.

**Resignations**

Jonathan Rudnick - Assistant Hockey Coach, High School, effective November 14, 2008.

Rebecca Hulst - Food and Nutrition Server, Horizon Middle School, effective November 12, 2008.

Ayuen Paka - Food and Nutrition Server, Horizon Middle School, effective October 21, 2008.

**Family/Medical Leaves**

Beth Thorpe - Teacher, Horizon Middle School, effective November 10, 2008 for an undetermined amount of time.

Natalie Van Valkenburg - Teacher, Robert Asp Elementary, effective approximately February 25, 2009 for nine weeks.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
NOVEMBER 24, 2008  
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Lynn Miller - Teacher, Early Intervention Services, effective November 17, 2008 for an undetermined amount of time.

Vicki Krenz - COTA, Horizon Middle School/Robert Asp Elementary, effective approximately April 5, 2009 for six weeks.

Change in Contract

Eugene Life - Food and Nutrition Server, S. G. Reinertsen Elementary to Lunchroom Supervisor, S.G. Reinertsen Elementary, 2.25 hours per day, \$9.00 per hour, effective December 1, 2008 (replaces Paola Flores).

New Employee

Jeffrey Hopper - Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, \$9.00 per hour, effective November 17, 2008 (replaces Ayuen Paka).

Health and Safety Plan Update - Approve the 2008-09 changes to the Health and Safety Program as presented.

Motion carried 5-0.

Siggerud joined the meeting at 7:29 p.m.

**2007-08 AUDIT REPORT:** Brian Stavenger, Eide Bailly LLP, presented the 2007-08 Comprehensive Annual Financial Report. Fiscal year 2008 general fund expenditures exceeded revenues by \$2,198,289 resulting in an unreserved fund balance of \$5,679,255 and a reserved fund balance of \$635,108.

Ladwig moved, seconded by Fagerlie to accept the 2007-08 Comprehensive Annual Financial Report as presented by Brian Stavenger, Eide Bailly LLP. Motion carried 6-0.

**ROBERT ASP SCHOOL LEVEL IMPROVEMENT PLAN:** Fagerlie moved, seconded by Erickson, to approve the School Level Improvement Plan for Robert Asp Elementary for submission to Lakes Country Service Cooperative. Motion carried 6-0.

Dulski left the meeting at 7:44 p.m. and returned at 7:45 p.m.

**FIRST READING OF POLICIES:** A first reading was conducted on the following policies: Staff Development (446), School District Copyright Policy (730), School Attendance Governing Enrollment of Children/Adults with Disabilities (516), Title I Policy Governing Comparability (606), Family Involvement (901), Student Disability Nondiscrimination (502), Student

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
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Immunization Requirements (530), Mandated Reporting of Child Neglect or Physical or Sexual Abuse (534), Maltreatment of Vulnerable Adults (535), Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students (656), Instruction and Curriculum Advisory Committee (231), and Policy Review Committee (233).

**COMMITTEE REPORTS:** Brief reports were heard regarding the Safe and Healthy Learners Committee, Hopkins PTAC, Community Education Advisory Committee, Instruction and Curriculum Advisory Committee, Superintendent's Advisory Council, Health/Safety/Wellness Committee, Early Childhood Advisory Committee, Interagency Early Intervention Committee, Policy Review Committee, and audit review meetings. Siggerud recognized the "Blood Brothers" cast, crew and staff for an amazing performance. Siggerud also noted he had completed the Citizens' Policy Academy and recommended the program to those that have not attended.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Chair Tomhave reminded board members of the December 2, 2008 Truth in Taxation Public Hearing scheduled for 7:00 p.m. in PCE Board Room 224. Tomhave also reminded board members to complete and return the Lakes Country Service Cooperative Board of Directors' ballot prior to December 5.

**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 8:47 p.m.

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Cindy Fagerlie, Clerk



Assistant Superintendent of Schools  
**Moorhead Area Public Schools**

Memo OAS 09.042 C

TO: Lynne A. Kovash, Superintendent  
FROM: Wayne A. Kazmierczak, Assistant Superintendent  
DATE: December 2, 2008  
SUBJECT: December Claims

The December claims are as follows:

General Fund	1,068,968.75
Food Service Fund	132,112.16
Community Services Fund	25,884.28
TOTAL	1,226,965.19

**SUGGESTED RESOLUTION:** Move to approve December claims, subject to audit, in the amount of \$1,226,965.19.

WAK/kmr





Assistant Superintendent of Schools  
**Moorhead Area Public Schools**

Memo OAS 09.040 C

TO: Lynne A. Kovash, Superintendent  
FROM: Wayne A. Kazmierczak, Assistant Superintendent  
DATE: December 2, 2008  
SUBJECT: Donation

Moorhead Area Public Schools has received a donation of two musical instruments from Renee Ulland. One of the musical instruments will be used in the Horizon music classroom; a needy band student will use the other. The Bach trombone is valued at \$300; the Yamaha PSR-1790 keyboard is valued at \$50.

**SUGGESTED RESOLUTION:** Move to accept the two musical instruments valued at \$350 from Renee Ulland to be used at Horizon Middle School and direct administration to send a thank you to:  
Renee Ulland  
4034 39<sup>th</sup> St S  
Moorhead, MN 56560

WAK/kmr



Department of Human Resources  
**Moorhead Area Public Schools**

Memo **HR.09.072**

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TO: Lynne A. Kovash, Superintendent  
FROM: Ron Nielsen, Director of Human Resource  
DATE: December 1, 2008  
RE: Resignation

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

Rachel Ruiz                      Bus Assistant, Transportation, effective December 5, 2008.

**SUGGESTED RESOLUTION:** Move to approve the resignation of Rachel Ruiz as presented.



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.09.070

TO: Lynne A. Kovash, Superintendent  
FROM: Ron Nielsen, Director of Human Resource  
DATE: December 1, 2008  
RE: Family/Medical Leave

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

Tonya Lancon	Paraprofessional, High School, effective approximately, January 8, 2009 for six to eight weeks.
Peyman Kadir	Paraprofessional, Adult Basic Education, effective approximately February 23, 2009 for six weeks.
Michelle Bonitto	Teacher, High School, effective December 3, 2008 for approximately three weeks.
Stephanie Holm	Speech/Language Pathologist, S. G. Reinertsen Elementary, effective January 6, 2009 for six weeks.

**SUGGESTED RESOLUTION:** Move to approve the request for Tonya Lancon and Peyman Kadir for Family Medical Leave pursuant to Section 4, Subd. 1 of the Paraprofessional Master Agreement and Michelle Bonitto and Stephanie Holm pursuant to Article 38 of the Teachers Master Agreement.



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.09.071

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TO: Lynne, A. Kovash, Superintendent  
FROM: Ron Nielsen, Director of Human Resource  
DATE: December 1, 2008  
RE: Return from Leave of Absence

The administration requests Return from Leave of Absence for the following person:

Kristi Hilton                      Sign Language Interpreter, EIS, return to .25 FTE effective January 5, 2009.

**SUGGESTED RESOLUTION:** Move to approve the return from Leave of Absence for Kristi Hilton as presented.



Department of Human Resources  
**Moorhead Area Public Schools**

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Memo HR.09.074

TO: Lynne A. Kovash, Superintendent  
FROM: Ron Nielsen, Director of Human Resource  
DATE: December 1, 2008  
RE: Early Retirement

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

Frances Bannerman                      Food and Nutrition Server, Horizon Middle School, effective  
December 19, 2008.

**SUGGESTED RESOLUTION:** Move to approve the Early Retirement of Frances Bannerman as presented.



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.09.073

TO: Lynne A. Kovash, Superintendent  
FROM: Ron Nielsen, Director of Human Resource  
DATE: December 1, 2008  
RE: New Employee

The administration requests the approval of the employment of the following person subject to satisfactory completion of federal, state and school district statutes and requirements.

Larry Rurup	Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, \$9.00 per hour, effective December 2, 2008. (Replaces Rebecca Hulst)
Helen Walker	Paraprofessional, Ellen Hopkins Elementary, \$13.57 per hour, 6.5 hours per day, effective November 14, 2008. (Replaces Lonnie Dockter)

**SUGGESTED RESOLUTION:** Move to approve the employment of Larry Rurup and Helen Walker as presented.





Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.09.068R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: Project Lead the Way Program

Melanie Aamodt and I will present information at the December 8 School Board meeting regarding the Project Lead the Way Program. The information provides a foundation for the course proposals from Moorhead High School that are included in the December 8 agenda. Horizon Middle School is considering implementing "Gateway to Technology" as a module in science starting with grade six.

LAK:mde



Office of Curriculum and Professional Development  
**Moorhead Area Public Schools**

Memo CPD.09.036 R

TO: Lynne A. Kovash, Superintendent

FROM: Melanie Aamodt, Director of Curriculum and Professional Development

DATE: December 2, 2008

RE: Moorhead High School Course Proposals

Attached are three course proposals from the Moorhead High School Science, Technology, Engineering and Math (STEM) teaching departments. The courses proposed are the Foundation Courses for the Project Lead the Way prescribed coursework: Introduction to Biomedical Sciences, Digital Electronics, and Introduction to Engineering Design.

The district has applied for and is currently being considered for a grant from the Kern Foundation, which sponsors the Project Lead the Way Program. Each proposal attached outlines a plan for implementation with/and without grant funding. The district plans to re-apply for the Kern grant for the 2010-2011 disbursement should our application request not be granted for this coming 2009-2010 school year.

The proposals have been reviewed by the Instruction and Curriculum Advisory Committee and forwarded to administration for further action. The committee discussed questions and concerns regarding these courses and asked that administration would have done more information when bringing the proposals to the school board.

Project Lead the Way implementation plan suggests the 8<sup>th</sup> grade Mathematics course our current students are taking is adequate preparation. Bemidji, Stillwater and Alexandria have implemented PLTW for two or more years. Data from the Minnesota district indicate that students were adequately prepared for PLTW program with no additional Mathematics coursework than the standard eighth grade curriculum.

Research by Jim Stone, University of Louisville indicates a positive correlation between PLTW students and their scores in the *Constructed Response* type of question on the ACT and SAT scores.

The three attached courses are provided for your consideration contingent upon grant funding. However, if Kern Grant funding is not available, the Digital Electronics course is still proposed for implementation in 2009-10.

**SUGGESTED RESOLUTION:** Move to approve the addition of the three Project Lead the Way courses as presented to the Moorhead High School curriculum to begin in the 2009-10 school year contingent on Kern Grant funding and approve the addition of PLTW Digital Electronics course alone, if Kern Grant is not funded for the 2009-10 school year.

MBA/kmr  
Attachment

## Program Proposal – Moorhead Area Public Schools

Proposal Title: Project Lead the Way (PLTW): Introduction to Biomedical Sciences

Date Submitted: 11/05/2008

Proposed Date of Implementation: Fall 2009

Principal Review Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Curriculum and Professional Development \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by ICAC: November 13, 2008

Recommendation to Superintendent:

### ***Description of program proposal:***

#### **Brief Description and Purpose of Proposal:**

The Moorhead Public School District is focused on increasing Science, Technology, Engineering, and Math (STEM) Education. There is a national push that we are feeling here locally to increase the science and math scores of our students. Right here in the Red River Valley, we have major educational institutions that are leaders in the fields of Engineering and Medicine.

Project Lead the Way is a program designed to increase educational rigor in these two fields. The Biomedical Sciences program is a high school program divided into four sections, each section building upon the previous. This dynamic program uses hands-on, real-world programs to engage and challenge students.

PLTW takes mathematics and science out of the confined realm textbooks and into the challenges of the real world, demonstrating to students the endless possibilities that are before them.

Students interested in math, science, and the human body will find the PLTW Biomedical Sciences program a great introduction to the numerous medical fields. It will also teach them how the skills they learn are used in the biomedical sciences.

We propose that PLTW Introduction to Biomedical Sciences be a course, which is added to our current curriculum. It would not replace any course which we currently offer in the science curriculum. The Biomedical Sciences program is integrated into the high school curriculum. It is designed to augment the high school science and math college preparatory programs to establish a solid background in biomedical science.

#### **Course Description:**

Principles of the Biomedical Sciences™ (1 Credit Course) – Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Hands-on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases.

Over the length of the course, students work together to determine the factors that led to the death of a fictional person. After pinpointing those factors, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life.

The course is designed to provide an overview of all the courses in the Biomedical Sciences Program and to lay the scientific foundation necessary for student success in the subsequent courses. The key biological concepts embedded in the curriculum include homeostasis metabolism, inheritance of traits, feedback systems, and defense against disease. Where appropriate, engineering principles are also incorporated into the curriculum. These include the design process, feedback loops, fluid dynamics, and the relationship of structure to function.

### ***Anticipated Outcomes of the proposal:***

Project Lead the Way (PLTW) benefits everyone: parents, teachers, the fields of mathematics and science, and most importantly, students. Through PLTW, students receive:

- An enriched education
- An understanding of applications of mathematics and science
- Useful career skills
- College credit
- A jump start on a successful future

Students can have a lucrative career in the fields of mathematics and science, achieving personal success and applying their skills and talents where they find the most inspiration. PLTW challenges young minds to reach their full potential through exciting courses and projects with real-world applications of classroom concepts.

### **Anticipated expenses for program development and implementation:**

<b>Section A</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Personnel</b>	Neutral	Neutral	Neutral	Neutral
<b>Extended Contract</b>	Not applicable	Not applicable	Not applicable	Not applicable
<b>Support Staff</b>	Kern Foundation	Kern Foundation	Kern Foundation	Kern Foundation
<b>Technology: Computers</b>	15 Laptops			
<b>Technology: Software</b>	\$1,000 Annually	\$1,000	\$1,000	\$1,000
<b>Lab Equipment: 1 Time Purchase</b>	\$8,000			
<b>Lab Equipment: Consumables</b>	\$500	\$500	\$500	\$500

### Anticipated Sources of revenue for program development and implementation:

Section B	Year 1	Year 2	Year 3	Year 4
Grants	Combined Grants neutralize revenue to offer course	Combined Grants neutralize revenue to offer course	Combined Grants neutralize revenue to offer course	Combined Grants neutralize revenue to offer course
Building Staff Development	Teacher training provided by PLTW and grant	Teacher training provided by PLTW and grant	Teacher training provided by PLTW and grant	Teacher training provided by PLTW and grant
Donations	\$1,000	\$1,000	\$1,000	
District Funds	Stipend for Training	Stipend for Training	Stipend for Training	Stipend for Training
Building Funds				
Other				

### Budget narrative:

The addition of this course is contingent upon the combined Kern Foundation and Health Careers Promotion Grant Program grants.

#### In-service training to implement program:

- Each teacher will need to participate in a 2 week training over the summer.

#### Equipment and materials:

- See above

#### Space requirements:

- No additional space requirements

#### Scheduling Requirement:

- Biomedical Principles is a 1 credit course (1 Block semester, or 1 skinny year long course)

### Evaluation

#### Methods of evaluating program:

##### Quantitative

- Number of students (minorities, and females that enroll each year will be tracked)

##### Qualitative

- How many students attempt and pass the college exam
- Attendance
- Failure Rate
- Other methods of evaluation

#### Plans for regular feedback:

This course will be working in conjunction with local businesses and universities. Feedback from both of these entities will hopefully ensure a successful product.

## Program Proposal – Moorhead Area Public Schools

Proposal Title: Project Lead the Way (PLTW): Digital Electronics (grades 9-12)

Date Submitted: 11/05/2008

Proposed Date of Implementation: Fall 2009

Principal Review Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Curriculum and Professional Development \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by ICAC: November 13, 2008

Recommendation to Superintendent:

### ***Description of program proposal:***

#### **Brief Description and Purpose of Proposal:**

Moorhead Area Public Schools want to prepare students for future occupations and achieve their maximum potential in a changing world – especially in Science, Technology, Engineering and Math (STEM). Project Lead the Way (PLTW) courses offer brand new up-to-date curriculum that matches industry and business standards along with state and national educational standards. The Minnesota Department of Education supports the STEM philosophy as well as the PLTW curricula.

We propose that Digital Electronics from PLTW replace our current Intro to Electronic and Electronics 2 courses. These courses have out-of-date electrical curriculum. The PLTW course provides a pathway for our students to take Introduction to Engineering Design in the second year of implementation.

#### **Review of supporting literature:**

There are numerous studies that have shown how PLTW courses increase testing scores as well as retention and graduation rates compared to students who do not take part in PLTW courses. PLTW has a strong partnership concept and utilizes collective knowledge from secondary schools, colleges, universities, and industries to give students rigorous, relevant, reality-based knowledge to better prepare them for post secondary options.

#### **Rationale and Need:**

Currently, our Digital Electronics course has no set curriculum. We have a new teacher, Brad Mackowick, who has been designing every ounce of his current curriculum for the electronics courses. Our students have been missing the knowledge they need to excel in high-tech electrical fields. PLTW's curriculum and courses have been proven to help 21<sup>st</sup> century students succeed by preparing them to be high-tech employees for the United States' industries to stay competitive in the global market.



## ***Anticipated Outcomes of the proposal:***

### **Summary of goals of proposal:**

To add *Project Lead the Way* curriculum to Moorhead Area Public Schools.

### **Specific objectives:**

Implement Project Lead the Way's *Digital Electronics* in the fall of 2009.

### **Alignment with district strategic plan or district/building goals:**

PLTW courses and Digital Electronics align with STEM – which is supported at the national, as well as the Minnesota Department of Education levels. Moorhead Area Public Schools' Central Administration Team, Moorhead High School's building administration, as well as Moorhead High School teachers support the need for this program because of its high standards aligning with national and state academic standards and meeting the needs of 21<sup>st</sup> century students.

## ***Procedures for Program Development and Coordination:***

### **Steps in Planning:**

<b>Date</b>	<b>Activity</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Other</b>
2005	PLTW & STEM informational Meeting	MNCEME	Jim Mecklenburg	
2005-2007	Research on STEM & PLTW	PLTW.org, other schools, MDE	District admin, MHS Admin, MHS faculty	
2008	PLTW Committee meeting, STEM Coach, GRANT \$	PLTW, STEM, MDE	STEM TEAM: Kovash, Markert, Boyle, Hennegar, Eidsness, Stenehejem, Schneider & others.	
Spring 2009	PLTW Exploring & more research	Jim Mecklenburg	STEM TEAM	
Spring 2009	Visits to Alexandria's PLTW school	Alexandria Middle School and High School	Stenehejem, Schneider, Mackowick	
Spring 2009	Meetings & Decision making	PLTW and MNCEME	STEM TEAM	
Spring 2009	Ind. Technology PLC Meetings	How to implement PLTW and STEM into MHS	Boyle, Hennegar, Lawrence, Mackowick, Mathiowetz, Rood, Schneider,	
Spring 2009	Write Program Proposal		Boyle, Mackowick, Mathiowetz, Rood, Schneider	
Fall 2009	Begin PLTW Digital Electronics Course		Boyle, Schneider	

**Anticipated expenses for program development and implementation:**

Section A	Year 1	Year 2	Year 3	Year 4
Personnel	Neutral	Neutral	Neutral	Neutral
Extended Contract	Not applicable	Not applicable	Not applicable	Not applicable
Support Staff	Kern Foundation	Kern Foundation	Kern Foundation	Kern Foundation
Substitutes	Kern Foundation	Kern Foundation	Kern Foundation	Kern Foundation
Equipment, Material & Supplies	\$5,000	\$2,000	\$2,000	\$2,000
Travel	Kern Foundation	Kern Foundation	Kern Foundation	Kern Foundation
Registration	Kern Foundation	Kern Foundation	Kern Foundation	Kern Foundation

**Anticipated Sources of revenue for program development and implementation:**

Section B	Year 1	Year 2	Year 3	Year 4
Grants	Yes	Yes	Yes	Yes
Building Staff Development	Limited	Limited	Limited	Limited
Donations	Yes	Yes	Yes	Yes
District Funds	Yes	Yes	Yes	Yes
Building Funds	Limited	Limited	Limited	Limited
Other				

**Study Group/professional development participation:**

Past and future Professional Learning Community meetings (PLC)  
Industrial Technology teachers planning with Kovash, Kazmierczak, Markert, Stenehejem, Eidsness

**Resources utilized in preparation for proposal:**

Jim Mecklenburg, Lynne Kovash, Wayne Kazmierczak, Dan Markert, Eric Stenehejem, Missy Eidsness, Minnesota Center for Engineering and Manufacturing Excellence, Minnesota Department of Education

**Resource people for planning steps:**

Jim Mecklenburg, Lynne Kovash, Wayne Kazmierczak, Dan Markert, Eric Stenehejem, Gene Boyle, Russ Hennegar, Dave Lawrence, Missy Eidsness, Jeff Schneider, Brad Mackowick, Lauren Rood, Steve Mathiowetz.

**Budget narrative:**

The district is recommending all PLTW courses contingent upon grant funds. However, this course is the one course proposed to move forward even in the event that we do not get Kern Grant funding for the 2009-10 school year.

**In-service training to implement program:**

2-week training per course – Kern Foundation Money

**Equipment and materials:**

See attachment on PLTW inventory guide.

Updating current computer lab

**Curriculum and resource materials:**

All curriculum is up-to-date and will be updated yearly by a full time development staff from PLTW.

**Space requirements:**

Computer Lab – room 125

**Scheduling Requirement:**

Normal registration

***Funding necessary for sustaining program:***

\$4,000/ year for up-to-date curricula

Dan Markert

3-year replacement/rotation of computers

***Evaluation*****Methods of evaluating program:**

Lynne Kovash

Kern Foundation

Business and Education Advisory Committee

PLTW organization

**Plans for regular feedback:**

Business and Education Advisory Committee

PLTW organization

Senior Exit Survey

**Course Descriptions and Learner Outcomes:**

(See attachment 1)

## Program Proposal – Moorhead Area Public Schools

Proposal Title: Project Lead the Way (PLTW): Introduction to Engineering Design (grades 9-12)

Date Submitted: 11/05/2008

Proposed Date of Implementation: Fall 2009

Principal Review Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Curriculum and Professional Development \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by ICAC: November 13, 2008

Recommendation to Superintendent:

### ***Description of program proposal:***

#### **Brief Description and Purpose of Proposal:**

Moorhead Area Public Schools want to prepare students for future occupations and achieve their maximum potential in a changing world – especially in Science, Technology, Engineering and Math (STEM). Project Lead the Way (PLTW) courses offer brand new up-to-date curriculum that matches industry and business standards along with state and national educational standards. The Minnesota Department of Education supports the STEM philosophy as well as the PLTW curricula.

Introduction to Engineering Design is a baseline course for the other PLTW courses. Our long term goal is to implement more STEM and PLTW courses into our district and should start with Intro to Engineering Design. We propose that PLTW Introduction to Engineering Design replace our current Introduction to Drafting course. The PLTW curriculum will more than cover our current Intro to Drafting curriculum and prepare students for PLTW's Civil Engineering and Architecture in year two.

#### **Review of supporting literature:**

There are numerous studies that have shown how PLTW courses increase testing scores as well as retention and graduation rates compared to students who do not take part in PLTW courses. PLTW has a strong partnership concept and utilizes collective knowledge from secondary schools, colleges, universities, and industries to give students rigorous, relevant, reality-based knowledge to better prepare them for post secondary options.

#### **Rationale and Need:**

Our students have been missing the knowledge they need to excel in high-tech fields. PLTW's curriculum and courses have been proven to help 21<sup>st</sup> century students succeed by preparing them to be high-tech employees for the United States' industries to stay competitive in the global market.

## ***Anticipated Outcomes of the proposal:***

### **Summary of goals of proposal:**

To add *Project Lead the Way* curriculum to Moorhead Area Public Schools.

### **Specific objectives:**

Implement *Introduction to Engineering Design* in the fall of 2009.

### **Alignment with district strategic plan or district/building goals:**

PLTW courses and Intro to Engineering Design align with STEM – which is supported at the national, as well as the Minnesota Department of Education levels. Moorhead Area Public Schools' Central Administration Team, Moorhead High School's building administration, as well as Moorhead High School teachers support the need for this program because of its high standards aligning with national and state academic standards and meeting the needs of 21<sup>st</sup> century students.

## ***Procedures for Program Development and Coordination:***

### **Steps in Planning:**

<b>Date</b>	<b>Activity</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Other</b>
2005	PLTW & STEM informational Meeting	MNCEME	Jim Mecklenburg	
2005-2007	Research on STEM & PLTW	PLTW.org, other schools, MDE	District admin, MHS Admin, MHS faculty	
2008	PLTW Committee meeting, STEM Coach, GRANT \$	PLTW, STEM, MDE	STEM TEAM: Kovash, Markert, Boyle, Hennegar, Eidsness, Stenehejem, Schneider & others.	
Spring 2009	PLTW Exploring & more research	Jim Mecklenburg	STEM TEAM	
Spring 2009	Visits to Alexandria's PLTW school	Alexandria Middle School and High School	Stenehejem, Schneider, Mackowick	
Spring 2009	Meetings & Decision making	PLTW and MNCEME	STEM TEAM	
Spring 2009	Ind. Technology PLC Meetings	How to implement PLTW and STEM into MHS	Boyle, Hennegar, Lawrence, Mackowick, Mathiowetz, Rood, Schneider,	
Spring 2009	Write Program Proposal		Boyle, Mackowick, Mathiowetz, Rood, Schneider	
Fall 2009	Finish Program Proposal		Boyle, Schneider	

**Anticipated expenses for program development and implementation:**

Section A	Year 1	Year 2	Year 3	Year 4
Personnel	Neutral	Neutral	Neutral	Neutral
Extended Contract	Not applicable	Not applicable	Not applicable	Not applicable
Support Staff	Kern Foundation	Kern Foundation	Kern Foundation	Kern Foundation
Substitutes	Kern Foundation	Kern Foundation	Kern Foundation	Kern Foundation
Equipment, Material & Supplies	\$4,000	\$2,000	\$2,000	\$2,000
Travel	Kern Foundation	Kern Foundation	Kern Foundation	Kern Foundation
Registration	Kern Foundation	Kern Foundation	Kern Foundation	Kern Foundation

**Anticipated Sources of revenue for program development and implementation:**

Section B	Year 1	Year 2	Year 3	Year 4
Grants	Yes	Yes	Yes	Yes
Building Staff Development	Limited	Limited	Limited	Limited
Donations	Yes	Yes	Yes	Yes
District Funds	Yes	Yes	Yes	Yes
Building Funds	Limited	Limited	Limited	Limited
Other				

**Study Group/professional development participation:**

Past and future Professional Learning Community meetings (PLC)  
Industrial Technology teachers planning with Kovash, Kazmierczak, Markert, Stenehejem, Eidsness

**Resources utilized in preparation for proposal:**

Jim Mecklenburg, Lynne Kovash, Wayne Kazmierczak, Dan Markert, Eric Stenehejem, Missy Eidsness, Minnesota Center for Engineering and Manufacturing Excellence, Minnesota Department of Education

**Resource people for planning steps:**

Jim Mecklenburg, Lynne Kovash, Wayne Kazmierczak, Dan Markert, Eric Stenehejem, Gene Boyle, Russ Hennegar, Dave Lawrence, Missy Eidsness, Jeff Schneider, Brad Mackowick, Lauren Rood, Steve Mathiowetz.

**Budget narrative:**

The addition of this course is contingent upon Kern Grant funding.

**In-service training to implement program:**

2-week training per course – Kern Foundation Money

**Equipment and materials:**

See attachment on PLTW inventory guide.  
Updating current computer lab



**Curriculum and resource materials:**

All curriculum is up-to-date and will be updated yearly by a full time development staff from PLTW.

**Space requirements:**

Computer Lab – room 125

**Scheduling Requirement:**

Normal registration

***Funding necessary for sustaining program:***

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***Evaluation*****Methods of evaluating program:**

Lynne Kovash

Kern Foundation

Business and Education Advisory Committee

PLTW organization

**Plans for regular feedback:**

Business and Education Advisory Committee

PLTW organization

Senior Exit Survey

**Course Descriptions and Learner Outcomes:**

(See attachment 1)



Department of Human Resources  
**Moorhead Area Public Schools**

Memo HR.09.068

TO: Lynne A. Kovash, Superintendent  
FROM: Ron Nielsen, Director of Human Resources  
DATE: December 8, 2008  
RE: Annual Wellness Report

As required by the Federal Public Law 108-265, a report indicating the status of wellness in the Moorhead Area Public Schools in accordance with Policy # 536 Wellness utilizing the recommended format. While some facets of the report signify partial compliance, most areas of the report indicate full compliance. Some areas indicating partial compliance involve continued promotion of wellness criteria by staff.

Gains that have been made in the past year include:

1. The use of sanitation stations in all school cafeterias.
2. Continued introduction of healthy food choices to the school lunch program which have been well received. The Director of Food Service reports the best year ever for the school lunch program in terms of usage.
3. A report from the MHS Physical Education staff indicating a strong balance of activities and education for students in a wide variety of topics including eating disorders, nutrition, mental health, stress and coping strategies, CPR certification and decision making skills regarding drugs, alcohol and tobacco. Physical Education classes focus on personal fitness and cardiovascular activity. Students are encouraged to participate in a wide range of activities. In addition, staff are encouraged to participate in the "Don't Sit... Get Fit" exercise program run by Greg Salvevold.
4. Additional efforts to make employees aware of the district employee assistance program.

Refer to Appendix A for the Flu Shot Summary for the past two years.

While much still remains to be done, the second year of implementation has produced additional gains.

Moorhead Area Public Schools  
Wellness Implementaiton  
Annual Report  
November 21, 2008

Wellness Policy Language	What is in place	Fully in place	Partially in place	Not in place List steps to implement deadline; list challenges/barriers to implementation
<b>Foods and Beverages</b>				
1. Foods and beverages made available by the Moorhead Area Public Schools (including school stores, vending machines and ala carte cafeteria items) will meet or exceed current USDA Dietary Guidelines for Americans in accordance with nutrition and portion size standards.	Administration strategies procedure defines our guidelines.	X		
2. School district food and nutrition personnel will take every measure to ensure that student access to foods and beverages that meet or exceed all federal, state, and local laws and guidelines.	Meets all Policy Guidelines.	X		
3. School district food and nutrition personnel shall adhere to all federal, state, and local food safety and security guidelines.	HACCP Food Safety plan, two inspections per year by city Environmental Health Dept.	X		
4. The Moorhead Area Public Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-priced school meals.	Food Service uses computerized point of sale system, Students to enter their own ID numbers on PIN pads.	X		
5. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.	Rest rooms available for use.	X		Hand Sanitation is available at cafeterias
6. The school district will discourage sharing food and beverages given concerns about allergies and restrictions on students' diets.	All necessary staff received student allergy information.	X		
7. The school district will provide to the extent possible, a breakfast program to help meet nutritional needs and enhance student's abilities to learn.	Breakfast offered at all schools.	X		
8. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.	Reasonable lunch schedules in each building.	X		

Moorhead Area Public Schools  
Wellness Implementaiton  
Annual Report  
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9. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.	Meets language in policy	X		
10. The Moorhead Area Public School District will provide healthy and safe school meal programs that strictly comply with all federal, state and local statutes and regulations.	Meets Policy.	X		
11. The Moorhead Area Public schools shall designate the food and nutrition director to be responsible for the school district's food and nutrition program whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available throughout the district to ensure food and beverage choices will meet or exceed current USDA Dietary Guidelines for Americans.	Many positive changes made to meet or exceed guidelines in the past year.	X		
12. As part of the Moorhead Area Public School's responsibility to operate a food and nutrition program, the school district will provide continuing professional development for all food and nutrition personnel in schools.	Conferences/Workshop s/classes are offered during the year, in and out of district.	X		
<b>Physical Activity</b>				
13. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities.	Students are encouraged to get regular physical activity.	X		
14. Opportunities for physical activity may be incorporated into other subject lessons, where appropriate.	Meets guidelines.	X		
15. Classroom teachers may provide short physical activity breaks between lessons or classes, as appropriate.	Not in all settings.		X	Teachers will be encouraged to promote physical activity breaks as appropriate.
<b>Communications with Parents</b>				
16. The Moorhead Area Public Schools will support parents' efforts to provide a healthy diet and daily physical activity for their children.	Handbook Information.	X		

Moorhead Area Public Schools  
Wellness Implementaiton  
Annual Report  
November 21, 2008

17. The Moorhead Area Public Schools encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.	Handbook Information.	X		
18. The Moorhead Area Public Schools will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.	Good Faith efforts are done to meet guidelines.		X	Other ways of promoting physical activity will be explored.
<b>Nutrition Education and Promotion</b>				
19. The Moorhead Area Public Schools will encourage and support healthy eating by students and engage in nutrition promotion that is offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health.	Education regarding healthy eating/nutrition decision making skills and eating disoreders are part of the health/science curriculum		X	Classroom teachers will be encouraged to promote health food changes as appropriate.
20. The Moorhead Area Public Schools will encourage and support healthy eating by students and engage in nutrition promotion that is part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects where appropriate.	Education regarding healthy eating/nutrition decision making skills and eating disorders are part of the health/science curriculum		X	Classroom teachers will be encouraged to promote healthy eating where appropriate.
21. The Moorhead Area Public Schools will encourage and support healthy eating by students and engage in nutrition promotion that is enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.	Meets guidelines but does not include all activities mentioned		X	Classroom teachers and Food Service will be encouraged to promote healthy food choices.
22. The Moorhead Area Public Schools will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, concession stands, and student stores.	A work in progress starting to educate students to make good food choices.		X	Health classes teach about nutrition, eating disorders and decision making skills.

Moorhead Area Public Schools  
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23. School staff will not use food or beverage choices that do not meet nutritional standards as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education program or behavior intervention plan) and will not withhold food or beverage as punishment.	This is in all school handbooks and is being implemented throughout the district.	X		Continued encouragement will be given to teachers to help students make healthy choices.
<b>Implementation and Monitoring</b>				
24. Moorhead Area Public Schools food and nutrition personnel will ensure compliance with the school's food and nutrition program and will report to the food and nutrition program administrator.	Foods meet guidelines.	X		
25. The Moorhead Area Public School's food service director will provide an annual report to the Superintendent setting forth the nutrition guidelines and procedures for selection of foods in the food and nutrition program made available throughout the district.		X		
26. The Superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the School Board.		X		



# Appendix A

TOTAL NUMBER WHO PARTICIPATED = 368 (2007)      355 (2008)


BY SITE;	2007	2008
Moorhead High School	83	84
Horizon Middle School	70	64
Robert Asp Elementary	65	72
Ellen Hopkins Elementary	42	34
S. G. Reinertsen Elementary	63	61
Probstfield Center for Education	45	40



Assistant Superintendent of Schools  
**Moorhead Area Public Schools**

Memo OAS 09.041 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: December 2, 2008

SUBJECT: Certification of Final 2008 Payable 2009 Property Tax levy

The school board approved the preliminary tax levy on September 22, 2008, and the Truth in Taxation Hearing was held on December 2, 2008. A continuation hearing was not required. The next step in the levy certification process requires the school board to certify the school district's final 2008 Payable 2009 Property Tax Levy by December 26, 2008. I have attached page 22 of the Levy Limitation and Certification document provided by the Minnesota Department of Education. The amount that will be levied for each of the categories and the total levy are listed below:

General – RMV Other Jobz Exempt	552,652.35
General – NTC Other Jobz Exempt	1,652,723.59
Community Service – Other Jobz Exempt	338,516.29
General Debt Service – Voter Jobz Nonexempt	6,343,613.36
OPEB/Pension – Other Jobz Nonexempt	365,277.00
Total Levy	<u>\$9,252,782.59</u>

**SUGGESTED RESOLUTION:** : Move to approve the certification of the final 2008 Payable 2009 Property Tax Levy in the amount of \$9,252,782.59.

WAK/kmr  
Attachment

LEVY CATEGORY	MAXIMUM LEVY BEFORE OFFSETS	OFFSET ADJUSTMENTS (B)	TACONITE ADJUSTMENTS	MAXIMUM LEVY LIMITATION	FINAL CERTIFIED LEVY
(1) GENERAL--RMV VOTER JOBZ EXEMPT	.01-	.01			
(2) GENERAL--RMV OTHER JOBZ EXEMPT	552,652.36	.01-		552,652.35	552,652.35
(3) GENERAL--NTC VOTER JOBZ EXEMPT					
(4) GENERAL--NTC OTHER JOBZ EXEMPT	1,652,723.59			1,652,723.59	1,652,723.59
(5) COMMUNITY SERV--OTHER JOBZ EXEMPT	338,516.29			338,516.29	338,516.29
(6) GEN DEBT SERV--VOTER JOBZ NONEXEMPT	6,343,613.36			6,343,613.36	6,343,613.36
(7) GEN DEBT SERV--OTHER JOBZ NONEXEMPT					
(8) OPEB/PENSION--OTHER JOBZ NONEXEMPT	365,277.00			365,277.00	365,277.00
(9) TOTAL LEVY	9,252,782.59			9,252,782.59	9,252,782.59
(10) GENERAL ADJUST OFFSET CARRIED FORWARD					
(11) DEBT SERVICE OFFSET CARRIED FORWARD					

A) TRUTH IN TAXATION CATEGORIES: VOTER APPROVED LEVIES = (1)+(3)+(6)  
ALL OTHER LEVIES = (2)+(4)+(5)+(7)+(8)

B) OFFSETTING ADJUSTMENTS USED TO ENSURE THAT THE MAXIMUM LEVY LIMITATION  
IN EACH LEVY CATEGORY IS NOT LESS THAN ZERO. IF THERE IS NOT ENOUGH LEVY  
AUTHORITY WITHIN THE GENERAL & COMMUNITY SERVICE FUNDS, OR IN THE GENERAL  
DEBT SERVICE FUND, A NEGATIVE BALANCE WILL BE CARRIED FORWARD TO PAY 2010.

C) SCHOOL DISTRICTS CERTIFYING THE MAXIMUM LEVY LIMITATION FOR THE  
FINAL LEVY MUST CERTIFY THE DOLLAR LIMITATION SHOWN. SCHOOL DISTRICTS  
MUST ADOPT THEIR FINAL LEVY ON OR BEFORE DECEMBER 26, 2008.

D) SCHOOL DISTRICTS CERTIFYING LESS THAN THE MAXIMUM LEVY LIMITATION FOR  
ANY CATEGORY MUST CERTIFY A DOLLAR AMOUNT FOR EACH OF LINES (1)-(14) AND  
COMPLETE THE APPROPRIATE SECTIONS OF PAGES 23 THROUGH 31 AS NEEDED TO  
DOCUMENT THE SPECIFIC AMOUNTS CERTIFIED FOR EACH LEVY COMPONENT.

E) THE SCHOOL DISTRICT MUST SUBMIT THE COMPLETED ORIGINAL OF THIS FORM TO  
THE HOME COUNTY AUDITOR BY DECEMBER 29, 2008. A DUPLICATE COPY MUST  
BE SUBMITTED TO MINNESOTA DEPT OF EDUCATION, PROGRAM FINANCE DIVISION,  
1500 HIGHWAY 36 WEST, ROSEVILLE, MN 55113, BY JANUARY 7, 2009.

(12) TOTAL CERTIFIED ON REFER MARKET VALUE = (1)+(2) =	552,652.35
(13) TOTAL CERTIFIED ON NET CAPACITY = (3)+(4) +(5)+(6)+(7)+(8) =	8,700,130.24
(14) GRAND TOTAL CERTIFIED LEVY = (12)+(13) =	9,252,782.59

THE CERTIFIED LEVY LISTED ABOVE IS THE LEVY VOTED  
BY THE SCHOOL BOARD FOR TAXES PAYABLE IN 2009.

SIGNATURE OF  
SCHOOL BOARD CLERK \_\_\_\_\_

DATE OF CERTIFICATION \_\_\_\_\_



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.09.056R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Staff Development (446).

Suggested Resolution: Move to approve the policy, Staff Development (446), as presented.

LAK:mde  
Attachment

**Moorhead Area Public Schools**  
my.moorhead.k12.mn.us

Printed: Tuesday, November 25, 2008 2:57:47 PM  
Erickson, Michelle

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## Board Policies

### Staff Development

**School Board Policy:** 446

**Section:** 400 EMPLOYEE/PERSONNEL

**Date Adopted:** 11/11/2002

**Date Revised:** 6/11/2007

**Dates Reviewed:** 6/11/2007

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#### I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

#### II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAM

A. The Moorhead School Board will establish a staff development district committee to develop a district staff development plan, assist site teams in developing a site plan consistent with the goals of the staff development plan, and evaluate staff development efforts at the site level.

B. The majority of the membership of the staff development district committee shall consist of teachers representing various grade levels, subject areas, and special education. The committee also will include non teaching staff, parents and administrators.

C. Site staff development committees will be established at each building.

D. The majority of the site staff development committee shall be teachers representing various grade levels, subject areas and special education.

#### III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The staff development district committee will develop a staff development plan which will be reviewed annually by the School Board.

B. The staff development plan must contain the following elements:

1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the School Board;
2. The means to achieve the staff development outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes;

4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

- a. Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
- b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
- c. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
- d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
- e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution; and
- f. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. Staff development activities must:

- a. Focus on the school classroom and research-based strategies that improve student learning;
- b. Provide opportunities for teachers to practice and improve their instructional skills over time;
- c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- d. Enhance teacher content knowledge and instructional skills;
- e. Align with state and local academic standards;
- f. Provide opportunities to build professional relationships, foster collaboration among building administrators and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
- g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.

6. Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance.

7. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

C. The staff development district committee will assist site staff development teams in developing a site plan consistent with the goals and outcomes of the staff development plan.

D. The staff development district committee will evaluate staff development efforts at the site level and will report annually to the School Board the extent to which staff at the site have met the outcomes of the staff development plan.



E. The staff development district committee shall assist the school district in preparing any reports required by the Minnesota Department of Education relating to staff development including, but not limited to, the reports referenced in Section VII below.

#### IV. DUTIES OF THE SITE STAFF DEVELOPMENT TEAM

A. Each site staff development team shall develop a site plan, consistent with the goals of the staff development plan. The School Board will review the site plan for consistency with the staff development plan annually.

B. The site staff development team must demonstrate to the School Board the extent to which staff at the site have met the outcomes of the staff development plan. The actual reports to the School Board can be made by the staff development district committee to avoid duplication of effort.

C. If the School Board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V below.

#### V. STAFF DEVELOPMENT FUNDING

A. Unless the school district is in statutory operating debt or a majority of the school district board and a majority of its licensed teachers vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in nonviolent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts.

1. The school district will allocate 50 percent of the reserved revenue to the school site in the district on a per teacher basis and will retain such funds for each school site until used.

2. The school district will allocate 25 percent of the reserved revenue to make grants to school sites for best practices methods. These grants may be used by the school sites for: any purpose authorized by Minnesota Statute 120B.22, subd. 2, or 122A.60; the costs of curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; substitute teachers for staff development purposes; and other staff development efforts determined by the site staff development team. Criteria used by the school district in awarding best practice staff development grants to sites include, but are not limited to, the following:

- a. Grant application includes objectives which have a clear connection to the building/district staff development plan;
- b. Grant application includes provisions for discussion, collaborating, informing, and coaching one another on an ongoing basis;
- c. Grant application provides for ongoing assessment of professional practice and student performance; and
- d. Grant application specifies best practices to be addressed.

3. The school district may retain 25 percent of the revenue to be used for district-wide staff development efforts.

B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs. This additional expenditure does not need to follow the allocation described in Part V A above.

C. Release time provided for teachers to supervise students on field trips and school activities or independent tasks not associated with enhancing teachers' knowledge and instructional skills, such as preparing report cards, calculating grades

or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statute 122A.61.

#### VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On an annual basis, the staff development district committee, with the assistance of the site staff development teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

B. Upon approval of the budget by the School Board, the advisory committee shall be responsible for monitoring the use of such funds in accordance with the staff development plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the staff development plan.

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

#### VII. REPORTING

A. Prior to October 15 of each year, the school district shall prepare a report of the previous fiscal year's staff development results and expenditures and submit it to the commissioner of the department of education.

The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.

1. The report will include expenditures by the School Board for district-level activities and expenditures made by the staff.

2. The report will provide a breakdown of expenditures for:

- a. curriculum development and programs;
- b. staff development training models, workshops, and conferences; and
- c. the cost of releasing teachers or substitute teachers for staff development purposes.

Within each of the foregoing categories, the school district will indicate on the report whether the expenditures were incurred at the district level or the school site level, and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the Uniform Financial Accounting and Reporting Standards (UFARS).

B. The school district will utilize the reporting form and/or system designated by the Commissioner of the Minnesota Department of Education. The report will be signed by the Superintendent and staff development chair.

#### Legal References:

Minnesota Statute 120A.41 (Length of School Year; Days of Instruction)

Minnesota Statute 120A.415 (Extended School Calendar)

Minnesota Statute 120B.22, Subd. 2 (Violence Prevention Education)

Minnesota Statute 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)

Minnesota Statute 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class, Definitions - Additional Staff Development and Salary)

Minnesota Statute 122A.60 (Staff Development Program)

Minnesota Statute 122A.61 (Reserved Revenue for Staff Development)

Minnesota Statute 126C.10, Subd. 2 (Basic General Education Revenue)



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.09.057R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: Approval of Policy

Attached please find the policy, School District Copyright Policy (730).

Suggested Resolution: Move to approve the policy, School District Copyright Policy (730), as presented.

LAK:mde  
Attachment

**Moorhead Area Public Schools**  
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Printed: Tuesday, November 25, 2008 3:00:41 PM  
Erickson, Michelle

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## Board Policies

### School District Copyright Policy

**School Board Policy:** 730

**Section:** 700 NON-INSTRUCTIONAL

**Date Adopted:** 4/29/1986

**Date Revised:** 4/11/2005

**Dates Reviewed:** 3/11/1992

3/10/1997

6/11/2001

4/11/2005

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#### I. PURPOSE

In adherence to the current Federal Copyright Law, Public Law 94-553, effective January 1, 1978, the Moorhead School Board will take the necessary steps to ensure that the guidelines established by Congress for "Fair Use" by educational institutions are followed and will support all employees of the district who adhere to the policies and guidelines concerning copyright.

#### II. GENERAL STATEMENT OF POLICY

Any person violating copyright laws and/or established guidelines shall personally assume the responsibility by virtue of this school district policy. The legal and/or insurance protection of the district will not be extended to employees who violate copyright laws. ~~Illegal copies of copyrighted materials and programs shall not be made or used on school district equipment.~~

In accordance with the policy adoption by the Moorhead School Board, it shall be the responsibility of the Director of Media Services to inform the district staff of the law and these guidelines, and provide posters at the graphic and audio/visual copy machines and computer equipment, reminding employees of this law and the "Fair Use" guidelines. The building administrator/supervisor of each school site/program is responsible for establishing and enforcing practices which will implement this policy at the building/program level.

#### Use of Copyrighted Materials

All guidelines in Administrative Procedure 730.1 have been developed under Public Law 94-553, effective January 1, 1978, and will include any other subsequent relative federal legislation and guidelines related to the duplication, retention and use of copyrighted materials. Employees and students are to adhere to all provisions of Title 17 of the United States Code, entitled "Copyrights" and other relative federal legislation and guidelines related to the duplication, retention and use of copyrighted materials.

#### Specifically:

Unlawful copies of copyrighted materials may not be produced on district-owned equipment.

Unlawful copies of copyrighted materials may not be used with district-owned equipment, within district-owned facilities, or at district-sponsored functions.

Employees who make copies and/or use copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide their supervisor, upon request, the justification under section 107 or 110 or USC 17 for materials that have been used or copied.

Employees who use copyrighted materials that do not fall under fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:

The individual or the school district has purchased the materials from an authorized vendor and a record of the purchase exists.

The materials are copies covered by a licensing agreement between the copyright owner and the school district or the individual employee.

The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows such use.

#### Implementation

Guidelines and procedures for the implementation of this policy have been developed and will be reviewed yearly by administration and staff.

Posters and guidelines defining the Fair Use doctrine shall be in the form of the attached items:

~~III Print~~

~~IV Audio Visual Software~~

~~V Music~~

~~VI Guidelines for Graphics~~

~~VII Off Air Broadcasting / Prerecorded Video Programs~~

~~VIII Multimedia~~

~~IX Distance Learning~~

~~X Computer Software~~

~~XI HyperText Linking in Web Pages~~

~~XII Procedures for Requesting Permission to Reproduce Copyrighted Materials~~

#### ~~III. GUIDELINES FOR PRINT~~

~~The intent of the following guidelines are to state the minimum standards of educational fair use under Section 107 of House Rule 2223. It is understood that the conditions determining the extent of permissible copying may change in the future.~~

~~A. Single Copying for Teachers: A single copy may be made of any of the following by or for a teacher at his or her request for scholarly research, researching or preparation to teach a class. The teacher may retain the single copies of these materials for personal or research use or for use in teaching. A single copy may include:~~



- ~~1. A chapter from a book,~~
- ~~2. An article from a periodical or newspaper,~~
- ~~3. A short story, short essay or short poem, even if they are contained in a collection, drawing, cartoon from a book, periodical, or newspaper,~~
- ~~4. A chart, graph, diagram, picture, etc.~~

#### ~~B. Multiple Copies for Classroom Use~~

~~Not to exceed in any event more than one copy per student in a course.~~

- ~~1. Meets the test of brevity and spontaneity as defined below,~~
- ~~2. Meets the cumulative effect as defined below,~~
- ~~3. Each copy includes a notice of copyright.~~

#### ~~DEFINITION~~

##### ~~A. Brevity~~

- ~~1. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem and excerpt of not more than 250 words.~~
- ~~2. Text (prose, poetry, drama): (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in 1 and 2 above may be expanded to permit completion of an unfinished line of a poem, or of an unfinished prose paragraph.)~~
- ~~3. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue. Permission is granted only to make exact copies. The right to change the chart, picture, cartoon or illustration into a poster or slide or transparency or wall graphic (also called the right of adaptation) rests with the copyright holder.~~
- ~~4. "Special" works: Certain works in poetry, prose or "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.~~

##### ~~B. Spontaneity~~

- ~~1. The copying is at the instance and inspiration of the individual teacher.~~
- ~~2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to request for permission.~~

##### ~~C. Cumulative Effect~~

- ~~1. The copying of the material is for only one course in the school in which the copies are made.~~
- ~~2. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.~~
- ~~3. There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in 1 and 2 above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)~~

##### ~~D. Prohibitions as Related to Fair Use Copying of Books and Periodicals~~

- ~~1. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works.~~
- ~~2. There shall be no copying of or from works intended to be consumable in a course of study. These include workbooks, exercises, standardized tests, test booklets and answer sheets.~~
- ~~3. Copying shall not substitute for the purchase of books, reprints, or periodicals.~~
- ~~4. Copying shall not be directed from higher authority.~~
- ~~5. Copying shall not be repeated with respect to the same item by the same teacher from term to term.~~
- ~~6. No charge shall be made to students beyond the actual cost of the photocopying.~~

#### ~~IV. GUIDELINES FOR AUDIO VISUAL WORKS~~

#### ~~A. Permissible Uses~~

~~Four requirements must be met before a performance is considered acceptable under the "fair use" exemption for schools.~~

- ~~1. The performance must be presented by instructors; and,~~
- ~~2. The performance must occur in the course of face-to-face teaching activities; and,~~
- ~~3. The performance must take place in a classroom or similar place for instruction (including the library); and,~~
- ~~4. The performance must be of a legally acquired (or legally copied) copy of the work.~~

#### ~~B. Prohibitions~~

- ~~1. Changing the medium to reproduce audio or video materials to format compatible with other equipment.~~
- ~~2. The duplication of a 16mm film, 8mm film, video, computer software, slide, transparency, transparency master, or other visual media.~~

### ~~V. GUIDELINES FOR SHEET MUSIC AND SOUND RECORDINGS~~

~~(Sound recordings will include phonograph records, cassette tapes in analog and digital formats, compact discs, reel-to-reel tape, and hard disk recordings.)~~

#### ~~A. Permissible Uses~~

- ~~1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.~~
- ~~2. For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not compromise a part of the whole which would constitute a performable unit such as section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.~~
- ~~3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted, altered or lyrics added if none exist.~~
- ~~4. A single copy of recordings or performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or an individual teacher for the purposes of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording).~~

#### ~~B. Prohibitions Related to Duplicating Music~~

- ~~1. Copying to create or replace or substitute for anthologies, compilations or collective works.~~
- ~~2. Copying of or from works intended to be consumable in the course of study or teaching such as workbooks, exercises, standardized tests, answer sheets, and like materials.~~
- ~~3. Copying for the purpose of performance, except as in A.1 above.~~
- ~~4. Copying for the purpose of substitution for the purchase of music, except as in A.1 and A.2 above.~~
- ~~5. Copying without inclusion of the copyright notice which appears on the printed copy.~~

### ~~VI. GUIDELINES FOR GRAPHICS~~

~~(Graphics are defined as paintings, lithographs, serigraphs, etchings, maps, diagrams, charts.)~~

#### ~~A. Permissible Uses~~

~~Reproduction of graphic material may fall under the "fair use" provisions. Making a single copy of a graph or illustration from a book is acceptable if the copy is for personal research or study, and multiple copies of a single graphic are authorized for a class under the fair use guidelines.~~

- ~~1. Copying must be at the instance and inspiration of the teacher and so close in time to the required use that receipt of permission would be impossible;~~
- ~~2. The copy is for only one course in the school;~~
- ~~3. The copy is for not more than nine occurrences of multiple copying for that course; and~~
- ~~4. Not more than one graphic is copied per book or periodical.~~

### ~~VII. GUIDELINES FOR OFF AIR BROADCASTING~~

- ~~A. The guidelines were developed to apply only to off air recording by nonprofit educational institutions.~~
- ~~B. A broadcast program may be recorded off air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a nonprofit educational institution or a period not to exceed the first forty five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge. There are no fair use rights for exclusively cable channels.~~
- ~~C. Off air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty five (45) day calendar day retention period. "School days" are school session days not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions within the forty five (45) calendar day retention period.~~
- ~~D. Off air recordings may be made at the request of and used by individual teachers, and may not be regularly recorded in anticipation of request. No broadcast program may be recorded off air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.~~
- ~~E. A limited number of copies may be reproduced from each off air recording to meet the legitimate needs of teacher under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.~~
- ~~F. After the ten (10) consecutive school days, off air recordings may be used up to the end of the forty five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluating purpose without authorization.~~
- ~~G. Off air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.~~
- ~~H. All copies of off air recordings must include the copyright notice on the broadcast program as recorded.~~
- ~~I. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.~~

#### VIII. GUIDELINES FOR MULTIMEDIA PROJECTS

- ~~A. All uses of material that may be included in works created by teachers or students must follow the four tests of fair use that apply to all uses of copyrighted materials in schools.~~
- ~~B. Retention and Access~~
  - ~~1. Multimedia works made by students which include copyrighted material may be used in the class for which they were created, and also retained in portfolios maintained by the student for job interviews, college applications, and other purposes. A student may keep such work indefinitely.~~
  - ~~2. Teachers may use the multimedia presentations they create in face to face instruction, or they may assign students to view the presentations on their own.~~
    - ~~a. Teachers may display their own multimedia programs at conferences and workshops, and they may retain the programs they create in portfolios for job interviews, evaluations, and other uses.~~
    - ~~b. A multimedia work created by a teacher from copyrighted materials may be kept for two years from the time of its first use. Beyond two years, permission to retain or use the material is required for each portion of copyrighted material used in the presentation.~~
  - ~~3. If a multimedia work containing copyrighted material is to be used over a network for students at a distant location:~~
    - ~~a. Students must log in or provide some other evidence of identity.~~
    - ~~b. Network must have in place a means to prohibit copying of the program. If there is no such safeguard, the program may be used on the network for only 15 days.~~
- ~~C. Quantity Limits for Multimedia Works~~
  - ~~1. Motion media (film, video, television): up to 10 percent or three minutes, whichever is less, of an individual program.~~
  - ~~2. Text (prose, poetry, drama): up to 10 percent or 1,000 words, whichever is less of a novel, story, play or long poem.~~

~~Short poems less than 250 words may be used in their entirety. Only three poems by one poet or five poems by different poets from an anthology may be used. For poems longer than 250 words, only three excerpts from one poet or five from works by different poets in an anthology are permitted.~~

~~2. Music, lyrics and music video: up to 10 percent but no more than 30 seconds from a single work (or combined from separate extracts of a work). If a video clip has music in the background and the music cannot be separated from the visual material, user is restricted by the 30 second limitation for music.~~

~~4. Illustrations, cartoons and photographs: a work may be used in its entirety but only if no more than five images from a single artist or photographer are used in a multimedia work. If images are taken from a single collective work, no more than 10 percent or 15 images may be used.~~

~~5. Numerical data sets (computer databases or spreadsheets): up to 10 percent or 2,500 fields or cells, whichever is less, may be used from a copyrighted database.~~

#### ~~IX. DISTANCE LEARNING~~

~~A. Transmission of video via distance learning equipment goes far beyond the boundaries of the local classroom or school building. Once a transmission goes beyond the local building, the fair use exemption is lost and public performance rights come into play. Permissions must be obtained for all broadcasts of video or audio that extend outside the local campus.~~

~~B. Access: If work containing copyrighted material over a network to students at a distance location:~~

- ~~a. Student must log in or provide some other evidence of identity.~~
- ~~b. Network must have in place a means to prohibit copying of the program.~~

#### ~~X. GUIDELINES FOR COPYRIGHTED COMPUTER SOFTWARE~~

~~A. The legal, ethical, and practical problems caused by illegal copying and hacking will be taught in all schools in the district.~~

~~B. District employees will be expected to adhere to the provisions of Public Law 06-517, Section 7 (b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a back up copy of computer programs. This states that "it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:~~

- ~~1. That such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other matter, or~~
- ~~2. That such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful."~~

~~C. When copyright software is to be used on a disk sharing system, efforts will be made to secure this software from copying.~~

~~D. Illegal copies of copyrighted programs may not be made or used on school equipment.~~

~~1. A permanent warning shall be posted in all areas where students and staff have access to computer equipment notifying them of this law.~~

~~E. Only individuals designated by the Superintendent of Schools may sign license agreements for software for schools in the district.~~

~~F. The administrator of each school site is responsible for establishing practices which will enforce this policy at the school level.~~

#### ~~XI. HYPERTEXT LINKING IN WEB PAGES~~

~~The law is not yet clear on what constitutes acceptable practice in linking to other web sites.~~

~~A. Recommendation: In most cases, students and staff are within their rights to create links to other sites whose materials~~

~~does not infringe copyright or other concerns.~~

## ~~XII. PROCEDURES FOR REQUESTING PERMISSION TO REPRODUCE COPYRIGHTED MATERIALS~~

~~Procedures for requesting permission to reproduce copyrighted materials beyond the "fair use" as outlined in 6131.71 (Classroom Use), 6131.73 (Music Scores and Recordings) and 6131.8 (Computer Software) are as follows:~~

~~A. Any district employee will complete the Moorhead Area Public Schools form "Request for Permission to Copy," making sure the following information is included:~~

- ~~1. Title, author, and/or editor, and edition of materials to be duplicated.~~
- ~~2. Exact material to be used, giving amount, page numbers, chapters, and, if possible, a photocopy of the material.~~
- ~~3. Number of copies to be made.~~
- ~~4. Use to be made of duplicated materials.~~
- ~~5. Form of distribution (classroom, newsletter, etc.).~~
- ~~6. Whether or not the material is to be sold.~~
- ~~7. Type of copy (ditto, photocopy, offset, typeset, other).~~

~~B. The request shall be forwarded to the Program Manager of Media Services who will send the request, together with a self-addressed envelope, to the permissions department of the company owning the copyright. This will generally be the publisher listed on the front or back of the title page. Contact the Instructional Materials Center (IMC) for assistance on obtaining addresses or assistance in obtaining copyright information.~~

Legal Reference:

Federal Copyright Law, Public Law 94-553

References:

Adoptable Copyright Policy (Vleck @ 1992)

Copyright for Schools (Simpson @ 2001)

Cross References:

Moorhead School Board Policy 440: Employee Copyright/Royalties

Moorhead School Board Policy 620: ~~Curriculum Selection and Review, Alternative Instruction and Instructional Resource Reevaluation~~ Selection of Textbooks and Instructional Materials

Moorhead School Board Policy 731: ~~Use of Moorhead Area Public Schools~~ Electronic Acceptable Use and Safety Information Network





Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.09.058R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: Approval of Policy

Attached please find the policy, School Attendance Governing Enrollment of Children/Adults with Disabilities (516).

Suggested Resolution: Move to approve the policy, School Attendance Governing Enrollment of Children/Adults with Disabilities (516), as presented.

LAK:mde  
Attachment



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Printed: Tuesday, December 02, 2008 9:35:37 AM  
Erickson, Michelle

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Board Policies

**School Attendance Governing Enrollment of Children/Adults with Disabilities**

School Board Policy: 516

Section: 500 STUDENTS

Date Adopted: 1/11/1977

Date Revised: 12/13/2004

Dates Reviewed: 12/1/1990

1/8/1996

5/8/2000

12/13/2004

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I. PURPOSE

The purpose of this policy is to define the enrollment of children/adults with disabilities.

II. GENERAL STATEMENT

~~It shall be the policy of Moorhead Area Public Schools to~~ will provide special education instruction and services, either within the district or in another district, for all school-age individuals who are residents of the school district and who are identified with disabilities as set forth in Minnesota Statute 125A.02.

School age means from birth until September 1 after the learner with a disability becomes 22 years of age and shall not extend beyond secondary school or its equivalent.

Legal Reference:

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

Cross References:

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 602: Special Education Programs

Moorhead School Board Policy 603: Special Education Policyies and Procedures



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.09.059R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Title I Policy Governing Comparability (606).

Suggested Resolution: Move to approve the policy, Title I Policy Governing Comparability (606), as presented.

LAK:mde  
Attachment

**Moorhead Area Public Schools**  
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Printed: Tuesday, November 25, 2008 3:08:06 PM  
Erickson, Michelle

## Board Policies

### **Title I Policy Governing Comparability**

**School Board Policy:** 606

**Section:** 600 EDUCATION PROGRAMS

**Date Adopted:** 6/13/1978

**Date Revised:** 12/13/2004

**Dates Reviewed:** 2/13/1990

1/6/1992

9/25/1995

5/8/2000

12/13/2004

#### I. PURPOSE

The purpose of the policy is to provide the requirements to assure comparability for target and nontarget schools for Title I funding.

#### II. GENERAL STATEMENT OF POLICY

School districts which accept federal funds for Title I programs are required under law to have a policy on file which assures comparability in accordance with the following:

- 1) Education supplies
- 2) Material expenditures
- 3) Staffing

Moorhead Area Public Schools shall assure that textbooks, materials, supplies, and staffing costs are provided for each target school on a basis that is comparable to that for nontarget schools and other target schools.

Comparability as it relates to staff shall include equivalence among schools in teachers, administrators and auxiliary instructional personnel who are paid with state and/or local funds. The average number of children enrolled per instructional FTE (full-time equivalents) for each target school shall not be more than 110 percent of the average number of children enrolled per instructional FTE in the nontarget schools and other target schools.

Legal Reference:

PL107-110 (No Child Left Behind of 2001)

Cross Reference:

Moorhead School Board Policy 607: Title I Policy Governing Parental Involvement



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.09.060R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Family Involvement (901).

Suggested Resolution: Move to approve the policy, Family Involvement (901), as presented.

LAK:mde  
Attachment

**Moorhead Area Public Schools**  
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Printed: Tuesday, November 25, 2008 3:10:45 PM  
Erickson, Michelle

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## Board Policies

### **Family Involvement**

**School Board Policy:** 901

**Section:** 900 COMMUNITY RELATIONS

**Date Adopted:** 6/26/1995

**Date Revised:** 12/13/2004

**Dates Reviewed:** 2/14/2000

12/13/2004

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#### I. PURPOSE

~~Moorhead Area Public Schools believe that many benefits result from~~ The purpose of this policy is to affirm a strong partnership between home and school. Family involvement in a student's education is a factor in student achievement. Informed and involved families become supporters of the school. Family involvement is a critical link to student achievement, to achieving a high quality education and to a safe disciplined learning environment.

#### II. GENERAL STATEMENT OF POLICY

Family involvement will be encouraged at all grade levels. There shall be opportunities for parents/guardians to become involved both at home and at school. A special effort will be made to reach out to parents/guardians whose language, culture, or family conditions make it difficult for them to participate in their child's education. Changing family structures and strengths and needs will be recognized and programs planned accordingly.

The school district will keep ~~families~~ parents/guardians informed of their child's progress in school and activities. There will be opportunities for parents/guardians to become involved and provide input in building and district decisions. The staff will encourage open communication between the ~~family~~ parents/guardians and the schools.

#### Cross References:

Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools

Moorhead School Board Policy 104: Mission Statement

Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee

Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 607: Title I Policy Governing Parental Involvement

Moorhead School Board Policy 902: Community Involvement



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.09.061R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Student Disability Nondiscrimination (502).

Suggested Resolution: Move to approve the policy, Student Disability Nondiscrimination (502), as presented.

LAK:mde  
Attachment



**Moorhead Area Public Schools**  
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Printed: Tuesday, November 25, 2008 3:26:50 PM  
Erickson, Michelle

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## Board Policies

### **Student Disability Nondiscrimination**

**School Board Policy:** 502

**Section:** 500 STUDENTS

**Date Adopted:** 6/11/2001

**Date Revised:** 4/11/2005

**Dates Reviewed:** 4/11/2005

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#### I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive the required free appropriate public education.

#### II. GENERAL STATEMENT ~~OF POLICY~~

A. Disabled students are protected from discrimination on the basis of a disability.

B. The Moorhead Area Public Schools will identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive the required free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
2. has a record of such impairment; or
3. is regarded as having such impairment.

D. Learners may be protected from disability discrimination and be eligible for special services under the provisions of Section 504 even though they do not require Individual Education ~~Plan~~program services pursuant to the Individuals with Disabilities Education Act.

#### III. COORDINATOR

Persons who have questions, comments, or complaints should contact the ~~Assistant Superintendent of Teaching and Learning~~ Director of Learner Support Services regarding grievances or hearing requests regarding disability issues. This person is the Moorhead Area Public Schools' ADA/504 Coordinator.

#### Legal References:

29 U.S.C. 794 et seq (504 of Rehabilitation Act of 1973) and Regulations at CFR 104.3(j).

34 CFR Part 104 (Implementing Regulations)

Cross References:

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

Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity

Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 516: School Attendance Governing Enrollment of Children/Adults with Disabilities



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.09.062R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Student Immunization Requirements (530).

Suggested Resolution: Move to approve the policy, Student Immunization Requirements (530), as presented.

LAK:mde  
Attachment

**Moorhead Area Public Schools**  
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Printed: Tuesday, November 25, 2008 3:37:36 PM  
Erickson, Michelle

## Board Policies

### Student Immunization Requirements

**School Board Policy:** 530

**Section:** 500 STUDENTS

**Date Adopted:** 6/1/2001

**Date Revised:** 2/11/2008

**Dates Reviewed:** 4/11/2005

4/9/2007

2/11/2008

#### I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

#### II. GENERAL STATEMENT

Moorhead Area Public Schools will work cooperatively with the Clay County Public Health Department and adhere to Minnesota Statutes to ensure all students receive necessary immunizations. All students are required to provide proof of immunization or appropriate documentation exempting the student from such immunization, and such data as necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

#### III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent(s)/guardian(s) has submitted to the Superintendent or designee the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent(s)/guardian(s) shall provide to the Superintendent or designee one of the following statements:

1. A statement, from a physician or a public clinic which provides immunizations, stating that the student received the immunizations required by law, consistent with medically acceptable standards; or
2. A statement, from a physician or a public clinic which provides immunizations, stating that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month, day and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent/guardian of a student or an emancipated student may be substituted for the statement of a physician or a public clinic which administers immunizations. If such a statement is substituted, this statement must indicate the month, day and year each immunization was administered. Upon request, the Superintendent or designee will provide information to the parent(s)/guardian(s) of a student or an emancipated student of the dosages required for each

vaccine according to the age of the student.

C. The parent(s)/guardian(s) of persons receiving instruction in a home school shall submit one of the statements set forth in Section III. A. or III. B. above or statement of immunization set forth in Section IV. to the Superintendent or designee of the school district by October 1 of each school year.

D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents/guardians may be required to submit such other health care data as necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent(s)/guardian(s) has submitted the required data.

E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III. A. or III. B. above or Section IV. below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.

#### IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

A. The parent(s)/guardian(s) of a minor student or an emancipated student submits a physician's signed statement stating that the immunization of the student is contraindicated for medical reasons or the laboratory confirmation of the presence of adequate immunity exists; or

B. The parent(s)/guardian(s) of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent(s), guardian(s) or student.

#### V. NOTICE OF IMMUNIZATION REQUIREMENTS

A. The school district has developed and implemented a procedure to:

1. Notify parent(s)/guardian(s) and students of the immunization requirements and the consequences for failure to provide the required documentation;

2. Review student health records to determine whether the required information has been provided; and

3. Make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent(s)/guardian(s) of the conditions for re-enrollment.

B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

#### VI. IMMUNIZATION RECORDS

A. Moorhead Area Public Schools will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.

B. Upon request, the school district may exchange immunization data with persons or agencies providing services on

behalf of the student without the consent of the student's parent(s)/guardian(s). Under all other circumstances, immunization data is private student data and disclosure of such data shall be governed by Moorhead School Board Policy 504: Protection and Privacy of Student Records and state statute.

C. The Superintendent or designee will assist a student and/or the student's parent(s)/guardian(s) in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.

D. Upon request of a public or private post-secondary educational institution, the Superintendent or designee will assist the transfer of the student's immunization file to the post-secondary educational institution.

#### VII. OTHER

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

#### Legal References:

Minnesota Statute 13.32 (Educational Data)  
Minnesota Statute 121A.15 (Health Standards; Immunizations; School Children)  
Minnesota Statute 121A.17 (School Board Responsibilities)  
Minnesota Statute 135A.14 (Statement of Immunization of Post-Secondary Students)  
Minnesota Statute 144.29 (Health Records; Children of School Age)  
Minnesota Statute 144.3351 (Immunization Data)  
Minnesota Statute 144.441 (Tuberculosis Screening in Schools)  
Minnesota Statute 144.442 (Testing in School Clinics)  
*McCarthy v. Ozark Sch. Dist.*, 359 F. 3d. 1029 (8th Cir. 2004)  
Op. Atty. Gen. 169-W (Jan. 17, 1968)  
Op. Atty. Gen. 169-W (July 23, 1980)

#### Cross References:

Moorhead School Board Policy 425: Health and Safety Protection  
Moorhead School Board Policy 504: Protection and Privacy of Student Records  
Moorhead School Board Policy 551: Student Discipline  
Moorhead School Board Policy 608: Home Schooled Students





Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.09.063R

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TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse (534).

Suggested Resolution: Move to approve the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse (534), as presented.

LAK:mde  
Attachment

**Moorhead Area Public Schools**  
my.moorhead.k12.mn.us

Printed: Tuesday, November 25, 2008 3:40:04 PM  
Erickson, Michelle

## Board Policies

### **Mandated Reporting of Child Neglect or Physical or Sexual Abuse**

**School Board Policy:** 534

**Section:** 500 STUDENTS

**Date Adopted:** 5/27/1986

**Date Revised:** 2/11/2008

**Dates Reviewed:** 12/1/90

2/11/92

4/13/98

6/10/02

4/12/04

6/13/05

6/12/2006

4/9/2007

2/11/2008

#### I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

#### II. GENERAL STATEMENT

A. 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.

B. It is the policy of the 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.

C. It shall be a violation of this 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.

#### III. DEFINITIONS

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

1. is not likely to occur and could not have been prevented by exercise of due care; and

2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

B. "Child" means one under age 18.

BC. "Immediately" means as soon as possible but in no event longer than 24 hours.

CD. "Mandated Reporters" means any school personnel who 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.

DE. "Neglect" means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
  2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
  3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering other factors such as the child's age, mental ability, physical condition, length of absence, environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
  4. failure to ensure that a child is educated in accordance with state law which does not include a parent's/guardian's refusal to provide his or her child with sympathomimetic medications;
  5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance;
  6. medical neglect as defined by Minnesota Statute 260C.007, Subd. 4, clause (5);
  7. chronic and severe use of alcohol or a controlled substance by a parent/guardian or person responsible for the care of the child that adversely affects the child's basic needs and safety;
  8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.
- Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.
- EF. "Physical Abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been

authorized by Minnesota Statutes 121A.67 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent/guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, building administrator, or school employee as allowed by Minnesota Statute 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minnesota Statute 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statute 121A.58.

EG. "School Personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

GH. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minnesota Statute 609.341, Subd. 15), or by a person in a position of authority (as defined in Minnesota Statute 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse.

HI. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

IJ. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

JK. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

#### IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

B. All employees of Moorhead Area Public Schools shall be responsible for reporting pursuant to this section.

C. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff or local welfare agency or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

D. A mandated reporter who knows or has reason to know of the deprivation of parent/guardian rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

E. The oral report shall be made to the Clay County Social Services or the proper city or county law enforcement agency.

Clay County Social Services  
715 11th Street N., Suite 502  
Moorhead, MN 56560 Phone: 299-5200  
(Ask for child protection intake worker)  
Office hours 8:00-4:30, Monday-Friday

Moorhead Police Department, Juvenile Division  
915 North 9th Avenue  
Moorhead, MN 56560 Phone: 299-5111  
24 hours a day, seven days a week

Clay County Sheriff's Department  
915 9th Ave. No.  
Moorhead, MN 56560 Phone: 299-5111  
(for families living outside Moorhead city limits)

Note: If it is believed that the child's immediate health or welfare is jeopardized, the proper law enforcement agency shall be called. They are the only community agents who have the authority to remove a child, short of a court order.

F. Forms for reporting child abuse or neglect (Administrative Procedure 534.1) are located in each building administrator's office and on the district's Web site ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)). A copy of the written report will be given to building or district administration by the reporter. A copy of the report of child abuse or neglect must be kept in a confidential file and shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction. Copies of abuse reports are not to be kept in a student's cumulative file.

G. A person mandated by Minnesota law and this policy to report, who fails to report, may be subject to criminal penalties and/or discipline, up to and including termination of employment.

H. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school. It is not the responsibility of the reporter to investigate or prove that the child has been abused or neglected.

I. Any person who knowingly or recklessly 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, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

J. Immunity for liability: Any person, including those voluntarily making reports and those required to make reports, has immunity from any civil or criminal liabilities that otherwise might result from their actions if they are acting in good faith (Minnesota Statute 626.556, Subd. 4).

K. Retaliation prohibited: An employer of any person required to make reports under subdivision 3 shall not retaliate against the person for reporting in good faith abuse or neglect pursuant to this section, or against a child with respect to whom a report is made, because of the report (Minnesota Statute 626.556, Subd. 4a).

L. Failure to report: Any person mandated by this section to report suspected physical or sexual child abuse or neglect and fails to report shall be guilty of a misdemeanor. A mandated reporter who fails to report if the child's health is in serious danger, and if the child suffers substantial or great bodily harm because of the lack of medical care, is guilty of a gross misdemeanor. If the child dies because of the lack of medical care, the mandated reporter is guilty of a felony (Minnesota Statute 626.556, Subd. 6).

## V. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent(s)/guardian(s) or person responsible for the child's care. School officials may not disclose to the parent(s)/guardian(s) or legal custodian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except when the alleged perpetrator is believed to be a school official or employee, the time and place, the manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of the Minnesota Department of Education, and, if involved, the local welfare or law enforcement agency.

E. The school district shall make every effort to reduce the disruption of the educational program of the child, other



students or school staff when an interview is conducted on school premises.

F. Upon request by the Minnesota Department of Education, the school district shall provide all requested data that is relevant to a report of maltreatment and are in possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of Minnesota Government Data Practices Act, Minn. Stat. Chapter 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

#### VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent(s)/guardians(s) or legal custodian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A, shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

#### VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the dates relating to the reporting and investigation of such harassment or violence may be applicable.

#### VIII. POLICY AWARENESS DISSEMINATION OF POLICY AND TRAINING

A. Staff Inservice - Each building administrator or designee will review the policy and procedures with staff ~~prior to the opening of school or prior to beginning employment~~ yearly.

B. ~~Prevention and Awareness—Each building administrator shall ensure that prevention awareness and personal body protection are addressed by classroom teachers through guidance, utilization of resource persons and appropriate curricular areas.~~

C. Community Awareness - 1) Policy provisions II. A, B and C will be published in the back to school newsletter each fall; and, 2) A copy of provisions II. A, B and C will be posted in each school building and included in each school handbook or in a newsletter. The policy is also accessible on the district's Web site ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)).

~~DC.~~ This policy shall be reviewed at least ~~annually~~ yearly by the Moorhead School Board for compliance with state law.

#### Legal References:

Minnesota Statute Chapter 13 (Minnesota Government Data Practices Act)

Minnesota Statute 121A.58 (Corporal Punishment)

Minnesota Statute 121A.582 (Student Discipline; Reasonable Force)

Minnesota Statute 121A.67 (Aversive and Deprivation Procedures)

Minnesota Statute 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)

Minnesota Statute 260C.007, Subd. 4, clause (5) (Definitions - Child in Need of Protection or Services)

Minnesota Statute 609.02, Subd. 6 (Definitions - Dangerous Weapon)

Minnesota Statute 609.341, Subd. 10 (Definitions - Position of Authority)  
Minnesota Statute 609.341, Subd. 15 (Definitions - Significant Relationships)  
Minnesota Statute 609.379 (Permitted Actions)  
Minnesota Statute 626.556 *et seq.* (Reporting of Maltreatment of Minors)  
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

Cross References:

Moorhead School Board Policy 504: Protection and Privacy of Student Records  
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults  
Moorhead School Board Policy 551: Student Discipline  
Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 570: Prohibition of Harassment and Violence



Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.09.064R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: 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.

LAK:mde  
Attachment

**Moorhead Area Public Schools**  
my.moorhead.k12.mn.us

Printed: Tuesday, November 25, 2008 4:11:59 PM  
Erickson, Michelle

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## Board Policies

### **Maltreatment of Vulnerable Adults**

**School Board Policy:** 535

**Section:** 500 STUDENTS

**Date Adopted:** 8/26/2002

**Date Revised:** 5/12/2008

**Dates Reviewed:** 4/12/04

5/9/2005

12/12/2005

4/9/2007

5/12/2008

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#### 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

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 considered 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 fraud; 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 receives 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 Clay County 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~~ Each building administrator or designee will review the policy and procedures with staff yearly.

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 (Failure to Report)  
 Minnesota Statute 626.556 (Reporting of 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  
Moorhead School Board Policy 502: Student Disability Nondiscrimination





Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.09.065R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: 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.

LAK:mde  
Attachment

**Moorhead Area Public Schools**  
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Printed: Tuesday, November 25, 2008 4:12:40 PM  
Erickson, Michelle

## 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: 5/12/2008

Dates Reviewed: 3/8/2004

5/9/2005

6/11/2007

5/12/2008

#### 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

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 "Procedures Manual for the Minnesota Assessments" document located on the Minnesota Department of Education's Web site at: <http://education.state.mn.us/mde/static/2011664.pdf> [http://www.education.state.mn.us/MDE/Accountability\\_Programs/Assessment\\_and\\_Testing/DAC\\_Corner/Policies\\_Procedures\\_Guidelines/index.html](http://www.education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/DAC_Corner/Policies_Procedures_Guidelines/index.html).

#### IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR BASIC STANDARDS TESTING

See "~~Guidelines for Accommodations~~ Chapter 5 in the Minnesota Assessment System" Procedures Manual for Minnesota Assessments document located on the Minnesota Department of Education's Web site at: <http://education.state.mn.us/mde/static/2011664.pdf> [http://www.education.state.mn.us/MDE/Accountability\\_Programs/Assessment\\_and\\_Testing/DAC\\_Corner/Policies\\_Procedures\\_Guidelines/index.html](http://www.education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/DAC_Corner/Policies_Procedures_Guidelines/index.html).

#### 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 District Assessment Coordinator. The Assistant Superintendent of Teaching and Learning District Assessment Coordinator shall be responsible for keeping a list of all such test accommodations, modifications and exemptions for school district audit purposes. This will be done ~~annual~~ yearly 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 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**

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Memo S.09.066R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Instruction and Curriculum Advisory Committee (231).

Suggested Resolution: Move to approve the policy, Instruction and Curriculum Advisory Committee (231), as presented.

LAK:mde  
Attachment

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Printed: Thursday, December 04, 2008 10:58:31 AM  
Erickson, Michelle

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## Board Policies

### Instruction and Curriculum Advisory Committee

School Board Policy: 231

Section: 200 SCHOOL BOARD

Date Adopted: 9/11/1979

Date Revised: 12/13/2004

Dates Reviewed: 2/13/1990

3/23/1993

12/16/1996

7/5/2001

6/11/2001

12/13/2004

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#### I. PURPOSE

The purpose of the Instruction and Curriculum Advisory Committee (ICAC) is to review the assessment of progress toward Minnesota Academic Standards as well as program evaluation data for use in the instructional and curriculum review process. Moorhead Area Public Schools are is dedicated to offering quality education to all students. School personnel and community members are will working together to refine and maintain the high standards of the educational programs in our school district. The district will evaluate selected areas of its curricular program annually to assess students progress toward educational goals. The committee will consider review of technology, long range planning, and inclusive education as a part of curriculum review.

#### II. GENERAL STATEMENT OF POLICY

A process for evaluating curriculum and instruction has been adopted which includes the following components:

1. District Goals - Adopted school district goals which will provide broad direction for district curriculum and instruction.
2. Curriculum Review Process - A sequential periodic curriculum review cycle will guide district curriculum development and evaluation.
3. Learner Outcomes and Minnesota Academic Standards - Learner outcomes for each subject area in the curriculum will be consistent with Minnesota Academic Standards.
4. Student and Program Evaluation - The district will monitor each student's progress toward meeting state and local achievement requirements and will use the curriculum review process to identify the strengths and needs of instruction and curriculum.
5. Instruction and Curriculum Advisory Committee - The school board shall establish an instruction and curriculum advisory committee which reflects the diversity of the district and its learning sites. The district advisory committee shall recommend to the school board district wide education standards, assessments and program evaluation.

6. Improvement Plans – District staff will prepare an annual update of the curricular improvement plan for each subject area. These plans will be presented to the Instruction and Curriculum Advisory Committee for review and recommendation as part of the multi-year curriculum cycle.

7. Annual Report on Curriculum, Instruction and Student Performance – An annual report which includes student performance goals for meeting graduation standards, assessment results, district improvement plans, and progress on previous improvement plans will be approved by the school board by October 1 of each year, disseminated to district residents and sent to the Department of Education by October 15.

8. Instruction and Curriculum Advisory Committee Role and Responsibilities – The administration shall develop policies and procedures related to the roles and responsibilities of the advisory committee, district staff and others involved in the curriculum review process.

#### A. Membership

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

1. Director of Curriculum and Professional Development
2. Building administrator
3. School Board member, representative and alternate
4. Two student representatives
5. Elementary teacher, secondary teacher, special education teacher, and a teacher representing gifted and talented
6. Two parents/guardians from each school
7. Two representatives of senior citizens
8. Two representatives of higher education
9. Representatives reflecting the diversity of the community
10. One clergy representative

All terms are for two years and members can be re-appointed.

#### B. Meetings

Meetings will be held at the Probstfield Center for Education during the school year at times and dates determined by the committee.

#### Legal Reference:

Minnesota Statute 120B.11 Subd. 3

#### Cross References:

Moorhead School Board Policy 230: Moorhead School District Committees

Moorhead School Board Policy 501: Equal Educational Opportunity

~~Moorhead School Board Policy 605: Assurance of Mastery~~

Moorhead School Board Policy 620: ~~Curriculum Selection and Review, Alternative Instruction, and Instructional Resource Reevaluation~~ Selection of Textbooks and Instructional Materials

Moorhead School Board Policy 650: School District System Accountability





Superintendent of Schools  
**Moorhead Area Public Schools**

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Memo S.09.067R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: December 2, 2008

SUBJECT: Approval of Policy

Attached please find the policy, Policy Review Committee (233).

Suggested Resolution: Move to approve the policy, Policy Review Committee (233), as presented.

LAK:mde  
Attachment

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Printed: Thursday, December 04, 2008 11:01:33 AM  
Erickson, Michelle

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## Board Policies

### Policy Review Committee

**School Board Policy:** 233

**Section:** 200 SCHOOL BOARD

**Date Adopted:** 1/11/1977

**Date Revised:** 12/13/2004

**Dates Reviewed:** 3/9/1993

2/10/1997

6/12/2000

11/25/2002

12/13/2004

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## I. PURPOSE

The purpose of the Policy Review Committee is to engage in a systematically review of the educational policies of the Moorhead Area Public Schools district and make recommendations to the Moorhead School Board regarding possible changes in these policies.

## II. GENERAL STATEMENTS OF POLICY

### A. Membership

The Policy Review Committee will consist of five teacher representatives generally drawn from the elementary (K-5), middle school (6-8), high school (9-12), and special education (K-12) levels, respectively and with one representative appointed by Education Moorhead Cabinet; two principals-building administrators; supervisor; secretary; custodian; paraprofessional; food service employee; the Superintendent; and, two School Board members, appointed by the board chair at the annual organizational meeting. Each employee association will be responsible for choosing the representative(s) and notifying the Superintendent's office of its selection prior September 1 of each year.

Members will be appointed to a two-year term and take office in time for the September Policy Review Committee meeting.

### B. Meetings

Meetings will be held at the Probstfield Center for Education during the school year at times and dates determined by the committee.

### Cross Reference:

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