

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

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

January 12, 2009
7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____	Kristine Thompson _____
Lisa Erickson _____	Michael Thrasher _____
Cindy Fagerlie _____	Bill Tomhave _____
Mike Siggerud _____	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 long-time Moorhead Area School Board member Carol Ladwig for being named to the 2009 All State School Board, which is the Minnesota School Boards Association's (MSBA) most prestigious award. The award will be given during a luncheon Thursday, Jan. 15 at MSBA's annual Leadership Conference.

   Each year, MSBA's awards committee selects 5-7 individual board members to the All State School Board. There are nearly 2,300 school board members in Minnesota. Board members are nominated by superintendents, fellow board members, parents or community members for their outstanding contributions to public education. Ladwig was one of six chosen for the award this year.

"The All State School Board represents the highest example of board service. These are school board members who are committed to student achievement, determined to build support for their local schools and unwavering in their pursuit of what's best for students," MSBA Executive Director Bob Meeks said.

Criteria for the award includes strong leadership; excellence in boardsmanship; communication skills, visionary thinking; demonstration of concern for students, staff and taxpayers; and support for the nomination from stakeholders.

MSBA is a private nonprofit organization that provides cost-saving programs, management support, board training, advocacy, research and referral for all of Minnesota's public schools.

*** **We Are Proud** of Maret Kashmark, Robert Asp Elementary school counselor, for being named the 2009 Moorhead Teacher of the Year. Kashmark has been a counselor for the Moorhead Area Public Schools for the past 14 years. She is a member of the West Central School Counselor's Association and was the ethics/ human relations chair for the Minnesota School Counselor's Association. Kashmark currently serves on the district's Safe and Healthy Learners committee and Continuing Education committee and on Robert Asp's Student Assistance Team and AYP school improvement team.

*** **We Are Proud** of the 2009 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these candidates.

The 2009 Teacher of the Year Building Representatives with us tonight are:
- Paulette Hagen, mathematics teacher at Red River Area Learning Center
- Melissa Voecks, second-grade teacher at S.G. Reinertsen Elementary

(The remaining 2009 Teacher of the Year Building Representatives will be recognized at the January 26 meeting.)

*** **We Are Proud** of Maret Kashmark, Robert Asp Elementary school counselor, for being named the 2009 Moorhead Teacher of the Year. Kashmark has been a counselor for the Moorhead Area Public Schools for the past 14 years. She is a member of the West Central School Counselor's Association and was the ethics/ human relations chair for the Minnesota School Counselor's Association. Kashmark currently serves on the district's Safe and Healthy Learners committee and Continuing Education committee and on Robert Asp's Student Assistance Team and AYP school improvement team.

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

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

A. Oath of Office Ceremony

B. Election of Officers

Suggested Resolution: Move to nominate the following slate of officers for the one-year term (2009) on the Moorhead School Board, and cast a unanimous ballot by acclamation:

Chairperson -
Vice-Chair -
Clerk -
Treasurer -

Moved by _____ Seconded by _____
Comments _____

C. Committee Assignments

Suggested Resolution: Move to approve the committee assignments as determined.

Moved by _____ Seconded by _____
Comments _____

3. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of December 2, 2008 Special Meeting Minutes and December 8, 2008 Meeting Minutes - Pages 7-14

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of January Claims - Page 15

C. LEARNER SUPPORT SERVICES MATTERS - Skarvold
   (1) Approval of Lakeland Mental Health Center Contract Renewal - Pages 16-20
   (2) Approval of Early Risers Program Amendment - Pages 21-23

D. HUMAN RESOURCES MATTERS - Nielsen
(1) Approval of Resignations - Page 24
(2) Approval of Family/Medical Leaves - Page 25
(3) Approval of Change in Contracts - Page 26
(4) Approval of New Employee - Page 27

E. CURRICULUM AND PROFESSIONAL DEVELOPMENT MATTERS - Aamodt
(1) Acceptance of Carl D. Perkins Funding - Page 28
(2) Approval of Best Practice Incentive Grants - Pages 29-32

F. INFORMATION SYSTEMS/INSTRUCTIONAL SUPPORT MATTERS - Markert

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

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF BID - HORIZON MIDDLE SCHOOL CONTROLS PROGRAMMING AND INSTALLATION OF VARIABLE FREQUENCY DRIVES**: Kazmierczak
Pages 33-34

Suggested Resolution: Move to approve the bid from Johnson Controls, Inc. in the amount of $298,000 for the Horizon Middle School controls programming and installation of variable speed drives.

Moved by _____ Seconded by _____
Comments _____

5. **FIRST READING OF POLICY**: Kovash
Pages 35-37

The School Board will conduct a first reading of the policy Fund Balance (802).

6. **MAJOR MAGNITUDE FIELD TRIP FOR MHS SPEECH AND THEATRE DEPARTMENT**: Kazmierczak
Pages 38-40

Suggested Resolution: Move to approve the Major Magnitude Field Trip for the Moorhead High School Speech and Theatre Department students to travel to Chicago in April of 2009.

Moved by _____ Seconded by _____
Comments _____

7. **MAJOR MAGNITUDE FIELD TRIP FOR MHS FRENCH PROGRAM**: Kazmierczak
Pages 41-50

Suggested Resolution: Move to approve the Major Magnitude Field Trip for Moorhead High School French Program students to travel to France in June of 2010.

Moved by _____ Seconded by _____
Comments _____

8. **RESOLUTION DIRECTING ADMINISTRATION TO MAKE RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS AND REASONS THEREFORE**: Nielsen
Pages 51-52

Suggested Resolution: Move to direct the administration to recommend reductions in programs and positions as needed to reduce expenditures as a result of declining enrollment and financial limitations.

Moved by _____ Seconded by _____
Comments _____

9. **KINDERGARTEN PLUS (K+) PROGRAM PROPOSAL**: Kovash
Page 53

Suggested Resolution: Move to approve the Kindergarten Plus (K+) Program for implementation in the 2009-2010 school year.

Moved by _____ Seconded by _____
Comments _____

10. **BUDGET UPDATE**: Kazmierczak

11. **COMMITTEE REPORTS**

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

13. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
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	Conf Rm
Technology Committee	January 27	3:45 pm	PCE
Prof Dev Before/After School	January 28		
Asp PTAC	February 2	6:30 pm	Media Center
Reinertsen PTAC	February 2	6:30 pm	Media Center
High School PTAC	February 2	7 pm	Conf Rm
Human Rights Committee	February 2	3:45 pm	PCE
Continuing Educ Com	February 3	3:30 pm	PCE
Indian Educ Parent Com	February 4	5 pm	PCE
Joint Powers Committee	February 5	7 am	Dilw City Hall
Horizon PTAC	February 5	7 pm	Media Center
School Board	February 9	7 pm	PCE
Hopkins PTAC	February 10	6:30 pm	Media Center
Community Educ Adv Council	February 10	7 pm	PCE
Prof Dev Before/After School	February 11		
Instr and Curr Adv Com	February 12	7 am	PCE
Health/Safety/Wellness Com	February 12	9:30 am	PCE
Safe and Healthy Learners Com	February 23	3 pm	PCE
School Board	February 23	7 pm	PCE
Technology Committee	February 24	3:45 pm	PCE
K-12 Parent/Teacher Confs	February 24, 26	5-8:30 pm	
Kind Parent/Teacher Confs	February 25, 26	Day	
K-8 Parent//Teacher Confs	February 27	8-11 am, 12-4 pm	

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
DECEMBER 2, 2008
PAGE 1

MEMBERS PRESENT: Karin Dulski, Cindy Fagerlie, Carol Ladwig, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

MEMBERS ABSENT: Lisa Erickson.

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

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

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

TRUTH IN TAXATION PROPERTY TAX HEARING: Kazmierczak provided information on the background of school funding, property tax levies and budgets. He also provided information related to the district's budget and the district's proposed tax levy for taxes payable in 2009.

Current year budget information and prior year actual financial results were presented. Kazmierczak also provided an overview of the Proposed Levy Payable in 2009 noting the total 2009 levy increased by $744,463 from 2008 to 2009, which is an increase of 8.75 percent. Kazmierczak explained the levy changes that include the following decreases and increases: Voter Aproved Referendum -$151,370; Equity Levy -$239,663; Operating Capital Levy $40,686; Health and Safety Levy $376,805; General Fund Levy adjustments for prior years $76,669; Early Childhood Family Education Levy $37,425; Voter Approved Debt Service Levy $163,793; and Debt Service for Other Post Employment Benefits (OPEB) Bonds $365,277.

The amount that will be levied for each category and total levy are: 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; and Total $9,252,782.59.

OPEN PUBLIC HEARING: Thompson moved, seconded by Fagerlie, to open the public hearing at 7:34 p.m. Motion carried 6-0.

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

The following individuals questioned their property tax statements:

- Frankie Stavenger, 2307 19th Street South, Moorhead
- Jason Sandt, 3728 13th Street South, Moorhead

Kazmierczak responded to the individual questions regarding school district property taxes.

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

CLOSE PUBLIC HEARING: Ladwig moved, seconded by Dulski, to close the public hearing at 7:47 p.m. Motion carried 6-0.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:48 p.m.

_____
Cindy Fagerlie, Clerk

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Carol Ladwig, Bill Tomhave, and Lynne Kovash.

MEMBERS ABSENT: Mike Siggerud and 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 20.

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

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.

*** **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 Gemar, 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 Gemar 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.

*** **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.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the November 10 and 24, 2008 meeting minutes as presented.

Claims - Approve the November Claims, subject to audit, in the amount of $1,226,965.19.

General Fund:	$1,068,968.75
Food Fund:	132,112.16
Community Service Fund:	25,884.28
TOTAL	$1,226,965.19

Donation - Accept two musical instruments valued at $350 from Renee Ulland to be used at Horizon Middle School and direct administration to send a thank you note to Ms. Ulland.

Resignation

Rachel Ruiz - Bus Assistant, Transportation, effective December 5, 2008.

Family/Medical Leaves

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.

Return from Leave of Absence

Kristi Hilton - Sign Language Interpreter, EIS, return to .25 FTE effective January 5, 2009.

Early Retirements

Frances Bannerman - Food and Nutrition Server, Horizon Middle School, effective December 19, 2008.

Terrance Shercliffe - Elementary Physical Education Teacher, S.G. Reinertsen Elementary, effective January 16, 2009.

New Employees

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).

Motion carried 5-0.

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.)

Project Lead the Way Program - Kovash and Aamodt presented information on the Project Lead the Way Program (PLTW). PLTW is a national non-profit organization established to help schools give students the knowledge they need to excel in high-tech fields. The school district has applied for and is currently being considered for a grant from the Kern Foundation, which sponsors the PLTW Program. Moorhead High School is proposing the following three courses for PLTW prescribed coursework: Introduction to Biomedical Sciences, Digital Electronics and Introduction to Engineering Design. Horizon Middle School is considering implementing "Gateway to Technology" as a module in science starting with grade six.

MOORHEAD HIGH SCHOOL COURSE PROPOSALS: Ladwig moved, seconded by Fagerlie, 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. Motion carried 5-0.

The Introduction to Biomedical Sciences course will be an addition to the current curriculum; Digital Electronics will replace the current Intro to Electronic and Electronics 2 courses; and Introduction to Engineering Design will replace the current Introduction to Drafting course. Bemidji, Stillwater and Alexandria are also participating in the PLTW Program. Expenses will include hardware and software purchases for implementation of the courses.

ANNUAL WELLNESS REPORT: Nielsen presented a report indicating the status of wellness in the Moorhead Area Public Schools in accordance with Moorhead School Board Policy 536 (Wellness). While some facets of the report signify partial compliance, most areas of the report indicate full compliance. Gains made in the past year include the use of sanitation stations in all school cafeterias; continued introduction of healthy food choices to the school lunch program; a report from MHS physical education staff indicates a strong balance of activities and education for students in a wide variety of topics (eating disorders, nutrition, mental health, stress and coping strategies, and CPR certification and decision making skills regarding drugs, alcohol and tobacco); students are encouraged to participate in the Don't Sit... Get Fit" exercise program run by Greg Salvevold; and additional efforts to make employees aware of the district employee assistance program.

CERTIFICATION OF FINAL 2008 PAYABLE 2009 PROPERTY TAX LEVY: Dulski moved, seconded by Erickson, to approve the certification of the final 2008 Payable 2009 Property Tax Levy in the amount of $9,252,782.59. Motion carried 5-0.

Kazmierczak noted the approval of the levy will authorize the sale of OPEB bonds in the amount of $365,277.

APPROVAL OF POLICY: Ladwig moved, seconded by Dulski, to approve the policy, Staff Development (446), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Dulski moved, seconded by Erickson, to approve the policy, School District Copyright Policy (730), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Erickson moved, seconded by Fagerlie, to approve the policy, School Attendance Governing Enrollment of Children/Adults with Disabilities (516), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Dulski, to approve the policy, Title I Policy Governing Comparability (606), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Dulski, to approve the policy, Family Involvement (901), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Erickson moved, seconded by Fagerlie, to approve the policy, Student Disability Nondiscrimination (502), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Dulski moved, seconded by Fagerlie, to approve the policy, Student Immunization Requirements (530), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Ladwig, to approve the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse (534), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Dulski, to approve the policy, Maltreatment of Vulnerable Adults (535), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Dulski moved, seconded by Erickson, to approve the policy, Basic Standards Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students (656), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Fagerlie, to approve the policy, Instruction and Curriculum Advisory Committee (231), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Ladwig, to approve the policy, Policy Review Committee (233), as presented. Motion carried 5-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Moorhead High School PTAC, Joint Powers Committee, Horizon PTAC, and Continuing Education Committee.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Tomhave commented on the upcoming change in leadership with Dr. Thrasher joining the School Board and stated the slate of officers for 2009 will be Kristine Thompson, Chair; Lisa Erickson, Vice Chair; Karin Dulski, Treasurer; and Cindy Fagerlie, Clerk. Tomhave asked board members to stay after the meeting to determine a date for Carol Ladwig's recognition. Kovash reminded board members to return the Region 1 Joint Powers Board election ballots prior to December 22. Kovash read an excerpt from a letter from Del Rae Williams related to Carol Ladwig's 16 plus years of service on the Moorhead School Board. Kovash also expressed her gratitude and

sincere appreciation for the work that Carol has done for the community and school district. Ladwig expressed her appreciation to the School Board and administration and said serving on the board was a real privilege.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:38 p.m.

_____

Cindy Fagerlie, Clerk

Assistant Superintendent of Schools

Moorhead Area Public Schools Memo OAS 09.049 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: January 6, 2008

SUBJECT: January Claims

The January claims are as follows:

General Fund	$828,951.51
Food Service Fund	$121,003.31
Community Services Fund	$18,297.07
TOTAL	$968,251.89

Suggested Resolution: Move to approve January claims, subject to audit, in the amount of $804,524.07.

WAK:mde

Office of Learner Support Services
Moorhead Area Public Schools

LSS.09.005

TO: Lynne Kovash

FROM: Jill Skarvold

DATE: January 2, 2009

RE: Lakeland Mental Health Center Contract Renewal

Attached is the renewal agreement with Lakeland Mental Health Center and Moorhead Independent School District in cooperation with Clay County Department of Social Services to continue mental health services to identified students with disabilities as part of the Interagency Mental Health Programming, which includes "Outreach".

As you know, the Purchase of Service Agreement has been in the process of change over this past year, going from a set yearly amount to a rate per student. This reflects more cost-effective collaborative programming. The Agreement is being submitted for a time period of 6 months (Jan-June) since the guidance from the Minnesota Department of Education still has not been received. Until the interagency guidance on Mental Health Services is received, agreements will continue to be set up on a six month timeframe. A provision in the agreement will enable us to operate for up to 2 months in the event that state guidance still is not made available.

The renewal agreement, which covers the period from January 1, 2009, to June 30, 2009, is not to exceed the amount of $120,276.00.

The entire cost of this program is paid with a combination of state aid, medical assistance funds and payment from Clay County Social Services.

SUGGESTED RESOLUTION: Move to approve the January 1, 2009 to June 30, 2009, renewal agreement with Lakeland Mental Health Services and Clay County Social Services to continue mental health services to students and their families as part of the Clay County Outreach Treatment Program not to exceed the amount of $120,276.00.

JS:ca
Attachment

CLAY COUNTY
INTERAGENCY PURCHASE OF SERVICE AGREEMENT

Clay County Social Service Center, Moorhead Independent School District #152 and Lakeland Mental Health Center Inc., enter into this interagency agreement for the period January 1, 2009 to June 30, 2009 for the provision of:

SCHOOL BASED MENTAL HEALTH SERVICES FOR CHILDREN

WITNESSETH

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

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

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

WHEREAS, the Moorhead Independent School District #152, along with the Clay County Department of Social Services, will fund the School Based Mental Health Services for Children; and

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

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

2. Provide direct services to the parents (guardians) and families of the Clay County Interagency School Based Mental Health Services for Children through family mental health services, and mental health consultation.

3. Serve as support liaison between home, school, and community agencies. School Based Mental Health Services clinicians will participate in county meetings related to children in this program and school child study team meetings on children served by this program. In addition to providing general clinical input, the clinicians will complete evaluations and make recommendations for appropriate mental health services.

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

5. Provide mental health consultation to education personnel to support IEP educational goals and objectives.

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

1. Licensed mental health professionals (approximately 3.0 FTE) will be employed by Lakeland Mental Health Center, Inc. for the length of the contract. Personnel will hold appropriate licensure issued by the Board of Teaching or the MN Department of Education for the necessary service for which they provide. If neither issues a license for the necessary service, the professionals will be members of good standing in their professional organization. (See Appendix)

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

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

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

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

6. Direct clinical time and direct clinical supervision as required by CTSS and Day Treatment will be provided by the Lakeland Mental Health Center staff. (See Appendix)

7. The Moorhead Independent School District #152 agrees to provide the facility, including appropriate space for the provision of mental health services for children/families enrolled in the program. The classrooms and other facilities in which students receive instruction, related services and supplemental aids and services shall be essentially equivalent to regular education program, shall provide an atmosphere conducive to learning, and shall meet students' special physical, sensory and emotional needs. Rent for this space will be billed to Lakeland at an annual (12 month) rate of $13,000. Moorhead Independent School District #152 rates will be billed to Lakeland for technology costs (phone, technology security) for Lakeland staff working in the Moorhead Independent School District #152 facility.

8. The cost of the Interagency Program for Children will include direct services, clinical consultation for program staff at Lakeland Mental Health Center, therapy supplies and equipment, travel, postage and printing, secretarial expenses, maintenance/utilities, benefits and administrative expenses.

9. Lakeland Mental Health Center will bill the Minnesota Medical Assistance program, pre-paid medical assistance plans, Minnesota Care, and other qualified third party sources for each of the clients eligible for such with informed consent.

10. The provision of services to non-MA and/or other third party ineligible clients will be funded through Clay County Social Services and the Moorhead Independent School District #152.

11. Lakeland Mental Health Center will bill Moorhead Independent School District #152 $52.00 per hour for the provision of school based mental health services. Moorhead Independent School District #152 agrees to pay Lakeland Mental Health Center $52.00 per hour for students who are non-MA and/or other third party ineligible but not to exceed a total of $120,276. The cost to Clay County Social Services will not exceed $57,734.

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

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

14. Upon agreement by all parties, this Purchase of Service Agreement may be extended for a period of up to two (2) months, allowing finalization of a new Purchase of Service Agreement. All terms of the new agreement will be retroactive. All terms of this Purchase of Service Agreement will remain in effect pending execution of an agreement amendment, execution of a new agreement, or notice of termination as provided under item #12 above.

Chair, Board of Education
Moorhead Independent School District #152

Date

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

Date

Rhonda Porter, Director
Clay County Social Services

Date

Office of Learner Support Services
Moorhead Area Public Schools

LSS.09.006

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: January 2, 2009

RE: Early Risers Amendment

Attached is is the Amendment with the University of Minnesota and Moorhead Independent Area School District for the Early Risers Implementation Study. This program with the University of Minnesota began in the fall of 2006. The amendment extends the agreement to August 31, 2009.

The Early Risers Program provides funding for support of identified at-risk students in primary grades (up to grade 3).

This amendment provides additional funding to the Early Risers program in the of amount of $27,000.00.

SUGGESTED RESOLUTION: Move to approve the Amendment that extends to August 31, 2009, with the University of Minnesota and Moorhead Independent Area School District in the amount of $27,000.00

JS:ca
Attachment

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Office of Sponsored Projects Administration

450 McNamara Alumni Center
200 Oak Street S.E.
Minneapolis, MN 55455

Office: 612-624-5599
Fax: 612-624-4843

December 19, 2008

DEC 29 2008

Jill Skarvold
Probstfield Education Center
Moorhead Public Schools
2410 14th Street South
Moorhead, MN 56560

RE: Amendment No 3
University of Minnesota PI: Gerald August
Independent School District #152 PI: Jill Skarvold
PO#: Q6456360112

Dear Ms. Skarvold:

Enclosed are three (3) copies of Amendment No. 3 to the above referenced agreement between the Regents of the University of Minnesota and the Independent Public School District #152. To facilitate the process, the amendment has already been endorsed on behalf of the Regents of the University of Minnesota.

Please have the amendment administratively reviewed and endorsed on behalf of your organization. Two (2) fully executed copies should be returned to me at the above address.

I have been assigned to monitor this agreement for the University of Minnesota. If at any time you have questions, please feel free to contact me at (612) 624-2521 or by e-mail at foss0175@umn.edu.

Sincerely,

Bailey Foss

Bailey Foss
Grants and Contracts Administrator
Sponsored Projects Administration

cc: Gerald August, Psychiatry
Cindy Stephanson, Psychiatry

Driven to Discover℠

Subaward Amendment

Prime Awardee	Subawardee
Institution/Organization ("University") Name: Regents of the University of Minnesota Address: Sponsored Projects Administration McNamara Alumni Center Suite 450 200 Oak Street SE Minneapolis, MN 55455	Institution/Organization ("Collaborator") Name: Independent Public School District #152 Address: Moorhead Public Schools Probstfield Education Center 2410 14TH Street South Moorhead, MN 56560 **EIN** No.:

Prime Award No.	Subaward No.	Amendment No.
5R01 DA016067-03	Q6456360112	3

Awarding Agency	CFDA No.
NIH/NIDA	93.279

Subaward Period of Performance	Amount Funded this Action:	Est. Total: (if incrementally funded)
09/01/06-08/31/09	$27,000	$120,012

Project Title
Early Risers Multi-Scale Implementation Study

Reporting Requirements: [check here if applicable ☐ see Attachment 4]

Amendment(s) to Original Terms and Conditions

This Amendment is entered into by and between the Regents of the University of Minnesota ("The University"), an educational institution existing under the laws of the state of Minnesota, and the Independent Public School District #512 ("The Collaborator");

The University and Collaborator have entered into that Subaward effective September 1, 2006 (the "Subaward"), for services to be performed under the prime agreement between the University and the NIH/National Institute on Drug Abuse (the "Sponsor")

and ;

The University and Collaborator desire to amend the Subaward to extend the period of performance and provide additional funds.

The parties agree to amend the Subaward as follows:

1) Extend the end date to August 31, 2009. The new period of performance is September 1, 2006 through August 31, 2009.

2) Provide additional funds in the amount of $27,000 for a cumulative total of $120,012.

3) Budget and workscope attached.

ALL OTHER TERMS AND CONDITIONS REMAIN UNCHANGED.

Agreed by Authorized Official of University	Agreed by Authorized Official of Collaborator
[signature] 12/22/08	Jill Skarvold 1/5/09
Name Date Judy Krzyzek, Edward Wink, Kevin McKoskey, David Hagen	Name Jill Skarvold Date
Title Grants Mgr., Assoc. V.P., Mgr., Asst. Dir.	Title Director of Learner Support Services

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.075**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: January 4, 2009

RE: Resignation

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

Cheryl Skare	Lunchroom Supervisor, Ellen Hopkins Elementary, effective December 4, 2008.
Yvonne Wegscheid	Custodian, High School, effective January 2, 2009.
Tania Molden	Paraprofessional, Red River Area Learning Center, effective November 26, 2008.
Gene Kroll	Food and Nutrition Worker, S. G. Reinertsen Elementary, effective February 20, 2009.

SUGGESTED RESOLUTION: Move to approve the resignation of Cheryl Skare, Yvonne Wegscheid, Tania Molden and Gene Kroll as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.076**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: January 4, 2009

RE: Family/Medical Leave

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

Andrea Manston	Teacher, Robert Asp Elementary, effective approximately March 27, 2009 for six weeks.
Molly Schenck	Teacher, High School, effective approximately, April 29, 2009 for six weeks.
Brittney Rehm	Teacher, High School, effective approximately February 15, 2009 for six weeks.

SUGGESTED RESOLUTION: Move to approve the request for Andrea Mantson, Molly Schenck and Brittney Rehm pursuant to Article 38 of the Teachers Master Agreement.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.078**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: January 4, 2009

RE: Change in Contract

The administration requests the approval of Change in Contract of the following people:

Ashley Nelson	ECSE Teacher, EIS, from .50 FTE to 1.00 FTE, BA (0) 111 days, $9,348.42, effective December 10, 2008. (additional FTE approved at 11-24-08 Board Meeting)
Bonnie Henkelman	Lunchroom Supervisor, S. G. Reinertsen Elementary to Cook's Helper, 5.25 hours per day, A11, $12.40 per hour, Horizon Middle School, effective December 15, 2008. (Replaces Frances Bannerman)
Lindsay Kaspar	Physical Education Teacher, S. G. Reinertsen, .5 FTE to 1.0 FTE, BA (0) 92 days, $7,748.24, effective January 19, 2009. (Replace Terrance Shercliffe)

SUGGESTED RESOLUTION: Move to approve the change in contract for Ashley Nelson, Bonnie Henkelman and Lindsay Kaspar as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.077**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: January 4, 2009

RE: New Employees

The administration requests the aproval of the employment of the following person subject to satisfactory completion of federal, state and school district statutes and requirements.

Roxann Korinek	Food and Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day, $9.00 per hour, effective December 16, 2008. (Replaces Eugene Life)

SUGGESTED RESOLUTION: Move to approve the employment of Roxann Korinek as presented.

Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo TL.09.043 C

TO: Lynne A. Kovash, Superintendent

FROM: Melanie Aamodt, Director of Curriculum and Professional Development

DATE: January 6, 2009

SUBJECT: Carl D Perkins Funding

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

Thirty-five (35) student textbooks, Office 2007 Introductory Concepts and Techniques

These items are to be used only by the Administrative Support Occupations Program at Moorhead Senior High School. This award will contribute to the academic and technical skill attainment in students at Moorhead High School.

Suggested Resolution: Move to accept the Thirty-five (35) student textbooks, Office 2007 Introductory Concepts and Techniques from Lakes Country Carl D. Perkins Consortium.

MBA/kmr

Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo CPD.09.035 C

TO: Lynne A. Kovash, Superintendent

FROM: Melanie Aamodt, Director of Curriculum and Professional Development

DATE: January 6, 2009

SUBJECT: Best Practice Grants

Attached is a list of Best Practice incentive grants funded in November 2008. The staff development committee at the November 17th meeting reviewed the grants. The description of each grant is also attached for your reference. Grantees are now required to present information at district professional development sessions during the year.

A total of 7 proposals were submitted and $20,240.98 requested from the applications. Final reports will be submitted and reviewed by the staff development committee before payments will be made. The use of the Best Practice incentive grant funding has been a means to provide additional support for district and school SMART goal areas and Moorhead Area Public School's Strategic Plan.

Suggested Resolution: Move to approve the Best Practice incentive grants as presented for a total of $19,536.70.

MBA/kmr
Attachment

November 2008 Staff Development Grants

Title	Applicants	Bldg	Request	Award
Collaborating for Excellence	Jennifer Nelson	Hopkins	$ 3,378.15	3,378.15
Deepening the PLC Culture through Pyramid RTI	Cheri Gess	District	$ 4,899.60	4,195.32
PBIS Extended Committee	Cheryl Keenan	Horizon	$ 3,138.35	$ 3,138.35
Floriday Center for Reading Research Work	Jennifer Rogness	SGR	$ 1,856.50	$ 1,856.50
Advantage + Math Recovery Training - Hopkins	Vicki Breneman	Hopkins	$ 5,000.00	$ 5,000.00
Language & Literacy Interventions	Pat Sullivan	District	$ 1,968.48	$ 1,968.48
			$ 20,240.98	19,536.70

Best Practice Funded Grants – November 2008 Disbursement

Advantage + Math Recovery (AVMR) – Vicki Breneman
Ellen Hopkins

The purpose of this grant is to provide Ellen Hopkins' teachers with training in the *Add + Vantage Math Recovery (AVMR).* AVMR is a program of intervention, not a singular curriculum. It utilizes a number of resources intended to lead teachers in becoming better assessors and responsive instructors of individual student math skills. AVMR is a tool, which makes Math Recovery strategies available to more teachers.

Teachers from Hopkins will work collaboratively with our district elementary math coach to implement the student intervention strategies of the AVMR. Each teacher will receive 2 ½ days of release time for training followed by continued support facilitated by the math coach.

One of the key goals of the Math Recovery Council is to develop and support in-district training resources to ensure the long-term sustainability of math interventions in schools. This grant will help us to proceed toward the Math Recovery Council goal.

Collaborating for Excellence: 21st Century Learning – Jennifer Nelson – Ellen Hopkins

The purpose of this grant is to further the district's mission to *Collaborate for Excellence* through peer coaching among all district elementary art teachers. Art teachers from Hopkins, Reinertsen, and Asp Elementary Schools will observe one another, analyze art lessons, learn more about best practices through a book study, and re-write a lesson to incorporate best practices that were observed during their participation in these grant funded activities.

PBIS – Extended Committee – Cheryl Keenan - Horizon

The purpose of this grant is to allow funding for the PBIS committee to meet after school hours to more thoroughly develop the PBIS program. PBIS is a program that assists teachers in teaching the positive behaviors expected from students. In addition, it increases teacher knowledge of interventions that are proven to improve less appropriate student learning behaviors. This grant will further district goals of collaboration and improving success for all students.

Florida Center for Reading Research Work – Deb Eidsmoe, Kim Englund, Jennifer Rogness, Tina Christenson, Peggy Simonson and LeAnn England – S.G. Reinertsen

The purpose of this grant is to explore the Florida Center for Reading Research's (FCRR) Web site for interventions to create and use in the classroom to help differentiate the instruction and meet the needs of the students. The FCRR provides research-based activities in phonemic awareness, phonics, vocabulary, fluency and comprehension. Grant participants will collaborate with all teachers at SG Reinertsen to implement these rich interventions for struggling students.

Deepening the PLC Culture through Pyramid Response to Intervention (Rti) – Cheri Gess - PCE

The purpose of this grant is to provide registration and substitute pay funding to teams of educators from each district building to attend a one-day conference at the Fargodome in Fargo, ND, with K-12 teachers, teacher leaders, and administrators throughout the region. The conference will align RtI pyramid of interventions best practices with the Professional Learning Communities practices. The conference will provide practical research-based intervention ideas and will unify change initiatives into a singe, school focus on learning. This grant will work toward improved learning for all students by increasing teacher knowledge of strategies to implement with struggling learners.

Language and Literacy Interventions – Pat Sullivan – PCE

The purpose of this grant is to allow the LSS Speech/Language Department to develop a list of language interventions for all grade levels and to train teachers to implement these interventions through the Response to Intervention process. These interventions would provide classroom teachers strategies for students with language disorders that impact their education performance in the areas of oral and written expressions and auditory and reading comprehension.

The LSS Speech/Language Department has been developing their role in the RtI process in both areas of articulation and language. They have completed their work on articulation including checklists for identification and interventions for classroom teachers.

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.048 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: January 5, 2009

SUBJECT: Approval of Bid – Horizon Middle School Controls Programming and Installation of Variable Frequency Drives

Attached you will find a summary of the bids received for work related to the Horizon Middle School controls programming and installation of variable speed drives. Johnson Controls, Inc. is the lowest responsible bidder at $298,000. After reviewing the bids with the Center for Energy and Environment, we have agreed that the bid received from Johnson Controls, Inc. should be awarded as submitted.

Suggested Resolution: Move to approve the bid from Johnson Controls, Inc. in the amount of $298,000 for the Horizon Middle School controls programming and installation of variable speed drives.

WAK
Attachment

SUMMARY OF BIDS RECEIVED ON DECEMBER 23, 2008

Horizon Middle School
Controls Programming & Installation of Variable Speed Drives

Contractors	Option A	Option B
Johnson Controls, Inc.	298,000	298,000
Climate Control, Inc.	396,900	328,900

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.072R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 5, 2008

SUBJECT: First Reading of Policy

Attached please find the policy Fund Balance (802)). This policy is presented to you for your consideration following a review and discussion of the content by the Executive Finance Committee.

LAK:mde
Attachment

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

Printed: Tuesday, January 06, 2009 10:14:49 AM
Erickson, Michelle

Board Policies

Fund Balance

School Board Policy: 802

Section: 800 BUSINESS SERVICES

Date Adopted: 1/26/2009

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to ensure the financial stability of the Moorhead Area Public Schools, to provide a sound basis to justify a strong financial rating, and to provide a reserve enabling the school district to deal with unforeseen budget expenditures and revenue shortfalls.

II. GENERAL STATEMENT

To ensure the financial strength and stability of the school district, the Moorhead School Board will endeavor to maintain an unappropriated fund balance of at least 25% of the district's General Fund operating budget, excluding operating capital programs.

III. DEFINITIONS

A. Unappropriated Fund Balance – Money in the district's General Fund that is not earmarked for spending or reserved as required by state law.

B. Bonded Debt – Financing which provides funds for facility improvements. Must be voter approved.

C. Bond Rating – Independent agency (i.e. Moody or Standard & Poor's) provides financial rating of the District.

D. State Revenue – State revenue as one component of the legislatively set formulas for funding public education. The other major component is property taxes.

IV. REQUIREMENT

A. The School Board will endeavor to maintain an unappropriated fund balance of at least 25% of the district's General Fund operating budget, excluding operating capital programs. When the General Fund unappropriated balance is projected to decrease below 17% of the General Fund budget, the district shall initiate one or more of the following measures to ensure that the year-end General Fund unappropriated balance for the budget year in question does not fall below 17%:

1. Reduce expenditures through implementation of cost containment measures.

2. Seek opportunities to increase revenue. Consider fee increases where appropriate. Examine options to increase enrollment.

3. If permitted by state law, request from voters additional revenue through an increase in the operating referendum or other financial options.

4. A combination of the above.

B. When the fund balance in the General Fund budget approaches 17%, the district shall implement other budget control measures that do not adversely affect delivery of instructional programs.

C. The Fund Balance policy shall also apply to the administration of the Food Service Operating Fund and the Community Education Fund.

Please refer to Administrative Procedure 802.1.

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.043 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: January 6, 2009

SUBJECT: Major Magnitude Field Trip for MHS Speech and Theatre Department

Attached is information regarding a proposed Major Magnitude Field Trip for the Moorhead High School Speech and Theatre Department.

Students in the Speech and Theatre Department at Moorhead High School will participate in a trip to Chicago April 2-5, 2009. The 4-day trip will cost approximately $280. Forty-eight students are expected to participate.

There will be no cost to the district. Students will be funding this trip through their own expense and through student fundraising.

Suggested Resolution: Move to approve the Major Magnitude Field Trip for the Moorhead High School Speech and Theatre Department students to travel to Chicago in April of 2009.

WAK/kmr
Attachment

Major Magnitude Field Trip Request
Moorhead Area Public Schools

Date of Request: December 2 2008

Date Presented to Board: December 8, 2008

Brief Description of Trip: The Moorhead High Speech and Theatre Department would like to travel to Chicago to take in three live theatre events. On par with the level of excellence found only on Broadway in New York City, Chicago Theatre will allow our students a meaningful opportunity while enjoying high quality musical theatre.

Staff Member, Coach: Rebecca Meyer-Larson

Curricular or Co curricular Trip: Co curricular

Educational Purpose of the trip (how the trip is related to the activity and to the course content and graduation standards): Over 165 students are involved in the Speech and Theatre Departments; last year the Moorhead Theatre students performed over 16 performances for over 3,500 adults and students. This proposed cultural experience will allow our students a meaningful experience and an opportunity to contribute to society through the knowledge gained. This cultural trip meets the following strands of the Minnesota State Standards - Strand I: Artistic Foundations Standard 3: Demonstrate understanding of the personal, social, cultural, historical contexts that influence the art areas. Strand IV: Artistic Process: Respond/Critique Benchmark Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.

Philosophy of the Moorhead Theatre Department

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

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

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

Dates of the Trip: April 2-5, 2008

Itinerary (include times, overnight accommodations, phone numbers [TBA] etc) *See page 2

Number of school days involved: Two.

Mode of Transportation: Chartered Busses

Director of Transportation Notified: Yes, pending approval

Approximate number of students involved: 46

Housing Plans: (conference headquarters)

Approximate individual and district costs: District cost: $ 00.00 Individual cost: $280.00

Plans for funding or fund raising for the trip: All funds will be raised by the students. We have several benefactors in town who have offered their continued financial support for events such as this when students are not able to pay.
Accommodation plans for any student with IEP/504 plan: Will be addressed on a case by case basis.

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

Other adults attending: There will be 4 adult/parents attending

Staff member signature:

Approval signature principal or supervisor

Approval signature Assistant Superintendent Teaching and Learning

*Itinerary • subject to change

Thursday, April 2	
6:00 a.m.	Depart Moorhead High School (sack lunches for meals)
6:00 p.m.	Arrive Hotel - Red Roof Inn - 162 East Ontario St - 312 787 3580
7:30 p.m.	Jersey Boys - Meet/Greet After with technical staff
Friday, April 3	
8:30	Depart Hotel - to Chicago Board of Trade - Federal Bank
9:00	Tours of Above
11:30	To China Town - Lunch on Own - $7 buffet
1:30	Walking tour of Downtown Sculpures (Caldor/Picasso)
3:00	Free Time - Michigan Ave. - Supper at Water Tower Place
6:30	Walk to Theatre
7:30	Rent - Meet/Greet Artistic Staff after
Saturday, April 4	
11:00	Backstage Tour of State St. Theatre
12:30	Lunch
2:00	Optional 4th Performance - Xanadu or the Tempest
7:30	Mary Poppins -
10:00	Afterglow at Petterinos
Sunday, April 5	
10:00 a.m.	Leave Chicago
9:00 p.m.	Return Moorhead High

Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS 09.031 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: January 6, 2009

SUBJECT: Major Magnitude Field Trip for MHS French Program

Attached is information regarding a proposed Major Magnitude Field Trip for the Moorhead High School French Program students.

The students in the French program at Moorhead High School will participate in a trip to France in June 2010. The 21-day trip will cost approximately $3,559. Eight students are expected to participate in this trip.

There will be no cost to the district. Students will be funding this trip through their own expense and through student fundraising.

Suggested Resolution: Move to approve the Major Magnitude Field Trip for the Moorhead High School French Program students to travel to France in June of 2010.

WAK/kmr
Attachment

Major Magnitude Field Trip Request Form

Administrative Procedure: 632.2
Section: 600 EDUCATION PROGRAMS

Date Adopted: 1/8/2001
Date Revised:

Dates Reviewed:

Administrative Policy of the Moorhead Public Schools

District Code: 632.2 Major Magnitude
Date Adopted: 01/08/01 Field Trip
Revised: Request Form

Section I
Preliminary Approval

Field Trip Request Name: French Department Type of Trip: Curricular/Co-curricular

Date of Request: Nov 2, 2008 School Board Presentation Date: Nov 10, 2008

Staff/Advisor Requesting: Marilyn Proulx Phone/Extention: 284-2437 Cell, 329-3231

Purpose of the Trip: Immersion in French Language, exposure to French history, art and general culture.

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards:

Specific to languages national standards it accomplishes all 5 of the standard goals: Communication in a second language, Cultures, Connections, Comparisons and Communities
Also: Responsible learner, self-directed learner, problem solver, productive group participant.

Given below:

__x___Attached trip (sample) itinerary (activities planned, approximate time lines, accommodations, transportation plans);

__NA__Attached accommodation plans for any student with IEP/504 plan;

__x__Attached funding plans (trip anticipated expenses, approximate cost to the district, student's individual costs, and fund raising plans);

__x__Attached plans for parental notification and approval; (see tan insert in booklet.)

___x__Accompanying staff: Marilyn Proulx. Number of Chaperones needed for the trip: _1_ (each school group of 8-15 students provides a teacher. All chaperones must be proficient in the French language. A bus is made up of 4-5 school groups traveling together, with the teachers serving as chaperones.)

Trip Destination: Paris and a circuit of towns in France to be determined.

Date of Trip Departure: after graduation, June, 2010 Return Date: June, early July 2010

Travel is with ISE, Intercultural Student Experience. This organization has proven itself to be the best. 4-5 teachers from different schools make up a bus group.

The commitment of the teachers is that they speak to the other teachers and their students in French so that this is a language immersion learning experience. The homestay is also designed for that purpose.

Time line and sample itinerary of trip: The time line is the Tuesday or Wednesday after graduation, 2010 for 21 days. Beginning about 1 week after graduation, this a 21 day trip from departure to return. The itinerary is determined by where the family stay is planned.
A Sample is in Week 1, 2-3 days in Paris visiting the monuments, visits to the castle region 1-2 days, & visits en route to family stay location. Week 2 (8 days) is in a family stay and Week 3 is again stays in historic towns en route back to Paris as well as concluding time in Paris. The teachers of the assigned bus group meet in February prior to the trip and plan the details of the itinerary and the teachers organize the tours with the help of the ISE planners. ISE also makes the hotel plans. That is where they excel. They have a good reputation and as school isn't out in France it is still considered off peak time and they get great rates for very nice hotels, many times very historic hotels or wonderfully situated hotels. Activities are mixed between historic tours, museums, usually a concert or fine arts event and siteseeing of towns.

Number of School Days Involved: none.
Number of Students Involved: goal: approx. 8

The expenses are estimated at a base price of $3559.00

Expenses Include (page 29 of book) round-trip airfare from Minneapolis
*departure taxes & airport fees
*land transportation
*all overnight accommodations

*meals as indicated on itineraries (breakfasts and usually a beginning and ending dinner)
*meals in the home during family stay
*entrance fee
*insurance (medical & trip cancellation)

Expenses do not included
*passport
*transportation to & from MPLS (parents will have to arrange this)
*spending money (about $500)
*noon and evening meals that are not on itinerary (about 10 or 11 noon meals and 5-6 evening meals)
*activities that students elect optionally.

Fund raising plans being considered are: to sell Katheryn Beich products with the Spring brochure, to sell Spuds neck ties left over from the last time and I am also considering making stationary from my photography of Washington DC and Paris if I can find an outlet such as Knight Printing for donated paper. Fund raising goal: $400-$500 per student for willing students. Costs to the school district are none. I will send the fund raising form in once I find out which students are interested and how interested they are. I would welcome any other ideas as this is the challenging part.

See attached Sample itinerary and program booklet

Travel is with ISE, Intercultural Student Experience. This organization has proven itself to be the best. 4-5 teachers from different schools make up a bus group and are the chaperones.

The ISE commitment of the teachers is that they speak to the other teachers and their students in French so that this is a language immersion learning experience. The homestay is also designed for that purpose.

Authorization Signature of Building Principal:
Steve Boyle

Signature of Superintendent/Assistant Superintendent - Teaching/Learning:
_____

Board Approval Date: _____

Program Application Forms

How to Apply

1. Read pages 30-39 in this booklet.
2. Fill out and have a parent sign the **ISE Program Application** in two places (front and back). Only original application forms will be accepted.
3. For programs including a family stay: complete both sides of the **Family Stay Application** form. Attach a photo of yourself.
4. Write your **"Dear Family" letter** in the foreign language (follow instructions on page 35). Attach a photo of yourself (and your family if possible) to the letter. Attach the ISE Student Contact Form (see insert).
5. Include a **deposit check of $350** made payable to ISE (cash and credit cards are not accepted). Write your name, school and country you are traveling to on the check. Your cancelled check is your receipt.

   Please note: A deposit check without an application or an application without a check will not reserve a place on the program and will be returned to the student.
6. If you are enrolling on a custom program, sign and submit the **Custom Program Acknowledgement Form**.
7. Clip application materials together and give to your teacher, or (only if instructed by your teacher) mail to:
   ISE, 11000 W. 78th Street, #303, Eden Prairie, MN 55344

See page 32 regarding Travel Documents and Student Awards and Contests

ISE Code of Conduct

I realize that while on the ISE program I am representing my country, my community, my school and my family. I will therefore strive to conduct myself in a manner appropriate to being a good ambassador. I understand and accept the ISE Code of Conduct below and pledge myself to honor it.

As an ISE Student...

1. I will commit myself to improving my communication skills in the foreign language and will speak it as much as possible.
2. I will cooperate with my leader(s) and honor rules that they set for me (e.g. curfews, punctuality, sign-out procedures and behavior in hotels).
3. I will dress and act appropriately at all times and be sensitive to the impression I am conveying in a culture other than my own; I will refrain from acquiring any tattoo or body piercing.
4. I will refrain from the use of alcohol, tobacco and drugs; I will not accept or transport any of these.
5. I will refrain from romantic/sexual involvement of any kind and any behavior leading to it.
6. For my own safety I agree not to operate any motorized vehicle or be a passenger on any motorcycle.
7. I will not purchase or carry knives or any other article that may be considered a weapon.

We accept the Code of Conduct as a program requirement and agree that violations of it may result in expulsion from the program at our own expense.

Date _____ Student's Signature _____

Date _____ Parent Signature _____

School Name _____

Traveling to _____ in the Spring / Summer

(name of country) (circle one)

ISE Program Application

Photocopies are not accepted.

For ISE office use:

☐Sig
☐FS ___/___
☐Ltr
☐Pic $_____
☐Con
☐COC
☐Cus p s mo b t cc

Country:
☐ France
☐ Germany
☐ Spain
☐ Mexico
☐ Costa Rica

Season / Year:
☐ Spring / _____(year)
☐ Summer / _____(year)

Type:
☐ Standard ☐ Special
☐ Staff-Guided ☐ Custom

Print your legal name as it will appear on your passport. Name corrections will incur airline fees. Leave a space between last name, first name & initial.

(Last Name) (First Name) (Middle initial)

Mailing Address _____

City _____ State____ Zip_____ Parent's E-mail _____

Phone (____)_____ Birth date ___/___/___ Age___ ☐Male ☐Female

Parent or Guardian Name _____

Work Phone: Mother (____)_____ Father (____)_____

Emergency contact if parents are unavailable _____

Relationship to you _____ Phone (____)_____

School Name _____ City _____

Language level at time of departure: ☐1st yr ☐2nd yr ☐3rd yr ☐4th yr

Teacher organizing your ISE Program _____

Indicate medical conditions that ISE, your leader or host family should be aware of. Note: Allergies, dietary needs, medications, etc. must be managed by the student and not require any special attention. Family stay placements are not based on consideration of medical conditions.

_____

_____

I understand and accept the policies and conditions of ISE, including payment and cancellation policies on pages 31, 36-38, and give my permission for my son/daughter to apply for and to participate in the program indicated above.

Date _____ Parent/Guadian Signature _____

Parent/Guardian must also sign back of form → → →

TO PARENTS/GUARDIANS OF PARTICIPANTS

Please read carefully and sign the following statement of conditions which constitute a formal parental release. After signing this form, please return it to the teacher organizing the program at your son/daughter's school.

In consideration of acceptance of the participant for participation in the Intercultural Student Experiences program, the undersigned hereby releases Intercultural Student Experiences, its directors, officers, agents and cooperating teachers and schools from any and all legal responsibility, (except for their grossly negligent acts or omissions), including but not limited to the following:

1) Any and all claims of whatever nature for any injury, loss, damage, accident, delay, irregularity or expense arising from the use of any vehicle or services, strikes, war, weather, sickness, quarantine, government restrictions or regulations or from any act or omission of any airline, railroad, bus transportation, sightseeing, hotel, foreign family or any other service or transporting company, firm, individual or agency, or for any other cause whatsoever in connection therewith;

2) Any injury regardless of nature or cause whether resulting or not in death, to the participant son/daughter of the undersigned whether alone or in association with others;

3) Any damage or injury regardless of nature or cause to property of the undersigned or his son/daughter, whether real, personal, or mixed;

4) Any financial or other obligations incurred by the undersigned or his son/daughter during the program, including without limitation obligations or liabilities incurred in any country in which the program is conducted;

5) Any taking, publishing or otherwise using photographs or films of the son/daughter of the undersigned, either alone or with others, during the course of the program as may be deemed acceptable by Intercultural Student Experiences.

The undersigned indemnifies and holds Intercultural Student Experiences, its directors, officers, agents and cooperating teachers and schools harmless from any damages or claims of legal liability, including reasonable attorneys fees and costs of defense, based upon or arising from the conduct of the participant son/daughter, including any violation of the "ISE Code of Conduct" set forth in the Intercultural Student Experiences information materials.

It is further agreed that Intercultural Student Experiences shall have full authority to take whatever action it deems necessary to safeguard the health, safety and well being of the participant. Such authority shall include authorization to secure medical treatment for the participant including the return of the participant to his home for medical treatment. Such authorization for action shall also be extended to the right to terminate participation in a program for failure to abide by standards of the program and/or instruction of his/her teacher-guide before or during the program. In such case the parents agree to bear the cost of all expenses related to the son/daughter's return to the USA and forfeit all program moneys paid.

Intercultural Student Experiences reserves the right to alter or change the itinerary or adjust program costs to reflect changes in group size, exchange rates, air costs, or extraordinary inflation overseas. ISE also reserves the right to cancel the program due to insufficient participation or to other circumstance beyond its control.

Signature of
Parent or Guardian: _____ Date_____

ISE Family Stay Application

Program:
- ☐ SPRING
- ☐ SUMMER

Country:
- ☐ FRANCE
- ☐ GERMANY
- ☐ SPAIN
- ☐ MEXICO
- ☐ COSTA RICA

2 photos required:

Attach a school photo or snapshot here and a family photo (including yourself) or a snapshot to your "Dear Family" letter.

PLEASE PRINT - Use black ink

Legal Name_____ ☐ Male ☐ Female

Street_____City_____

State _____ Zip _____ Phone (_____)_____

Date of Birth ____/____/____ Email (student): _____

School_____ Religion (optional)_____

Language level at time of departure: ☐ 1st yr ☐ 2nd yr ☐ 3rd yr ☐ 4th yr

ABOUT YOUR FAMILY:

Occupation of: Father _____ Mother_____

Names and ages of brothers: _____

Names and ages of sisters: _____

Check words that describe your family: ☐ active ☐ quiet ☐ religious

☐ intellectual/academic ☐ athletic ☐ reserved ☐ outgoing ☐ musical

☐ talkative ☐ affectionate ☐ close-knit ☐ stay-at-home ☐other _____

List interests of your family:_____

_____

_____

_____

Please complete other side → → →

DESCRIBE YOURSELF: _____

_____

_____

_____

_____

_____

_____

LIST HOBBIES (Be specific, i.e.: "I play basketball" instead of "I like sports."):

_____

_____

_____

_____

_____

YOUR TRAVEL EXPERIENCE: _____

_____

_____

YOUR JOB (If you work, describe what you do and how often you work.):

_____

_____

YOUR HEALTH: Indicate any medical condition of which our family stay coordinator should be aware. (Allergies, dietary needs, medications, etc. must be managed by the student and not require any special attention.)

_____

_____

What medications will you have with you? _____

_____

ISE Student Contact Form

In order to assist our family stay coordinators in overcoming legibility problems with so many different handwriting styles, we ask you to complete this contact information form and attach it to your Family Stay Application Form. Please print carefully, using CAPITAL letters, one letter per box. Skip a space between words or items.

There are sometimes problems reading certain numbers and addresses.
Please follow these guidelines:
The number ONE should be written as " 1 "
The number SEVEN should be written as " 7 "
The number FOUR should be written as " 4 "

Standardized address abbreviations:

Avenue = AVE	Street = ST	Boulevard = BLVD	Road = RD
Circle = CIR	Lane = LN	Parkway = PWY	Court = CT
Terrace = TER	Place = PL	Drive = DR	

East, West, North, South = E, W, N, S

Example: 174 S FOREST PWY

Passport First Name: Passport Last Name:

Address:

City: State: Zip:

Phone:

Email Address (student):

Explore France

15-day Staff-Guided Summer Program

from **$3015**
June departures

What makes the France Staff-guided program so special? Besides a great itinerary, the group is led by a specially chosen American teacher who escorts the group and manages the day-to-day activities. This "ISE Staff Guide" is more than a guide; he or she knows both the language and the culture and communicates these in a vivid and interesting way.

The order of this itinerary is subject to modification based on actual air arrangements. All listed activities are included in the Staff-guided program. **See page 9 for detailed price information and inclusions.**

DAY 1 DEPARTURE
En route to **France**

DAY 2 JUAN LES PINS
Travel to Nice, the capital of the **Côte d'Azur** (the French Riviera). Visit the **Promenade des Anglais** and **la Vieille Ville** with its maze of narrow pedestrian streets. Sample a *pissaladière*, a *socca* or *pain bagnat* before heading to **Juan les Pins** for the night. Enjoy an ISE welcome dinner. (B, D)

DAY 3 JUAN LES PINS
Travel to medieval **Eze**. Visit the **Fragonard Parfumerie**. Drive to **Monaco**. See the **Musée Océanographique** and the changing of the guards at the **Palais du Prince**. Ride the public elevator to the **Jardin Exotique** or view the **Prince of Monaco's private classic car collection**. Overnight in Juan Les Pins. (B)

DAYS 4-9 FAMILY STAY
Discover the beauty of the French Riviera en route to your **family stay** in **Toulon** or **Aix-en-Provence.** (Meals at home)

DAY 10 AVIGNON
Journey to **Avignon** via **Les Marais de la Camargue**. After lunch, travel to the Roman cities of **Arles** and **Nimes** and **l'Aqueduct du Pont du Gard**. Visit **Le Palais des Papes** before sampling *la cuisine Provençale*. (B)

DAY 11 PARIS
Take the TGV to **Paris** and have a bus tour of the "City of Lights." Bus excursion to the **Château Vaux-le-Vicomte**. Enjoy a walking tour of the **Jardin des Tuileries**, continuing to the **Place de la Concorde** and the **Champs Elysées**. Climb the **Arc de Triomphe**. Evening free. Overnight in Paris. (B)

DAY 12 PARIS
Return to Paris and take the *Métro* to the **Quartier St. Michel** and lunch on your own in the **Quartier Latin**. Afternoon visits to **L'Ile de la Cité, Cathédrale de Notre Dame, Sainte Chapelle** and **la Conciergerie.** Walking tour of **L'Ile de St. Louis, l'Hôtel de Ville, le Centre Pompidou** and **Les Halles**. Evening free. (B)

DAY 13 PARIS
Morning guided tour of the **Louvre**. Then experience the quaint **Montmarte district**. Visit the **Basilique du Sacré-Coeur** and celebrate French artistry at the **Place du Tertre**. In the afternoon you can shop near the **Opéra Garnier** or visit the **Père Lachaise Cemetery**. (B)

DAY 14 PARIS
Visit the **Musée d'Orsay** and/or the **Musée Rodin** on your way to **Les Invalides**. Go to **les Catacombes**. Have a complimentary farewell dinner and climb to the top of the **Eiffel Tower** to view Paris at dusk! Round out the evening with a boat cruise on the **Seine**. (B, D)

DAY 15 RETURN
Transfer to airport and return to the U.S. (B)

A 15-day staff-guided itinerary with Normandy, Brittany and the Loire Valley is also available! (See page 5 for a sample itinerary.)

Explore France

21-day Standard Summer Program

from ~~$3199~~
June departures

SAMPLE ITINERARY ONLY! Your actual itinerary will be assigned by ISE in accordance with the family stay community. Daily activities and sightseeing will be chosen by the group leader(s).
See page 9 for detailed price information and inclusions.

DAY 1 DEPARTURE
The day has finally arrived! Board your plane to Paris and start your memorable journey.

DAYS 2 & 3 PARIS
At last you arrive in the French capital, the "City of Lights." These initial two days will fly by! Learn the *Métro* and use it to get acquainted with the main parts of this most beautiful city. Take an excursion to world-famous **Versailles**. Enjoy your ISE welcome dinner on arrival day. (2B, 1D)

DAYS 4 & 5 BLOIS
Leave Paris for now and head for scenic **Blois**. Your motorcoach will take you to **Chartres**, where the incredible stained glass windows of the cathedral await. Pass through the incomparable *châteaux* country of the **Loire Valley** to lovely Blois.(2B)



The beautiful shores of France



Paris - Baguette-mania!

DAYS 6 & 7 SARLAT
Depart Blois and continue on to the picturesque town of **Sarlat**. Visit the awesome prehistoric cave of **Pech-Merle**. Climb up the perched village of **Rocamadour**. (2B)

DAYS 8-15 FAMILY STAY
Your *famille française* will be eagerly awaiting your arrival. A week filled with memorable experiences and new friendships lies ahead. (Meals at home)

DAYS 16 & 17 ANNECY
It won't be easy but it is time to bid your host family farewell and continue on your exciting itinerary. Your ISE motorcoach will take you to the **French Alps**. The lakeside town of **Annecy** will delight you with its canals winding through the *vieille ville*. Rent a paddleboat and enjoy a lakeside view of the mountains that surround Annecy or take an afternoon to visit the nearby city of **Chamonix**. (2B)

DAYS 18, 19, 20 PARIS
You return to Paris to pick up where you left off with even more unforgettable experiences. Explore the treasures of the **Louvre** and the **Musée d'Orsay** and then enjoy the street performers found near the **Centre Pompidou** and **Les Halles**. Spend an afternoon in the midst of the lively **Quartier Latin** and then round out your day by taking an evening boat ride on the Seine taking in the Paris lights. Enjoy an ISE farewell dinner on your last night in the French capital. (3B, 1D)

DAY 21 RETURN
You won't want to leave, but your flight from Paris will take you home with many wonderful memories. (B)

SAMPLE ONLY

Explore France

50

ISE Homestay Communities



Family stay communities in France are subject to availability.

"Thank you so much for making me do a family stay--it would not have been my own choice--I wouldn't have done it and I would have missed out on so much!"
French Student, WI



The incomparable Château de Chambord

Explore France

Program Price Information

FRANCE Programs	10-day Spring Special Available in Summer Add $300	15-day Spring Standard Available in Summer Add $300	15-day Summer Staff-guided	21-day Summer Standard
Chicago	$1869	$2349	$3015	$3199
Minneapolis	$1969	$2449	$3095	~~$3279~~ 3559.00
St. Louis	$2039	$2519	$3165	$3349
Seattle	$2089	$2569	$3215	$3399
Denver	$2039	$2519	$3165	$3349
Detroit	$1889	$2369	$3065	$3249
Portland	$2089	$2569	$3215	$3399
Kansas City	$2039	$2519	$3165	$3349
Boston	$1789	$2279	$2875	$3059
Dallas	$1939	$2419	$3065	$3249

Additional gateway cities are available; contact ISE for pricing. Air travel on Friday, Saturday or Sunday carries a $25/day weekend surcharge. Requests for specific travel dates or airline may incur additional charges. April departures add $150.

Standard and Staff-Guided Programs: Prices are based on a minimum group size of **32** students from combined schools and a minimum teacher/student ratio of **1:8**.

Special Programs: Prices are based on a minimum group size of **10** students with a teacher/student ratio of **1:8**.

When minimum group size is not reached, a small-group supplement will apply.

Included:

- Round-trip airfare from cities listed
- Current airline taxes & fees as of 7/01/07
- Land transportation (motorcoach, train or van as applicable)
- All overnight accommodations
- Meals as indicated on the itinerary: **B**: Breakfast, **L**: Lunch, **D**: Dinner
- ISE family stay
- Meals at home during the family stay
- Entrance fee allowance
- Insurance (trip cancellation & medical) as specified in the insurance leaflet.

Not Included:

- Increases in airline taxes & fees after 7/01/07
- Any fuel surcharges or increase in air cost due to fuel levied by the airline
- Increase in air cost due to requests for specific travel dates or airline
- Weekend surcharge ($25 / Fri., Sat., Sun.)
- April departures add $150
- Small-group supplement
- Passport or other document costs
- Transportation to/from U.S. departure city
- Any meals not indicated on itineraries
- Activities listed as optional
- Spending money and gifts (ISE recommends approximately $40 per day for meals and incidentals outside the family stay. Actual amount needed will depend on each student.)

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.079**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nicklen, Director of Human Resources

DATE: January 4, 2009

RE: Resolution Directing Administration to Make Recommendations for Reductions in Programs and Positions and Reasons Therefore.

Consider the attached resolution directing the administration to make recommendations to the School Board for the discontinuance and reduction of education programs and positions as needed to reduce expenditures as a result of declining enrollment and financial limitations.

SUGGESTED RESOLUTION: Move to direct the administration to recommend reductions in programs and positions as needed to reduce expenditure as a result of declining enrollment and financial limitations.

RN/smw
Attachment

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION DIRECTING THE ADMINISTRATION
TO MAKE RECOMMENDATIONS FOR REDUCTIONS
IN PROGRAMS AND POSITIONS AND REASONS
THEREFORE.

* WHEREAS, the financial condition of the school district # 152 dictates that the school board must reduce expenditures immediately, and

** WHEREAS, there has been a reduction in student enrollment, and,

WHEREAS, this reduction in expenditure and decrease in student enrollment must include discontinuance of positions and discontinuance or curtailment of programs, and

WHEREAS, a determination must be made as to which teachers' contracts must be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

BE IT RESOLVED, by the School Board of Independent School District No. 152, as follows:

That the School Board hereby directs the Superintendent of Schools and administration to consider the discontinuance of programs or positions (to effectuate economies in the school district and reduce expenditures*) and, (as a result of a reduction in enrollment and potential revenue reduction**), make recommendations to the school board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions.

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

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

NOTE:

* To be used where decrease in expenditure is reason.
* * To be used where decrease in enrollment is reason.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.073R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 6, 2009

SUBJECT: Kindergarten Plus (K+) Program Proposal

Attached you will find a draft proposal for a program titled Kindergarten Plus (K+). During the 2007-08 school year, the Kindergarten Task Force culminated its study by completing a Recommendation Report. Recommendations for policy decisions contained in this report included the statement that adequate funding for all-day kindergarten should be available equitably for every child in the Moorhead School District. The State of Minnesota is unlikely to fund all-day kindergarten in the near term given the current state budget condition and the historical unpredictable nature of K-12 funding.

K+ is proposed as an extended day kindergarten program offered through Moorhead Community Education. The proposed program is an all-day kindergarten option that includes the traditional half-day kindergarten curriculum with another half day of enrichment activities with licensed Community Education staff. The enrichment half of the kindergarten day is fee-based. K+ is designed to broaden, enrich and complement Moorhead Area Public Schools regular half-day kindergarten program.

Suggested Resolution: Move to approve the Kindergarten Plus (K+) Program for implementation in the 2009-2010 school year.

LAK:mde
Attachment

PROGRAM PROPOSAL FORM

MOORHEAD AREA PUBLIC SCHOOLS
Moorhead, Minnesota

2009-2010 School Year

Proposal Title: Kindergarten Plus (K+) Program

Date Submitted: January 12, 2009

Proposed Date of Implementation: August 2009

Description of program proposal. Information in support of the proposal should be as comprehensive as possible.

- Brief Description and Purpose of Proposal

Kindergarten Plus (K+) is proposed as an extended day kindergarten program offered through Moorhead Community Education. The proposed program is an all-day kindergarten option that includes the traditional half-day kindergarten curriculum with another half day of enrichment activities with licensed Community Education staff. The enrichment half of the kindergarten day is fee-based. K+ is designed to broaden, enrich and complement Moorhead Area Public Schools regular half-day kindergarten program. K+ is ideal for those children who are ready for a longer day in a learning environment. It is not intended to accelerate students, but rather to provide an enrichment experience.

K+ will be offered at each of the elementary schools; however, students who live in the S.G. Reinertsen attendance area and who choose to take part in the K+ program will attend school at Probstfield for both the regular, half-day kindergarten program and the K+ program. Students in the K+ program will stay in the same building all day.

The following table provides a proposed configuration at each site. These figures are estimated and will be adjusted depending on program demands.

Number of Sections	School	Description	Facility Needs	Regular K Teachers	Early Childhood Teachers
4	Probstfield	½ day with extended option	4 classrooms	2	2
2	Reinertsen	½ day	1 classroom	1	0
4	Hopkins	½ day with extended option	4 classrooms	2	2

DRAFT

2	Hopkins	½ day	1 classroom	1	0
4	Robert Asp	½ day with extended option	4 classrooms	2	2
2	Robert Asp	½ day	1 classroom	1	0

- Review of Supporting Literature for Proposal

See attached Kindergarten Task Force Report. Relevant literature was reviewed as a part of the task force and a survey of parents was conducted.

- Rationale and Need (Baseline data must be included)

Strategic Plan Priority Area 6: Explore the efficacy and feasibility of all-day kindergarten. The proposal meets the objective of working towards implementation of an all-day kindergarten experience. A sliding-scale fee will provide access to a viable all-day option regardless of income level. A limited number of scholarships may be made available to assist families who demonstrate need. Enrollment in the program is estimated to be 60-67% of kindergarten-aged students based on parent survey data and participation rates in similar programs. The proposed configuration would accommodate this level of participation in each building.

- Reasons for proposal, changes in present program or policy.

Previously collected data suggest that expanding kindergarten options for Moorhead Area Public Schools residents would benefit students and families. Parents are choosing to enroll students in all-day programs in the Fargo-Moorhead area. Some students return to Moorhead Area Public Schools following their kindergarten year while others do not.

Given the current statewide economic outlook and the unpredictable nature of K-12 funding by the State of Minnesota, it is unlikely that fully funded all-day kindergarten will be adopted on a statewide basis in the near future.

Anticipated outcomes of the Proposal

- Summary of goals of proposal

  The goal of the K+ program is to offer a high quality, developmentally appropriate early childhood experience for all students.

- Specific objectives/goals

  The objectives of the program are to provide parents with an all-day option for kindergarten aged students. K+ will enhance Moorhead Area Public Schools existing half-day kindergarten program. Fully-licensed early childhood educators will provide developmentally appropriate experiences for students. Early childhood standards and best practices will drive the development of the K+ program.

- Alignment with district strategic plan or district/building goals

DRAFT

K+ would move Moorhead Area Public Schools towards implementation of all-day kindergarten when funding becomes available from the State of Minnesota. The notion of equal access will continually be examined; targeted services for students identified as at-risk or as in need of additional support will provide much needed supplemental programming for students. K+ will positively impact early childhood intervention and existing school readiness programs. Opportunities for increased collaboration between programs will exist with the addition of K+.

Procedures for Program Development and Coordination

- List the steps used in planning the proposal.

Date	Activity	Resources	Person Responsible	Other
2007-08 School Year	Kindergarten Task Force			
Fall 2008	Meeting with Elementary Principals regarding possibilities	Determined steps and proposal for program	Lynne Kovash	
December 2008	Meet with Community Education staff	Discuss space and staff implications	Lynne Kovash & Wayne Kazmierczak	Dan Bacon (Transportation)
January 2009	Proposal to School Board		Lynne Kovash & Wayne Kazmierczak	
January 2009	Community Education implementation team	Implementation of method of payment and registration	Lauri Winterfeldt & Kim Bushaw	Mary Bonemeyer (Food Services)
January/February 2009	Director of Curriculum and Professional Development and ECFE Director meet	Determine the alternative time schedule and staffing	Melanie Aamodt & Kim Bushaw with Elementary Principals	
Spring 2009	Meet with Elementary Principals	Determine staffing	Lynne Kovash & Wayne Kazmierczak	
Fall 2009	Program Implementation		Community Education staff	

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- Anticipated expenses for program development and implementation

Section A	Year 1	Year 2	Year 3	Year 4
Personnel (Community Education staff and program administration)	290,000	301,600	313,644	326,211
Year 1 & 2 Startup	20,000	5,000	-	-
Equipment	-	-	2,500	2,500
Instructional supplies	2,500	2,500	2,500	2,500
Transportation/facilities	55,000	57,200	59,488	61,868
Total	367,500	366,300	378,152	393,078

- Anticipated sources of revenue for program development and implementation

Section B	Year 1	Year 2	Year 3	Year 4
K+ Fees	369,875	369,875	380,971	392,400

Sliding-Scale Fee (Estimated*)		
	Annual	Monthly
Full Price	$2,150	$239
Reduced Lunch	$1,075	$119
Free Lunch	$538	$60
**Fee will be adjusted as necessary to cover the costs of the K+ program. The figures indicated here are estimates as of January 12, 2009.*		

- Resources utilized in preparation of proposal
  Community Education Staff
  Elementary Principals
  Central Office Team Staff

- Resource people for planning steps
  Community Education Staff
  Elementary Principals
  Central Office Team

Budget narrative:

- Additional staff needs
  Based on preliminary estimates, six early childhood educators will be hired to staff the K+ program. This figure will be adjusted as the program demands. The program may be capped if demand for the program is greater than the capacity of school buildings. A program administrator will be assigned from existing district-level administrative personnel to oversee the startup and implementation and to oversee the program on an ongoing basis. A fee-based program is necessary at this time as the State of Minnesota does not fully fund all-day kindergarten.

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- Inservice training necessary to implement program
  Newly hired early childhood staff will be provided time to prepare prior to the beginning of the school year.
- Equipment and material
  Equipment and material costs include technology related items, desks, tables, chairs, and other items needed to properly equip an early childhood classroom.
- Curriculum resources
  Developmentally appropriate instructional material will be ordered during the initial planning stages once staff members are in place.
- Space requirements
  Shifting within buildings to accommodate the K+ program will be required. It is anticipated that Ellen Hopkins and Robert Asp Elementary Schools will need two additional rooms. S.G. Reinertsen students will attend Probstfield Center for Education where four rooms will be required.
- Scheduling requirement
  The program will fit in with the existing school day. Some flexibility will be required at Probstfield as the start time and end times may need to be adjusted to accommodate transportation issues related to the K+ program. Each site will have before and after school childcare options for parents. The K+ portion of the school day will consist of a variety of activities such as story time, gross motor skill development, play/choice time, and music/movement/story time.

Evaluation

- Methods of evaluating program (data to be used)
  - Quantitative and qualitative
    Program evaluation will occur on an ongoing basis and more formally at the conclusion of the first year of the program. Data will be collected from parents to assist with determining the direction of the program for future years. Kindergarten enrollment trends will be tracked and compared with previous years. A report on the K+ program will be provided to the School Board in the spring/summer of 2010.

DRAFT

MOORHEAD AREA PUBLIC SCHOOLS

KINDERGARTEN TASK FORCE

RECOMMENDATION REPORT

Submitted to
Dr. Larry P. Nybladh, Superintendent

April 14, 2008

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Task Force Members

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

Background

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

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

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

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

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

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

Discussion of Options Considered

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

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

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

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

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

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

Summary of Findings and Discussion

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

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

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

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

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

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

Summary of the Research

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

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

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

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

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

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

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

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

Summary of Goal 2:
Budget/Facility Considerations

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

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

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

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

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

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

The following information was gathered from the telephone survey.

Plans for future or current programming:

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

Information on the schedule and day:

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

Financial and other considerations:

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

The academic program was described:

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

Kindergarten Task Force Program Recommendations

Implications for Further Action and Research

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

Recommendation for Policy Decisions

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

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

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

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Appendix A

Kindergarten Task Force Review of Research
January 8, 2008

Strengths – Emotional

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

Challenges – Emotional

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

Strengths – Academic

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

Challenges – Academic

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

Strengths – Social

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

Challenges – Social

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

Appendix B

Parent Survey

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

January 29, 2008

Dear Parents of Prospective Kindergarten Students:

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

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

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

Sincerely,

Dr. Larry P. Nybladh

Dr. Larry P. Nybladh
Superintendent

An Equal Opportunity Employer

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

ALL-DAY K PARENT SURVEY ISD #152

Results Overview

zoomerang

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

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

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

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

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

Yes	[redacted]	164	99%
No	[redacted]	1	1%
	Total	165	100%

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

a Moorhead public school half-day, everyday kindergarten	[redacted]	84	51%
a Moorhead public school all-day, everyday kindergarten (if offered)	[redacted]	106	64%
a private school kindergarten	[redacted]	3	2%
a child care center	[redacted]	5	3%
other	[redacted]	2	1%

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

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

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

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

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

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

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

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

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

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ALL-DAY K PARENT SURVEY ISD #152

Results Overview

zoomerang

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

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

#	Response
1	All day M,W,F 1/2 days T and TH
2	Barnesville Everyday all day kindergarten

ALL-DAY K PARENT SURVEY ISD #152

Results Overview

zoomerang

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

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

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

ALL-DAY K PARENT SURVEY ISD #152

Results Overview

zoomerang

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

8. Additional comments:

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

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

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Appendix C

Findings of Parent Survey

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

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

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

Yes	99%
No	1%

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

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

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

Yes	41%
No	34%
Undecided	25%

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

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

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

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

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

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

Appendix D

Kindergarten Facilities Options

Options:

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

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

---

1. Kindergarten Center

P = 1

A = 11

U = 1

2. Multiple sites kindergarten

P = 0

A = 1

U = 12

3. Shared sites

P = 0

A = 1

U = 11

4. **Elementary School sites**

   P = 12

   A = 1

   U = 0

5. **Combo**

   P = 1

   A = 11

   U = 0

Appendix E

Kindergarten Program Model Options

Options:

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

Key:

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

---

1. Half-day program.

P = 0

A = 8

U = 5

Comments:

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

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

A = 0

U = 0

Comments:

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

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

   P = 0

   A = 3 + 1 = a little bit acceptable.

   U = 9

Comments:

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

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

* Need sliding fee scale.

* We should not be in the child care business.

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

Appendix F

Kindergarten Program Model Schedules

All Day Everyday Kindergarten Schedule



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

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

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

10:00 - Snack

10:15 - Unit/Theme
Social Studies/Science

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

11:15 - Lunch

11:45 - Recess

12:15 - Story and Quiet Time

12:45 - Math

1:15 - Play/Choice

2:00 - Music/Movement/Story

2:40 - Prep for going home

2:50 - Dismissal

Our Day Together

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

S-M9-B05
26 Jan 2009

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

January 26, 2009
5:30 p.m.

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

ATTENDANCE:

Karin Dulski _____	Kristine Thompson _____
Lisa Erickson _____	Michael Thrasher _____
Cindy Fagerlie _____	Bill Tomhave _____
Mike Siggerud _____	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. **SCHOOL BOARD/CENTRAL OFFICE TEAM STRATEGIC PLANNING WORK SESSION**: Kovash
   Page 3

3. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Activities Council	January 27	7 am	Conf Rm
Technology Committee	January 27	3:45 pm	PCE
Prof Dev Before/After School	January 28		
Asp PTAC	February 2	6:30 pm	Media Center
Reinertsen PTAC	February 2	6:30 pm	Media Center
High School PTAC	February 2	7 pm	Conf Rm
Human Rights Committee	February 2	3:45 pm	PCE
Continuing Educ Com	February 3	3:30 pm	PCE
Indian Educ Parent Com	February 4	5 pm	PCE
Joint Powers Committee	February 5	7 am	Dilw City Hall
Horizon PTAC	February 5	7 pm	Media Center
School Board	February 9	7 pm	PCE
Hopkins PTAC	February 10	6:30 pm	Media Center
Community Educ Adv Council	February 10	7 pm	PCE
Prof Dev Before/After School	February 11		
Instr and Curr Adv Com	February 12	7 am	PCE
Health/Safety/Wellness Com	February 12	9:30 am	PCE
Safe and Healthy Learners Com	February 23	3 pm	PCE
School Board	February 23	7 pm	PCE
Technology Committee	February 24	3:45 pm	PCE
K-12 Parent/Teacher Confs	February 24, 26	5-8:30 pm	
Kind Parent/Teacher Confs	February 25, 26	Day	
K-8 Parent//Teacher Confs	February 27	8-11 am, 12-4 pm	

Moorhead Area Public Schools

Strategic Plan





Adopted by the Moorhead School Board
August 27, 2007

Contents

The Strategic Plan for the Moorhead Area Public Schools was developed following a year-long planning process. The priority areas, goals and strategies identified will be addressed in the coming years. The plan will be examined regularly and priority areas and timelines may change according to the needs of the district.

Contents

Welcome 3

Planning Process 4-5
The processes used throughout the district to gather input and develop the plan are briefly described.

Guiding Philosophy, Mission, Vision & Core Values 6
The guiding philosophy, mission, vision and core values of the district are identified.

Priorities 7-14
Each priority area is identified with its goals and strategies.

SMART Goals 15
SMART goals and their use in the strategic plan are defined.

Action Plan 16-24
Priority areas, goals and strategies are further outlined with measures, targets, those responsible and timeline for each.

Acknowledgments 25
Stakeholders who were part of the planning process are recognized.

Additional information

Information compiled through the strategic planning process is available on the Moorhead Area Public Schools' Web site at **www.moorhead.k12.mn.us/planning**.

The following documents are included in the strategic planning folder:

- Community Survey Random Sample Executive Summary
- Community Survey Random Sample Full Report
- Community Survey Self-Selected Sample Executive Summary
- Community Survey Self-Selected Sample Full Report
- Internal Stakeholder Process Results Executive Summary
- Internal Stakeholder Process Results Outcome Diagnosis: Positives and Less than Positives
- Internal Stakeholder Process Results Priorities
- Internal Stakeholder Process Results Vision Statements
- School Board Process Results

Welcome



Dr. Larry P. Nybladh
Superintendent

On behalf of the Moorhead School Board, administration, faculty, staff, and students welcome to the Moorhead Area Public Schools Strategic Plan. This plan is the culmination of a lengthy and involved input and planning process. Throughout the past year, using the Chainsaw Planning Model, stakeholder groups from across the school district and community have provided invaluable perception and preference data which has served as the foundation of this strategic plan. Through the use of this "bottom up" process issues and ideas have percolated to the top and have been converted into broad priorities. Further, these priorities have been converted into goals and strategies.

It has been stated that, "Those who fail to plan, plan to fail." Moorhead Area Public Schools has a long history and tradition of planning in a strategic fashion. The effects of this penchant for planning are evident by the quality found across the district. However, this quality is very dependent upon continuous improvement. The context within which we deliver quality education is dynamic and the needs and the expectations are always changing. Thus the need to consistently and constantly be examining where we have been, where we are, and where we would like to be. This strategic plan will provide the required intentional focus across the district to continue the effort toward quality.

The beauty of the participatory process used in the development of this plan is that it provided the opportunity for the various stakeholders to have a significant voice and hand in deciding what should be important in focusing the school district in the coming time. I wish to express gratitude to all of those who participated freely and openly in expressing their perspectives and preferences. It is rewarding to see the intense interest all have in seeing that the best be delivered to those we serve. It is also exciting to think about all of the stakeholders joining together again in the commitment to the implementation of this strategic plan. A commitment that, undoubtedly, will take this school district to the next level.

Dr. Larry P. Nybladh

Dr. Larry P. Nybladh
Superintendent of Schools



Front: Cindy Fagerlie, Director, and Lisa Erickson, Director. Back: Kristine Thompson, Vice Chair, Karin Dulski, Treasurer, Michael Siggerud, Director, William K. Tomhave, Chair, and Carol Ladwig, Clerk.

Planning Process

The School Board of Moorhead Area Public Schools commissioned a planning process to assess the current status of the school district and to develop a strategic plan for the district's future.

During the past few years the Moorhead School District has seen many changes, including significant building projects and the implementation of major educational enhancements.



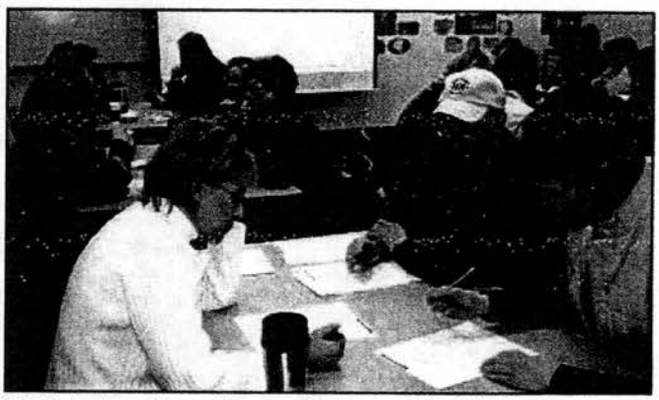
In August 2006, Bruce Miles leads a Chainsaw Planning session with Cabinet members.

Between 2000 and 2004, the district completed a collaborative decision-making process that led to the construction of two new schools, the renovation of the other district facilities, a reduction in the number of schools, and the implementation of educational enhancements such as the creation of small learning communities within the schools. Besides creating economic efficiencies across the district, these efforts have spurred housing developments and new residents, which has helped the district's enrollment stabilize. In the fall of 2006 for the first time in more than a decade, the school district experienced growth in student enrollment.

As part of strategic planning, the School Board and district administration needed to assess where the district has been, where the district is now, and where the district should go in the future.

During 2006-07, the school district conducted a strategic planning process. Chainsaw Planning is a bottom-up process that begins with input from individual stakeholders and moves up to the final strategic plan approved by the School Board. The process is designed to be efficient and allow school districts to focus on continuous improvement efforts.

In July 2006, Bruce Miles of Big River Consulting Group, LLC, was hired to conduct the Chainsaw Planning method. Miles met with Cabinet members in August 2006 to lead them through the process.



S.G. Reinertsen Elementary employees participate in the Chainsaw Planning process in January 2007.

District employees participated in the Chainsaw Planning process in January 2007. They identified a vision and priorities for the district for the next 18 months. Information from each school was compiled and is available on the district Web site.

Planning Process

Parents and community members had the opportunity to share their opinions about the Moorhead Area Public Schools through a community survey. Randomly selected parents, community members, and business and government leaders received the survey. Community members who did not receive the survey could complete the survey online or request a copy from the Superintendent's Office.

The survey was designed with two sets of questions to help the district administration and School Board gauge community perceptions related to various aspects of school district performance. One set of questions asked for community members' perceptions of the school district. The other questions allowed for the sharing of opinions about what the school district is doing or should be doing. The survey questions were designed to gather community members' input to be incorporated into the Chainsaw Planning process.

The results of the random sample and the self-selected sample are compiled separately. Results are available on the district Web site.

Information from the staff and the community survey results were used during a data reduction session by the district's administrative cabinet in late January 2007.

Moorhead School Board members continued the Chainsaw Planning process during a special meeting on April 23, 2007. Board members reviewed the results of the Chainsaw Planning process completed by district employees in January and discussed the community survey results. Using that information, board members completed the Chainsaw Planning process themselves, drafting a vision, priorities and goals for the district.

The administrative cabinet further reviewed the draft during meetings in June and August 2007. The district's strategic plan will be completed for the 2007-08 school year.



School Board members Carol Ladwig, Lisa Erickson and Cindy Fagerlie consider the options before casting their votes during the Chainsaw Planning process at the special board meeting in April 2007.

Guiding Philosophy

The guiding philosophy of Moorhead Area Public Schools is continuous improvement.

Mission

The mission of the Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world.

Vision

The vision of Moorhead Area Public Schools is to be a school district where all students will become lifelong learners and productive citizens. We will work collaboratively with our community to provide the resources necessary to be a school district of excellence.

Core Values

The Moorhead Area Public Schools is committed to the education and well being of each student. We are committed to:

- creating a positive learning environment that values children and youth.
- supporting all learners.
- holding high standards and expectations for all learners.
- making research based, data driven, collaborative decisions inclusive of stakeholder perspectives.
- seeking continuous improvement and planning for the future.
- advocating for children and youth within our community and district.
- celebrating students and staff.
- promoting pride in the Moorhead community and schools.

Strategic Priority

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

Goal

Establish SMART goals (see page 15) at the building level that determine proficiency levels.

Strategy

- Provide support and assistance with SMART goals process.

Goal

Monitor student progress at least quarterly by teacher teams and by school district administrators.

Strategy

- Provide support and assistance in using and analyzing data.

Goal

Use achievement data (summative and formative) to direct instructional practices and decisions.

Strategy

- Provide support and assistance in using and analyzing data for the classroom.

Goal

Use collaborative teams at all levels for the purpose of examining data and student work.

Strategy

- Provide support and assistance in examining student work.

Goal

Provide a system of timely intervention for students who do not show growth or adequate development in learning.

Strategy

- Provide support and assistance in developing a system of interventions for students.

Strategic Priority

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

Goal

Every classroom will deliver a curriculum that is focused on federal, state and district standards and is relevant to all students.

Strategies

- Provide instruction that meets the federal, state and district standards for each course or grade level.
- Differentiate pace, process and product to meet learning needs.
- Use research-based instructional practices to deliver the standards.

Goal

Implement a positive behavior support system districtwide.

Strategies

- Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.
- Expand positive behavior intervention system (PBIS) within all schools across the district.

Goal

Support standards-based and project-based service-learning curriculum.

Strategy

- Develop curriculum maps with standards and service-learning projects integrated.

Goal

Utilize effective data and record-keeping systems regarding student behavior.

Strategy

- Provide professional development and training of administration and staff.

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

Goal

Identify the needs of all learners and related needs for programming and services.

Strategy

- Collect and analyze data.

Goal

Improve student achievement.

Strategy

- Utilize Response to Intervention (RtI) and systemic interventions to improve student achievement for all.

Goal

Identify strategies to support diverse learners to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

This skills set includes:

- Information and communication skills (information and media literacy skills; communication skills)
- Thinking and problem-solving (critical thinking and systems thinking; problem identification, formulation and solution; creativity and intellectual curiosity)
- Interpersonal and self-direction skills (interpersonal and collaborative skills; self-direction; accountability and adaptability; social responsibility)
- Global awareness
- Financial, economic and business literacy, and developing entrepreneurial skills to enhance workplace productivity and career options
- Civic literacy

Strategies

- Integrate information and communications technology (ICT) literacy skills into current programs and models.

- Integrate science, technology, engineering and mathematics (STEM) initiatives into current programs and models.

Strategic Priority

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

Goal

Develop and promote initiatives that encourage safe workplace practices.

Strategy

- Safe workplace practices defined and implemented.

Goal

Update district and building crisis management plans.

Strategy

- Updated plan developed in collaboration with law enforcement and Cass / Clay Unified Emergency Response Plan.

Goal

Plan developed for practice of all emergency procedures.

Strategy

- A tool will be developed and used for evaluation.

Goal

Determine programs and approach for districtwide bullying prevention.

Strategy

- Institute bullying prevention practices and programs for students and staff.

Goal

Utilize effective data and record-keeping systems regarding student behavior.

Strategy

- Provide professional development and training of administration and staff.

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

Goal

Implement a positive behavior support system districtwide.

Strategies

- Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.

- Expand positive behavior intervention system (PBIS) within all schools across the district.

Goal

Design a comprehensive initiative to promote awareness of personal health for students and staff. The initiative will include the areas of physical, mental, emotional and financial health.

Strategy

- Develop an action plan for the comprehensive initiative.

Strategic Priority

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

Goal

Determine effectiveness of current models and practices for school day / school year.

Strategies

- Evaluate high school schedule, ninth grade center and professional learning communities.
- Evaluate middle school model, practices and schedule.
- Evaluate elementary school schedules, learning communities and programs.

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

Goal

Identify means to imbed artistic expression, creative problem solving and citizen engagement into all facets of the curriculum.

Strategy

- Use curriculum mapping to integrate arts and 21st century skills.

Goal

Explore methods for enhancement of comprehensive arts education program.

Strategy

- Conduct a comprehensive arts program planning process.

Goal

Build relationship-based partnerships within our community for educational advancement.

Strategy

- Review existing educational foundation structure and examine alternative options.

Goal

Assure options for all students are available to meet interests in activities.

Strategy

- Study the effectiveness and cost / benefit of current and potential programs.

Strategic Priority

Priority Area 6:
Explore the efficacy and feasibility of all-day kindergarten.

Goal

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

Strategy

- Create a task force to review existing research and model programs.

Goal

Determine the budgetary considerations of all-day kindergarten.

Strategy

- Create a task force to analyze the expenditures and revenues of infrastructure and operations.

Goal

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

Strategy

- Create a task force to analyze current research, existing and model programs in early childhood.

What are SMART goals?

SMART goals are

Strategic & Specific
- linked to the district improvement plan and focused on specific student learning needs

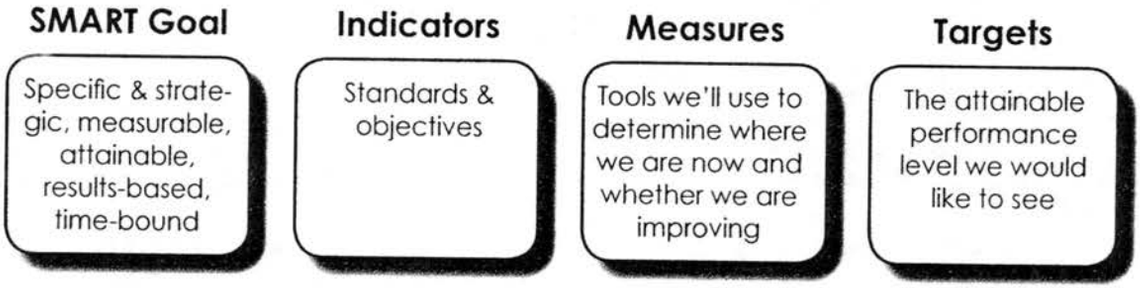
Measurable
- resulting in real measurable student achievement results

Attainable
- manageable and feasible with the resources at hand

Results-Based
- aimed at well-defined outcomes that can be measured or observed

Time-Bound
- have a clearly defined time frame for accomplishment

(from Conzemius & O'Neill, 2002)



How are SMART goals used in the strategic plan?

SMART goals enable staff, community members, parents, the School Board and administration to plan, execute, measure and adjust our work to improve student achievement.

SMART goals help educators focus on improving student learning. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard.

As part of the strategic planning process, the goals outlined for each priority area have been converted to SMART goals to create the action plans on the following pages.

Priority Area 1: Promote high expectations for student achievement and behavior.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Establish SMART goals at the building level that determine proficiency levels.	Provide support and assistance with SMART goals process.	• Assessment data. • SMART goals. • Process assessment.	SMART goals established for each building.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	September 2007
Monitor student progress at least quarterly by teacher teams and by school district administrators.	Provide support and assistance in using and analyzing data.	Data summary created and shared with team members and building administrators.	Data summary completed quarterly.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2008
Use achievement data (summative and formative) to direct instructional practices and decisions.	Provide support and assistance in using and analyzing data for the classroom.	Data summary created and shared with team members and building administrators.	Data summary completed quarterly.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2008
Use collaborative teams at all levels for the purpose of examining data and student work.	Provide support and assistance in examining student work.	Collaborative teams using protocols.	Teams are using data and student work to make decisions.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2009

Priority Area 1 continued: Promote high expectations for student achievement and behavior.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Provide a system of timely intervention for students who do not show growth or adequate development in learning.	Provide support and assistance in developing a system of interventions for students.	System of interventions developed and used in K-12 schools.	Student achievement increased, 70 percent proficiency math and 75 percent proficiency reading.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2008
Every classroom will deliver a curriculum that is focused on federal, state and district standards and is relevant to all students.	Provide instruction that meets the federal, state and district standards for each course or grade level.	Curriculum maps and framework documents delineating essential standards.	Each curriculum map and framework will be developed and stored electronically.	Academic coaches, curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
	Differentiate pace, process and product to meet learning needs.	Curriculum maps and framework documents creating options for differentiation.	Each curriculum map and framework will be developed and stored electronically.	Academic coaches, curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
	Use research-based instructional practices to deliver the standards.	Curriculum maps and framework documents creating options for instructional practices.	Each curriculum map and framework will be developed and stored electronically.	Academic coaches, curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	Phase 1 — June 2009

Priority Area 1 continued: Promote high expectations for student achievement and behavior.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Implement a positive behavior support system districtwide.	Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.	Data from the Minnesota Student Health Survey, Search Institute, Discipline Report System (DIRS) and other discipline reports in school.	Decreased report in disciplinary incidents at middle school.	Horizon Middle School principals, director of learner support services and assistant superintendent of teaching and learning.	June 2008
	Expand positive behavior intervention system (PBIS) within all schools across the district.	Data from the Minnesota Student Health Survey, Search Institute, DIRS and other discipline reports in school.	Decreased report in disciplinary incidents districtwide.	Building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
Support standards-based and project-based service-learning curriculum.	Develop curriculum maps with standards and service-learning projects integrated.	Framework examined.	Completed curriculum maps.	Curriculum committees, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
Utilize effective data and record-keeping systems regarding student behavior.	Provide professional development and training of administration and staff.	• DIRS and PowerSchool systems utilized for data. • All staff trained.	100 percent participation.	Technology staff, director of information systems and instructional support, building administrators and supervisors, and assistant superintendent of teaching and learning.	June 2008

Priority Area 2: Enhance curriculum and instructional experiences to meet the needs of all learners.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Identify the needs of all learners and related needs for programming and services.	Collect and analyze data.	• MCA-II, MAP, literacy assessment, ACT and other assessment data. • Student focus groups. • Targeted focus groups. • MCA-II subgroups review.	Needs of learners and targeted gaps identified. Programming and services identified.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	December 2007
Improve student achievement.	Utilize Response to Intervention (RtI) and systemic interventions to improve student achievement for all.	• MCA-II, MAP, literacy assessment, ACT and other assessment data. • Student focus groups. • Targeted focus groups. • MCA-II subgroups review.	70 percent proficiency math and 75 percent proficiency reading.	Academic coaches, building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2008
Identify strategies to support diverse learners to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.	Integrate information and communications technology (ICT) literacy skills into current programs and models.	Documents and curriculum framework documents indicate ICT literacy skills in programs.	ICT literacy skills integration documents K-12.	Building administrators, director of media services, director of information systems and instructional support, and assistant superintendent of teaching and learning.	June 2008
	Integrate science, technology, engineering and mathematics (STEM) initiatives into current programs and models.	Documents and curriculum framework documents indicate STEM initiatives in programs.	STEM integration documents K-12.	Science, technology and math teachers, building administrators, director of media services, director of information systems and instructional support, and assistant superintendent of teaching and learning.	June 2008

Priority Area 3: Promote a safe, healthy and respectful learning environment.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Develop and promote initiatives that encourage safe workplace practices.	Safe workplace practices defined and implemented.	Safe workplace practices documented throughout the district.	Safety data included in school and district profiles.	Health, Safety and Wellness Committee and director of human resources.	June 2008
Update district and building crisis management plans.	Updated plan developed in collaboration with law enforcement and Cass / Clay Unified Emergency Response Plan.	Plan developed and refined.	Plan in each school.	Building administrators, assistant superintendent of teaching and learning and assistant superintendent of business services.	September 2008
Plan developed for practice of all emergency procedures.	A tool will be developed and used for evaluation.	Practices are completed.	100 percent participation in practices as shown by evaluation of drills and procedures in reports to superintendent.	Building administrators, assistant superintendent of teaching and learning and assistant superintendent of business services.	June 2008
Determine programs and approach for districtwide bullying prevention.	Institute bullying prevention practices and programs for students and staff.	Minnesota Student Health Survey, Discipline Report System (DIRS) and other discipline reports in school.	Decrease reported incidents of bullying.	Safe and Healthy Learners Committee, building administrators and assistant superintendent of teaching and learning.	June 2008
Utilize effective data and record-keeping systems regarding student behavior.	Provide professional development and training of administration and staff.	• DIRS and PowerSchool systems utilized for data. • All staff trained.	100 percent participation.	Technology staff, director of information systems and instructional support, building administrators and supervisors, and assistant superintendent of teaching and learning.	June 2008

Priority Area 3 continued: Promote a safe, healthy and respectful learning environment.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Implement a positive behavior support system districtwide.	Provide a continuum of support for all students by establishing a positive behavior intervention system (PBIS) that includes proactive strategies for defining, teaching and encouraging appropriate student behaviors to improve student achievement through a middle school pilot project.	Data from the Minnesota Student Health Survey, Search Institute, DIRS and other discipline reports in school.	Decreased report in disciplinary incidents at middle school.	Horizon Middle School principals, director of learner support services and assistant superintendent of teaching and learning.	June 2008
	Expand positive behavior intervention system (PBIS) within all schools across the district.	Data from the Minnesota Student Health Survey, Search Institute, DIRS and other discipline reports in school.	Decreased report in disciplinary incidents districtwide.	Building administrators, director of learner support services and assistant superintendent of teaching and learning.	June 2009
Design a comprehensive initiative to promote awareness of personal health for students and staff. The initiative will include the areas of physical, mental, emotional and financial health.	Develop an action plan for the comprehensive initiative.	Surveys of staff and students.	Action plan completed.	Health, Safety and Wellness Committee, Safe and Healthy Learners Committee, building administrators, director of human resources and assistant superintendent of teaching and learning.	June 2008

Priority Area 4: Explore the effectiveness of the school day / school year.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Determine effectiveness of current models and practices for school day / school year.	Evaluate high school schedule, ninth grade center and professional learning communities (PLCs).	CAREI Research: • Focus Groups. • Survey. • Assessment Data. • Interviews.	Recommendation to the superintendent.	Moorhead High School principals and assistant superintendent of teaching and learning.	Phase 1 — October 2007 Phase 2 — January 2008
	Evaluate middle school model, practices and schedule.	In-district evaluation: • Survey. • Examine other models of scheduling. • Achievement data.	Recommendation to the superintendent.	Horizon Middle School principals and assistant superintendent of teaching and learning.	January 2008
	Evaluate elementary school schedules, learning communities and programs.	In-district evaluation: • Survey. • Examine other models of scheduling. • Achievement data.	Recommendation to the superintendent.	Elementary school principals and assistant superintendent of teaching and learning.	May 2008

Priority Area 5: Promote arts and 21st century learning, thinking and life skills.					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Identify means to imbed artistic expression, creative problem solving and citizen engagement into all facets of the curriculum.	Use curriculum mapping to integrate arts and 21st century skills.	Electronic document online for recording and sharing.	The arts will be integrated into curriculum.	Academic coaches, building administrators, curriculum committees, professional learning committees, director of learner support services and assistant superintendent of teaching and learning.	June 2009
Explore methods for enhancement of comprehensive arts education program.	Conduct a comprehensive arts program planning process.	• Needs analysis data. • Review other models. • Achievement data.	Five-year plan developed.	CAPP co-chairs and committee, building administrators, arts educators and assistant superintendent of teaching and learning.	Recommendation for five-year plan to superintendent by May 2008
Build relationship-based partnerships within our community for educational advancement.	Review existing educational foundation structure and examine alternative options.	• Review models. • Review existing structures.	Foundational structure developed.	Director of Community Education, building administrators, community members and assistant superintendent of teaching and learning.	February 2008
Assure options for all students are available to meet interests in activities.	Study the effectiveness and cost / benefit of current and potential programs.	• Participation data. • Comprehensive arts program planning process. •Data from asset survey. • Student data (focus groups).	Students are aware of and have options.	Activities director, Activities Council and building administrators.	March 2008

Priority Area 6: Explore the efficacy and feasibility of all-day kindergarten					
Goals (Specific and strategic, measurable, attainable, results-oriented, time-bound)	**Strategies** (Standards and objectives)	**Measures** (Tools used to determine where we are and if we are improving)	**Targets** (The attainable performance level)	**Responsible**	**Timeline**
Determine the short and long-term academic, social, and emotional benefits of all-day kindergarten.	Create a task force to review existing research and model programs.	• Meeting minutes of the task force and final recommendations. • Assessment and other data for incoming and exiting kindergarten students.	Recommendation to superintendent.	Early childhood staff and parents, elementary parents, teachers and administration, assistant superintendent for teaching and learning and assistant superintendent for business services.	Completed report with recommendations by the end of January 2008.
Determine the budgetary considerations of all-day kindergarten.	Create a task force to analyze the expenditures and revenues of infrastructure and operations.	Meeting minutes of the task force and final recommendations.	Recommendation to superintendent.	Early childhood staff, elementary parents, teachers and administration, assistant superintendent for teaching and learning and assistant superintendent for business services.	Completed report with recommendations by the end of January 2008.
Determine the impact of early childhood intervention / readiness collaborative programs.	Create a task force to analyze current research, existing and model programs in early childhood.	• Meeting minutes of the task force and final recommendations. • DIBELS data regarding entering kindergarten students. • Other data including emotional / social, nutritional and physical.	Recommendation to superintendent.	Early childhood staff and parents, elementary parents, teachers and administration and assistant superintendent for teaching and learning.	Completed report with recommendations by the end of January 2008.

Acknowledgments

Moorhead Area Public Schools has created a strategic plan through the use of a collaborative planning process that involved numerous stakeholders across the community. Thank you to all who were part of this effort.

School Board

Karin Dulski
Lisa Erickson
Cindy Fagerlie
Carol Ladwig
Mike Siggerud
Kristine Thompson
Bill Tomhave

Community Members

Thank you to the community members who completed the community survey to share their perceptions on the district's performance and to provide feedback related to priorities for the district.

District Employees

Thank you to all the employees of the Moorhead Area Public Schools who participated in the Chainsaw Planning process and provided their perspectives to help shape priorities for the district.

Administrative Cabinet

Larry P. Nybladh
Lynne Kovash
Mark Weston
Ron Nielsen
Jill Skarvold
Dan Markert
Jackie Migler
Sarah King
Lauri Winterfeldt-Shanks
Kim Bushaw
Bonnie Herman
Pam Gibb
Denice Sinner
John Stadter
Deb Pender-Tilleraas
Gene Boyle
Russ Henegar
Dave Lawrence
Gay Galles
Don Hulbert
Colleen Tupper
Matt Naugle
Kevin Kopperud
Mary Jo Schmid
Anne Moyano
Orv Kaste
Dan Bacon
Mary Bonemeyer

Consultant

Special thanks to Dr. Bruce Miles, Big River Consulting, for his Chainsaw Planning model and his facilitation of the participatory process involving all stakeholders in the development of the strategic plan.

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

January 26, 2009
7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____	Kristine Thompson _____
Lisa Erickson _____	Michael Thrasher _____
Cindy Fagerlie _____	Bill Tomhave _____
Mike Siggerud _____	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 School Board member Kristine Thompson who has been honored by the Minnesota School Boards Association with the President's Award for 2008-2009. The award recognizes those who complete 300 or more hours of attendance at MSBA and NSBA sponsored meetings and activities. Thompson was recognized at the 2009 MSBA Leadership Conference on January 15, 2009.

   *** **We Are Proud** of Moorhead School Board member Karin Dulski who has been honored by the Minnesota School Boards Association with the Directors' Award for 2008-2009. The award recognizes those who complete 100 or more hours of attendance at MSBA and NSBA sponsored meetings and activities. Dulski was recognized at the 2009 MSBA Leadership Conference on January 15, 2009.

*** **We Are Proud** of the 2009 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these candidates.

The 2009 Teacher of the Year Building Representatives are:

- Mary Charlton, health and physical education teacher at Moorhead High School
- Heidi Hoffman, eighth-grade world history teacher at Horizon Middle School
- Brenda Krueger, second-grade teacher at Ellen Hopkins Elementary
- Ann Wilson, early childhood teacher at Early Childhood Family Education

Other 2009 Teacher of the Year Building Representatives were recognized at the February 12 School Board meeting.

*** **We Are Proud** of Minda Sadlowski, Accounting Secretary, for meeting criteria to grandfather into the Minnesota Association of School Business Officials Certification Program and be designated Certified in School Business Management. As part of the grandfather provision, recipients must also accumulate the same hours as other certified members over a five-year period for re-certification.

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

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak

C. LEARNER SUPPORT SERVICES MATTERS - Skarvold

D. HUMAN RESOURCES MATTERS - Nielsen
(1) Approval of Early Retirements - Page 6
(2) Approval of Family/Medical Leaves - Page 7
(3) Approval of New Employee - Page 8

E. CURRICULUM AND PROFESSIONAL DEVELOPMENT MATTERS - Aamodt
(1) Acceptance of Carl D. Perkins Funding - Page 9

F. INFORMATION SYSTEMS/INSTRUCTIONAL SUPPORT MATTERS - Markert

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

Moved by _____ Seconded by _____
Comments _____

3. **RESOLUTION AWARDING SALE OF OPEB BONDS**: Kazmierczak
Pages 10-48

Suggested Resolution: Move to approve the Resolution Awarding the Sale, Determining the Form and Details, Authorizing the Execution, Delivery, and Registration, and Providing for the Payment of General Obligation Taxable OPEB Bonds, Series 2009A.

Moved by _____ Seconded by _____
Comments _____

4. **FIRST READING OF POLICIES**: Kovash
Pages 49-75

The School Board will conduct a first reading of the following policies: Reimbursement for Travel, Professional Meetings and Conferences (824), Community Involvement (902), Cash Management (820), High School Academic, Activity and Varsity Athletic Letters (545), Equal Access to Moorhead Area Public Schools Facilities (702), Student Activities Travel (543), School Year Calendar (630), Religion (634), Equal Educational Opportunity (501), Promotion, Retention and Acceleration of Elementary Students (641), Search of Student Lockers, Desks, Personal Possessions, and Student's Person (574), and Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches (575).

5. **APPROVAL OF POLICY**: Kovash
Pages 76-78

Suggested Resolution: Move to approve the policy, Fund Balance (802), as presented.

Moved by _____ Seconded by _____
Comments _____

6. **ATTENDANCE AREA TRANSITION**: Kovash
Pages 79-80

Suggested Resolution: Move to approve the Kindergarten and New Student Elementary Attendance Areas effective the 2009-2010 school year.

Moved by _____ Seconded by _____
Comments _____

7. **COMMITTEE REPORTS**

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

9. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Activities Council	January 27	7 am	Conf Rm
Technology Committee	January 27	3:45 pm	PCE
Prof Dev Before/After School	January 28		
Asp PTAC	February 2	6:30 pm	Media Center
Reinertsen PTAC	February 2	6:30 pm	Media Center
High School PTAC	February 2	7 pm	Conf Rm
Human Rights Committee	February 2	3:45 pm	PCE
Continuing Educ Com	February 3	3:30 pm	PCE
Indian Educ Parent Com	February 4	5 pm	PCE
Joint Powers Committee	February 5	7 am	Dilw City Hall
Horizon PTAC	February 5	7 pm	Media Center
School Board	February 9	7 pm	PCE
Hopkins PTAC	February 10	6:30 pm	Media Center
Community Educ Adv Council	February 10	7 pm	PCE
Prof Dev Before/After School	February 11		
Instr and Curr Adv Com	February 12	7 am	PCE
Health/Safety/Wellness Com	February 12	9:30 am	PCE
Safe and Healthy Learners Com	February 23	3 pm	PCE
School Board	February 23	7 pm	PCE
Technology Committee	February 24	3:45 pm	PCE
K-12 Parent/Teacher Confs	February 24, 26	5-8:30 pm	
Kind Parent/Teacher Confs	February 25, 26	Day	
K-8 Parent//Teacher Confs	February 27	8-11 am, 12-4 pm	

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.081**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: January 19, 2009

RE: Early Retirement

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

Beth Thorpe	Teacher, Horizon Middle School, effective January 31, 2009.
Vickie Anderson	Paraprofessional, Horizon Middle School, effective January 2, 2009

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Beth Thorpe and Vickie Anderson as presented.

Department of Human Resources

Moorhead Area Public Schools

Memo **HR.09.080**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: January 19, 2009

RE: Family/Medical Leave

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

Michelle Bonitto	Teacher, High School, leave to be extended for approximately four to six weeks.
Jennifer Stumphf	Teacher, Robert Asp Elementary, effective approximately May 6, 2009 for six weeks.

SUGGESTED RESOLUTION: Move to approve the request for Family Medical Leave pursuant to Article 38 of the Teachers' Master Agreement.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.082**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: January 19, 2009

RE: New Employee

The administration request the approval of the employment of the following person subject to satisfactory completion of federal, state and school district statutes and requirements.

Justin Gall	Womens' Track Coach, High School, .100 Step 9, $4,506.00 effective Spring 2009 track season. (Replaces Tom Dooher)

SUGGESTED RESOLUTION: Move to approve the employment of Justin Gall as presented.

Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo CPD.09.045 C

TO: Lynne A. Kovash, Superintendent

FROM: Melanie Aamodt, Director of Curriculum and Professional Development

DATE: January 20, 2009

SUBJECT: Carl D. Perkins Funding

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

Travel: Mary Flesberg to attend NBEA 2009 Annual Convention in Chicago, IL, April 7-11, 2009. Registration, lodging and meal expenses are not to exceed $1,303.20.

With the use of Perkins funds for this activity, the Program of Study is Arts, Communication and Information Systems. This award will contribute to the academic and technical skill attainment in students at Moorhead High School.

Suggested Resolution: Move to accept the Lakes Country Carl D. Perkins Consortium funding for Mary Flesberg to attend the NBEA 2009 Annual Convention in Chicago, IL, April 7-11, 2009.

MBA/kmr

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.051 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: January 20, 2009

SUBJECT: Resolution Awarding Sale of OPEB Bonds

Attached is the resolution related to the sale of Other Post Employment Benefits (OPEB) bonds that will be presented to the School Board on Monday, January 26, 2009. Joel Sutter from the school district's financial advising firm, Ehlers & Associates, Inc., will be in attendance to guide the School Board through the sale of the bonds.

Suggested Resolution: Move to approve the Resolution Awarding the Sale, Determining the Form and Details, Authorizing the Execution, Delivery, and Registration, and Providing for the Payment of General Obligation Taxable OPEB Bonds, Series 2009A.

WAK:mde
Attachment

CERTIFICATION OF MINUTES RELATING
TO
GENERAL OBLIGATION TAXABLE
OPEB BONDS, SERIES 2009A

ISSUER: INDEPENDENT SCHOOL DISTRICT NO. 152
(MOORHEAD AREA PUBLIC SCHOOLS)
MOORHEAD, MINNESOTA

BODY: SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING: A regular meeting held on January 26, 2009 at 7:00 o'clock p.m. in the District.

MEMBERS PRESENT:

MEMBERS ABSENT:

Documents Attached: Extract of Minutes of said meeting.

RESOLUTION AWARDING THE SALE, DETERMINING THE FORM AND DETAILS, AUTHORIZING THE EXECUTION, DELIVERY, AND REGISTRATION, AND PROVIDING FOR THE PAYMENT OF GENERAL OBLIGATION TAXABLE OPEB BONDS, SERIES 2009A

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS MY HAND officially as such recording officer this ____ day of January, 2009.

_____
School District Clerk

EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 152
(MOORHEAD AREA PUBLIC SCHOOLS)
STATE OF MINNESOTA

HELD: JANUARY 26, 2009

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152, State of Minnesota, was duly held on January 26, 2009 at 7:00 o'clock p.m.

It was reported that ____ proposals for the purchase of the $10,450,000 General Obligation Taxable OPEB Bonds, Series 2009A of the District had been received prior to 10:00 o'clock a.m., Central Time, pursuant to the Terms of Proposal contained in the Official Statement; that the proposals had been opened, read and tabulated; and that the best proposal of each proposal maker was determined to be as follows:

SEE ATTACHED

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION AWARDING THE SALE, DETERMINING THE FORM AND DETAILS, AUTHORIZING THE EXECUTION, DELIVERY AND REGISTRATION, AND PROVIDING FOR THE PAYMENT OF GENERAL OBLIGATION TAXABLE OPEB BONDS, SERIES 2009A

BE IT RESOLVED by the School Board of Independent School District No. 152, State of Minnesota, as follows:

Section 1. Authorization and Sale.

1.01 Authorization. At a meeting held September 22, 2008, this Board determined to sell and issue taxable general obligation bonds of Independent School District No. 152 (the "Issuer" or the "District") in the total aggregate principal amount of not to exceed $10,450,000 (the "Bonds"), in order to fund the District's actuarially determined liabilities to pay postemployment benefits to its employees or officers after their termination of service, as authorized pursuant to Minnesota Statutes, Section 475.52, Subdivision 6. As used herein, the term "postemployment benefits" means benefits giving rise to a liability under Statement No. 45 of the Governmental Accounting Standards Board ("GASB"). This Board has received a report dated July 18, 2008, prepared by the District's actuary, Hildi Incorporated, specifying that the District's actuarially determined liabilities for postemployment benefits as of July 1, 2008, determined under the applicable standards of the Governmental Accounting Standards Board, is $10,156,465. The proceeds of the Bonds to be deposited in the OPEB Trust as provided in Section 5.04 hereof does not exceed this specified amount. The District covenants to have this report updated at least at such times as required to comply with applicable GASB Standards. In the Terms of Proposal, the District reserved the right, after proposals were opened and prior to award, to increase or decrease the principal amount of the individual maturity values of the Bonds offered for sale, with the increase or decrease to occur in multiples of $5,000 in any of the maturities

1.02 Sale. The Board, having been advised by Ehlers & Associates, Inc., its independent financial advisor, has determined that this issue shall be privately sold after receipt of written proposals, as authorized pursuant to Minnesota Statutes, Section 475.60, Subdivision 2, as amended. The Board has publicly received and considered all proposals presented in conformity with the Terms of Proposal contained in the Official Statement, which are hereby ratified and confirmed in all respects and are incorporated herein by reference as though fully specified in this paragraph. The most favorable of such proposals is ascertained to be that of _____ (the "Purchaser") to purchase the Bonds at a price of $_____, plus interest accrued to settlement, and upon the further terms and conditions set forth in the Terms of Proposal contained in the Official

Statement and this resolution. Said proposal is hereby accepted and the sale of the Bonds is hereby awarded to said Purchaser.

1.03 Execution of Documents; Return of Good Faith Deposits. The Chair and Clerk are authorized and directed to endorse an acceptance on both copies of the most favorable proposal and to send one copy to the Purchaser. The Treasurer is directed to retain the good faith deposit of the Purchaser pending delivery of the Bonds and payment therefor, and the good faith deposits of other proposal makers shall forthwith be returned to them.

1.04 Compliance with Law. All acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen and to be performed precedent to the issuance of the Bonds having been done, having happened and having been performed in regular and due form, time and manner as required by law, it is necessary for this Board to establish the form and terms of the Bonds, to provide for the security thereof, and to provide for the issuance of the Bonds forthwith.

1.05 Minnesota School District Credit Enhancement Program. (a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Bond Registrar or any successor paying agent three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Bond Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit with the Bond Registrar. The District understands that as a result of its covenant to be bound by the provisions of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now or hereafter established by the Departments of Finance and Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, Subdivision 2(c) and otherwise to take such actions as necessary to comply with that section.

Section 2. Bond Terms.

2.01 Designation; Registration; Denomination; Maturities. The $10,450,000 aggregate principal amount of general obligation bonds sold on this date shall be designated General Obligation Taxable OPEB Bonds, Series 2009A, shall be dated February 26, 2009 as the date of original issue, and shall be issued forthwith on or after such date using a global book-entry system. The Bonds shall be issued as fully registered bonds and shall be numbered R-1 upward, in the denomination of $5,000 each or any integral multiple thereof of a single maturity. The Bonds shall mature on February 1 in the years and amounts set forth below, and shall bear

interest from the most recent Interest Payment Date to which interest has been paid or duly provided for, or, if no interest has been paid or provided for, from the date of original issue until paid or duly called for redemption at the rates per annum set forth below opposite such years and amounts, as follows:

Year	Amount	Year

In the Terms of Proposal, the District reserved the right, after proposals were opened and prior to award, to increase or decrease the principal amount of the individual maturity values of the Bonds offered for sale, with the increase or decrease to occur in multiples of $5,000 in any of the maturities. The amounts specified above are hereby adopted and approved as so adjusted. The Bonds maturing in the years ____ and ____ are term bonds subject to mandatory redemption in the years and principal amounts as specified in paragraph 2.04(b).

These maturities, together with the maturities of all other outstanding general obligation bonds of the Issuer, meet the requirements of Minnesota Statutes, Section 475.54.

2.02 Interest Payments. Interest shall be payable semiannually on each February 1 and August 1 to maturity (each an "Interest Payment Date"), commencing August 1, 2009. Interest will be calculated on the basis of a 360-day year of twelve 30-day months and will be rounded pursuant to the rules of the MSRB. Interest will be payable in the manner set forth in the form of Global Certificate or Replacement Bond and Paragraph 4.06 of this resolution.

2.03 Use of Global Book-Entry System.

(a) Description of System. In order to issue obligations in "global book-entry form", the obligations are issued in certificated form in large denominations, are registered on the books of the Issuer in the name of a depository or its nominee, and are immobilized and held in safekeeping by the depository. The depository, as part of the computerized National Securities Clearance and Settlement System (the "National System"), registers transfers of ownership interests in the obligations by making computerized book entries on its own books and distributing payments on the obligations to its participants shown on its books as the owners of such interests. These participants, which include financial institutions for whom the depository effects book-entry transfers of securities deposited and immobilized with the depository, and other banks, brokers and dealers participating in the National System will do likewise if not the beneficial owners of the obligations.

(b) Designation of Depository; Approval of Blanket Issuer Letter of Representations. Depository Trust Company ("DTC") of New York, New York, a Securities

and Exchange Commission designated depository, a limited purpose New York trust company, a member of the Federal Reserve System, and a "clearing corporation" within the meaning of the New York Uniform Commercial Code, is hereby designated as the depository (the "Depository") with respect to the Bonds issued hereunder in global book-entry form. There has been submitted to this Board a form of letter of representations (the "Blanket Issuer Letter of Representations") between the Issuer and the Depository setting forth various matters relating to the Depository and its role with respect to the Bonds. This Blanket Issuer Letter of Representations is hereby approved. The Chair or the Clerk is hereby authorized and directed to execute the Blanket Issuer Letter of Representations in substantially the form attached hereto as EXHIBIT C, if such a letter of representations has not already been executed, with only such variations therein as may be required to complete the Blanket Issuer Letter of Representations, or which are not, in the opinion of Bond Counsel, materially adverse to the interests of the Issuer. Execution of the Blanket Issuer Letter of Representations by such official shall be conclusive evidence as to the necessity and propriety of such changes and their approval by Bond Counsel. So long as DTC is the Depository or it or its nominee is the Holder of any Global Certificate, the District shall comply with the provisions of the Blanket Issuer Letter of Representations, as it may be amended or supplemented by the District from time to time with the agreement or consent of DTC.

(c) Global Certificates. Upon their original issuance, the Bonds will be issued in the form of a single Global Certificate for each maturity which shall represent the aggregate principal amount of the Bonds due on a particular maturity date (the "Global Certificates"). The Global Certificates will be originally issued and fully registered as to principal and interest in the name of Cede & Co., as nominee of DTC. The Global Certificates will be deposited with the Depository by the Purchaser and will be immobilized as further provided herein. No beneficial owners of interest in the Bonds will receive certificates representing their respective interests in the Bonds except as provided below in clause (e) of this Paragraph 2.03. Except as so provided, during the term of the Bonds, beneficial ownership (and subsequent transfers of beneficial ownership) of interests in the Global Certificates will be reflected by book entries made on the records of the Depository and its participants and other banks, brokers, and dealers participating in the National System. The Depository's book entries of beneficial ownership interest are authorized to be in integral increments of $5,000, despite the larger authorized denominations of the Global Certificates. Payment of principal of, premium, if any, and interest on the Global Certificates will be made to the Bond Registrar as paying agent, and in turn by the Bond Registrar to the Depository or its nominee as registered owner of the Global Certificates. The Depository, according to the laws and rules governing it, will receive and forward such payments on behalf of the beneficial owners of the Global Certificates.

(d) Immobilization of Global Certificates by the Depository. Pursuant to the request of the Purchaser to the Depository, immediately upon the original delivery of the Bonds the Purchaser will deposit the Global Certificates representing all of the Bonds with the Depository. The Global Certificates shall be in typewritten form or otherwise as acceptable to the Depository, shall be registered in the name of the Depository or its nominee and shall be held immobilized from circulation at the offices of the Depository on behalf of the Purchaser and subsequent Bondholders. The Depository or its nominee will be the sole Holder of record of the

Global Certificates and no investor or other party purchasing, selling or otherwise transferring ownership of interests in any Bond is to receive, hold or deliver any Global Certificates so long as the Depository holds the Global Certificates immobilized from circulation, except as provided below in clause (e) of this Paragraph 2.03.

(e) Transfer or Exchange of Global Certificates; Substitute Depository; Replacement Bonds.

Global Certificates evidencing the Bonds may not, after their original delivery, be transferred or exchanged except:

(i) Upon exchange of a Global Certificate after a partial redemption, if authorized in Paragraph 2.04 of this resolution;

(ii) To any successor of the Depository (or its nominee) or any substitute depository (a "Substitute Depository") designated pursuant to subclause (iii) of this clause (e); provided that any successor of the Depository or any Substitute Depository must be both a "clearing corporation" as defined in the Minnesota Uniform Commercial Code, Minnesota Statutes, Section 336.8-102, and a qualified and registered "clearing agency" as provided in Section 17A of the Securities Exchange Act of 1934, as amended;

(iii) To a Substitute Depository designated by and acceptable to the Issuer upon (a) the determination by the Depository that the Bonds shall no longer be eligible for its depository services or (b) a determination by the Issuer that the Depository is no longer able to carry out its functions; provided that any Substitute Depository must be qualified to act as such, as provided in subclause (ii) of this clause (e); or

(iv) In the event that (a) the Depository shall resign or discontinue its services for the Bonds or be declared no longer able to carry out its functions and the Issuer is unable to locate a Substitute Depository within two (2) months following the resignation or discontinuance or determination of noneligibility, or (b) the Issuer determines in its sole discretion that (1) the continuation of the book-entry system described herein might adversely affect the interests of the beneficial owners of the Bonds, or (2) it is in the best interests of the beneficial owners of the Bonds that they be able to obtain certificated Bonds, then the Issuer shall notify the Holders of its determination and of the availability of Replacement Bonds to Holders. The Issuer, the Bond Registrar and the Depository shall cooperate in providing Replacement Bonds to Holders requesting the same and the registration, transfer and exchange of such Bonds shall thereafter be conducted as provided in Paragraph 4.04 of this resolution.

In the event of the designation of a Substitute Depository as authorized by this clause (e), the Bond Registrar, upon presentation of the Global Certificates, shall register their transfer to the Substitute Depository, and the Substitute Depository shall be treated as the Depository for all purposes and functions under this resolution. The Blanket Issuer Letter of Representations shall not apply to the Substitute Depository unless the Issuer and the Substitute Depository so agree, and the execution of a similar agreement is hereby authorized.

2.04 Redemption. (a) Optional Redemption. The Issuer may elect on February 1, 2019, and on any date thereafter, to prepay Bonds due on or after February 1, 2020, at a price of par plus accrued interest. Redemption may be in whole or in part of the Bonds subject to prepayment. If redemption is in part, the Issuer shall determine the order of redemption of Bonds; and if only part of the Bonds having a common maturity date are called for prepayment, the Global Certificates to be prepaid may be prepaid in $5,000 increments of principal and, if applicable, the specific Replacement Bonds to be prepaid shall be chosen by lot by the Bond Registrar as provided below. Bonds or portions thereof called for redemption shall be due and payable on the designated redemption date, and interest thereon shall cease to accrue from and after the redemption date.

(b) Mandatory Redemption. (1) The Bonds maturing in the year _____ shall be subject to mandatory redemption at a redemption price equal to the principal amount of the Bonds to be so redeemed plus interest accrued thereon to the date fixed for redemption, on February 1 in the years and principal amounts set forth below:

Year	Amount
	$

The procedures for such mandatory redemption shall be the same as specified in this Paragraph 2.04 for optional redemption.

In the event that any Bonds maturing in the year ____ are optionally redeemed pursuant to Paragraph 2.04(a) above and cancelled by the Bond Registrar and not reissued, the Bonds maturing in the year ____ so redeemed and cancelled may be applied by the Issuer as a credit against the Bonds to be mandatorily redeemed pursuant to this Paragraph 2.04(b), such credit to be equal to the principal amount of the Bonds maturing in the year ____ so optionally redeemed or cancelled. The Issuer may apply these Bonds so optionally redeemed and cancelled as a credit against the Bonds to be mandatorily redeemed pursuant to this Paragraph 2.04 only if it has notified the Bond Registrar not less than thirty-five (35) days prior to the applicable mandatory redemption date of its election to apply such Bonds as a credit and designating the redemption date to which it is to apply.

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(2) The Bonds maturing in the year ____ shall be subject to mandatory redemption at a redemption price equal to the principal amount of the Bonds to be so redeemed plus interest accrued thereon to the date fixed for redemption, on February 1 in the years and principal amounts set forth below:

Year	Amount
	$

The procedures for such mandatory redemption shall be the same as specified in this Paragraph 2.04 for optional redemption.

In the event that any Bonds maturing in the year ____ are optionally redeemed pursuant to Paragraph 2.04(a) above and cancelled by the Bond Registrar and not reissued, the Bonds maturing in the year ____ so redeemed and cancelled may be applied by the Issuer as a credit against the Bonds to be mandatorily redeemed pursuant to this Paragraph 2.04(b), such credit to be equal to the principal amount of the Bonds maturing in the year ____ so optionally redeemed or cancelled. The Issuer may apply these Bonds so optionally redeemed and cancelled as a credit against the Bonds to be mandatorily redeemed pursuant to this Paragraph 2.04 only if it has notified the Bond Registrar not less than thirty-five (35) days prior to the applicable mandatory redemption date of its election to apply such Bonds as a credit and designating the redemption date to which it is to apply.

(c) Redemption of Global Certificates. Upon a partial redemption in the aggregate principal amount of a Global Certificate which results in the stated amount thereof being reduced, the Holder may in its discretion make a notation of such redemption on the panel provided on the Global Certificate stating the amount so redeemed, or may return the Global Certificate to the Bond Registrar in exchange for a new Global Certificate authenticated by the Bond Registrar, in proper principal amount. Such notation of redemption, if made by the Holder, shall be for reference only, and may not be relied upon by any other person as being in any way determinative of the principal amount of such Global Certificate outstanding, unless the Bond Registrar has signed the appropriate column of the panel.

(d) Redemption of Replacement Bonds. To effect a partial redemption of Replacement Bonds having a common maturity date, the Bond Registrar, prior to giving a notice of redemption, shall assign to each Replacement Bond having a common maturity date a distinctive number for each $5,000 of the principal amount of such Replacement Bond. The Bond Registrar shall then select by lot from the numbers so assigned to such Replacement Bonds, using such method of selection as it shall deem proper in its discretion, as many numbers as, at $5,000 for each number, shall equal the principal amount of such Replacement Bonds to be redeemed. The Replacement Bonds to be redeemed shall be the Bonds to which were assigned

numbers so selected; provided, however, that only so much of the principal amount of each such Replacement Bond of a denomination of more than $5,000 shall be redeemed as shall equal $5,000 of principal amount for each number assigned to it and so selected. If a Replacement Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the Issuer or the Bond Registrar so requires, a written instrument of transfer in form satisfactory to the Issuer and the Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the Issuer shall execute (if necessary) and the Bond Registrar shall authenticate and deliver to the Holder of such Replacement Bond, without service charge, a new Replacement Bond or Bonds of the same series having the same stated maturity and interest rate and of any authorized denomination or denominations, as requested by such Holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Replacement Bond so surrendered.

(e) Notice of Redemption of Global Certificates and Replacement Bonds. The Bond Registrar shall call Bonds for redemption and payment as herein provided upon receipt by the Bond Registrar of a request of the Issuer. The request shall be in written form. The request shall specify the principal amount of Bonds to be called for redemption, the redemption date and the redemption price.

Published notice of redemption shall in each case be given in accordance with law, and mailed notice of redemption shall be given to the paying agent and to each affected Holder. If and when the Issuer shall call any of the Bonds for redemption and payment prior to the stated maturity thereof, the Bond Registrar shall give written notice in the name of the Issuer of its intention to redeem and pay such Bonds at the office of the Bond Registrar. The Notice of Redemption shall be given by first class mail, postage prepaid, mailed not less than thirty (30) days prior to the redemption date, to each Holder of Bonds to be redeemed, at the address appearing in the records of the Bond Registrar. For the purpose of giving notice of the redemption of Global Certificates, the Holder of the Global Certificates shall be the Depository or its nominee. In connection with any such notice, the "CUSIP" numbers assigned to the Bonds shall be used. All notices of redemption shall state:

(i) The redemption date;

(ii) The redemption price;

(iii) If less than all outstanding Bonds are to be redeemed, the identification (and, if the case of partial redemption, the respective principal amounts) of the Bonds to be redeemed;

(iv) That on the redemption date, the redemption price will become due and payable upon each such Bond, and that interest thereon shall cease to accrue from and after said date; and

(v) The place where such Bonds are to be surrendered for payment of the redemption price (which shall be the office of the Bond Registrar).

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Section 3. Form of Bonds.

The Bonds to be issued hereunder shall be in the form of Global Certificates unless and until Replacement Bonds are made available as provided herein.

3.01 Global Certificates. The Global Certificates to be issued hereunder, together with the Bond Registrar's Certificate of Authentication, the Register of Partial Payments, the form of Assignment, and the registration information thereon, shall be in substantially the form set forth in EXHIBIT A hereto, which exhibit is incorporated herein by reference as though fully specified in this paragraph, and may be typewritten rather than printed.

3.02 Replacement Bonds. If the Issuer has notified Holders that Replacement Bonds have been made available as provided in Paragraph 2.03(e) of this resolution, then for every Bond thereafter transferred or exchanged (including an exchange to reflect the partial redemption of a Global Certificate not previously exchanged for Replacement Bonds), the Bond Registrar shall deliver a bond in the form of a Replacement Bond rather than a Global Certificate, but the Holder of a Global Certificate shall not otherwise be required to exchange the Global Certificate for one or more Replacement Bonds since the Issuer recognizes that some Holders may prefer the convenience of the Depository's registered ownership of the Bonds even though the entire issue is no longer required to be in global book-entry form. The Replacement Bonds, together with the Bond Registrar's Certificate of Authentication, the form of Assignment and the registration information thereto, shall be in substantially the form set forth in EXHIBIT B hereto, which exhibit is incorporated herein by reference as though fully specified in this paragraph.

Section 4. Execution; Delivery; Registration.

4.01 Appointment of Registrar. Bond Trust Services Corporation in Roseville, Minnesota, is appointed to act as the bond registrar and transfer agent (the "Bond Registrar") and shall do so until a successor Bond Registrar is duly appointed, all pursuant to a contract the Issuer and the Bond Registrar shall execute which is consistent herewith and which the Chair and Clerk are hereby authorized to execute and deliver. A successor Bond Registrar shall be a bank or trust company eligible for designation as bond registrar pursuant to Minnesota Statutes, Chapter 475. The terms of the appointment of the successor Bond Registrar and its duties shall be specified in a contract between the Issuer and such successor Bond Registrar that is consistent herewith and that the Chair and Clerk are hereby authorized to execute and deliver. The Bond Registrar, which may act through an agent, shall also serve as paying agent until and unless a successor paying agent is duly appointed. The Bond Registrar shall pay principal and interest on the Bonds to the registered Holders (or record Holder) of the Bonds in the manner set forth in the form of Global Certificate or Replacement Bond, as applicable, and Paragraph 4.06 of this resolution. The Issuer agrees to pay the reasonable and customary charges for the services of such Bond Registrar.

4.02 Execution of Bonds. The Bonds shall be executed on behalf of the Issuer by the manual signatures of the Chair and Clerk of the School Board; provided, however that both of such signatures may be printed facsimiles, in which event the Bonds shall also be executed manually by the authenticating agent as provided in Minnesota Statutes, Section 475.55. In the event of disability or resignation or other absence of either such officer, the Bonds may be signed by the manual or facsimile signature of that officer who may act on behalf of such absent or disabled officer. In case either such officer whose signature or facsimile of whose signature shall appear on the Bonds shall cease to be such officer before the delivery of the Bonds, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if that officer had remained in office until delivery. If the Issuer has adopted a corporate seal, it shall be omitted on the Bonds as permitted by law.

4.03 Authentication; Date of Registration. No Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit under this resolution unless and until a Certificate of Authentication on such Bond, substantially in the form set forth in the form of Global Certificate or Replacement Bond, shall have been duly executed by the manual signature of an authorized representative of the Bond Registrar. Certificates of Authentication on different Bonds need not be signed by the same person. The Bond Registrar shall authenticate each Bond by execution of the Certificate of Authentication on the Bond and shall date each Bond in the space provided as of the date on which the Bond is registered. For purposes of delivering the original Bonds (Global Certificates) to the Purchaser, the Bond Registrar shall insert as the date of registration the date of original issue; and the executed Certificate of Authentication on each Bond shall be conclusive evidence that it has been authenticated and delivered under this resolution.

4.04 Transfer or Exchange. The Issuer will cause to be kept at the principal office of the Bond Registrar a bond register in which, subject to such reasonable regulations as the Bond Registrar may prescribe, the Bond Registrar shall provide for the registration of ownership of Bonds and the registration of transfers and exchanges of Bonds entitled to be registered, transferred or exchanged as herein provided.

A Global Certificate shall be registered in the name of the payee on the books of the Bond Registrar by presenting the Global Certificate for registration to the Bond Registrar, whose representative will endorse his or her name and note the date of registration opposite the name of the payee in the certificate of registration on the Global Certificate. Thereafter a Global Certificate may be transferred by delivery with an assignment duly executed by the Holder or the Holder's legal representative, and the Issuer and Bond Registrar may treat the Holder as the person exclusively entitled to exercise all the rights and powers of an owner until a Global Certificate is presented with such assignment for registration of transfer, accompanied by assurance of the nature provided by law that the assignment is genuine and effective, and until such transfer is registered on said books and noted thereon by the Bond Registrar, all subject to the terms and conditions provided in this resolution and to reasonable regulations of the Issuer contained in any agreement with, or notice to, the Bond Registrar.

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Upon surrender for transfer of any Bond at the principal office of the Bond Registrar, the Issuer shall execute (if necessary), and the Bond Registrar shall authenticate, date (in the space designated Date of Registration) and deliver, in the name of the designated transferee or transferees, one or more new Bonds of any authorized denomination or denominations of a like aggregate principal amount, having the same stated maturity and interest rate, as requested by the transferor; provided, however, that no Bond may be registered in blank or in the name of "bearer" or similar designation.

When any Bond is presented to the Bond Registrar for transfer, the Bond Registrar may refuse to transfer the same until it is satisfied that the endorsement on such Bond or separate instrument of transfer is valid and genuine and that the requested transfer is legally authorized. The Bond Registrar shall incur no liability for the refusal, in good faith, to make transfers which it, in its judgment, deems improper or unauthorized.

At the option of the Holder of a Replacement Bond, Replacement Bonds may be exchanged for Replacement Bonds of any authorized denomination or denominations of a like aggregate principal amount and stated maturity, upon surrender of the Replacement Bonds to be exchanged at the principal office of the Bond Registrar. Whenever any Replacement Bonds are so surrendered for exchange, the Issuer shall execute (if necessary), and the Bond Registrar shall authenticate, date (in the space designated Date of Registration) and deliver the Replacement Bonds which the Holder making the exchange is entitled to receive. Global Certificates may not be exchanged for Global Certificates of smaller denominations.

All Bonds surrendered upon any exchange or transfer provided for in this resolution shall be promptly canceled by the Bond Registrar and thereafter disposed of as directed by the Issuer.

All Bonds delivered in exchange for or upon transfer of Bonds shall be valid general obligations of the Issuer evidencing the same debt, shall be entitled to the same benefits under this resolution as the Bonds surrendered for such exchange or transfer, and shall carry all the rights to interest accrued and unpaid, and to accrue, which were carried by such other Bonds.

Transfer of a Bond may be made on the Issuer's books by the registered owner in person or by the registered owner's attorney duly authorized in writing. Every Bond presented or surrendered for transfer or exchange shall be duly endorsed or be accompanied by a written instrument of transfer, in form satisfactory to the Bond Registrar, duly executed by the registered owner thereof, with signature guaranteed, or by the registered owner's attorney duly authorized in writing, and shall include written instructions as to the details of the transfer of the Bond.

The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of any Bond and any legal or unusual costs regarding transfers and lost bonds.

Transfers shall also be subject to reasonable regulations of the Issuer contained in any agreement with, or notice to, the Bond Registrar, including regulations which permit the Bond Registrar to close its transfer books between record dates and payment dates.

4.05 Mutilated, Lost, Stolen or Destroyed Bonds. In case any Bond shall become mutilated or be lost, stolen or destroyed, the Bond Registrar shall deliver a new Bond of like amount, number, maturity date and tenor in exchange and substitution for and upon cancellation of any such mutilated Bond or in lieu of and in substitution for any such Bond lost, stolen or destroyed, upon payment of the reasonable expenses and charges of the Bond Registrar in connection therewith; and, in the case of a Bond lost, stolen or destroyed, upon filing with the Registrar of evidence satisfactory to it that such Bond was lost, stolen or destroyed, and of the ownership thereof, and upon furnishing to the Bond Registrar of an appropriate bond or indemnity in form, substance and amount satisfactory to it, in which both the Issuer and the Bond Registrar shall be named as obligees. All Bonds so surrendered to the Bond Registrar shall be canceled by it and evidence of such cancellation shall be given to the District. If the mutilated, lost, stolen or destroyed Bond has already matured, it shall not be necessary to issue a new Bond prior to payment.

4.06 Interest Payments; Record Dates. Interest on any Global Certificate shall be paid as provided in the first paragraph thereof and interest on any Replacement Bond shall be paid on each Interest Payment Date by check or draft mailed to the person in whose name the Bond is registered (the "Holder") on the registration books of the Issuer maintained by the Bond Registrar and in each case at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the Holder thereof as of the Regular Record Date, and shall be payable to the person who is the Holder thereof at the close of business on a date fixed for the payment of such defaulted interest (the "Special Record Date"). The Special Record Date shall be fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest, and notice of the Special Record Date shall be given by the Bond Registrar to the Holders not less than ten (10) days prior thereto. The term "Holder" shall also include those lawfully entitled to take actions on behalf of the beneficial owners of the Bonds for purposes of any consent or approvals given by Holders.

If the date for payment of the principal of, premium, if any, or interest on this Bond shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the City of New York, New York, or the city where the principal office of the Bond Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such date shall have the same force and effect as if made on the nominal date of payment.

4.07 Persons Deemed Owners. The Issuer and the Bond Registrar may treat the person in whose name any Bond is registered as the owner of such Bond for the purpose of receiving payment of principal of and premium, if any, and interest (subject to the payment provisions in Paragraph 4.06 above), on such Bond and for all other purposes whatsoever, whether or not such Bond shall be overdue, and neither the Issuer nor the Bond Registrar shall be affected by notice to the contrary.

For the purposes of all actions, consents and other matters affecting Holders of Bonds issued under this Resolution as from time to time supplemented, other than payments, redemptions, and purchases, the Issuer may (but shall not be obligated to) treat as the Holder of a Bond the beneficial owner of the Bond instead of the person in whose name the Bond is registered. For that purpose, the Issuer may ascertain the identity of the beneficial owner of the Bond by such means as the Bond Registrar in its sole discretion deems appropriate, including but not limited to a certificate from the Depository or other person in whose name the Bond is registered identifying such beneficial owner.

4.08 Delivery. The Bonds when so prepared and executed shall be delivered by the Treasurer of the Issuer to the Purchaser thereof upon receipt of the purchase price, and the Purchaser shall not be obliged to see to the proper application thereof.

Section 5. Debt Redemption Fund; Tax Levies; OPEB Trust.

5.01 Debt Redemption Fund. The Bonds and the interest thereon shall be payable from the Debt Redemption Fund of the Issuer, which shall be maintained by the Treasurer as Fund 47 separate and apart from all other funds of the Issuer so long as any Bonds issued hereunder may be outstanding and unpaid. Money in said Fund 47 shall be used for no purpose other than payment of principal and interest on obligations of the Issuer issued to fund the Issuer's actuarially determined liabilities to pay postemployment benefits to its employees or officers after their termination of service, including Bonds issued pursuant to this resolution. If any payment of principal or interest on the Bonds shall become due when there is not sufficient money in said Fund 47 to make such payment, the Treasurer shall pay the same from the General Fund of the Issuer, and the General Fund shall be reimbursed for such advances out of the proceeds of the taxes levied for the payment of such Bonds. The proceeds of all taxes levied pursuant to this resolution, any amount in excess of $10,345,500 received from the Purchaser of the Bonds, $_____ of capitalized interest, and all moneys received for or appropriated to the payment of the Bonds and interest thereon shall be paid into Fund 47.

5.02 Pledge of Full Faith and Credit; Tax Levies. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith and credit and taxing powers of the Issuer shall be and are hereby irrevocably pledged. In order to provide the moneys for the payment thereof required by Minnesota Statutes, Section 475.61, there is hereby levied upon all of the taxable property in the Issuer a direct annual ad valorem tax which shall be spread upon the tax rolls, as a part of other general taxes of the Issuer, for collection in the years and in the amounts as specified on the levy computation sheet attached hereto as EXHIBIT D and incorporated herein by reference as though fully specified in this

paragraph. The tax levies provided in this paragraph are such that, if collected in full they, together with estimated collections of other revenues pledged for the payment of the Bonds, will produce at least five percent (5%) in excess of the amounts needed to meet when due the principal and interest payments on the Bonds.

Said tax levies shall be irrevocable as long as any of said Bonds are outstanding and unpaid, provided that the Issuer reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61.

5.03 Intentionally Omitted.

5.04 OPEB Trust. The proceeds of the Bonds not appropriated to Fund 47 as provided in Paragraph 5.01 or used to pay issuance expenses shall be recorded in the appropriate operating fund or funds, shall be deposited in a revocable trust established pursuant to Minnesota Statutes, Section 471.6175, as amended, and, except as may be provided in Subdivision 7 of that section, shall be used only to pay postemployment benefits owed to former officers and employees of the Issuer. The trust administrator of that trust must meet the requirements of Subdivision 3 of that section. All trust assets shall be maintained, invested and held by the trust administrator, and all reports shall be made by the trust administrator in the manner specified by the State Auditor, in accordance with Subdivisions 4 and 5 of that section. Further provisions governing the trust and its administration shall be as specified in a Trust Agreement between the Issuer and the trust administrator in substantially the form on file in the offices of the Issuer, which the Chair and Clerk are authorized and directed to complete, execute and deliver. All accounting for OPEB revenues and expenditures shall be done in compliance with the Uniform Financial Accounting and Reporting System for Minnesota School Districts (UFARS). The District shall adopt policies for funding the trust on an ongoing basis and for the investment of the assets in the trust.

Section 6. Intentionally Omitted.

Section 7. Certifications, Designations, Defeasance, Arbitrage, Reporting.

7.01 Filing of Resolution; County Auditor Certificate. The Clerk is hereby authorized and directed to file with the County Auditor of each county in which the Issuer is located in whole or in part a certified copy of this resolution, together with such other information as said County Auditor shall require, and to obtain from said County Auditor a certificate that the tax required by law for the payment of said Bonds has been levied, and that said Bonds have been entered upon the County Auditor's Bond Register.

7.02 Defeasance. When all of the Bonds have been discharged as provided in this paragraph, all pledges, covenants and other rights granted by this resolution shall cease. The Issuer may discharge its obligations with respect to any Bonds which are due on any date by depositing with the Bond Registrar on or before that date a sum sufficient for the payment thereof in full with interest accrued from the due date to the date of such deposit. The Issuer may also discharge all Bonds of said issue at any time by irrevocably depositing in escrow with the

Bond Registrar, for the purpose of paying all principal and interest due on such Bonds to maturity, or if prepayable, to an earlier date on which they may be called for redemption, a sum of cash or securities of the types described in Minnesota Statutes, Section 475.67, as amended, in such aggregate amount, bearing interest at such rates and maturing or callable at the Issuer's option on such dates as shall be required to provide funds sufficient for this purpose.

7.03 Nondesignation as Qualified Tax-exempt Obligations. In that the Bonds are to be issued as fully taxable obligations for federal and state income tax purposes, the Bonds of this issue are NOT designated as "Qualified Tax-exempt Obligations" for the purposes of Section 265 of the Code relating to the deduction of interest expenses allocable to the Bonds by financial institutions.

7.04 Authentication of Transcript. The officers of the Issuer and each said County Auditor are hereby authorized and requested to prepare and furnish to the Purchaser of said Bonds, and to the attorneys approving legality of the issuance thereof, certified copies of all proceedings and records of the Issuer relating to said Bonds and to the financial condition and affairs of the Issuer, and such other affidavits, certificates and information as may be required to show the facts relating to the legality and marketability of said Bonds as they appear from the books and records under their custody and control or as otherwise known to them, and all such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the Issuer as to the facts recited therein.

7.05 Official Statement. The Official Statement relating to the Bonds, on file with the Clerk and presented to this meeting, is hereby approved and deemed final, and the furnishing thereof to prospective purchasers of the Bonds is hereby ratified and confirmed, insofar as the same relates to the Bonds and the sale thereof.

7.06 Payment of Issuance Expenses. The District authorizes the Purchaser to forward the amount of Bond proceeds allocable to the payment of issuance expenses to U.S. Trust Company, Minneapolis, Minnesota, on the closing date for further distribution as directed by the District's financial advisor, Ehlers & Associates, Inc.

7.07 Continuing Disclosure. The Chair and the Clerk are authorized and directed to execute and deliver a Continuing Disclosure Certificate to assist the Participating Underwriters in complying with SEC Rule 15c2-12(b)(5) for full disclosure (The "Rule"). The Continuing Disclosure Certificate shall be entered into for the benefit of the Holders of the Bonds and shall constitute an undertaking to provide or cause to be provided the annual financial information specified therein and to give notice of the occurrence of the Listed Events specified therein, each in the manner specified therein, as required by the Rule. The provisions of the Continuing Disclosure Certificate are incorporated herein as though fully specified in this paragraph.

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

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

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EXHIBIT A

(FORM OF GLOBAL CERTIFICATE)

UNITED STATES OF AMERICA
STATE OF MINNESOTA
CLAY COUNTY
INDEPENDENT SCHOOL DISTRICT NO. 152
(MOORHEAD AREA PUBLIC SCHOOLS)

R- $_____

GENERAL OBLIGATION TAXABLE OPEB BOND, SERIES 2009A

INTEREST RATE	MATURITY DATE	DATE OF ORIGINAL ISSUE	CUSIP
		FEBRUARY 26, 2009	

REGISTERED OWNER: CEDE & CO., AS NOMINEE OF THE DEPOSITORY TRUST COMPANY, NEW YORK, NEW YORK

PRINCIPAL AMOUNT: _____ DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that Independent School District No. 152, State of Minnesota, a duly organized and existing independent school district, whose administrative offices are located in Moorhead, Minnesota (the "Issuer"), certifies that it is indebted and for value received promises to pay to the registered owner specified above or on the Certificate of Registration attached hereto, or registered assigns, in the manner hereinafter set forth, the principal amount specified above, on the maturity date specified above or, if this Bond is redeemable as stated below, on a date prior thereto on which it shall have been duly called for redemption, and to pay interest thereon semiannually on February 1 and August 1 of each year (each, an "Interest Payment Date") commencing August 1, 2009, at the rate per annum specified above, calculated on the basis of a 360-day year of twelve 30-day months, until the principal sum is paid or has been provided for. This Bond will bear interest from the most recent Interest Payment Date to which interest has been paid or duly provided for, or, if no interest has been paid or provided for, from the date of original issue hereof. The principal of and premium, if any, on this Bond are payable by wire transfer (or other agreed means of payment) on each payment date no later than 12:00 noon (New York, New York time) upon presentation and surrender hereof at the principal office of Bond Trust Services Corporation in Roseville, Minnesota (the "Bond Registrar"), acting as paying agent, or any successor paying agent duly appointed by the Issuer; provided, however, that upon a partial redemption of this Bond which results in the stated amount hereof being reduced, the Holder may in its discretion be paid

without presentation of this Bond, and may make a notation on the panel provided herein of such redemption, stating the amount so redeemed, or may return the Bond to the Bond Registrar in exchange for a new Bond in the proper principal amount. Such notation of redemption, if made by the Holder, shall be for reference only, and may not be relied upon by any other person as being in any way determinative of the principal amount of this Bond outstanding, unless the Bond Registrar has signed the appropriate column of the panel. Interest on this Bond will be paid on each Interest Payment Date (by 12:00 noon, New York, New York time) by wire transfer (or other agreed means of payment) to the person in whose name this Bond is registered (the "Holder" or "Bondholder") on the registration books of the Issuer maintained by the Bond Registrar and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any interest not so timely paid or duly provided for shall cease to be payable to the person who is the Holder hereof as of the Regular Record Date, and shall be payable to the person who is the Holder hereof at the close of business on a date fixed for the payment of such defaulted interest (the "Special Record Date"). The Special Record Date shall be fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest, and notice of the Special Record Date shall be given by the Bond Registrar to the Holders not less than ten (10) days prior thereto. The principal of and premium, if any, and interest on this Bond are payable in lawful money of the United States of America.

Date of Payment Not Business Day. If the date for payment of the principal of, premium, if any, or interest on this Bond shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the City of New York, New York, or the city where the principal office of the Bond Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such date shall have the same force and effect as if made on the nominal date of payment.

Optional Redemption. The Issuer may elect on February 1, 2019, and on any date thereafter, to prepay Bonds due on or after February 1, 2020, at a price of par plus accrued interest. Redemption may be in whole or in part of the Bonds subject to prepayment. If redemption is in part, the Issuer shall determine the order of redemption of Bonds; and if only part of the Bonds having a common maturity date are called for prepayment, Bonds shall be prepaid in $5,000 increments of principal. Bonds or portions thereof called for redemption shall be due and payable on the designated redemption date, and interest thereon shall cease to accrue from and after the redemption date.

Mandatory Redemption. The Bonds maturing in the year ____ shall be subject to mandatory redemption, pursuant to the procedures specified herein and at a redemption price equal to the principal amount of the Bonds so redeemed plus interest accrued on the principal amount to be redeemed to the date fixed for mandatory redemption, on February 1 in the years and in the principal amounts set forth below (subject to certain credits as provided in the Resolution):

Year	Amount

30

$

The Bonds maturing in the year ____ shall be subject to mandatory redemption, pursuant to the procedures specified herein and at a redemption price equal to the principal amount of the Bonds so redeemed plus interest accrued on the principal amount to be redeemed to the date fixed for mandatory redemption, on February 1 in the years and in the principal amounts set forth below (subject to certain credits as provided in the Resolution):

Year	Amount
	$

Notice of Redemption. Published notice of redemption shall in each case be given in accordance with law, and mailed notice of redemption shall be given to the paying agent and to each affected Holder of the Bonds. For this purpose, the Depository shall be the "Holder" as to Bonds registered in the name of the Depository or its nominee. In the event any of the Bonds are called for redemption, written notice thereof will be given by first class mail, postage prepaid, mailed not less than thirty (30) days prior to the redemption date to each Holder of Bonds to be redeemed, at the address appearing in the records of the Bond Registrar. In connection with any such notice, the "CUSIP" numbers assigned to the Bonds shall be used.

Replacement or Notation of Bonds after Partial Redemption. Upon a partial redemption of this Bond which results in the stated amount hereof being reduced, the Holder may in its discretion make a notation on the panel provided herein of such redemption, stating the amount so redeemed. Such notation of redemption, if made by the Holder, shall be for reference only, and may not be relied upon by any other person as being in any way determinative of the principal amount of this Bond outstanding, unless the Bond Registrar has signed the appropriate column of the panel. Otherwise, the Holder may surrender this Bond to the Bond Registrar (with, if the Issuer or the Bond Registrar so requires, a written instrument of transfer in form satisfactory to the Issuer and the Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the Issuer shall execute (if necessary) and the Bond Registrar shall authenticate and deliver to the Holder of this Bond, without service charge, a new Bond of the same Issue having the same stated maturity and interest rate and of the authorized denomination in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

Issuance; Purpose. This Bond is one of an issue in the total aggregate principal amount of $10,450,000. The Bonds are all of like date of original issue and tenor, except as to number,

denomination, maturity, redemption privilege and interest rate. All are issued to fund the Issuer's actuarially determined liabilities to pay postemployment benefits to its employees or officers after their termination of service, and all are issued pursuant to resolutions duly adopted by the School Board and authority granted pursuant to Minnesota Statutes, Section 475.52, Subdivision 6, and pursuant to and in full conformity with the Constitution and laws of the State of Minnesota thereunto enabling.

General Obligation. This Bond constitutes a general obligation of the Issuer, and to provide moneys for the prompt and full payment of the principal and interest when the same become due, the full faith and credit and taxing powers of the Issuer have been and are hereby irrevocably pledged.

Minnesota School District Credit Enhancement Program. The Issuer has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute to guarantee the payment of the principal and interest on the Bonds when due.

Denominations; Exchange; Resolution. The Bonds are issuable originally only as Global Certificates in the denomination of the entire principal amount of the issue maturing on a single date. Global Certificates are not exchangeable for fully registered Bonds of smaller denominations except in the event of a partial redemption as above provided or in exchange for Replacement Bonds if then available. Replacement Bonds, if made available as provided below, are issuable solely as fully registered Bonds in the denomination of $5,000 and integral multiples thereof of a single maturity and are exchangeable for fully registered Bonds of other denominations in equal aggregate principal amounts and in authorized denominations at the principal office of the Bond Registrar, but only in the manner and subject to the limitations provided in the Resolution. Reference is hereby made to the Resolution for a description of the rights and duties of the Bond Registrar. Copies of the Resolution are on file in the principal office of the Bond Registrar.

Replacement Bonds. Replacement Bonds may be issued by the Issuer in the event that (a) Depository Trust Company ("DTC") of New York, New York (the "Depository") shall resign or discontinue its services for the Bonds or be declared no longer able to carry out its functions and the Issuer is unable to locate a Substitute Depository within two (2) months following the resignation or discontinuance or determination of noneligibility, or (b) the Issuer determines in its sole discretion that (1) the continuation of the book-entry system described in the Resolution might adversely affect the interests of the beneficial owners of the Bonds, or (2) it is in the best interest of the beneficial owners of the Bonds that they be able to obtain certificated Bonds. The Issuer shall notify the Holders of its determination and of the availability of Replacement Bonds to Holders.

Transfer. This Bond shall be registered in the name of the payee on the books of the Issuer by presenting this Bond for registration to the Bond Registrar, whose representative will endorse his or her name and note the date of registration opposite the name of the payee in the certificate of registration attached hereto. Thereafter this Bond may be transferred by delivery

with an assignment duly executed by the Holder or the Holder's legal representative, and the Issuer and Bond Registrar may treat the Holder as the person exclusively entitled to exercise all the rights and powers of an owner until this Bond is presented with such assignment for registration of transfer, accompanied by assurance of the nature provided by law that the assignment is genuine and effective, and until such transfer is registered on said books and noted hereon by the Bond Registrar, all subject to the terms and conditions provided in the Resolution and to reasonable regulations of the Issuer contained in any agreement with, or notice to, the Bond Registrar.

Fees Upon Transfer or Loss. The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of this Bond and any legal or unusual costs regarding transfers and lost Bonds.

Treatment of Registered Owner. The Issuer and Bond Registrar may treat the person in whose name this Bond is registered as the owner hereof for the purpose of receiving payment as herein provided and for all other purposes whatsoever, whether or not this Bond shall be overdue, and neither the Issuer nor the Bond Registrar shall be affected by notice to the contrary.

Authentication. This Bond shall not be valid or become obligatory for any purpose or be entitled to any security unless the Certificate of Authentication hereon shall have been executed by the Bond Registrar by the manual signature of one of its authorized representatives.

Not Qualified Tax-Exempt Obligations. The Bonds of this issue have NOT been designated by the Issuer as "qualified tax-exempt obligations" for purposes of Section 265(b) (3) of the Internal Revenue Code of 1986, as amended, relating to the deduction of interest expenses allocable to the Bonds by financial institutions.

Taxable Interest. Interest on the Bonds is includable in gross income for federal income tax purposes and in taxable net income of individuals, estates or trusts for Minnesota income tax purposes.

IT IS HEREBY CERTIFIED AND RECITED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen and to be performed, precedent to and in the issuance of this Bond in order to make it a valid and binding general obligation of the Issuer enforceable in accordance with its terms, have been done, have happened and have been performed in regular and due form, time and manner as required by law, and this Bond, together with all other debts of the Issuer outstanding on the date of original issue hereof and the date of its actual original issuance and delivery, does not exceed any constitutional or statutory limitation of indebtedness.

IN WITNESS WHEREOF, Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, by its School Board, has caused this Bond to be executed in its behalf by the facsimile signatures of the Chair and Clerk, the Issuer having no seal or said seal having been intentionally omitted as permitted by law.

Date of Registration:
February 26, 2009

BOND REGISTRAR'S
CERTIFICATE OF
AUTHENTICATION
This Bond is one of
the Bonds described
in the within mentioned
Resolution.

Registrable by:
BOND TRUST SERVICES CORPORATION
ROSEVILLE, MINNESOTA

Payable at:
BOND TRUST SERVICES CORPORATION
ROSEVILLE, MINNESOTA

INDEPENDENT SCHOOL DISTRICT NO. 152
(MOORHEAD AREA PUBLIC SCHOOLS)
MOORHEAD, MINNESOTA

BOND TRUST SERVICES CORPORATION
Bond Registrar

By_____
Authorized Signature

/s/ (Facsimile)_____
Chair

/s/ (Facsimile)_____
Clerk

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CERTIFICATE OF REGISTRATION

The transfer of ownership of the principal amount of the attached Bond may be made only by the registered owner or the registered owner's legal representative last noted below.

Date of Registration	Registered Owner	Signature of Bond Registrar
February 26, 2009	Cede & Co. P.O. Box 222 Bowling Green Station New York, NY 10274	

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REGISTER OF PARTIAL PAYMENTS

The principal amount of the attached Bond has been redeemed and prepaid on the dates and in the amounts noted below:

Date	Amount	Signature of Bondholder	Signature of Bond Registrar

If a notation is made on this register, such notation has the effect stated in the attached Bond. Partial payments do not require the presentation of the attached Bond to the Bond Registrar, and a Holder could fail to note the partial payment here.

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ABBREVIATIONS

The following abbreviations, when used in the inscription on the face of this Bond, shall be construed as though they were written out in full according to applicable laws or regulations.

TEN COM	-	as tenants in common
TEN ENT	-	as tenants by the entireties
JT TEN	-	as joint tenants with right of survivorship and not as tenants in common
UTMA	-	_____ CUSTODIAN _____ (Cust) (Minor) Under Uniform Transfers to Minors Act _____ (State)

Additional abbreviations may also be used though not in the above list.

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto

_____

the within Bond and does hereby irrevocably constitute and appoint _____ attorney to transfer the Bond on the books kept for the registration thereof, with full power of substitution in the premises.

Dated _____

_____

NOTICE: The assignor's signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or any change whatever.

Signature Guaranteed:

_____

Signature(s) must be guaranteed by a national bank or trust company or by a brokerage firm having a membership in one of the major stock exchanges or any other "Eligible Guarantor Institution" as defined in 17 CFR 240 Ad-15(a)(2).

The Bond Registrar will not effect transfer of this Bond unless the information concerning the assignee requested below is provided.

Name and Address: _____

_____

_____

(Include information for all joint owners if the Bond is held by joint account.)

Please insert Social Security or other Tax Identification Number of Transferee.

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EXHIBIT B

(FORM OF REPLACEMENT BOND)

UNITED STATES OF AMERICA
STATE OF MINNESOTA
CLAY COUNTY
INDEPENDENT SCHOOL DISTRICT NO. 152
(MOORHEAD AREA PUBLIC SCHOOLS)

R- $_____

GENERAL OBLIGATION TAXABLE OPEB BOND, SERIES 2009A

INTEREST RATE	MATURITY DATE	DATE OF ORIGINAL ISSUE	CUSIP
		FEBRUARY 26, 2009	

REGISTERED OWNER: _____

PRINCIPAL AMOUNT: _____ DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that Independent School District No. 152, State of Minnesota, a duly organized and existing independent school district, whose administrative offices are located in Moorhead, Minnesota (the "Issuer"), certifies that it is indebted and for value received promises to pay to the registered owner specified above, or registered assigns, in the manner hereinafter set forth, the principal amount specified above, on the maturity date specified above or, if this Bond is redeemable as stated below, on a date prior thereto on which it shall have been duly called for redemption, and to pay interest thereon semiannually on February 1 and August 1 of each year (each, an "Interest Payment Date") commencing August 1, 2009, at the rate per annum specified above, calculated on the basis of a 360-day year of twelve 30-day months, until the principal sum is paid or has been provided for. This Bond will bear interest from the most recent Interest Payment Date to which interest has been paid or duly provided for, or, if no interest has been paid or provided for, from the date of original issue hereof. The principal of and premium, if any, on this Bond are payable upon presentation and surrender hereof at the principal office of Bond Trust Services Corporation in Roseville, Minnesota (the "Bond Registrar"), acting as paying agent, or any successor paying agent duly appointed by the Issuer. Interest on this Bond will be paid on each Interest Payment Date by check or draft mailed to the person in whose name this Bond is registered (the "Holder" or "Bondholder") on the registration books of the Issuer maintained by the Bond Registrar and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any interest not so

timely paid or duly provided for shall cease to be payable to the person who is the Holder hereof as of the Regular Record Date, and shall be payable to the person who is the Holder hereof at the close of business on a date fixed for the payment of such defaulted interest (the "Special Record Date"). The Special Record Date shall be fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest, and notice of the Special Record Date shall be given by the Bond Registrar to the Holders not less than ten days prior thereto. The principal of and premium, if any, and interest on this Bond are payable in lawful money of the United States of America.

REFERENCE IS HEREBY MADE TO THE FURTHER PROVISIONS OF THIS BOND SET FORTH ON THE REVERSE SIDE HEREOF, WHICH PROVISIONS SHALL FOR ALL PURPOSES HAVE THE SAME EFFECT AS IF SET FORTH HERE.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security until the Certificate of Authentication hereon shall have been executed by the Bond Registrar by the manual signature of one of its authorized representatives.

IT IS HEREBY CERTIFIED AND RECITED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen and to be performed, precedent to and in the issuance of this Bond in order to make it a valid and binding general obligation of the Issuer enforceable in accordance with its terms, have been done, have happened and have been performed in regular and due form, time and manner as required by law, and this Bond, together with all other debts of the Issuer outstanding on the date of original issuance and delivery, does not exceed any constitutional or statutory limitation of indebtedness.

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IN WITNESS WHEREOF, Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, by its School Board, has caused this Bond to be executed in its behalf by the facsimile signatures of the Chair and the Clerk, the Issuer having no seal or said seal having been intentionally omitted as permitted by law.

Date of Registration:

_____

BOND REGISTRAR'S
CERTIFICATE OF
AUTHENTICATION
This Bond is one of
the Bonds described
in the within mentioned
Resolution.

Registrable by:
BOND TRUST SERVICES CORPORATION
ROSEVILLE, MINNESOTA

Payable at:
BOND TRUST SERVICES CORPORATION
ROSEVILLE, MINNESOTA

INDEPENDENT SCHOOL DISTRICT NO. 152
(MOORHEAD AREA PUBLIC SCHOOLS)
MOORHEAD, MINNESOTA

BOND TRUST SERVICES CORPORATION
Bond Registrar

By_____
Authorized Signature

/s/ (Facsimile)_____
Chair

/s/ (Facsimile)_____
Clerk

ON REVERSE OF BOND

Issuance; Purpose. This Bond is one of an issue in the total aggregate principal amount of $10,450,000. The Bonds are all of like date of original issue and tenor, except as to number, denomination, maturity, redemption privilege and interest rate. All are issued to fund the Issuer's actuarially determined liabilities to pay postemployment benefits to its employees or officers after their termination of service, and all are issued pursuant to resolutions duly adopted by the School Board and authority granted pursuant to Minnesota Statutes, Section 475.52, Subdivision 6, and pursuant to and in full conformity with the Constitution and laws of the State of Minnesota thereunto enabling.

General Obligation. This Bond constitutes a general obligation of the Issuer, and to provide moneys for the prompt and full payment of the principal and interest when the same become due, the full faith and credit and taxing powers of the Issuer have been and are hereby irrevocably pledged.

Minnesota School District Credit Enhancement Program. The Issuer has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute to guarantee the payment of the principal and interest on the Bonds when due.

Date of Payment Not Business Day. If the date for payment of the principal of, premium, if any, or interest on this Bond shall be a Saturday, Sunday, legal holiday or a day on which banking institutions in the City of New York, New York, or the city where the principal office of the Bond Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or a day on which such banking institutions are authorized to close, and payment on such date shall have the same force and effect as if made on the nominal date of payment.

Optional Redemption. The Issuer may elect on February 1, 2019, and on any date thereafter, to prepay Bonds due on or after February 1, 2020, at a price of par plus accrued interest. Redemption may be in whole or in part of the Bonds subject to prepayment. If redemption is in part, the Issuer shall determine the order of redemption of Bonds; and if only part of the Bonds having a common maturity date are called for prepayment, Bonds shall be prepaid in $5,000 increments of principal. Bonds or portions thereof called for redemption shall be due and payable on the designated redemption date, and interest thereon shall cease to accrue from and after the redemption date. Published notice of redemption shall, in each case, be given in accordance with law, and mailed notice of redemption shall be given to the paying agent and to each Registered Holder of the Bonds.

To effect a partial redemption of the Bonds having a common maturity date, the Bond Registrar, prior to giving a notice of redemption, shall assign to each Bond having a common maturity date a distinctive number for each $5,000 of the principal amount of such Bond. The Bond Registrar shall then select by lot from the numbers so assigned to such Bonds, using such

method of selection as it shall deem proper in its discretion, as many numbers as, at $5,000 for each number, shall equal the principal amount of such Bonds to be redeemed.

The Bonds to be redeemed shall be the Bonds to which were assigned numbers so selected; provided, however, that only so much of the principal amount of each such Bond of a denomination of more than $5,000 shall be redeemed as shall equal $5,000 for each number assigned to it and so selected. If a Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the Issuer or the Bond Registrar so requires, a written instrument of transfer in form satisfactory to the Issuer and the Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the Issuer shall execute and the Bond Registrar shall authenticate and deliver to the Holder of such Bond, without service charge, a new Bond or Bonds of the same series having the same stated maturity and interest rate and of any authorized denomination or denominations, as requested by such Holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

Mandatory Redemption. The Bonds maturing in the year ____ shall be subject to mandatory redemption, pursuant to the procedures specified herein and at a redemption price equal to the principal amount of the Bonds so redeemed plus interest accrued on the principal amount to be redeemed to the date fixed for mandatory redemption, on February 1 in the years and in the principal amounts set forth below (subject to certain credits as provided in the Resolution):

Year	Amount
	$

The Bonds maturing in the year ____ shall be subject to mandatory redemption, pursuant to the procedures specified herein and at a redemption price equal to the principal amount of the Bonds so redeemed plus interest accrued on the principal amount to be redeemed to the date fixed for mandatory redemption, on February 1 in the years and in the principal amounts set forth below (subject to certain credits as provided in the Resolution):

Year	Amount
	$

Not Qualified Tax-Exempt Obligations. The Bonds of this issue have NOT been designated by the Issuer as "qualified tax-exempt obligations" for purposes of Section 265(b)(3)

of the Internal Revenue Code of 1986, as amended, relating to the deduction of interest expenses allocable to the Bonds by financial institutions.

Taxable Interest. Interest on the Bonds is includable in gross income for federal income tax purposes and in taxable net income of individuals, estates or trusts for Minnesota income tax purposes.

Denominations; Exchange; Resolution. The Bonds are issuable solely as fully registered Bonds in the denomination of $5,000 and integral multiples thereof of a single maturity and are exchangeable for fully registered bonds of other denominations in equal aggregate principal amounts and in authorized denominations at the principal office of the Bond Registrar, but only in the manner and subject to the limitations provided in the Resolution. Reference is hereby made to the Resolution for a description of the rights and duties of the Bond Registrar. Copies of the Resolution are on file in the principal office of the Bond Registrar.

Transfer. This Bond is transferable by the Holder in person or by the Holder's attorney duly authorized in writing at the principal office of the Bond Registrar upon presentation and surrender hereof to the Bond Registrar, all subject to the terms and conditions provided in the Resolution and to reasonable regulations of the Issuer contained in any agreement with the Bond Registrar. Thereupon the Issuer shall execute (if necessary) and the Bond Registrar shall authenticate and deliver, in exchange for this Bond, one or more new fully registered bonds in the name of the transferee (but not registered in blank or to "bearer" or similar designation), of an authorized denomination, in aggregate principal amount equal to the principal amount of this Bond, of the same maturity, and bearing interest at the same rate.

Fees Upon Transfer or Loss. The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of this Bond and any legal or unusual costs regarding transfers and lost Bonds.

Treatment of Registered Owner. The Issuer and Bond Registrar may treat the person in whose name this Bond is registered as the owner hereof for the purpose of receiving payment as herein provided and for all other purposes whatsoever, whether or not this Bond shall be overdue, and neither the Issuer nor the Bond Registrar shall be affected by notice to the contrary.

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ABBREVIATIONS

The following abbreviations, when used in the inscription on the face of this Bond, shall be construed as though they were written out in full according to applicable laws or regulations.

TEN C0M	-	as tenants in common
TEN ENT	-	as tenants by the entireties
JT TEN	-	as joint tenants with right of survivorship and not as tenants in common
UTMA	-	_____ CUSTODIAN _____ (Cust) (Minor) Under Uniform Transfers to Minors Act _____ (State)

Additional abbreviations may also be used though not in the above list.

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ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto

_____

_____ the within Bond and does hereby irrevocably constitute and appoint _____ attorney to transfer the Bond on the books kept for the registration thereof, with full power of substitution in the premises.

Dated _____

_____

NOTICE: The assignor's signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or any change whatever.

Signature Guaranteed:

_____

Signature(s) must be guaranteed by a national bank or trust company or by a brokerage firm having a membership in one of the major stock exchanges or any other "Eligible Guarantor Institution" as defined in 17 CFR 240 Ad-15(a)(2).

The Bond Registrar will not effect transfer of this Bond unless the information concerning the assignee requested below is provided.

Name and Address: _____

_____

_____

(Include information for all joint owners if the Bond is held by joint account.)

Please insert Social Security or other Tax Identification Number of Transferee.

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EXHIBIT C

DEPOSITORY TRUST LETTER OF REPRESENTATIONS

EXHIBIT D

LEVY COMPUTATION SHEET

Levy Year	Collection Year	Amount
2009	2010	$
2010	2011	
2011	2012	
2012	2013	
2013	2014	
2014	2015	
2015	2016	
2016	2017	
2017	2018	
2018	2019	
2019	2020	

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.076 R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 20, 2009

SUBJECT: First Reading of Policies

Attached please find the following policies: Reimbursement for Travel, Professional Meetings and Conferences (824), Community Involvement (902), Cash Management (820), High School Academic, Activity and Varsity Athletic Letters (545), Equal Access to Moorhead Area Public Schools Facilities (702), Student Activities Travel (543), School Year Calendar (630), Religion (634), Equal Educational Opportunity (501), Promotion, Retention and Acceleration of Elementary Students (641), Search of Student Lockers, Desks, Personal Possessions, and Student's Person (574), and Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches (575), 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, January 20, 2009 9:14:50 AM
Erickson, Michelle

Board Policies

Reimbursement for Travel, Professional Meetings and Conferences

School Board Policy: 824

Section: 800 BUSINESS SERVICES

Date Adopted: 6/24/1986

Date Revised: 1/14/2008

Dates Reviewed: 1/14/1992
6/23/1997
7/5/2001
4/11/2005
1/14/2008

I. PURPOSE

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

II. GENERAL STATEMENT

Moorhead Area Public Schools pays for approved travel, professional meeting and conference expenses subject to district travel policies, budget allocations, negotiated labor agreements, and individual contracts (refer to Administrative Procedure 824.1). Prior approval must be obtained by submission of the "District #152 Professional Development/Travel Request" form to the appropriate supervisor. Reimbursement requests must be submitted within 60 days of the event per IRS regulations.

III. EXPENSES REIMBURSED BY THE DISTRICT

A. Registration:

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

B. Transportation:

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

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

separate contract.

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

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

Rental Cars: The full cost of a rental vehicle, including gas and insurance, is paid by the school district when its use is deemed necessary by ~~your~~ the immediate supervisor. Shuttle, limousine or taxi expenses are included as reimbursible expenses as approved. Attach receipts to the expense report form.

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

Refer to Administrative Procedures 722.1 and 722.2.

C. Lodging:

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

D. Meals:

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

Breakfast - Up to $5.00 (Travel begins prior to 7:00 a.m. or ends after 7:00 a.m.)
Lunch - Up to $8.00 (Travel begins prior to 12:00 noon or ends after 12:00 noon)
Dinner - Up to $125.00 (Travel begins prior to 6:00 p.m. or ends after 6:00 p.m.)

When meals are missed, allowances for meals may be combined. For instance, if breakfast and lunch are missed, up to $258.00 is available for dinner. Attach receipts to Administrative Procedure 824.2 District #152 Professional Development/Travel Request ~~the expense report~~ form. Cash register receipts are required. Care should be taken not to submit meal expenses for times when meals are included with the conference registration. In rare cases, the meeting location necessitates minimum meal expenses in excess of the allowable limits. Reimbursement of excessive meal expenses must be approved by the Superintendent or ~~his~~ designee. Neither alcoholic beverages nor expenditures for personal use are subject to reimbursement.

E. Paid travel time:

Paid travel time for out-of-state conferences/meetings shall be limited to the dates of the conference/meeting plus one day before and one day after the conference/meeting upon supervisor approval.

IV. ADVANCE TRAVEL EXPENSE PAYMENTS

Advance travel expense monies may be obtained upon submission of ~~the "Receipt for Conference~~

~~Prepayment"~~Administrative Procedure 824.2 District #152 Professional Development/Travel Request form.

V. VOLUNTEER TRAVEL REIMBURSEMENT

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

This policy will be reviewed yearly.

Legal References:
Minnesota Statute 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. No. 161lb-12 (August 4, 1997) (Transportation Expenses)
Minn. Op. Atty. Gen. No. 161B-12 (January 24, 1989) (Operating Expenses of Car)

Cross References:
Moorhead School Board Policy 216: Out-of-State Travel by School Board Members
Moorhead School Board Policy 722: School District Owned Vehicle Reservation

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Erickson, Michelle

Board Policies

Community Involvement

School Board Policy: 902

Section: 900 COMMUNITY RELATIONS

Date Adopted: 9/28/1982

Date Revised: 12/13/2004

Dates Reviewed: 3/11/1992
2/10/1997
4/23/2001
12/13/2004

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important ~~rolce~~ of community involvement in the Moorhead Area Public ~~s~~Schools ~~district~~.

II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead ~~s~~School ~~b~~Board recognizes that our constituents in the Moorhead area community have talent, training and experience which could be beneficial to our students, staff and ~~the~~ instructional programs. Therefore, the School ~~b~~Board encourages the active involvement of parents and other citizens as individuals and as groups in the lives of our young people and in the life of our schools.

This involvement may ~~take~~ include many alternatives and creative approaches toward the end of encouraging student growth and organizational success.

Cross References:
Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee
Moorhead School Board Policy 901: Family Involvement
Moorhead School Board Policy 903: School District-Community Relations

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Board Policies

Cash Management

School Board Policy: 820

Date Adopted: 7/17/1995

Dates Reviewed: 2/14/2000
1/24/2005

Section: 800 BUSINESS SERVICES

Date Revised: 1/24/2005

I. PURPOSE

The Moorhead School Board acknowledges the need for effective management of the school district's cash resources. The ~~s~~School ~~b~~Board directs the Assistant Superintendent ~~of Business Services~~ or designee, to maintain effective cash management and investment procedures that are based on statutory constraints. These procedures (Administrative Procedure 820.1) shall ~~seek to optimize yields of investable funds at acceptable levels of risk~~ reflect the School Board's primary investment criteria as listed in priority sequence: safety, liquidity and yield. Procedures shall be in accordance with Minnesota statutes.

II. GENERAL STATEMENT ~~OF POLICY~~

It is the policy of the Moorhead School Board that all cash be managed and invested in such a manner as to best serve its citizens in compliance with Minnesota statutes.

Legal References:
Minnesota Statutes 118A.04-118A.06 (Deposit and Investment of Local Public Funds)

Cross References:
Moorhead School Board Policy 801: District Fiscal Management

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Board Policies

High School Academic, Activity and Varsity Athletic Letters

School Board Policy: 545

Section: 500 STUDENTS

Date Adopted: 3/24/1987

Date Revised: 2/28/2005

Dates Reviewed: 5/8/1995
3/27/2000
2/28/2005

I. PURPOSE

Letters are awarded to students in recognition of their efforts in meeting the Moorhead Area Public Schools ~~district's~~ mission statement: "To develop the maximum potential of every learner to thrive in a changing world." The purpose of an academic, athletic~~,~~ or activity letter is to recognize student motivation, incentive to achieve, ability, accomplishments~~,~~ and/or contribution to team effort.

II. GENERAL STATEMENT ~~OF POLICY~~

Guidelines for receiving a letter in academics, athletics~~,~~ and activities are listed in Administrative Procedure 545.1 and developed to ensure fairness and equity. Administrative and building policies shall ensure that written requirements are developed, available and properly communicated to students and parents.

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Erickson, Michelle

Board Policies

Equal Access to Moorhead Area Public Schools Facilities

School Board Policy: 702

Section: 700 NON-INSTRUCTIONAL

Date Adopted: 6/23/2003

Date Revised: 1/14/2008

Dates Reviewed: 3/16/2005
1/14/2008

I. PURPOSE

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

II. GENERAL STATEMENT

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

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

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

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

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

1. ~~i~~Influence the form or content of any prayer or other religious activity~~;~~.

2. ~~r~~Require any person to participate in prayer or other religious activity~~;~~.

3. ~~e~~Expend public funds beyond the incidental cost of providing the space for student-initiated meetings~~;~~.

4. ~~c~~Compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee~~;~~.

5. ~~s~~Sanction meetings that are otherwise unlawful~~;~~.

6. ~~I~~Limit the rights of groups of students based on the size of the group~~;~~.

7. a~~A~~bridge the constitutional rights of any person.

III. DEFINITIONS

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

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

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

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

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

IV. FAIR OPPORTUNITY CRITERIA

Secondary schools in this school district shall uniformly provide that:

A. A meeting held pursuant to this policy is voluntary and student-initiated~~;~~.

B. There is no sponsorship of the meeting by the school or its agents or employees~~;~~.

C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity~~;~~.

D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school~~; and~~.

E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

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

1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.

2. The activities or meetings are voluntary and student-initiated. The building administrator may require assurances of this fact.

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

1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.

2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.

3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.

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

D. The building administrator has responsibility to:

1. Keep a log of application information.

2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.

3. Note the condition of the facilities and equipment before and after use.

4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.

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

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

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

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

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

Legal Reference:
20 U.S.C. 4071-74 (Equal Access Act)
20 U.S.C. 7905 (Boy Scouts of America Equal Access Act)
Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)

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

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Erickson, Michelle

Board Policies

Student Activities Travel

School Board Policy: 543

Section: 500 STUDENTS

Date Adopted: 8/5/1988

Date Revised: 2/28/2005

Dates Reviewed: 3/26/1991
3/10/1997
4/23/2001
2/28/2005

I. PURPOSE

The purpose of this policy is to address the ~~district~~ Moorhead Area Public Schools support for student activities travel to state and national meets.

II. GENERAL STATEMENT ~~OF POLICY~~

A. State Competitions Sponsored by Minnesota State High School League or Other Organizations Providing Reimbursement

School ~~D~~district students and their coaches participating in athletic and/or academic activities at the state level will be provided a school car, bus or contracted travel~~;~~, lodging with two or more students per room when possible, and registration fees~~,~~ upon approval of the ~~B~~building ~~A~~administrator and/or ~~A~~activities ~~D~~director. Meals will not be provided unless they are included in a registration fee or reimbursed by the Minnesota State High School League or other activity sponsor.

B. National Competitions

National competitions for first place state winners will be financed through activities' individual accounts and/or by student participants.

C. Other Competitions

All other competition expenses will be the responsibility of the student, parent or activity fund.

III. DISSEMINATION OF POLICY

This policy will be shared with students and parents/guardians at the beginning of the student activity. District funds will not be used to finance student or coach participation in national competitions.

Cross References:
Moorhead School Board Policy 541: Student Activity Eligibility

Moorhead School Board Policy 542: Student Activity Fees
Moorhead School Board Policy 544: Activit~~y~~ies Fund Raising

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Board Policies

School Year Calendar

School Board Policy: 630

Section: 600 EDUCATION PROGRAMS

Date Adopted: 5/10/1983

Date Revised: 1/24/2005

Dates Reviewed: 12/1/1990
1/23/1995
5/10/1999
1/24/2005

Revised title: Organization of School Calendar and School Day

I. PURPOSE

The purpose of this policy is to establish the procedures for the development of an administrative recommendation to the Moorhead School Board for approval of an annual school year calendar for the Moorhead Area Public Schools.

II. GENERAL STATEMENT ~~OF POLICY~~

It is important to parents, students, employees, and the general public to have advance knowledge of the school calendar and school day to effectively plan for the school year. Prior to March 1st of each year, the Superintendent shall submit to the ~~s~~School ~~b~~Board a recommendation for a school year calendar for the next school year. ~~The proposed calendar shall be consistent with all requirements set forth by the Minnesota Department of Education and applicable state statutes.~~ The calendar proposal shall be developed by a process determined by the Superintendent and should involve input from ~~various stakeholder~~ employee and advisory groups.

III. CALENDAR RESPONSIBILITY

A. The school calendar shall be adopted annually by the School Board. It shall meet all requirements and provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff and parents.

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1 or III.B.2. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of $400,000 or more affecting a school district school facility.

2. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations.

IV. SCHOOL DAY RESPONSIBILITY

A. The Superintendent shall be responsible for developing a schedule for the student day, subject to review by the School Board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. In developing the student day schedule, the Superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, employee contracts, and other concerns deserving of attention.

C. Proposed changes in the school day shall be subject to review and approval by the School Board.

D. Once adopted by the ~~s~~School ~~b~~Board, copies of the calendar shall be prepared for distribution.

Legal References:
Minnesota Statute 120A.40 (School Calendar)
Minnesota Statute 120A.41 (Length of School Year; Days of Instruction)
Minnesota Statute 120A.415 (Extended School Calendar)
Minnesota Statute 120A.42 (Holidays)
Minnesota Statute 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minnesota Statute 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minnesota Statute 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)
Minnesota Statue 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References:
Moorhead School Board Policy 634: Religion
Moorhead School Board Policy 446: Staff Development

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Board Policies

Religion

School Board Policy: 634

Section: 600 EDUCATION PROGRAMS

Date Adopted: 1/9/1979

Date Revised: 1/24/2005

Dates Reviewed: 9/1990
1/8/1996
6/12/2000
1/24/2005

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the Moorhead Area Public Schools ~~District~~. The proper role that religion plays in the Moorhead Area Public Schools is in its educational value rather than its observance or celebration. This value is based upon its important cultural element whose effects have been felt throughout history.

~~One of the purposes of the Moorhead Area Public Schools is to teach about the world in history, and current world issues and events. The role that religion has played in the historical, social, cultural, and political development of all humanity is essential to the curriculum.~~

The Moorhead Area Public Schools should play a vital role in bringing about an understanding among people of different backgrounds. Teaching about religions as literature, and the role of religion in the history of the United States and other countries can help achieve this understanding.

The choice of what to believe is, and should be, left solely to the individual. Each person is free to choose or reject any belief without interference from either government or other members of the community. The choice made by each person and family is entitled to the greatest respect. The Moorhead Area Public Schools shall marshal its forces to maintain the dignity of each religious preference or absence of the same, and the sanctity of that belief for each individual home. No person should be put in an embarrassing position because of personal or family choice.

Our policy regarding the relationship of religion and public education is intended to provide freedom, protection, sensitivity, tolerance and appreciation for students, employees, parents, and community as a whole.

The Moorhead Area Public Schools shall implement the rules and regulations identified in this policy that speak toward the teaching of religious symbols, musical programs, concerts, advertising religious activities, and the school calendar.

II. GENERAL STATEMENT ~~OF POLICY~~

A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.

B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.

C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.

D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

E. The historical and contemporary values and the origin of various religions, holidays, customs and beliefs may be explained in an unbiased and nonsectarian manner.

~~A~~III. RESPONSIBILITY

~~1~~A. It shall be the responsibility of the ~~s~~Superintendent to ensure that the study of religious materials, customs, beliefs and holidays in the school district is in keeping with the following guidelines:

~~a~~1. The proposed activity must have a secular purpose~~,~~.
~~b~~2. The primary objective of the activity must be one that neither advances nor inhibits religion~~, and~~.
~~c~~3. The activity must not foster excessive governmental relationships with religion.
~~d~~4. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.

~~B~~IV. RULES AND REGULATIONS

The Superintendent is granted authority to develop and present for board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion.

~~1~~A. Non-Promotion or Disparagement of Religions - The school district shall neither promote nor disparage any religious belief or non-belief. Instead, the school district encourages all students and employees to have appreciation and tolerance of each other's views.

~~2~~B. Academic Study About Religions - The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

~~3~~C. The Use of Religious Symbols - Religious symbols are sacred to particular faiths and have their place in the church, synagogue, or home. The use of religious symbols in the school shall be encouraged only in the academic study of religions; that is for temporary periods in connection with educational purposes.

~~4~~D. Musical Programs and Concerts - Musical programs prepared for or presented during school hours shall not be religious or religiously oriented. However, the school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music which may have had a religious basis or origin as well as

secular importance. Consequently, such programs may include religious music to the extent presentation of the music advances an educational objective and is presented in an objective manner without religious indoctrination.

A volunteer group practicing outside the school day, school day defined as 30 minutes prior to or 30 minutes immediately following the regularly scheduled student day, may present a program of religious music in the school outside of school hours, subject to, and in conformance with, the school policies and rules governing the use of school facilities equal access.

At all levels of education, the study of religious music as a part of a music appreciation course, musical experience, or as part of a study of various lands and cultures is appropriate as is the study of secular music.

~~5~~E. Advertising Religious Activities - The advertising of religious activities and distribution of religious literature shall be on the same terms and conditions as permitted for other advertising or literature that is unrelated to school curriculum or activities.

~~6~~F. School Calendar - The school calendar should be designed to encourage sensitivity for religious holidays, Sabbaths and holy days of all faiths.

If conflicts occur, care should be taken to modify lesson activities or other activities which will be difficult to make up.

~~7~~G. Religious Excusals - In the event a student and/or student's parent or guardian finds a lesson objectionable based on the student's or student's parent or guardian's religious beliefs or other conscientious grounds, the student and/or student's parent or guardian may seek excusals therefrom through the building administrator. The building administrator shall work with the student and/or student's parent or guardian to arrange for such excusals unless there are clear issues of overriding concern that would prevent it.

Legal References:
U. S. Constitution~~.~~, ~~First A~~amend~~ment~~ I
Minnesota Statute 120A.22, Subd. 12(3) (Compulsory Instruction)
Minnesota Statute 120A.35 (Absence From School for Religious Observance)
Lemon v. Kurtzman, 403 U.S. 602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir.~~) cert. denied, 449 US. 987, 101 S.Ct. 409, 66 L.Ed.2d 251 (1980)~~
Stark v. Independent Sch~~ool~~, Dist~~rict~~, No. 640, 123 F.3d 1068 (8th Cir.~~) cert. denied, 118 S. Ct. 1560, 140 L.Ed. 2d 792 (1997)~~
Santa Fe Independent Sch~~ool~~, Dist~~rict~~, v. Doe, 530 U.S. ~~125~~1290, 120 S.Ct. 2266 (2000)
Tangipahoa Parish B~~oard~~, of Educ~~ation~~, v. Freiler, 530 U.S. 1251, 120 S.Ct 2267~~06~~ (2000)
LeVake v. Independent Sch~~ool~~, Dist~~rict~~, No. 656, 625 N.W.2d 502 (Minn. App. 2001~~), cert. denied, 534 U.S.1081, 122 S. Ct. 814, 151 L.Ed.2d 698 (2000)~~
Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Wigg v. Sioux Falls Sch. Dist., ~~No. 03-2956, 03-3107, 2004 WL 1948682~~ 382 F.3d 807(8th Cir.~~, Sept. 3,~~ 2004)
Minn. Op. Atty. Gen. 169-J (Feb 14, 1968)
Minn. Op Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. No. 63 (1940)
Minn. Op. Atty. Gen. No. 120 (1924)
Minn. Op Atty. Gen. No. 121 (1924)

Cross References:
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 515: School District Student Attendance
Moorhead School Board Policy 630: ~~School Year Calendar~~ Organization of School Calendar and School Day
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities

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Erickson, Michelle

Board Policies

Equal Educational Opportunity

School Board Policy: 501
Section: 500 STUDENTS
Date Adopted: 12/16/1996
Date Revised: 2/28/2005
Dates Reviewed: 4/23/2001 2/28/2005

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of Moorhead Area Public Schools.

II. GENERAL STATEMENT ~~OF POLICY~~

A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to policy 570: Prohibition of Harassment and Violence.

C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

D. It is the responsibility of every school district employee to comply with this policy conscientiously.

E. Any student, parent or guardian having any questions regarding this policy should discuss it with an appropriate school official. In addition, an inquiry or a complaint should be referred to the Department of Human Resources or the Superintendent.

Legal References:
Minnesota Statute Ch. 363A (M~~N~~innesota Human Rights Act)
Minnesota Statute 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
42 U.S.C. 12101 et seq. (Americans with Disabilities Act)
20 U.S.C. 1681 et seq. (Title IX of the Education Amendments of 1972)

Cross References:
Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 503: Student Parental, Family and Marital Status Nondiscrimination
Moorhead School Board Policy 570: Prohibition of Harassment and Violence

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Erickson, Michelle

Board Policies

Promotion, Retention and Acceleration of Elementary Students

School Board Policy: 641
Section: 600 EDUCATION PROGRAMS
Date Adopted: 4/24/1984
Date Revised: 2/28/2005
Dates Reviewed: 12/1/1990
5/22/1995
2/14/2000
2/28/2005

Revised title: Student Promotion, Retention, Acceleration and Program Design

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention, acceleration and program design. Promotion, retention and acceleration shall be made in the best interests of the student after a careful evaluation of all the factors relating to the advantages and disadvantages of the alternatives.

II. GENERAL STATEMENT

Our school system accepts the responsibility to aid the development of each student. The educational programs in our school district are designed to maximize individual growth in the following areas as identified and defined in our school district philosophy:

~~A.~~ o Self-concept
~~B.~~ o Human understanding
~~C.~~ o Basic skills
~~D.~~ o Creative development
~~E.~~ o Knowledge and appreciation of human achievement
~~F.~~ o Joy of learning
~~G.~~ o Physical and mental well-being
~~H.~~ o Self-sufficiency
~~I.~~ o Responsible citizenship

~~II. GENERAL STATEMENT OF POLICY~~

~~Every effort shall be made to identify the special needs and talents of students early in their school careers so appropriate placements can be made.~~
Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity and emotional factors shall be considered as well as scholastic achievement.

C. Acceleration

The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:

1. assess a student's readiness and motivation for acceleration; and

2. match the level, complexity and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

D. Program Design

The school district shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A procedure for screening and identifying students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options.

Final decisions on promotion, retention and acceleration shall be made by the ~~principal~~ building administrator after consultation and recommendations of teachers, parents/guardians and other resource persons. (Refer to Administrative Procedure 641.1.)

An appeal may be made to the Superintendent and ultimately to the ~~s~~School ~~b~~Board within thirty (30) calendar days of the ~~principal's~~ building administrator's decision.

Legal References:
Minnesota Statute 120B.15 (Gifted and Talented Program)
Minnesota Statute 123B.143, Subd. 1 (Superintendents)

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 513: Early Admissions

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Printed: Tuesday, January 20, 2009 9:53:42 AM
Erickson, Michelle

Board Policies

Search of Student Lockers, Desks, Personal Possessions, and Student's Person

School Board Policy: 574
Section: 500 STUDENTS
Date Adopted: 4/22/1996
Date Revised: 4/11/2005
Dates Reviewed: 07/09/2001
4/11/2005

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the Moorhead Area Public Schools ~~District's~~ policies against contraband.

II. GENERAL STATEMENT ~~OF POLICY~~

A. Pursuant to Minnesota statutes, school lock ers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. The policy above for school lockers also applies equally to student's desks or personal possessions as defined herein. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

C. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at anytime, without notice, without student consent, and without a search warrant.

D. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

E. It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store

contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

III. DEFINITIONS

A. "Contraband" means any unauthorized item, possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-a-likes," alcoholic beverages, controlled substances and "look-a-likes," overdue books, and other materials belonging to the school district, and stolen property.

B. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.

C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

A. School officials may inspect lockers and desks for any reason at any time, without notices, without student consent and without a search warrant.

B. School officials may, in their discretion, employ the use of trained dogs for the purpose of conducting a general sniff search of student lockers and desks. If a dog alerts to a locker or desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion that contraband will be found. If it is determined that reasonable suspicion exists, an internal search of the locker or desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

C. School officials may, upon a finding of individualized reasonable suspicion supported by articuable facts, employ the use of trained dogs for the purpose of conducting a sniff search of an employee's desk. If a dog alerts to the desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion, then an internal search of the desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

D. School officials may, without a search warrant, search the person and/or personal possessions based on a reasonable suspicion. The search will be reasonable in its scope and intrusiveness.

E. As soon as practicable after a search pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by policy or school officials.

F. A school official conducting any other search may determine when it is appropriate to have a second official present as

an observer.

G. A search of a person shall be conducted in privacy by a school official of the same sex. An adult witness of the same sex shall be present as an observer during the search.

H. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, or cause educational disruption, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school offices will seize the item and, where appropriate, turn it over to legal authorities for ultimate disposition.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include restitution (to include the cost of damaged school property), suspension, exclusion or expulsion, and the student may, when appropriate, be referred to legal authorities.

Legal References:
U. S. Constitution., ~~Fourth A~~amend~~ment.~~ IV
Minn. Const., art. I, 10
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)
~~Zamora v. Pomeroy, 639 F.2d 662 (10th Cir.1981)~~
Minnesota Statute 121A.72 (School Locker Policy)

Cross References:
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical/Sexual Abuse
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy

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Printed: Tuesday, January 20, 2009 9:55:37 AM
Erickson, Michelle

Board Policies

Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches

School Board Policy: 575
Section: 500 STUDENTS
Date Adopted: 6/11/2001
Date Revised: 4/11/2005
Dates Reviewed: 4/11/2005

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the Moorhead Area Public Schools and to protect the health, safety and welfare of students, school personnel, and the general public.

II. GENERAL STATEMENT ~~OF POLICY~~

It is the policy of the Moorhead Area Public Schools ~~District~~ to allow the limited use and parking of motor vehicles by students in school district locations. It is the position of the school district that a fair and equitable districtwide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

III. DEFINITIONS

A. "Contraband" means any unauthorized item, possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-a-likes," alcoholic beverages, controlled substances and "look-a- likes," overdue books and other materials belonging to the school district, and stolen property.

B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

D. "School district location" means property owned, rented, leased or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity,

event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

IV. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving motor vehicles to Moorhead High School may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways or in other designated areas (e.g. staff, visitors or busing lanes).

V. PATROLS, INSPECTIONS AND SEARCHES

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

A. Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle.

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches and/or Seizures.

It shall be a violation of this policy for students to store or carry contraband in motor vehicles in a school district location or to interfere with patrols, inspection, searches and/or seizures as provides by this policy.

D. Seizure of Contraband.

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy.

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VI. STUDENT USE OF MOTOR VEHICLES

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

VII. VIOLATIONS

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

Legal References:
U. S. Constitution, Amendment IV
Minnesota Constitution, Art. I, 10
Minnesota Statute 123B.02, Subds. 1 and 5 (General Powers of Independent School District Specific Powers and Duties)
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct 733, 83 L.Ed.2d 720 (1985

Cross References:
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 5754: Search of Student Lockers, Desks, Personal Possessions, and Student's Person
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.075R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Fund Balance (802).

Suggested Resolution: Move to approve the policy, Fund Balance (802), as presented.

LAK:mde
Attachment

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

Printed: Tuesday, January 20, 2009 8:52:40 AM
Erickson, Michelle

Board Policies

Fund Balance

School Board Policy: 802

Section: 800 BUSINESS SERVICES

Date Adopted: 1/26/2009

Date Revised:

Dates Reviewed:

I. PURPOSE

The purpose of this policy is to ensure the financial stability of the Moorhead Area Public Schools, to provide a sound basis to justify a strong financial rating, and to provide a reserve enabling the school district to deal with unforeseen budget expenditures and revenue shortfalls.

II. GENERAL STATEMENT

To ensure the financial strength and stability of the school district, the Moorhead School Board will endeavor to maintain an unappropriated fund balance of at least 25% of the district's General Fund operating budget, excluding operating capital programs.

III. DEFINITIONS

A. Unappropriated Fund Balance – Money in the district's General Fund that is not earmarked for spending or reserved as required by state law.

B. Bonded Debt – Financing which provides funds for facility improvements. Must be voter approved.

C. Bond Rating – Independent agency (i.e. Moody or Standard & Poor's) provides financial rating of the District.

D. State Revenue – State revenue as one component of the legislatively set formulas for funding public education. The other major component is property taxes.

IV. REQUIREMENT

A. The School Board will endeavor to maintain an unappropriated fund balance of at least 25% of the district's General Fund operating budget, excluding operating capital programs. When the General Fund unappropriated balance is projected to decrease below 17% of the General Fund budget, the district shall initiate one or more of the following measures to ensure that the year-end General Fund unappropriated balance for the budget year in question does not fall below 17%:

1. Reduce expenditures through implementation of cost containment measures.

2. Seek opportunities to increase revenue. Consider fee increases where appropriate. Examine options to increase enrollment.

3. If permitted by state law, request from voters additional revenue through an increase in the operating referendum or other financial options.

4. A combination of the above.

B. When the fund balance in the General Fund budget approaches 17%, the district shall implement other budget control measures that do not adversely affect delivery of instructional programs.

C. The Fund Balance policy shall also apply to the administration of the Food Service Operating Fund and the Community Education Fund with proper consideration and adjustment to conform with reserve limits established by statute.

Please refer to Administrative Procedure 802.1.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.077 R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 20, 2009

SUBJECT: Attendance Area Transition

Attached please find a map of the 2009-2010 Kindergarten and New Student Elementary School Attendance Areas. Due to growth in south Moorhead, changes are necessary to provide balance to our elementary school populations. Attendance area boundaries for current students will remain the same.

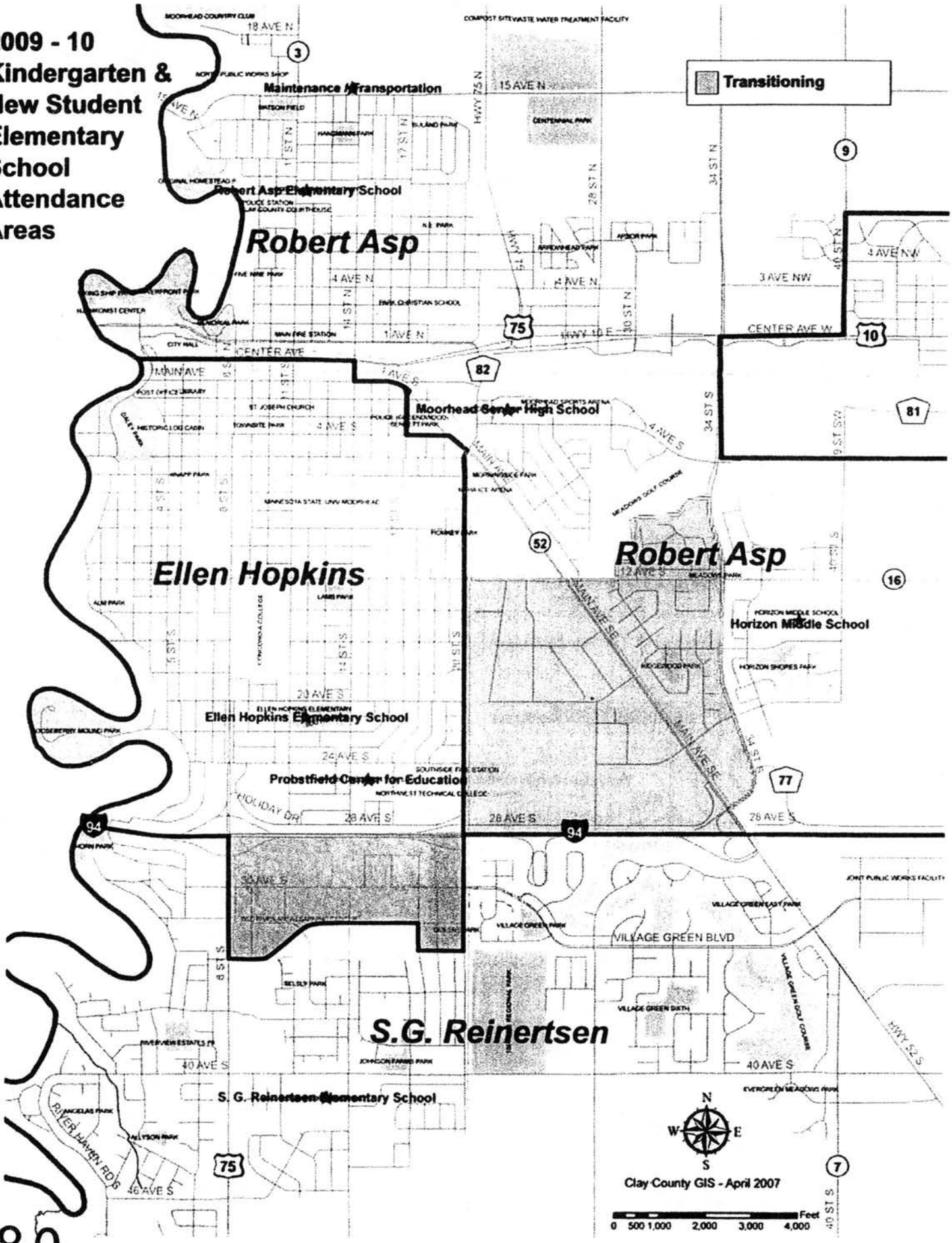
The eastern boundary of Robert Asp Elementary School will be 20th Street South with Interstate 94 as the southern boundary. The southern boundary of the attendance area for Ellen Hopkins Elementary School will follow Interstate 94 and 34th Avenue South. The shaded areas on the map depict the two transition areas. In these two transition areas, students new to the district and kindergarten students, will attend either Ellen Hopkins or Robert Asp Schools. If a kindergarten student has a sibling attending S.G. Reinertsen, that student will attend S.G. Reinertsen.

Dan Bacon, Director of Property Services/Transportation, has worked with elementary school principals and district administration to modify bus routes in accordance with these changes. These changes provide attendance area modifications that minimize disruption for families and students.

Suggested Resolution: Move to approve the Kindergarten and New Student Elementary School Attendance Areas effective the 2009-2010 school year.

LAK:mde
Attachment

2009 - 10 Kindergarten & New Student Elementary School Attendance Areas



S-M9-B05
9 Feb 2009

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

February 9, 2009
7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____	Kristine Thompson _____
Lisa Erickson _____	Michael Thrasher _____
Cindy Fagerlie _____	Bill Tomhave _____
Mike Siggerud _____	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
   (1) Approval of January 12 and 26, 2009 Meeting Minutes and January 26, 2009 Special Meeting Minutes - Pages 7-16

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
(1) Approval of February Claims - Page 17

C. LEARNER SUPPORT SERVICES MATTERS - Skarvold

D. HUMAN RESOURCES MATTERS - Nielsen
(1) Approval of Family/Medical Leave - Page 18
(2) Approval of New Employees - Page 19

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. **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.)

Math Recovery - Kovash
Page 20

4. **ESTABLISHMENT OF IRREVOCABLE OPEB TRUST AND SELECTION OF TRUST ADMINISTRATOR**: Kazmierczak
Pages 21-45

Suggested Resolution: Move to approve the Resolution Authorizing Creation of Irrevocable OPEB Trust.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF POLICY**: Kovash
Pages 46-49

Suggested Resolution: Move to approve the policy, Reimbursement for Travel, Professional Meetings and Conferences (824), as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF POLICY**: Kovash
Pages 50-51

Suggested Resolution: Move to approve the policy, Community Involvement (902), as presented.

Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF POLICY**: Kovash
Pages 52-53

Suggested Resolution: Move to approve the policy, Cash Management (820), as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY**: Kovash
Pages 54-55

Suggested Resolution: Move to approve the policy, High School Academic, Activity and Varsity Athletic Letters (545), as presented.

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF POLICY**: Kovash
Pages 56-59

Suggested Resolution: Move to approve the policy, Equal Access to Moorhead Area Public Schools Facilities (702), as presented.

Moved by _____ Seconded by _____
Comments _____

10. **APPROVAL OF POLICY**: Kovash
Pages 60-62

Suggested Resolution: Move to approve the policy, Student Activities Travel (543), as presented.

Moved by _____ Seconded by _____
Comments _____

11. **APPROVAL OF POLICY**: Kovash
Pages 63-65

Suggested Resolution: Move to approve the policy, School Year Calendar (630), as presented.

Moved by _____ Seconded by _____
Comments _____

12. **APPROVAL OF POLICY**: Kovash
Pages 66-69

Suggested Resolution: Move to approve the policy, Religion (634), as presented.

Moved by _____ Seconded by _____
Comments _____

13. **APPROVAL OF POLICY**: Kovash
Pages 70-72

Suggested Resolution: Move to approve the policy, Equal Educational Opportunity (501), as presented.

Moved by _____ Seconded by _____
Comments _____

14. **APPROVAL OF POLICY**: Kovash
Pages 73-75

Suggested Resolution: Move to approve the policy, Promotion, Retention and Acceleration of Elementary Students (641), as presented.

Moved by _____ Seconded by _____
Comments _____

15. **APPROVAL OF POLICY**: Kovash
Pages 76-79

Suggested Resolution: Move to approve the policy, Search of Student Lockers, Desks, Personal Possessions, and Student's Person (574), as presented.

Moved by _____ Seconded by _____
Comments _____

16. **APPROVAL OF POLICY**: Kovash
Pages 80-83

Suggested Resolution: Move to approve the policy, Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches (575), as presented.

Moved by _____ Seconded by _____
Comments _____

17. **APPROVAL OF 2009-2010 SCHOOL CALENDAR**: Kovash
Pages 84-85

Suggested Resolution: Move to approve the 2009-2010 School Calendar as presented.

Moved by _____ Seconded by _____
Comments _____

18. **PRELIMINARY BUDGET ADJUSTMENT**: Kazmierczak
Pages 86-87

19. **COMMITTEE REPORTS**

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

21. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Hopkins PTAC	February 10	6:30 pm	Media Center
Community Educ Adv Council	February 10	7 pm	PCE
Prof Dev Before/After School	February 11		
Instr and Curr Adv Com	February 12	7 am	PCE
Health/Safety/Wellness Com	February 12	9:30 am	PCE
Safe and Healthy Learners Com	February 23	3 pm	PCE
School Board	February 23	7 pm	PCE
Technology Committee	February 24	3:45 pm	PCE
K-12 Parent/Teacher Confs	February 24, 26	5-8:30 pm	
Kind Parent/Teacher Confs	February 25, 26	Day	
K-8 Parent//Teacher Confs	February 27	8-11 am, 12-4 pm	
Asp PTAC	March 2	6:30 pm	Media Center
Reinertsen PTAC	March 2	6:30 pm	Media Center
MHS PTAC	March 2	7 pm	Conf Rm
Continuing Education Com	March 3	6:45 am	Village Inn
Indian Educ Parent Com	March 4	5 pm	PCE
Joint Powers Committee	March 5	7 am	Dilw City Hall
Human Rights Committee	March 5	3:45 pm	PCE
Horizon PTAC	March 5	7 pm	Media Center
Staff Development Com	March 9	3:30 pm	PCE
Hopkins PTAC	March 9	6:30 pm	Media Center
School Board	March 9	7 pm	PCE
Spec Ed Parent Adv Com	March 10	12 pm	PCE
Prof Dev Before/After School	March 11		
Instr and Curr Adv Com	March 12	7 am	PCE
Health/Safety/Wellness Com	March 12	9:30 am	PCE
Early Childhood Adv Com	March 12	6:30 pm	PCE

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Mike Siggerud, Kristine Thompson, Michael Thrasher, Bill Tomhave, and Lynne A. 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 with revisions to pages 2, 12 and 15.

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

WE ARE PROUD:

*** **We Are Proud** of long-time Moorhead Area School Board member Carol Ladwig for being named to the 2009 All State School Board, which is the Minnesota School Boards Association's (MSBA) most prestigious award. The award will be given during a luncheon Thursday, Jan. 15 at MSBA's annual Leadership Conference.

Each year, MSBA's awards committee selects 5-7 individual board members to the All State School Board. There are nearly 2,300 school board members in Minnesota. Board members are nominated by superintendents, fellow board members, parents or community members for their outstanding contributions to public education. Ladwig was one of six chosen for the award this year.

"The All State School Board represents the highest example of board service. These are school board members who are committed to student achievement, determined to build support for their local schools and unwavering in their pursuit of what's best for students," MSBA Executive Director Bob Meeks said.

Criteria for the award includes strong leadership; excellence in boardsmanship; communication skills, visionary thinking; demonstration of concern for students, staff and taxpayers; and support for the nomination from stakeholders.

MSBA is a private nonprofit organization that provides cost-saving programs, management support, board training, advocacy, research and referral for all of Minnesota's public schools.

*** **We Are Proud** of the 2009 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these candidates.

The 2009 Teacher of the Year Building Representatives with us tonight are:

- Paulette Hagen, mathematics teacher at Red River Area Learning Center
- Melissa Voecks, second-grade teacher at S.G. Reinertsen Elementary

(The remaining 2009 Teacher of the Year Building Representatives will be recognized at the January 26 meeting.)

*** **We Are Proud** of Maret Kashmark, Robert Asp Elementary school counselor, for being named the 2009 Moorhead Teacher of the Year. Kashmark has been a counselor for the Moorhead Area Public Schools for the past 14 years. She is a member of the West Central School Counselor's Association and was the ethics/human relations chair for the Minnesota School Counselor's Association. Kashmark currently serves on the district's Safe and Healthy Learners committee and Continuing Education committee and on Robert Asp's Student Assistance Team and AYP school improvement team.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

ORGANIZATION OF THE SCHOOL BOARD:

Oath of Office Ceremony: Chair Tomhave conducted the Oath of Office Ceremony for School Board members Lisa Erickson, Cindy Fagerlie, Mike Siggerud, and Michael Thrasher elected to the 2009-2013 term. Newly elected members took their seat on the School Board.

Election of Officers: Tomhave moved, seconded by Thrasher, to nominate the following slate of officers for the one-year term (2009) on the Moorhead School Board, and cast a unanimous ballot by acclamation:

Chairperson: Kristine Thompson
Vice Chair: Lisa Erickson
Clerk: Cindy Fagerlie
Treasurer: Karin Dulski

Tomhave thanked the School Board for their support while he served as chair of the Moorhead School Board and stated it was an honor to serve.

Motion carried 7-0.

Committee Assignments: With the election of new board member Michael Thrasher, committee assignments were revised accordingly.

Tomhave moved, seconded Dulski, to approve the committee assignments as determined. Motion carried 7-0.

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

Minutes - Approve the December 2, 2008 special meeting minutes and December 8, 2008 meeting minutes as presented.

Claims - Approve the January Claims, subject to audit, in the amount of $968,251.89.

General Fund:	828,951.51
Food Service Fund:	121,003.31
Community Services Fund:	18,297.07
TOTAL	$968,251.89

Lakeland Mental Health Center Contract Renewal - Approve the January 1, 2009 to June 30, 2009, renewal agreement with Lakeland Mental Health Services and Clay County Social Services to continue mental health services to students and their families as part of the Clay County Outreach Treatment Program not to exceed the amount of $120,276.00.

Early Risers Program Amendment - Approve the Amendment that extends to August 31, 2009, with the University of Minnesota and Moorhead Independent Area School District in the amount of $27,000.00.

Resignation

Cheryl Skare - Lunchroom Supervisor, Ellen Hopkins Elementary, effective December 4, 2008.
Yvonne Wegscheid - Custodian, Moorhead High School, effective January 2, 2009.
Tania Molden - Paraprofessional, Red River Area Learning Center, effective November 26, 2008.
Gene Kroll - Food and Nutrition Worker, S.G. Reinertsen Elementary, effective February 20, 2009.

Family/Medical Leaves

Andrea Manston - Teacher, Robert Asp Elementary, effective approximately March 27, 2009 for six weeks.
Molly Schenck - Teacher, Moorhead High School, effective approximately, April 29, 2009 for six weeks.
Brittney Rehm - Teacher, Moorhead High School, effective approximately February 15, 2009 for six weeks.

Change in Contract

Ashley Nelson - ECSE Teacher, EIS, from .50 FTE to 1.00 FTE, BA (0) 111 days, $9,348.42, effective December 10, 2008 (additional FTE approved at the November 24, 2008 School Board meeting).

Bonnie Henkelman - Lunchroom Supervisor, S.G. Reinertsen Elementary to Cook's Helper, 5.25 hours per day, A11, $12.40 per hour, Horizon Middle School, effective December 15, 2008 (replaces Frances Bannerman).

Lindsay Kaspar - Physical Education Teacher, S.G. Reinertsen, .5 FTE to 1.0 FTE, BA (0) 92 days, $7,748.24, effective January 19, 2009 (replaces Terrance Shercliffe).

New Employee

Roxann Korinek - Food and Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, $9.00 per hour, effective December 16, 2008 (replaces Eugene Life).

Carl D. Perkins Funding - Accept the thirty-five (35) student textbooks, Office 2007 Introductory Concepts and Techniques from Lakes Country Carl D. Perkins Consortium.

Best Practice Incentive Grants - Approve the Best Practice incentive grants as presented for a total of $19,536.70. Best Practice incentive grant funding provides additional support for district and school SMART goal areas and the Moorhead Area Public Schools Strategic Plan.

Motion carried 7-0.

APPROVAL OF BID - HORIZON MIDDLE SCHOOL CONTROLS PROGRAMMING AND INSTALLATION OF VARIABLE FREQUENCY DRIVES: Tomhave moved, seconded by Siggerud, to approve the bid from Johnson Controls, Inc. in the amount of $298,000 for the Horizon Middle School controls programming and installation of variable speed drives. Motion carried 7-0.

FIRST READING OF POLICY: The School Board conducted a first reading of the new policy, Fund Balance (802).

MAJOR MAGNITUDE FIELD TRIP FOR MHS SPEECH AND THEATRE DEPARTMENT: Siggerud moved, seconded by Dulski, to approve the Major Magnitude Field Trip for the Moorhead High School Speech and Theatre Department students to travel to Chicago in April of 2009. Motion carried 7-0.

MAJOR MAGNITUDE FIELD TRIP FOR MHS FRENCH PROGRAM: Fagerlie moved, seconded by Erickson, to approve the Major Magnitude Field Trip for Moorhead High School French Program students to travel to France in June of 2010. Motion carried 7-0.

RESOLUTION DIRECTING ADMINISTRATION TO MAKE RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS AND REASONS THEREFORE: Dulski moved, seconded by Tomhave, to direct the administration to recommend reductions in programs and positions as needed to reduce expenditures as a result of declining enrollment and financial limitations. Motion carried 7-0.

KINDERGARTEN PLUS (K+) PROGRAM PROPOSAL: Kovash stated the Kindergarten Plus Program is an extended day kindergarten program offered through Moorhead Community Education. The proposed program is an all-day kindergarten option that includes the traditional half-day kindergarten curriculum with another half day of enrichment activities with licensed Community Education staff. The enrichment half of the kindergarten day is fee based. K+ is designed to broaden, enrich and complement Moorhead Area Public Schools' regular half-day kindergarten program.

Fagerlie moved, seconded by Tomhave, to approve the Kindergarten Plus (K+) Program for implementation in the 2009-2010 school year. Motion carried 7-0.

BUDGET UPDATE: Kovash and Kazmierczak provided a budget update including financial considerations related to projected revenue decreases in state, federal, and local property taxes and other local and county revenue enhancements. The following financial considerations were determined by the school district's Executive Finance Committee: due to the uncertainty of any additional revenue (state or local) and with a depleted fund balance, continued deficit spending is not a viable option; balance the General Fund budget for fiscal year 2010; and deficit for 2009-10 school year is projected to approach $5 million.

The 2009-2010 fund balance projections (including General Fund with OPEB and expenditure reductions) are:

Revenues	$46,754,179
OPEB	$756,242
Expenditures	$52,355,649
Budget Reductions	($4,900,000)
Revenues over Expenditures	$54,772
Ending Fund Balance (Gen Fund Unreserved)	$3,287,224
Ending Fund Balance (Gen Gund Unreserved) Percent of Expenditures	6.28%

Discussion was held related to the collaborative process and timeline that will be used in considering reductions in the budget. The collaborative process will involve district employees at all levels and PTACs.

COMMITTEE REPORTS: Brief reports were heard regarding the Joint Powers Committee, Horizon PTAC, Executive Finance Committee, High School PTAC, and Superintendent's Advisory Council meetings. Chair Thompson noted a joint elementary PTAC meeting was being planned for discussion related to purchasing playground equipment.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Thompson reminded board members of the January 23 Intergovernmental Retreat and asked board members to contact Michelle regarding attendance at the retreat prior to January 20. Thompson also reminded board member of the January 26 special work session scheduled for 5:30 p.m. Board members scheduled the evening of January 29 to hold an open house for former board member Carol Ladwig. Board members discussed travel details related to the MSBA Annual Leadership Conference in Minneapolis.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:45 p.m.

_____
Cindy Fagerlie, Clerk

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Mike Siggerud, Kristine Thompson, Michael Thrasher, Bill Tomhave, and Lynne A. Kovash.

MEMBERS ABSENT: None.

CALL TO ORDER: Chair Thompson 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 2.

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

WE ARE PROUD:

*** **We Are Proud** of Moorhead School Board member Kristine Thompson who has been honored by the Minnesota School Boards Association with the President's Award for 2008-2009. The award recognizes those who complete 300 or more hours of attendance at MSBA and NSBA sponsored meetings and activities. Thompson was recognized at the 2009 MSBA Leadership Conference on January 15, 2009.

*** **We Are Proud** of Moorhead School Board member Karin Dulski who has been honored by the Minnesota School Boards Association with the Directors' Award for 2008-2009. The award recognizes those who complete 100 or more hours of attendance at MSBA and NSBA sponsored meetings and activities. Dulski was recognized at the 2009 MSBA Leadership Conference on January 15, 2009.

*** **We Are Proud** of the 2009 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these candidates.

The 2009 Teacher of the Year Building Representatives are:

- Mary Charlton, health and physical education teacher at Moorhead High School
- Heidi Hoffman, eighth-grade world history teacher at Horizon Middle School
- Brenda Krueger, second-grade teacher at Ellen Hopkins Elementary
- Ann Wilson, early childhood teacher at Early Childhood Family Education

Other 2009 Teacher of the Year Building Representatives were recognized at the January 12 School Board meeting.

*** **We Are Proud** of Minda Sadlowski, Accounting Secretary, for meeting criteria to grandfather into the Minnesota Association of School Business Officials Certification Program and be designated Certified in School Business Management. As part of the grandfather provision, recipients must also accumulate the same hours as other certified members over a five-year period for re-certification.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Early Retirements
Beth Thorpe - Teacher, Horizon Middle School, effective January 31, 2009.
Vickie Anderson - Paraprofessional, Horizon Middle School, effective January 2, 2009

Family/Medical Leaves
Michelle Bonitto - Teacher, Moorhead High School, leave to be extended for approximately four to six weeks.
Jennifer Stumphf - Teacher, Robert Asp Elementary, effective approximately May 6, 2009 for six weeks.

New Employee
Justin Gall - Girl's Track Coach, Moorhead High School, .100 Step 9, $4,506.00 effective Spring 2009 track season (replaces Tom Dooher).

Carl D. Perkins Funding - Accept the Lakes Country Carl D. Perkins Consortium funding for Mary Flesberg to attend the NBEA 2009 Annual Convention in Chicago, IL, April 7-11, 2009.

Motion carried 7-0.

RESOLUTION AWARDING SALE OF OPEB BONDS: Joel Sutter, Ehlers & Associates, Inc., presented information on the bid results. Due to lower interest rates and the premium price paid by the underwriter, the district was able to reduce the size of the bond issue. As a result, the total of all payments on the bonds will be $946,000 less than anticipated in September.

Dulski moved, seconded by Fagerlie, to approve the Resolution Awarding the Sale, Determining the Form and Details, Authorizing the Execution, Delivery, and Registration, and Providing for the Payment of General Obligation Taxable OPEB Bonds, Series 2009A to BMO Capital Markets GKST, Inc. in the amount of $10,300,000. A roll call vote was taken and the motion carried 7-0.

FIRST READING OF POLICIES: The School Board conducted a first reading of the following policies: Reimbursement for Travel, Professional Meetings and Conferences (824), Community Involvement (902), Cash Management (820), High School Academic, Activity and Varsity Athletic Letters (545), Equal Access to Moorhead Area Public Schools Facilities (702), Student Activities Travel (543), School Year Calendar (630), Religion (634), Equal Educational Opportunity (501), Promotion, Retention and Acceleration of Elementary Students (641), Search of Student Lockers, Desks, Personal Possessions, and Student's Person (574), and Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches (575).

APPROVAL OF POLICY: Tomhave moved, seconded by Siggerud, to approve the policy, Fund Balance (802), as presented. Motion carried 7-0.

ATTENDANCE AREA TRANSITION: Kovash reviewed information related to the attendance area transition which includes the following two areas: the eastern boundary of Robert Asp Elementary School will be 20th Street South with Interstate 94 as the southern boundary and the southern boundary of the attendance area for Ellen Hopkins Elementary School will follow Interstate 94 and 34th Avenue South. Students new to the school district and kindergarten students will attend either Ellen Hopkins or Robert Asp Schools. If a kindergarten student has a sibling attending S.G. Reinertsen, that student will attend S.G. Reinertsen. Attendance areas for current students will remain the same.

Thrasher moved, seconded by Tomhave, to approve the Kindergarten and New Student Elementary Attendance Areas effective the 2009-2010 school year. Motion carried 7-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Policy Review Committee meeting, Intergovernmental Retreat and MSBA Annual Leadership Conference.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Board members were reminded of the January 29 open house for Carol Ladwig from 5-7:30 p.m.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:08 p.m.

_____
Cindy Fagerlie, Clerk

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
JANUARY 26, 2009

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Mike Siggerud, Kristine Thompson, Michael Thrasher, Bill Tomhave, and Lynne A. Kovash.

MEMBERS ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 5:33 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: Erickson moved, seconded by Tomhave, to approve the agenda as presented. Motion carried 7-0.

SCHOOL BOARD/CENTRAL OFFICE TEAM STRATEGIC PLANNING WORK SESSION: Kovash identified goals for the work session to include a review of progress made toward the Strategic Plan, determine modifications to the Strategic Plan and discuss implications of the Strategic Plan and the need for financial budget adjustments.

The six Strategic Plan priority areas were reviewed with progress made in each area identified. Budget considerations include: core values and Strategic Plan; brainstorming process completed with staff integrity; community input; long-term effects and benefits; revenues and expenditures; and the process for decision making. Budget adjustments of $4.9 million are needed to balance the budget and maintain a 6 percent fund balance. Preliminary budget adjustment estimates were discussed.

Kovash reviewed staff budget brainstorming considerations. Kovash also presented information about scheduled community sessions to discuss district planning and budget adjustments and also dates scheduled for presentations to the School Board related to draft budget adjustments.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 6:46 p.m.

_____
Cindy Fagerlie, Clerk

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: February 3, 2009

SUBJECT: February Claims

The February claims are as follows:

General Fund	$949,196.24
Food Service Fund	$102,577.56
Community Service Fund	$15,229.46
TOTAL	$1,067,003.26

Suggested Resolution: Move to approve the February claims, subject to audit, in the amount of $1,067,003.26.

WAK:mde

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.083**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nelsen, Director of Human Resource

DATE: February 3, 2009

RE: Family/Medical Leave

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

Bayan Alemedi	Paraprofessional, High School, effective February 2, 2009 until May 4, 2009.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave pursuant to Section 3, Subd. 1 of the Paraprofessional Master Agreement.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.084**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: February 3, 2009

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.

Hannah Hellevang	Food and Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day, $9.00 per hour, effective January 26, 2009. (Replaces contracted service)
Andrew Larson	Night Custodian, High School, 8 hours per day, A12 (0-2) $13.18 per hour, effective February 3, 2009. (Replaces Yvonne Wegscheid)

SUGGESTED RESOLUTION: Move to approve the employment of Hannah Hellevang and Andrew Larson as presented.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.94R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: February 3, 2009

SUBJECT: Math Recovery

Vickie Breneman, Math Recovery Specialist, will present information related to the implementation of Math Recovery in Moorhead Area Public Schools. This program provides instructional support for teachers in the area of mathematics.

LAK:mde

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.054 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: February 3, 2009

SUBJECT: Establishment of Irrevocable OPEB Trust and Selection of Trust Administrator

Proposals were solicited through a formal Request for Proposal (RFP) process for OPEB trust administration services. Two proposals were received, one from PMA Financial Network, Inc. and one from Wells Fargo Bank.

The school district's primary investment objectives in order of priority are as follows: safety, liquidity, and yield. Wells Fargo's proposal best meets these priority areas. Wells Fargo's long history of trust administration and strong team of investment professionals weighed heavily in determining the best fit for the school district. Representatives from Wells Fargo will be in attendance at the School Board meeting on Monday, February 9, 2009 to present to the School Board their plan for OPEB trust administration.

The attached resolution, when adopted by the School Board, will establish an irrevocable OPEB trust. Proceeds from the sale of the bonds will be deposited into the trust on the scheduled closing date of February 26, 2009.

Suggested Resolution: Move to approve the Resolution Authorizing Creation of Irrevocable OPEB Trust.

WAK
Attachment

CERTIFICATION OF MINUTES RELATING TO
CREATION OF IRREVOCABLE OPEB TRUST

Issuer: Independent School district No. 152 (Moorhead Area Public Schools), Moorhead, Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on February 9, 2009, at 7:00 p.m. at the School District offices.

Members present:

Members absent:

Documents attached:
Minutes of said meeting (pages)

RESOLUTION AUTHORIZING CREATION OF
IRREVOCABLE OPEB TRUST

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the bonds referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said bonds; and that said meeting was duly held by the governing body at the time and place and was attending throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer on this _____ day of _____, 2009.

_____
School District Clerk

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION AUTHORIZING CREATION OF
IRREVOCABLE OPEB TRUST

BE IT RESOLVED by the School Board of Independent School District No. 152 (Moorhead Area Public Schools), Moorhead, Minnesota (the District), as follows:

SECTION 1. CREATION OF IRREVOCABLE OPEB TRUST; AUTHORITY. It is hereby determined to be in the best interests of the District to create an irrevocable trust for certain postemployment benefits (OPEB), which may include benefits to its eligible employees and former employees which may include, without limitation, plans providing medical, dental, vision, life and long-term care insurance and other similar benefits other than pension benefits (the OPEB Plans) pursuant to Minnesota Statues, Section 471.6175 (the OPEB Trust).

SECTION 2. APPROVAL OF TRUST AGREEMENT; APPOINTMENT OF TRUST ADMINISTRATOR. The Independent School District No. 152 (Moorhead Area Public Schools), Moorhead, Minnesota OPEB Trust Agreement, in substantially the form presented to this Board and attached to this Resolution (the Trust Agreement), is approved. The Chairperson and School District Clerk are authorized and directed to execute the Trust Agreement on behalf of the District.

Wells Fargo Bank, National Association is appointed to serve as trust administrator for the OPEB Trust under the Trust Agreement (the Trust Administrator), and is authorized to take such actions as are necessary to carry out the duties of the Trust Administrator in accordance with the terms of the Trust Agreement.

SECTION 3. PROVISIONS OF OPEB PLANS TO GOVERN. The terms of the OPEB Plans shall govern the payment and disbursement of the funds held in the OPEB Trust. Payments shall be made from the OPEB Trust only to provide benefits provided in the OPEB Plans in accordance with the terms of the OPEB Plans.

SECTION 4. FURTHER AUTHORIZATIONS. The officers, employees and agents of the District are authorized and directed to do any and all things reasonably necessary to accomplish the purposes of this Resolution.

Upon vote being taken theron, the following voted in favor thereof:

And the following voted against the same:

Whereupon the resolution was declared duly passed and adopted.

OPEB TRUST AGREEMENT

(IRREVOCABLE TRUST)

by and between

INDEPENDENT SCHOOL DISTRICT NO. 152
(MOORHEAD AREA PUBLIC SCHOOLS)

MOORHEAD, MINNESOTA

and

WELLS FARGO BANK, NATIONAL ASSOCIATION

dated as of February 9, 2009

This Instrument Drafted By
Knutson, Flynn & Deans, P.A.
1155 Centre Pointe Drive, Suite 10
Mendota Heights, MN 55120

This **TRUST AGREEMENT** is entered into on the 9th day of February, 2009, by and between INDEPENDENT SCHOOL DISTRICT NO. 152 (MOORHEAD AREA PUBLIC SCHOOLS), Moorhead, Minnesota (the "School District") and WELLS FARGO BANK, NATIONAL ASSOCIATION (the "Trustee").

WHEREAS, the Governmental Accounting Standards Board has issued GASB 43 and GASB 45, which set forth standards on accounting and reporting for Postemployment Benefits (other than pensions) by governmental entities; and

WHEREAS, these new standards require or will require political subdivisions of the State of Minnesota to report such Postemployment Benefits on an actuarial basis during an employee's career rather than on a pay-as-you-go basis during retirement; and

WHEREAS, the Minnesota Legislature in 2008 enacted Minnesota Statutes, Section 471.6175 which authorized a Minnesota political subdivision or public entity that creates or has created an actuarial liability to pay Postemployment Benefits to Employees or Officers after their termination of service to establish a trust to pay those benefits and to begin financing those Postemployment Benefits in advance; and

WHEREAS, the School District wishes to establish **an irrevocable** trust (hereinafter the "Trust") for the purpose of funding its OPEB Obligations as required to be reported under GASB 45; and

WHEREAS, this Trust is established by The School District with the intention that it qualify as a tax-exempt trust performing an essential governmental function within the meaning of Section 115 of the Code and the Regulations issued thereunder and as a trust for Postemployment Benefits under Minnesota Statutes Section 471.6175; and

WHEREAS, it is further intended that this Trust constitute a qualified trust or equivalent arrangement within the meaning of GASB 43, and that amounts contributed to the Trust be treated as OPEB contributions in relation to the School District's Annual Required Contribution ("ARC"); and

WHEREAS, the School District has appointed the Trustee as the Trust Administrator of the Trust, and the Trustee has accepted such appointment pursuant to the terms and conditions set forth in this Trust Agreement;

NOW THEREFORE, for good and valuable consideration, the parties hereto agree as follows:

ARTICLE I

DEFINITIONS; INTERPRETATION

1.1 Definitions.

For purposes of this Trust Agreement, the terms defined in the Recitals section of this Trust Agreement and capitalized herein and the terms set forth below shall have the meanings ascribed to them.

"Assets" shall mean all contributions and transfers of assets received into the Trust on behalf of the School District, together with the income and earnings from such contributions and transfers and any increments accruing to them, net of any investment losses, benefits, expenses or other costs.

"**Authorized Officer**" shall mean, when used with respect to the School District, the Superintendent of the School District, the Chief Financial Officer, or any other person who is designated in writing as an Authorized Officer for purposes of this Trust Agreement.

"Beneficiary" shall mean the Spouse, Dependents, or the person or persons designated by a Participant pursuant to the terms of a Postemployment Benefits Plan to receive any benefits payable under the Plan.

"Code" shall mean the Internal Revenue Code of 1986, as amended from time to time. All references to sections of the Code shall include relevant regulations and proposed regulations thereunder and any applicable successor provisions to such sections, regulations or proposed regulations, including regulations proposed after the date hereof with a retroactive date including the date of this Trust Agreement.

"**Dependent**" means an individual who is a person described in Section 152(a) of the Code.

"Effective Date" shall mean the date the Trust is established as set forth above and herein.

"**Employee**" shall mean an individual who performs services for the School District, and who has been designated as eligible to participate in and receive benefits under a Postemployment Benefits Plan sponsored by the School District in accordance with that Plan.

"GASB" shall mean the Governmental Accounting Standards Board.

"GASB 43" shall mean Statement Number 43 issued by GASB establishing standards for financial reporting of assets that will be used to finance the payment of Postemployment Benefits as they come due.

"GASB 45" shall mean Statement Number 45 issued by GASB requiring public agencies to report OPEB Obligations on their balance sheets.

"GASB 45 Investment Policy" shall mean the written investment policy for the Trust which may be adopted by the School District and delivered to the Trustee.

"Officer" shall mean an officer of the School District who has been designated as eligible to participate in and receive benefits under a Postemployment Benefits Plan sponsored by the School District in accordance with that Plan.

"OPEB" or **"Other Postemployment Benefits"** or **"Postemployment Benefits"** shall mean non-pension benefits that give rise to a liability under GASB 45 and that are paid to Employees or Officers or their Beneficiaries after their termination of service. Depending on the Plan, such benefits may include, but shall not be limited to, medical, dental, vision, hearing, Medicare Part B or Part D premiums, life insurance, long-term care, long-term disability and other similar benefits, provided to retirees, other than pension benefits.

"OPEB Obligation" shall mean the School District's obligation to provide Postemployment Benefits to "Eligible" Employees or Officers as specified in the School District's written employee benefit plan, an applicable collective bargaining agreement, a contract, or a personnel policy, as the same may be amended from time to time.

"Participant" shall mean an Officer or Employee of the School District or his or her Beneficiary who has become and remains a participant in a Postemployment Benefits Plan sponsored by the School District in accordance with that Plan.

"Plan" or "Postemployment Benefits Plan" shall mean the School District's plan document documenting its OPEB Obligation and specifying how it will fulfill that obligation. It is intended that the Trust be used to finance and pay benefits under the Plan, but the Trust shall not modify the terms of the Plan, or expand or create any right or privilege to Postemployment Benefits under the Plan.

"Plan Administrator" shall mean the persons or entity responsible for the administration of the Plan. In the absence of the appointment of a Plan Administrator, the Chief Financial Officer of the School District shall be the Plan Administrator.

"School District" shall mean the Independent School District and political subdivision of the State of Minnesota specified above and herein, or any successor to its functions.

"School District's Agent" shall mean an individual or entity appointed by the School District to act in such matters as are specified in the appointment. The School District's Agent may include any investment advisor appointed by the School District to manage the investment of all or any specified portion of the Assets of the Trust.

"Trustee" or "Trust Administrator" shall mean the trustee specified above and herein. For purposes of this agreement and Minnesota law, the term "Trust Administrator" may be used interchangeably with the term "Trustee" The term includes the trustee originally named hereunder and its successor or successors in trust, where the context requires.

"Trust Year" shall be the twelve (12) month period beginning on July 1 of each year and ending on June 30.

1.2. Conditions Precedent Satisfied.

All acts, conditions and things required by law to exist, happen and be performed precedent to and in connection with the execution and entering into of this Trust Agreement have happened and have been performed in regular and due time, form and manner as required by law and the parties hereto are now duly empowered to execute and enter into this Trust Agreement.

ARTICLE II

THE TRUST

2.1 Purpose

The fundamental purpose of this Trust is to fund Postemployment Benefits (other than pension benefits) accrued by Employees and Officers of the School District, to be paid as they come due in accordance with the arrangements between the School District, the Participants and their Beneficiaries, as specified in the School District's Plan.

2.2 Trustee Accounting

The Trustee shall be responsible only for maintaining records and maintaining accounts for the Assets of the Trust. The responsibility for Plan-level accounting for the Trust shall be that of the School District.

2.3 No Diversion of Assets

The Assets in the Trust shall be held in trust for the exclusive purpose of providing OPEB to eligible retirees and Dependents and defraying the reasonable trustee, administrative, legal, actuarial and other expenses of the Trust. The Assets in the Trust shall not be used for or diverted to any other purpose, except as expressly provided herein, in Minnesota Statutes, Section 471.6175, Subdivision 7(b), and in the Plan, prior to the satisfaction or defeasance of all OPEB liabilities.

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2.4 Type and Nature of Trust

The Trust shall be irrevocable, and no amount shall revert to the School District until all OPEB owed to former Officers or Employees of the School District under the Plan has been satisfied or otherwise defeased.

Nothing in this agreement requires the School District to make contributions to the Trust to fund OPEB, and Postemployment Benefits under the Plan may be partially funded or financed on a pay-as-you-go basis. Nor shall this agreement constitute a pledge of the School District's full faith and credit or taxing power for the purpose of paying OPEB, and no retiree or beneficiary may compel the exercise of any taxing power by the School District. The obligation of the School District to pay or fund benefits, if any, shall be determined in accordance with the Plan and applicable law. Distributions of Assets under the Trust are not debts of the School District within the meaning of any constitutional or statutory limitation or restriction.

ARTICLE III

ADMINISTRATIVE MATTERS

3.1 Certification to Trustee

The School Board of the School District, or other duly authorized official, shall certify in writing to the Trustee in substantially the form specified in Exhibit A hereto the names of the Plan Administrator and the School District's Agent, if any, and all Authorized Officers authorized to act on behalf of the School District, which names shall be kept accurate by the School District acting through a duly authorized official or its School Board. The Trustee shall have no liability if it believes it is acting upon the direction of a Plan Administrator or School District's Agent or Authorized Officer that has been duly authorized hereunder even if that Plan Administrator or School District's Agent is no longer authorized to act, unless the School District has informed the Trustee of such change in writing.

3.2 Appointment and Acceptance of Trustee

The School District appoints the Trustee to be the trustee of the Trust and Trust Administrator, and represents that all necessary action has been taken for the appointment of the Trustee as such and that this Trust constitutes a legal, valid and binding obligation of the School District. The Trustee accepts its appointment as such and agrees to perform its duties under this Trust Agreement.

3.3 Role of Trustee

The Trustee is responsible for maintaining custody of the Assets held in the trust, for investing those Assets as directed by the School District, the Plan Administrator, or the School District's Agent, and for making distributions to the School District as directed by the Plan Administrator. If the duty to invest the Assets held in Trust is delegated to another party by the

Plan Administrator or is retained by the School District, the Trustee will not in that case be an investment fiduciary of the Trust or have fiduciary responsibility for investments under Section 7.1(b) hereof.

The Trustee will have no duty to take any action unless the School District, the Plan Administrator, or the School District's Agent provides the Trustee with instructions in a form and manner required by the Trustee, except to the extent expressly provided in this Trust.

The Trustee may conclusively rely upon and be protected in acting in good faith upon any written representation or direction from the School District, Plan Administrator, or School District's Agent, or any other notice, request, consent, certificate, or other instrument or paper believed by the Trustee to be genuine and properly executed, or any instrument or paper if the Trustee believes the signature thereon to be genuine. The Trustee may require that any direction be in writing or in an electronic format, and may recognize standing requests, directions, requisitions, or instructions. However, each direction is contingent upon the determination by the Trustee that the direction can be administered by the Trustee.

3.4 Resignation or Removal of Trustee

The Trustee may resign as trustee of the Trust at any time by giving at least ninety (90) days prior written notice to the School District and the Plan Administrator, and the School District may remove the Trustee at any time by giving at least ninety (90) days prior written notice to the Trustee (in either event, a shorter period may be agreed upon by the School District and the Trustee). If the Trustee resigns or is removed, the School District will promptly appoint a successor, and if no successor is appointed within a reasonable period of time after the Trustee resigns or is removed, the Trustee may, after written notice to the School District, apply to a court of competent jurisdiction to appoint a successor. The School District will furnish the Trustee with written notice of the appointment of a successor and written evidence of the acceptance by the successor of such appointment, and the Trustee will cease to be Trustee only upon receipt of such notice and evidence. The School District's appointment of a successor Trustee to the Trust will vest the successor Trustee with title to the Assets of the Trust upon the successor Trustee's acceptance of the appointment. The resigning or removed Trustee will have no duties, responsibilities or liability with respect to the acts or omissions of any successor Trustee.

3.5 The Plan Administrator

The School Board of the School District shall have plenary authority for the administration of the Plan pursuant to Minnesota law and applicable federal laws and regulations. The School District may designate a Plan Administrator by resolution of the School Board. Unless otherwise specified in the instrument the Plan Administrator shall be deemed to have authority to act on behalf of the School District in all matters pertaining to the Trust. Such appointment of a Plan Administrator shall be effective upon receipt by the Trustee and shall be effective until the Trustee is furnished with a resolution of the School District that the appointment has been modified or terminated. If a Plan Administrator is not appointed, or such appointment lapses, the Chief Financial Officer of the School District shall be deemed to be the Plan Administrator.

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The Plan Administrator may appoint an advisory committee to meet with and make recommendations to him or her relating to the Plan Administrator's duties under this Agreement or the implementation and administration of the Plan and the Trust.

3.6 School District's Agent

The Plan Administrator, acting on behalf of the School District, may delegate certain authority, powers and duties, including the power to invest and reinvest the Assets or any part thereof, to the School District's Agent to act in those matters specified in the delegation. Any such delegation must be in a writing that names and identifies the School District's Agent, states the effective date of the delegation, specifies the authority and duties delegated, is executed by the Plan Administrator and is acknowledged in writing by the School District's Agent and certified as required in Section 3.1.

3.7 Notice

Effective notice hereunder shall be delivered via US mail or other reliable means of delivery to the following:

SCHOOL DISTRICT:

Independent School District No. 152 (Moorhead Area Public Schools)
Moorhead, Minnesota
Attn: Wayne A. Kazmierczak

PLAN ADMINISTRATOR:

Independent School District No. 152 (Moorhead Area Public Schools)
Moorhead, Minnesota
Attn: Wayne A. Kazmierczak

TRUSTEE:

WELLS FARGO BANK, NATIONAL ASSOCIATION
7900 Xexes Ave S., Suite 1000
Bloomington, MN 55431
Attn: Barry A. Kelner, Vice President

ARTICLE IV

THE TRUSTEE

4.1 Powers and Duties of the Trustee

The Trustee shall perform such duties as are specifically set forth in this Trust Agreement, and no implied covenants or obligations shall be read into this Trust Agreement against the Trustee. The specific powers and duties of the Trustee shall be as follows:

(a) Unless another party is appointed as investment advisor pursuant to Section 5.1 hereof, to invest and reinvest the Assets or any part thereof in accordance with Section 5.1 hereof;

(b) To employ the services of other departments or divisions of the Trustee or of any affiliate of the Trustee in connection with the performance of its duties hereunder, including, but not limited to, effecting securities transactions through an affiliated broker and purchasing insurance through an affiliated agency. The School District understands that the Trustee or its affiliate may have an underwriter's stake in such transaction or may charge fees or commissions for services rendered which include a profit and the School District specifically authorizes the Trustee to undertake such transactions on behalf of the Trust and to pay such fees for commissions from the Trust so long as the transactions are on terms and under circumstances comparable to those generally available through nonaffiliated entities.

(c) To invest in any kind of investment trust or any beneficial participation units in any common trust fund maintained and operated by the Trustee acting hereunder;

(d) To invest in mutual funds for which the Trustee or one of its affiliates serves as investment advisor, custodian, recordkeeper or transfer agent;

(e) To retain cash funds uninvested for such reasonable period of time as it shall determine; to deposit cash funds as a general deposit in a special account in the deposit department of the Trustee acting hereunder without liability for interest thereon.

(f) To take all of the following actions: to vote proxies of any stocks, bonds or other securities; to give general or special proxies or powers of attorney with or without power of substitution; to exercise any conversion privileges, subscription rights or other options, and to make any payments incidental thereto; to consent to or otherwise participate in corporate reorganizations or other changes affecting corporate securities and to delegate discretionary powers and to pay any assessments or charges in connection therewith; and generally to exercise any of the powers of an owner with respect to stocks, bonds, securities or other property held in the Trust;

(g) To make, execute, acknowledge and deliver any and all documents of transfer and conveyance and any and all other instruments that may be necessary or appropriate to carry out the powers herein granted;

The Trustee shall be entitled to rely on, and shall be under no duty to question, information provided by the School District, Plan Administrator or School District's Agent regarding applicable investment restrictions under Minnesota law. The Trustee shall not have any duty to determine or inquire whether investments authorized by the School District, Plan Administrator or School District's Agent are in compliance with the provisions of Minnesota law.

4.2 Additional Trustee Powers

In addition to the other powers enumerated above, the Trustee in any and all events is authorized and empowered:

(a) To employ such agents, experts and counsel as it shall deem advisable, and to delegate discretionary powers to and rely upon such information or advice furnished by such agents, experts or counsel; to receive in its own behalf and to pay such agents, experts or counsel as it may employ for the protection or conservation of the Assets reasonable compensation for services hereunder, and to deduct the same, as well as all other expenses and cost of administration, from the Assets;

(b) To invest funds pending required directions in a designated sweep account as directed by the Plan Administrator or if no designated sweep account, any type of interest-bearing account including without limitation, time certificates of deposit or interest-bearing accounts issued by the Trustee or any affiliate thereof, or any mutual fund or short term investment fund ("Fund"), whether sponsored or advised by the Trustee or any affiliate thereof; the Trustee or its affiliates may be compensated for providing such investment advice and other service to such Fund as disclosed in the Fund's current prospectus, in addition to any Trustee's fees received pursuant to this Trust Agreement;

(c) To cause all or any part of the Trust to be held in the name of the Trustee (which in such instance need not disclose its fiduciary capacity) or, as permitted by law, in the name of any nominee, and to acquire for the Trust any investment in bearer form, but the books and records of the Trust shall at all times show that all such investments are a part of the Trust and the Trustee shall hold evidences of title to all such investments;

(d) To serve as custodian with respect to the Trust Assets;

(e) To execute and deliver this Trust Agreement and all agreements necessary to register securities or to complete sales or deliveries of them and appoint such agents or subagents (including subsidiaries or affiliates as may be necessary and to do all other acts necessary to carry out the general purposes of this Trust Agreement);

(f) To abandon, compromise, contest, arbitrate or settle claims or demands; to prosecute, compromise and defend lawsuits, but without obligation to do so, all at the risk and expense of the Trust;

(g) To exercise and perform any and all of the other powers and duties specified in this Trust Agreement;

(h) To comply with all requirements imposed by applicable provisions of law;

(i) To seek written instructions from the School District, Plan Administrator or the School District's Agent on any matter and await their written instructions without incurring any liability. If at any time the School District, Plan Administrator or School District's Agent should fail to give directions to the Trustee, the Trustee may act in the manner that in its discretion seems advisable under the circumstances for carrying out the purposes of the Trust;

(j) To compensate such executive, consultant, actuarial, accounting, investment, appraisal, administrative, clerical, secretarial, medical, custodial, depository and legal firms, personnel and other employees or assistants as are engaged by the Plan Administrator in connection with the administration of the Plan and, as directed by the Plan Administrator, to pay from the Trust the necessary expenses of such firms, personnel and assistants, to the extent not paid by the Plan Administrator;

(k) To act upon written directions believed by the Trustee to be issued by the School District, Plan Administrator, or the School District's Agent;

(l) To hold uninvested reasonable amounts of cash whenever it is deemed advisable to do so to facilitate disbursements or for other operational reasons, and to deposit the same, with or without interest, in the commercial or savings departments of the Trustee or any affiliate thereof, notwithstanding the Trustee's or its affiliate's receipt of "float" from such uninvested cash; and

(m) To have and to exercise such other additional powers as may be advisable for the effective and economical administration of the Trust.

ARTICLE V

INVESTMENTS

5.1 Trust Investments

(a) Trust investments are limited to investments authorized under Minnesota Statutes Chapter 118A or Section 356A.06, subdivision 7, or as further prescribed by the GASB 45 Investment Policy. The School District, Plan Administrator or School District's Agent shall have responsibility to select investments for the Trust Assets from among one or more permitted investments. The School District or the Plan Administrator may appoint an investment advisor

other than the Trustee to serve as the School District's Agent by executing a written consulting or management agreement with said investment advisor. Unless there is an appointment of another party to act as investment advisor, the investment advisor shall be the Trustee. If a party other than the Trustee is appointed as investment advisor for the Trust, the Trustee shall have no obligation for investment of the Trust Assets.

(b) Unless provided otherwise in a writing appointing an investment advisor other than the Trustee, that investment advisor shall be solely responsible for setting investment objectives for the trust and making all investment decisions consistent with this Trust Agreement. The Trustee shall have no duty to evaluate the competency or skill of that investment advisor, to monitor the activities of that investment advisor, to review the investment decisions made by that investment advisor or to notify the School District or the Plan Administrator regarding any investment action taken pursuant to that investment advisor's direction. The Trustee shall be relieved from all liability when acting pursuant to that investment advisor's direction in accordance with this Section, even if such actions shall constitute a breach of fiduciary duty, absent bad faith or reckless indifference by the Trustee. The appointment of an investment advisor other than the Trustee pursuant to this Section shall remain in effect until the Trustee is notified in writing that the appointment of that investment advisor no longer is in effect. Upon receipt of appropriate notification of such an event, the Trustee shall assume responsibility for the investment of the applicable Assets of the Trust and shall have no responsibility for the previous actions of that investment advisor.

5.2 Trustee Fees and Expenses

The Trustee will be paid reasonable compensation for services rendered or reimbursed for expenses properly and actually incurred in the performance of duties with respect to the Trust. The Trustee shall be entitled to receive its fees and expenses when due directly from the Trust.

5.3 Records

(a) The Trustee shall maintain accurate records and detailed accounts of investments, receipts, disbursements and other transactions hereunder. Such records shall be available at all reasonable times for inspection by the School District and Plan Administrator. The Trustee shall, at the direction of the Plan Administrator, submit to the School District such valuations, reports or other information as the Plan Administrator may reasonably request in writing.

(b) The Assets of the Trust shall be valued at their fair market value on the date of valuation, as determined by the Trustee based upon such sources of information as it may deem reliable; provided, however, that the Plan Administrator shall instruct the Trustee as to valuation of assets which are not readily determinable on an established market. The Trustee may rely conclusively on such valuations provided by the Plan Administrator and shall be indemnified and held harmless by the School District with respect to such reliance. If the Plan Administrator fails to provide such values, the Trustee may take whatever action it deems reasonable to obtain values, including employment of attorneys, appraisers or other professionals, the expense of which will be an expense of administration of the Trust. Transactions in the Trust involving such hard

to value assets may be postponed until appropriate valuations have been received and Trustee shall have no liability therefore.

5.4 Statements

(a) Monthly, and within sixty (60) days after June 30, or the end of the Trust's fiscal year if different, Trustee shall render to the Plan Administrator as directed, a written account showing in reasonable summary the investments, receipts, disbursements, investment and administrative frees and costs for the Trust, and other transactions engaged in by the Trustee during the preceding fiscal year or period with respect to the Trust. Such account shall set forth the assets and liabilities of the Trust valued as of the end of the accounting period. The reporting of the annual rates of return and administrative fees must be presented in a format that will allow the School District to make the disclosures in its annual financial audit in the manner prescribed by the Minnesota State Auditor.

(b) The Plan Administrator may approve such statements either by written notice or by failure to express objections to such statements by written notice delivered to the Trustee within ninety (90) days from the date the statement is delivered to the Plan Administrator. Upon approval, the Trustee shall be released and discharged as to all matters and items set forth in such statement as if such account had been settled and allowed by a decree from a court of competent jurisdiction.

(c) Effective for fiscal years beginning after December 31, 2009, the Trustee shall report electronically to the Minnesota State Auditor the portfolio and performance information specified in Minnesota Statutes Section 356.219, subdivision 3, as amended, in the manner prescribed by the Minnesota State Auditor. A copy of such report shall also be provided to the Plan Administrator and the School District.

5.5 Wire Transfers

The Trustee shall comply with its internal wire transfer policies and procedures. The Plan Administrator assumes the risk of delay of transfer if Trustee is unable to reach the Plan Administrator to confirm or seek direction regarding any wire transfer to or from the Trust.

5.6 Delegation of Duties

If, and to the extent, agreed in writing by the Trustee in a separate agreement, the Plan Administrator may retain the Trustee as its agent to perform any act, keep any records or accounts and make any computations that are required of the Plan Administrator by this Trust Agreement or by the Plan. In this case, statements shall be provided to the School District. The Trustee shall be compensated for any such retention and such retention shall not be deemed to be contrary to this Trust Agreement.

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ARTICLE VI

ACCEPTANCE OF CONTRIBUTIONS; DISTRIBUTIONS FROM TRUST

6.1 Contributions

The Plan Administrator shall, on behalf of the School District, make all contributions to the Trustee. Such contributions shall be in cash, unless the Trustee agrees to accept a contribution that is not in cash. All contributions shall be paid to the Trustee for investment and reinvestment pursuant to the terms of this Trust Agreement. The Trustee shall not have any duty to determine or inquire whether any contributions to the Trust made to the Trustee by the Plan Administrator are in compliance with the Plan or applicable state law, nor shall the Trustee have any duty or authority to compute any amount to be paid to the Trustee by the Plan Administrator; nor shall the Trustee be responsible for the collection or adequacy of the contributions to meet the School District's OPEB Obligation, as may be determined under GASB 45. The contributions received by the Trustee from the School District shall be held and administered pursuant to the terms hereof without distinction between income and principal. Participants may be permitted to make contributions to the Trust if provided for under the Plan, and subject to approval of the Plan Administrator.

6.2 Distributions

(a) Upon receipt of instructions from the Plan Administrator, the Trustee shall make payments from the Trust Fund in such manner, amounts and times, for the payment or reimbursement of a) the explicit liability for employee postemployment health premium and other Postemployment Benefit expenses as actually incurred by the School District during each Trust Year, b) the implicit rate subsidy for retiree health benefit premiums as calculated by the actuary employed by the School District for calculating the OPEB liability and c) for the payment of fees and expenses as described herein. For this purpose, OPEB includes (but is not limited to) the difference between (a) claims costs (or age-adjusted premiums approximating claims costs) for Participants under the Plan, and (b) the amounts required to be contributed by the Participants under the Plan. The School District may rely on actuarial valuations prepared in accordance with GASB 43 and GASB 45 to determine the amount of OPEB that may be reimbursed from the Trust Fund.

(b) The Plan Administrator, on behalf of the School District, shall have the responsibility for making benefit payments under the Plans. The Plan Administrator or School District may open a benefit account, including through a commercial checking account in a federally insured banking institution or offered through a joint powers investment trust, and the Trustee shall make transfers of funds to the benefit account at such time and in such amounts as the Plan Administrator may from time to time direct. The owner of the benefit account shall identify those individuals who are authorized to sign manually or by facsimile signature any and all checks, drafts and orders against the benefit account, and the depository bank is authorized to honor any and all checks, drafts

and orders so signed, regardless of by whom or by what the actual or purported facsimile signature or signatures may have been affixed thereto, if such signature or signatures resemble those duly filed. The Plan Administrator shall have full responsibility with respect to all matters relating to the benefit account, including the power to direct stop payment on any check, draft or order, and to reissue and deposit checks. In addition, or in the alternative, the Plan Administrator or the School District may direct the Trustee to reimburse the School District directly for OPEB costs in such amounts as the Plan Administrator or School District may from time to time direct. The Trustee shall have no duty to question the propriety of any direction of the Plan Administrator or the School District to make transfers from the Trust to the benefit account or to the School District, to account for funds retained in or disbursed from the benefit account, or to pay any tax arising by reason of any benefit payment or reimbursement of OPEB costs.

(c) The Trustee shall not be liable for any distribution made by it pursuant to instructions received from the School District or the Plan Administrator on behalf of the School District, and shall be under no duty to make inquiry as to whether any distribution directed by the School District or the Plan Administrator is made pursuant to the provisions of the Plan or any applicable law, or as to the effect of any instruction for tax purposes or otherwise. Likewise, the Trustee need not see to the application of any distribution made to or for the benefit of a former Employee or Officer pursuant to the instructions of the School District.

(d) The Trustee shall neither be responsible for the adequacy of the Trust to discharge any payments and liabilities under the Plan, nor be required to make any distributions under the Plan in excess of the net realizable value of the assets of the Trust allocable to such Plan at the time of the distribution. The Trustee shall not be required to make any distribution in cash unless the Plan Administrator or School District has provided instructions as to the assets to be converted to cash for the purpose of making such distribution.

ARTICLE VII

FIDUCIARY RESPONSIBILITIES

7.1 Fiduciary Discharge of Duties

Except as otherwise provided by applicable law or this Agreement, each fiduciary shall discharge such fiduciary's duties with respect to the Trust Agreement and the Trust:

(a) for the sole purpose of providing and financing Postemployment Benefits in accordance with the terms of the Plan; and

(b) with respect to the investments of the Trust, to act in accordance with the Minnesota Prudent Investor Act, Minnesota Statutes, Sections 501B.151 et. seq.

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7.2 Limitations on Fiduciary Responsibility

No fiduciary shall be liable with respect to a breach of fiduciary duty by any other fiduciary except as provided by law.

No fiduciary shall be liable for carrying out a direction from another fiduciary which direction the fiduciary in good faith believes to be authorized and appropriate.

No fiduciary shall be liable for refraining from taking an action in the absence of a proper direction from another fiduciary possessing the authority and responsibility to make such a direction.

7.3 Indemnification of Trustee by School District

The Trustee shall not be liable for any claims, demands, loss, costs, expense or liability (hereinafter, "Liability" except as such Liability arises as a result of Trustee's gross negligence or willful misconduct) in connection with this Trust Agreement, including reasonable attorneys' fees and costs incurred by the Trustee.

The School District shall indemnify and hold the Trustee (including its officers, agents, employees and attorneys) harmless from and against any and all Liability arising out of or in connection with this Trust Agreement, including reasonable attorneys' fees and costs incurred by the Trustee, to the extent permitted by law.

This section shall survive the termination of this Trust Agreement.

ARTICLE VIII

AMENDMENT, TERMINATION AND MERGER

8.1 No Obligation to Continue Trust

Continuance of the Trust and continuation of the Plan are not assumed as contractual obligations of the School District. A termination of the School District's obligation to provide Postemployment Benefits pursuant to the Plan shall not, in itself, effect a termination of the Trust.

8.2 Amendments

(a) The Trust Agreement may only be amended or terminated as provided herein. The School District shall have the right to amend this Trust Agreement from time to time, and to similarly amend or cancel any amendments. A copy of all amendments shall be delivered to the Trustee and Plan Administrator promptly as each is made.

(b) Such amendments shall be set forth in an instrument in writing executed by the School District and the Trustee. Any amendment may be current, retroactive or prospective, provided, however, that no amendment shall:

(1) Cause the Assets of the Trust to be used for or diverted any other purposes prior to satisfaction of the unfunded actuarial accrued liability for the School District's OPEB Obligations as determined under the Plan, along with reasonable expenses of administering the Trust;

(2) Vest, modify, improve, expand, or reduce any right to Postemployment Benefits beyond the rights provided in the Plan, except that such changes may be made as may be required to permit this Trust Agreement to meet the requirements of applicable law;

(3) Change or modify the duties, powers or liabilities of the Trustee hereunder without its consent.

(c) The School District may amend the Trust at any time as may be necessary to meet the requirements for tax exemption under Section 115 of the Code, to conform the Trust to the laws of the State of Minnesota, and to meet the standards set forth in GASB 43 and GASB 45 for the OPEB Plan to be treated as funded through a qualifying trust or equivalent arrangement.

8.3 Separate Accounts

The School District may establish a single trust to hold Assets for Postemployment Benefits provided to separate groups of Participants, including obligations that arise under both collectively bargained and non-collectively bargained agreements. The School District may direct the Trustee to establish subtrusts for each separate group of Participants with different benefits, coverage levels, or other rights with respect to the Plan. Although Trust Assets may be pooled for investment purposes, the Assets of each subtrust established hereunder will be separately accounted for.

8.4 Trustee-to-Trustee Transfers

The School District may, in its sole discretion, direct the Trustee to transfer Assets constituting the entire unfunded actuarial accrued liability of the Plan and the normal cost for the valuation year to a separate or successor irrevocable trust that meets the standards under paragraph 4 of GASB Statement No. 43 and qualifies as a trust for Postemployment Benefits under Minnesota Statutes Section 471.6175, as amended.

The School District may also direct the Trustee to transfer Assets constituting the unfunded actuarial accrued liability and normal cost for the valuation year of any separate group of Participants or subtrust.

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8.5 Termination of Trust

The Trust will terminate only upon satisfaction or defeasance of the School District's Postemployment benefit liability under the Plan. Any excess Assets remaining after all Postemployment Benefit liability owed to former Officers or Employees of the School District under the Plan has been satisfied or otherwise defeased, and after repayment to the holders of any obligation issued to fund Postemployment Benefits, shall be returned to the School District. Postemployment benefit liability under the Plan shall be deemed to be satisfied or defeased if it is (a) assumed by a health insurance company authorized to do business in Minnesota in exchange for a transfer of some or all of the Assets, (b) assumed by a voluntary employees beneficiaries association under Section 501(c)(9) of the Code that qualifies as an irrevocable trust under Minnesota Statutes, Section 471.6175 in exchange for a transfer of some or all of the Assets, (c) assumed by another plan of the School District or a successor School District in exchange for a transfer of some or all of the Assets to a irrevocable trust under Minnesota Statutes Section 471.6175.

From and after the date of such termination and until final distribution of the Assets the Trustee shall continue to have all the powers provided herein as are necessary or expedient for the orderly liquidation and distribution of such Assets and the Trust shall continue until the Assets have been completely distributed in accordance with the Plan.

Unless expressly agreed to in the Plan, no Participants shall have any rights to excess or surplus Assets held in the Trust or in any subtrust, and no excess Assets shall be applied towards additional or improved benefits. The doctrine of *cy pres* shall not be applied to permit any court to direct the application of excess Assets to any purpose other than reversion to the School District, nor shall any creditor or third party have any right or interest in excess Assets unless and until they revert to the School District as provided hereunder.

8.6 Fund Recovery Based on Mistake of Fact

In the case of a contribution which is made by an School District because of a mistake of fact, that portion of the contribution relating to the mistake of fact (exclusive of any earnings or losses attributable thereto) shall be returned to the School District upon its direction, provided such return occurs within two (2) years after discovery by the School District of the mistake. If any repayment is payable to the School District, then, as a condition precedent to such repayment, the School District shall execute, acknowledge and deliver to the Trustee its written undertaking, in a form satisfactory to the Trustee, to indemnify, defend and hold the Trustee harmless from all claims, actions, demands or liabilities arising in connection with such repayment.

ARTICLE IX

MISCELLANEOUS PROVISIONS

9.1 Nonalienation

Participants and their Beneficiaries do not have an interest in the Trust. The Trust shall not in any way be liable to attachment, garnishment, assignment or other process, or be seized, taken, appropriated or applied by any legal or equitable process, to pay any debt or liability of a Participant, a Beneficiary, or any other party. Trust Assets shall be protected against the claims of creditors of the School District, current or former Officers or Employees of the School District, Participants or their Beneficiaries, the State of Minnesota, or the Trustee.

9.2 Saving Clause

In the event any provision of this Trust Agreement is held illegal or invalid for any reason, said illegality or invalidity shall not affect the remaining parts of the Trust Agreement and/or Trust, but this instrument shall be construed and enforced as if said provision had never been included.

9.3 Applicable Law

This Trust Agreement shall be construed, administered and governed under the Code and the laws of the State of Minnesota. Any reference in this Trust Agreement to a statute or regulation shall be considered also to mean and refer to any subsequent amendment or replacement of that statute or regulation. To the extent any of the provisions of this Trust Agreement are inconsistent with the Code or Minnesota law, the provisions of the Code or Minnesota law shall control. In the event, however, that any provision is susceptible to more than one interpretation, such interpretation shall be given thereto as is consistent with the Trust Agreement being a tax-exempt trust under the Code.

9.4 Headings

Headings used in this Trust Agreement are inserted for convenience of reference only and any conflict between such headings and the text shall be resolved in favor of the text.

9.5 Rules of Interpretation

Whenever appropriate, words used herein in the singular may be read in the plural, or words used herein in the plural may be read in the singular; the masculine may include the feminine; and the words "hereof," "herein" or "hereunder" or other similar compounds of the word "here" shall mean and refer to this entire Trust Agreement and not to any particular paragraph or section of this Trust Agreement unless the context clearly indicates to the contrary.

9.6 Counterparts

This Trust Agreement may be executed in an original and any number of counterparts by the School District and Trustee, each of which shall be deemed to be an original of the one and the same instrument.

[Remainder of this page intentionally left blank]

ACKNOWLEDGED AND ACCEPTED this ___ day of_____, 20__.

TRUSTEE	SCHOOL DISTRICT
_____BANK, NATIONAL ASSOCIATION	INDEPENDENT SCHOOL DISTRICT NO. __
By: _____	By: _____
Title: _____	Title: Chair
	By: _____
	Title: Clerk

[Signature Page to OPEB Trust Agreement]

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EXHIBIT A

AUTHORIZED OFFICERS

The following persons are appointed as Authorized Officers for purposes of the OPEB Trust Agreement between the School District and the Trustee:

NAME	TITLE	SAMPLE SIGNATURE
Lynne A. Kovash	Superintendent	
Wayne A. Kazmierczak	Assistant Superintendent	
Denice Sinner	District Accountant	

IN WITNESS WHEREOF, I have set my hand this 9th day of February, 2009.

_____

Superintendent

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.082R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Reimbursement for Travel, Professional Meetings and Conferences (824).

Suggested Resolution: Move to approve the policy, Reimbursement for Travel, Professional Meetings and Conferences (824), as presented.

LAK:mde
Attachment

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

Printed: Wednesday, February 04, 2009 2:14:48 PM
Erickson, Michelle

Board Policies

Reimbursement for Travel, Professional Meetings and Conferences

School Board Policy: 824

Section: 800 BUSINESS SERVICES

Date Adopted: 6/24/1986

Date Revised: 1/14/2008

Dates Reviewed: 1/14/1992
6/23/1997
7/5/2001
4/11/2005
1/14/2008

I. PURPOSE

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

II. GENERAL STATEMENT

Moorhead Area Public Schools pays for approved travel, professional meeting and conference expenses subject to district travel policies, budget allocations, negotiated labor agreements, and individual contracts (refer to Administrative Procedure 824.1). Prior approval must be obtained by submission of the "District #152 Professional Development/Travel Request" form to the appropriate supervisor. Reimbursement requests must be submitted within 60 days of the event per IRS regulations.

III. EXPENSES REIMBURSED BY THE DISTRICT

A. Registration:

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

B. Transportation:

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

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

separate contract.

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

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

Rental Cars: The full cost of a rental vehicle, including gas and insurance, is paid by the school district when its use is deemed necessary by ~~your~~ the immediate supervisor. Shuttle, limousine or taxi expenses are included as reimbursible expenses as approved. Attach receipts to the expense report form.

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

Refer to Administrative Procedures 722.1 and 722.2.

C. Lodging:

Actual lodging expenses, including applicable taxes, are paid by the school district. ~~Extra~~ Incidental lodging expenses that are not limited to ~~such as~~ personal telephone calls, in-room movies and laundry are paid by the employee. Attach receipts to the expense report form. Lodging expenses in the Moorhead area are reimbursed only when ~~you are~~ supervising students as part of an approved activity.

D. Meals:

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

Breakfast - Up to $5.00 (Travel begins prior to 7:00 a.m. or ends after 7:00 a.m.)
Lunch - Up to $8.00 (Travel begins prior to 12:00 noon or ends after 12:00 noon)
Dinner - Up to $125.00 (Travel begins prior to 6:00 p.m. or ends after 6:00 p.m.)

When meals are missed, allowances for meals may be combined. For instance, if breakfast and lunch are missed, up to $258.00 is available for dinner. Attach receipts to Administrative Procedure 824.2 District #152 Professional Development/Travel Request ~~the expense report~~ form. ~~Cash register~~ Itemized receipts are required. Care should be taken not to submit meal expenses for times when meals are included with the conference registration. In rare cases, the meeting location necessitates minimum meal expenses in excess of the allowable limits. Reimbursement of excessive meal expenses must be approved by the Superintendent or ~~his~~ designee. Neither alcoholic beverages nor expenditures for personal use are subject to reimbursement.

E. Paid travel time:

Paid travel time for out-of-state conferences/meetings shall be limited to the dates of the conference/meeting plus one day before and one day after the conference/meeting upon supervisor approval.

IV. ADVANCE TRAVEL EXPENSE PAYMENTS

Advance travel expense monies may be obtained upon submission of ~~the "Receipt for Conference~~

~~Prepayment"~~Administrative Procedure 824.2 District #152 Professional Development/Travel Request form.

V. VOLUNTEER TRAVEL REIMBURSEMENT

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

This policy will be reviewed yearly.

Legal References:
Minnesota Statute 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. No. 161lb-12 (August 4, 1997) (Transportation Expenses)
Minn. Op. Atty. Gen. No. 161B-12 (January 24, 1989) (Operating Expenses of Car)
Minnesota Statute 15.435 (Airline Travel Credit)

Cross References:
Moorhead School Board Policy 216: Out-of-State Travel by School Board Members
Moorhead School Board Policy 722: School District Owned Vehicle Reservation

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.83R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Community Involvement (902).

Suggested Resolution: Move to approve the policy, Community Involvement (902), as presented.

LAK:mde
Attachment

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

Printed: Wednesday, February 04, 2009 9:25:09 AM
Erickson, Michelle

Board Policies

Community Involvement

School Board Policy: 902

Section: 900 COMMUNITY RELATIONS

Date Adopted: 9/28/1982

Date Revised: 12/13/2004

Dates Reviewed: 3/11/1992
2/10/1997
4/23/2001
12/13/2004

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important ~~rolce~~ of community involvement in the Moorhead Area Public ~~s~~Schools ~~district~~.

II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead ~~s~~School ~~b~~Board recognizes that our constituents in the Moorhead area community have talent, training and experience which could be beneficial to our students, staff and ~~the~~ instructional programs. Therefore, the School ~~b~~Board encourages the active involvement of parents and other citizens as individuals and as groups in the lives of our young people and in the life of our schools.

This involvement may ~~take~~ include many alternatives and creative approaches toward the end of encouraging student growth and organizational success.

Cross References:
Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee
Moorhead School Board Policy 901: Family Involvement
Moorhead School Board Policy 903: School District-Community Relations

51

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.84R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Cash Management (820).

Suggested Resolution: Move to approve the policy, Cash Management (820), as presented.

LAK:mde
Attachment

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

Printed: Wednesday, February 04, 2009 9:25:25 AM
Erickson, Michelle

Board Policies

Cash Management

School Board Policy: 820

Section: 800 BUSINESS SERVICES

Date Adopted: 7/17/1995

Date Revised: 1/24/2005

Dates Reviewed: 2/14/2000
1/24/2005

I. PURPOSE

The Moorhead School Board acknowledges the need for effective management of the school district's cash resources. The ~~s~~School ~~b~~Board directs the Assistant Superintendent ~~of Business Services~~ or designee, to maintain effective cash management and investment procedures that are based on statutory constraints. These procedures (Administrative Procedure 820.1) shall ~~seek to optimize yields of investable funds at acceptable levels of risk~~ reflect the School Board's primary investment criteria as listed in priority sequence: safety, liquidity and yield. Procedures shall be in accordance with Minnesota statutes.

II. GENERAL STATEMENT ~~OF POLICY~~

It is the policy of the Moorhead School Board that all cash be managed and invested in such a manner as to best serve its citizens in compliance with Minnesota statutes.

Legal Reference~~s~~:
Minnesota Statutes 118A.04-118A.06 (Deposit and Investment of Local Public Funds)

Cross Reference~~s~~:
Moorhead School Board Policy 801: District Fiscal Management

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.85R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, High School Academic, Activity and Varsity Athletic Letters (545).

Suggested Resolution: Move to approve the policy, High School Academic, Activity and Varsity Athletic Letters (545), as presented.

LAK:mde
Attachment

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

Printed: Thursday, February 05, 2009 10:38:45 AM
Erickson, Michelle

Board Policies

High School Academic, Activity and Varsity Athletic Letters

School Board Policy: 545

Section: 500 STUDENTS

Date Adopted: 3/24/1987

Date Revised: 2/28/2005

Dates Reviewed: 5/8/1995
3/27/2000
2/28/2005

I. PURPOSE

Letters are awarded to students in recognition of their efforts in meeting the Moorhead Area Public Schools' ~~district's~~ mission statement: "To develop the maximum potential of every learner to thrive in a changing world." The purpose of an academic, athletic~~,~~ or activity letter is to recognize student motivation, incentive to achieve, ability, accomplishments~~,~~ and/or contribution to team effort.

II. GENERAL STATEMENT ~~OF POLICY~~

Guidelines for receiving a letter in academics, athletics~~,~~ and/or activities are listed in Administrative Procedure 545.1 and developed to ensure fairness and equity. Administrative and building policies shall ensure that written requirements are developed, available and properly communicated to students and parents/guardians.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.86R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Equal Access to Moorhead Area Public Schools Facilities (702).

Suggested Resolution: Move to approve the policy, Equal Access to Moorhead Area Public Schools Facilities (702), as presented.

LAK:mde
Attachment

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

Printed: Wednesday, February 04, 2009 10:12:40 AM
Erickson, Michelle

Board Policies

Equal Access to Moorhead Area Public Schools Facilities

School Board Policy: 702
Section: 700 NON-INSTRUCTIONAL
Date Adopted: 6/23/2003
Date Revised: 1/14/2008
Dates Reviewed: 3/16/2005
1/14/2008

I. PURPOSE

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

II. GENERAL STATEMENT

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

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

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

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

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

1. Influence the form or content of any prayer or other religious activity;

2. Require any person to participate in prayer or other religious activity;

3. Expend public funds beyond the incidental cost of providing the space for student-initiated meetings;

4. Compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;

5. Sanction meetings that are otherwise unlawful;

6. ~~I~~Limit the rights of groups of students based on the size of the group~~;~~.

7. a~~A~~bridge the constitutional rights of any person.

III. DEFINITIONS

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

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

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

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

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

IV. FAIR OPPORTUNITY CRITERIA

Secondary schools in this school district shall uniformly provide that:

A. A meeting held pursuant to this policy is voluntary and student-initiated~~;~~.

B. There is no sponsorship of the meeting by the school or its agents or employees~~;~~.

C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity~~;~~.

D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school~~; and~~.

E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

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

1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.

2. The activities or meetings are voluntary and student-initiated. The building administrator may require assurances of this fact.

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

1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.

2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.

3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.

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

D. The building administrator has responsibility to:

1. Keep a log of application information;.

2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.

3. Note the condition of the facilities and equipment before and after use.

4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.

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

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

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

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

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

Legal Reference:
20 U.S.C. 4071-74 (Equal Access Act)
20 U.S.C. 7905 (Boy Scouts of America Equal Access Act)
Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)

Cross Reference:
Moorhead School Board Policy 904: Community Use of School Facilities and Equipment
Moorhead School Board Policy 551: Student Discipline

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.87R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Student Activities Travel (543).

Suggested Resolution: Move to approve the policy, Student Activities Travel (543), as presented.

LAK:mde
Attachment

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

Printed: Thursday, February 05, 2009 10:39:47 AM
Erickson, Michelle

Board Policies

Student Activities Travel

School Board Policy: 543

Section: 500 STUDENTS

Date Adopted: 8/5/1988

Date Revised: 2/28/2005

Dates Reviewed: 3/26/1991
3/10/1997
4/23/2001
2/28/2005

I. PURPOSE

The purpose of this policy is to address the ~~district~~ Moorhead Area Public Schools' support for student activities travel to state and national ~~meets~~ events.

II. GENERAL STATEMENT ~~OF POLICY~~

A. State Competitions/Activities Sponsored by Minnesota State High School League or Other Organizations Providing Reimbursement

School ~~D~~district students and their coaches participating in ~~athletic and/or academic~~ competitions/activities at the state level will be provided a school car, bus or contracted travel~~,~~, lodging with two or more students per room when possible, and registration fees~~,~~ upon approval of the ~~B~~building ~~A~~administrator and/or ~~A~~activities ~~D~~director. Meals will not be provided unless they are included in a registration fee or reimbursed by the Minnesota State High School League or other activity sponsor.

B. National Competitions/Activities

National competitions for first place state winners will be financed through activities' individual accounts and/or by student participants.

C. Other Competitions/Activities

All other ~~competition~~ expenses will be the responsibility of the student, parent/guardian or activity fund.

III. DISSEMINATION OF POLICY

This policy will be shared with students and parents/guardians at the beginning of the student activity. District funds will not be used to finance student or coach participation in national competitions.

Cross References:
Moorhead School Board Policy 541: Student Activity Eligibility

Moorhead School Board Policy 542: Student Activity Fees
Moorhead School Board Policy 544: Activit~~y~~ies Fund Raising

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.88R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, School Year Calendar (630).

Suggested Resolution: Move to approve the policy, School Year Calendar (630), as presented.

LAK:mde
Attachment

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

Printed: Wednesday, February 04, 2009 10:26:02 AM
Erickson, Michelle

Board Policies

School Year Calendar

School Board Policy: 630

Section: 600 EDUCATION PROGRAMS

Date Adopted: 5/10/1983

Date Revised: 1/24/2005

Dates Reviewed: 12/1/1990
1/23/1995
5/10/1999
1/24/2005

Revised title: Organization of School Calendar and School Day

I. PURPOSE

The purpose of this policy is to establish the procedures for the development of an administrative recommendation to the Moorhead School Board for approval of an annual school year calendar for the Moorhead Area Public Schools.

II. GENERAL STATEMENT ~~OF POLICY~~

It is important to parents/guardians, students, employees, and the general public to have advance knowledge of the school calendar and school day to effectively plan for the school year. Prior to March 1st of each year, the Superintendent shall submit to the ~~s~~School ~~b~~Board a recommendation for a school year calendar for the next school year. ~~The proposed calendar shall be consistent with all requirements set forth by the Minnesota Department of Education and applicable state statutes.~~ The calendar proposal shall be developed by a process determined by the Superintendent and should involve input from ~~various stakeholder~~ employee and advisory groups.

III. CALENDAR RESPONSIBILITY

A. The school calendar shall be adopted annually by the School Board. It shall meet all requirements and provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff and parents/guardians.

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1 or III.B.2. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of $400,000 or more affecting a school district school facility.

2. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations.

IV. SCHOOL DAY RESPONSIBILITY

A. The Superintendent shall be responsible for developing a schedule for the student day, subject to review by the School Board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. In developing the student day schedule, the Superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, employee contracts, and other concerns deserving of attention.

C. Proposed changes in the school day shall be subject to review and approval by the School Board.

D. Once adopted by the ~~s~~School ~~b~~Board, copies of the calendar shall be prepared for distribution.

Legal References:
Minnesota Statute 120A.40 (School Calendar)
Minnesota Statute 120A.41 (Length of School Year; Days of Instruction)
Minnesota Statute 120A.415 (Extended School Calendar)
Minnesota Statute 120A.42 (Holidays)
Minnesota Statute 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minnesota Statute 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minnesota Statute 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)
Minnesota Statue 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References:
Moorhead School Board Policy 634: Religion
Moorhead School Board Policy 446: Staff Development

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.89R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Religion (634).

Suggested Resolution: Move to approve the policy, Religion (634), as presented.

LAK:mde
Attachment

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

Printed: Wednesday, February 04, 2009 11:00:24 AM
Erickson, Michelle

Board Policies

Religion

School Board Policy: 634

Section: 600 EDUCATION PROGRAMS

Date Adopted: 1/9/1979

Date Revised: 1/24/2005

Dates Reviewed: 9/1990
1/8/1996
6/12/2000
1/24/2005

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the Moorhead Area Public Schools ~~District~~. The proper role that religion plays in the Moorhead Area Public Schools is in its educational value rather than its observance or celebration. This value is based upon its important cultural element whose effects have been felt throughout history.

~~One of the purposes of the Moorhead Area Public Schools is to teach about the world in history, and current world issues and events. The role that religion has played in the historical, social, cultural, and political development of all humanity is essential to the curriculum.~~

The Moorhead Area Public Schools should play a vital role in bringing about an understanding among people of different backgrounds. Teaching about religions as literature, and the role of religion in the history of the United States and other countries can help achieve this understanding.

The choice of what to believe is, and should be, left solely to the individual. Each person is free to choose or reject any belief without interference from either government or other members of the community. The choice made by each person and family is entitled to the greatest respect. The Moorhead Area Public Schools shall marshal its forces to maintain the dignity of each religious preference or absence of the same, and the sanctity of that belief for each individual home. No person should be put in an embarrassing position because of personal or family choice.

Our policy regarding the relationship of religion and public education is intended to provide freedom, protection, sensitivity, tolerance and appreciation for students, employees, parents, and community as a whole.

The Moorhead Area Public Schools shall implement the rules and regulations identified in this policy that speak toward the teaching of religious symbols, musical programs, concerts, advertising religious activities, and the school calendar.

II. GENERAL STATEMENT ~~OF POLICY~~

A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.

B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.

C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.

D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

E. The historical and contemporary values and the origin of various religions, holidays, customs and beliefs may be explained in an unbiased and nonsectarian manner.

~~A~~III. RESPONSIBILITY

~~1~~A. It shall be the responsibility of the ~~s~~Superintendent to ensure that the study of religious materials, customs, beliefs and holidays in the school district is in keeping with the following guidelines:

a1. The proposed activity must have a secular purpose~~,~~.
~~b~~2. The primary objective of the activity must be one that neither advances nor inhibits religion~~, and~~.
~~c~~3. The activity must not foster excessive governmental relationships with religion.
~~d~~4. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.

~~B~~IV. RULES AND REGULATIONS

The Superintendent is granted authority to develop and present for board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion.

~~1~~A. Non-Promotion or Disparagement of Religions - The school district shall neither promote nor disparage any religious belief or non-belief. Instead, the school district encourages all students and employees to have appreciation and tolerance of each other's views.

~~2~~B. Academic Study About Religions - The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

~~3~~C. The Use of Religious Symbols - Religious symbols are sacred to particular faiths and have their place in the church, synagogue, or home. The use of religious symbols in the school shall be encouraged only in the academic study of religions; that is for temporary periods in connection with educational purposes.

~~4~~D. Musical Programs and Concerts - Musical programs prepared for or presented during school hours shall not be religious or religiously oriented. However, the school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music which may have had a religious basis or origin as well as

secular importance. Consequently, such programs may include religious music to the extent presentation of the music advances an educational objective and is presented in an objective manner without religious indoctrination.

A volunteer group practicing outside the school day, school day defined as 30 minutes prior to or 30 minutes immediately following the regularly scheduled student day, may present a program of religious music in the school outside of school hours, subject to, and in conformance with, the school policies and rules governing the use of school facilities equal access.

At all levels of education, the study of religious music as a part of a music appreciation course, musical experience, or as part of a study of various lands and cultures is appropriate as is the study of secular music.

~~5~~E. Advertising Religious Activities - The advertising of religious activities and distribution of religious literature shall be on the same terms and conditions as permitted for other advertising or literature that is unrelated to school curriculum or activities.

~~6~~F. School Calendar - The school calendar should be designed to encourage sensitivity for religious holidays, Sabbaths and holy days of all faiths.

If conflicts occur, care should be taken to modify lesson activities or other activities which will be difficult to make up.

~~7~~G. Religious Excusals - In the event a student and/or student's parent ~~or~~ /guardian finds a lesson objectionable based on the student's or student's parent's ~~or~~ /guardian's religious beliefs or other conscientious grounds, the student and/or student's parent ~~or~~ /guardian may seek excusals therefrom through the building administrator. The building administrator shall work with the student and/or student's parent ~~or~~ /guardian to arrange for such excusals unless there are clear issues of overriding concern that would prevent it.

Legal References:
U. S. Constitution., ~~First A~~amendment I
Minnesota Statute 120A.22, Subd. 12(3) (Compulsory Instruction)
Minnesota Statute 120A.35 (Absence From School for Religious Observance)
Lemon v. Kurtzman, 403 U.S. 602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir.~~) cert. denied, 449 US. 987, 101 S.Ct. 409, 66 L.Ed.2d 251 (~~1980)
*Stark v. Independent School~~, *Dist~~rict~~, *No. 640*, 123 F.3d 1068 (8th Cir.~~) cert. denied, 118 S. Ct. 1560, 140 L.Ed. 2d 792 (~~1997)
*Santa Fe Independent School~~, *Dist~~rict~~, *v. Doe*, 530 U.S. ~~1251~~290, 120 S.Ct. 2266 (2000)
*Tangipahoa Parish Board~~, *of Education*~~, *v. Freiler*, 530 U.S. 1251, 120 S.Ct 2~~26~~706 (2000)
*LeVake v. Independent School~~, *Dist~~rict~~, *No. 656*, 625 N.W.2d 502 (Minn. App. 2001)~~, cert. denied, 534 U.S.1081, 122 S. Ct. 814, 151 L.Ed.2d 698 (2000)~~
Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Wigg v. Sioux Falls Sch. Dist., ~~No. 03-2956, 03-3107, 2004 WL 1948682~~ 382 F.3d 807(8th Cir.~~, Sept. 3,~~2004)
Minn. Op. Atty. Gen. 169-J (Feb 14, 1968)
Minn. Op Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. No. 63 (1940)
Minn. Op. Atty. Gen. No. 120 (1924)
Minn. Op Atty. Gen. No. 121 (1924)

Cross References:
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 515: School District Student Attendance
Moorhead School Board Policy 630: ~~School Year Calendar~~ Organization of School Calendar and School Day
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.90R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Equal Educational Opportunity (501).

Suggested Resolution: Move to approve the policy, Equal Educational Opportunity (501), as presented.

LAK:mde
Attachment

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

Printed: Wednesday, February 04, 2009 10:35:15 AM
Erickson, Michelle

Board Policies

Equal Educational Opportunity

School Board Policy: 501
Section: 500 STUDENTS
Date Adopted: 12/16/1996
Date Revised: 2/28/2005
Dates Reviewed: 4/23/2001 2/28/2005

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of Moorhead Area Public Schools.

II. GENERAL STATEMENT ~~OF POLICY~~

A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to policy 570: Prohibition of Harassment and Violence.

C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

D. It is the responsibility of every school district employee to comply with this policy conscientiously.

E. Any student, parent ~~or~~ /guardian having any questions regarding this policy should discuss it with an appropriate school official. In addition, an inquiry or a complaint should be referred to the Department of Human Resources or the Superintendent.

Legal References:
Minnesota Statute Ch. 363A (M~~N~~innesota Human Rights Act)
Minnesota Statute 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
42 U.S.C. 12101 et seq. (Americans with Disabilities Act)
20 U.S.C. 1681 et seq. (Title IX of the Education Amendments of 1972)

Cross References:
Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 503: Student Parental, Family and Marital Status Nondiscrimination
Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.91R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Promotion, Retention and Acceleration of Elementary Students (641).

Suggested Resolution: Move to approve the policy, Promotion, Retention and Acceleration of Elementary Students (641), as presented.

LAK:mde
Attachment

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

Printed: Thursday, February 05, 2009 10:42:09 AM
Erickson, Michelle

Board Policies

Promotion, Retention and Acceleration of Elementary Students

School Board Policy: 641

Section: 600 EDUCATION PROGRAMS

Date Adopted: 4/24/1984

Date Revised: 2/28/2005

Dates Reviewed: 12/1/1990
5/22/1995
2/14/2000
2/28/2005

Revised title: Student Promotion, Retention, Acceleration and Program Design

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents/guardians and students regarding student promotion, retention, acceleration and program design. Promotion, retention and acceleration shall be made in the best interests of the student after a careful evaluation of all the factors relating to the advantages and disadvantages of the alternatives.

II. GENERAL STATEMENT

~~Our school system~~ The Moorhead Area Public Schools accepts the responsibility to aid the development of each student. The educational programs in our school district are designed to maximize individual growth in the following areas as identified and defined in our school district philosophy:

~~A.~~ o Self-concept
~~B.~~ o Human understanding
~~C.~~ o Basic skills
~~D.~~ o Creative development
~~E.~~ o Knowledge and appreciation of human achievement
~~F.~~ o Joy of learning
~~G.~~ o Physical and mental well-being
~~H.~~ o Self-sufficiency
~~I.~~ o Responsible citizenship

~~II. GENERAL STATEMENT OF POLICY~~

~~Every effort shall be made to identify the special needs and talents of students early in their school careers so appropriate placements can be made.~~
Assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. Physical development, maturity and emotional factors shall be considered as well as scholastic achievement.

C. Acceleration

The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:

1. assess a student's readiness and motivation for acceleration; and

2. match the level, complexity and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

D. Program Design

The school district shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A procedure for screening and identifying students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options.

Final decisions on promotion, retention and acceleration shall be made by the ~~principal~~ building administrator after consultation and recommendations of teachers, parents/guardians and other resource persons. (Refer to Administrative Procedure 641.1.)

An appeal may be made to the Superintendent and ultimately to the ~~s~~School ~~b~~Board within thirty (30) calendar days of the ~~principal's~~ building administrator's decision.

Legal References:
Minnesota Statute 120B.15 (Gifted and Talented Program)
Minnesota Statute 123B.143, Subd. 1 (Superintendents)

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 513: Early Admissions
Moorhead School Board Policy 501: Equal Educational Opportunity

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.92R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Search of Student Lockers, Desks, Personal Possessions, and Student's Person (574).

Suggested Resolution: Move to approve the policy, Search of Student Lockers, Desks, Personal Possessions, and Student's Person (574), as presented.

LAK:mde
Attachment

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

Printed: Thursday, February 05, 2009 10:43:32 AM
Erickson, Michelle

Board Policies

Search of Student Lockers, Desks, Personal Possessions, and Student's Person

School Board Policy: 574

Section: 500 STUDENTS

Date Adopted: 4/22/1996

Date Revised: 4/11/2005

Dates Reviewed: 07/09/2001
4/11/2005

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the Moorhead Area Public Schools' ~~District's~~ policies against contraband.

II. GENERAL STATEMENT ~~OF POLICY~~

A. Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. The policy above for school lockers also applies equally to student's desks or personal possessions as defined herein. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

C. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at anytime, without notice, without student consent, and without a search warrant.

D. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

E. It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store

contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

III. DEFINITIONS

A. "Contraband" means any unauthorized item, possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-a-likes," alcoholic beverages, controlled substances and "look-a-likes," overdue books, and other materials belonging to the school district, and stolen property.

B. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.

C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

A. School officials may inspect lockers and desks for any reason at any time, without notices, without student consent and without a search warrant.

B. School officials may, in their discretion, employ the use of trained dogs for the purpose of conducting a general sniff search of student lockers and desks. If a dog alerts to a locker or desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion that contraband will be found. If it is determined that reasonable suspicion exists, an internal search of the locker or desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

C. School officials may, upon a finding of individualized reasonable suspicion supported by articuable facts, employ the use of trained dogs for the purpose of conducting a sniff search of an employee's desk. If a dog alerts to the desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion, then an internal search of the desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

D. School officials may, without a search warrant, search the person and/or personal possessions based on a reasonable suspicion. The search will be reasonable in its scope and intrusiveness.

E. As soon as practicable after a search pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by policy or school officials.

F. A school official conducting any other search may determine when it is appropriate to have a second official present as

an observer.

G. A search of a person shall be conducted in privacy by a school official of the same sex. An adult witness of the same sex shall be present as an observer during the search.

H. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. ~~The school district shall provide a copy of this policy to a student when the student is given use of a locker.~~

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, or cause educational disruption, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school offices will seize the item and, where appropriate, turn it over to legal authorities for ultimate disposition.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include restitution (to include the cost of damaged school property), suspension, exclusion or expulsion, and the student may, when appropriate, be referred to legal authorities.

Legal References:
U. S. Constitution., ~~Fourth A~~amend~~ment.~~ IV
Minn. Const., art. I, 10
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)
~~Zamora v. Pomeroy, 639 F.2d 662 (10th Cir.1981)~~
Minnesota Statute 121A.72 (School Locker Policy)

Cross References:
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical/Sexual Abuse
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.93R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 19, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches (575).

Suggested Resolution: Move to approve the policy, Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches (575), as presented.

LAK:mde
Attachment

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

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

Printed: Wednesday, February 04, 2009 11:02:57 AM
Erickson, Michelle

Board Policies

Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches

School Board Policy: 575
Section: 500 STUDENTS
Date Adopted: 6/11/2001
Date Revised: 4/11/2005
Dates Reviewed: 4/11/2005

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the Moorhead Area Public Schools and to protect the health, safety and welfare of students, school personnel, and the general public.

II. GENERAL STATEMENT ~~OF POLICY~~

It is the policy of the Moorhead Area Public Schools ~~District~~ to allow the limited use and parking of motor vehicles by students in school district locations. It is the position of the school district that a fair and equitable districtwide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

III. DEFINITIONS

A. "Contraband" means any unauthorized item, possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-a-likes," alcoholic beverages, controlled substances and "look-a- likes," overdue books and other materials belonging to the school district, and stolen property.

B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

D. "School district location" means property owned, rented, leased or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity,

event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

IV. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving motor vehicles to Moorhead High School may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways or in other designated areas (e.g. staff, visitors or busing lanes).

V. PATROLS, INSPECTIONS AND SEARCHES

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

A. Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle.

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches and/or Seizures.

It shall be a violation of this policy for students to store or carry contraband in motor vehicles in a school district location or to interfere with patrols, inspection, searches and/or seizures as provides by this policy.

D. Seizure of Contraband.

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy.

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VI. STUDENT USE OF MOTOR VEHICLES

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

VII. VIOLATIONS

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

Legal References:
U. S. Constitution, Amendment IV
Minnesota Constitution, Art. I, 10
Minnesota Statute 123B.02, Subds. 1 and 5 (General Powers of Independent School District Specific Powers and Duties)
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct 733, 83 L.Ed.2d 720 (1985

Cross References:
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 5754: Search of Student Lockers, Desks, Personal Possessions, and Student's Person
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons
Moorhead School Board Policy 712: Safety and Security Technology

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.081R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: February 3, 2009

SUBJECT: 2009-2010 School Calendar

The attached draft proposal for the 2009-2010 School Calendar was developed through a consensus process by the school district's Calendar Committee. The committee consists of teachers, staff, administration and community members. The committee reviewed the parameters for school district calendars, contract language and feedback from district staff and community to develop the working draft. The committee's decision-making process provided for input and review by all school district staff.

Minnesota Statute 120A.40 (School Calendar) authorizes school districts that agree to the same schedule with a school district in an adjoining state may begin the school year before Labor Day. Examples of collaboration and coordination are found throughout the community of Moorhead, Fargo and West Fargo. The Fargo-Moorhead Chamber of Commerce and Metro Youth Partnerhship are examples of collaboration. The calendar will provide opportunities for school districts to collaborate with staff and student activities.

Suggested Resolution: Move to approve the 2009-2010 School Calendar as presented.

LAK:mde
Attachment

Moorhead Area Public Schools — ISD 152

Draft 2.4.09

July 2009

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
[24]	[25]	[26]	[27]	28
31				

September

	1	2	3	4
(7)	8	9	10	11
14	15	‹16›	17	18
21	22	23	24	25
28	29	‹30›		

October

			1	2
5	6	7	8	(9)
(12)	(13)	14	(15)	16
19	20	‹21›	22	23
26	27	28	29	30

November

2	3	‹4›	5	6
9	10	11	12	13
16	17	‹18›	19	20
23	24	25	(26)	(27)
30				

December

	(1)	‹2›	3	4
7	8	9	10	11
14	15	‹16›	17	18
21	22	(23)	(24)	(25)
(28)	(29)	(30)	(31)	

January 2010

				(1)
4	5	6	7	8
11	12	‹13›	14	15
[18]	[19]	20	21	22
25	26	‹27›	28	29

February

1	2	3	4	5
8	9	‹10›	11	12
(15)	(16)	17	(18)	19
22	23	24	25	26

March

1	2	3	4	5
8	9	‹10›	11	12
(15)	(16)	(17)	(18)	(19)
22	23	‹24›	25	26
29	30	31		

April

			1	(2)
5	6	‹7›	8	9
12	13	14	15	16
19	20	‹21›	22	23
26	(27)	28	29	30

May

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	[28]
31				

June 2010

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

☐ Professional Development/ No School for Students

[ ] Prof. Dev. (morning) / Teacher Work Day (afternoon) / No Classes

‹ › Prof. Development 1 Hour Before or After School

◯ No School

( ) P/T Conference (Varies by Bldg.)

___ K-12 Teacher Comp. Day

Emergency Make-Up Days:
June 1, 2, 3, 4 and beyond

This calendar includes two built-in make-up days. If any of these days are unused, the end date of the school year will be adjusted accordingly.

Payroll Dates:
July 31, 2009
August 31
September 30
October 30
November 30
December 23
January 29, 2010
February 26
March 31
April 30
May 28
June 30

2009-2010 SCHOOL CALENDAR

2009

Aug.	4-6	Ninth Grade Orientation
	21	New Teacher Orientation
	24, 26, 27	Professional Development
	25	Prof. Development (a.m.) / Teacher Work Day (p.m.)
	25	Back to School Night (Horizon)
	27	Back to School Night (Elem.)
	31	K-12 Classes Begin
Sept.	7	Labor Day
	16, 30	Prof. Development Before/After School
Sept.	14-Oct. 9	Fall MAP Testing
Oct.	9, 12	K – P/T Conferences (day)
	12, 13	K-12 P/T Conferences (5-8:30 p.m.)
	13	K-12 P/T Conferences (8-11, 12-4) / No Classes K-12
	14	K-12 No School / Teacher Comp. (Conf.)
	15-16	Education Minnesota (EM)
	21	Prof. Development Before/After School
Nov.	3	GRAD Writing Retest Grades 10-12
	3-5	BST Retests
	4, 18	Prof. Development Before/After School
	4	End of 1st Quarter (MHS)
	25	End of 1st Trimester (Horizon)
	26-27	No School
Dec.	1	9-12 P/T Conferences (5-8:30 p.m.)
	2, 16	Prof. Development Before/After School
	23	Winter Break Begins / Teacher Comp (PD)

2010

Jan.	4	K-12 Classes Resume
	13, 27	Prof. Development Before/After School
	15	End of 2nd Quarter/Semester (MHS)
	18	No Classes K-12 / Professional Development / Martin Luther King Jr. Day
	19	Prof. Development (a.m.) / Teacher Work Day (p.m.) / No Classes

2010 continued....

Feb.	10	Prof. Development Before/After School
	15	No School / Presidents' Day
	16, 18	9-12 P/T Conferences (5-8:30 p.m.)
March	3	End of 2nd Trimester (Horizon)
	8-16	Testing Window for ELL Tests
	10, 24	Prof. Development Before/After School
	15, 16	K-8 P/T Conferences (5-8:30 p.m.)
	15, 16	K – P/T Conferences (day)
	17	K-8 P/T Conferences (8-11, 12-4) / Grades 9-12 Teacher Comp Day (Conf.) / No Classes K-12
	18-19	No School / Teacher Comp. (Conf. / PD)
	22-26	Testing Window for ELL Tests
	26	End of 3rd Quarter (MHS)
	29-April 30	MTAS Reading and Math Testing Window
	29-May 21	MTAS Science Testing Window
April	2	No School
	7, 21	Prof. Development Before/After School
	13	Grade 9 GRAD Test of Written Comp
	13, 14	MCA-II Gr. 10 Reading, Gr. 11 Math, Gr. 11 MTELL
	13, 15	Reading MCA-II Gr. 3-8
	20, 22	Math MCA-II, MTELL Gr. 3-8
	20	GRAD Writing Retest Grade 12
	20-22	Basic Skills Test Retests
	27	9-12 P/T Conferences (5-8:30 p.m.)
	26-May 21	MCA-II Science Test (Gr. 5, 8, MHS) / Spring MAP Testing
May	27	Last Day for K-12 Students
	28	Last Day for K-12 Staff / Professional Dev. (a.m.) / Teacher Work Day (p.m.)
	30	Graduation
	31	Memorial Day

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.055 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: February 3, 2009

SUBJECT: Preliminary Budget Adjustments

Attached is a document providing further detail regarding the budget adjustments that were presented to the School Board at the January 26, 2009 work session. As we enter mid-February and March, we will continue to refine the budget adjustments that are necessary to balance the school district's 2009-10 General Fund budget.

WAK:mde
Attachment

2009-10 Preliminary Budget Adjustments Estimates as of February 3, 2009	
Personnel (Instructional and Support)	
- Licensed employees - 42 positions	2,100,000
- Non-licensed employees - 22 positions	1,100,000
- Administrative salaries adjustment	50,000
Impact: Class size increases, primarily at the secondary level. Less technology support for staff. Licensed reductions include classroom teachers and specialists.	
Property Services and Transportation	
- Reduced energy consumption	500,000
- Building discretionary capital outlay	20,000
- Property Services salaries adjustment	50,000
- Property Services supplies	25,000
- Delay purchase of school bus	80,000
- Fuel for student transportation	50,000
Impact: Study student transportation system and other district-owned vehicles. Continue to look for ways to impact energy efficiency.	
Special Education	
Freeze expenditures at fiscal year 2009 level	500,000
Impact: Likely reductions in licensed and/or non-licensed staff.	
Student Activities	
- Combination of expenditure reductions and revenue increases	250,000
Impact: Reduction in number of coaches, limit travel, increased fees.	
Other	
- Textbooks	150,000
- Supplies	25,000
Impact: Reduced textbook budget worked into regular curriculum review cycle. Supplies reduced at all levels.	
Total	**4,900,000**

S-M9-B05
23 Feb 2009

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

February 23, 2009
7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____	Kristine Thompson _____
Lisa Erickson _____	Michael Thrasher _____
Cindy Fagerlie _____	Bill Tomhave _____
Mike Siggerud _____	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 Lukas Gemar for being named the 2008-09 Gatorade Minnesota Boys Cross Country Runner of the Year. Gemar is the first Gatorade Minnesota Boys Cross Country Runner of the Year to be chosen from Moorhead High School. The award recognizes outstanding athletic excellence, high standards of academic achievement and exemplary character demonstrated on and off the racecourse. Gemar is now a finalist for the Gatorade National Boys Cross Country Runner of the Year award to be announced in February. Tom Dooher is the Moorhead High cross country coach and Jeremy Blake is the assistant coach.

*** **We Are Proud** of Horizon Middle School student Sam Benson for winning the school level competition of the National Geographic Bee held January 14. Paige Wakefield took second. Benson has taken a written qualifying test to determine his eligibility to advance to the Minnesota Geographic Bee. Tony Kunka is the Geographic Bee coordinator.

*** **We Are Proud** of the following winners of the Grade Level Spelling Bee held January 27 and 29 at Horizon Middle School:

6th Grade Spelling Bee: Reilly Swanson
7th Grade Spelling Bee: Benjamin Clark
8th Grade Spelling Bee: Grace Duginski

The Spelling Bee coordinator is Lois Brown.

*** **We Are Proud** of the following winners of the Moorhead District Spelling Bee held February 12 at Horizon Middle School:

1st Place: Grade Duginski, Grade 8
2nd Place: Lucia Smith, Grade 8
3rd Place: Cody Lineburg, Grade 6

Nineteen finalists from the Grade Level Spelling Bees participated in the District Bee. Grace Duginski and Lucia Smith will advance to the Region IV Spelling Bee on March 3 in Fergus Falls. Lois Brown is the Spelling Bee coordinator.

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

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak

C. LEARNER SUPPORT SERVICES MATTERS - Skarvold

D. HUMAN RESOURCES MATTERS - Nielsen
   (1) Approval of Early Retirements - Page 5
   (2) Approval of Return from Leave of Absences - Page 6
   (3) Approval of Family/Medical Leave - Page 7
   (4) Approval of Extended Leave of Absence - Page 8
   (5) Approval of Resignations - Page 9

E. CURRICULUM AND PROFESSIONAL DEVELOPMENT MATTERS - Aamodt

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

Moved by _____ Seconded by _____
Comments _____

3. **HORIZON MIDDLE SCHOOL SCHEDULE**: Kovash
Pages 10-12

Suggested Resolution: Move to approve the Horizon Middle School Schedule as presented.

Moved by _____ Seconded by _____
Comments _____

4. **COMMITTEE REPORTS**

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

6. **CLOSE PUBLIC MEETING**: Thompson

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

Moved by _____ Seconded by _____
Comments _____

7. **OPEN PUBLIC MEETING**: Thompson

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

Moved by _____ Seconded by _____
Comments _____

8. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Technology Committee	February 24	3:45 pm	PCE
K-12 Parent/Teacher Confs	February 24, 26	5-8:30 pm	
Kind Parent/Teacher Confs	February 25, 26	Day	
K-8 Parent//Teacher Confs	February 27	8-11 am, 12-4 pm	
Asp PTAC	March 2	6:30 pm	Media Center
Reinertsen PTAC	March 2	6:30 pm	Media Center
MHS PTAC	March 2	7 pm	Conf Rm
Continuing Education Com	March 3	6:45 am	Village Inn
Indian Educ Parent Com	March 4	5 pm	PCE
Joint Powers Committee	March 5	7 am	Dilw City Hall
Human Rights Committee	March 5	3:45 pm	PCE
Horizon PTAC	March 5	7 pm	Media Center
Staff Development Com	March 9	3:30 pm	PCE
Hopkins PTAC	March 9	6:30 pm	Media Center
School Board	March 9	7 pm	PCE
Spec Ed Parent Adv Com	March 10	12 pm	PCE
Prof Dev Before/After School	March 11		
Instr and Curr Adv Com	March 12	7 am	PCE
Health/Safety/Wellness Com	March 12	9:30 am	PCE
Early Childhood Adv Com	March 12	6:30 pm	PCE
Com Ed Advisory Council	March 17	7 pm	PCE
Interagency Early Interv Com	March 18	12 pm	FSC
School Board	March 23	7 pm	PCE
Activities Council	March 24	7 am	MHS Conf Rm
Technology Committee	March 24	3:45 pm	PCE
Prof Dev Before/After School	March 25		

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.088**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: February 17, 2009

RE: Early Retirement

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

Shirley Tweten	ESL Teacher, High School, effective August 1, 2009.
Connie Frederick	Speech/Language Pathologist, Ellen Hopkins Elementary, effective at the end of the 2008-2009.
Linda Landgraf	1st Grade Teacher, Robert Asp Elementary, effective at the end of the 2008-2009 school year.
Linda Jones	DCD/LD Teacher, High School, effective at the end of the 2008-2009 school year.
Tom Cerar	4th Grade Teacher, S.G. Reinertsen Elementary, effective at the end of the 2008-2009 school year.
Jon Enderle	DCD/LD Teacher, Robert Asp Elementary, effective at the end of the 2008-2009 school year.
Pat Enderle	LD/EBD Teacher, Horizon Middle School, effective at the end of the 2008-2009 school year.
Janet Welken	Physical Education Teacher, Ellen Hopkins Elementary, effective at the end of the 2008-2009 school year.
Ken Welken	Math Teacher, Horizon Middle School, effective at the end of the 2008-2009 school year.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Shirley Tweten, Connie Frederick, Linda Landgraf, Linda Jones, Tom Cerar, Jon Enderle, Pat Enderle, Jan Welken and Ken Welken as presented.

RN:jal

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.085**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: February 17, 2009

RE: Returning from Leave of Absence

The administration requests the approval of return from Leave of Absence for the following people:

Mary Broberg	Elementary and EBD Teacher, effective with the 2009-2010 school year.
Lori Woods	Elementary Teacher, effective with the 2009-2010 school year.

SUGGESTED RESOLUTION: Move to approve the return of Mary Broberg and Lori Woods from Leave of Absence as presented.

RN:jal

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.086**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nelson, Director of Human Resource

DATE: February 17, 2009

RE: Family/Medical Leave

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

Heather Arntson	Physical Education Teacher, High School, beginning approximately May 25, 2009 approximately six weeks.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave pursuant to Article 38 of the Teachers' Master Agreement.

RN:jal

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.089**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: February 17, 2009

RE: Extended Leave of Absence

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

Sue Speich	Physical Therapist, S.G.Reinertsen Elementary, effective beginning with the 2009-2010 school year. This leave of absence is up to five years which includes the one year leave of absence granted for the 2008-2009 school year previously granted under Article 43 of the Teachers' Master Agreement.
Brenda Krueger	Elementary Teacher, Ellen Hopkins Elementary, effective beginning with the 2009-2010 school year.

SUGGESTED RESOLUTION: Move to approve the Extended Leave of Absence for Sue Speich and Brenda Krueger pursuant to Article 40 of the Teachers' Master Agreement.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.087**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: February 17, 2009

RE: Resignations

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

Hannah Hellavang	Food and Nutrition Server, Ellen Hopkins Elementary, effective February 5, 2009.
Dawn Bolstad	Teacher on Extended Leave, effective at the end of the 2008-2009 school year.
Betsy Tengesdal	Teacher on Leave of Absence, effective at the end of the 2008-2009 school year.
Kyle Edgerton	Teacher on Extended Leave of Absence, effective at the end of the 2008-2009 school year.
Steve Connelly	Teacher on Extended Leave of Absence, effective at the end of the 2008-2009 school year.
Chris Nellermoe	Teacher on Extended Leave of Absence, effective at the end of the 2008-2009 school year.

SUGGESTED RESOLUTION: Move to approve the resignation of Hanna Hellevang, Dawn Bolstad, Betsy Tengesdal, Kyle Edgerton, Steve Connelly, and Chris Nellermoe as presented.

RN:jal

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.96R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: February 17, 2009

SUBJECT: Horizon Middle School Schedule

The schedule at Horizon Middle School was designed during the implementation phase of the middle school model prior to the 2004-05 school year. While the current schedule has been acceptable, a more streamlined and less complex schedule is recommended. As one of the goals under Priority Area 4 of the district's Strategic Plan, the middle school administration was charged with the task of examining the schedule and determining a more effective model.

Feedback and information was gathered from staff members and that feedback was used to determine the model for the proposed middle school schedule. Attached are staff responses from a visioning session.

The proposed schedule, which is attached, consists of a six-period day with advisor/advisee time as a part of the day. The day still provides for exploratory classes, music and physical education.

Lori Lockhart and Matt Naugle will present information on the schedule at the February 23 School Board meeting.

Suggested Resolution: Move to approve the Horizon Middle School schedule as presented.

LAK:mde
Attachment

Teacher Responses from August 2008
Staff Development Visioning Session

Needs and Wants/Dream School:

- Child centered (10)
- Respect (5), Responsible (2) and Safe (4)
- School wide collaboration not just houses
- All on the same page – good communication (9)
- Behavior plan that is consistent and followed (4)
- Staff development for all and in content areas (3)
- Common schedule that works and allows for flexibility (3)
- Accountability (2)
- Curriculum (1)
- Sense of belonging in a safe environment that is welcoming where
- Equality among houses and treatment of staff
- ISS room
- Teamwork (2)

Barriers:

- Scheduling
- Communication
- Too many initiatives
- Need more academic support for at risk kids
- Staff development opportunities and relevance
- Discipline lack consistency and follow through
- Improve school climate
- Use of START time
    - Paraprofessionals "spread" too thin serving all grades on a variety of schedules
- Not enough student choice or electives. Student seeing same teacher many times in 3 years.
- Junior high vs. middle school philosophy – support for middle school model.
- Less time of common planning time spend on discipline

Critical to Middle School – things we are holding as critical components of the middle school model, regardless of budget constraints.

- Common Planning Time
- 30 min. START (Advisory/advisee time)
- Small Learning Communities

New Bell Schedule
Longer Day

Outline of proposed schedule/day for 2009-2010

- 4 Core classes (science, social studies, language arts, mathematics)
- Music/PE Block
- Exploratory classes

Example House Schedule:

Period 0	START
Period 1	Music/PE Block (common planning time)
Period 2	science, social, math, exploratory
Period 3	science, social, exploratory, language arts
Period 4	science, exploratory, math, language arts
Period 5	exploratory, math, social, language arts
Period 6	science, math, social, language arts

Example Student Schedule:

Period 0	START
Period 1	Music/PE (every other day)
Period 2	Science
Period 3	Social Studies
Period 4	Art
Period 5	Language Arts
Period 6	Math

Example Teacher Schedule:

Period 0	START
Period 1	Common Planning Time
Period 2	Class
Period 3	Class
Period 4	Class
Period 5	Preparation Period
Period 6	Class

Core Subjects for all Grade Levels:

Math, Language Arts, Science, Social Studies

Exploratory Classes (trimester):

6th Grade

Healthy Lifestyles, Art, STEM (Science, Technology, Engineering and Mathematics)/PLTW (Project Lead the Way)

7th Grade

Art, STEM (Science, Technology, Engineering and Mathematics)/PLTW (Project Lead the Way), Theater Arts

8th Grade

Healthy Lifestyles, World Language Survey, Art Technology

S-M9-805
9 March 2009

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

March 9, 2009
7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____	Kristine Thompson _____
Lisa Erickson _____	Michael Thrasher _____
Cindy Fagerlie _____	Bill Tomhave _____
Mike Siggerud _____	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
   (1) Approval of February 9 and 23, 2009 Meeting Minutes - Pages 4-11
   (2) Approval of Stipend - Page 12

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of March Claims - Page 13
   (2) Approval of Letter of Engagement for Auditing Services - Pages 14-24

C. LEARNER SUPPORT SERVICES MATTERS - Skarvold

D. HUMAN RESOURCES MATTERS - Nielsen
   (1) Approval of Family/Medical Leaves - Page 25
   (2) Approval of Early Retirements - Page 26
   (3) Approval of Change in Contract - Page 27
   (4) Approval of Extended Leave of Absence Reversal - Page 28
   (5) Approval of Resignations - Page 29

E. CURRICULUM AND PROFESSIONAL DEVELOPMENT MATTERS - Aamodt
   (1) Acceptance of Donation - Page 30
   (2) Acceptance of Project Lead the Way, Kern Family Foundation, Inc. Grant - Pages 31-38

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

Moved by _____ Seconded by _____
Comments _____

3. **NCLB FEDERAL ADVOCACY RESOLUTION**: Kovash
Pages 39-40

Suggested Resolution: Move to approve the NCLB Federal Advocacy Resolution as presented.

Moved by _____ Seconded by _____
Comments _____

4. **FIRST READING OF POLICY**: Kovash
Pages 41-43

The School Board will conduct a first reading of the policy, Citizen Finance Advisory Committee (238).

5. **COMMITTEE REPORTS**

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

7. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Township Election Day (No activities 6-8 pm)	March 10		
Spec Ed Parent Adv Com	March 10	12 pm	PCE
Prof Dev Before/After School	March 11		
Instr and Curr Adv Com	March 12	7 am	PCE
Health/Safety/Wellness Com	March 12	9:30 am	PCE
No School	March 16-20		
Community Educ Adv Council	March 17	7 pm	PCE
Interagency Early Interv Com	March 18	12 pm	FSC
Teacher Comp Days	March 19-20		
School Board	March 23	7 pm	PCE
Activities Council	March 24	7 am	MHS
Technology Committee	March 24	3:45 pm	PCE
Prof Dev Before/After School	March 25		
Indian Educ Committee	April 1	5 pm	PCE
Joint Powers Committee	April 2	7 am	Dilw City Hall
Horizon PTAC	April 2	7 pm	Media Center
Asp PTAC	April 6	6:30 pm	Media Center
Reinertsen PTAC	April 6	6:30 pm	Media Center
MHS PTAC	April 6	7 pm	Conf Rm
Continuing Education Com	April 7	3:30 pm	PCE
Prof Dev Before/After School	April 8		
Instr and Curr Adv Com	April 9	7 am	PCE
Health/Safety/Welllness Com	April 9	9:30 am	PCE
No School/Good Friday	April 10		
School Board	April 13	7 pm	PCE
Com Ed Appreciation Event	April 14	5 pm	PCE
Hopkins PTAC	April 14	6:30 pm	Media Center

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Mike Siggerud, Kristine Thompson, Michael Thrasher, Bill Tomhave, and Lynne A. Kovash.

MEMBERS ABSENT: None.

CALL TO ORDER: Chair Thompson 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 85.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the January 12 and 26, 2009 meeting minutes and January 26, 2009 special meeting minutes as presented.

Claims - Approve the February Claims, subject to audit, in the amount of $1,067,003.26.

General Fund:	949,196.24
Food Service Fund:	102,577.56
Community Services Fund:	15,229.46
TOTAL	$1,067,003.26

Family/Medical Leave

Bayan Alemedi - Paraprofessional, High School, effective February 2, 2009 until May 4, 2009.

New Employees

Hannah Hellevang - Food and Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day, $9.00 per hour, effective January 26, 2009 (replaces contracted service).

Andrew Larson - Night Custodian, High School, 8 hours per day, A12 (0-2) $13.18 per hour, effective February 3, 2009 (replaces Yvonne Wegscheid).

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.)

Math Recovery - Vickie Breneman, Math Recovery Specialist, presented information related to the further implementation of Math Recovery in the Moorhead Area Public Schools. The program provides instructional support for teachers in the area of mathematics.

ESTABLISHMENT OF IRREVOCABLE OTHER POST-EMPLOYMENT BENEFITS (OPEB) TRUST AND SELECTION OF TRUST ADMINISTRATOR: Proposals were solicited through a formal Request for Proposal (RFP) process for OPEB trust administration services. Proposals were received from PMA Financial Network, Inc. and Wells Fargo Bank.

The school district's primary investment objectives in order of priority are as follows: safety, liquidity and yield. Wells Fargo's proposal best met those priorities. Wells Fargo's long history of trust administration and strong team of investment professionals weighed heavily in determining the best fit for the school district.

Aaron Casper, National Insurance, John Schutz and Todd Baker, Wells Fargo Wealth Management Group, presented their plan for OPEB trust administration.

Erickson moved, seconded by Fagerlie, to approve the Resolution Authorizing Creation of Irrevocable OPEB Trust. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Erickson, to approve the policy, Reimbursement for Travel, Professional Meetings and Conferences (824), as presented. Motion carried 7-0.

APPROVAL OF POLICY: Dulski moved, seconded by Fagerlie, to approve the policy, Community Involvement (902), as presented. Motion carried 7-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Dulski, to approve the policy, Cash Management (820), as presented. Motion carried 7-0.

APPROVAL OF POLICY: Thrasher moved, seconded by Tomhave to approve the policy, High School Academic, Activity and Varsity Athletic Letters (545), as presented. Motion carried 7-0.

APPROVAL OF POLICY: Dulski moved, seconded by Siggerud, to approve the policy, Equal Access to Moorhead Area Public Schools Facilities (702), as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Thrasher, to approve the policy, Student Activities Travel (543), as presented. Motion carried 7-0.

APPROVAL OF POLICY: Dulski moved, seconded by Erickson, to approve the policy, School Year Calendar (630), as presented. Motion carried 7-0.

APPROVAL OF POLICY: Dulski moved, seconded by Fagerlie, to approve the policy, Religion (634), as presented. Motion carried 7-0.

APPROVAL OF POLICY: Erickson moved, seconded by Tomhave, to approve the policy, Equal Educational Opportunity (501), as presented. Motion carried 7-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Dulski, to approve the policy, Promotion, Retention and Acceleration of Elementary Students (641), as presented. Motion carried 7-0.

APPROVAL OF POLICY: Thrasher moved, seconded by Dulski, to approve the policy, Search of Student Lockers, Desks, Personal Possessions, and Student's Person (574), as presented. Motion carried 7-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Tomhave, to approve the policy, Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches (575), as presented. Motion carried 7-0.

APPROVAL OF 2009-2010 SCHOOL CALENDAR: Fagerlie moved, seconded by Dulski, to approve the 2009-2010 School Calendar as presented. Motion carried 7-0.

PRELIMINARY BUDGET ADJUSTMENT: Kazmierczak provided further detail regarding the $4.9 million budget adjustments that were presented to the School Board at the January 26 work session. District administration will continue to refine the budget adjustments that are necessary to balance the school district's 2009-10 General Fund budget.

COMMITTEE REPORTS: Brief reports were heard regarding the Activities Council, Reinertsen PTAC, Hopkins PTAC, Horizon PTAC, Moorhead High School PTAC, Joint Powers Committee, Continuing Education Committee, and Asp PTAC meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Board members attending the MSBA Negotiations Seminar scheduled for February 13 determined travel arrangements. Chair Thompson stated she would be sending out superintendent evaluation samples for board members to review and determine which evaluation will be used. Board members were asked to attend the February 10 Community Session if available.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:23 p.m.

_____
Cindy Fagerlie, Clerk

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
FEBRUARY 23, 2009
PAGE 1

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Kristine Thompson, Michael Thrasher, and Lynne A. Kovash.

MEMBERS ABSENT: Mike Siggerud and Bill Tomhave.

CALL TO ORDER: Chair Thompson 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 2.

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

WE ARE PROUD:

*** **We Are Proud** of Moorhead High School student Lukas Gemar for being named the 2008-09 Gatorade Minnesota Boys Cross Country Runner of the Year. Gemar is the first Gatorade Minnesota Boys Cross Country Runner of the Year to be chosen from Moorhead High School. The award recognizes outstanding athletic excellence, high standards of academic achievement and exemplary character demonstrated on and off the racecourse. Gemar is now a finalist for the Gatorade National Boys Cross Country Runner of the Year award to be announced in February. Tom Dooher is the Moorhead High cross country coach and Jeremy Blake is the assistant coach.

*** **We Are Proud** of Horizon Middle School student Sam Benson for winning the school level competition of the National Geographic Bee held January 14. Paige Wakefield took second. Benson has taken a written qualifying test to determine his eligibility to advance to the Minnesota Geographic Bee. Tony Kunka is the Geographic Bee coordinator.

*** **We Are Proud** of the following winners of the Grade Level Spelling Bee held January 27 and 29 at Horizon Middle School:

6th Grade Spelling Bee: Reilly Swanson
7th Grade Spelling Bee: Benjamin Clark
8th Grade Spelling Bee: Grace Duginski

The Spelling Bee coordinator is Lois Brown.

*** **We Are Proud** of the following winners of the Moorhead District Spelling Bee held February 12 at Horizon Middle School:

1st Place: Grace Duginski, Grade 8
2nd Place: Lucia Smith, Grade 8
3rd Place: Cody Lineburg, Grade 6

Nineteen finalists from the Grade Level Spelling Bees participated in the District Bee. Grace Duginski and Lucia Smith will advance to the Region IV Spelling Bee on March 3 in Fergus Falls. Lois Brown is the Spelling Bee coordinator.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Early Retirements
Shirley Tweten - ESL Teacher, High School, effective August 1, 2009.
Connie Frederick - Speech/Language Pathologist, Ellen Hopkins Elementary, effective at the end of the 2008-2009.
Linda Landgraf - 1st Grade Teacher, Robert Asp Elementary, effective at the end of the 2008-2009 school year.
Linda Jones - DCD/LD Teacher, High School, effective at the end of the 2008-2009 school year.
Tom Cerar - 4th Grade Teacher, S.G. Reinertsen Elementary, effective at the end of the 2008-2009 school year.
Jon Enderle - DCD/LD Teacher, Robert Asp Elementary, effective at the end of the 2008-2009 school year.
Pat Enderle - LD/EBD Teacher, Horizon Middle School, effective at the end of the 2008-2009 school year.
Janet Welken - Physical Education Teacher, Ellen Hopkins Elementary, effective at the end of the 2008-2009 school year.
Ken Welken - Math Teacher, Horizon Middle School, effective at the end of the 2008-2009 school year.

Return from Leave of Absences
Mary Broberg - Elementary and EBD Teacher, effective with the 2009-2010 school year.
Lori Woods - Elementary Teacher, effective with the 2009-2010 school year.

Family/Medical Leave
Heather Arntson - Physical Education Teacher, High School, beginning approximately May 25, 2009 approximately six weeks.

Extended Leave of Absence
Sue Speich - Physical Therapist, S.G. Reinertsen Elementary, effective beginning with the

2009-2010 school year. This leave of absence is up to five years which includes the one year leave of absence granted for the 2008-2009 school year previously granted under Article 43 of the Teachers' Master Agreement.
Brenda Krueger - Elementary Teacher, Ellen Hopkins Elementary, effective beginning with the 2009-2010 school year.

Resignations
Hannah Hellavang - Food and Nutrition Server, Ellen Hopkins Elementary, effective February 5, 2009.
Dawn Bolstad - Teacher on Extended Leave, effective at the end of the 2008-2009 school year.
Betsy Tengesdal - Teacher on Leave of Absence, effective at the end of the 2008-2009 school year.
Kyle Edgerton - Teacher on Extended Leave of Absence, effective at the end of the 2008-2009 school year.
Steve Connelly - Teacher on Extended Leave of Absence, effective at the end of the 2008-2009 school year.
Chris Nellermoe - Teacher on Extended Leave of Absence, effective at the end of the 2008-2009 school year.

Motion carried 5-0.

HORIZON MIDDLE SCHOOL SCHEDULE: The schedule at Horizon Middle School was designed during the implementation phase of the middle school model prior to the 2004-05 school year. While the current schedule has been acceptable, a more streamlined and less complex schedule is recommended. As one of the goals under Priority 4 of the district's Strategic Plan, the middle school administration was charged with the task of examining the schedule and determining a more effective model.

Principal Lori Lockhart and Assistant Principal Matt Naugle provided information related to the proposed schedule. Feedback and information was gathered from Horizon staff members and that feedback was used to determine the model for the proposed middle school schedule. The proposed schedule consists of a six-period day with advisor/advisee time as a part of the day. The day still provides for exploratory classes, music and physical education.

Erickson moved, seconded by Thrasher, to approve the Horizon Middle School schedule as presented. Motion carried 5-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Safe and Healthy Learners Committee and Instruction and Curriculum Advisory Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Fagerlie reported the

Horizon Middle School musical play "Annie" is scheduled for March 5-7. Thompson noted that Moorhead School Board was one of 39 school districts that scored perfect attendance at the 2009 MSBA Leadership Conference in Minneapolis.

CLOSE PUBLIC MEETING: Fagerlie moved, seconded by Thrasher, to close the public meeting at 7::47 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 5-0.

OPEN PUBLIC MEETING: Thrasher moved, seconded by Erickson, to open the public meeting at 8:15 p.m. Motion carried 5-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:16 p.m.

_____
Cindy Fagerlie, Clerk

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.102C

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: February 26, 2009

SUBJECT: Stipend

During the last negotiation cycle, the stipend for the Superintendent and School Board administrative assistant was discussed. After researching the subject, there are several school districts that pay a stipend in addition to regular compensation for the administrative assistant who works under the direction of the Superintendent and School Board on a regular basis. The stipend is paid generally for additional duties needed for or required by School Board members over the course of the school year.

Suggested Resolution: Move to approve the $1,000 stipend effective July 1, 2009.

LAK:mde

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.057 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: March 2, 2009

SUBJECT: March Claims

The March claims are as follows:

General Fund	$687,439.54
Food Service Fund	$101,379.40
Community Service Fund	$13,147.32
TOTAL	$801,966.26

Suggested Resolution: Move to approve the March claims, subject to audit, in the amount of $801,966.26.

WAK:mde

Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS 09.056 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: March 2, 2009

SUBJECT: Approval of Letter of Engagement for Auditing Services

Please see the attached proposed Letter of Engagement for Auditing Services from EideBailly, LLP. The following table shows the contracted rate for auditing services for fiscal year 2008 and the proposed rates for the next three fiscal years.

Fiscal Year	Cost	Percent Change
2008	$18,900	N/A
2009 (Proposed)	$19,600	4.0%
2010 (Proposed)	$20,200	3.0%
2011 (Proposed)	$20,900	3.0%

Suggested Resolution: Move to approve the Letter of Engagement for Auditing Services from EideBailly, LLP to provide auditing services for fiscal years 2009, 2010 and 2011.

WAK
Attachment

EideBailly

CPAs & BUSINESS ADVISORS

February 23, 2009

To the School Board of
Independent School District No. 152
Moorhead Area Public Schools
2410 14th Street S
Moorhead, MN 56560

We are pleased to confirm our understanding of the services we are to provide Independent School District No. 152 (the District) for the years ended June 30, 2009, 2010, and 2011. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements of the District as of and for the years ended June 30, 2009, 2010, and 2011. Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management's discussion and analysis, to accompany the District's basic financial statements. As part of our engagement, we will apply certain limited procedures to the District's RSI. These limited procedures will consist principally of inquiries of management regarding the methods of measurement and presentation, which management is responsible for affirming to us in its representation letter. Unless we encounter problems with the presentation of the RSI or with procedures relating to it, we will disclaim an opinion on it. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1. Management's discussion and analysis
2. Budgetary comparison for the General Fund

Supplementary information other than RSI, such as combining and individual fund financial statements, also accompanies the District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and will provide an opinion on it in relation to the basic financial statements:

1. Combining and individual fund schedules
2. Uniform accounting and reporting compliance table
3. Schedule of changes in student activity cash balances
4. Schedule of expenditures of federal awards.

The following additional information accompanying the basic financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and for which our auditor's report will disclaim an opinion:

1. School board and administration

Audit Objectives

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the basic financial statements taken as a whole. The objective also includes reporting on-

- Internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards.*

- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material, effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States,* Local *Governments, and Non-Profit Organizations.*

The reports on internal control and compliance will each include a statement that the report is intended for the information and use of the audit committee, management, specific legislative or regulatory bodies, federal awarding agencies, and if applicable, pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Our audit will be conducted in accordance with U.S. generally accepted auditing standards; the standards for financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major program(s) in accordance with Circular A-133, and other procedures we consider necessary to enable us to express such opinions and to render the required reports. If our opinions on the financial statements or the Single Audit compliance opinions are other than unqualified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

Management Responsibilities

Management is responsible for establishing and maintaining internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; and for the fair presentation in the financial statements of the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District and the respective changes in financial position and cash flows, where applicable, in conformity with U.S. generally accepted accounting principles. Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein.

You are responsible for management decisions and functions. As part of the audit, we will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes. In accordance with *Government Auditing Standards, you* will be required to review and approve those financial statements prior to their issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further, you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

Management is responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud or illegal acts affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.

Management is responsible for establishment and maintenance of a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous audits or other engagements or studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, and the timing and format related thereto.

Audit Procedures-General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, creditors, and financial institutions. We may request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will also require certain written representations from you about the financial statements and related matters.

Audit Procedures-Internal Controls

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards.*

As required by OMB Circular A-133, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under professional standards, *Government Auditing Standards,* and OMB Circular A-133.

Audit Procedures-Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards.*

OMB Circular A-133 requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of test of transactions and other applicable procedures described in the *OMB Circular A-133 Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. The purpose of those procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB Circular A-133.

Audit Administration, Fees, and Other

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

We understand that your employees will prepare all cash or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of and sign the Data Collection Form that summarizes our audit findings, upload the financial statement and single audit reports, and certify the submission. We will provide an original and print-ready master of our reports to the District; certify the reporting package online (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with providing reports, if appropriate, to pass-through entities. The certifications must be submitted within the earlier of 30 days after receipt of the auditor's reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audit. At the conclusion of the engagement, we will provide information to management as to the submission of the reporting packages.

We will prepare a general ledger trial balance for use during the audit. Our preparation of the trial balance will be limited to formatting information in the District's general ledger into a working trial balance. Also, as part of the audit we will prepare a draft of your financial statements and related notes. In accordance with Government Auditing Standards, you will be required to review and approve those financial statements prior to their issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm name, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed. Additionally, if you include our report or a reference to our firm name in an electronic format, you agree to provide the complete electronic communication using or referring to our name to us for our review and approval prior to distribution.

This engagement letter includes your authorization for us to supply you with electronically formatted financial statements or drafts of financial statements, financially sensitive information, spreadsheets, trial balances, or other financial data from our files, upon your request.

The audit documentation for this engagement is the property of Eide Bailly LLP and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to the Minnesota Department of Education or the Minnesota Office of the State Auditor or its designee, a federal agency providing direct or indirect funding, or the United States Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP personnel. Furthermore, upon request, we may provide photocopies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Minnesota Department of Education or the Minnesota Office of the State Auditor. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit during the month of September each year and to issue our reports no later than November 30. Barb Aasen is the engagement partner and is responsible for supervising the engagement and signing the report.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, typing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed the following:

June 30, 2009	$19,600
June 30, 2010	$20,200
June 30, 2011	$20,900

Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt. A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2005 peer review report and letter of comment accompanies this letter.

Dispute Resolution

The following procedures shall be used to resolve any disagreement, controversy or claim that may arise out of any aspect of our services or relationship with you, including this engagement, for any reason ("Dispute"). Specifically, we agree to first mediate and, if unsuccessful, then arbitrate all Disputes between us, including without limitation any issue concerning the extent to which any Dispute is subject to arbitration, any Dispute concerning this agreement, the limitations of remedy provided by this agreement, or claims for breach of contract, negligence, fraud, fraud in the inducement, breach of fiduciary duty, violation of statute and any other cause of action or remedy.

Mediation

All Disputes between us shall first be submitted to non-binding mediation by written notice ("Mediation Notice") to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator. The mediator will be selected by mutual agreement, but if we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA").

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Either party may commence arbitration on a Dispute after the mediator declares an impasse.

Arbitration

If any Dispute has not been resolved within ninety (90) days after the written mediation notice, the mediation shall terminate and the Dispute will be settled by arbitration. The arbitration will be conducted in accordance with the procedures in this document and the Arbitration Rules of the Dispute Resolution Rules for Professional Accounting and Related Services Disputes of the American Arbitration Association, except where this agreement differs.

The arbitration will be conducted in Fargo, North Dakota before a panel of three (3) neutral arbitrators, two (2) of whom shall be practicing certified public accountants.

Any issue concerning the extent to which any Dispute is subject to arbitration, or concerning the applicability, interpretation, or enforceability of these procedures, including any contention that all or part of these procedures are invalid or unenforceable, shall be governed by the Federal Arbitration Act and resolved by the arbitrators.

Choice of Venue

We both agree to submit any unresolved Dispute to arbitration in Fargo, North Dakota.

No Punitive Damages

The exclusive remedy available to you in any arbitration proceeding shall be the right to pursue claims for actual damages that are directly caused by acts or omissions that are breaches by us of our duties under this agreement and/or under applicable accounting standards. In no event shall we be liable to you for any punitive or exemplary damages, or for attorneys' fees.

Time Limitation

The nature of our services makes it difficult, with the passage of time, to gather and present evidence that fully and fairly establishes the facts underlying any Dispute. We both agree that, notwithstanding any statute of limitations that might otherwise apply to a Dispute, it is reasonable that you may not bring any arbitration or legal proceeding against us unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we deliver our report under this agreement to you, regardless of whether we do other services for you or that may relate to the audit.

The Limitations Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of the existence or possible existence of a Dispute.

Indemnity

You agree to indemnify Eide Bailly LLP, its partners, affiliates, officers and employees (collectively "Eide Bailly"), against any losses, including settlement payments, judgments, damage awards, punitive or exemplary damages, and the costs of litigation (including attorneys' fees) associated with a claim brought against by a third-party and that arises out of or is in any way related to the services provided under this engagement, provided that the services performed hereunder were performed in accordance with professional standards, in all material respects.

Assignments Prohibited

You agree that you will not and may not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly, its partners, affiliates, officers and employees, to any other person or party, or to any trustee, receiver or other third party.

If this letter defines the arrangements as you understand them, please sign and date this letter and return it to us. Thank you for this opportunity to be of assistance to you. We appreciate your business.

EIDE BAILLY LLP

Barb Aasen

Barb Aasen, Partner

ACCEPTED BY INDEPENDENT SCHOOL DISTRICT NO. 152

Signature

Date

Title

22

CHERRY BEKAERT & HOLLAND
CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

To the Owners
EideBailly LLP
and the Center For Public Companies Audit Firms Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of EideBailly LLP (the firm) applicable to non-SEC issuers in effect for the year ended July 31, 2005. The firm's accounting and auditing practice applicable to SEC issuers was not reviewed by us since the Public Company Accounting Oversight Board (PCAOB) is responsible for inspecting that portion of the firm's accounting and auditing practice in accordance with PCAOB requirements. A system of quality control encompasses the firm's organizational structure and the policies adopted and procedures established to provide it with reasonable assurance of complying with professional standards. The elements of quality control are described in the Statements on Quality Control Standards issued by the American Institute of Certified Public Accountants (the AICPA). The design of the system, and compliance with it, are the responsibilities of the firm. Our responsibility is to express an opinion on the design of the system, and the firm's compliance with that system based on our review.

Our review was conducted in accordance with standards established by the Peer Review Committee of the Center for Public Company Audit Firms and included procedures to plan and perform the review that are summarized in the attached description of the peer review process. Our review would not necessarily disclose all weaknesses in the system of quality control or all instances of lack of compliance with it since it was based on selective tests. Because there are inherent limitations in the effectiveness of any system of quality control, departures from the system may occur and not be detected. Also, projection of any evaluation of a system of quality control to future periods is subject to the risk that the system of quality control may become inadequate because of changes in conditions, or that the degree of compliance with the policies or procedures may deteriorate.

In our opinion, the system of quality control for the accounting and auditing practice applicable to the non-SEC issuers of EideBailly LLP in effect for the year ended July 31, 2005, has been designed to meet the requirements of the quality control standards for an accounting and auditing practice established by the AICPA, and was complied with during the year then ended to provide the firm with reasonable assurance of complying with applicable professional standards.

As is customary in a peer review, we have issued a letter under this date that sets forth comments relating to certain policies and procedures or compliance with them. The matters described in the letter were not considered to be of sufficient significance to affect the opinion expressed in this report.

Cherry, Bekaert & Holland, L.L.P.

Greensboro, North Carolina
November 11, 2005

CHERRY BEKAERT& HOLLAND
CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

To the Partners of
EideBailly LLP
And the Center for Public Company Audit Firms Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of EideBailly LLP (the firm) in effect for the year ended July 31, 2005, and have issued our report thereon dated November 12, 2005. The matters described below were not considered to be of sufficient significance to affect the opinion expressed in that report, which should be read in conjunction with this letter.

Engagement Performance

Finding -The firm's quality control policies and procedures require the use of standard programs on audit engagements to document procedures performed and conclusions reached. However, on several engagements reviewed documentation of the independent corroboration of market values of investments was incomplete. However, we were able to satisfy ourselves that, in each case, procedures performed and conclusions reached were appropriate in determining the nature and extent of auditing procedures for investments.

Recommendation -The firm should hold a training session for all professionals on the matters to be considered and documented related to corroboration of market value information for investments. In addition, the firm's practice aids should be reviewed with all professionals to stress the effective use of these tools to assist the firm in conforming with professional standards. The partners will be instructed to give special emphasis to this issue in their pre-issuance engagement review process.

Finding - The firm's quality control policies and procedures and professional standards require that management representation letters be tailored for matters concerning the industry in which the client operates as well as unusual matters for which a representation from management is deemed necessary. Our review disclosed situations where letters were not tailored for industry consideration, inappropriate representations were included, and certain required matters were omitted. None of the omissions or inappropriate items were of a magnitude to cause the issuance of an improper report.

Recommendation - The firm should hold a training session for all professionals on the matters to be considered in drafting management representation letters. In addition, the firm's practice aids should be reviewed with all professionals to stress the effective use of these tools to assist the firm in conforming with professional standards relative to such letters.

Cherry, Bekaert & Holland, L.L.P.

Greensboro, North Carolina
November 11, 2005

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.093**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: March 3, 2009

RE: Family/Medical Leave

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

Angela Jelinek	Teacher, High School, Beginning approximately May 6, 2009 for the remainder of the 2008-2009 school year.
Michelle Bonitto	Teacher, High School, leave to be extended for the remainder of the 2008-2009 school year.
Jane Brevik	Paraprofessional, Horizon Middle School, effective February 24, 2009 for the remainder of the 2008-2009 school year.
Bethanne Weltmer	Interpreter, Robert Asp Elementary, effective approximately March 3, 2009 for approximately six weeks.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Angela Jelinek and Michelle Bonitto pursuant to Article 38 of the Teachers' Master Agreement and Jane Brevik pursuant to Section 4, Subd. 1 of the Paraprofessional Master Agreement and Bethanne Weltmer pursuant to Section 3, Subd. 1 of the T. C. I. Contract.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.094**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: March 3, 2009

RE: Early Retirement

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

Sharon Witt	Secretary, High School, effective at the end of the 2008-2009 school year.
Robert Garcia	Paraprofessional, Robert Asp Elementary, effective at the end of the 2008-2009 school year.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Sharon Witt and Robert Garcia as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.095**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: March 3, 2009

RE: Change in Contract

The administration requests the approval of Change in Contract of the following person:

Janice Conrade	Food and Nutrition Server, S. G. Reinertsen Elementary to Assistant Server, S. G. Reinertsen Elementary, 2.75 hours per day, $12.15 per hour, effective February 23, 2009. (Replaces Eugene Kroll)

SUGGESTED RESOLUTION: Move to approve the change in contract for Janice Conrade as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.096**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: March 3, 2009

RE: Extended Leave of Absence

The administration requests the reversal of the approved Extended Leave of Absence for the following person:

Sue Speich	Physical Therapist, S. G. Reinertsen Elementary, does not qualify under state requirements, employee must work 10 years in the State of Minnesota to qualify.

SUGGESTED RESOLUTION: Move to approve the reversal of Extended Leave of Absence for Sue Speich.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.092**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: March 3, 2009

RE: Resignations

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

Nancy Nessa	Adult Basic Education Secretary, Probstfield Center for Education, effective February 26, 2009.
Kim Hest	Lunchroom Supervisor, Horizon Middle School, effective February 24, 2009.
Heather Dennis	Breakfast Supervisor, S. G. Reinertsen Elementary, effective March 6, 2009.
Nadine Moon	Early Riser Advocate, Robert Asp Elementary, effective at the end of the 2008-2009 school year.
Mark Ring	Music Teacher, High School, effective at the end of the 2008-2009 school year.
Sue Speich	Teacher on One year Leave of Absence, effective at the end of the 2008-2009 school year.

SUGGESTED RESOLUTION: Move to approve the resignation of Nancy Nessa, Kim Hest, Heather Dennis, Nadine Moon, Mark Ring and Sue Speich as presented.

Office of Curriculum and Professional Development
Moorhead Area Public Schools Memo TL.09.050 C

TO: Lynne A. Kovash, Superintendent

FROM: Melanie Aamodt, Director of Curriculum and Professional Development

DATE: March 3, 2009

SUBJECT: Donation

Moorhead Area Public Schools has received a donation of $50 from Microsoft Matching Gifts Program and Donald Nelson, an employee of Microsoft. The proceeds will be used at Moorhead High School.

Suggested Resolution: Move to accept the donation of $50 from Microsoft Matching Gifts Program and Donald Nelson and direct administration to send a thank you card.

Donald Nelson
5086 130th Ave S
Moorhead, MN 56560

MBA/kmr

Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo TL.09.051 C

TO: Lynne A. Kovash, Superintendent

FROM: Melanie Aamodt, Director of Curriculum and Professional Development

DATE: March 3, 2009

SUBJECT: Project Lead the Way, Kern Family Foundation, Inc. Grant Approval

Moorhead Area Public Schools has been awarded a grant from the Kern Family Foundation, Inc. for $55,000 to implement and expand the Project Lead the Way (PLTW) program. The grant has been awarded to support the implementation of Moorhead High School and Horizon Middle School Project Lead the Way pre-engineering courses.

The courses to be implemented over the next three years at Moorhead High School will be "Intro to Engineering Design", "Digital Electronics", and "Principles of Engineering". The Gateway to Technology curriculum at Horizon Middle School will include the class modules of "Design and Modeling" and "Automation and Robotics". Eric Stenehjem has been the teacher leader of the project as the Science, Technology, Engineering and Mathematics (STEM) Integration Coach.

The grant period is as follows:	June 30, 2009	$35,000
	June 30, 2010	$ 5,000
	June 30, 2011	$15,000

Suggested Resolution: Move to accept the Project Lead the Way program implementation grant in the amount of $55,000 from the Kern Family Foundation, Inc.

MBA/kmr
Attachment



the KERN FAMILY FOUNDATION

February 13, 2009

Eric Stenehjem, STEM Integration Coach
Moorhead Area Public Schools
2300 4th Ave South
Moorhead, Mn 56560

Dear Mr. Stenehjem:

I am pleased to inform you that the Board of Directors of the Kern Family Foundation Inc. has awarded a grant of $55,000 to Moorhead Area Public Schools to implement and expand your Project Lead the Way program.

The payment of this grant is subject to your agreement to the terms specified in the enclosed grant contract. Please read this agreement carefully, have your superintendent sign it, and return one original copy to the Foundation. Funds will not be released until the Foundation has received the original signed agreement and the PLTW national office has received their signed district and school agreements. These are separate documents as PLTW and the Kern Family Foundation are separate organizations.

Specifically, the grant has been scheduled for payment in support of the PLTW program at Moorhead High School and Horizon Middle School for GTT, IED, DE and POE courses during the grant period as follows:

June 30, 2009	$35,000
June 30, 2010	$ 5,000
June 30, 2011	$15,000

Your district may use internal or other external resources to implement additional PLTW courses.

The Foundation reserves the right to change the payment schedule. Changes, if any, would be communicated to you promptly.

I have attached two documents for you to refer to as part of your grant award. One is the model school program implementation checklist, which we will refer to in your reports and site visit next year. The other is a suggested checklist for actions that need to be taken now so that your school is prepared for the first course in the fall.

We are happy to be able to support your education mission and look forward to keeping closely in touch with your progress.

Sincerely,

Karen Wilken

Karen Wilken
Program Director

KW/dg

Enclosures

32

W305 S4239 Brookhill Road, Waukesha, WI 53189 ~ Phone (262) 968-6838 ~ Fax (262) 968-9424

GRANT AGREEMENT

PLEASE READ CAREFULLY

Upon application by Moorhead Area Public Schools (hereinafter "Grantee") to the Kern Family Foundation, Inc., (hereinafter "the Foundation"), the Foundation agrees to make the following Grant, and Grantee agrees to accept such Grant, in accordance with the terms below. Please make special note of the Purposes section below, as well as sections 8) Reporting, 9) Publicity, and 12) Special Conditions.

DATE AUTHORIZED:	January 6, 2009
AMOUNT OF GRANT:	$55,000
DURATION OF GRANT:	June 1, 2009 through June 30, 2013
REPORT SCHEDULE:	Fall: Enrollment Survey & Class Schedule Survey: Annual Spring Financial & Narrative Report

SPECIFIC PURPOSE OF THE GRANT

The purpose of this grant of $55,000 payable over three years, will be used to support the implementation of the Project Lead the Way program as detailed in your 2009 grant application to the Foundation.

The purpose of this award is to support the implementation and expansion of Project Lead the Way in your district. The focus for Kern Family Foundation funds at the high school level are the PLTW core pre-engineering sequence courses entitled "Intro to Engineering Design,", "Principles of Engineering," and "Digital Electronics" along with the professional development for the capstone (Engineering Design and Development) course. For the Gateway to Technology curriculum at the middle school level, your agreement with PLTW requires the modules entitled "Design and Modeling" and "Automation and Robotics." Kern Family Foundation funds support these modules as well as all the others in the GTT curriculum. Please see paragraph 1 on the next page for additional use restrictions and details on grant period extensions.

GENERAL CONDITIONS OF THE GRANT

1. PURPOSE: The Grantee agrees to use the funds solely for the Project Lead the Way program implementation and not to use the funds in violation of the provisions of the Internal Revenue Code governing the grantees of private foundations. Allowable PLTW program implementation expenses include professional development registration fees, room, board, travel, required equipment and software. Salary, renovations, optional equipment or full computer labs are not covered by this grant. First payment will arrive by July 2009. Funds may be carried over to subsequent years but must be spent by June 30, 2013 unless the district gets an extension in writing from the Foundation.
2. FUNDRAISING: No funds awarded through this grant are to be shared with or used to pay fees or wages for the services of fundraising or consulting firms.
3. EVALUATION: Funding after the initial payment will be based on implementation progress, compliance with all required reports and meetings, certification and engaging a community partnership team. The recommended awards will not be altered for price changes, course changes or other minor circumstances The Kern Family Foundation Board of Directors reserves all rights and has sole discretion in determining satisfactory progress and awarding funds in year two and/or three of this agreement. The evaluation may include an annual site visit from the Foundation staff.
4. ACCOUNTING AND FINANCIAL REVIEW: Foundation funds are to be maintained by Grantee in a separate account and not co-mingled with other funds from other sources. A complete and accurate record of the funds received and disbursed under this grant must be maintained by the Grantee and submitted to the Foundation at the end of each grant year. A report form will be emailed to the Grantee for completion. The Foundation may, at its expense and on reasonable notice to the Grantee, audit or have audited the records of the Grantee insofar as they relate to the activities funded by the grant.
5. TAX EXEMPTION STATUS OF GRANTEE: The Grantee shall immediately give written notice to the Foundation if, prior to receipt of all or any portion of the grant, or before all or any portion of the funds are expended, the Grantee ceases to be exempt from Federal income taxes under the provisions of Section 501(c)(3) or Section 115 of the Internal Revenue Code or becomes a private foundation under Section 509(a) of the Code.
6. LIMITATIONS ON PROPAGANDA: In particular, but not by way of limitation, the Grantee agrees that no portion of any grant by the Foundation shall be used to carry on propaganda, or otherwise to attempt to influence legislation, including any referendum, or to participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office. No funds awarded through this grant are to be directly used to influence legislation or referendum within the meaning of Section 501(c)(3) of the U.S. Internal Revenue Code of 1986, as amended.
7. ADDITIONAL SUPPORT: By making this grant, the Foundation assumes no obligation to provide other or additional support for the Grantee. This grant is not to be construed as establishing a precedent for further support of the Grantee.

8. REPORTING: There are four reports due annually as a Grantee. In the fall, there is an enrollment survey and course schedule survey; in the spring there will be a financial and narrative report due in June. The Grantee shall furnish to the Foundation written reports on annual progress toward implementing a model Project Lead the Way program, along with an action plan and progress in engaging local business and community support. The reports will be supplied via email by the Foundation to the Grantee. As a PLTW school, after the grant ends, the State Leadership Team will continue to ask for enrollment information each fall and aggregate course exam completion information in the spring.
9. PUBLICITY: Grantees are encouraged to promote the Project Lead the Way program internally and through external media. The Foundation supplies Grantees with media-ready approved information to use at the discretion of the Grantee. The Foundation does not release information or comment to the media on individual grants, but Grantees may share their own information if they choose. Use of the Kern Family Foundation logo requires Foundation approval in advance.
10. REVERSION OF GRANT: Funds may be carried over to subsequent years but must be used for the Project Lead the Way program implementation for the courses indicated in your cover letter. All or any portion of the amount granted shall be returned to the Foundation in the event that any, or all, of the grant is not expended or committed for the purposes authorized by the Foundation by June 30, 2013. If a school drops the program within the grant period, all equipment purchased with grant funds will transfer to the Foundation for use by other PLTW schools. The Foundation may modify disbursement of funds at anytime during the grant period and may terminate the grant for any reason.
11. PUBLICATIONS: In the event that a project funded by the Foundation would naturally be issued in research publications, or the Grantee expects publication to occur, Grantee will notify the Foundation in advance of such publication.
12. SPECIAL CONDITIONS: The following special conditions are required:
    - Notification by the Grantee to the Foundation if the district or school contact changes.
    - Annual progress toward implementing a model PLTW program, as defined by the Foundation.
    - Attendance at summer teacher training, the counselor conference and networking events as specified by PLTW and your state affiliate.
    - Reports to the Foundation in fall and spring as directed.
    - A progress report in engaging local business and community support during the first year.
    - An action plan and progress in creating student and parent awareness of the program during the first year.
    - PLTW Certification in the first or second year of implementation and subsequent participation in the college credit exam.
    - Participation in PLTW Evaluation and Assessment (True Outcomes).
    - Participation in PLTW end of course exam, in year one and beyond, for high school courses.

Executed by or on behalf of the Foundation and Grantee as follows:

GRANTOR: The Kern Family Foundation, Inc.
W305 S4239 Brookhill Road
Waukesha, WI 53189

BY: James C. Rahn James C. Rahn
Signature

TITLE: President

DATE: January 6, 2009

GRANTEE: Moorhead Area Public Schools
2300 4th Ave South
Moorhead, Mn 56560

BY: _____ _____
Superintendent Signature

DATE: _____

PLTW MODEL PROGRAM SITE
February 2009

The Kern Family Foundation's goal is to partner with schools to establish model Project Lead the Way programs.

Characteristics of a PLTW model site:

- Used the PLTW prescribed curriculum, software and equipment
- All PLTW courses are taught by PLTW trained teachers
- Had more than one teacher involved in teaching PLTW courses
- Utilized math and science teachers teaching PLTW courses and/or integrated some PLTW lessons
- School counselors and scheduling administrators attended the PLTW Counselors' Conference
- Coordinated scheduling to make PLTW electives accessible to students
- Recruited students to the PLTW program starting in middle school
- Incorporated PLTW into the school's annual budget during and after the grant period
- Became a PLTW certified school during the first or second year
- Participate in the PLTW End of Course Exams for each PLTW course and when certified (high schools), include participation in the PLTW College Credit Exams
- Organized and held meaningful meetings for the PLTW School Partnership Team
- Involved Business/Industry Partners in PLTW Courses &Activities
- Communicate with School Boards and the community about the PLTW program and the impact on students
- Cooperated with outside evaluators of the PLTW program
- Welcomed and encouraged other schools to visit your PLTW program
- Maintained and utilized a data base on PLTW students and their results
- Reported back to PLTW, the state education department and the Foundation on successes and challenges
- Developed a resource plan for continuing the PLTW program beyond the grant period

Implementing a Project Lead The Way Program

Six Early Steps for Principals



The following six items have been gathered from conversations with hundreds of school principals about early steps they have taken to ensure a successful implementation of a PLTW program.

1- Begin recruiting students and targeting parents to build awareness now

The first class of any program implementation is crucial to the initial success and perception of the program. "If you don't start with some girls in the class it will be hard to overcome every year thereafter. You cannot rely on your current Technology Education teachers to promote the program if you currently have few girls in their classes" – advice from a current PLTW school administrator. Promoting the PLTW program is something you agree to do as part of receiving your grant award.

2- Verify your Teacher Registration for summer training

Teachers need to register at pltw.org and may start the pre-assessment process. On or after March 16, teachers may register for the Summer Training Institute (STI) for the course they are to teach. It is first-come, first-served for STI slots. Please have them talk with another PLTW teacher about what to expect as the training is intensive.

3- Allocate a Laptop to your PLTW teacher

Each teacher participating in an STI requires a laptop with at least the minimum specifications set by PLTW – each year some teachers come with "what the school handed me" and it sets that teacher back a day or two waiting for a computer to use.

Make sure the teacher has "Administrative Privileges" to the laptop - the software will be installed on the first morning of the STI. This installation is not possible without full administrative "rights" to the computer.

4- Ordering Equipment and Supplies

Order software and any required Fischertechnik Kits as early in the spring as possible. Teachers should connect with current teachers in the same course to learn what needs to be purchased before day one and what purchasing decisions could and should be made after returning from summer training.

5- Software Installation and Testing in the Summer

Order your school's software package as early as possible from PLTW and work with your IT professionals in the summer to have the lab ready for day one. If the class in the fall has to wait for the computers, the students might "start" the curriculum weeks behind, and so they won't get through the material for the end of year exam. The software is industry grade and requires some time to insure all systems are "go" prior to the students' first use.

6- Celebrate the Success of Receiving the Grant

The Foundation does not issue press releases regarding grant awards, and we do not share specific school grant information with the media. We encourage schools to work with their local media and communities to celebrate the start of this program. This is not just a replacement course, it is a commitment to a program that will benefit your students, teachers and communities. Please include your state legislators as you share information about your program and grant, as there have been state allocations for PLTW in the past.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.100R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: February 26, 2009

SUBJECT: NCLB Federal Advocacy Resolution

Attached please find a resolution regarding the No Child Left Behind (NCLB) Act. The Minnesota Association of School Administrators is requesting school board consideration of this resolution. The resolution requests a reworking of NCLB into a federal system that appropriately directs resources and moves to a less negative/punitive system. Over 206 school boards in Minnesota have adopted the resolution.

Suggested Resolution: Move to approve the NCLB Federal Advocacy Resolution as presented.

LAK:mde
Attachment

FEDERAL ADVOCACY RESOLUTION

WHEREAS, the No Child Left Behind (NCLB) Act, regardless of the intent of its authors, is deeply flawed and has created many negative consequences and attitudes in the minds of parents, citizens and educators while drawing precious funding away from direct instruction of our neediest students; and

WHEREAS, the _____(name of District or group)_____ inherently recognizes an obligation to continuously improve student outcomes for all students; *and*

WHEREAS, the NCLB Act is currently a collection of 93 disjointed programs that would better serve children if organized to provide a seamless array of services and support for children in need; *and*

WHEREAS, attempts to fix existing flaws will inevitably lead to more bureaucratic complexity rather than understandable simplicity; *and*

WHEREAS, the level of funding for public schools has a direct impact on the quality of learning opportunities for all children, and the underfunded mandates of the federal government create additional stress on this funding system; *and*

WHEREAS, standards and accountability systems are best assigned as the constitutional responsibility of States under broad federal expectations of quality rather than any attempt to create a 'one-size-fits-all' federal standard; *therefore be it now*

RESOLVED that _____(name of District or group)_____hereby urges the U.S. Congress to fundamentally reframe the structure of the Federal investment in K-12 education with a focus on serving low income and disadvantaged children; *and be it further*

RESOLVED that we urge the return of responsibility for student and school accountability to the individual States; *and be it further*

RESOLVED that we urge the Minnesota Legislature and Governor to inform the Federal Government of Minnesota's intent to consider a withdrawal from participation in NCLB if a reframing of the Statute is not completed by October, 2010, *and be it further*

RESOLVED that the Minnesota Legislature and the Minnesota Department of Education develop a more positive approach to state efforts to raise student achievement for both students and for schools.

++

Adopted on _____, 2009

_____
School Board Chair

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.101R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: February 26, 2009

SUBJECT: First Reading of Policy

Attached please find the policy, Citizen Finance Advisory Committee (238), for your review.

LAK:mde
Attachment

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

Printed: Thursday, March 05, 2009 11:47:13 AM
Erickson, Michelle

Board Policies

Citizen Finance Advisory Committee

School Board Policy: 238
Section: 200 SCHOOL BOARD
Date Adopted: 3/23/2009
Date Revised:
Dates Reviewed:

I. PURPOSE

The purpose of this policy is to define the expectations of the Citizen Finance Advisory Committee and procedures for its operation.

II. GENERAL STATEMENT

Moorhead Area Public Schools, in its practice of prudent management of public resources, is committed to seeking community input. The Citizen Finance Advisory Committee is an advisory committee that focuses on school district financial issues and is directed by the assistant superintendent.

III. MEMBERSHIP

A. The committee is composed of community members, School Board members and school employees:

Executive Finance Committee members: School Board chair, School Board treasurer, Superintendent, accountant, and assistant superintendent
District stakeholders:
Parents/guardians, other community residents, one representative each from school district building administrators, teachers, and support staff;

B. Members should have a general understanding and/or background in financial matters and budgeting;

C. District stakeholder membership will consist of individuals who, upon application, are appointed by the Executive Finance Committee for a term of two years;

D. Committee meetings will be open to the public. Meeting minutes will be available on the school district Web site;

E. The committee will meet approximately on a quarterly basis unless otherwise modified by the committee.

IV. EXPECTATIONS

A. The committee shall review long-range school district financial planning and provide input on specific financial issues as identified by the committee, the School Board or district administration;

B. The committee shall review and comment regarding underlying assumptions and trends which support long-range financial projections and review and comment on financial policy, the annual tax levy, the annual budget report and the annual audit report;

C. The committee shall appoint subcommittees to study specific issues as identified by the committee, the School Board or district administration, and, when appropriate, call upon community members who have expertise regarding the issues being discussed;

D. The committee members shall be key communicators for the school district regarding financial issues, both sharing information with the public and listening to the concerns of citizens.

S-M9-385
19 March 2009

Moorhead Area Public Schools

Independent School District 152

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

DATE: March 19, 2009

TO: School Board Agenda Recipients

FROM: Michelle Erickson, Secretary to the Superintendent/School Board ME

RE: School Board Agendas

The Moorhead Area Public Schools is now posting the complete school board agenda document online and is encouraging agenda recipients to access the agenda on the school district's Web site at www.moorhead.k12.mn.us. The complete board agenda is accessible from the Meeting Minutes and Agendas section under News and Recognition on the top menu or from the School Board page under the District Information menu.

The agenda will be posted on Friday mornings. This change is being implemented to reduce paper, copier/printer, and distribution expenses and to improve access to the agenda.

Please be advised that your response must be received by the date specified below if you wish to continue receiving mailed copies. Thank you for your prompt attention.

Yes, I wish to continue receiving mailed copies of the Moorhead School Board meeting agendas.

Name: _____

Business Name: _____

Address: _____

City/State/Zip: _____

Please return the completed form to the Superintendent's Office, Moorhead Area Public Schools, 2410 14th Street South, Moorhead, MN 56560 by April 6, 2009 ONLY if it is your desire to continue receiving mailed agenda copies. Thank you.

S-MR-B05
23 March 2009

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

March 23, 2009
7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____	Kristine Thompson _____
Lisa Erickson _____	Michael Thrasher _____
Cindy Fagerlie _____	Bill Tomhave _____
Mike Siggerud _____	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 students Kelsey Langness and Rachel Clausen for being selected as finalists in theater for the National Foundation for Advancement in the Arts' (NFAA) youngARTS program. They were selected as finalists from more than 6,000 applicants. During youngArts Week in January, the 141 finalists, who represent the top 2% of the most talented high school seniors in the nation, participated in master classes, workshops, exhibitions and performances. Langness and Clausen have extensive performance experience with Moorhead High School's theater, speech and music departments as well as Trollwood Performing Arts School.

*** **We Are Proud** of Moorhead High School student Rachel Clausen for being named one of 60 Presidential Scholar in the Arts candidates as part of the 2009 Presidential Scholars Program. The candidates were nominated from the participants in the annual youngARTS competition conducted by the National Foundation for Advancement in the Arts.

The 60 arts candidates were selected for their exceptional performance in the disciplines of dance, film/video, instrumental music, jazz, voice, photography, theater, visual arts and creative writing. Further consideration will be based on students' essays, self-assessments, descriptions of activities, school recommendations, and school transcripts. Of these, up to 20 will be selected as Presidential Scholars in the Arts by the Commission on Presidential Scholars.

*** **We Are Proud** of Moorhead High School students Laura Gonshorowski and Jakob Lindaas, who have been honored as the school's Triple "A" Award winners. This is a Minnesota State High School League award honoring students who excel in athletics, arts and academics. At the Jan. 28 Region meeting, Lindaas was named Region 8 Male Triple "A" winner, advancing to compete for the state title. Gonshorowski was a finalist at the Region level. Both were recognized at the Region 8 Awards Program and Banquet on March 1 in Brainerd.

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

Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.

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

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak

C. LEARNER SUPPORT SERVICES MATTERS - Skarvold

D. HUMAN RESOURCES MATTERS - Nielsen
(1) Approval of Family/Medical Leave - Page 6
(2) Approval of Early Retirements - Page 7
(3) Approval of Resignations - Page 8
(4) Approval of Change in Contract - Page 9
(5) Approval of New Employees - Page 10
(6) Approval of Luther College Field Experience Agreement - Pages 11-12

E. CURRICULUM AND PROFESSIONAL DEVELOPMENT MATTERS - Aamodt
(1) Approval of Carl D. Perkins Grant Application Statement of Assurances and Certifications for 2009-2010 School Year Renewal - Pages 13-15

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

Moved by _____ Seconded by _____
Comments _____

3. **BUDGET UPDATE PRESENTATION**: Kazmierczak

4. **APPROVAL OF PRELIMINARY 2009-2010 STAFFING PLAN**: Kovash
Pages 16-18

Suggested Resolution: Move to approve the preliminary 2009-2010 Staffing Plan as presented.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF RESOLUTION FOR DISCONTINUING AND REDUCING EDUCATIONAL PROGRAMS AND LICENSED POSITIONS**: Kovash
Pages 19-21

Suggested Resolution: Move to approve the resolution directing administration to effect termination or reduction and non-renewal of licensed teacher programs and positions as listed.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF POLICY**: Kovash
Pages 22-24

Suggested Resolution: Move to approve the policy, Citizen Finance Advisory Committee (238), as presented.

Moved by _____ Seconded by _____
Comments _____

7. **UPDATE ON WEATHER AND FLOOD RELATED INFORMATION**: Lynne Kovash

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Technology Committee	March 24	3:45 pm	PCE
Prof Dev Before/After School	March 25		
Indian Educ Committee	April 1	5 pm	PCE
Joint Powers Committee	April 2	7 am	Dilw City Hall
Horizon PTAC	April 2	7 pm	Media Center
Asp PTAC	April 6	6:30 pm	Media Center
Reinertsen PTAC	April 6	6:30 pm	Media Center
MHS PTAC	April 6	7 pm	Conf Rm
Continuing Education Com	April 7	3:30 pm	PCE
Prof Dev Before/After School	April 8		
Instr and Curr Adv Com	April 9	7 am	PCE
Health/Safety/Wellness Com	April 9	9:30 am	PCE
No School/Good Friday	April 10		
School Board	April 13	7 pm	PCE
Com Ed Appreciation Event	April 14	5 pm	PCE
Hopkins PTAC	April 14	6:30 pm	Media Center
Supt's Advisory Council	April 16	7 pm	PCE
Safe and Healthy Learners Com	April 20	3 pm	PCE
Policy Review Committee	April 20	7 pm	PCE
Prof Dev Before/After School	April 22		
School Board	April 27	7 pm	PCE
Activities Council	April 28	7 am	MHS
Technology Committee	April 28	3:45 pm	PCE
Grades 9-12 P/T Confs	April 28	5-8:30 pm	MHS/RRALC

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.100**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: March 17, 2009

RE: Family/Medical Leave

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

Alissa Brambilla	Teacher, S. G. Reinertsen Elementary, effective approximately May 28, 2009 for the remainder of the 2008-2009 school year.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Alissa Brambilla pursuant to Article 38 of the Teachers' Master Agreement.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.099**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: March 17, 2009

RE: Early Retirement

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

Marian Kadrie	Paraprofessional, Ellen Hopkins Elementary, effective at the end of the 2008-2009 school year.
Lois Edwards	Paraprofessional, Robert Asp Elementary, effective at the end of the 2008-2009 school year.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Marian Kadrie and Lois Edwards as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.098**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Richter, Director of Human Resource

DATE: March, 17, 2009

RE: Resignation

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

Eugene Life	Lunchroom Supervisor, S. G. Reinertsen Elementary, effective March 30, 2009.
Jill Perryman	Lunchroom Supervisor, S. G. Reinertsen Elementary, effective March 25, 2009.

SUGGESTED RESOLUTION: Move to approve the resignation of Eugene Life and Jill Perryman as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.102**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: March 17, 2009

RE: Change in Contract

The administration requests the approval of Change in Contract for the following person:

Sue Ellingson	Lunchroom Supervisor, S. G. Reinertsen Elementary, from 2 days per week to 3 days per week, 2.25 hours per day, effective March 31, 2009. (Replaces part of Jill Perryman)

SUGGESTED RESOLUTION: Move to approve the change in contract for Sue Ellingson as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.101**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: March 17, 2009

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 statute and requirements.

Rachel Paulus	Early Childhood Special Education, EIS, effective February 2, 2009. (new position approved in the Fall 2008)
Geri Neameyer	Breakfast Supervisor, S. G. Reinertsen Elementary, effective March 9, 2009. (Replaces Heather Dennis)

SUGGESTED RESOLUTION: Move to approve the employment of Rachel Paulus and Geri Neameyer as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.097**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Michlitsch, Director of Human Resource

DATE: March 17, 2009

RE: Luther College Field Experience Agreement

Attached is the Field Experience Agreement with Luther College for a the 2009-2010 school year for the Moorhead Area Public School District to serve as a field experience center. Moorhead Area Public School Policy 921 supports the agreements with universities and colleges to provide field experiences for pre-service teachers.

The school district agrees to supply to the student teacher opportunity to work in a teacher-learning situation cooperatively with a teacher certified at standards equal or superior to the regulations of the State of Minnesota during the student teaching assignment.

SUGGESTED RESOLUTION: Move to approve the Field Experience agreement with Luther College for the 2009-2010 school year.

LUTHER COLLEGE

FIELD EXPERIENCE CONTRACTUAL AGREEMENT

This contract is made and entered into by and between the Luther College Department of Education, Decorah, Iowa and Moorhead Public School District.

PROVISIONS:

1. Luther College and Moorhead Public School District agree to participate, if placements are available, in the district in a field experience program, which includes, but is not limited to: Student Teaching, Student Observations, and other field experiences during the 2009-2010 academic year. This agreement may include assignments in elementary (grades Pre-K-6), secondary (grades 7-12), and special fields [Art, Music, Physical Education, and Health (K-12)].

2. Luther College will provide supervision by one or more of the following: faculty member(s), or trained and credentialed specialists in education, for students participating in Field Experiences who are placed in the school district identified under item 1, above.

3. **Luther College agrees to compensate the school district in the amount of $100 for one-half a semester or $200 for a full semester for each student placed as a <u>student teacher</u>.** Payment is to be made at the end of each semester after the Department of Education receives the written Student Teacher Evaluation from the Cooperating Teacher. Allocation of compensation to each cooperating teacher is to be directly made to the cooperating teacher, unless otherwise specified by the district. Payment for a student teacher who has withdrawn prior to the middle of the term shall be one-half of the normal reimbursement with payment to be made at the end of the period. **Other field experiences identified in this agreement will be compensated with regard to time involvement and course objective, and will be stated at the time of the request.**

4. Student Teachers and other field experience enrollees of Luther College Department of Education are to comply with all the contracted school district's rules, regulations, and policies. Termination or change in assignment will be the option of Moorhead Public School District, as well as the option of Luther College, should circumstances warrant such an action.

March 4, 2009 — Chair, Department of Education and the Luther College Board of Regents

March 4, 2009 — Director of Field Placement

Date — Representative for Moorhead Public School District

Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo CPD.09.053 C

TO: Lynne A. Kovash, Superintendent

FROM: Melanie Aamodt, Director of Curriculum and Professional Development

DATE: March 16, 2009

SUBJECT: Carl D. Perkins Grant Application Statement of Assurances and Certifications for 2009-2010 School Year Renewal

Attached is the Carl D. Perkins Career and Technical Education Act of 2006 Statement of Assurances and Certifications for the school year 2009-2010. The upcoming 2009-2010 school year will be the second year of a five year plan in Minnesota that addresses the many changes required in the reauthorized Carl D Perkins Career and Technical Education Act of 2006. The requirement for documentation of the signature of the superintendent on the Statement of Assurances and Certifications form to access Perkins funds has remained.

Suggested Resolution: Move to approve the Carl D. Perkins Career and Technical Education Act of 2006 Statement of Assurances and Certifications for 2009-2010.

MBA/kmr
Attachment

STATEMENT OF ASSURANCES & CERTIFICATIONS FY10

1. The eligible sub-recipient shall make this application and Personnel Activity Reports (PAR) available for review and comment by all appropriate parties as outlined in the Carl D. Perkins Career and Technical Education Act of 2006.

2. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

3. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.

4. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.

5. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.

6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.

7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.

8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.

9. The eligible sub-recipient shall comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.

10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.

12. The consortium district and college administration assure that programs of study have been designed according to the process and document requirements and will serve all populations of learners.

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules and regulations; and in accordance with the Minnesota Department of Education and the Minnesota State Colleges and Universities polices and program standards.

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name Lakes Country/Minnesota State Community and Technical College (LCSC/MSCTC)

Postsecondary Signature - College President

Date

Secondary Signature - School Superintendent

Date

District Name

Local District Type and Number

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.104R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: March 17, 2009

SUBJECT: Preliminary 2009-2010 Staffing Plan

Attached is a preliminary 2009-2010 Staffing Plan for licensed and non-licensed staff along with a projection for average class sizes.

Suggested Resolution: Move to approve the preliminary 2009-2010 Staffing Plan as presented.

LAK:mde
Attachments

2009-10 Staffing Plan

Licensed Staff (FTE)	2008-09 Budget	2008-09 Actual	2009-10 Budget	Increase (Decrease)
Elementary (K-5)	87	87	83	-4
Middle School (6-8)	55	56	49	-7
High School (9-12)	70.708	70.646	56.4	-14.246
Alternative Education	8.522	9.058	7.058	-2
Special Education ***	111.41	111.25	107.25	-4
ESL	6.528	6.528	5.528	-1
Elementary Art	3	3	3	0
Elementary Music	6.8	6	6.8	-0.8
Elementary Physical Education	6.5	6	6.5	-0.5
Gifted and Talented	2.5	2.5	1.5	-1
Administrative	10	10	10	0
Media Specialists	5	5	3	-2
Counselors	11	11	10	-1
School Nurses	2	2	2	0
Supervisory	6	7	6	-1
Total Licensed Staff	391.968	392.982	357.036	-38.546
Federal Programs/Grants **	16.25	16.25	16.25	0
Non-Licensed Staff				
Administrative	2	1	1	0
Supervisory	9	8	7	-1
Paraprofessionals*	155.22	159.3654	148	-11.3654
Non-Aligned/TCI	31.94	30.8125	20.812	-10.0005
Clerical	45.525	43.525	39	-4.525
Custodial	33	32	32	0
Total Non-Licensed Staff	276.685	274.7029	247.812	-26.8909

Administrative and supervisory line items include reductions and changes during fiscal year.

* Includes all paraprofessionals funded through tuition, special and general education.
**Title I, II, V and additional grant positions. The total FTE may fluctuate due to funding.
*** Includes positions filled by purchased services.

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

Student to Teacher Ratios

	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Grade Level							
Elem K-3	25:1	25:1	25:1	25:1	25:1	25:1	25:1
Elem 4-5	29:1	29:1	29:1	29:1	29:1	29:1	29:1
Middle School	30:1	30:1	30:1	30:1	30:1	30:1	33:1
High School	30:1	30:1	30:1	30:1	30:1	30:1	36:1

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

Average Class Size

	03-04	04-05	05-06	06-07	07-08	08-09	Projected 09-10
	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size
Kindergarten	21	23	22	23	22	22	22
Grade 1	22	24	24	24	24	24	24
Grade 2	23	24	25	23	23	24	25
Grade 3	24	25	25	25	26	25	28
Grade 4	24	25	26	25	25	27	28
Grade 5	26	26	26	28	26	29	28
Grade 6	27	26	29	30	27	29	32
Grade 7	29	29	26	25	30	27	34
Grade 8	30	26	26	26	27	31	32
District Average K-3	23	24	24	24	24	23	25
District Average K-5	24	25	25	24	23	25	26
District Average 6-8	29	27	27	27	28	29	33

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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.105R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: March 17, 2009

SUBJECT: Resolution for Discontinuing and Reducing Educational Programs and Licensed Positions

Please consider the attached resolution directing administration to make recommendations to the School Board for the discontinuance and reduction of educational programs and positions as needed to reduce expenditures as a result of declining enrollment and financial limitations.

FTE	License
2.00	Alternative Education
1.500	Business
1.00	Counselor
6.00	Elementary Education/Reading
3.3125	English/Language Arts/Communication
1.00	ESL
.334	Family Consumer Science
1.00	Gifted/Talented
.375	Industrial Technology/Arts
2.1875	Mathematics
2.00	Media
3.768	Music
2.4959	Physical Education/Health
2.0625	Science
2.125	Social Studies
4.00	Special Education
1.105	Visual Arts
1.2845	World Language
37.5499	TOTAL

Suggested Resolution: Move to approve the resolution directing administration to effect termination or reduction and non-renewal of licensed teacher programs and positions as listed.

LAK:mde
Attachment

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION DISCONTINUING AND REDUCING
EDUCATIONAL PROGRAMS AND POSITIONS

WHEREAS, the School Board of Independent School District No.152 adopted a resolution on January 12, 2009, directing the administration to make recommendations for reductions in programs and positions, and

WHEREAS, said recommendation have been received and considered by the School Board,

BE IT RESOLVED, by the School Board of Independent School District No. 152, as follows:

That the following programs and positions, or portions thereof, be discontinued:

FTE	License	
2.00	Alternative Education	K-12
1.500	Business	7-12
1.00	Counselor	K-12
6.00	Elementary Education/Reading	K-6
3.3125	English/Language Arts/Communication	7-12
1.00	ESL	K-12
.334	Family Consumer Science	7-12
1.00	Gifted/Talented	K-12
.375	Industrial Technology/Arts	7-12
2.1875	Mathematics	7-12
2.00	Media	K-12
3.768	Music	K-12
2.4959	Physical Education/Health	K-12
2.0625	Science	7-12
2.125	Social Studies	7-12
4.00	Special Education	K-12
1.105	Visual Arts	K-12
1.2845	World Language	7-12
37.5499	Total	

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

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.106R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: March 17, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Citizen Finance Advisory Committee (238).

Suggested Resolution: Move to approve the policy, Citizen Finance Advisory Committee (238), as presented.

LAK:mde
Attachment

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

Printed: Tuesday, March 17, 2009 9:12:17 AM
Erickson, Michelle

Board Policies

Citizen Finance Advisory Committee

School Board Policy: 238
Section: 200 SCHOOL BOARD
Date Adopted: 3/23/2009
Date Revised:
Dates Reviewed:

I. PURPOSE

The purpose of this policy is to define the expectations of the Citizen Finance Advisory Committee and procedures for its operation.

II. GENERAL STATEMENT

Moorhead Area Public Schools, in its practice of prudent management of public resources, is committed to seeking community input. The Citizen Finance Advisory Committee is an advisory committee that focuses on school district financial issues and is directed by the assistant superintendent.

III. MEMBERSHIP

A. The committee is composed of community members, School Board members and school employees:

Executive Finance Committee members: School Board chair, School Board treasurer, Superintendent, accountant, and assistant superintendent
District stakeholders:
Parents/guardians, other community residents, one representative each from school district building administrators, teachers, and support staff;

B. Members should have a general understanding and/or background in financial matters and budgeting;

C. District stakeholder membership will consist of individuals who, upon application, are appointed by the Executive Finance Committee for a term of two years;

D. Committee meetings will be open to the public. Meeting minutes will be available on the school district Web site;

E. The committee will meet approximately on a quarterly basis unless otherwise modified by the committee.

IV. EXPECTATIONS

A. The committee shall review long-range school district financial planning and provide input on specific financial issues as identified by the committee, the School Board or district administration;

B. The committee shall review and comment regarding underlying assumptions and trends which support long-range financial projections and review and comment on financial policy, the annual tax levy, the annual budget report and the annual audit report;

C. The committee shall appoint subcommittees to study specific issues as identified by the committee, the School Board or district administration, and, when appropriate, call upon community members who have expertise regarding the issues being discussed;

D. The committee members shall be key communicators for the school district regarding financial issues, both sharing information with the public and listening to the concerns of citizens.

5-M9-805
6 April 2009

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

April 6, 2009
5:30 p.m.

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

ATTENDANCE:

Karin Dulski _____	Kristine Thompson _____
Lisa Erickson _____	Michael Thrasher _____
Cindy Fagerlie _____	Bill Tomhave _____
Mike Siggerud _____	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. **APPROVAL OF 2008-2009 SCHOOL CALENDAR ADJUSTMENTS**: Kovash
   Page 3

3. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Continuing Education Com	April 7	3:30 pm	PCE
Prof Dev Before/After School	April 8		
Instr and Curr Adv Com	April 9	7 am	PCE
Health/Safety/Wellness Com	April 9	9:30 am	PCE
No School/Good Friday	April 10		
School Board	April 13	7 pm	PCE
Com Ed Appreciation Event	April 14	5 pm	PCE
Hopkins PTAC	April 14	6:30 pm	Media Center
Supt's Advisory Council	April 16	7 pm	PCE
Safe and Healthy Learners Com	April 20	3 pm	PCE
Policy Review Committee	April 20	7 pm	PCE
Prof Dev Before/After School	April 22		
School Board	April 27	7 pm	PCE
Activities Council	April 28	7 am	MHS
Technology Committee	April 28	3:45 pm	PCE
Grades 9-12 P/T Confs	April 28	5-8:30 pm	MHS/RRALC
Asp PTAC	May 4	6:30 pm	Media Center
Reinertsen PTAC	May 4	6:30 pm	Media Center
MHS PTAC	May 4	7 pm	MHS
Continuing Education Com	May 5	6:45 am	Village Inn
Indian Educ Parent Com	May 6	5 pm	PCE
Joint Powers Committee	May 7	7 am	Dilw City Hall
Human Rights Com	May 7	3:45 pm	PCE
Educ Moorhead Recog Dinner	May 7	6 pm	Marriott
Horizon PTAC	May 7	7 pm	Media Center
School Board	May 11	7 pm	PCE
Spec Ed Parent Adv Com	May 12	12 pm	PCE
Hopkins PTAC	May 12	6:30 pm	Media Center
Instr and Curr Adv Com	May 14	7 am	PCE
Health/Safety/Wellness Com	May 14	9:30 am	PCE
Academic Awards Ceremony	May 14	7 pm	MHS Auditorium

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.107R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: April 1, 2009

SUBJECT: Approval of 2008-09 School Calendar Adjustments

Due to cancellation of school on March 25-27 and March 30-April 3 as a a result of blizzards and epic flooding in the area, the administrative recommendation is to make the following adjustments to the 2008-09 School Calendar:

Friday, June 5	Last Day for K-12 Students
Tuesday, June 9	Last Scheduled Day for K-12 Staff

Information from the Minnesota Department of Education states that there is no provision in state law that calls for a reduction in state aid if a district does not provide instruction to students for a certain number of days. Under state law, local school boards set the calendar and determine whether canceled days should be made up at a later date.

Our district has a strong commitment to student learning and this recommendation recognizes the need to make up instructional time as well as allow for weather emergencies.

In total, students have missed 11 days of school for the 2008-09 school year. Three student days will be made up (January 2, June 4, June 5). It is important to have the remainder of the school year focused on academic activities. Staff will make up an additional two days (June 8 and 9). If more days are missed due to emergency conditions, the recommendation is to provide flexibility to make up the time through professional activities for staff.

Suggested Resolution: Move to approve 2008-09 School Calendar adjustments as presented.

LAK:mde

13 April 2009
S-M9-B05

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

April 13, 2009
7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____
Lisa Erickson _____
Cindy Fagerlie _____
Mike Siggerud _____
Kristine Thompson _____
Michael Thrasher _____
Bill Tomhave _____
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 Horizon Middle School student Grace Duginiski who placed fifth at the Region IV Spelling in Fergus Falls on March 3. She advanced to the Multi-Regional State Spelling Bee on March 12 in Fergus Falls. She is only the fourth student from Moorhead to have competed in the State Bee in the past 20 years. Lois Brown is the Spelling Bee coordinator.

   *** **We Are Proud** of the Horizon Middle School Mathcounts Team for placing second in the chapter competition held Feb. 4 at MSUM. Team members were Matthew Lillehaugen, Gabe Roach, Tanner Swenson and Josh Young. Individual

competitors were Nick Anderson, Cameron Wintersteen, Joe Cella and Luke Lillehaugen. Ken Welken is the Mathcounts coach.

Matthew Lillehaugen placed second individual and Gabe Roach placed third individual. Josh Young placed third in the countdown round. Matthew Lillehaugen and Gabe Roach participated in the state Mathcounts competition on March 14.

*** **We Are Proud** of Ken Welken who was recognized with the first 20-year award at the state Mathcounts competition. Welken has brought teams to the state competition 20 times since 1986 when the Moorhead team placed first that year. Moorhead teams went to state 19 more times, winning several trophies, including first place in 2003. That year Welken was the coach of the state team that went to the national competition in Chicago.

*** **We Are Proud** of the Horizon Middle School House 6A team for placing first in the sixth-grade Regional Math Masters Tournament held March 13 at Horizon Middle School. Twelve teams in the area participated in individual and team rounds. Team members are Madi Brenamen, Cassidy Klostriech, Luke Lillehaugen, Tanner Otto and Michael Wenzel. Their math teacher is Sharon Nelson.

Math Masters of Minnesota is a statewide competition that challenges students to use higher-order thinking skills and problem-solving abilities in mathematics and recognizes academic effort and achievement.

*** **We Are Proud** of the Horizon Middle School students who received individual awards in the sixth-grade Regional Math Masters Tournament held March 13 at Horizon Middle School. The top eight in each category received medallions and the next seven received ribbons.

Facts Drill awards went to:
3rd Place -- Luke Lillehaugen
4th Place -- Cassidy Klostriech
6th Place -- Aaron Lommen
7th Place -- Redir Amedy
Tied for 9th Place -- Haley Ludwig and Brenden O'Meara
14th Place -- Madi Brenamen

Individual Round awards went to:
1st Place -- Luke Lillehaugen
3rd Place -- Sarah Nelson
6th Place -- Brenden O'Meara
12th Place -- Reilly Swanson

Their math teachers are Sharon Nelson, Cheryl Keenan and Barb Stack.

*** **We Are Proud** of Horizon Middle School students who won honors in the February meet of the WordMasters Challenge, a national language arts competition. Nathaniel Schindler earned a perfect score in the Blue Division of the Challenge. In the nation, only 48 sixth graders out of 31,190 competing in this division earned perfect scores. Other Horizon students who achieved outstanding results were Zachary Manning, Sarah Nelson, Elisabet Samonides Hamrick, Cody Lineburg, Haley Ludwig, James Nguyen and Reilly Swanson. The students were coached by Lois Brown.

The WordMasters Challenge is an exercise in critical thinking that first encourages students to learn new words and then challenges them to use the words to complete analogies expressing various kinds of logical relationships.

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

Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.

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 March 9 and 23, 2009 Meeting Minutes - Pages 8-14

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of April Claims - Page 15

C. HUMAN RESOURCES MATTERS - Nielsen
   (1) Approval of Change in Contract - Page 16
   (2) Approval of Resignations - Page 17

(3) Approval of Family/Medical Leave - Page 18

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

E. CURRICULUM AND PROFESSIONAL DEVELOPMENT MATTERS - Aamodt
(1) Acceptance of MAEF Grant Awards - Page 19
(2) Approval of McKinney-Vento Homeless Education Grant Renewal - Pages 20-24
(3) Acceptance of Education Minnesota Foundation Grant - Page 25

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

Moved by _____ Seconded by _____
Comments _____

3. **SCHOOL BOARD/STAFF DIALOGUE**: Kovash
(This section is an effort on the part of the School Board to communicate more informally at the first meeting of each month with the invited staff representatives on a wide variety of programs and issues.)

Major Magnitude Field Trips - Kovash
Page 26

4. **FLOOD T-SHIRT DONATION**: Kovash

5. **APPROVAL OF RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACTS OF PROBATIONARY TEACHERS**: Nielsen
Pages 27-30

Suggested Resolution: Move to approve the following resolution:

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

Name	License Area	FTE
Cheryl Adams	Family Consumer Science	1.0
Megan Anderson	ESL	.5
Kathy Askegaard	Alternative Education	1.0
Susan Bachmeier	Special Education	1.0
Amanda Baukol	Special Education	.5
Chelsea Boehnke	English/Lang. Arts/Comm.	1.0
Brandon Boelter	Mathematics	1.0
Alissa Brambilla	Elem. Education/Reading	1.0

Angela Cassidy	English/Lang. Arts/Comm.	1.0
Betty Charlton	Physical Education/Health	1.0
Danielle Dahl	Business	.5
Eric Dobervich	Science	1.0
Britta Dwyer	Mathematics	1.0
Mark Fabian	Science	1.0
Amanda Henry	Social Studies	1.0
Katharine Hoverson	Media	1.0
Josh Ihrke	Mathematics	1.0
Karen Kalk	Special Education	1.0
Lindsay Kaspar	Physical Education/Health	1.0
Jennifer Kava	Elem. Education/Reading	1.0
Kim Melander	Alternative Education	1.0
Aura Lee Mohror	Alternative Education	.536
Deanna Monson	Alternative Education	1.0
Laura Murray	Elem. Education/Reading	1.0
Katie Oster	Special Education	1.0
Lisa Pribula	Special Education	.5
Holly Saarion	Elem. Education/Reading	1.0
Marlena Sanabria Cardenas	Elem. Education/Reading	1.0
Lana Suomala	World Language	1.0
TOTAL		26.536

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, Subd. 5, that the teaching contracts of the above named probationary teachers in Independent School District No. 152, are hereby terminated at the close of the 2008-2009 school year.

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

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF RESOLUTION RELATING TO THE OFFERING OF PART-TIME TEACHING CONTRACTS TO PROBATIONARY TEACHERS**: Nielsen
Page 31

Suggested Resolution: Move to approve the full-time probationary teachers whose contracts were terminated effective at the end of the 2008-2009 school year and non-renewed for the 2009-2010 school year, as provided in the School Board resolution

adopted earlier at this meeting, shall be offered part-time teaching contracts for the 2009-2010 school year as follows:

	Contract Offer
Cheryl Adams	.667
Kathy Askegaard	.75
Kim Melander	.75

Moved by _____ Seconded by _____
Comments _____

7. **FLOOD UPDATE**: Kovash

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Hopkins PTAC	April 14	6:30 pm	Media Center
Supt's Advisory Council	April 16	7 pm	PCE
Safe and Healthy Learners Com	April 20	3 pm	PCE
Policy Review Committee	April 20	7 pm	PCE
Prof Dev Before/After School	April 22		
School Board	April 27	7 pm	PCE
Activities Council	April 28	7 am	MHS
Technology Committee	April 28	3:45 pm	PCE
Com Ed Appreciation Event	April 28	5 pm	PCE
Grades 9-12 P/T Confs	April 28	5-8:30 pm	MHS/RRALC
Asp PTAC	May 4	6:30 pm	Media Center
Reinertsen PTAC	May 4	6:30 pm	Media Center
MHS PTAC	May 4	7 pm	MHS
Continuing Education Com	May 5	6:45 am	Village Inn
Indian Educ Parent Com	May 6	5 pm	PCE
Joint Powers Committee	May 7	7 am	Dilw City Hall
Human Rights Com	May 7	3:45 pm	PCE
Educ Moorhead Recog Dinner	May 7	6 pm	Marriott
Horizon PTAC	May 7	7 pm	Media Center
School Board	May 11	7 pm	PCE
Spec Ed Parent Adv Com	May 12	12 pm	PCE
Hopkins PTAC	May 12	6:30 pm	Media Center
Instr and Curr Adv Com	May 14	7 am	PCE
Health/Safety/Wellness Com	May 14	9:30 am	PCE
Academic Awards Ceremony	May 14	7 pm	MHS Auditorium
Staff Development Com	May 18	3:30 pm	PCE
Interagency Early Interv Com	May 20	12 pm	FSC
No School/Memorial Day	May 25		
School Board	May 26	7 pm	PCE
Last Day for K-12 Students	June 5		
Graduation	June 7	2 pm	Concordia
Professional Dev Day	June 8		
Last Day for K-12 Staff/ Teacher Work Day	June 9		

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Mike Siggerud, Kristine Thompson, Michael Thrasher, Bill Tomhave, and Lynne A. Kovash.

MEMBERS ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 7:01 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Kovash recommended the agenda proceed with revisions to pages 1 and 9 and deletion of page 12.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the February 9 and 23, 2009 meeting minutes as presented.

Claims - Approve the March Claims, subject to audit, in the amount of $801,966.26.

General Fund:	687,439.54
Food Service Fund:	101,379.40
Community Services Fund:	13,147.32
TOTAL	$801,966.26

Letter of Engagement for Auditing Services - Approve the Letter of Engagement for Auditing Services fro EideBailly, LLP to provide auditing services for fiscal years 2009, 2010 and 2011 in the amounts of $19,600, $20,200, and $20,900, respectively.

Family/Medical Leaves

Angela Jelinek - Teacher, Moorhead High School, Beginning approximately May 6, 2009 for the remainder of the 2008-2009 school year.

Michelle Bonitto - Teacher, Moorhead High School, leave to be extended for the remainder of the 2008-2009 school year.

Jane Brevik - Paraprofessional, Horizon Middle School, effective February 24, 2009 for the remainder of the 2008-2009 school year.

Bethanne Weltmer - Interpreter, Robert Asp Elementary, effective approximately March 3, 2009 for approximately six weeks.

Early Retirements

Sharon Witt - Secretary, Moorhead High School, effective at the end of the 2008-2009 school year.

Robert Garcia - Paraprofessional, Robert Asp Elementary, effective at the end of the 2008-2009 school year.

Change in Contract

Janice Conrade - Food and Nutrition Server, S.G. Reinertsen Elementary to Assistant Server, S.G. Reinertsen Elementary, 2.75 hours per day, $12.15 per hour, effective February 23, 2009 (replaces Eugene Kroll).

Extended Leave of Absence Reversal

Sue Speich - Physical Therapist, S.G. Reinertsen Elementary, does not qualify under state requirements, employee must work 10 years in the State of Minnesota to qualify.

Resignations

Nancy Nessa - Adult Basic Education Secretary, Probstfield Center for Education, effective February 26, 2009.

Kim Hest - Lunchroom Supervisor, Horizon Middle School, effective February 24, 2009.

Heather Dennis - Breakfast Supervisor, S.G. Reinertsen Elementary, effective March 6, 2009.

Nadine Moon - Early Riser Advocate, Robert Asp Elementary, effective at the end of the 2008-2009 school year.

Mark Ring - Music Teacher, Moorhead High School, effective at the end of the 2008-2009 school year.

Sue Speich - Teacher on One Year Leave of Absence, effective at the end of the 2008-2009 school year.

Donation - Accept the donation of $50 from Microsoft Matching Gifts Program and Donald Nelson, Microsoft employee, and direct the administration to send a thank you letter. The proceeds will be used at Moorhead High School.

Project Lead the Way, Kern Family Foundation, Inc. Grant - Accept the Project Lead the Way program implementation grant in the amount of $55,000 from the Kern Family Foundation, Inc. Courses to be implemented over the next three years at Moorhead High School will be Intro to Engineering Design, Digital Electronics and Principles of Engineering. The Gateway to Technology curriculum at Horizon Middle School will include the class modules of Design and Modeling and Automation and Robotics.

Motion carried 7-0.

NCLB FEDERAL ADVOCACY RESOLUTION: Erickson moved, seconded by Tomhave, to approve the NCLB Federal Advocacy Resolution as presented. Motion carried 7-0.

FIRST READING OF POLICY: The School Board conducted a first reading of the policy, Citizen Finance Advisory Committee (238).

COMMITTEE REPORTS: Brief reports were heard regarding the Indian Education Parent Committee, Human Rights Committee, Hopkins PTAC, Moorhead High School PTAC, Staff Development Committee, and Joint Powers Committee meetings and the MSBA Day at the Capitol event.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash reported the March 10 "Our Schools, Our Kids, Our Economy, Increasing our communities' graduation rates means success for us all" event was postponed due to inclement weather and will be rescheduled for a later date. Kovash announced the School Board agendas were now available on the school district's Web site and paper copies will be sent only to School Board members unless requested. Kovash noted board members received packets that were available at the March 1 Home Show in collaboration with the city. Kovash indicated that a storm day may be needed for March 10 and the student storm make-up day will be scheduled for June 4 and the teachers' last day will be June 5.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:23 p.m.

_____
Cindy Fagerlie, Clerk

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MARCH 23, 2009

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Mike Siggerud, Kristine Thompson, Michael Thrasher, Bill Tomhave, and Lynne A. Kovash.

MEMBERS ABSENT: None.

CALL TO ORDER: Chair Thompson 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 17.

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

WE ARE PROUD:
*** **We Are Proud** of Moorhead High School students Kelsey Langness and Rachel Clausen for being selected as finalists in theater for the National Foundation for Advancement in the Arts' (NFAA) youngARTS program. They were selected as finalists from more than 6,000 applicants. During youngArts Week in January, the 141 finalists, who represent the top 2% of the most talented high school seniors in the nation, participated in master classes, workshops, exhibitions and performances. Langness and Clausen have extensive performance experience with Moorhead High School's theater, speech and music departments as well as Trollwood Performing Arts School.

*** **We Are Proud** of Moorhead High School student Rachel Clausen for being named one of 60 Presidential Scholar in the Arts candidates as part of the 2009 Presidential Scholars Program. The candidates were nominated from the participants in the annual youngARTS competition conducted by the National Foundation for Advancement in the Arts.

The 60 arts candidates were selected for their exceptional performance in the disciplines of dance, film/video, instrumental music, jazz, voice, photography, theater, visual arts and creative writing. Further consideration will be based on students' essays, self-assessments, descriptions of activities, school recommendations, and school transcripts. Of these, up to 20 will be selected as Presidential Scholars in the Arts by the Commission on Presidential Scholars.

*** **We Are Proud** of Moorhead High School students Laura Gonshorowski and Jakob Lindaas, who have been honored as the school's Triple "A" Award winners. This is a Minnesota State High School League award honoring students who excel in athletics, arts and academics. At the Jan. 28 Region meeting, Lindaas was named Region 8 Male Triple "A" winner, advancing to compete for the state title. Gonshorowski was a finalist at the Region level. Both were recognized at the Region 8 Awards Program and Banquet on March 1 in Brainerd.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Family/Medical Leaves
Alissa Brambilla - Teacher, S.G. Reinertsen Elementary, effective approximately May 28, 2009 for the remainder of the 2008-2009 school year.

Early Retirements
Marian Kadrie - Paraprofessional, Ellen Hopkins Elementary, effective at the end of the 2008-2009 school year.
Lois Edwards - Paraprofessional, Robert Asp Elementary, effective at the end of the 2008-2009 school year.

Resignations
Eugene Life - Lunchroom Supervisor, S.G. Reinertsen Elementary, effective March 30, 2009.
Jill Perryman - Lunchroom Supervisor, S.G. Reinertsen Elementary, effective March 25, 2009.

Change in Contract
Sue Ellingson - Lunchroom Supervisor, S.G. Reinertsen Elementary, from 2 days per week to 3 days per week, 2.25 hours per day, effective March 31, 2009 (replaces part of Jill Perryman).

New Employees
Rachel Paulus - Early Childhood Special Education, EIS, effective February 2, 2009 (new position approved in the Fall 2008).
Geri Neameyer - Breakfast Supervisor, S.G. Reinertsen Elementary, effective March 9, 2009 (replaces Heather Dennis).

Luther College Field Experience Agreement - Approve the Field Experience Agreement with Luther College for the 2009-2010 school year.

Carl D. Perkins Grant Application Statement of Assurances and Certifications for 2009-2010 School Year Renewal - Approve the Carl D. Perkins Career and Technical Education Act of 2006 Statement of Assurances and Certifications for 2009-2010.

Motion carried 7-0.

BUDGET UPDATE PRESENTATION: Kovash and Kazmierczak provided an update on the budget. Kazmierczak noted that the projected deficit for 2008-09 will not be as large as anticipated; therefore, at this time the reduction recommended for fiscal year 2009-10 is $4.5

million rather than $4.9 million. The 2009-2010 General Fund revenue and expense projections are:

Revenues	$46,754,179
OPEB	$756,242
Expenditures	$52,355,649
Budget Reductions	($4,574,754)
Revenues over Expenditures	($270,474)
Ending Fund Balance (Gen Fund Unreserved)	$3,361,978
Ending Fund Balance (Gen Fund Unreserved) Percent of Expenditures	6.42%

2009-2010 preliminary budget adjustments (estimates as of March 23, 2009) are: licensed personnel (instructional and support), 34.55 total positions, $1,929,417; non-licensed employees, 21.89 total positions, $917,338; special education $575,000; property services and transportation $725,000; student activities $250,000; and other (textbooks and supplies/paper) $178,000. The total preliminary budget adjustment is $4,574,755.

The district awaits final information related to state and federal stimulus funding.

APPROVAL OF PRELIMINARY 2009-2010 STAFFING PLAN: Erickson moved, seconded by Fagerlie, to approve the preliminary 2009-2010 Staffing Plan as presented. Motion carried 7-0.

APPROVAL OF RESOLUTION FOR DISCONTINUING AND REDUCING EDUCATIONAL PROGRAMS AND LICENSED POSITIONS: Dulski moved, seconded by Tomhave, to approve the resolution directing administration to effect termination or reduction and non-renewal of licensed teacher programs and positions as listed. (Include resolution? - have not in the past -- do include resolution with names, etc.)

APPROVAL OF POLICY: Fagerlie moved, seconded by Siggerud, to approve the policy, Citizen Finance Advisory Committee (238), as presented. Motion carried 7-0.

UPDATE ON WEATHER AND FLOOD RELATED INFORMATION: Kovash provided updated weather and flood information. Kazmierczak was designated as the school district's flood coordinator and will be coordinating activities within the district and other entities. Kovash noted Dan Bacon had reviewed all buildings and stated staff would be checking buildings starting Tuesday evening. Kazmierczak and Bacon have been attending city meetings regarding flood updates and evacuation plans. Buses and facilities will be utilized if needed. School is

expected to continue at the regular schedule and administration will continue to monitor and make decisions with the city and county regarding revised school schedules. Students are being transported where possible and Dan Bacon and district contractors are reporting more roads are being closed. High school students have been released with a parent signed waiver or a parent phone call to assist in sandbagging efforts. Administration will continue to monitor student attendance at the school buildings. High school staff will combine classes where possible in order to send more volunteers out into the community. Staff will continually be updated with current information. The district's transportation department has assisted with transporting students to Nemzek Hall to volunteer including taking volunteers to work sites. Staff are encouraged to volunteer where able. Kovash emphasized how the college and high school students are an asset to everyone involved with the flood effort. Kovash also reported receiving a communication from Alice Seagren, Minnesota Department of Education Commissioner, offering their support throughout the flood effort.

COMMITTEE REPORTS: Brief reports were heard regarding the Early Childhood Advisory Committee and Instruction and Curriculum Advisory Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash read an excerpt from a *Sports Illustrated* article related to Moorhead's participation in the 2009 Minnesota hockey tournament.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:46 p.m.

_____
Cindy Fagerlie, Clerk

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.058 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: April 7, 2009

SUBJECT: April Claims

The April claims are as follows:

General Fund	$815,965.40
Food Service Fund	$92,599.78
Community Services Fund	$12,585.40
TOTAL	$921,150.58

Suggested Resolution: Move to approve January claims, subject to audit, in the amount of $921,150.58.

WAK:mde

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.108**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: April 6, 2009

RE: Change in Contract

The administration requests the approval of Change in Contract for the following person:

Eugene Life	Cafeteria Supervisor, S. G. Reinertsen Elementary to Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day, effective March 30, 2009. (Replaces Janice Conrade)

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

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.107**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: April 3, 2009

RE: Resignation

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

Erin Sisco	Language Facilitator on Other Leave, effective at the end of the 2008-2009 school year.
Tammy Schatz	Adult Basic Education Instructor, Probstfield Center for Education, effective April 30, 2009.
Brittany Carter	Physical Therapist, S. G. Reinertsen Elementary and Robert Asp Elementary, effective at the end of the 2008-2009 school year.
Paul Kelly	Busdriver, Transportation, effective April 6, 2009.

SUGGESTED RESOLUTION: Move to approve the resignation of Eric Sisco, Tammy Schatz, Brittany Carter and Paul Kelly as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.109**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: April 8, 2009

RE: Family/Medical Leave

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

Katherine Askegaard	Teacher, Horizon Middle School, effective April 23, 2009 for approximately four to six weeks.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Katherine Askegaard pursuant to Article 38 of the Teachers' Master Agreement

Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo CPD.09.056 C

TO: Lynne A. Kovash, Superintendent

FROM: Melanie Aamodt, Director of Curriculum and Professional Development

DATE: April 6, 2009

SUBJECT: Moorhead Area Education Foundation (MAEF) Grant Awards

The Moorhead Area Education Foundation (MAEF) has approved the following grants:

1. Maribeth Plankers – Moorhead High School - "Leisure Reading" - $500
2. Louis Lauer – Horizon – "Visiting Author Project" - $500

Suggested Resolution: Move to accept the grants awarded by Moorhead Area Education Foundation as presented for a total of $1000.

MBA/kmr

Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo CPD.09.057 C

TO: Lynne A. Kovash, Superintendent

FROM: Melanie Aamodt, Director of Curriculum and Professional Development

DATE: April 6, 2009

SUBJECT: McKinney-Vento Homeless Education Grant Renewal

Attached is the McKinney-Vento Homeless Education Grant Award Notification from the Minnesota Department of Education. Moorhead Area Public Schools has received $49,900 in funding as part of education for homeless children and youth in 2008-2009. Funding will be used to develop consistent and comprehensive district-wide educational programming for homeless children and youth. The grant is for the period September 1, 2008 through June 30, 2009.

Suggested Resolution: Move to approve the Minnesota Department of Education McKinney-Vento Homeless Education Grant in the amount of $49,900 for September 1, 2008 through June 30, 2009.

MBA/kmr
Attachment

Minnesota Department of Education

OFFICIAL GRANT AWARD NOTIFICATION

GRANT AWARDEE INFORMATION	**Moorhead ISD #152** Lynne Kovash, Authorized Representative 810 4th Avenue South Moorhead, MN 56560 **Phone:** (218) 284-3310 **Fax:** (218) 284-2233 **Email:** lkovash@moorhead.k12.mn.us
PROGRAM CONTACT REPRESENTATIVE	Deb Pender Tilleraas, Moorhead ISD #152
MDE GRANT PROGRAM TITLE	McKinney-Vento Education for Homeless Children

ENCUMBRANCE INFORMATION

GRANT NUMBER: 2009-00032

FUNDING SOURCE/LEGISLATIVE AUTHORITY: TITLE X PART C MCKINNEY-VENTO

CFDA NUMBER: 84.196A **UFARS NUMBER:** 01F459

ACTION TYPE: New Award

CFMS #: B26108

VENDOR NUMBER: 009152000-00

For MDE Accounting Dept Use Only				
FY	**Fund**	**Org**	**Approp**	**Amount**
2009	300	2531	J40	$49,900.00

ENCUMBRANCE ☒ YES ☐ NO *(If No, go to next box)*

NO ENCUMBRANCE, SELECT ☐ IDEAS or ☐ PAYS

ENCUMBRANCE SIGNATURE:

Gerri Gould 3/16/09
Date

TOTAL AWARD AMOUNT	$49,900.00 **Original/Initial Award** $49,900.00 **Total Award**
AWARD PERIOD	**Start Date:** 09/01/2008 **End Date:** 06/30/2009

MDE KEY STAFF & CONTACT INFORMATION

AUTHORIZED REPRESENTATIVE: Jessie Montaño Phone: 651-582-8657 Fax: 651-582-8499 Email: jessie.montano@state.mn.us	**PROGRAM SPECIALIST** (if different from Authorized Rep) RuthEllen Luehr Phone: 651-582-8403 Fax: 651-582-8499 Email: RuthEllen.luehr@state.mn.us
GRANTS SPECIALIST: Paul Klinge Phone:(651) 582-8697 Fax: (651) 582-8494 Email: paul.klinge@state.mn.us	**OTHER ASSIGNED MDE STAFF:**

Grant Award Identification Number: 2009-00032
Organization/Agency/District: Moorhead ISD #152
Total Award: $49,900.00

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

1. **THIS ACTION IS TO:** facilitate the program goals of enrollment, transportation, attendance and academic achievement of homeless students. These grant funds will be used to fund a portion (.25 FTE) of a school social worker, to fund a portion (.50 FTE) of a family outreach worker and to provide additional support services for homeless students within the district. The specific program goals will be addressed in the following manner:

   a. the school social worker will facilitate student enrollment, attendance and achievement by linking homeless families with school and community resources.

   b. the family outreach worker will help expand the academic support services to homeless students and families. The outreach worker will assist the District's Homeless Liaison and the school social worker in meeting the needs of homeless students and families.

   c. transportation assistance will also be provided to homeless students and their families who are not reimbursed though state transportation funds to facilitate attendance at school and at school meetings and extracurricular activities.

2. **ADDITIONAL REQUIREMENTS:** Awardee/grantee will adhere to detailed Program and Operation Schedules provided in the supplemental forms provided to MDE.

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

   a. Attendance at Semi-annual Coordinator's Meetings – the time, date, location and format of these meetings will be determined by the State Education of Homeless Children and Youth (EHCY) Program Specialist. Consistent attendance and participation at these meetings by the District Homeless Liaison is required. Special arrangements may be determined as needed.

   b. Annual Reports – the format and content of these reports will be determined by the Program Specialist. The deadline for submitting these reports will be July 30, 2009 or the last business day before this date during the grant award period. Extensions of time may be granted by the project manager but these extensions may delay the reimbursement of quarterly expenditures.

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

September 1, 2008 – March 31, 2009	Due April 30, 2009
April 1, 2009 – June 30, 2009	Due July 30, 2009

   YEAR 1 START AND END DATES
   Year 1: September 1, 2008 – June 30, 2009

   d. Final Program Reporting (FPR) is due 30 days after the end date of the grant (by July 30, 2009) outlining expenditures for the grant project through **June 30, 2009**. FPR consists of the financial reporting, final payment requests and final program reports including any data requested and/or other reports. Final financial reporting forms will be reviewed along with the final program report before approval for final payment is made and before grant is closed out.

OTHER FISCAL REQUIREMENTS:

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

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

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

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

4. CANCELLATION:

a. This award may be cancelled by the state or awardee/grantee at any time, with or without cause, upon thirty (30) days' written notice to the other party. In the event of such a cancellation, awardee/grantee shall be entitled to payment, determined on a pro rata basis, for work or services performed to MDE's satisfaction. It is expressly understood and agreed that in the event the reimbursement to the State from federal sources or appropriations by the Minnesota Legislature are not obtained and continued at an aggregate level sufficient to allow for the awardee's/grantee's program to continue operating, the award shall immediately be terminated upon written notice by the MDE to the awardee/grantee. In the event of such termination, awardee/grantee shall be entitled to payment determined on a pro rata basis, for services performed and liabilities already accrued prior to such termination.

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

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

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

Grant Award Identification Number: 2009-00032
Organization/Agency/District: Moorhead ISD #152
Total Award: $49,900.00

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

Jessie Montano Jessie Montano — 3-13-09
Authorized Representative Name & Signature — Date

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

EB Stephens — 3/12/09
Division Director Name & Signature — Date

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

Jessie Montano Jessie Montano — 3-13-09
Division Director Name & Signature — Date

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

Tammy McGlone
Administrative Services Director Name & Signature — Date

SIGNED BY
MAR 19 2009
TAMMY McGLONE
DIRECTOR OF ADMIN. SERVICES

Or

Deputy Commissioner Name & Signature — Date

Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo CPD.09.058 C

TO: Lynne A. Kovash, Superintendent

FROM: Melanie Aamodt, Director of Curriculum and Professional Development

DATE: April 7, 2009

SUBJECT: Education Minnesota Foundation Grant

A grant has been awarded to Moorhead Area Public Schools and Vicki Bowe from the Education Minnesota Foundation for Excellence in Teaching and Learning.

Vicki Bowe's project, titled *Math, Science and Literacy Discovery Nights* is one of 33 Classroom Grant projects funded this year by the Education Minnesota Foundation to encourage creative and innovative projects that enhance teaching and learning.

Collaboration between teachers and families in ABE and ECFE programs can provide essential strategies for young learners. Children and their parents and family members will participate in Discovery Nights to learn strategies for home; some of the intended practices include exploring numbers, encouraging questioning, making observations about nature and using materials to enhance sensory experiences. Initial parent surveys will guide teachers in providing essential strategies and materials for six activities during two Discovery Nights.

Suggested Resolution: Move to accept the Education Minnesota Foundation Grant for Vicki Bowe's project titled *Math, Science and Literacy Discovery Nights* in the amount of $3000.

MBA/kmr

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.108R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: April 7, 2009

SUBJECT: Major Magnitude Field Trips Dialogue

Brian Cole and students will present information regarding the Theater Arts Major Magnitude Field Trip to Chicago in April 2009.

Doug Engstrom and students will also present information regarding the Band and Orchestra Major Magnitude Field Trip to Hawaii in March 2009.

LAK:mde

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.104**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 1, 2009

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

At the March 23, 2009 school board meeting the reduction of 37.5499 full time equivalent (FTE) of programs and licensed positions was approved.

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

FTE	License	
2.00	Alternative Education	K-12
1.500	Business	7-12
1.00	Counselor	K-12
6.00	Elementary Education/Reading	K-6
3.3125	English/Language Arts/Communication	7-12
1.00	ESL	K-12
.334	Family Consumer Science	7-12
1.00	Gifted/Talented	K-12
.375	Industrial Technology/Arts	7-12
2.1875	Mathematics	7-12
2.00	Media	K-12
3.768	Music	K-12
2.4959	Physical Education/Health	K-12
2.0625	Science	7-12
2.125	Social Studies	7-12
4.00	Special Education	K-12
1.105	Visual Arts	K-12
1.2845	World Language	7-12

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

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

Termination and Non-Renewal of Contracts	License Area	FTE
Cheryl Adams	Family Consumer Science	1.0
Megan Anderson	ESL	.5
Kathy Askegaard	Alternative Education	1.0
Susan Bachmeier	Special Education	1.0
Amanda Baukol	Special Education	.5
Chelsea Boehnke	English/Language Arts/Communication	1.0
Brandon Boelter	Mathematics	1.0
Alissa Brambilla	Elementary Education/Reading	1.0
Angela Cassidy	English/Language Arts/Communication	1.0
Betty Charlton	Physical Education/Health	1.0
Danielle Dahl	Business	.5
Eric Dobervich	Science	1.0
Britta Dwyer	Mathematics	1.0
Mark Fabian	Science	1.0
Amanda Henry	Social Studies	1.0
Katharine Hoverson	Media	1.0
Josh Ihrke	Mathematics	1.0
Karen Kalk	Special Education	1.0
Lindsay Kaspar	Physical Education/Health	1.0
Jennifer Kava	Elementary Education/Reading	1.0
Kim Melander	Alternative Education	1.0
Aura Lee Mohror	Alternative Education	.536
Deanna Monson	Alternative Education	1.0
Laura Murray	Elementary Education/Reading	1.0
Katie Oster	Special Education	1.0
Lisa Pribula	Special Education	.5
Holly Saarion	Elementary Education/Reading	1.0
Marlena Sanabria Cardenas	Elementary Education/Reading	1.0
Lana Suomala	World Language	1.0
TOTAL		**26.536**

SUGGESTED RESOLUTION: Move to approve the following resolution:

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

Termination and Non-Renewal of Contracts	License Area	FTE
Cheryl Adams	Family Consumer Science	1.0
Megan Anderson	ESL	.5
Kathy Askegaard	Alternative Education	1.0
Susan Bachmeier	Special Education	1.0
Amanda Baukol	Special Education	.5
Chelsea Boehnke	English/Language Arts/Communication	1.0
Brandon Boelter	Mathematics	1.0
Alissa Brambilla	Elementary Education/Reading	1.0
Angela Cassidy	English/Language Arts/Communication	1.0
Betty Charlton	Physical Education/Health	1.0
Danielle Dahl	Business	.5
Eric Dobervich	Science	1.0
Britta Dwyer	Mathematics	1.0
Mark Fabian	Science	1.0
Amanda Henry	Social Studies	1.0
Katharine Hoverson	Media	1.0
Josh Ihrke	Mathematics	1.0
Karen Kalk	Special Education	1.0
Lindsay Kaspar	Physical Education/Health	1.0
Jennifer Kava	Elementary Education/Reading	1.0
Kim Melander	Alternative Education	1.0
Aura Lee Mohror	Alternative Education	.536
Deanna Monson	Alternative Education	1.0
Laura Murray	Elementary Education/Reading	1.0
Katie Oster	Special Education	1.0
Lisa Pribula	Special Education	.5
Holly Saarion	Elementary Education/Reading	1.0
Marlena Sanabria Cardenas	Elementary Education/Reading	1.0
Lana Suomala	World Language	1.0
TOTAL		**26.536**

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, Subd. 5, that the teaching contracts of the above named probationary teachers in Independent School District No. 152, are hereby terminated at the close of the 2008-2009 school year.

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

Member _____ introduced the following resolution and moved its adoption:

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

WHEREAS, _____ is a probationary teacher in Independent School District No. 152.

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, subd. 5, that the teaching contract of _, a probationary teacher in Independent School District No. 152, is hereby terminated at the close of the current 2008-2009 school year.

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

NOTICE OF TERMINATION

Name
Address
City, State, Zip

Dear _____,

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 152 held on April 13, 2009, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2008-2009 school year. Said action of the Board is taken pursuant to M.S. 122A.40, subd. 5.

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

Yours very truly,

SCHOOL BOARD OF EDUCATION
SCHOOL DISTRICT NO. 152

_____
Clerk of the School Board

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

the following voted in favor of:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.105**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nicolson, Director of Human Resource

DATE: April 1, 2009

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

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

	Current Contract	Reduction	Contract Offer
Cheryl Adams	1.00	.333	.667
Kathy Askegaard	1.00	.25	.75
Kim Melander	1.00	.25	.75

SUGGESTED RESOLUTION: Move to approve the full-time probationary teachers whose contracts were terminated effective at the end of the 2008-2009 school year and non-renewed for the 2009-2010 school year, as provided in the School Board resolution adopted earlier at this meeting, shall be offered part-time teaching contracts for the 2009-2010 school year as follows:

	Contract Offer
Cheryl Adams	.667
Kathy Askegaard	.75
Kim Melander	.75

S-M9-B05
27 April 2009

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

April 27, 2009
7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____	Kristine Thompson _____
Lisa Erickson _____	Michael Thrasher _____
Cindy Fagerlie _____	Bill Tomhave _____
Mike Siggerud _____	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 Horizon Middle School students whose art was selected for display in the AEM Capitol Art Exhibit that ran Feb. 22-March 6. Two students had one point perspective graphite drawings displayed. Caden Christianson's piece is titled "Alaska Home" and Mallory Smith's piece is titled "Room of Possibilities." Lexi Johnson and Mileena Gruenhagen had digital media pieces which tell about them selected for display. Their pieces are titled "All about Lexi" and "All about Mileena." Art teachers are Sue Geihl and Deb Knutson.

*** **We Are Proud** of members of the Moorhead High boys swimming and diving team for advancing to the state meet. Swimmers who placed at the state tournament are: Logan Arnold, Ian Carney, David Flickinger and Mike Golling, 200 medley relay, 15th place David Flickinger, 100 butterfly, 4th place, and 200 freestyle, 5th place Mike Golling, 1m diving, 4th place. The coach is Pat Anderson and the assistant coaches are Sylvette Lopez-Ruth and Nick Mjones.

*** **We Are Proud** of the Moorhead High School boys hockey team for finishing second in the 2009 State Boys Hockey Tournament with a 3-0 loss to Eden Prairie. Moorhead advanced to the final game with a semifinal upset over No. 1 seed Edina 5-2 and quarterfinal win over Cretin-Derham Hall 2-1. Moorhead defeated Roseau in the Section 8 Championship game to advance to the state tournament.

Nate Thompson, Ian Cochran, Evan Johnson, Lucas Melquist, Jordan Doschadis, Jason Strand, Braden Rahman, Alex Altenbernd, Trent Johnson, Ben Doda, Kyle Kraemer, Lucas Henry, Quinn Buckellew, Codi Wilder, Cy Groslie, Blake Kostich, Brandon MacLeod, Andrew Vandal, Tyler Larson, Zach Johnson, Logan Marks and Michael Bitzer. Head coach is Dave Morinville, assistant coaches are Erik Grafstrom, Josh Arnold and Mark Fabian, and student manager is Jordy Collins.

*** **We Are Proud** of Moorhead High School student Trent Johnson who received the Herb Brooks Award at the 2009 State Boys Hockey Tournament. The award is given to the most qualified hockey player in each class of the state tournament who strongly represented the values, characteristics and traits that defined Herb Brooks. Dave Morinville is head coach of the boys hockey team.

*** **We Are Proud** of Moorhead High School boys hockey team members Logan Marks, Jordan Doschadis and Trent Johnson for being named to the All-Tournament Team.

*** **We Are Proud** of boys hockey coach Dave Morinville for being honored as the 2009 Section 8AA Boys Hockey Coach of the Year.

*** **We Are Proud** of Horizon Middle School students Gabe Roach, clarinetist, and Hanna Bauer, alto saxophonist, who were selected for membership in the Minnesota Band Directors Association Middle Level Honor Band for the 2008-09 school year. Their directors at Horizon Middle School are Denise Pesola and Pam Redlinger. More than 310 students from Minnesota auditioned last fall for this 84-member group. The students performed with the Middle Level Honor Band on April 19 in Red Wing, Minn.

*** **We Are Proud** of Moorhead High School students Kirsten Hoaby, violinist, and Eunhae Park, violinist, who were selected for the 2008-09 Minnesota All-State Orchestra. Both students were selected by audition for this honor. The All-State Orchestra Concert was February 14 at Orchestra Hall in Minneapolis. They are students of Jonathon Larson.

*** **We Are Proud** of Moorhead orchestra students Bethany Moss, Byrn Gelbart, Paige Wakefield, Connor Neill, Jacob Broten, and Maija Lindaas for being selected for the 2009 MNSOTA Middle Level Honors Orchestra. They were selected by audition for this honor. The Middle Level Honors Orchestra performed at the Minneapolis Convention Center on February 14. Orchestra teachers are Brian Cole, Doug Neill and Jonathon Larson.

*** **We Are Proud** of the Moorhead High School Freshman Orchestra for earning two superior plus ratings at the MNSOTA Tier I Festival in the Twin Cities on February 17. The ratings were the highest scores earned by any orchestra at the Festival. Because of their scores, the Freshman Orchestra advanced to the Tier II Concert on March 30 at Orchestra Hall in Minneapolis. The orchestra was unable to attend because of the flood. The 69-member Freshman Orchestra is directed by Jon Larson.

*** **We Are Proud** of the Moorhead Eighth Grade Orchestra for earning two superior plus ratings at the MNSOTA Tier I Festival in the Twin Cities on February Their perfect scores were the highest given at their site. Because of their scores, the 8th Grade Orchestra advanced to the Tier II Concert on March 30 at Orchestra Hall in Minneapolis. The orchestra was unable to attend because of the flood. The 104-member 8th Grade Orchestra is directed by Brian Cole and Doug Neill.

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

Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.

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

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of Best Practice Grants - Pages 8-10
   (2) Approval Moorhead Area Education Foundation Grant Awards - Pages 11-15

C. HUMAN RESOURCES MATTERS - Nielsen
   (1) Approval of Early Retirement- Page 16
   (2) Approval of Resignations - Page 17
   (3) Approval of New Employees - Page 18
   (4) Approval of Sabbatical Leave Requests - Page 19

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **APPROVAL OF EXTRACURRICULAR EVENT ADMISSION FEES AND STUDENT ACTIVITY PARTICIPATION FEES**: Kazmierczak
Pages 20-21

Suggested Resolution: Move to approve the extracurricular event admission and student activity participation fees as presented beginning with the 2009-10 school year.

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF REDUCTION OF PROBATIONARY SUPERVISOR/ ADMINISTRATOR LICENSED POSITION**: Nielsen
Pages 22-23

Suggested Resolution: Move to approve the following resolution:

WHEREAS, the following Supervisor/Administrator in Independent School District No. 152:

Melanie Aamodt Director of Curriculum and Professional Development

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, Subd. 5, that the supervisor/administrator contract of the above named probationary supervisor/administrator in Independent School District No. 152, is hereby terminated effective April 15, 2009.

BE IT FURTHER RESOLVED that the attached written notice will be sent to the above named probationary supervisor/administrator regarding the termination of this contract as provided by law.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF RESOLUTION FOR PLACEMENT OF TENURED TEACHERS ON UNREQUESTED LEAVE OF ABSENCE**: Nielsen
Pages 24-25

Suggested Resolution: Move to approve the following resolution:

WHEREAS, the School Board of Independent School District No. 152 adopted a resolution proposing placement of the following tenured teachers on unrequested leave of absence:

Unrequested Leave of Absence of Tenured Teacher	License	FTE
Kristi Cameron	English/Lang. Arts	1.00
Kelsy Jenkins	Social Studies	1.00
Jennifer Nelson	Art	1.00
Pam Redlinger	Music	1.00
Karen Taylor	English/Lang. Arts	1.00
Diane Wicklund	Business	1.00
Melissa Wiese	Music	1.00

BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 152, that the above named tenured teachers are hereby placed on unrequested leave of absence as teachers of Independent School District No. 152 on the grounds of discontinuance of position, declining enrollment and financial limitations, effective at the end of the 2008-2009 school year on June 30, 2009 pursuant to Minnesota Statutes, Sec. 122A.40, Subd. 11 and Article 23, Sections 1 and 2 of the 2007-2009 Teacher Master Agreement.

BE IT FURTHER RESOLVED that the notice of placement on unrequested leave,

together with a copy of this resolution, be forwarded to said teachers by certified mail or personally delivered and that an affidavit of same be placed in his/her file, together with a copy of the notice and resolution.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF RESOLUTION RELATING TO THE OFFERING OF PART-TIME TEACHING CONTRACTS TO TENURED TEACHERS**: Nielsen
Page 26

Suggested Resolution: Move to approve that the full-time tenured teachers whose contracts were terminated effective at the end of the 2008-2009 school year and non-renewed for the 2009-2010 school year, as provided in the School Board resolution adopted earlier at this meeting, shall be offered part-time teaching contracts for the 2009-2010 school year as follows:

	Contract Offer
Kelsy Jenkins	.75
Jennifer Nelson	.40

Moved by _____ Seconded by _____
Comments _____

7. **FIRST READING OF POLICIES**: Kovash
Pages 27-95

The School Board will conduct a first reading of the following policies: Out-of-State Travel by School Board Members (216), School Board Policy Development, Adoption, Implementation, and Review (221), Policies Incorporated by Reference for Employees/ Personnel (499), Early Admissions (513), Student Discipline (551), Policies Incorporated by Reference for Students (599), School District System Accountability (650), Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652), School District - Community Relations (903), Tuition Fees (512), Student Activities (540), Activities Fundraising (544), Student Transportation Safety (721), and Community Use of School Facilities and Equipment (904).

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Activities Council	April 28	7 am	MHS
Technology Committee	April 28	3:45 pm	PCE
Com Ed Appreciation Event	April 28	5 pm	PCE
Grades 9-12 P/T Confs	April 28	5-8:30 pm	MHS/RRALC
Asp PTAC	May 4	6:30 pm	Media Center
Reinertsen PTAC	May 4	6:30 pm	Media Center
MHS PTAC	May 4	7 pm	MHS
Continuing Education Com	May 5	6:45 am	Village Inn
Indian Educ Parent Com	May 6	5 pm	PCE
Joint Powers Committee	May 7	7 am	Dilw City Hall
Human Rights Com	May 7	3:45 pm	PCE
Educ Moorhead Recog Dinner	May 7	6 pm	Marriott
Horizon PTAC	May 7	7 pm	Media Center
School Board	May 11	7 pm	PCE
Spec Ed Parent Adv Com	May 12	12 pm	PCE
Hopkins PTAC	May 12	6:30 pm	Media Center
Instr and Curr Adv Com	May 14	7 am	PCE
Health/Safety/Wellness Com	May 14	9:30 am	PCE
Academic Awards Ceremony	May 14	7 pm	MHS Auditorium
Staff Development Com	May 18	3:30 pm	PCE
Interagency Early Interv Com	May 20	12 pm	FSC
No School/Memorial Day	May 25		
School Board	May 26	7 pm	PCE
Last Day for K-12 Students	June 5		
Graduation	June 7	2 pm	Concordia
Professional Dev Day	June 8		
Last Day for K-12 Staff/ Teacher Work Day	June 9		

Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo CPD.09.054 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne Kazmierczak

DATE: April 21, 2009

SUBJECT: Best Practice Grants

Attached is a list of Best Practice incentive grants funded in March 2009. The staff development committee at the March 9th meeting reviewed the grants. The description of each grant is also attached for your reference. Grantees are now required to present information at district professional development sessions during the year.

A total of 4 proposals were submitted and $10,780.28 requested from the applications. Final reports will be submitted and reviewed by the staff development committee before payments will be made. The use of the Best Practice incentive grant funding has been a means to provide additional support for district and school SMART goal areas and Moorhead Area Public School's Strategic Plan.

Suggested Resolution: Move to approve the Best Practice incentive grants as presented for a total of $10,780.28.

WAK/kmr
Attachment

May 2009 Staff Development Grants

Title	Applicants	Bldg	Request	Award
Advantage+ Math Recovery Training - SG Reinertsen	Vicki Breneman	SGR	$4,700.00	$ 4,700.00
Advantage+ Math Recovery Training - Ellen Hopkins	Vicki Breneman	Hopkins	$3,500.00	$ 3,500.00
6 Traits of Writing Final Training	MariBeth Plankers	MHS	$1,299.58	
Visual Arts Education	Jennifer Nelson and Sue Geihl	Hopkins Horizon	$1,280.80	$ 1,280.80
		Total	$ 10,780.28	$ 10,780.28

Best Practice Funded Grants – May 2009 Disbursement

Advantage + Math Recovery (AVMR) – Vicki Breneman
Ellen Hopkins and SG Reinertsen

The purpose of these grants is to provide teachers with training in the *Add + Vantage Math Recovery (AVMR).* AVMR is a program of intervention, not a singular curriculum. It utilizes a number of resources intended to lead teachers in becoming better assessors and responsive instructors of individual student math skills. AVMR is a tool, which makes Math Recovery strategies available to more teachers.

Six teachers from Reinertsen and six teachers from Hopkins will work collaboratively with our district elementary math coach to implement the student intervention strategies of the AVMR. Formal training will begin June 08, 2009 and be completed by June 17, 2009. Staff development funds will be used to pay for the AVMR kits.

One of the key goals of the Math Recovery Council is to develop and support in-district training resources to ensure the long-term sustainability of math interventions in schools. This grant will help us to proceed toward the Math Recovery Council goal.

Six Traits of Writing Final Training – MariBeth Plankers – Moorhead High School

The purpose of this grant is to prepare for training of certified staff at the High School on the last two traits of 6 Traits of Writing: Voice and Word Choice. 6 Traits of Writing has been part of the three year Literacy Initiative at the High School.

Visual Arts Education – A Landscape for 21st Century Learning
Jennifer Nelson – Horizon and Sue Geihl - Horizon

The purpose of this grant is to provide for Sue Geihl and Jennifer Nelson to attend the National Art Education Association (NAEA) Conference Minneapolis April 17-21 for Jennifer Nelson and Sue Geihl. The theme of this year's conference is, *Visual Arts Education A Landscape for 21st Century Learning,* and focuses on the important role of the visual arts in developing student potential and fostering creative thinking and program-solving skills. All NAEA sessions and events are 100% content-oriented and substantively based. Lessons will be adapted and modified to fit our ever changing standards.

Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo CPD.09.061 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne Kazmierczak

DATE: April 21, 2009

SUBJECT: Moorhead Area Education Foundation (MAEF) Grant Awards

The Moorhead Area Education Foundation (MAEF) has approved the following grants:
Jeff Offutt, Heidi Hoffman and Janelle Frost-Geiser, 8th grade history teachers at Horizon, separately applied for history enrichment units. MAEF approved $1,000 to be given to them collectively purchase two of the three history units requested.

Attached is a history of MAEF awards presented to Moorhead Area Public Schools.

Suggested Resolution: Move to accept the grant awarded by Moorhead Area Education Foundation as presented for a total of $1000.

WAK/kmr
Attachment

MAEF Grant History

MAEF Incentive Grants originated in the spring of 1994 with $1,000 made available. The first grants were awarded in October 1995.

October 1995

Moorhead High School Math Department Start-Up Calculator Lab
Riverside Multi-Grade MN Science Museum Outreach Program

February 1996

$207 Edison Kindergarten-Parent/Child Take Home Packets
Dean Mollerud, Asp Elementary-Supplemental Lego Program

Amount available increased to $1,500 in spring, 1996.

October 1996

$490 Thordahl/Thiel, Washington-gender Fair Primary Literature
$100 Donna Dunlap-Bitz, Special Education -Adapted Reading Curriculum

February 1997

No Grants met the criteria

October 1997

No Applications

February 1998

$350 Edison Kindergarten-Learning Fair for Parents & Children
$444 Elementary Counseling Dept. Drug & Alcohol videos

October 1998

$396 Lynn Day - Elementary Computer Upgrades
$398 Renee Haapapuro-Junior High Scanner/Camera

February 1999

$150 Deb Eidsmoe, Edison - Big Book Reading
$260 Christy Leier, Asp-Environmental Studies
$335 Thiel/Thordahl, Washington-Non fiction for Emerging Readers

Amount available increased to $2,000 in spring 1999.

October 1999

MAEF Grant History

February 2000

October 2000

Christen Rich - Implementation of Guided Reading in Immersion Classrooms
Catherine Olson - Accessing Various Learning Styles in the US History 10 Class
Denita Clapp - Epson Perfection 636U Flatbed Scanner

February 2001

Stephanie McNab, Wendy Paulson, Dee Pretty - Handwriting Instruction in the Primary Grades
Christy Leier - Building a Multimedia Station

October 2001

Kay Peterson - Automatic External Defibrillator
Eric Stenehjem - Science Probe Package

February 2002

Melissa Eidsness - Math Independent Study Hands On Approach
Karen Grant - Human Rights/Multicultural Resource Enhancement

October 2002

Brian Cole - Composers in Resident with Moorhead Elementary Orchestra
Shirley Tweeten - Type to Learn Program
Jan Welken & Sandy Van Dyke - Educational Benefits of Pedometer Usage in Curriculum

Spring 2003

$ 320 Michaela Ludwig - Blueprint for Home
$ 500 Kim Bushaw - Partners in Learning Program
$ 180 Rebecca Meyer-Larson
National Federation for the Advancement of the Arts Conference

Fall 2003

$ 500 Toni Bach - Act Online Prep
$ 500 Nicole Odegaard - Nutrition and Wellness Throughout the Life Cycle

Spring 2004

$500 Dan Dahlvang - Qwizdom Software
$500 Doug Engstrom - Clinicians to Critique/assist with MHS wind ensemble

MAEF Grant History

Fall 2004

$ 430 Christy Leier - Build a Bog
$500 Diane Allen - Wireless system integrated into Science curriculum

Spring 2005

$ 450 Lynn Johnson and Charlotte Magin -MN during WWII
Doug Engstrom - Performance & Clinic by Local Jazz Artists

Fall 2005

$500.00 Janelle Halverson - Music Keyboard
$1,325.16 Jeff Offutt, Heidi, Hoffman and Janelle Frost-Geiser - History Alive

Spring 2006

$300 Wendy Paulson & Kim Koech - Sensory Integration in the Classroom
$200 Bonnie Stafford - 10th Grade Social Studies - Risk Strategy Games
$500.00 Maribeth Plankers - Social Communication Skills Program

Fall 2006

Tina Bentz
Kent Wolford
Bonnie Stafford

Spring 2007

$500 Monica Peterson - 9th Grade - Math Applications Program
$450 Bonnie Stafford - Social Studies- Nineteen Minutes

Fall 2007

$500 Tammy Ressler - DCD Teacher - Functional Life Skill
$495 Kate Hoverson - Reinertsen Teacher - The Working and Listening Club

Spring 2008

$500 Monica Peterson - 9th Grade - Math Application Program
$450.00 Bonnie Stafford - Social Studies - Nineteen Minutes

Fall 2008

$500 Maribeth Plankers – MHS – Leisure Reading
$500 Louis Lauer – Horizon – Visiting Author Project

MAEF Grant History

Spring 2009

$500 – Jeff Offutt, Heidi Hoffman– Horizon – 8th Grade History – Enrichment Units

$500 – Janel Frost-Geiser – Horizon -8th Grade History – Enrichment Units

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.114**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 21, 2009

RE: Early Retirement

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

Emily Nerland Teacher on Medical Leave, effective May 31, 2009.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Emily Nerland as presented.

16

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.115**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 21, 2009

RE: Resignation

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

Jane McCoy	Autism/Assistive Technology Consultant, Horizon Middle School/Ellen Hopkins Elementary, effective at the end of the 2008-2009 school year.
Paul Kelly	Bus Driver, Transportation, effective April 6, 2009.
Brittany Carter	Physical Therapist, S. G. Reinertsen Elementary/Robert Asp Elementary, effective at the end of the 2008-2009 school year.
Theresa Olmstead	Lunchroom Supervisor, S. G. Reinertsen Elementary, effective April 6, 2009.
Abram Perez	Paraprofessional, Ellen Hopkins Elementary, effective April 22, 2009.

SUGGESTED RESOLUTION: Move to approve the resignation of Jane McCoy, Paul Kelly, Brittany Carter, Theresa Olmstead and Abram Perez as presented.

RN:smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.118**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 21, 2009

RE: New Employees

The administration requests the approval of the employment of the following people subject to satisfactory completion of federal, state and school district statute and requirements.

Adam Fogel	Boys Baseball Assistant Coach, High School, .070, Step 0, $2,349.00, effective beginning with the 2008-2009 Baseball Season. (Replaces Joe Mathis)
Karen Bruun	Lunchroom Supervisor, S. G. Reinertsen Elementary, 2.25 hours per day, $9.00 per hour, effective April 22, 2009. (Replaces Eugene Life)
Rhonda Barrows	Lunchroom Supervisor, S. G. Reinertsen Elementary, 2.25 hours per day, $9.00 per hour, effective April 22, 2009. (Replaces Theresa Olmstead)

SUGGESTED RESOLUTION: Move to approve the employment of Adam Fogel, Karen Bruun and Rhonda Barrows as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.113**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielson, Director of Human Resources

DATE: April 20, 2009

RE: Sabbatical Leave Request

The Sabbatical Leave Committee, at a meeting held on April 16, 2008, moved to recommend sabbatical leave for the following individuals:

Missy Eidsness	Education & Internship for Specialist Degree	1 year
Janel Simonson	Internship for Specialist Degree	59 days
Kate Evenson	Internship for Counseling Education	94 days
Scott Peterson	Cultural Diversity, Research in Fitness and Curriculum Development	101 days

Annually by contract, $25,000 is allocated for Sabbatical Leaves for Teachers. Teachers are paid 66.7% of their regular contract. Sabbatical leave costs are calculated using the following net cost computation: The teacher's sabbatical leave salary, plus replacement teacher's salary, plus fringes for both, minus teacher's salary and fringes if not on sabbatical.

Monies available for 2008-2009	$96,095.00
Name	**Cost of Leave**
Missy Eidsness	$19,364.00
Janel Simonson	$(6,617.00)
Kate Evenson	$11,210.00
Scott Peterson	$ 7,597.00
TOTAL	$31,554.00

SUGGESTED RESOLUTION: Move to approve the sabbatical leaves as presented.

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.059 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: April 23, 2009

SUBJECT: Extracurricular Event Admission Fees and Student Activity Participation Fees

Below is the recommended fee structure for extracurricular event admission and student activity participation beginning with the 2009-10 school year. The fee increases are necessary to reach the targeted revenue enhancement and expense reduction of $250,000 in the student activities budget.

	2008-2009	2009-2010
Extracurricular event admission	$5 adult $3 student	$6 adult $4 student
Extracurricular event season passes	$50 adult $30 student	$60 adult $40 student
Student activity participation fees	$50 high school $30 middle school	$75-180 high school* $25-65 middle school*
**Tiered fee structure, see attachment*		

School Board Policy 542: Student Activity Fees will be revised to reflect these changes.

Suggested Resolution: Move to approve the extracurricular event admission and student activity participation fees as presented beginning with the 2009-10 school year.

WAK:mde
Attachment

MOORHEAD AREA PUBLIC SCHOOLS
Student Activity Participation Fee Structure
Effective with the 2009-10 School Year

High School		
Tier 1		
- Basketball	- Hockey	$180
Tier 2		
- Football	- Cross Country	
- Soccer	- Volleyball	
- Softball	- Debate	
- Gymnastics	- Wrestling	
- Swimming/Diving	- Baseball	
- Speech		$150
Tier 3		
- Track	- Golf	
- Tennis	- Dance Team	$130
Tier 4		
- Musicals/Plays	- Math League	
- One Act Play	- Knowledge Bowl	
- Orchestra (Apollo Strings)	- Choir (Carolers)	
- Jazz Band	- Science Club	
- Business Professionals of America		$75
Individual Cap		$350
Middle School		
Tier 1		
- Basketball	- Cross Country	
- Football	- Golf	
- Gymnastics	- Volleyball	
- Wrestling	- Track	
- Tennis		$65
Tier 2		
- Knowledge Bowl	- Honor Choir	
- Jazz Band	- Musicals/Plays	
- Chamber Orchestra	- Speech	
- Photo Club	- Math Team	
- Destination Imagination	- Science Club	$25
Individual Cap		$150
Other		
Instrument rental (high school and middle school)		$75

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.119**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 21, 2009

RE: REDUCTION OF PROBATIONARY SUPERVISOR/ADMINISTRATOR LICENSED POSITION

Consider the attached resolution directing the administration to effect reduction and non-renewal of the position of the probationary Supervisor/Administrator listed below:

Melanie Aamodt Director of Curriculum and Professional Development

SUGGESTED RESOLUTION: Move to approve the following resolution:

WHEREAS, the following Supervisor/Administrator in Independent School District No. 152:

Melanie Aamodt Director of Curriculum and Professional Development

BE IT RESOLVED by the School Board of Independent School District No. 152., that pursuant to Minnesota Statute 122A.40. Subd 5, that the administrator/supervisor contract of the above named probationary supervisor/administrator in Independent School District No. 152, is hereby terminated effective April 15, 2009.

BE IT FURTHER RESOLVED that the attached written notice will be sent to the above named probationary supervisor/administrator regarding the termination of this contract as provided by law.

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO THE TERMINATION
OF THE SUPERVISOR/ADMINISTRATOR CONTRACT
OF _____, A PROBATIONARY ADMINISTRATOR.

WHEREAS, _____ is a probationary administrator/supervisor in Independent School District No. 152.

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, subd. 5, that the supervisor/administrator contract of _____, a probationary supervisor/administrator in Independent School District No. 152, is hereby terminated effective April 15, 2009.

BE IT FURTHER RESOLVED that written notice has been sent to said administrator/supervisor regarding termination her contract as provided by law, and that said notice shall be in substantially the following form:

NOTICE OF TERMINATION

Dear _____,

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 152 held on April 27, 2009, a resolution was adopted by a majority roll call vote to terminate your contract effective April 15, 2009 and not to renew your contract for the 2009-2010 school year. Said action of the Board is taken pursuant to M.S. 122A.40, subd. 5.

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

Yours very truly,

SCHOOL BOARD OF EDUCATION
SCHOOL DISTRICT NO. 152

_____
Clerk of the School Board

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

the following voted in favor of:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.120**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 20, 2009

RE: RESOLUTION FOR PLACEMENT OF TENURED TEACHERS ON UNREQUESTED LEAVE OF ABSENCE

At the March 23, 2009 school board meeting the reduction of 37.5499 full time equivalent (FTE) of programs and licensed positions was approved. The reduction of these programs and licensed positions is related to the projected declining enrollment and financial limitations.

Additional staffing reductions are due to contractual issues, teachers returning from leaves and filling vacancies during the year. These reductions may be absorbed through teacher transfers, retirements and leaves. Teachers on unrequested leave of absence will remain on a recall list for a maximum of five years according to provisions of the Teachers' Master Agreement. The following is a summary of the proposed reductions of a tenured teachers:

Unrequested Leave of Absence of Tenured Teacher	License	FTE
Kristi Cameron	English/Language Arts	1.00
Kelsy Jenkins	Social Studies	1.00
Jennifer Nelson	Art	1.00
Pam Redlinger	Music	1.00
Karen Taylor	English/Language Arts	1.00
Diane Wicklund	Business	1.00
Melissa Wiese	Music	1.00

Attached is the proposed resolution directing the administration to place the above named tenured teachers on unrequested leave of absence.

SUGGESTED RESOLUTION: Move to approve the following resolution:

WHEREAS, the School Board of Independent School District No. 152 adopted a resolution proposing placement of the following tenured teachers on unrequested leave of absence:

Unrequested Leave of Absence of Tenured Teacher	License	FTE
Kristi Cameron	English/Language Arts	1.00
Kelsy Jenkins	Social Studies	1.00
Jennifer Nelson	Art	1.00
Pam Redlinger	Music	1.00
Karen Taylor	English/Language Arts	1.00
Diane Wicklund	Business	1.00
Melissa Wiese	Music	1.00

BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 152, that the above named tenured teachers are hereby placed on unrequested leave of absence as teachers of Independent School District No. 152 on the grounds of discontinuance of position, declining enrollment and financial limitations, effective at the end of the 2008-2009 school year on June 30, 2009 pursuant to Minnesota Statutes, Sec. 122A.40, Subd. 11 and Article 23, Sections 1 and 2 of the 2007-2009 Teacher Master Agreement.

BE IT FURTHER RESOLVED, that a notice of placement on unrequested leave, together with a copy of this resolution, be forwarded to said teachers by certified mail or personally delivered and that an affidavit of same be placed in his/her file, together with a copy of the notice and resolution.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.117**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: April 21, 2009

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

Consider the resolution below directing the administration to offer part-time teaching contracts to the tenured teachers as listed below:

Name	Current Contract	Reduction	License	Contract Offer
Kelsy Jenkins	1.00	.25	Social Studies	.75
Jennifer Nelson	1.00	.60	Art	.40

SUGGESTED RESOLUTION: Move to approve that the full-time tenured teachers whose contracts were terminated effective at the end of the 2008-2009 school year and non-renewed for the 2009-2010 school year, as provided in the School Board resolution adopted earlier at this meeting, shall be offered part-time teaching contracts for the 2009-2010 school year as follows:

	Contract Offer
Kelsy Jenkins	.75
Jennifer Nelson	.40

RN/smw

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.111R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: April 22, 2009

SUBJECT: First Reading of Policies

Attached please find the following policies: Out-of-State Travel by School Board Members (216), School Board Policy Development, Adoption, Implementation, and Review (221), Policies Incorporated by Reference for Employees/Personnel (499), Early Admissions (513), Student Discipline (551), Policies Incorporated by Reference for Students (599), School District System Accountability (650), Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652), School District - Community Relations (903), Tuition Fees (512), Student Activities (540), Activities Fundraising (544), Student Transportation Safety (721), and Community Use of School Facilities and Equipment (904), for your review.

The Policy Review Committee recommends approval of each policy.

LAK:mde
Attachments

Moorhead Area Public Schools
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Printed: Wednesday, April 15, 2009 9:30:27 AM
Erickson, Michelle

Board Policies

Out-of-State Travel by School Board Members

School Board Policy: 216
Date Adopted: 4/10/2006
Dates Reviewed: 1/8/2007
11/26/2007

Section: 200 SCHOOL BOARD
Date Revised: 11/26/2007

I. PURPOSE

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

II. GENERAL STATEMENT

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

III. APPROPRIATE TRAVEL

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

IV. REIMBURSABLE EXPENSES

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

V. REIMBURSEMENT

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

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

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

workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rate of approval has been developed through the business office (Adminstrative Procedure 824.1)

VII. ANNUAL REVIEW

This policy must be annually reviewed by the School Board.

Legal References:
Minnesota Statute 123B.09, Subd. 2 (School Board Member Training)
Minnesota Statute 471.661 (Out-of-State Travel)
Minnesota Statute 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

Cross References:
Moorhead School Board Policy 203: School Board Member Development
Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences

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Printed: Tuesday, April 21, 2009 11:15:29 AM
Erickson, Michelle

Board Policies

School Board Policy Development, Adoption, Implementation, and Review

School Board Policy: 221
Section: 200 SCHOOL BOARD
Date Adopted: 8/27/2001
Date Revised: 11/26/2007
Dates Reviewed: 10/27/2003
5/9/2005
4/9/2007
11/26/2007

I. PURPOSE

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

II. GENERAL STATEMENT

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

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

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

III. DEVELOPMENT

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

B. The School Board's written policies provide guidelines and goals to the school community. The policies shall be the

basis for the formulation of guidelines and directives by the administration. The School Board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.

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

IV. ADOPTION

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

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

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

D. If a policy is modified because of a legal change over which the School Board has no control, the modified policy may be approved at one meeting at the discretion of the School Board.

V. IMPLEMENTATION

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

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

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

VI. POLICY REVIEW

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

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

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

Cross References:
Moorhead School Board Policy 201: School Board Legal Status
Moorhead School Board Policy 233: Policy Review Committee
Moorhead School Board Policy 310: School Superintendent

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Printed: Tuesday, April 14, 2009 1:07:09 PM
Erickson, Michelle

Board Policies

Policies Incorporated by Reference for Employees/Personnel

School Board Policy: 499

Section: 400 EMPLOYEE/PERSONNEL

Date Adopted: 10/13/2003

Date Revised: 2/12/2007

Dates Reviewed: 5/9/2005
6/12/2006
2/12/2007
11/26/2007

I. PURPOSE

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

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions
Moorhead School Board Policy 532: Medication
Moorhead School Board Policy 533: Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI)
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults
Moorhead School Board Policy 536: Wellness
Moorhead School Board Policy 540: Student Activities
Moorhead School Board Policy 544: Activities Fund Raising
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 553: Crisis Intervention and Student Support
Moorhead School Board Policy 555: Notification to Staff Regarding Placement of Students with Violent Behaviors
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 571: Hazing Prohibition
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco-Free Environment
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 630: Organization of School ~~Year~~ Calendar and School Day
Moorhead School Board Policy 632: Field Trips
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities

Moorhead School Board Policy 710: School District Crisis Management
Moorhead School Board Policy 711: Severe Weather Related School Closings
Moorhead School Board Policy 712: Safety and Security Technology
Moorhead School Board Policy 722: School District Owned Vehicle Reservation
Moorhead School Board Policy 730: School District Copyright Policy
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety
Moorhead School Board Policy 732: Use of All School Equipment and Materials for Instructional Purposes Off School Premises
Moorhead School Board Policy 822: Payroll Employment
Moorhead School Board Policy 823: Cashing Checks Out of Cash Deposits
Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences
Moorhead School Board Policy 832: Complimentary Athletic Season Passes/Single Event Passes
Moorhead School Board Policy 833: Disposition of Obsolete Equipment and Material
Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools
Moorhead School Board Policy 907: Rewards

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

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Printed: Tuesday, April 21, 2009 3:13:52 PM
Erickson, Michelle

Board Policies

Early Admissions

School Board Policy: 513

Section: 500 STUDENTS

Date Adopted: 4/8/1980

Date Revised: 1/24/2005

Dates Reviewed: 1/26/1991
12/16/1996
07/05/01
02/12/01
1/24/2005

I. PURPOSE

The Moorhead Area Public Schools recognize that there may be occasions when it is appropriate to admit a ~~youngster~~ child to school prior to the regular entrance age of five years old. The purpose of this policy is to provide guidelines for early admission to the school district of a student who has not met the established age requirements.

Statute specifies that a child must be five years of age on or before September 1 before commencing kindergarten and six years of age on or before September 1 before beginning first grade.

The administration is authorized to develop procedures that will provide for early admission of students with consideration given to their cognitive abilities, academic abilities, language skills, motor development, social and emotional maturity.

II. GENERAL STATEMENT ~~OF POLICY~~

~~After careful consideration, the Moorhead Area Public Schools has adopted the following criteria for early admission:~~

~~1. COGNITIVE ABILITY assessed to be within the very superior range (IQ 130+) as measured by a standardized individually administered test. The Stanford Binet-Fourth Edition (SB-IV), Wechsler Preschool & Primary Scale of Intelligence-Revised Form (WPPSI-III), Woodcock Johnson Test of Cognitive Abilities-3rd Revision (WJ-III) or the Differential Abilities Scale (DAS) are examples of intelligence tests that can be utilized for this purpose.~~

~~2. ACADEMIC ACHIEVEMENT assessed to be within the very superior range (standard scores 130 or above) as measured by the Woodcock-Johnson Tests of Achievement (WJ-III), Peabody Individual Achievement Test-Revised (PIAT-R), or Battelle Developmental Inventory (BDI).~~

~~3. SUPERIOR COORDINATION as determined by scores which are 2 standard deviations above the mean on the Bruinink's-Oseretsky Test of Motor Proficiency.~~

~~4. SUPERIOR SOCIAL MATURITY on the basis of information gathered from parent report, day care observations, and~~

~~other developmental checklists as appropriate.~~

~~5. SUPERIOR LANGUAGE DEVELOPMENT as determined by scores falling at least two standard deviations above the mean as measured by the Preschool Language Scale or the Test of Word Knowledge (TOWK).~~

~~6. COMPLETION OF HEALTH FORMS, physical and required immunizations.~~

~~7. RECOMMENDATION OF ASSESSMENT TEAM.~~

~~APPLICATION PROCESS FOR EARLY ADMISSION~~

Although chronological age is probably the best single factor used to determine eligibility for admission, some younger children may be ready earlier for kindergarten or ~~the~~ first grade ~~sooner~~. Consequently, ~~a district~~ this policy makes it possible for ~~some~~ exceptional children to be considered for early admission if they turn five years old during September 1 -- December 1. ~~They may be competing in school with children who are several months older than they are. The district does not believe it is wise to admit a child to school early unless the child can work with more mature pupils.~~

~~CHILDREN MAY BE CONSIDERED FOR EARLY ENTRANCE TO KINDERGARTEN/GRADE ONE ACCORDING TO THE FOLLOWING PROCEDURES~~ Children may be considered for early entrance to kindergarten/grade one according to the following procedures:

1. The child must be five/six years old between September 1 -- December 1 of the year in which kindergarten/grade one entrance is required. A copy of the child's birth certificate is required.

2. Parents ~~or~~ /guardians must complete an application (Administrative Procedure 513.1) requesting early admission at least 90 days before the start of the school year.

3. ~~Applications may be made anytime after May 1 of the year the parent or guardian wishes the child enter school.~~ The process must be completed before school starts. Included in the application will be a developmental checklist and questionnaire which must be filled out by the parent/guardian prior to the meeting with the building ~~principal~~ administrator and ~~kindergarten~~ teacher.

4. Parents/guardians ~~will~~ shall request a meeting with the building ~~principal~~ administrator and ~~a kindergarten~~ teacher to review the application and developmental information. A review of the entrance criteria will take place at this time.

5. The ~~principal~~ building administrator and ~~kindergarten~~ teacher may also obtain additional information as needed (e.g. observations, notes from day care provider, preschool record review).

6. The parent/guardian, ~~principal~~ building administrator and ~~kindergarten~~ teacher will meet when the necessary information has been gathered and review the results. If the recommendation of this team is that the child is not a viable candidate for early admissions, then the application process will be terminated. If the team determines that the child may be an appropriate candidate for early admissions, a meeting will be scheduled to develop an assessment plan with appropriate school personnel (e.g. school psychologist, occupational therapist, speech/language clinician). A parent/guardian may be required to pay for the cost of the testing.

7. Following the completion of this assessment, ~~the parents will meet~~ a conference will be held with the assessment team, building ~~principal~~ administrator, gifted and talented coordinator and ~~kindergarten~~ teacher to discuss the results and make a final recommendation for early entrance.

8. ~~Parents who disagree with the finding of the school staff may appeal the decision in writing to the assistant superintendent of teaching and learning. The final decision shall rest with the Superintendent of Schools.~~ The Superintendent will make the final determination regarding early admission of a student into Moorhead Area Public Schools. The decision of the Superintendent is final.

Legal Reference:
Minnesota Statute 120A.20 (Admission to Public School)

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Printed: Tuesday, April 21, 2009 3:17:19 PM
Erickson, Michelle

Board Policies

Student Discipline

School Board Policy: 551

Section: 500 STUDENTS

Date Adopted: 6/13/1989

Date Revised: 5/12/2008

Dates Reviewed: 7/28/1992
6/28/1994
6/8/1998
6/11/2001
5/13/2002
6/9/2003
6/14/2004
6/13/2005
6/26/2006
6/11/2007
5/12/2008

I. PURPOSE

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

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

II. GENERAL STATEMENT OF POLICY

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

Although this policy emphasizes the development of self discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of the school district that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This

discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes 121A.40-121A.56.

III. RIGHTS AND RESPONSIBILITIES OF STUDENTS

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

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

1. To citizenship ~~in the school community~~ as granted by the U.S. Constitution and the State of Minnesota. Civil rights may not be abridged, obstructed, or in any other way altered, except in accordance with due process of law.

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

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

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

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

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

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

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

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

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

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

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

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

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

harassment.

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

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

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

18. To expect authority to protect these rights.

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

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

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

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

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

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

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

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

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

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

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

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

12. To refrain from bringing onto school property or to school-sponsored events any materials or items which would cause, or tend to cause, a disruptive activity or endanger the health of students or other persons. Students should note that lockers are school property and may be searched without cause or notice. Searches may be conducted under the authorization of the building administrator or a representative designated by the building administrator. Search of an area assigned to a student shall be made in the presence of an adult witness and, if practicable, in the presence of the student.

Illegal items will be seized by school authorities, and police will be notified. Items which are used to disrupt or interfere with the educational process will be removed from the student's possession.

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

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

IV. SCHOOL AND COMMUNITY RESPONSIBILITIES

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

A. SCHOOL BOARD RESPONSIBILITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

C. CENTRAL ADMINISTRATION RESPONSIBILITIES

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

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

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

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

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

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

D. BUILDING ADMINISTRATOR RESPONSIBILITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17. To confer at least annually with school building employees to review the Discipline Handbook and discuss whether its provisions are enforced.

E. TEACHER RESPONSIBILITIES

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

2. To treat all students with dignity.

3. To recognize individual differences among students.

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

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

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

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

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

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

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

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

F. ALL OTHER SCHOOL PERSONS WITH RESPONSIBILITY FOR STUDENT CONDUCT

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

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

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

V. DISCIPLINARY ACTION OPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9. Suspension

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

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

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

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

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

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

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

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

(4) the removal constitutes a change of placement.

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

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

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

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

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

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

Suspension procedures:

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

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

(3) Written notice of grounds for suspension - A written notice containing the grounds for suspension, a brief statement of

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

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

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

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

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

d. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent(s)/guardian(s).

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

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

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

h. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

i. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent(s)/guardian(s) that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The School Board may appoint an attorney to

represent the school district in any proceeding.

j. If the student designates a representative other than the parent(s)/guardian(s), the representative must have a written authorization from the student and the parent(s)/guardian(s) providing them with access to and/or copies of the student's records.

k. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

l. At a reasonable time prior to the hearing, the student, parent(s)/guardian(s), or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

m. The student, parent(s)/guardian(s), or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

n. The student, parent(s)/guardian(s), or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

o. The student cannot be compelled to testify in the dismissal proceedings.

p. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the School Board and served upon the parties within two (2) days after the close of the hearing.

q. The School Board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The School Board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

r. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner within twenty-one (21) calendar days of School Board action pursuant to Minn. Stat. 121A.49. The decision of the School Board shall be implemented during the appeal to the Commissioner.

s. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

t. The school district shall report each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report shall include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The dismissal report must include state student identification numbers of affected students.

u. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent(s)/guardian(s) by mail of the student's right to attend and to be reinstated in the school district.

v. The school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

11. Alternative Program - "Alternative Program" means educational opportunities made available within the school district but possibly at a site different from a student's originally assigned school.

12. Referral to Learner Support Services - A student who has not been determined to be eligible for special education but is suspected of having a disability and in need of special education, may be referred to the Special Education Child Study Team at his/her school. If the student is evaluated and found to have a disability and also found to be a student in need of specialized instruction as identified in an IEP, the team will consider if a behavioral intervention plan or other behavioral supports are appropriate.

13. Referral to Juvenile Authorities or Police - If a student's misbehavior violates the law, juvenile authorities or police will be contacted by the building administrator or designated representative. Every reasonable attempt shall be made to notify parents/guardians at the same time juvenile authorities or police are called. If the officer indicates that he/she is arresting the pupil, with or without a warrant, that officer shall have complete jurisdiction and responsibility in the matter and the building administrator or designee shall not interfere with the student's removal from the building.

14. Restorative Discipline Measures:

a) Restorative Discipline is a type of discipline that seeks to restore damages made by the offending student. A reasonable followup to a destructive action may be to try to restore, replace, repair, cleanup or apologize, as the situation may dictate.

b) Restorative Justice is a process whereby all the parties with a stake in a particular offense come together to resolve collectively how to deal with the aftermath of the offense and its implications for the future. A restorative process consists of a face-to-face encounter in the presence of a trained facilitator. The affected parties are brought together by a facilitator to discuss how they and others have been harmed by the incident and how that harm might be repaired. Participants include the victim, the offender, individuals who support each of them and others who have been affected by the incident. Participation in the process is voluntary on the part of the victim or offender. This process is used in conjunction with the Clay County Restorative Justice Program.

15. Corporal Punishment

a. "Corporal punishment" means conduct involving:

(1) hitting or spanking a person with or without an object; or
(2) unreasonable physical force that causes bodily harm or substantial emotional harm.

b. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted

upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

16. Use Reasonable Force

a. A teacher or building administrator, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

b. A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

VI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, building administrator or other school district officials may provide additional notification as deemed appropriate.

VII. STUDENT DISCIPLINE RECORDS

A. It is the policy of the school district that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13. A student's formal disciplinary record will be transferred to any private or public school where a student is enrolling, or seeking to enroll full time or part time. The transmittal must confirm with the Family Educational Rights and Privacy Act (FERPA). A student's expulsion, withdrawal or transfer from a school resulting from a weapons violation may only be disclosed to another school district relating to the admission of the student, unless the information is otherwise public.

B. The school district must report, through the Minnesota Department of Education electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. The report must include a statement of alternative educational services given the student and the reason for the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include the state student identification numbers of affected students.

VIII. DISABLED STUDENTS

Students who are currently identified as disabled under IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 Plan specified a necessary modification.

IX. STANDARDS OF CONDUCT

Students who have been expelled and/or excluded from other districts will be admitted to the Moorhead school district only after the preparation of an admission plan. This plan, which shall be developed by the school district, shall include measures to improve a student's behavior and require parental involvement in the admission process as well as indicating the consequences to the student of not improving the student's behavior.

In accordance with the Minnesota Pupil Fair Dismissal Act, students of the district may be disciplined, suspended, expelled, or excluded for the reasons delineated below in addition to other situations which fall within the grounds contained in the Minnesota Pupil Fair Dismissal Act:

A. Willful violation of any rule of conduct specified in the discipline policy adopted by the School Board;

B. Willful conduct materially and substantially disrupting the rights of others to an education; and,

C. Willful conduct which endangers school district employees, the pupil or other pupils, or the property of the school.

Discipline should not be confused with punishment. The goal of discipline is a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct. Disciplinary policies within the public schools shall be enforced within the general guidelines as set forth below. These guidelines describe clearly the various administrative actions which will be taken for violations of the law and the school district standards of behavior.

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the corrective actions in Section IV including detention, removal from class, in school suspension, out of school suspension, and restorative measures as fitting in a particular disciplinary situation.

This disciplinary policy will be applied to students with disabilities if: (1) an IEP Team for the student concludes that application of the disciplinary policy is indeed appropriate for the student, taking into consideration the student's disability; and, (2) if the disciplinary policy has been given to the student's parent(s)/guardian(s) with an indication that the team has concluded its application to be appropriate to the individual student.

Students may be subject to disciplinary action for conduct on or off school property which has a direct and immediate effect on the discipline or the general welfare of the school. This policy is particularly applicable where disciplinary action is reasonably necessary for the physical or emotional safety of the student, other students, teachers or other school personnel, or for the safety of school property. Measured by this standard, acts which may result in disciplinary action include but are not limited to the following:

(Continued)

Moorhead Area Public Schools
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Erickson, Michelle

Board Policies

Student Discipline (Continued)

School Board Policy: 551

Section: 500 STUDENTS

Date Adopted: 6/13/1989

Date Revised: 5/12/2008

Dates Reviewed: 7/28/1992
6/28/1994
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6/9/2003
6/14/2004
6/13/2005
6/26/2006
6/11/2007
5/12/2008

(Continued)

A. VIOLATIONS AGAINST PERSONS AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the corrective actions in Section IV including detention, removal from class, in school suspension, out of school suspension, and restorative measures as fitting in a particular disciplinary situation.

1. ASSAULT - IN POSSESSION OF WEAPON: A student who threatens bodily harm or death to another without material physical contact while in possession of a weapon.
- Parent(s)/Guardian(s) notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

2. ASSAULT - THREAT: A threat of bodily harm or death against another person, without material physical contact.
- Parent(s)/Guardian(s) conference
- Suspension

3. BULLYING: "Bullying" means any written, verbal or electronic expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance.
- Student conference
- Parent(s)/Guardian(s) notification

4. DIRECT ATTACK ON ANOTHER PERSON - Defined as attacking another person carried out by violent means, for example by hitting or knocking to the ground.

Students in grades K-5:
- Parent(s)/Guardian(s) conference
-1-5 day suspension
Students in grades 6-12:
- Parent(s)/Guardian(s) conference
- ~~5-day~~ sSuspension
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.
- Notification of police.

5. DIRECT ATTACK WITH A WEAPON
- Parent(s)/Guardian(s) notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

6. DISRESPECTFUL LANGUAGE: Disrespectful language directed toward another person. - Student conference

7. DISRUPTIVE BEHAVIOR IN THE CLASSROOM: "Disruptive Behavior" is defined as:

a. Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
b. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school; and
c. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the School Board.
- Removal from class
- Parent(s)/Guardian(s)/Teacher conference prior to return
- Detention

8. FIGHTING: Fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving, or scuffling."
- Parent(s)/Guardian(s) conference
- Suspension

9. HARASSMENT: Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. "Harassment" means any written, verbal or electronic expression, physical act or gesture, or pattern thereof. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age.
- Student conference
- Detention
- Notification of parent(s)/guardian(s)
- Notification of Title IX Officer in cases of repeated sexual harassment.

10. HAZING: This means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.
- Parent(s)/Guardian(s) conference
- Suspension

11. INTERFERENCE/OBSTRUCTION: "Interference" or "obstruction" means any action taken to attempt to prevent a staff member from exercising his or her legally assigned duties.
- Parent(s)/Guardian(s) conference
- Suspension

12. POSSESSION OF A WEAPON: "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.
- Parent(s)/Guardian(s) notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

a. Definition: A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

b. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

c. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the building administrator's office shall not be considered in possession of a weapon.

13. VERBAL ABUSE: Verbal assaults, or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people.
- Parent(s)/Guardian(s) conference
- Suspension

B. VIOLATIONS AGAINST PROPERTY AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the above-described corrective actions including restorative measures as fitting in a particular disciplinary situation.

1. ARSON: This is the intentional destruction or damage to any school building or property by means of fire or explosive.

- Immediate notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

2. FALSE FIRE ALARMS
- Immediate notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

3. ROBBERY OR EXTORTION: This refers to the obtaining of property from another person where his or her consent was induced by a use of force.
- Notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

4. THEFT: PERSONAL PROPERTY: This means the unauthorized taking of and/or the unauthorized possession of the property of another person.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

5. THEFT OR UNAUTHORIZED POSSESSION OF SCHOOL PROPERTY: This refers to the unauthorized taking of and/or the unauthorized possession of school property.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

6. UNAUTHORIZED USE OF SCHOOL PROPERTY FOR NON-SCHOOL ACTIVITIES
- Notification of legal authorities
- Parent(s)/Guardian(s) conference

7. WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS: "Willful damage" is the intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

C. OTHER VIOLATIONS AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, administration retains the right to use any and all of the corrective actions as described in Section IV as fitting in a particular disciplinary situation.

1. ALCOHOL: This refers to the possession, use, or being under the influence of any alcoholic product while on the

school grounds or at school sponsored activities.
- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent(s)/Guardian(s) conference
- Suspension from attending school-related activities as detailed below.

In addition, any student in possession, use or being under the influence of any alcoholic product while at a school-sponsored activity:

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

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

- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

(Note: Weeks are counted as calendar weeks.)

2. DANGEROUS DRUGS/CONTROLLED SUBSTANCES: This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school sponsored events.
- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent(s)/Guardian(s) conference
- Suspension from attending school-related activities as detailed below.

In addition, any student in possession, use or being under the influence of any alcoholic product while at a school-sponsored activity:

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

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

- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

(Note: Weeks are counted as calendar weeks.)

3. DISORDERLY CONDUCT: "Disorderly Conduct" refers to engaging in offensive, obscene, or abusive language or in boisterous and noisy conduct tending to arouse alarm, anger, or resentment in others.
- Student conference
- Parent(s)/Guardian(s) conference

4. GAMBLING: "Gambling" is defined as the playing of a game of chance for stakes.
- Student conference
- Parent(s)/Guardian(s) conference

5. TOBACCO - POSSESSION: Possession of any tobacco product by a student while on the school grounds or at school-sponsored events.
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

6. TOBACCO - USE: This is defined as the use of any type of tobacco product, chewing, holding a lighted tobacco product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities.
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

D. VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the above-described corrective actions as fitting in a particular disciplinary situation.

1. CHRONIC AND UNEXCUSED ABSENTEEISM
- Parent(s)/Guardian(s)/Student Conference
- Detention
- Referral to Truancy Intervention Program

2. CONTINUAL WILLFUL DISOBEDIENCE: "Continual Willful Disobedience" means repeated refusal to follow school rules and regulations after conference resulting from the first violation.
- Suspension
- Parent(s)/Guardian(s) conference

3. DANGEROUS AND NUISANCE ARTICLES: A "Dangerous or Nuisance Article" is any article that, in the opinion of the school staff, may create danger, disturbance or may interfere with the normal conduct of the school. These devices may include but are not limited to: water guns, beepers, electronic games, and laser lights.
- Confiscation
- Student conference

4. DEFIANCE OF AUTHORITY: This is defined as willful refusal to follow the legal direction/order given by a staff member.
- Suspension
- Parent(s)/Guardian(s) conference

5. ELECTRONIC NETWORK ACCEPTABLE USE: This applies to the use and access to the school district computer system and safe use of the Internet, including electronic communications. The use of this resource is a privilege and not a right. The district may suspend or revoke a student's access to the electronic resources network if district policies for procedures have been violated.
-Parent(s)/Guardian(s) conference

6. LEAVING THE SCHOOL GROUNDS: This applies to leaving the school grounds during school hours without the proper clearance.
- Student conference

- Detention

7. MISBEHAVIOR ON SCHOOL BUS
Elementary (K-5)
1st offense -- Warning
2nd offense -- 3 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
3rd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
4th offense -- 10 day suspension from riding the bus/meeting with parent(s)guardian(s).
Further offenses -- Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.

* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

Middle School and Secondary (6-12)
1st offense -- Warning
2nd offense -- 5 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
3rd offense -- 10 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
4th offense -- 20 day suspension from riding the bus/meeting with parent(s)/guardian(s).
5th offense -- Suspended from riding the bus for the remainder of the school year.

* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

8. PERSONAL ELECTRONIC DEVICES (PEDs): Personal electronic devices include all electronic communication and entertainment devices that can be used by an individual that includes phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants.
a) The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
b) PEDs may not be attached to the school network with a wired or wireless connection.
c) Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed.
d) PEDs may be used in designated areas during school hours. The building administration will determine the designated common areas. Those areas will be indicated by signage and outlined in the school handbook.
e) PEDs may only be used in the classroom with teacher approval.
f) PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).
- Student conference
- Parent(s)/Guardian(s) conference
- Confiscation

9. RECORD AND IDENTIFICATION FORGERY: This category includes falsifying signatures or data as well as refusal to give proper identification when requested to do so by a staff member.
- Parent(s)/Guardian(s) conference
- Detention

10. SEVERE MISBEHAVIOR OR CONTINUED DISORDERLY CONDUCT ON SCHOOL BUS
- Denial of transportation on school bus according to district policy

11. STUDENT ATTIRE: This refers to student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership.
- Student conference

12. TRESPASSING: This refers to persons physically present on a school campus or at a school activity after being requested to leave by the building administrator or other person lawfully responsible for the control of said premises.
- Warning
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

13. WILLFUL DISOBEDIENCE: "Willful Disobedience" is defined as any refusal to follow published school rules and regulations.
- Student conference

X. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Options Program (Minn. Stat. 124D.03) or Enrollment in Nonresident District (Minn. Stat. 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XI. DISTRIBUTION OF POLICY

The MAPS Discipline Handbook is distributed to all students at the beginning of each school year and to all new students and parent(s)/guardian(s) upon enrollment. This policy shall also be available upon request in each building administrator's office and the district Web site (www.moorhead.k12.mn.us).

XII. REVIEW OF THE POLICY

The building administrator or other person having general control and supervision of the school, and representatives of parents/guardians, students and staff in a school building shall confer at least annually to review the discipline policy and to assess whether the policy has been enforced. The Moorhead School Board must conduct an annual review of the districtwide discipline policy.

Legal References:
Minnesota Statute Chapter 13 (Minnesota Government Data Practices Act)
Minnesota Statute 120B.02 (Educational Expectations for Minnesota Students)
Minnesota Statute 120B.232 (Character Development Education)
Minnesota Statue 121A.26 (School Preassessment Teams)
Minnesota Statute 121A.27 (School and Community Advisory Team)

Minnesota Statute 121A.29 (Reporting; Chemical Abuse)
Minnesota Statute Sections 121A.40 to 121A.56 (Pupil Fair Dismissal Act)
Minnesota Statute 121A.575 (Alternatives to Pupil Suspension)
Minnesota Statute 121A.582 (Reasonable Force)
Minnesota Statute 121A.60-121A.61 (Removal From Class)
Minnesota Statute 123A.05 (Area Learning Center Organization)
Minnesota Statute 124D.03 (Enrollment Options Program)
Minnesota Statute 124D.08 (Enrollment in Nonresident District)
Minnesota Statute Chapter 125A (Students With Disabilities)
Minnesota Statute Chapter 260A (Truancy)
Minnesota Statute Chapter 260C (Juvenile Court Act)
20 U.S.C. 140~~1~~0-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. 794 et seq. (Rehabilitation Act of 1973, 504)
~~Minnesota Statute 121A.03 (Sexual, Religious and Racial Harassment and Violence)~~
~~Minnesota Statute 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)~~
34 C.F.R. 300.530(e)(1) (Manifestation Determination)

Cross References:
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 515: School District Student Attendance
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 571: Hazing Prohibition
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco-Free Environment
Moorhead School Board Policy 574: Search of Student Lockers, Desks, Personal Possessions, and Student's Person
Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 577: Student Dress and Appearance
Moorhead School Board Policy 578: Bullying Prohibition
Moorhead School Board Policy 721: Student Transportation Safety
Moorhead School Board Policy 730: School District Copyright Policy
Moorhead School Board Policy 731: Moorhead Public Schools Electronic Network Acceptable Use and Safety

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Board Policies

Policies Incorporated by Reference for Students

School Board Policy: 599

Section: 500 STUDENTS

Date Adopted: 10/13/2003

Date Revised: 11/26/2007

Dates Reviewed: 5/9/2005
6/12/2006
2/12/2007
11/26/2007

I. PURPOSE

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

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review
Moorhead School Board Policy 303: Public Right to Know/Release of Information
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 609: Inclusive Educational Program
Moorhead School Board Policy 630: Organization of School ~~Year~~ Calendar and School Day
Moorhead School Board Policy 632: Field Trips
Moorhead School Board Policy 633: Patriotic Exercises
Moorhead School Board Policy 634: Religion
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 650: School District System Accountability
Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards
Moorhead School Board Policy 656: Basic Skills Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students
Moorhead School Board Policy 660: Moorhead Area Public Schools ~~District~~ State Mandated Testing Plan and Procedure
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities
Moorhead School Board Policy 711: Severe Weather Related School Closings
Moorhead School Board Policy 712: Safety and Security Technology
Moorhead School Board Policy 720: Student Transportation Eligibility Guidelines
Moorhead School Board Policy 721: Student Transportation Safety
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety
Moorhead School Board Policy 831: Rental of District Musical Instruments

Moorhead School Board Policy 905: Visitors to Moorhead Area Public School Buildings and Sites
Moorhead School Board Policy 907: Rewards

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

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Board Policies

School District System Accountability

School Board Policy: 650

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002

Date Revised: 5/12/2008

Dates Reviewed: 11/10/2003
6/13/2005
6/11/2007
5/12/2008

I. PURPOSE

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

II. GENERAL STATEMENT

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

III. DEFINITIONS

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

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

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

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals.

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

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

B. System for Reviewing All Instruction and Curriculum

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

C. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

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

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

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

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

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

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

3. The ICAC shall meet the following criteria:

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

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

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

d. A local process shall be used for developing a plan for assessment of student progress toward the academic standards as

well as program evaluation data for use by the advisory committee in the instruction and curriculum review process. This plan shall annually be approved by the School Board.

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

a. ~~Assistant Superintendent for Teaching and Learning~~ Director of Curriculum and Professional Development

b. Building ~~A~~administrator

c. School Board ~~M~~member, ~~R~~representative and ~~A~~alternate

d. Two ~~S~~student ~~R~~representatives

e. Elementary teacher, secondary teacher, special education teacher, and teacher representing gifted and talented

f. Two parents/guardians from each school

g. Two representatives of senior citizens

h. Two representatives of higher education

i. Representatives reflecting the diversity of the community

j. One clergy representative

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

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

October: Become familiar with the instruction and curriculum of the cycle content area.

September, May: Review evaluation results and prepare recommendations.

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

D. Evaluation of Student Progress Committee.

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

E. Reporting.

An "Annual Report on Curriculum, Instruction and Student Achievement" shall be approved by the School Board by October 1 of each year. The reports shall be published in the newspaper with the largest circulation in the district, by mail

or by electronic means such as the school distict Web site. If electronic means are used, the school district must publish notice of the report in a periodical of general circulation in the district. The school district must make copies of the report available to the public on request. A copy shall be sent to the Commissioner of the Minnesota Department of Education by October 15th of each year. The public report shall include, but not be limited to, the following:

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

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

3. School district improvement plans including staff development goals;

4. Progress on previous improvement plans;

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

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

7. Periodic reports on constituencies' satisfaction with schools;

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

a. written objectives of the assessment program;

b. names of tests and grade levels tested;

c. use of test results; and

d. student achievement results compared to previous years.

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

Cross References:
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee
Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 652: Staff Development for Minnesota Academic Standards and the No Child Left Behind Act
Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards
Moorhead School Board Policy 656: Basic Standards Testing, Accommodations, Modifications, and Exemptions for

Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students
Moorhead School Board Policy 660: Moorhead Area Public Schools ~~District~~ State Mandated Testing Plan and Procedure

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Board Policies

Staff Development for Minnesota Academic Standards and the No Child Left Behind Act

School Board Policy: 652

Section: 600 EDUCATION PROGRAMS

Date Adopted: 8/26/2002

Date Revised: 5/12/2008

Dates Reviewed: 3/8/2004
5/9/2005
5/12/2008

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Minnesota Academic Standards and with students as they progress to achievement of the Minnesota Academic Standards and meet the requirements of the No Child Left Behind Act.

II. GENERAL STATEMENT

The Moorhead Area Public Schools is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the Minnesota Academic Standards and the No Child Left Behind Act at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

A. The school district Staff Development Committee shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Minnesota Academic Standards and the No Child Left Behind Act at all levels. The committee will advise the Moorhead School Board and school sites on the planning of staff development opportunities.

B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Minnesota Academic Standards effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for Minnesota Academic Standards implementation throughout all levels of the school district programs.

D. Inservice, staff meetings, and district and building level staff development plans and programs shall focus on improving implementation of the Minnesota Academic Standards at all levels for all students, including those with special needs.

IV. TRAINING

A. Paraprofessional

Moorhead Area Public Schools will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students. (See Administrative Procedure 652.1.)

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

2. The school district will assign an administrator to serve as a Highly Objective Uniform State Standard of Evaluation ("HOUSSE") reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher's application for highly qualified status.

Legal References:
Minnesota Statute 122A.16 (Qualified Teacher Defined)
Minnesota Statute 120B.02 (Educational Expectations for Minnesota's Students)
Minnesota Statute 120B.11(School District Process)
Minnesota Statute 120B.363 (Credentials for Education Paraprofessionals)
Minnesota Statute 122A.60 (Staff Development Program)
Minnesota Rule Parts 3501.0010 - 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minnesota Rule Parts 3501.0200 - 3501.0290 (Rules Relating to Graduation Standards - Written Composition)
20 U.S.C. 6301, et. seq. (No Child Left Behind Act)
Minnesota Rule Parts 3501.0505 - 3501.0635 (K-12 Standards)

Cross References:
Moorhead School Board Policy 104: Mission Statement
Moorhead School Board Policy 446: Staff Development
Moorhead School Board Policy 601: Curriculum and 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

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Board Policies

School District - Community Relations

School Board Policy: 903

Section: 900 COMMUNITY RELATIONS

Date Adopted: 9/14/1993

Date Revised: 12/13/2004

Dates Reviewed: 9/14/1993
5/11/1998
4/23/2001
7/5/2001
12/13/2004

I. PURPOSE

The Moorhead School Board is committed to establishing and supporting planned and systematic two-way communications between the Moorhead Area Public Schools ~~District~~ and its internal and external publics. Such communications will further student achievement by building confidence, morale, goodwill, cooperation and support between and among staff, ~~s~~School ~~b~~Board, students, parents/guardians and community.

II. GENERAL STATEMENT ~~OF POLICY~~

A. The School ~~b~~Board affirms the following objectives for the communications program:

1. To build goodwill for Moorhead Area Public Schools.

2. To ~~explain district policies, activities and programs to staff and community.~~ disseminate accurate and timely information about district policies, activities, programs, procedures, achievements and decisions to staff and the public.

3. To cooperate in every reasonable way with the media.

4. To communicate student and staff achievement to ~~the~~ stakeholders.

5. To ~~build understanding, morale and support among staff.~~ establish and support appropriate and effective communication between the administration and other district employees.

6. To train and support all staff in carrying out positive, effective public relations as an integral part of their activities.

7. To identify trends and concerns of the community that may impact the school district.

~~The Superintendent of Schools will present to the school board an annual communications plan. The communications plan and activities will be evaluated annually.~~

8. To maintain a written plan of communication activities.

Cross Reference:
Moorhead School Board Policy 902: Community Involvement

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Erickson, Michelle

Board Policies

Tuition Fees

School Board Policy: 512

Section: 500 STUDENTS

Date Adopted: 9/13/1988

Date Revised: 8/27/2007

Dates Reviewed: 8/13/1991
7/6/1993
8/28/1995
8/26/1996
7/28/1997
8/10/1998
7/19/1999
6/26/2000
11/10/2003
9/26/2005
6/12/2006
8/27/2007

I. PURPOSE

The Moorhead School Board will annually set fees for out-of-state students to attend Moorhead Area Public Schools based on the formula allowance and weights per pupil unit.

II. GENERAL STATEMENT OF POLICY

Tuition fees for full-time students attending Moorhead Area Public Schools are as follows:

Kindergarten $3,1~~0~~35

Grades 1-3 $5,~~658~~713

Grades 4-6 $5,43~~78~~1

Grades 7-12 $6,~~596~~61

~~Special Education students and students attending under the Minnesota Attendance Options programs shall have financial arrangements based on state approved procedures.~~

Legal Reference:
Minnesota Statute 124D.04 (Options for Enrolling in Adjoining States)

Cross Reference:
Moorhead School Board Policy 511: Enrollment of Nonresident Students

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Erickson, Michelle

Board Policies

Student Activities

School Board Policy: 540

Section: 500 STUDENTS

Date Adopted: 8/26/2002

Date Revised: 2/11/2008

Dates Reviewed: 6/13/2005
4/9/2007
2/11/2008

I. PURPOSE

The purpose of this policy is to inform students, employees and the community about policy related to the student activity program at Moorhead Area Public Schools.

II. GENERAL STATEMENT

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental and emotional well-being. They are of secondary importance in relationship to the formal instructional program; however, they complement the instructional program in providing students with additional opportunities for growth and development.

III. DEFINITIONS

A. Cocurricular activities means school sponsored and directed activities designed to provide opportunities for pupils to participate, on an individual or group basis, in school and public events for the improvement of skills. Cocurricular activities are not offered for school credit, cannot be counted toward graduation and have one or more of the following characteristics:

~~(a)~~ 1. They are conducted at regular and uniform times during school hours, or at times established by school authorities;

~~(b)~~ 2. Although not offered for credit, they are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit;

~~(c)~~ 3. They are partially funded by public monies for general instructional purposes under direction and control of the Moorhead School Board.

B. Extracurricular activities means all direct and personal services for pupils for their enjoyment that are managed and operated under the guidance of an adult or staff member. The School Board shall allow all resident pupils receiving instruction in a home school as defined in Minnesota Statute 123B.36, Subdivision 1, Paragraph (a), to be eligible to fully participate in extracurricular activities on the same basis as public school students.

Extracurricular activities have the following characteristics:

~~(1)~~ 1. they are not offered for school credit nor required for graduation;

~~2)~~ 2. they are generally conducted outside school hours, or if partly during school hours, at times agreed by the participants, and approved by school authorities.

IV. RESPONSIBILITY

A. All students who participate in school sponsored activities are expected to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.

B. All spectators at school sponsored activities, including parents/guardians, employees, and other members of the public are expected to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents/guardians and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal or unsportsmanlike behavior at these activities or events.

C. It shall be the responsibility of the Superintendent or designee to disseminate information needed to inform students, parents/guardians, staff and the community of the opportunities available within the school activity program and the rules of participation.

D. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. It shall be the responsibility of those employees who conduct MSHSL activities to familiarize students and parents/guardians with all applicable rules, penalties, and opportunities.

E. The Superintendent or designee shall be responsible for conducting an annual evaluation of school activity programs and presenting the results and any recommendations to the School Board.

(Refer to Administrative Procedures 540.1 and 540.2.)

Legal References:
Minnesota Statute 123B.36, Subd. 1, Paragraph (a) (Authorized Fees)
Minnesota Statute 123B.49 (Extracurricular Activities; Insurance)

Cross References:
Moorhead School Board Policy 515: School District Student Attendance
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 608: Home Schooled Students

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Erickson, Michelle

Board Policies

Activities Fundraising

School Board Policy: 544

Section: 500 STUDENTS

Date Adopted: 4/8/1980

Date Revised: 4/11/2005

Dates Reviewed: 4/23/1991
5/13/1996
2/12/2001
7/2/2001
4/11/2005

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead ~~s~~School ~~b~~Board recognizes a desire and a need for fundraising by student organizations ~~for fundraising~~. The ~~s~~School ~~b~~Board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students and the general public. The term "fundraising" encompasses activities which are designed to raise funds to support an educational program and which meet one of the following criteria:

1. Involves a student group;
2. Involves a community group (e.g. booster club, PTAC) and is characterized by one of the following:
a. takes place during school time,
b. utilizes school facilities or equipment,
c. involves school personnel,
3. Involves a school affiliation.

III. RESPONSIBILITY

A. Requests for all fundraising activities ~~shall~~ must receive prior approval of the building administrator and shall not commence until approved by the Assistant Superintendent ~~of Teaching and Learning~~ (Administrative Procedure 544.2). It ~~shall be~~ is the responsibility of the Assistant Superintendent ~~of Teaching and Learning~~ to provide coordination of student fundraising throughout the school district as deemed appropriate. This includes, but is not limited to, fundraising activities by the PTACs, civic groups, school concessions, school stores, and athletic/academic booster clubs. Participation in non-approved fundraising activities ~~shall~~ will be considered a violation of school district policy.

B. Prior to conducting any fundraising for an activity which involves community solicitation, the student members of the fundraising organization and their parents/guardians ~~shall~~ must be notified of the educational purpose of the activity, the

total cost of the activity, the total amount to be raised, and the anticipated profit. If the organization contemplates more than one fundraising activity, all such activities ~~shall~~ must be listed. If a ticket is sold or announcements posted, the printed message ~~shall~~ must state the purpose of the fundraising.

C. Fundraising activities during the school day should be limited in number and should not conflict with the regulations relating to food service programs as prescribed by the state and school district.

D. Activities should be avoided where the consumer feels compelled to purchase or the student feels compelled to sell the product or services. Door-to-door fundraising activities should be limited and discouraged. If door-to-door sales are conducted, students must either do so in a group of two or more students or must be accompanied by a parent/guardian.

E. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.

F. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.

G. Funds raised by student groups shall be accounted for by each student organization in accordance with school district accounting procedures and UFARS Manual, Chapter 14. The fundraising completion form (Administrative Procedure 544.3) shall be sent to the ~~Department of Teaching and Learning~~ Office of the Assistant Superintendent at the end of the fundraising activity.

H. All fundraising ~~shall~~ will be conducted in accordance with ~~local, state and public~~ applicable laws and/or policies. ~~Necessary~~ lLicenses~~, etc.~~ must be obtained when ~~applicable to the activity taking place~~ necessary.

IV. ANNUAL REPORT

The Superintendent shall report to the ~~s~~School ~~b~~Board, at least annually, on the nature and scope of student fundraising activities approved pursuant to this policy.

Legal References:
Minnesota Statute 123B.36 (Authorized Fees)
UFARS Manual, Chapter 14 (Student Activity Accounting)
Minnesota Statute 120A.20 (Age Limitations; Pupils)
Minnesota Statutes 123B.09, Subd. 8 (Duties)

Cross References:
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 904: Community Use of School Facilities and Equipment

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Erickson, Michelle

Board Policies

Student Transportation Safety

School Board Policy: 721

Section: 700 NON-INSTRUCTIONAL

Date Adopted: 10/10/1994

Date Revised: 5/12/2008

Dates Reviewed: 5/14/2001
6/14/2004
12/12/2005
6/11/2007
5/12/2008

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and educate students on safety issues and responsibility of school bus ridership. It includes information of parent/guardian involvement, school bus driver duties, responsibilities, training, emergency procedures on buses, and vehicle standards.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week.

School bus safety week will coincide with the National School Bus Safety Week.

B. Student Training.

1. The Moorhead Area Public Schools shall provide students enrolled in grades K through 10 with age-appropriate school bus safety training of the following concepts:

a. Transportation by school bus is a privilege not a right;
b. District policies for student conduct and school bus safety;
c. Appropriate conduct while on the bus;
d. The danger zones surrounding a school bus;
e. Procedures for safely boarding and leaving a school bus;
f. Procedures for safe vehicle lane crossings; and
g. School bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first week of school must receive the school bus safety training by the end of the third week of school. All students in grade 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are

transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The Moorhead Area Public Schools and nonpublic schools with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statute 169.446, Subds. 2 and 3.

5. The Moorhead Area Public Schools and nonpublic schools with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The Moorhead Area Public Schools will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The Moorhead Area Public Schools may provide kindergarten students with school bus safety training before the first day of school.

8. The Moorhead Area Public Schools may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.

9. The Moorhead Area Public Schools shall adopt and make available for public review a curriculum for transportation safety education.

10. Nonpublic school students transported by the Moorhead Area Public Schools will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the Superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

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

The building administrator or designee is responsible for imposing consequences for misconduct on the school bus or at bus stops. In addition, all school bus/bus stop misconduct will be reported to the district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's transportation director's office and the school office.

2. Rules at the Bus Stop.

a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b. Respect the property of others while waiting at your bus stop.

c. Keep your arms, legs and belongings to yourself.

d. Use appropriate language.

e. Stay away from the street, road or highway when waiting for the bus.

f. Wait until the bus stops before approaching the bus.

g. After getting off the bus, move away from the bus.

h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

i. No fighting, harassment, intimidation or horseplay.

j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus.

a. Immediately follow the directions of the driver.

b. Sit in your seat facing forward.

c. Talk quietly and use appropriate language.

d. Keep all parts of your body and personal belongings inside the bus.

e. Keep your arms, legs and belongings to yourself.

f. No fighting, harassment, intimidation or horseplay.

g. Do not throw any object.

h. No eating, drinking or use of tobacco or drugs.

i. Do not bring any weapon or dangerous objects on the school bus.

j. Do not damage the school bus.

4. Consequences.

a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parent(s)/guardian(s) will be notified of any suspension of bus privileges.

~~1.~~ (1) Elementary (K-5).

1st offense -- Warning
2nd offense -- 3 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).

3rd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
4th offense -- 10 day suspension from riding the bus/meeting with parent(s)/guardian(s).
Further offenses -- Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.

* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

~~2.~~ (2) Middle School and Secondary (6-12).

1st offense -- Warning
2nd offense -- 5 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
3rd offense -- 10 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).
4th offense -- 20 day suspension from riding the bus/meeting with parent(s)/guardian(s).
5th offense -- Suspended from riding the bus for the remainder of the school year.

*Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

~~3.~~ (3) Other Discipline.

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

~~4.~~ (4) Records.

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided to the Minnesota Department of Public Safety in accordance with state and federal law. Records may also be maintained in the transportation office.

~~5.~~ (5) Vandalism/Bus Damage.

Student damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in loss of bus privileges until damages are paid.

~~6.~~ (6) Notice.

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus. The driver will periodically review both rules and consequences with students.

~~7.~~ (7) Criminal Conduct.

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the Superintendent, local law enforcement officials and the Minnesota Department of Public Safety will be informed.

IV. PARENT/GUARDIAN INVOLVEMENT

A. Parent/Guardian Notification.

The Moorhead Area Public Schools school bus and bus stop rules will be provided to each family. Parent(s)/guardian(s) are asked to review the rules with their children.

B. Parent/Guardian Responsibilities For Transportation Safety.

1. Become familiar with district rules and policies, regulations and principles of school bus safety and thoroughly review them with their children.

2. Support safe riding and walking practices, and recognize that students are responsible for their actions;

3. Communicate safety concerns to their school administrators;

4. Monitor bus stops, if possible;

5. Have their children to the bus stop five minutes before the bus arrives;

6. Have their children properly dressed for the weather; and

7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid class of drivers license and school bus endorsement for operating the type of equipment to which they are assigned. A person possessing a valid driver's license without a school bus endorsement may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus as set forth in Section VII.B. below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services ("Division") of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;

2. reckless driving;

3. improper or erratic traffic lane changes;

4. following the vehicle ahead too closely;

5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;

6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.

D. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;

d2. Understand student behavior, including issues relating to students with disabilities;

3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant law, rules of the road and local school bus safety policies;

5. Handle emergency situations; and

6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules.

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

2. Only students assigned to the school bus by the district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent(s)/guardian(s) may designate by a signed, written request a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent(s)/guardian(s) as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand held or hands free, when the vehicle is in motion. ~~"Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.~~ For purposes of this paragraph, "school bus" has the meaning given in Minn. Stat. 169.01, Subd. 6. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles.

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. A Type III vehicle cannot be older than 12 years old unless excepted by state and federal law.

5. If a Type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The Type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A "Type III school bus" and "Type III Head Start bus" must not be outwardly equipped and identified as a Type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on Type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any Type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any Type III vehicle used to transport students must not load or unload so that a pupil has to cross the road, except where not possible or impractical, then the driver or assistant must escort a pupil across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any Type III vehicle used to transport students must carry emergency equipment including:

a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.

c. A Type III bus must contain at least three red reflectorized triangle road warning devices. Liquid burning "pot type" flares are not allowed.

d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as Type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with seating capacity of 10 or fewer without meeting the requirements for a Type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The district has no system of inspection for private vehicles.

12. All drivers of Type III vehicles will be licensed drivers and will be familiar with the use of required emergency

equipment. The school district will not knowingly allow a person to operate a Type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

C. Type III Vehicle Driven by Employees with a Class D Driver's License

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

(1) safe operation of a type III vehicle;

(2) understanding student behavior, including issues relating to students with disabilities;

(3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

(4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

(5) handling emergency situations;

(6) proper use of seat belts and child safety restraints;

(7) performance of pretrip vehicle inspections; and

(8) safe loading and unloading of students, including, but not limited to:

(a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;

(b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

(c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; and

(d) placing the type III vehicle in "park" during loading and unloading.

c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type A or type III vehicle under this section.

d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.

e. The operator's employer has adopted and implemented a policy that provides for mandatory drug and alcohol testing of applicants for operator positions and current operators, in accordance with Minn. Stat. § 181.951, Subds. 2, 4, and 5.

f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the school bus.

g. A person who sustains a conviction, as defined under Minn. Stat. §609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of or has his or her driver's license revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.

h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction.

j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).

k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.

3. An operator employed by the school district, whose normal duties do not include operating a type III vehicle, who holds a Class D driver's license without a school bus endorsement, may operate a type III vehicle and is exempt from paragraphs VII.C.1.c. (background checks), VII.C.1.d. (physical examination), VII.C.1.e. (drug and alcohol testing), and VII.C.1. f. (annual license verification), above.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of pupils with disabilities, assist pupils with disabilities on and off the bus when necessary for their safe ingress

and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:

1. the pupil's name and address;

2. the nature of the pupil's disabilities;

3. emergency health care information; and

4. the names and telephone numbers of the pupil's physician, parent(s)/guardian(s), or custodians, and some person other than the pupil's parent(s)/guardian(s) or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

A. All school vehicles and vehicles contracted to the school district shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

B. All school vehicles and vehicles contracted to the school district shall be inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL DISTRICT'S TRANSPORTATION SAFETY DIRECTOR

The Moorhead School Board designates the ~~d~~Director of Property Services and ~~t~~Transportation as the school district's transportation safety director. The school district's transportation safety director shall have day-to-day responsibility for pupil transportation safety, including transportation of nonpublic school children when provided by the school district. The school district's transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school district's transportation safety director shall certify annually to the School Board that each school bus driver meets the school bus driver training competencies required by Minnesota Statute 171.321, Subd. 4. The school district's transportation safety director also shall annually verify and ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a Type A, B, C, or D school bus or Type III vehicle with the National Driver's Register or the Department of Safety. Upon request of the Superintendent, the school district's transportation safety director also shall certify to the Superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school district's transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school district's transportation safety director. Refer to Administrative Procedures 720.1: Special Education Transportation, 721.1: School Bus Stops and 721.2: School Bus Trip K-12 Emergency Procedure.

Legal References:
Minnesota Statute 122A.18, Subd. 8 (Board to Issue Licenses)
Minnesota Statute 123B.03 (Background Check)
Minnesota Statute 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minnesota Statute 123B.88 (Independent School Districts; Transportation)
Minnesota Statute 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minnesota Statute 123B.90 (School Bus Safety Training)
Minnesota Statute 123B.91 (School District Bus Safety Responsibilities)
Minnesota Statute 144.057 (Background Studies on Licensees and Other Personnel)
Minnesota Statute 169.01, Subds. 6~~(5)~~ and 92 (Definitions)
Minnesota Statute 169.443 (Safety of School Children; Bus Driver's Duties)
Minnesota Statute 169.446, Subd~~s~~. 2 ~~and 3~~ (Driver Training ~~and Education~~ Progams)
Minnesota Statute 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minnesota Statute 169.454 (Type III Vehicle Standards)
Minnesota Statute 169.4582 (Reportable Offense on School Buses)
Minnesota Statute ~~1~~69A.25-169A.27 (Driving While Impaired)
Minnesota Statute 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minnesota Statute 169A.50-169A.53 (Implied Consent Law)
Minnesota Statute 171.02, Subd~~s~~. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minnesota Statute 171.168 (Notification of Conviction for Violation by a Commercial Driver)
Minnesota Statute 171.169 (Notification of Suspension of License of Commercial Driver)
Minnesota Statute 171.321 (Qualifications of a School Bus Driver)
Minnesota Statute 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minnesota Statute 181.951 (Authorized Drug and Alcohol Testing)
Minnesota Statute Chapter 245C (Human Services Background Studies)
Minnesota Statute 609.02 (Definitions)
Minnesota Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
34 C.F.R. 383.5 (Transportation Definitions)
49 C.F.R. 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. 383.33 (Notification of Driver's License Suspensions)

Cross References:
Moorhead School Board Policy 413: Employment Background Checks
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 421: Employee Drug and Alcohol Testing
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 632: Field Trips

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Board Policies

Community Use of School Facilities and Equipment

School Board Policy: 904

Section: 900 COMMUNITY RELATIONS

Date Adopted: 10/10/1978

Date Revised: 6/13/2005

Dates Reviewed: 5/25/1993
7/28/2003
6/13/2005

I. PURPOSE

The purpose of this policy is to provide guidelines for community use of school facilities and equipment.

II. GENERAL STATEMENT OF POLICY

The Moorhead School Board encourages maximum use of school facilities and equipment for appropriate community purposes, if in its judgment, that use does not interfere with use of school purposes.

III. GENERAL RULES AND REGULATIONS GOVERNING USE OF SCHOOL BUILDINGS AND PROPERTIES

~~1~~A. The following level of priority will be followed when determining the use of school facilities:

~~a~~1. The first priority for use of school facilities shall be for school groups and organizations. This includes parent teacher organizations and school-sponsored groups or activities.

~~b~~2. The second priority is for Community Education programs and activities. Once space has been reserved for Community Education and the event or class has been publicized, the event or class may not be displaced.

~~c~~3. The third priority is for programs sponsored by Moorhead Parks and Recreation.

~~d~~4. The fourth priority is for community groups approved for free use.

~~e~~5. The fifth priority is for community groups approved for rental use.

~~2~~B. Use of school facilities shall not interfere with the regular educational program without special permission by the Superintendent.

~~3~~C. Application for the use of buildings or grounds must be made through the building administrator of each building. Final approval of the request shall be made through the Director of Property Services and Transportation and shall only be finalized after applicant has received a signed copy of the Building Use Request (Administrative Procedure 904.1).

4D. The school building will not be opened for use except upon presentation of an official Building Use Request Form 904.1 at the building. Use of the building will be limited to the terms of the request.

~~5~~E. The custodian on duty will supervise the operation of the school building and shall not be required to supervise groups or activities. During any time when the school heating plant is in operation, the building may not be occupied by any community group unless a qualified custodian is present.

~~6~~F. Administrators may use the building for committee meetings in the evenings. Administrators assume full responsibility for the building if the custodian is not on duty. Administrators may not give keys to non-school persons for the use of school buildings unless approved by the Superintendent or ~~his/her~~ designee.

Community use of school buildings shall not be permitted except with the approval of the Superintendent or ~~his/her~~ designee for Sunday, vacation and custodial employee holidays.

~~7~~G. Permission to use gymnasiums and other school physical education or athletic facilities does not include the use of supplies or equipment. Use of equipment is permitted only when the leader is competent to instruct and permission has been granted by the building administrator. Supplies are not furnished at any time.

~~8~~H. Violation of any of the rules governing the use of the school buildings by any person or organization shall be sufficient grounds for canceling the request and for denying future applications from such persons or organizations. Failure to make payment for utilizing said facilities within 45 days of use will result in termination of future use of school facilities.

IV. SPECIFIC RULES FOR SCHOOL BUILDING AND PROPERTY FOR APPROVED USERS

1A. Approved users must limit their use of school buildings and property to the approved use.

2B. Leaders shall confine the members of their group to the facilities stated on the permit. Unauthorized use of other areas in the buildings will result in additional fees ~~being billed to the renter~~.

3C. The approved user agrees to assume full responsibility for injury to persons and damages to property that may occur in the section of the building they are using. If the activities proposed seem to involve more than usual hazards, the Superintendent may require the applicant to obtain liability insurance.

4D. No person shall deface, damage, destroy or in any way vandalize school property.

5E. No person shall commit any act which disrupts the educational process or program or interfere with the entrance to or egress from school property by other persons.

6F. No person shall commit any act leading to or constituting a breach of the peace.

7G. No person shall use offensive or abusive conduct, or language against any person or persons on school property.

8H. No written material shall be distributed in school buildings or on school property without permission of the building administrator or other officials designated by the building administrator. This does not apply to non-school activities or groups, individuals, organizations utilizing school facilities on a rental or community function permit.

9I. Tobacco use is prohibited on all school district property except for lighting tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony (M.S. 144.4165).

10J. Alcoholic beverages and illegal drugs are prohibited on all school district property.

11K. No weapons, as prohibited by federal and state statutes, are permitted on school district property.

12L. School building kitchen facilities may not be used without special authorization and only when under the supervision of appropriate personnel.; ~~H~~however, beverages and snacks may be served without using the kitchen facilities. The approved user must provide their own food and serving supplies. If available, the school will provide coffee making equipment. Preparing coffee is the responsibility of the approved user.

13M. Every user is required to take every reasonable precaution to see that snow, water, or mud are removed from shoes before persons are admitted to the building. Certain restrictions for footwear may apply to the use of school gymnasiums and other special purpose floors. Each building administrator is responsible to have specific rules available to approved users.

~~14~~N. Additional regulations apply to the use of the high school auditorium and the middle school cafetorium. These regulations are available in the building administrator's office.

~~15~~O. The building must be vacated by 10:30 p.m. The approved user will be charged custodial overtime beyond that hour per existing labor agreements. Programs must be concluded in time for clearance of building in accordance with the terms of the permit.

~~16~~P. Any person on the school premises who is violating the above or without proper business authorization shall be considered trespassing. If a person is asked to leave the school premises by a school or police official and refuses to do so, he/or she shall be considered to be trespassing. Persons having been ordered to leave the premises by a school or police official shall reenter said premises only with written approval of the building administrator or an official designated by him/or her.

V. SCHOOL BUILDING AND PROPERTY RENTAL TERMS AND CONDITIONS

~~1~~A. Rental charges shall be made in accordance with the schedule of rental rates (Administrative Procedure 904.2). ~~These charges cannot be changed without official approval by the school board~~ Rental rates will be annually reviewed by the School Board.

~~2~~B. For fee-based use, for days and hours when normal staff is not on duty, all labor rates will be charged at the appropriate contractual agreement with additional charges made for social security, PERA, LTD, and workers' compensation.

~~3. Free Use of School Building and Property~~

~~Certain nonprofit groups will be approved for free use of school buildings during the hours that custodians are on duty. Those groups must vacate the building by 10:30 p.m. unless special permission is granted, or a charge equal to the custodial overtime hourly rate will be made for each hour or part of an hour beyond 10:30 p.m. This time limit does not apply to parent-teacher groups for their regular scheduled meetings. Conventions or large meetings by these nonprofit groups may not be considered free use and may be a fee-based use. The Superintendent or his/her designee shall make this determination.~~

~~Free use of facilities shall be granted to:~~
~~Community Education Classes~~
~~Moorhead Service Clubs~~
~~Official Elections~~
~~Moorhead Civic Organizations~~
~~Political Party Caucuses~~
~~League of Women Voters~~
~~Youth Groups (i.e., Boy Scouts, Girl Scouts, Cub Scouts, Brownies, 4-H Clubs, Marlin Swim Club, Camp Fire)~~
~~Clay County ARC~~
~~Moorhead Parks and Recreation Programs~~

Moorhead School Groups and Organizations
Moorhead Healthy Community Initiative
Other nonprofit organizations and school related groups that are approved by the Superintendent or his/her designee.
Groups as permitted by the Equal Access Act: 20 U.S.C. 4071-74.

4D. Fee Use of School Buildings and Property

The following fees are for groups that are not approved for free use of school facilities.

The listed fees are to be charged for four (4) or less hours unless otherwise specified. Time in addition to four (4) hours will be on an hourly basis on a proportionate rate. Those groups that are listed under Free Use of Building and Property will be charged if an entrance fee is charged to the activity. This means that if tickets are sold to the general public for admission then these fees will apply. These fees DO NOT include supervisors, ticket takers, concessions or the use of kitchen facilities.

a1. District Buildings

Probstfield Center for Education
Board Room
First hour: $40
Second through fourth hours: $80
Beyond four hours: $20 per hour
PCE Classroom: $15

High School Auditorium
First hour: $40
Second through fourth hours: $80
Beyond four hours: $20 per hour
A $250 advance deposit for the use of equipment will be required.

High School Athletic Field
First hour: $50
Second through fourth hours: $100
Beyond four hours: $25 per hour

High School Field House
First Hour: $40
Second through fourth hours: $80
Beyond four hours: $20 per hour

High School Gymnasium
First hour: $40
Second through fourth hours: $80
Beyond four hours: $20 per hour

High School Half Gym: $25
High School Cafeteria: $20
High School Classroom: $15

~~Middle School Gym: $60~~
~~Middle School Football Field: $100~~
~~Middle School Classroom: $15~~
~~Middle School Cafetorium: $20~~
~~A $250 advance deposit for the use of equipment will be required.~~

~~Elementary Gymnasium: $40~~
~~Elementary Cafeteria: $20~~
~~Elementary Classroom: $15~~

~~b~~2. ~~Kitchen Facilities~~

~~There is no free use of kitchen facilities. The use of kitchen facilities will only be granted upon the condition that one or more appropriate kitchen personnel are present. Banquets, dinners, etc. served in school district cafeterias are limited to approved users only.~~

~~The rental fee for kitchen facilities shall be as follows:~~

~~Opening Fee: $50~~
~~Kitchen personnel will be paid the rate as per the negotiated contract for employees.~~

~~c~~3. ~~Swimming Pool~~

~~Approved nonprofit groups shall pay a $50 fee to help cover the cost of cleaning and maintaining the pool. This fee is not charged to approved Moorhead school groups or activities sponsored by the Moorhead Parks and Recreation Department or district Community Education classes. A certified life guard is required and must be paid by the group using the pool. The rental will include the use of the locker room and shower facilities. Groups will be required to provide proper supervision of all ancillary areas.~~

~~Fee based use of the pool shall be at the following rates:~~

~~Four hours or less: $50 and actual cost of certified life guard~~
~~Community Swim: $1.00 per person~~

VI. USE OF SCHOOL DISTRICT EQUIPMENT

~~1~~A. Rental of school buses and vehicles by non-school groups is discouraged and not permitted except by special permission from the Superintendent or ~~his/her~~ designee.

~~2~~B. Audiovisual equipment, computer systems, lighting systems, and public address systems may be operated only by those approved by the person responsible for audiovisual equipment in the building. Approval may be given to individuals outside the school system if training and experience are satisfactory. This equipment must be requested in advance.

~~3~~C. No school district equipment is allowed to leave the school premises except by special permission from the Superintendent or ~~his/her~~ designee.

Legal References:
Minnesota Statute 123B.51 (School Houses and Sites; Access for Noncurricular Purposes)
20 U.S.C. 4071-74 (Equal Access Act)
Minnesota Statute 144.4165 (Tobacco Products Prohibited in Public Schools)

Cross References:

Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities
Moorhead School Board Policy 903: School District - Community Relations
Moorhead School Board Policy 930: Community Education