

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

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Version 3
August 20, 2018

S-M9-B05
11 May 2009

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

May 11, 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 Rachel Clausen for being named a Presidential Scholar in the Arts. The Presidential Scholars program is a national recognition program administered by the U.S. Department of Education to honor the nation's most distinguished graduating high school seniors. Only 20 students in the nation are chosen as Presidential Scholars in the Arts. Clausen is only the second student from Moorhead High to be named a Presidential Scholar.

   The 20 Presidential Scholars in the Arts will join 121 academic Presidential Scholars in Washington, D.C., for National Recognition Week in June. The scholars will

spend the week meeting with elected officials, educators, authors, musicians, scientists, and other accomplished professionals, and they will receive the Presidential Scholars Medallion. Clausen will perform at the John F. Kennedy Center for the Performing Arts.

Clausen identified Rebecca Meyer-Larson as her most influential teacher, earning Meyer-Larson a Teacher Recognition Award from the U.S. Department of Education.

*** **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. They are students of Rebecca Meyer-Larson.

*** **We Are Proud** of Moorhead High School student Douglas Wagner who threw a perfect 300 game in his bowling league in January, making him one of the youngest bowlers in the area to throw a perfect game. Wagner was nominated to the Minnesota All Conference Bowling Team in 2007 and to the North Dakota All Conference Bowling Team in 2008. He participates in a league at The Bowler, in the North Dakota High School Bowling Conference and as a member of The Bowler Boys Travel Team.

*** **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; and Mike Golling, 1m diving, 4th place. The coach is Pat Anderson and assistant coaches are Sylvette Lopez-Ruth and Nick Mjones.

*** **We Are Proud** of Moorhead High School students Jordan Newhouse and Luke Halvorson for placing first in Minnesota and qualifying for the National Automotive Technology Competition. The team competed in the nation contest April 15 in New York City, placing fourth out of 30 teams from around the country and Canada.

The competition requires that each two-person student team must diagnose and repair a number of pre-assigned problems under a car's hood within an allotted amount of time. Each "bug" correctly repaired is worth a number of points,

depending on the level of difficulty. Students also take written tests as part of the competition. Lauren Rood coaches the Moorhead High team.

*** **We Are Proud** of Moorhead High School students Alex Quiring and Tom Seaberg who competed in the state finals of the Ford/AAA Student Auto Skills competition on April 29 in Minneapolis. At the state finals, Quiring and Seaberg placed second overall in the hands-on trouble shooting contest, which requires each team to correctly diagnose and repair intentionally installed faults or "bugs" on identical vehicles. Lauren Rood is the automotive teacher at Moorhead High School.

*** **We Are Proud** of Horizon Middle School students who had outstanding achievement in the 2009 Midwest Academic Talent Search. A ceremony was held May 4 to recognize the accomplishments of the 40 students from Horizon Middle School who participated in this year's Midwest Academic Talent Search sponsored by the Center for Talent Development at Northwestern University.

Special recognition was given to students with outstanding achievement. Top-scoring students on the ACT were Gabe Roach, Sam Benson and Abby Lundborg for top composite scores. Top-scoring students on the SAT were Matthew Lillehaugen, Anna Volk and Matthew Franklin for top combined scores.

The Midwest Talent Search is coordinated at Horizon Middle School by Lois Brown.

*** **We Are Proud** of Moorhead students who received individual awards in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 24. Fifteen teams from the area participated in both individual and team rounds.

The top eight students in each category received medallions and the next seven received ribbons.

Facts Drill awards went to:
3rd Place -- Nicole Kurtti
4th Place -- Matt Bye
5th Place Tie -- Tyler Walton, Blake Filipi, Griffin Swenson and Isaac Judisch
12th Place Tie -- Anthony Johnson and Kyle Johnson
15th Place Tie -- Grady Ryan and Garrett Brooks

Individual Round awards went to:
1st Place -- Tyler Walton
3rd Place -- Griffin Swenson
4th Place -- Brian Craig
5th Place -- Anthony Johnson

6th Place -- Garrett Brooks
7th Place -- Levi Seidel
9th Place -- Nicole Kurtti
11th Place -- Maxx Schulz
12th Place -- Matt Bye
14th Place -- Kyle Johnson

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.

Their math teachers are Diana Anderson, Cheri Puetz and Kim Nelson. Lois Brown is the Math Masters coordinator.

*** **We Are Proud** of the S.G. Reinertsen Orange Team for placing first out of 15 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 24. Team members are Hannah Boberg, Matt Bye, Kyle Johnson, Nicole Kurtti and Tyler Walton, and their teacher is Kim Nelson.

*** **We Are Proud** of the Ellen Hopkins Team for placing second out of 15 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 24. Team members are Garrett Brooks, Brian Craig, Isaac Judisch, Elly Schaefer and Levi Seidel, and their teacher is Cheri Puetz.

*** **We Are Proud** of the S.G. Reinertsen Black Team for placing fourth out of 15 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 24. Team members are Griffin Swensen, Kaia Endrud, Blake Filipi, Maxx Schulz and Maren Krugler, and their teacher is Kim Nelson.

*** **We Are Proud** of the Robert Asp Team for placing fifth out of 15 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 24. Team members are Anna Christian, Derrian DeNardi, Tristian Ellenson, Anthony Johnson and Grady Ryan, and their teacher is Diana Anderson.

*** **We Are Proud** of 32 Horizon Middle School students who were finalists at the Regional History Day competition held at Hawley High School on April 7 and competed at the Minnesota State History Day at the University of Minnesota on May 2. This year's theme was "The Individual in History: Actions and Legacies."

The students who advanced to Minnesota State History Day are: Alyssa Cossette, Britta Holland, Kendall Johnson, Elizabeth Kasper, Akira Shastri, Andrea Wilmer, Drew Anderson, Vianna Berhow, Hannah Emery, Kasar Habib, Bjorn Hagen, Keller

Karlstrom, Kenny Mark, Taj Puetz, Kylee Seljevold, Landon Schmidt, Sam Schroeder, Lucinda Thomas, Calvin Werth, Ellyn Erickson, Genia Cegla, Petra Gunderson, Bethany Lahlum, Devon Manney, Anne Matheson, Tyler Meehleib, Jordan Slaughter, Lucia Smith, Alex Swanson, Anne Totten, Amanda Walton, and Cameron Wintersteen.

At the state competition, Devon Manney earned an honorable mention for his individual documentary on "Cataline: Roman Revolutionary." Lucia Smith, Jordan Slaughter and Anne Matheson earned an honorable mention for their group performance on "Marcus Tullius Cicero."

History Day teachers are Lynn Johnson, Kate Evenson, Marsha Johansen, Carla Smith, Janelle Frost-Geiser, Karen Taylor, Jeff Offutt and Lois Brown.

Lucia Smith, Jordan Slaughter and Anne Matheson will present their group performance of "Marcus Tullius Cicero.

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 April 6, 2009 Special Meeting Minutes and April 13 and 27, 2009 Meeting Minutes - Pages 11-24

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of May Claims - Page 25
   (2) Acceptance of Donations - Page 26-27
   (3) Acceptance of Project Lead the Way Grant Award - Pages 28-34

C. HUMAN RESOURCES MATTERS - Nielsen
(1) Approval of Resignations - Page 35
(2) Approval of Leave of Absence - Page 36
(3) Approval of Early Retirement - Page 37
(4) Approval of New Employees - Page 38

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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.)

H1N1 Novel (Swine) Influenza Update - Kovash
Pages 39-42

4. **APPROVAL OF POLICY**: Kovash
Pages 43-45

Suggested Resolution: Move to approve the policy, Out-of-State Travel by School Board Members (216), as presented.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF POLICY**: Kovash
Pages 46-49

Suggested Resolution: Move to approve the policy, School Board Policy Development, Adoption, Implementation, and Review (221), as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF POLICY**: Kovash
Pages 50-52

Suggested Resolution: Move to approve the policy, Policies Incorporated by Reference for Employees/Personnel (499), as presented.

Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF POLICY**: Kovash
Pages 53-56

Suggested Resolution: Move to approve the policy, Early Admissions (513), as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY**: Kovash
Pages 57-80

Suggested Resolution: Move to approve the policy, Student Discipline (551), as presented.

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF POLICY**: Kovash
Pages 81-83

Suggested Resolution: Move to approve the policy, Policies Incorporated by Reference for Students (599), as presented.

Moved by _____ Seconded by _____
Comments _____

10. **APPROVAL OF POLICY**: Kovash
Pages 84-89

Suggested Resolution: Move to approve the policy, School District System Accountability (650), as presented.

Moved by _____ Seconded by _____
Comments _____

11. **APPROVAL OF POLICY**: Kovash
Pages 90-92

Suggested Resolution: Move to approve the policy, Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652), as presented.

Moved by _____ Seconded by _____
Comments _____

12. **APPROVAL OF POLICY**: Kovash
Pages 93-95

Suggested Resolution: Move to approve the policy, School District - Community Relations (903), as presented.

Moved by _____ Seconded by _____
Comments _____

13. **APPROVAL OF POLICY**: Kovash
Pages 96-98

Suggested Resolution: Move to approve the policy, Tuition Fees (512), as presented.

Moved by _____ Seconded by _____
Comments _____

14. **APPROVAL OF POLICY**: Kovash
Pages 99-101

Suggested Resolution: Move to approve the policy, Student Activities (540), as presented.

Moved by _____ Seconded by _____
Comments _____

15. **APPROVAL OF POLICY**: Kovash
Pages 102-104

Suggested Resolution: Move to approve the policy, Activities Fundraising (544), as presented.

Moved by _____ Seconded by _____
Comments _____

16. **APPROVAL OF POLICY**: Kovash
Pages 105-117

Suggested Resolution: Move to approve the policy, Student Transportation Safety (721), as presented.

Moved by _____ Seconded by _____
Comments _____

17. **APPROVAL OF POLICY**: Kovash
Pages 118-124

Suggested Resolution: Move to approve the policy, Community Use of School Facilities and Equipment (904), as presented.

Moved by _____ Seconded by _____
Comments _____

18. **FIRST READING OF POLICY**: Kovash
Pages 125-127

The School Board will conduct a first reading of the policy, Student Activity Fees (542).

19. **COMMITTEE REPORTS**

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

21. **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 _____

22. **OPEN PUBLIC MEETING**: Thompson

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

Moved by _____ Seconded by _____
Comments _____

23. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
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		
Schl Bd Retirement Reception	May 26	5:30 pm	PCE
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		

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
APRIL 6, 2009
PAGE 1

MEMBERS PRESENT: Karin Dulski, Lisa Erickson (5:33 p.m.), 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 5:30 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 Tomhave, to approve the agenda as revised. Motion carried 6-0.

APPROVAL OF 2008-2009 SCHOOL CALENDAR ADJUSTMENTS: Kovash explained that due to cancellation of school on March 25-27 and March 30-April 3 as a result of blizzards and epic flooding in the area, the administrative recommendation was to adjust the 2008-09 School Calendar and schedule Friday, June 5 as the last day for K-12 students and Tuesday, June 9 as the last scheduled day for K-12 staff. Information from the Minnesota Department of Education stated there was no provision in state law that called 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.

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). Kovash stated 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.

Thrasher moved, seconded by Siggerud, to approve the 2008-09 School Calendar adjustments as presented. Motion carried 7-0.

Jessica Mortenson (101 5th Avenue North) asked School Board members if additional changes would be needed if more school days were missed due to the second river crest prediction. Kovash replied there would be no further changes in the 2008-09 school calendar for students.

Dave Anderson (1921 23rd Avenue South) thanked the School Board and administration for their difficult decisions related to the student make-up days. Anderson noted that high school students worked very hard during the flood effort.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 5:41 p.m.

_____
Cindy Fagerlie, Clerk

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Mike Siggerud, Michael Thrasher, Bill Tomhave, and Lynne A. Kovash.

MEMBERS ABSENT: Kristine Thompson.

CALL TO ORDER: Vice Chair Erickson 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 1, 4, 28 and 29.

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

WE ARE PROUD:
*** **We Are Proud** of Horizon Middle School student Grace Duginiski who placed fifth at the Region IV Spelling Bee 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.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: Kirk Moss (1218 18th Street South) emphasized his concerns related to possible reductions in the school district's music program.

14 **CONSENT AGENDA**: Tomhave moved, seconded by Fagerlie, to approve the following items

on the Consent Agenda:

Minutes - Approve the March 9 and 23, 2009 meeting minutes as presented.

Claims - Approve the April Claims, subject to audit, in the amount of $921,150.58.

General Fund:	815,965.40
Food Service Fund:	92,599.78
Community Services Fund:	12,585.40
TOTAL	$921,150.58

Change in Contract
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).

Resignations
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 - Bus Driver, Transportation, effective April 6, 2009.

Family/Medical Leave
Katherine Askegaard - Teacher, Horizon Middle School, effective April 23, 2009 for approximately four to six weeks.

MAEF Grant Awards - Accept grants awarded by Moorhead Area Education Foundation presented for a total of $1,000. Grant funding will be utilized by Moorhigh High School and Horizon Middle School staff members for the "Leisure Reading Project" and the "Visiting Author Project."

McKinney-Vento Homeless Education Grant Renewal - 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.

Education Minnesota Foundation Grant - Accept the Education Minnesota Foundation Grant for Vicki Bowe's project titled *Math, Science and Literacy Discovery Nights* in the amount of $3,000.

Motion carried 6-0.

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

Major Magnitude Field Trips - MHS Band Director Doug Engstrom and students Katrina Kotta and Andrew Fuglestad provided information related to the band and orchestra major magnitude field trip to Hawaii in March 2009. Engstrom also distributed a document to School Board members that included student reflections from the Hawaii field trip.

Orchestra teacher Brian Cole and music teacher Chris Olson provided a PowerPoint presentation on the theater arts major magnitude field trip to Chicago.

FLOOD T-SHIRT DONATION: Orchestra teacher Brian Cole and Moorhead resident Bill Janson provided background information related to how the flood T-shirt donation came to fruition. Due to the generosity of Moorhead High School students for their efforts put forth in the flood fight, they decided to donate T-shirts for students to show their appreciation. Ameriprise Financial and Sportland provided donations and 1,000 T-shirts were made and handed out to students at Moorhead High School.

APPROVAL OF RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACTS OF PROBATIONARY TEACHERS:
Tomhave moved, seconded by Fagerlie, 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	Social Studies	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.

A roll call vote was taken and the motion carried 6-0.

APPROVAL OF RESOLUTION RELATING TO THE OFFERING OF PART-TIME TEACHING CONTRACTS TO PROBATIONARY TEACHERS: Dulski moved, seconded by Thrasher, 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

A roll call vote was taken and the motion carried 6-0.

FLOOD UPDATE: Kovash noted county contingency dike construction was completed and bus routes were adjusted to accommodate student transportation to school. Kazmierczak noted the National Guard had a Strike Team set up at the property services/transportation building. Additional information would be forthcoming in the event the second crest prediction changed.

COMMITTEE REPORTS: Brief reports were heard regarding the Instruction and Curriculum Advisory Committee, Early Childhood Advisory Committee and Joint Powers Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:04 p.m.

_____
Cindy Fagerlie, Clerk

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
APRIL 27, 2009

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Mike Siggerud, Michael Thrasher, Bill Tomhave, and Lynne A. Kovash.

MEMBERS ABSENT: Kristine Thompson.

CALL TO ORDER: Vice Chair Erickson 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, 3, 5, 9, 16, 17, 24, 25, and 72.

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

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 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 17. 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.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: Steve Charlton (3325 Village Green Drive) stated his concern related to the reassignment of his wife, Mary Charlton, from a tenured high school physical education teacher to an elementary physical

education position. A followup meeting with Superintendent Kovash and high school administration will be scheduled.

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

Best Practice Grants - Approve the Best Practice Incentive grants as presented for a total of $10,780.28. The use of Best Practice Incentive grant funding has been a means to provide additional support for district and school SMART goal areas and Moorhead Area Public Schools Strategic Plan.

Moorhead Area Education Foundation Grant Awards - Accept the grants awarded by Moorhead Area Education Foundation as presented for a total of $1,000. Funding will be utilized by Horizon Middle School eighth grade history teachers.

Early Retirements
Emily Nerland - Teacher on Medical Leave, effective May 31, 2009.
K. Jacqueline Richard - Language Arts Teacher, Horizon Middle School, effective at the end of the 2008-2009 school year.

Resignations
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.
Hanna Rodenbaugh - EBD Teacher, Moorhead High School, effective at the end of the 2008-2009 school year.
Mark Ring - Music Teacher, Moorhead High School, effective May 8, 2009.
Lea Gonzalez - Paraprofessional, Ellen Hopkins Elementary, effective May 1, 2009.

New Employees
Adam Fogel - Boys Baseball Assistant Coach, Moorhead 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).

Sabbatical Leave Requests - Approve the sabbatical leave requests as follows:

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

Motion carried 6-0.

APPROVAL OF EXTRACURRICULAR EVENT ADMISSION FEES AND STUDENT ACTIVITY PARTICIPATION FEES: Tomhave moved, seconded by Fagerlie, to approve the extracurricular event admission and student activity participation fees as presented beginning with the 2009-10 school year. The 2009-2010 activity fees are as follows:

Extracurricular Event Admission	$6 Adult and $4 Student
Extracurricular Event Season Passes	$60 Adult and $40 Student
Student Activity Participation Fees	$75-$180 High School and $25-$65 Middle School

Motion carried 6-0.

APPROVAL OF REDUCTION OF PROBATIONARY SUPERVISOR/ADMINISTRATOR LICENSED POSITION: Fagerlie moved, seconded by Tomhave, 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.

A roll call vote was taken and the motion carried 6-0.

APPROVAL OF RESOLUTION FOR PLACEMENT OF TENURED TEACHERS ON UNREQUESTED LEAVE OF ABSENCE: Siggerud moved, seconded by Tomhave, 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
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.

A roll call vote was taken and the motion carried 6-0.

Vice Chair Erickson stated that from the School Board's perspective this resolution is not a position they chose to take but the school district's financial situation requires the reduction of valuable teachers.

APPROVAL OF RESOLUTION RELATING TO THE OFFERING OF PART-TIME TEACHING CONTRACTS TO TENURED TEACHERS: Tomhave moved, seconded by Thrasher, 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

A roll call vote was taken and the motion carried 6-0.

FIRST READING OF POLICIES: The School Board conducted 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).

COMMITTEE REPORTS: Brief reports were heard regarding the Ellen Hopkins Family Fun Night, Community Celebration at the FargoDome, Superintendent's Advisory Council, Sabbatical Leave Committee, Policy Review Committee, and Safe and Healthy Learners Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash reported that in response to recent cases of swine influenza (H1N1 novel influenza) in the United States, Moorhead Area Public Schools is receiving updates and information from the Minnesota Department of Health and the Minnesota Department of Education. The district will continue to work closely with health and education officials at all levels to address any concerns that may arise and will communicate updates or other related information as available.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:22 p.m.

_____
Cindy Fagerlie, Clerk

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.062 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: May 5, 2009

SUBJECT: May Claims

The May claims are as follows:

General Fund	$853,098.82
Food Service Fund	$99,803.67
Community Services Fund	$20,902.97
TOTAL	$973,805.46

Suggested Resolution: Move to approve May claims, subject to audit, in the amount of $973,805.46.

WAK:mde

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.061 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: May 6, 2009

SUBJECT: Donation

Moorhead Area Public Schools has received a donation of a bass amplifier from Doug Neill. The bass amplifier is valued at $300.

Suggested Resolution: Move to accept the bass amplifier valued at $300 from Doug Neill and direct administration to send a thank you.

Doug Neill
2412 18th St S
Moorhead, MN 56560

WAK/kmr

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.062 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: May 6, 2009

SUBJECT: Donation

Moorhead Area Public Schools has received a donation of a manual wheelchair from Dawn and Larry Papenfuss, parents of students within the district. The wheelchair will be available to use with young children who need to access a wheelchair within school. The value of the used manual wheelchair is $1,000.

Suggested Resolution: Move to accept the donation of the manual wheelchair, valued at $1,000 from Dawn and Larry Papenfuss and direct administration to send a thank you card.

Dawn and Larry Papenfuss
4401 4th St S
Moorhead, MN 56560

WAK/kmr

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.060 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: May 5, 2009

SUBJECT: Project Lead the Way, Minnesota Department of Health Grant Award

Moorhead Area Public Schools has been awarded a grant from the Minnesota Department of Health for $23,480. The grant has been awarded to support the implementation of Project Lead the Way Biomedical Science curriculum at Moorhead High School.

Attached is a copy of the grant agreement. The award from the Minnesota Department of Health grant will be used to fund teaching staff, professional development and equipment for the Biomedical Science course.

SUGGESTED RESOLUTION: Move to accept the Project Lead the Way program implementation grant from the Minnesota Department of Health in the amount of $23,480.

WAK/kmr
Attachment

Minnesota Department of Health
Grant Agreement

THIS GRANT AGREEMENT, and amendments and supplements thereto, is between the State of Minnesota, acting through its Commissioner of Minnesota Department of Health (hereinafter "STATE") and Moorhead Public Schools, an independent organization, not an employee of the State of Minnesota, address 2300 Fourth Avenue South, Moorhead, MN 56560, (hereinafter "GRANTEE"), witnesseth that:

WHEREAS, the STATE, pursuant to Minnesota Statute § 144.1499 is empowered to make grants to consortia as defined in Minn. Stat. 116L.11, subdivision 4, for intergenerational programs to encourage middle and high school students to work and volunteer in health care settings; and

WHEREAS, GRANTEE represents that the named consortium is duly qualified and willing to perform the services se forth therein, and

NOW, THEREFORE, it is agreed:

I. GRANTEE'S DUTIES GRANTEE shall:

A. Develop and/or implement a health and/or long-term care careers curriculum that provides for the integration of academic and work based learning opportunities in a variety of clinical areas including long term care;
B. Align the health careers curriculum with the National Health Care Skill Standards, Minnesota Health Care Core Skills and the Minnesota Academic Standards;
C. Develop secondary credits for program that articulate into post-secondary programs;
D. Provide assistance and support to middle and junior high schools interested in developing information and exploration programs about health and long term care careers;
E. Establish a Health/Long-term Care Careers Advisory Group to support the continued development of the program;
F. Provide technical support as needed to the participating employer(s) to enable the use of the employer(s) facilities and programs for health and long-term care careers education;
G. Develop materials to promote the program;
H. Develop and implement a program assessment and evaluation process;
I. Attend MDE/MDH health and long term care occupations curriculum development workshops and seek curriculum development technical assistance as needed;
J. Provide the STATE with a narrative grant agreement status report, which is due no later than thirty days after the mid-term of this grant agreement (June 30, 2009); and
K. Provide the STATE with a) a copy of the developed curriculum, b) a final narrative report summarizing activities listed in A-I above, and c) a timeline for implementation, no later than thirty days after the expiration of this grant contract (December 31, 2009).

II. CONSIDERATION AND TERMS OF PAYMENT

A. Consideration for all services performed by GRANTEE pursuant to this grant agreement shall be paid by the STATE as follows:

1. Compensation $23,480. The total obligation of the STATE for all compensation and reimbursement to GRANTEE shall not exceed twenty three thousand four hundred eighty dollars ($23,480.00)

2. Matching Requirements. [IF APPLICABLE] GRANTEE certifies that the following matching requirement, for the grant will be met by GRANTEE: Certifies that the following matching requirement, for the grant will be met by GRANTEE: 10% of grant total, or $2,348.

3. Reimbursement for travel and subsistence expenses actually and necessarily incurred by GRANTEE in performance of this grant agreement in an amount not to exceed dollars ($0); provided that GRANTEE shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than provided in the current "Commissioner's Plan" promulgated by the Commissioner of Employee Relations. GRANTEE shall not be reimbursed for travel and subsistence expenses incurred outside the State of Minnesota unless it has received prior written approval for such out of state travel from the STATE.

B. Terms of Payment

1. Payments shall be made by the STATE promptly after GRANTEE'S presentation of invoices for services performed and acceptance of such services by the STATE'S Authorized Representative pursuant to Clause VI. Invoices may be submitted within thirty (30) days after the end of each calendar quarter during the term of this grant agreement and shall be in a form which includes a financial report listing expenditures for the quarter of services performed. A narrative mid-term progress report as described in section I of this agreement shall be submitted along with a financial report within thirty days of the end of the mid-term of this grant agreement, or no later than July 31, 2009.

2. After STATE has paid GRANTEE ninety percent of STATE'S total obligation as stated in section II.A.1 of this grant agreement, STATE may hold back the remaining ten percent from any reimbursements claimed by GRANTEE until GRANTEE has presented to STATE a final detailed accounting of cumulative expenditures and the final narrative report required in section I of this grant agreement.

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Program Line Item Budget – The GRANTEE shall adhere to the following program budget in performing its duties and responsibilities as specified in this grant agreement:

Category of Expenditure	Estimated Allocation
Teaching staff/non instructional	$15,000
Professional development/travel	$ 3,600
Instructional materials	$ 2,045
Equipment-probes	$ 2,835
TOTAL	$23,480

III. CONDITIONS OF PAYMENT All services provided by GRANTEE pursuant to this grant agreement shall be performed to the satisfaction of the STATE, as determined at the sole discretion of its Authorized Representative, and in accord with all applicable federal, state, and local laws, ordinances, rules and regulations. GRANTEE shall not receive payment for work found by the STATE to be unsatisfactory, or performed in violation of federal, state or local law, ordinance, rule or regulation.

IV. TERMS OF AGREEMENT This grant agreement shall be effective on January 1, 2009, or upon the date that the final required signature is obtained by the STATE, pursuant to Minnesota Statute §16C.05, Subdivision 2, whichever occurs later, and shall remain in effect until December 31, 2009, or until all obligations set forth in this grant agreement have been satisfactorily fulfilled, whichever occurs first. GRANTEE understands that NO work should begin under this grant agreement until ALL required signatures have been obtained, and GRANTEE is notified to begin work by the STATE'S Authorized Representative.

V. CANCELLATION

A. If the GRANTEE fails to comply with the provisions of this grant agreement, the STATE may terminate this grant agreement without prejudice to the right of the STATE to recover any money previously paid. The termination shall be effective five business days after the STATE mails, by certified mail, return receipt requested, written notice of termination to the GRANTEE at its last known address.

B. The STATE or GRANTEE may cancel this grant agreement at any time, with or without cause, upon thirty (30) days written notice to the other party.

VI. STATE'S AUTHORIZED REPRESENTATIVE The STATE'S Authorized Representative for the purposes of administration of this grant agreement is Lawrence Colaizy. Such representative shall have final authority for acceptance of GRANTEE'S services and if such services are accepted as satisfactory, shall so certify on each invoice submitted pursuant to Clause II, paragraph B. The GRANTEE'S Authorized Representative for purposes of administration of this grant agreement is Lynne Kovash. The GRANTEE'S authorized Representative shall have full authority to represent GRANTEE in its fulfillment of the terms, conditions and requirements of this grant agreement.

VII. ASSIGNMENT GRANTEE shall neither assign nor transfer any rights or obligations under this grant agreement without the prior written consent of the STATE.

/III. AMENDMENTS Any amendments to this grant agreement shall be in writing, and will not be effective until it has been fully executed by the same parties who executed the original grant agreement, or their successors in office.

IX. LIABILITY GRANTEE shall indemnify, save, and hold the STATE, its representatives and employees harmless from any and all claims or causes of action, including all attorneys' fees incurred by the STATE, arising from the performance of this grant agreement by GRANTEE or GRANTEE'S agents or employees. This clause shall not be construed to bar any legal remedies GRANTEE may have for the STATE'S failure to fulfill its obligations pursuant to this grant agreement. Nothing herein shall be construed as a waiver by GRANTEE of any of the immunities or limitations of liability to which GRANTEE may be entitled to pursuant to Minnesota Statute Chapter 466 or pursuant to any other statute or law.

X. STATE AUDITS The books, records, documents, and accounting procedures and practices of the GRANTEE relevant to this grant agreement shall be made available and subject to examination by the STATE, including the contracting Agency/Division, Legislative Auditor, and State Auditor for a minimum period of six (6) years from the end of this grant term.

XI. DATA PRACTICES ACT The GRANTEE and the STATE shall comply with the Minnesota Data Practices Act and other applicable laws as it applies to all data provided by the STATE in accordance with this grant agreement and as it applies to all data created, gathered, generated or acquired in accordance with this grant agreement.

OWNERSHIP OF EQUIPMENT

The STATE shall have the right to require transfer of all equipment purchased with grant funds (including title) to the STATE or to an eligible non-STATE party named by the STATE. This right will normally be exercised by the STATE only if the project or program for which the equipment was acquired is transferred from one grantee to another.

XII. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS

A. The STATE shall own all rights, title and interest in all of the materials conceived or created by the GRANTEE, or its employees or subgrantees, either individually or jointly with others and which arise out of the performance of this grant agreement, including any inventions, reports, studies, designs, drawings, specifications, notes, documents, software and documentation, computer based training modules, electronically, magnetically or digitally recorded material, and other work in whatever form ("MATERIALS").

The GRANTEE hereby assigns to the STATE all rights, title and interest to the MATERIALS. GRANTEE shall, upon request of the STATE, execute all papers and perform all other acts necessary to assist the STATE to obtain and register copyrights, patents or other forms of protection provided by law for the MATERIALS. The MATERIALS created under this grant agreement by the GRANTEE, its employees or subgrantees, individually or jointly with others, shall be considered "works made for hire" as defined by the United States Copyright Act. All of the MATERIALS, whether in paper, electronic, or other form, shall be remitted to the STATE by the GRANTEE, its employees and any subgrantees, shall not copy, reproduce, allow or cause to have the MATERIALS copied, reproduced or used for any purpose other than performance of the GRANTEE'S obligations under this grant agreement without the prior written consent of the STATE'S Authorized Representative.

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B. GRANTEE represents and warrants that MATERIALS produced or used under this grant agreement do not and will not infringe upon any intellectual property rights of another including but not limited to patents, copyrights, trade secrets, trade names, and service marks and names. GRANTEE shall indemnify and defend the STATE, at GRANTEE'S expense, from any action or claim brought against the STATE to the extent that it is based on a claim that all or parts of the MATERIALS infringe upon the intellectual property rights of another. GRANTEE shall be responsible for payment of any and all such claims, demands, obligations, liabilities, costs, and damages including, but not limited to, reasonable attorney fees arising out of this grant agreement, amendments and supplements thereto, which are attributable to such claims or actions. If such a claim or action arises or in GRANTEE'S or the STATE'S opinion is likely to arise, GRANTEE shall at the STATE'S discretion either procure for the STATE the right or license to continue using the MATERIALS at issue or replace or modify the allegedly infringing MATERIALS. This remedy shall be in addition to and shall not be exclusive of other remedies provided by law.

III. PUBLICITY Any publicity given to the program, publications, or services provided resulting from this grant agreement, including, but not limited to, notices, informational pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the GRANTEE or its employees individually or jointly with others, or any subgrantees shall identify the STATE as the sponsoring agency and shall not be released without prior written approval by the STATE'S Authorized Representative, unless such release is a specific part of an approved work plan included in this grant agreement.

IV. ENDORSEMENT The Grantee must not claim that the STATE endorses its products or services.

V. WORKERS' COMPENSATION The GRANTEE certifies that it is in compliance with Minnesota Statute §176.181, Subdivision 2, pertaining to workers' compensation insurance coverage. The GRANTEE'S employees and agents will not be considered STATE employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the STATE'S obligation or responsibility.

VI. JURISDICTION AND VENUE This grant agreement, and amendments and supplements thereto, shall be governed by the laws of the State of Minnesota. Venue for all legal proceedings arising out of this grant agreement, or breach thereof, shall be in the state or federal court with competent jurisdiction in Ramsey County, Minnesota.

IN WITNESS WHEREOF, the parties have caused this grant agreement to be duly executed intending to be bound thereby.

APPROVED:

1. GRANTEE

The Grantee certifies that the appropriate persons(s) have executed the grant agreement on behalf of the Grantee as required by applicable articles, bylaws, resolutions, or ordinances.

By: _____

Title: _____

Date: _____

By: _____

Title: _____

Date: _____

2. STATE AGENCY

Grant Agreement approval and certification that STATE funds have been encumbered as required by Minn. Stat. §§16A.15 and 16C.05.

By: _____
(with delegated authority)

Title: _____

Date: _____

Distribution:

Agency – Original (fully executed) Grant Agreement
Grantee
State Authorized Representative

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Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.126**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 4, 2009

RE: Resignations

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

Amy Brands	Sign Language Interpreter, S. G. Reinertsen Elementary, effective at the end of the 2008-2009 school year.
Sarah Martin	Head Girls Soccer Coach, High School effective at the end of the 2008-2009 season.
Lottie Lutgen	Food and Nutrition Worker, Ellen Hopkins Elementary, effective April 24, 2009.

SUGGESTED RESOLUTION: Move to approve the resignation of Amy Brands, Sarah Martin and Lottie Lutgen as presented.

RN/smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.128**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resource

DATE: May 6, 2009

RE: Leave of Absence

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

Margaret Claymore	Language Arts Teacher, Moorhead High School, effective for the 2009-2010 school year.

SUGGESTED RESOLUTION: Move to approve the request for Leave of Absence for Margaret Claymore pursuant to Article 43 of the Teachers' Master Agreement.

RN:jal

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.129**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 5, 2009

RE: Early Retirement

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

Judith Teiken Bus Assistant, Transportation, effective June 5, 2009.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Judith Teiken as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.125**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 4, 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.

David Desmond	Paraprofessional, Horizon Middle School, B21 (0-2) $13.57 per hour, 6.5 hours per day, effective May 4, 2009. (Paid by Fosston Public Schools)
Nicole Weisner	Head Girls Soccer Coach, High School, effective with the 2009-2010 season. (Replaces Sarah Martin)
Paul Kelly	Busdriver, Transportation, effective April 29, 2009. (Replaces Paul Kelly)

SUGGESTED RESOLUTION: Move to approve the employment of David Desmond, Nicole Weisner and Paul Kelly as presented.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.127R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: May 6, 2009

SUBJECT: Dialogue: H1N1 Novel (Swine) Influenza Update

School nurses Christy Elias and Melissa Jacobson will provide an update related to the H1N1 novel (swine) influenza. They will discuss the communication, guidance and updates from the Minnesota Department of Education and the Minnesota Department of Health.

The attached information has been provided to families in our school district.

LAK:mde
Attachments

News

District in touch with health officials

4/29/2009

In response to the recent cases of swine influenza (H1N1 novel influenza) in the United States, Moorhead Area Public Schools is receiving updates and information from the Minnesota Department of Health and the Minnesota Department of Education.

One probable case of this new H1N1 novel influenza has been reported in Minnesota, which has prompted the closing of two schools in Cold Spring. Both Rocori Middle School and St. Boniface Elementary, which share some facilities with Rocori Middle School, were closed Wednesday. State health officials are monitoring the situation closely.

Federal and state officials are reminding people to observe basic infection control practices for preventing the spread of the flu:

- Keep your child home from school if he or she is sick, and contact your health care provider if the child exhibits flu-like symptoms.
- Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it.
- Wash your hands often with soap and water, especially after you cough or sneeze. Alcohol based hand cleaners are also effective.
- Avoid touching your eyes, nose or mouth. Germs are often spread when a person touches something that is contaminated with germs and then touches his or her eyes, nose or mouth.
- Try to avoid close contact with sick people. Influenza is spread mainly person-to-person through coughing or sneezing by infected people.
- Practice other good health habits. Get plenty of sleep, be physically active, manage stress, drink plenty of fluids and eat nutritious foods.

The district will continue to work closely with health and education officials at all levels to address any concerns that may arise and will communicate updates or other related information as available.

For more information on swine flu, visit the Minnesota Department of Health at www.health.state.mn.us or the Centers for Disease Control and Prevention at www.cdc.gov/swineflu. Spanish language resources are available at http://www.3tres3.com/opinion/ficha.php?id=1388 and http://www.health.state.mn.us/news/pressrel/2009/swine042609Spanish.html.

Back to News

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A MESSAGE FROM THE HEALTH OFFICE ON SWINE FLU

Human cases of swine influenza (H1N1 novel influenza), a virus infection have been identified in the United States. The Minnesota Department of Health has increased surveillance including testing of patients who are being evaluated for influenza-like illness.

At this time the Department of Health recommends basic infection prevention measures at school and at home, such as:

- covering your mouth and nose with a tissue when coughing or sneezing
- washing your hands often with soap and water or an alcohol-based hand rub
- staying home when you are sick

WHAT ARE THE SYMPTOMS OF INFLUENZA?

Influenza symptoms come on quickly in the form of fever, dry cough, sore throat, headache, extreme tiredness, nasal congestion, and body aches. These symptoms can be severe and put you in bed for a number of days.

HOW IS THE FLU DIFFERENT FROM A COLD?

A cold generally stays up in the head while the flu brings body aches, fever and extreme fatigue. A child with a cold will usually keep up with normal activities. A child with the flu will often feel too sick to play.

WHAT CAN YOU DO TO PROTECT YOURSELF AND OTHERS?

- **Stay home from school or work if you have a respiratory infection.**
- Avoid being exposed to others who are sick with a flu-like illness.
- Cover your nose and mouth with a tissue when you cough or sneeze, then throw the tissue away.
- If you don't have a tissue, cough or sneeze into your sleeve.
- Clean your hands often with soap and water, or with an alcohol-based, waterless hand sanitizer.
- If you have an infant, don't expose him or her unnecessarily to large crowds when influenza is in your community. Avoid close contact between the baby and family members who may have influenza (fever, muscle aches, runny nose, cough) or other respiratory infections.
- Do not share anything that goes into the mouth such as drinking cups and straws.
- Frequently clean commonly touched surfaces (door knobs, refrigerator handle, phone, water faucets) if someone in the house has a cold or flu.
- Do not smoke around children.

WHAT CAN YOU DO IF YOU THINK YOU OR YOUR CHILD HAS THE FLU?

- **Stay home if you are ill and keep your child home from school or daycare if he or she is ill and encourage others to do so as well.**
- Rest and drink lots of fluids. This will help your body recover from the infection.
- Antibiotics will not help a person recover from the flu, because flu is caused by virus, not by bacteria. Antiviral medicine is an option for some, but not all.
- **Do not give your child aspirin or aspirin products.**
- **Call your doctor or clinic about what to do if you are concerned.**

SHOULD MY CHILD BE VACCINATED?

This season, recommendations have expanded to include annual influenza vaccination for all children from 6 months through 18 years of age.

Children who have higher risk for serious complications of the flu should especially be vaccinated. These include:

- Children 6 months to 5 years
- Those age 5-18 years with:
    - * Heart disease
    - * Pulmonary disease including asthma
    - * Metabolic disease (diabetes)
    - * Immune deficiency
    - * Blood deficiency
    - * Blood disorders
    - * Long-term aspirin therapy

05/04/2009

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.113R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Out-of-State Travel by School Board Members (216).

Suggested Resolution: Move to approve the policy, Out-of-State Travel by School Board Members (216), as presented

LAK:mde
Attachment

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

Printed: Monday, May 04, 2009 11:50:30 AM
Erickson, Michelle

Board Policies

Out-of-State Travel by School Board Members

School Board Policy: 216
Section: 200 SCHOOL BOARD
Date Adopted: 4/10/2006
Date Revised: 11/26/2007
Dates Reviewed: 1/8/2007
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 (Administrative 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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.114R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, School Board Policy Development, Adoption, Implementation, and Review (221).

Suggested Resolution: Move to approve the policy, School Board Policy Development, Adoption, Implementation, and Review (221), as presented

LAK:mde
Attachment

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

Printed: Wednesday, May 06, 2009 10:24:12 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 an educational 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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.115R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Policies Incorporated by Reference for Employees/Personnel (499).

Suggested Resolution: Move to approve the policy, Policies Incorporated by Reference for Employees/Personnel (499), as presented.

LAK:mde
Attachment

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

Printed: Monday, May 04, 2009 12:00:34 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.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.126R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Early Admissions (513).

Suggested Resolution: Move to approve the policy, Early Admissions (513), as presented.

LAK:mde
Attachment

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

Printed: Monday, May 04, 2009 12:00:54 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)

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.116R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Student Discipline (551).

Suggested Resolution: Move to approve the policy, Student Discipline (551), as presented.

LAK:mde
Attachment

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

Printed: Monday, May 04, 2009 12:03:24 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. STUDENT 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 ~~o~~f 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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Printed: Monday, May 04, 2009 12:03:42 PM
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
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

(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 s~~Suspension
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.
- Notification of police.

5. DIRECT ATTACK WITH A WEAPON
- Parent(s)/Guardian(s) notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

6. DISRESPECTFUL LANGUAGE: Disrespectful language directed toward another person. - Student conference

7. DISRUPTIVE BEHAVIOR IN THE CLASSROOM: "Disruptive Behavior" is defined as:

a. Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
b. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school; and
c. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the School Board.
- Removal from class
- Parent(s)/Guardian(s)/Teacher conference prior to return
- Detention

8. FIGHTING: Fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving, or scuffling."
- Parent(s)/Guardian(s) conference
- Suspension

9. HARASSMENT: Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. "Harassment" means any written, verbal or electronic expression, physical act or gesture, or pattern thereof. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age.
- Student conference
- Detention
- Notification of parent(s)/guardian(s)
- Notification of Title IX Officer in cases of repeated sexual harassment.

10. HAZING: This means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.
- Parent(s)/Guardian(s) conference
- Suspension

11. INTERFERENCE/OBSTRUCTION: "Interference" or "obstruction" means any action taken to attempt to prevent a staff member from exercising his or her legally assigned duties.
- Parent(s)/Guardian(s) conference
- Suspension

12. POSSESSION OF A WEAPON: "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.
- Parent(s)/Guardian(s) notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

a. Definition: A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

b. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

c. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the building administrator's office shall not be considered in possession of a weapon.

13. VERBAL ABUSE: Verbal assaults, or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people.
- Parent(s)/Guardian(s) conference
- Suspension

B. VIOLATIONS AGAINST PROPERTY AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the above-described corrective actions including restorative measures as fitting in a particular disciplinary situation.

1. ARSON: This is the intentional destruction or damage to any school building or property by means of fire or explosive.

- Immediate notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

2. FALSE FIRE ALARMS
- Immediate notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

3. ROBBERY OR EXTORTION: This refers to the obtaining of property from another person where his or her consent was induced by a use of force.
- Notification of legal authorities
- Suspension
- Parent(s)/Guardian(s) conference

4. THEFT: PERSONAL PROPERTY: This means the unauthorized taking of and/or the unauthorized possession of the property of another person.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

5. THEFT OR UNAUTHORIZED POSSESSION OF SCHOOL PROPERTY: This refers to the unauthorized taking of and/or the unauthorized possession of school property.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

6. UNAUTHORIZED USE OF SCHOOL PROPERTY FOR NON-SCHOOL ACTIVITIES
- Notification of legal authorities
- Parent(s)/Guardian(s) conference

7. WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS: "Willful damage" is the intentional cutting, defacing, or damage of any property, real or personal belonging to the school district, or to any individual within the school setting.
- Notification of legal authorities
- Suspension
- Restitution
- Parent(s)/Guardian(s) conference

C. OTHER VIOLATIONS AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, administration retains the right to use any and all of the corrective actions as described in Section IV as fitting in a particular disciplinary situation.

1. ALCOHOL: This refers to the possession, use, or being under the influence of any alcoholic product while on the

school grounds or at school sponsored activities.
- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent(s)/Guardian(s) conference
- Suspension from attending school-related activities as detailed below.

In addition, any student in possession, use or being under the influence of any alcoholic product while at a school-sponsored activity:

- 1st violation - The student will not be allowed to attend any school-sponsored activity for six (6) weeks,

- 2nd violation - The student will not be allowed to attend any school-sponsored activity for eight (8) weeks.

- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

(Note: Weeks are counted as calendar weeks.)

2. DANGEROUS DRUGS/CONTROLLED SUBSTANCES: This refers to the possession, sale, distribution, or use of any controlled substances as defined in Minnesota Statute 152.02 while on the school grounds or at school sponsored events.
- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent(s)/Guardian(s) conference
- Suspension from attending school-related activities as detailed below.

In addition, any student in possession, use or being under the influence of any alcoholic product while at a school-sponsored activity:

- 1st violation - The student will not be allowed to attend any school-sponsored activity for six (6) weeks,

- 2nd violation - The student will not be allowed to attend any school-sponsored activity for eight (8) weeks.

- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

(Note: Weeks are counted as calendar weeks.)

3. DISORDERLY CONDUCT: "Disorderly Conduct" refers to engaging in offensive, obscene, or abusive language or in boisterous and noisy conduct tending to arouse alarm, anger, or resentment in others.
- Student conference
- Parent(s)/Guardian(s) conference

4. GAMBLING: "Gambling" is defined as the playing of a game of chance for stakes.
- Student conference
- Parent(s)/Guardian(s) conference

5. TOBACCO - POSSESSION: Possession of any tobacco product by a student while on the school grounds or at school-sponsored events.
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

6. TOBACCO - USE: This is defined as the use of any type of tobacco product, chewing, holding a lighted tobacco product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities.
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

D. VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the above-described corrective actions as fitting in a particular disciplinary situation.

1. CHRONIC AND UNEXCUSED ABSENTEEISM
- Parent(s)/Guardian(s)/Student Conference
- Detention
- Referral to Truancy Intervention 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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.117R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Policies Incorporated by Reference for Students (599).

Suggested Resolution: Move to approve the policy, Policies Incorporated by Reference for Students (599), as presented.

LAK:mde
Attachment

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

Printed: Monday, May 04, 2009 12:03:57 PM
Erickson, Michelle

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.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.118R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, School District System Accountability (650) .

Suggested Resolution: Move to approve the policy, School District System Accountability (650), as presented.

LAK:mde
Attachment

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

Printed: Monday, May 04, 2009 12:06:12 PM
Erickson, Michelle

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 high school ~~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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.119R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652).

Suggested Resolution: Move to approve the policy, Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652), as presented.

LAK:mde
Attachment

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

Printed: Monday, May 04, 2009 12:06:31 PM
Erickson, Michelle

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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.120R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, School District - Community Relations (903).

Suggested Resolution: Move to approve the policy, School District - Community Relations (903), as presented.

LAK:mde
Attachment

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

Printed: Monday, May 04, 2009 12:08:20 PM
Erickson, Michelle

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 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 communication plan.

Cross Reference:
Moorhead School Board Policy 902: Community Involvement

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.121R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Tuition Fees (512).

Suggested Resolution: Move to approve the policy, Tuition Fees (512), as presented.

LAK:mde
Attachment

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

Printed: Monday, May 04, 2009 12:08:48 PM
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 ~~$3,105~~ 3,135

Grades 1-3 ~~$5,658~~ 5,713

Grades 4-6 ~~$5,378~~ 5,431

Grades 7-12 ~~$6,596~~ 6,661

~~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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.122R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Student Activities (540).

Suggested Resolution: Move to approve the policy, Student Activities (540), as presented.

LAK:mde
Attachment

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

Printed: Wednesday, May 06, 2009 10:33:44 AM
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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.123R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Activities Fundraising (544).

Suggested Resolution: Move to approve the policy, Activities Fundraising (544), as presented.

LAK:mde
Attachment

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

Printed: Wednesday, May 06, 2009 1:26:27 PM
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

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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 are expected to do so in a group of two or more students or 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~~ Licenses~~, 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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.124R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Student Transportation Safety (721).

Suggested Resolution: Move to approve the policy, Student Transportation Safety (721), as presented.

LAK:mde
Attachment

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

Printed: Wednesday, May 06, 2009 10:33:22 AM
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, Subds. 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 169A.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, Subds. 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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.125R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: May 4, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Community Use of School Facilities and Equipment (904).

Suggested Resolution: Move to approve the policy, Community Use of School Facilities and Equipment (904), as presented.

LAK:mde
Attachment

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

Printed: Thursday, May 07, 2009 12:23:40 PM
Erickson, Michelle

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.

5E. 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.

6F. 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.

7G. 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.

8H. 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.; Hhowever, 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~~

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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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.126R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: May 5, 2009

SUBJECT: First Reading of Policy

Attached please find the policy, Student Activity Fees (542), for your review.

LAK:mde
Attachment

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

Printed: Thursday, May 07, 2009 12:42:58 PM
Erickson, Michelle

Board Policies

Student Activity Fees

School Board Policy: 542

Section: 500 STUDENTS

Date Adopted: 7/12/1983

Date Revised: 6/14/2004

Dates Reviewed: 12/1990
8/14/1995
6/28/1999
6/14/2004

I. PURPOSE

The purpose of this policy is to establish student activity fees for athletics/activity events in Moorhead Area Public Schools.

II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead School Board supports student participation in school activities. Students unable to pay the activity fee will not be denied ~~the right to~~ participat~~e~~ion in a student activity. Building administrators will make this decision using the ~~F~~free and reduced-price meals ~~School Lunch~~ eligibility guidelines as the determining factor.

The activity fees will be reviewed annually by the administration and approved by the School Board. Please refer to Administrative Procedure 542.1 for activity fees, terms and conditions.

~~A. Fees will be collected as follows:~~

~~1. Middle School - students pay in the Principal's Office~~
~~2. High School - students pay in the Activities Director's Office~~
~~3. Elementary Schools - students pay in the Principal's Office~~

~~B. In athletic/activity events which require tryouts, students will not be expected to pay the fee until the final cut for the squad has been made.~~

~~1. in other non-tryout sport activities, students will be expected to pay the fee prior to participation in the first event.~~

~~2. a Moorhead middle school student participating in high school activities will be charged activity fees denoted for high school activities.~~

~~C. Student activity fee refunds will be made (if requested in writing) because of injury, illness or moving out of the school district according to the following guidelines:~~

~~1. full fee refund if less than one-half of the activity season is completed.~~

~~2. no fee refund if more than one-half of the activity season is completed.~~

~~D. Students who drop out of an activity will forfeit the activity fee.~~

~~E. The student manager of an athletic team is not expected to pay an activity fee.~~

~~F. In Debate/Speech activities, students can prepare their selection and can participate in one meet without the fee being charged. If they choose to continue, they will be required to pay the activity fee.~~

~~G. Activity fees for an individual shall be capped at $100 per individual.~~

~~I. An activity fee will be charged for the following:~~

~~High School Activities and Fee~~
~~Baseball $50~~
~~Basketball $50~~
~~Cross Country $50~~
~~Football $50~~
~~Golf $50~~
~~Gymnastics $50~~
~~Hockey $50~~
~~Soccer $50~~
~~Softball $50~~
~~Swimming $50~~
~~Tennis $50~~
~~Track $50~~
~~Volleyball $50~~
~~Wrestling $50~~
~~Debate $50~~
~~Speech $50~~

~~Cheerleading (per season) $25~~
~~Danceline (per season) $25~~
~~Knowledge Bowl (per season) $25~~

~~Middle School Activities and Fee~~
~~Basketball $30~~
~~Cross Country $30~~
~~Football $30~~
~~Golf $30~~
~~Gymnastics $30~~
~~Volleyball $30~~
~~Wrestling $30~~
~~Track $30~~
~~Tennis $30~~

Legal Reference:
Minnesota Statute 123B.49 (Extra-~~C~~curricular Activities; Insurance)

Cross Reference:
Moorhead School Board Policy 831: Rental of District Musical Instruments

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S-M9-805
26 May 2009

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

May 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 the Moorhead High School Economics Challenge Team for placing second in the Adam Smith (Advanced Placement) division of the 2009 Minnesota State Economics Challenge on April 15. Moorhead High's team placed first in the online qualifying round to advance to the state competition. Moorhead High team members are Tristan Larson, Jakob Lindaas, Tim Lillehaugen and Kyle Olson. The team coach is Doug Johnson.

   *** **We Are Proud** of Moorhead High School student Timothy Lillehaugen for winning the Minnesota Economics Student of the Year award. Lillehaugen was the

high individual scorer at the state Economics Challenge competition on April 15. He is a student of Doug Johnson.

*** **We Are Proud** of Moorhead High student Jacob Lindaas for winning the Minnesota State High School League Class AA Triple "A" award for 2009. The award is given to a senior male student and a senior female student who excel in the arts, athletics and academics. This is the first time a Moorhead student has earned the top honor. Lindaas will receive a $1,000 scholarship and will be recognized in "Bulletin," the MSHSL's publication.

*** **We Are Proud** of the Moorhead High School students who placed at the 2009 Class AA State Speech Tournament on April 17. They are:

Ashish Adhikari -- 5th place in Discussion
Adam Christensen and Jorie Kosel -- 2nd place in Duo Interpretation
Kelsey Langness and Rachel Clausen -- 4th place in Duo Interpretation
Clay Schwartzwalter -- 4th place in Great Speeches
Kim Stabenow -- 6th place in Informative Speaking
Tristan Larson -- 4th place in Original Oratory
Mark Hanna -- 3rd place in Serious Interpretation - Prose

This was Rachel Clausen's fourth year competing at the state speech tournament and the third year competing for Adam Christensen, Jorie Kosel, Tristan Larson and Kelsey Langness.

Students who earned second medals at this year's tournament were Adam Christensen, Clay Schwartzwalter, Jorie Kosel, Kelsey Langness, Rachel Clausen and Tristan Larson.

Rebecca Meyer-Larson is the speech team head coach.

*** **We Are Proud** of the Moorhead High School students who qualified for the National Forensics League Speech Tournament in Alabama in June. The following students qualified for the national tournament: Seiko Shastri, Ashish Adhikari, Rachel Clausen, Mack Suits Baer, Donny Redding, Nick Wheeler, Jorie Kosel, Adam Christensen, and Tristan Larson. The Moorhead High School speech coach is Rebecca Meyer-Larson.

*** **We Are Proud** of Moorhead High School students Melany Fagre, Ariel Gray and Mary Youngs who are part of the Red River Riders 4-H Club Hippology Team that placed fourth in the North Dakota Winter Show 4-H Hippology Team Competition Senior Division in March. On the individual test Melany Fagre placed

fourth overall and Ariel Gray placed 14th.

Hippology is the study of horses. Hippology competitions require team members to complete individual exams, judge conformation and performance classes, and present oral answers to a team question related to the management of horses.

*** **We Are Proud** of the Cass County Hippology Team, composed of four members of the Red River Riders 4-H Club, for finishing second at the North Dakota State Hippology and Horse Judging Contests held May 9 at NDSU's Equine Center. Team members are Moorhead High School students Ariel Gray, Destinee Gray, Melany Fagre, and Mary Elizabeth Youngs. The competition also recognized the top 12 individuals in the Senior Division competition. Ariel Gray placed 4th overall individually and Mary Elizabeth Youngs placed 12th. The team is coached by Beckie Youngs.

*** **We Are Proud** of the Horizon Middle School Destination ImagiNation team, Moorhead Stars, for placing second in the middle level challenge "ViDio DI" at the North Metro Tournament in Blaine to qualify for the state DI tournament. The team placed fourth in the state tournament on April 18 in Chaska. Team members are Cassidy Klostriech, Erin Eidsness, Patty Delaney, Sarah Nelson and Skyler Klostriech. Team manager is Sara Klostriech.

*** **We Are Proud** of the Robert Asp Elementary Destination ImagiNation team, Sensational Seven, for participating in the challenge "A New Angle" in the Southwest Metro Tournament in Minnetonka. Team members are Anthony Johnson, Alex Church, Grady Ryan, Linneah Becker, Amity Howes, Kiana Larghe and Trevor Larson. Team managers are Laurie Johnson and Jamie Church.

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) Acceptance of Donation - Page 8
   (2) Approval of Summer 2009 Migrant Education Program Supplemental Grant Renewal - Pages 9-25
   (3) Approval of Bid: Probstfield Condensate Piping Project - Pages 26-27

C. HUMAN RESOURCES MATTERS - Nielsen
   (1) Approval of Family/Medical Leave - Page 28
   (2) Approval of Early Retirements - Page 29
   (3) Approval of Change in Contracts - Page 30
   (4) Approval of Adoption of Joint Powers Agreement with Lakes Country Service Cooperative - Pages 31-48

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **APPROVAL OF MATH CURRICULUM ADOPTION**: Kovash
Pages 49-50

Suggested Resolution: Move to approve the mathematics course sequence and instructional materials as presented.

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF POLICY**: Kovash
Pages 51-53

Suggested Resolution: Move to approve the policy, Student Activity Fees (542), as presented.

Moved by _____ Seconded by _____
Comments _____

5. **TERMINATION AND NON-RENEWAL OF NON-LICENSED POSITIONS**: Nielsen
Page 54

Suggested Resolution: Move to direct administration to effect termination and non-renewal of non-licensed employee positions as provided under Minnesota Statute 123B.02 and in accordance with applicable contract provisions of the Master Agreements for T.C.I. and Non-Aligned for the following positions:

Termination and Non-Renewal of Employment

Gretchen Ehlen	.50	Building Computer Technician
Jon Stein	1.00	Building Computer Technician
Young Choe	1.00	Building Computer Technician
Jason Praus	1.00	Building Computer Technician
Dale Cary	1.00	Building Computer Technician
Ed Breedon	1.00	Building Computer Technician
Christina Rositas	1.00	Home School Liaison
Nazdar Hassan	.75	Home School Liasion
TOTAL	7.25	

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF 2009-2010 SCHOOL CALENDAR REVISION**: Kovash
Pages 55-56

Suggested Resolution: Move to approve the 2009-2010 School Calendar revision to include graduation on May 28, 2010 at 7:00 p.m.

Moved by _____ Seconded by _____
Comments _____

7. **ACCEPTANCE OF SCHOOL BOARD MEMBER RESIGNATION**: Thompson
Page 57

Suggested Resolution: Move to accept the resignation of School Board member Michael Thrasher effective June 15, 2009.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF REPLACEMENT PROCESS TO FILL SCHOOL BOARD VACANCY**: Thompson

Page 58

Suggested Resolution: Move to approve Option _____ as the replacement process to fill the School Board vacancy.

Moved by _____ Seconded by _____
Comments _____

9. **COMMITTEE REPORTS**

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

11. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Last Day for K-12 Students	June 5		
Graduation	June 7	2 pm	Concordia
Professional Dev Day	June 8		
School Board	June 8	7 pm	PCE
Last Day for K-12 Staff/ Teacher Work Day	June 9		
School Board	June 22	7 pm	PCE
School Board	July 20	7 pm	PCE

Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS 09.064 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: May 20, 2009

SUBJECT: Donation

Moorhead Area Public Schools has received a donation of $3,451 from Microsoft Matching Gifts Program and Ross Miller, an employee of Microsoft who donated his time to the hockey program. The proceeds will be used towards the Moorhead High School Hockey Program.

Suggested Resolution: Move to accept the donation of $3,451 from Microsoft Matching Gifts Program and Ross Miller and direct administration to send a thank you card.

Ross Miller
1164 39th Ave S
Moorhead, MN 56560

WAK/kmr

Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS 09.065 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: May 20, 2009

SUBJECT: Summer 2009 Migrant Education Program Supplemental Grant Renewal

Attached is the Summer 2009 Migrant Education Program Supplemental Grant Application to the Minnesota Department of Education. The Minnesota Department of Education has awarded funding of $18,435.

The supplemental funding will provide services for migrant students through existing programs, such as EXCEL. The funding will support a part time secondary resource teacher, instructional supplies, and transportation for students to attend existing programming. Many students in the EXCEL and other extended school year programs also meet criteria for migrant status.

Suggested Resolution: Move to approve the Summer 2009 Migrant Education Program Supplemental Grant for $18,435 from the Minnesota Department of Education.

WAK/kmr
Attachment

Minnesota Department of Education

Minnesota Migrant Education Program

Summer 2009 Grant Application

General Information		
LEA Name Moorhead Area Public Schools		
LEA Address **1100 32nd Avenue South**		
City Moorhead	State Minnesota 56560	
Superintendent Name Lynne Kovash	Telephone 218-284-3330	
Superintendent Email lkovash@moorhead.k12.mn.us	Fax Number 218-284-3332	
Project Coordinator Name Debra M. Pender-Tilleraas	Telephone 218-284-2230	
Project Coordinator Email dptilleraas@moorhead.k12.mn.us	Fax Number 218-284-2233	
Fiscal Contact Name Sarah King	Telephone 218-284-3724	
Fiscal Contact Email sking@moorhead.k12.mn.us	Fax Number 218-284-3733	
School Building/Project Site Name Red River Area Learning Center		
School Building/Project Site Address 1100 32nd Avenue South	City Moorhead	Zip 56560

Project Information						
Project		Elementary Schedule		Secondary Schedule		
Start Date	End Date	Start Date	End Date	Start Date	End Date	
6/16/09	7/30/09	6/16/09	7/30/09	6/16/09	7/30/09	
Weekly Schedule for Staff TWTh 7:15 a.m – 8:30 p.m.		**Weekly Schedule of Student Services** TWTh 7:30 a.m. – 4:30 p.m.		**Weekly Schedule of Student Services** TWTh 5:00 - 8:30 p.m.		
Number of Project Evaluation Days		**Field Trip Dates** **Students will participate in the Moorhead Parks and Rec Summer Program and the Police Rec Program. Field Trips are scheduled weekly.**		**Field Trip Dates : Students are eligible to attend field trips during the day with peers in the regular program. No evening field trips are planning as focus in skill acquisition and credit recovery.**		
Number of Staff Days 22 days		**Number of Pupil Days of Instruction** **21 days of instruction**		**Number of Pupil Days of Instruction** **21 days of instruction.**		
Number of In-Service Days 1 inservice day – other activities as needed				21 days of instruction		

Number of Pupils Expected to be Served: A project must have a minimum of 40 (age 3 to 22 – not graduated) certified eligible migrant students attending throughout the project period in order to continue to receive funding as a project. This information should be based on the previous year's actual migrant student enrollment pattern.

Migrant Children	Birth - 2	Age 3-5 Not in K	K	1	2	3	4	5	6	7	8	9	10	11	12	UG	OSY	Total
Expected to reside			3	2	1	5	1	4	4	5	1	5	7	6	4			48
Expected to serve																		

Minnesota Migrant Education Program
Goals and Performance Indicators that the MEP *Must* Address

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

All students will graduate from high school.

State MEP Goal #1:
To identify and recruit eligible migrant students and increase by site/region the quality of error free COEs and correctly identify "priority for service" students on the enrollment/withdrawal forms.

Local MEP Goal(s):
To identify and recruit eligible migrant students in the area of Moorhead Area Public Schools and surrounding districts to increase the quality of error free COEs and correctly identify "priority for service" students on the enrollment/withdrawl forms.

Objectives:

1. To participate in MDE sponsored training to assure understanding of COE processes and to correctly identify "priority for service" students on the enrollment/withdrawl forms.
2. To work with our regional migrant liaison and Tri Valley partner to ensure coordination of services and accuracy of processes to ensure error free COEs and identification of "priority for service" on the enrollment/withdrawl forms.
3. To work with our regional migrant liaision, TriValley partners and district/community programs to develop strategies to maximize the identification, recruitment, enrollment, attendance, and achievement of migrant students in our area.
4. To work with Tri Valley to develop collaborative processes to encourage a seamless delivery of services to our migrant families and to encourage student participation and parent satisfaction.

State MEP Goal #2:
To assist migrant students in meeting challenging academic standards in reading and mathematics... identify indicators in the elementary/middle school program, both pre and post, that measure student growth in reading during the summer program, in the secondary program indicate credits or hours that the student has attained.

Local MEP Goal(s):
To provide programming that reflects best practices. To assist migrant students in meeting the same challenging academic standards in reading and mathematics as age/grade mates. To identify indicators in the elementary/middle school program, both pre and post, that measure student growth in reading during the summer program. To measure growth and facilitate transition for high school age migrant students by maintaining a record of the credits or hours that a student has attained.

Objectives:

1. Using pre-test assessment results, teachers will target skill deficiencies and systemically reinforce needed concepts for those students who attend school for at least 12 days during the summer.
2. 1st through 12th grade students attending 12 or more days of school during the summer will show measurable improvement in their reading post-test scores as shown by district assessment tools. Daily attendance logs, instruction in phonemic awareness, fluency, vocabulary and comprehension will be targeted.
3. 1st through 12th grade students attending 12 or more days of school during the summer will show measurable improvement in written language skills. Elementary age students will engage in literature

circles, reciprocal reading, most important word (vocab), learning logs (writing) and use technology to display writing and comprehension of concepts.

4. 1st through 12th grade students attending 12 or more days of school during the summer will show measureable improvement in their math skills as shown by their post-testing scores using the MAP (NWEA Measures of Academic Progress) computerized assessment.
5. Classroom teachers will teach computation skills through problem solving, reinforce and build basic fact competency, use hands on manipulatives and utilize a variety of instructional formats to help learners actively understand math concepts. Teachers will also allow time for review during each day and give students practice at revision. Students will also have open access to calculators and technology to aide in completion of math assignments.
6. By encouraging daily attendance, individualizing lessons, encouraging adequate lesson completion and progress, and aligning instruction with the NGS systems and credit deficiencies, students attending night school will accrue credit. Students may also study, prep and take exit exams as required by Minnesota, Texas or their home state.
7. Using technology, individualizing work, utilizing MMERC, UTTC instructional packets and correspondence coursework, direct instruction, tutoring and immediate corrective feedback, students will earn credit and study for exit exams. Access to the internet and NGS system will also be part of secondary instruction.
8. To facilitate student involvement in other academic programming available in Moorhead Schools through alternative education, ie. middle level academy (June - August, elementary Excel Program (August only), high school independent study/night school, ELL programming, etc.

State MEP Goal #3:
To increase parent awareness of the academic needs of their child(ren) and increase parental involvement in their child(ren)'s education.

Local MEP Goal(s):
Elementary:
To increase parent awareness of the academic needs of their child(ren).
To increase parent involvement in their child(ren)'s education.

Secondary:
To increase parent awareness of the academic needs of their child(ren).
To increase parent involvement in their child(ren)'s education.

Objectives:

1. To collaborate with the regional migrant liaison and our Tri Valley partners to provide a family night for migrant families to introduce them to services in the area and educational programming that is available to them. This will include provision of enrollment processes.
2. To provide the services of a bilingual home school liaison to communicate with parents directly about individual student progress, family concerns, and related needs.
3. To provide an open door policy that encourages parents to come to school on days they are not working and enjoy a meal with their child and to visit/conference with program staff.
4. To provide written information in the parent(s)' first language related to the program calendar, special events, good news notes, and updates on academic progress/academic needs.
5. To ensure that parents receive summative information about their child's participation to encourage a successful transition to their next educational site/placement.

State MEP Goal #4:
To gather additional evaluation information (data), such as classroom instructional strategies, effective materials conducive to 6 week programs, LEP and bilingual needs, special education issues, etc., from all stakeholders to use for program improvement and professional development purposes.

Local MEP Goal(s):
To provide programming that is research based and data driven. To identify best practices by gathering additional evaluation information (data), such as classroom instructional strategies, effective materials conducive to 6 week programs, LEP and bilingual needs, special education issues, etc., from all stakeholders to use for program improvement and professional development purposes

Objectives:

1. To work with Minnesota Migrant Program advisors at MDE/state level to implement best practices in program evaluation according to the State MEP Goals.
2. To work with the district assessment coach to set up processes to gather additional evaluation information (data) from all stakeholders to use for program improvement and professional development purposes.
3. To work with the district math coach to set up processes to gather additional evaluation information (data) from all stakeholders related to instruction in mathematics to use for program improvement and professional development purposes.
4. To work with the local university (Minnesota State University – Moorhead) to provide onsite data gathering and educational opportunities for university students and k-12 students in a mentoring partnership. To provide small group instruction, 1:1 tutoring with university students in established field placements and post secondary exposure (secondary students) to 2 year and 4 year settings.
5. To work with district level staff and related programs to replicate best practices – program evaluation in Moorhead District, ie. technology, ELL, special education, alternative education, education for homeless children and youth, to provide future direction for promising practices in program development and professional development.
6. To collaborate with other migrant summer programs in our region, state and tri state area to glean best practices in program evaluation and to provide future direction for promising practices in program development and professional development.

Minnesota Migrant Education Program
Needs Assessment

1. Describe your local needs assessment process and include reference to the method(s) used to determine and prioritize the unique needs of migratory children. **Priority for service (PFS)** to migratory children who are failing, or most at risk of failing to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

A five year trend suggests that families continue to migrate from the southern tip of Texas to the Red River Valley, arriving in early June. Many migrant workers are employed to hoe beets. Some families stay through the summer, after harvest, helping with processing of sugar beets (driving truck, etc.). Many families have worked for the same farmers for generations. There has been a general decline in the market for seasonal workers in the same five year period. This has had a direct impact in student enrollment in migrant education programs in our area. In 2007-08, 185 migrant children were involved in the Moorhead Public School Migrant Education Program, early education through high school. In 2008 only 46 students were involved in k-12 summer programming in Moorhead. While decreasing student enrollment reflects the decline in seasonal workers, other factors may also be accounting for this significant decline. One such example is the change in available programming from a "full service program" to a modified program. Recruitment strategies may need increased focus as well. Identified program needs are:

- To increase the number of "priority one" migrant children and youth identified in the local area.
- To increase participation of "priority one" migrant children and youth in the local Migrant Education Program.
- To increase attendance of "priority one" migrant children and youth in the local Migrant Education Program.
- To increase family involvement and participation of "priority one" families in the local Migrant Education Program.
- To design a program that better meets the needs of migrant children/youth and their families.

When the "full program" ended in Moorhead District was no longer available, the partnership between Tri Valley and Moorhead District was impacted. Policies and practices of central office leaders impacted the budget of migrant early education. At this point early education and k-12 education are in separate communities. This is a challenge for migrant families. The entities did not work together as closely. Dates and scheduled were not always compatible. This must be addressed to encourage student enrollment and participation in educational programs. The new central office team in Moorhead District is very supportive of comprehensive migrant education.
Related needs are:

- To work towards a seamless delivery of programs and services to early education and k-12 students that meets the needs of migrant students and their families.
- To build and sustain a strong partnership between Moorhead District and Tri Valley to increase the efficacy and efficiency of the Migrant Education Program and services in our area.
- To identify a site for Tri Valley early education in Moorhead by Summer, 2010.

Family involvement is critical to program success. It is imperative that the migrant education program in Moorhead work closely with the regional coordinator and Tri Valley partners to assure clear and timely communication with parents. It is important that parents receive verbal and written communication in their first language. For a large percentage of parents, Spanish is their first language. Related needs are:

- To provide oral and written communication to the families of migrant children and youth in their first language.
- To coordinate communication to families by migrant staff to ensure accurate and timely communication.

The change in programming for migrant children and youth has also opened a window of opportunity for the blending of programs and services for all children. Moorhead District values integration of students across settings to promote best practices, discourage segregation of students and access to a variety of educational resources. This is a trend that should continue, provided the needs of migrant children and youth are not compromised. Related needs are:

- To build and sustain inter/intra district and community partnerships.
- To maximize efficiencies and opportunities for migrant children across settings.
- To eliminate barriers for migrant children to full participation in integrated programs and services.

The elementary program in Summer 2008 was integrated into the elementary summer program for learners at risk. The program was ½ day in late July/ early August. Feedback suggests that "priority one" families did not find the program "family friendly." As a result, a separate day program was developed which provides full day service three days per week from June 16 – July 30. It was necessary to wait until mid June because of the flood event and

Minnesota Migrant Education Program
Needs Assessment

1. Describe your local needs assessment process and include reference to the method(s) used to determine and prioritize the unique needs of migratory children. **Priority for service (PFS)** to migratory children who are failing, or most at risk of failing to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

extended make up days. Related needs for integrated programming are:

- To invest migrant education resources in collaborative partnerships which are compatible with the priorities of migrant education and migrant children and youth.
- To set a calendar and daily schedule that meets the needs of migrant children and their families.
- To facilitate continued enrollment in educational opportunities provided (late summer/early fall) for families who remain in the area.

It is important that migrant children and youth receive quality instruction that reflect best practices, including accelerated skill development in reading, math, and written language. This includes basic elements of assessment, intervention, progress monitoring and evaluation. Related needs are:

- To work with Inter State and Intra State Delivery of services to maintain collaborative processes that promote successful transition from one educational site to another, ie. provision of school counselors, Texas Migrant Intra Program, Regional Migrant Worker and Bilingual Worker

Because of the frequent moves, migrant students often fall behind in academic areas, many ties showing a 1-2 grade level lag behind peers their own age. Assessment tools established by the district's diligent work over recent years will be utilized to determine migrant student's academic needs and levels. Related needs in this area are:

- To work with local experts to identify best practices in summer educational programming for migrant children and youth.
- To identify district and community resources that align with the needs of migrant children and youth.
- To align assessment and instruction with best practices for highly mobile/migrant students.

It is important that secondary students continue to work on graduation requirements and state assessments. Feedback from the former migrant education coordinator who teaches in the Texas school system indicates that facilitation of the transfer of student records. Related needs are:

- To assist secondary students to use technology and individualize work, utilizing MMERC, UTTC instructional packets and correspondence coursework, direct instruction, tutoring and immediate corrective feedback, to enable students to earn credit and study for exit exams.
- To ensure that accurate and timely information is provided to receiving districts following completion of the summer term, 2009.

Minnesota Migrant Education Program
Project Description

1. Provide background data and related information to justify the need for this project. The narrative should provide the reader with sufficient evidence that this project is of sufficient size, scope and quality as needed to have a reasonable chance of impacting the needs of migrant students. Be specific on the amount of instructional services (weekly, daily, etc.) and efforts made to provide highly effective instructional personnel. Include both elementary and secondary instruction.

ELEMENTARY: A number of migrant families come to the Red River Valley for summer employment. The number of priority one migrant children and youth has been declining. This trend has been substantiated over a five year period. A significant reduction in migrant children and youth in recent years, however, suggests that there may be a number of migrant children and youth who have not been identified. In Summer, 2008, a total of A total of 46 school age children and youth were identified and served. A review of enrollment data indicates that a disproportionate number of students were in grades 6-12, accounting for .70 of the total students served. This is consistent with early education numbers. The data suggests that elementary age students may have been under identified and/or under served in the 2008 Summer Program. As a result, the proposed grant funded Project has been modified to better serve the needs of elementary age children and their families. The modified elementary program will include a full day program that is provided three days per week over a seven week period. The program will incorporate many of the elements of a full service summer migrant program for elementary students on a modified scale. The program will include other elementary children that present academic needs and are members of underserved populations according to NCLB, ie. highly mobile, American Indian, etc. The elementary program will include a half day academic program and a half day community based program. The program will include the services of a teacher and paraprofessional. The program will include the services of a full time bilingual home school liaison to work with migrant students and families in the day and evening program. The program will also include the services of home school liaisons provided by homeless education and Indian education grant funded projects. The education component will be provided by a education staff with proven experience with migrant students and other underserved populations. The program will be supported by academic coaches and consulting teachers in Moorhead District that address the needs of learners with gaps in education and skill development. The elementary program will be located at a local elementary school that houses a large summer child care program and an extended summer program for learners with disabilities. Minnesota State University-Moorhead will also be a key partner in academic programming. They will provide mentoring opportunities and 1:1 tutoring. The community component will include social/recreation opportunities offered to all Moorhead children. This component will be coordinated by the home school liaisons in collaboration with the Moorhead District Summer School Director. The liaisons will accompany the children to the community based events and provide supervision. The liaisons will also work with the programs to provide quality social/recreational experiences for the children. For example, the children will be enrolled in a local park program supported by Moorhead Parks and Recreation The park program provides daily activities and links the children to other city wide experiences and events. The children will also be part of a local police program one day per week. This program provides a variety of field trips and other experiences. Minnesota State University-Moorhead will also be a key partner in community programming. Some of the children may participate in summer course offerings for children. 4-H, Minnesota Extension and other resources will also be incorporated. As in Summer, 2008, the Elementary Excel program will begin in late July through the first part of August. Children who have been part of the full day program will be given priority status for registration in the Excel program as well.

MIDDLE SCHOOL: Migrant students of middle school age will continue to be integrated with grade level peers in the Middle School Excel Academy at Horizon Middle School – Moorhead District. The Academy runs through out the summer and will provide the students with small group experiences in core academic subjects, ie. English, Math, Social Studies and Science. The Academy reflects best practices in accelerated skill development in Reading and Mathematics. The Academy is morning only. Students may elect to be part of an afternoon program at the Area Learning Center that provides experience with Science, Technology, Engineering and Math. Students will build an automated robot that will be displayed for parents at the end of the summer session. Middle level students will also be eligible for night school.

HIGH SCHOOL: The night school for secondary age students was very successful. The provision of independent study for high school age students by highly qualified staff includes ELL students, ALC students and Summer Migrant students working on credit recovery. The program includes individualized components for migrant students utilizing MMERC, UTTC instructional packets and related coursework to enable migrant students to earn credit and study for exit exams. Staff will work with the Texas Migrant Intra Program, regional migrant liaison and home-school liaison to facilitate the accurate and timely transfer of records at the conclusion of the summer program.

Minnesota Migrant Education Program
Project Description

1. Provide background data and related information to justify the need for this project. The narrative should provide the reader with sufficient evidence that this project is of sufficient size, scope and quality as needed to have a reasonable chance of impacting the needs of migrant students. Be specific on the amount of instructional services (weekly, daily, etc.) and efforts made to provide highly effective instructional personnel. Include both elementary and secondary instruction.

2. Based on Secondary Student Survey information from last summer, describe what changes/additions will be made to the program. Student transition between schools will be a priority in the summer 2008 program. Consultation with the former secondary school Migrant Coordinator in the Texas school system indicates that prolems remain with the efficient transfer of student records and updating of student transcripts upon their return to their home school. The summer migrant program in Moorhead District will continue to work with counselors, administrators and related staff in the students' home schools to ensure the successful transfer of records. Strategies will be negotiated and implemented by the school social worker, high school coordinator of summer programs (S. Matheson), and home school liaison (N. Holland), in collaboration with the regional migrant liaison. The program will work closely with the NGS and TMIP to make improvements in the delivery of educational services to high school students under the supervision of state level advisors.

3. Describe how high school students' course credit will be earned, accrued, recorded, and exchanged. Students may accrue credit by following the requirements of the Area Learning Center summer program. Students must successfully complete 72 units of academic coursework that meets ALC standards of productivity and rigor. Credit will be recorded by the academic registrar at the Area Learning Center and recorded on official district transcripts. Parents will sign off on a transfer of student records and transcripts will be forwarded to the receiving school. Students will also receive a copy of the records to bring to the receiving school. If students are completing coursework from another school, agency or entity, credit will be accrued, recorded and exchanged according to articulated agreements and processes determined at the state level. The program will comply with all state directives and expectations in this regard.

4. Describe how your secondary program will include a post secondary component. (ex: speaker from local college or site visit to local post secondary institution.)
Secondary age students may enroll in a vocational development seminar that includes mentorship opportunities with students from post secondary institutions. Site visits to local post secondary institutions (2 year and 4 year programs) will be included in the partnership. The visit to the University will include a presentation by Mr. Abner Arousa, Faculty, Multicultural Studies, Minnesota State University – Moorhead. Mr. Arousa has a background in migrant education and is a strong advocate for all students attending the university and beyond.

5. Describe how you will provide interstate and intrastate coordination of services for migratory children, including how student record information will be transferred when children move to another school (ex: direct contact with home base school counselors, New Generation System (NGS), Texas Migrant Interstate Program (TMIP). Under the supervision of state level advisors, the program will adopt procedures that ensure intrastate and interstate coordination of services for migratory children. This will include contact with home base school counselors, as well as training in the NGS and TMIP. This will be a priority in the secondary education program and will incorporate best practices for the efficient transfer of records between educational facilities for highly mobile youth. These activities will be supervised by the secondary summer school coordinator (S. Matheson).

6. Describe the actions that will be taken to support students at the elementary or secondary level who require mentoring and access to out-of-state TAKS testing.
Under the supervision of state level advisors, the program will adopt procedures that ensure that students will be supported at the elementary or secondary level who require mentoring and access to out-of-state TAKS testing. This will include partnerships with MSUM students and other educators to assist students in preparation for the exams. These activities will be supervised by the secondary summer school coordinator (S. Matheson).

Minnesota Migrant Education Program
Staff Development

1. Describe the professional development activities planned for teachers and other program personnel that will enable them to meet the unique and special needs of migratory children.

It is crucial that our staff members receive the necessary knowledge to develop and implement an effective and efficient migrant education program. Staff must be prepared to develop and expand their skills in working with migrant students and tbeir families. District and state level support will be sought to ensure best practices in the delivery of educational services to students, k-12. This will include work with the district assessment coach, elementary and secondary math coaches, master teachers across core subject areas, access to programming to promote the development of academic skills, to ensure that best practices are embedded in the educational programs, k-12. In addition, a core group of migrant school leadership and staff will attend the state sponsored training in St. Cloud in May, 2009. Throughout the hiring process deliberate detail will be given to applicants with experience and the knowledge needed to work within the migrant program. Due to limited funding, the core group will be expected to train all migrant staff with information received at the state training. The program will capitalize on local training opportunities for educators in schools across the F-M area. Site visits to other migrant programs in our region/state will also be planned as possible. Consultation with state level advisors via teleconferences and site visits will also be incorporated into the staff development plan. The migrant staff will also work with local experts who have been involved in the migrant education program.

Minnesota Migrant Education Program
Parent Involvement

1. **Describe how the project will include migrant parents in the planning and evaluation of the summer Migrant Education Program.** We made an attempt to consult with Priority 1 Migrant Families in the development of the 2009 Migrant Education Program. There is a need for expanded opportunities for parent input in future planning. The Moorhead District Summer School Director has prioritized the establishment of a strong school/family component in all programs addressing the needs of underrepresented student populations.

2. **How will parents be kept informed about their child's academic progress? (Include both elementary and secondary)** It is important to the program that parents' have an awareness of the child(ren) academic needs in order to understand their needs and to advocate for their children. Family members work long hours and it is essential that strategies are developed that are "family friendly" and provide families with ownership in the educational program. Proven practices include the use of home school liaisons to provide direct communication between schools and families in their first language. The program will provide flexibility in the bilingual worker's schedule to be able to meet with families on in-climate days and extended hours, ie. evenings, weekends.

3. **Describe how the project will provide communication in a format and language understandable to migrant parents.** We will provide written communication in the parents' first language. Strategies will be developed for to provide convenient and assessable resources and communication to parents, ie. cell phone, notes, flexible scheduling of meetings, open invitations to school programs, ie. parent lunches on "rainy" days, parent days/programs, etc.

4. **To the extent feasible, describe your district's advocacy and outreach activities for migratory children and their families to gain access to other educational, health, nutrition and social services.** A strong element of our program is that our bilingual worker has worked with migrant families and education programs for several years. She has a demonstrated the ability to make meaningful connections with families. The home school liaison will work with families to gain access to other educational, health, nutrition and social services, by developing wrap around processes to meet student needs. This process will be supported and facilitated by the school social worker for highly mobile families as well. Consultation with the regional migrant coordinator, Tri Valley, and state advisors as needed.

Minnesota Migrant Education Program
Coordination/Collaboration

1. Describe how the joint planning with other local, state and federal programs and the integration of services across programs will assist the project to identify and address the needs of migrant children (ex: local school district summer school programs, family health clinic services, other health and dental care procedures, Community Action Programs, etc.).

The Administration and Migrant Education Staff will continue to collaborate with Moorhead Public School District programs and Services to ensure that the identification, enrollment, attendance and academic achievement of migrant students will be realized. District partners include but are not limited to the following:

- Central Office Administration, Principals, and Summer Program Director will remain key players in the delivery quality academic programming to migrant children and youth. The Summer Program Director and Migrant Education Program Staff will continue to maintain strong cooperative relationships to meet the objectives of the Summer 2009 Grant Funded Project.
- The Summer School Program Director and Migrant Education Program Staff will collaborate with the home school liaisons, school social worker, and counselor to assist the regional recruiter in the identification of migrant children and youth. This process will continue with the identification of individual needs of migrant students and families and related interventions.
- Alternative education is a strong partner in the coordination and provision of educational programming and resources to migrant children and youth. The ALC Director will serve as the Summer Program Director to advocate for the needs of migrant children, youth and their families. The Red River ALC Director will provide leadership in the development of academic programming, services to migrant families, and supervision of the enrollment, attendance, delivery and evaluation of the summer migrant program. The Red River Area Learning Center program sites will provide space for the migrant education program.
- The ALC Director will continue to work with the Compensatory Program Manager and Tri Valley Manager to promote collaboration and collocation of services for migrant children with age mates in the same community, early education – high school.
- The ALC off campus site will house the evening program for secondary learners. The ALC provides a small nontraditional setting for secondary age students with the flexibility to concentrate on accelerated skill development. The program is able to develop an individual continual learning plan that customizes programming to reflect the students' needs and interests. Migrant students can participate in extended day/summer programming to increase credit acquisition and to meet the high standards required for high school graduation, including state mandated test preparation and testing.
- The ALC programs in regular education buildings will provide migrant education programming to elementary and middle school age students, which includes collaboration with other ALC programs and services, ie. summer academy.
- Compensatory programs such as Title One, ELL, Indian Education, McKinney Vento Homeless Education Project, etc., are also key parterships. The programs work to reduce barriers to enrollment, attendance and academic achievement for migrant children/youth and other underrepresented student populations. The compensatory programs are critical links to establishing and maintaining relationships with migrant families and building quality summer educational programs.
- Special education programs will assist in meeting the unique needs of migrant children with disabilities and assure that due process and the provision of appropriate programs and services are made available to this protected class of students.
- The Clay County Collaborative Grant funded Truancy Intervention Program staff will work with liaisons to track student attendance, monitor student progress, provide incentives and support the services of the home school iaisions and school social worker/counselor to students and their families. The TIPS staff will dbuild supportive relationships with students (and families) to promote regular school attendance.
- The Project's community agency collaboration is a strong component of the migrant educational program to provide school and community based student activities, family health clinic services, and other health and dental care procedures, including the services of a school funded worker contracted with Lakes and Prairies Community Action Programs.

Collaboration between school and community partners, including higher education, is a strength of programs and services located within Clay Cpunty. Initiatives such as family advocacy, human rights and other community based political processes are aligned with the assurances of federally funded compensatory programs and services, including migrant education.

Minnesota Migrant Education Program
Coordination/Collaboration (Continued)

The information contained in this chart should support your project description. Provide the names and requested information in the columns adjacent to the "Type of Organization" column. This chart should demonstrate the degree of coordination/collaboration used in planning the operation of the program services for migrant children.

Type of Organization	Name of Organization	Types of Services Organization will offer	Contact Name and Information of Organization (Include telephone, email, website, etc.)
Academic Institution of Higher Learning	MN State University; MN State Community and Technical College; Moorhead, MN	College mentors, tutors, tours, activities/opportunities for elementary and secondary students.	Dr. Steven Grineski, Teaching/Learning, 218-477-2017; Mr. Ted Guerrero, Minority Counselor/Advisory, MN State Community and Technical College, 218-299-6514.
Community Education	Moorhead Community Education – Moorhead District.	Learning opportunities for citizens of all ages, including early childhood education, adult basic education, youth service, and enrichment classes.	Laurie Winterfeldt, Director, 218-284-3400
County Extension	University of Minnesota Extension, Clay County	4 H programs and materials, youth development, nutrition education, presentations	Jennifer Rehder, 218-299-5020
County Social Services	Clay County Social Services	Family assistance and child support; children and family services, case management and support to eligible igrant families, financial assistance services.	Pat Boyer, 218-299-7136
Food Shelves/Banks	Emergency Food Pantry, Moorhead, MN.	Referrals for food baskets	Linda Clark, 701-237-9337
Local Law Enforcement	Moorhead Police Department, Moorhead Community Police Program, Sheriff's Office – Clay County.	Law Enforcement, Summer Youth Program, School Resource Officers, D.A.R.E., Safe Communities, police services, crime prevention.	Emergency – 911, Non Emergency – MPD – 218-299-5141; Clay County Sheriff's Office 218-299-5151; Youth Summer Police Program, Officer Bryan Dahl, Youth Intervention Officer, 218-299-5124.
Migrant Legal Services	Migrant Legal Services of the Red River Valley, Fargo, ND.	Assistance – civil cases. Referrals to Spanish speaking attorneys for criminal cases.	Martha Catanon, 701-232-8872
Migrant Public Health	Migrant Health Service, Inc.	Variety of models to access health services, domestic violence project, referrals.	www.migranthealthservice.org 218-236-6502, Joan Altenbernd
Religious Institutions	Youth for Christ	Outreach, referrals for youth activities, mentorship, advocacy.	www.yfc.org Mike King, 701-237-6682
Youth Serving Organizations	Metro Youth Partnership Program	Referrals for youth activities and scholarships	Barry Nelson, 218-299-5437
Other (Specify)	YMCA of Cass and Clay Counties	Youth sports and activities.	www.ymcacassclay.org, Laurie Thoemke, 701-293-9622
Other (Specify)	Moorhead Parks and Rec	Summer youth activities, parks programs, recreation centers, city swimming pool	www.ci.moorhead.mn.us/parks, Holly Heitcamp, 218-299-5340.
Other (Specify)	Moorhead Pubic School Education for Homeless Children and Youth	Counseling, referrals, linkage to community agencies and referrals.	Linda Scheet, School Social Worker, Moorhead District, 218-284-2213 Nadine Moon, Advocate, Lakes and Prairies, 218-284-2216.

Minnesota Migrant Education Program
Program Evaluation

The evaluation is defined as a continuous process of systematically gathering, analyzing and interpreting data and information upon which decisions can be made relative to the effectiveness and efficiency of the project. Indicate how you will measure gains through pre & post tests in your response below.

1. Describe the project's evaluation process (include both elementary and secondary).

The purpose of the evaluation is to examine program effectiveness from both implementation and results, and to build capacity within project areas to examine results and make programming decisions based on data. This will include quantitative and qualitative assessment. The program will work with the assessment coach to identify current practices and instruments used to collect implementation information. The Project will increase attention to accurate data reporting and entry. Recruitment processes will be re-examined to ensure that issues related to identification of migrant children and youth are being addressed. The program will make every attempt possible to connect ELL migrant students with appropriate ELL interventions and to offer support and monitoring to ensure that students' educational needs are fulfilled. Review graduation rates of migrant youth. Continue efforts to increase program involvement with assistance from the district assessment coach to maintain program involvement data. Monitoring of attendance to assure that the program can act quickly to address attendance concerns. Collection of student course enrollment and completion of credit. To provide staff development by the assessment coach and ELL staff to ensure that project staff receive training to effectively administer identified assessments for summer programs. To work with MEP staff to identify data related to program implementation so that information can be captured to provide context for evaluation findings and highlight most effective processes. To learn the primary concerns of stakeholders in the migrant community and to see how these concerns relate to the proposed evaluation plan and the role of evaluation. To look at formal and informal student achievement results in order to make appropriate programmatic refinements and to fine-tune program evaluation. Promising practices for evaluation related to student achievement include NWEA/Measures of Academic Achievement, progress monitoring, and informal assessments. Completion of academic coursework, credit acquisition and passing of high stakes testing are also indicators of student success. The program will seek support from the assessment coach to create measureable performance measures and indicators and to identify accessible data sources.

2. How will you demonstrate that instructional and support services were effective?

Program staff will work with the district assessment coach to cluster data to provide more effective analysis of program indicators, such as identification, enrollment, attendance, academic achievement, student services, parent involvement, etc., as outlined in the Project goals and objectives. This will include an analysis of quantitative and qualitative program data. Program evaluation has not been completed in a systemic manner in the migrant educational program in recent years. Instead program evaluation reflected student program in the Excel – Summer Academy that migrant students participated in. An analysis of migrant students as a subgroup will also provide summative data in the evaluation of instructional and support services. Successful progress towards program goals and objectives will provide indicators of program efficacy. It is important to recognize that Moorhead District does not have a solid data base concerning summer programming and related evaluation for migrant education. A comparison of student gains from year to year, as well as comparison with similar populations will provide an indication of student growth. Moorhead District must learn more about the concerns of migrant student and family needs and services and the ways in which information is collected and reported. Findings included in this evaluation will represent the program's baseline for future evaluations.

Minnesota Migrant Education Program
Budget Summary

Object Code	Program Code	Amount Requested	TVOC Contribution	First Revision
110	Executive/Managerial			
140	Licensed Instructional	4112.50		
141	Non-licensed Instructional	1144.00		
143	Licensed Support			
145	Licensed Substitutes	95.05		
170	Non-instructional Support	3772.00		
185	Extended Time			
200	Fringe Benefits	1294.00		
305	Consulting Fees/Fees for Services			
329	Postage and Parcel Services			
350	Repairs and Maintenance Services			
360	Transportation Contract with Private or Public Carriers	7500.00		
366	Travel, Conventions and Conferences	98.00		
394	Supplemental Services/Field Trips			
401	Non-Instructional Supplies/Materials			
430	Supplies & Materials (non-individualized)	120.00		
433	Supplies & Materials (individualized)	302.50		
460	Textbooks and Workbooks			
470	Media Resources			
490	Food			
530	Other Equipment Purchased			
555	Technology Equipment			
	Total Direct Cost			
	Indirect Cost			
	Total Direct & Indirect Cost			
	Total Funds Requested	18434.55		
NOTE:	If selected, a budget revision request must be submitted for any budget line item changes that exceed the amount defined in the Official Grant Award Notification. Some unallowable expenditure(s) are: gifts, entertainment, gift certificates, amusement, alcohol, etc... or to pay for vendor exhibits.			

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Minnesota Migrant Education Program
Budget Detail

List all employees to be paid from this project. DO NOT include contracted personnel employed by other agencies in this section. If a vacancy exists which will be filled, indicate "vacant".

Object Code	Position/ Teacher	Name	FTE	Hourly Rate	Hours per Day	# of Days per Week	# of Days Worked	Total Salary	Total Fringe
140	Teacher	Vacant	.57	$25.00	4	3	22	2200	316.80
140	Teacher	Vacant	.50	$25.00	3.5	3	22	1925	277.20
141	E.A.	Vacant	.5	$13.00	4	3	21	1092	157.25
145	Substitute	Vacant					1	95.05	
170	Liaison	Norma Holland	1.0	$19.00	8	3	23	3496.00	503.42
360	Transportation	Local Vendor		$44.65	8		21	7500.00	
366	5/15/09 Inservice	Local Team - Mileage		.585	167 miles			98.00	
430	Supplies							120.00	
433	Supplies Indv							302.50	

Assurances

The applicant Local Education Agency (LEA) hereby assures that it will comply with all the Title I Part C, Migrant Education regulations, policies, guidelines and requirements; and that according to section 1304 of Title I Part C, funds received under this part will be used only to supplement services, and that:

1. coordination efforts will be conducted with similar programs and projects within the State an in other States, as well as with other Federal programs that can benefit migratory families and their children;

2. in planning and carrying out such projects, there has been and will be, adequate provision to ensure that migratory children are provided with appropriate educational s supportive services that address their special needs, and give priority to migratory children who are failing, or most at risk of failing, to meth state's challenging State content standards and State students performance standards, and whose education has been interrupted during the regular school year;

3. the project activities will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards;

4. in determining the effectiveness of such projects, where feasible, the same approaches and standards will be sued to assess the performance of students, schools, and LEA under Title I, Part A; the evaluation requirements will be facilitated by projects; and the English proficiency of all migrant children will be assessed annually and educational services will be based on scientifically-based research;

5. in planning and operation of projects there is consultation with teachers, school administrators, education-related community groups, and parent advisory councils for programs of one (1) school year in duration, and that all such projects are carried out-

    a. in a manner that provides the same parental involvement as is required for projects under Section 1118 of Title I Part A, unless extraordinary circumstances make such provision impractical; and
    b. in a format and language understandable to the parents;

6. to the extent feasible such projects will provide for-
    a. advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;
    b. professional development programs, including mentoring, for teachers and other project personnel;
    c. family literacy programs, including such programs that use models developed under Even Start;
    d. the integration of information technology into educational and related programs; and
    e. programs to facilitate the transition of secondary school students to post secondary education or employment; and

7. LEAs will assist the State in determining the number of eligible migratory children through such procedures as the State may require;

8. such records may be required for fiscal audit and program evaluations will be kept for a minimum of (7) years from date of last activity; and

9. Title VI of the Civil Rights Act of 1964 (P.L> 88-352) will be complied with in that no person shall, on the grounds of race, color or national origin, be excluded from participation in, or be denied the benefit of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance and will immediately take any measure necessary to effectuate the agreement.

Name of Superintendent	Signature of Superintendent	Date

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.063 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: May 18, 2009

SUBJECT: Approval of Bid: Probstfield Condensate Piping Project

Attached you will find a summary of the bids received for work related to the Probstfield Center for Education condensate piping project. As has been previously discussed, we are working with the Minnesota Department of Education to qualify this project under Health and Safety.

Lunseth Plumbing and Heating is the lowest responsible bidder at $59,750. After reviewing the bids with Foss Engineering, we have agreed that the bid received from Lunseth Plumbing should be awarded as submitted.

Suggested Resolution: Move to approve the bid from Lunseth Plumbing and Heating in the amount of $59,750 for the Probstfield Center for Education condensate piping project.

WAK:mde
Attachment

SUMMARY OF BIDS RECEIVED ON MAY 18, 2009

Probstfield Center for Education
Condensate Piping Replacement Project

Contractors	Amount
Lunseth Plumbing and Heating	$59,750
Manning Mechanical	$104,300
Peterson Mechanical	$170,300

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.133**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 18, 2009

RE: Family/Medical Leave

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

Cassandra Waggoner	Speech/Language Pathologist, effective approximately, August 25, 2009 and to return approximately, November 30, 2009.

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

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.134**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Wiehen, Director of Human Resources

DATE: May 18, 2009

RE: Early Retirement

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

Donald Platt	Custodian, Ellen Hopkins Elementary, effective June 12, 2009.
Kathy Platt	Property Services Secretary, effective August 31, 2009.
Patricia Olson	Paraprofessional on leave, effective May 20, 2009.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Donald Platt, Kathy Platt and Patricia Olson as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.135**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nelsen, Director of Human Resources

DATE: May 20, 2009

RE: Change in Contract

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

Scott Schulz	Night Custodian, Ellen Hopkins Elementary/S.G. Reinertsen Elementary, A12 (3) $13.39 per hour to Assistant Lead Custodian, Hopkins Elementary, A13 (3) $13.78 per hour, effective June 15, 2009. (Replaces Donald Platt)	
Lynn Day	.75 FTE to 1.00 FTE	Building Computer Technician
Lori Palmer	9 month to 12	Building Computer Technician
Sharon Rein	9 month to 12	Building Computer Technician
John Stadter	Supervisor to Non-Aligned	LAN/WAN Specialist
Dan Bacon	C43 to C44	Director of Transportation/Property Services
Loreen Wilson	.625 FTE to .75 FTE	Food Service Secretary
Kathy Reiniger	B24 to B23	Secretary
Patricia Gerdes	Media Assistant to Receptionist	Secretary

SUGGESTED RESOLUTION: Move to approve the change in contract for Scott Schulz, Lynn Day, Lori Palmer, Sharon Rein, John Stadter, Dan Bacon, Loreen Wilson, Kathy Reiniger and Patricia Gerdes as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.131**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 15, 2009

RE: Adoption of Joint Powers Agreement with Lakes Country Service Coop

The Moorhead Area Public School District has received a Joint Powers Agreement from Lakes Country Service Cooperative. This agreement defines the parameters for participation in group employee benefits and other financial and risk management services between the school district and the cooperative and will provide the basis for participation in the Lakes Country Service Cooperative Health Insurance Plan beginning July 1, 2009.

A copy of the Agreement is attached. Adoption of the Agreement is recommended. Upon adoption by the School Board, the LCSC Board has indicated that they will also adopt the Agreement.

SUGGESTED RESOLUTION: Move to approve the adoption of the Joint Powers Agreement with the Lakes Country Service Cooperative as recommended.

Lakes Country Service Cooperative

JOINT POWERS AGREEMENT FOR GROUP EMPLOYEE BENEFITS AND OTHER FINANCIAL AND RISK MANAGEMENT SERVICES

February 1, 2000

JOINT POWERS AGREEMENT FOR GROUP EMPLOYEE BENEFITS AND OTHER FINANCIAL AND RISK MANAGEMENT SERVICES

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JOINT POWERS AGREEMENT
FOR GROUP EMPLOYEE BENEFITS AND OTHER FINANCIAL AND RISK
MANAGEMENT SERVICES

This Joint Powers Agreement, hereinafter referred to as "Agreement," is made between Participant Member _____ and other Participant Members as are now or may hereafter become parties to this Agreement, and the _____ hereinafter called the "SC."

RECITALS

Whereas, Minn. Stat. 471.59, Subds. I and 10 authorizes two or more governmental units to exercise jointly or cooperatively powers which they possess in common, and

Whereas, Minn. Stat. 123A.21, establishes service cooperatives, the purpose of which among other things, is to assist participating governmental units in meeting certain specific needs which can most advantageously be met on a regional basis, and

Whereas, the Participant Members wish to authorize the SC Board of Directors to act as a joint board for the purpose of exercising certain powers as set forth in this Agreement, and

Whereas, the Participant Members acknowledge that the Board of Directors of the SC is representative of the parties to this Agreement;

NOW THEREFORE, the parties hereto agree as follows:

SECTION 1

PURPOSE, INTENT AND OBJECTIVE

1.1 **Purpose.** Under the provisions of Minnesota law, governmental units may enter into contracts for the purposes of providing Group Employee Benefits for their employees and to obtain Other Financial and Risk Management Services deemed necessary or beneficial for their operation. Under the provisions of Minn. Stat. 471.59, two or more governmental units (including, but not limited to, school districts, counties, towns, other governmental agencies and service cooperatives) may agree to exercise jointly or cooperatively powers which they possess in common. The purpose of this Agreement is to authorize the Board to exercise the common powers of the participating governmental units in connection with certain matters pertaining to the administration and funding of Group Employee Benefits and the provision of Other Financial and Risk Management Services, all as described herein. It is not the purpose of this Agreement to transfer to the Board the authority to execute contracts on behalf of Participants, or to in any manner become involved in any collective bargaining process.

1.2 **Compliance with Applicable Laws.** It is the parties' intent to comply with the applicable statutory requirements pertaining to requests for proposals for group insurance, self-insurance, COBRA and its Minnesota extensions, service cooperatives, and all other applicable federal and state statutes. Pursuant to the laws governing service cooperatives, it is also intended that nonprofit non-governmental units be allowed to participate as Associate Members in the Group Employee Benefits and Other Financial and Risk Management Services made available pursuant to this Agreement, although it is not intended that such nonprofit, non-governmental units exercise any of the powers or authorities exclusively delegated to governmental units described in Minn. Stat. 471.59 Subd. 1.

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SECTION 2

DEFINITIONS

2.1 **Advisory Committee(s)** means committees appointed by the Board in accordance with Section 4.8 of this Agreement which are representative of the Participants as deemed appropriate by the Board for the purpose of recommending policies, procedures and actions to the Board.

2.2 **Agreement** means this Joint Powers Agreement as the same may be amended from time to time. This document, and all other documents in the same form executed (or deemed executed as provided in Section 9 of this Agreement) by SC and other Participant Members, all as amended from time to time, shall together constitute a single Agreement.

2.3 **Associate Member** means any nonprofit or non-governmental entity which participates in any of the Group Employee Benefits or Other Financial and Risk Management Services made available to Associate Members by the Board, and agrees in writing to be bound by the terms of this Agreement other than those terms explicitly applicable only to Participant Members (or is deemed to have so agreed as provided in Section 9 of this Agreement).

2.4 **Board or Joint Powers Governing Board** means the SC Board of Directors acting as the joint board authorized to exercise certain powers of the Participant Members, as permitted by Minn. Stat. 471.59, Subd. 2 and as set forth in this Agreement.

2.5 **CBA** means collective bargaining agreement.

2.6 **CBA** Employee Benefits means employee welfare and retirement benefits made available by the Board from time to time for adoption by a Participant pursuant to the terms of a CBA, and may include, but shall not be limited to health benefits coverage, wellness and employee assistance programs, life insurance, disability income protection, dental insurance, flexible spending programs, retirement programs and long term care insurance. In no event shall any Discretionary Employee Benefits be considered CBA Employee Benefits unless and until they become part of a collective bargaining agreement between a union and a Participant.

2.7 **Discretionary Employee** Benefits means employee welfare and retirement benefits made available by the Board from time to time for adoption by a Participant, exclusive of any CBA Employee Benefits, and may include, but shall not be limited to health benefits coverage, wellness and employee assistance programs, life insurance, disability income protection, dental insurance, flexible spending programs, retirement programs and long term care insurance. Discretionary Employee Benefits may be terminated or reduced by the Board at any time. In the event any Discretionary Employee Benefit is terminated by the Board but continued by one or more Participants, the provision of such Discretionary Employee Benefit shall become the sole responsibility of such Participants.

2.8 **Group Contract** shall mean an agreement for the rendering of services by and between a Participant and a Provider of such services. In connection with the self-insurance of employee health benefits, such an agreement may also mean a Participant's agreement to participate in a program of self-insurance.

2.9 **Group Employee Benefits** shall mean CBA Employee Benefits and Discretionary Employee Benefits.

2.10 **Other Financial and Risk Management** Services may include, but shall not be limited to, technical advice regarding borrowing programs, contracted legal services, property/casualty safety group protection, personal property and casualty protection, student accident, coverage and other services as made available by Group Contract for Participants from time to time by the Board.

2.11 **Operating Agreement** means an agreement by and between the Board and a Provider which establishes terms for the benefits, administration or funding of Group Employee Benefits or Other Financial and Risk Management Services.

2.12 **Participant** means both Participant Members and Associate Members. It does not refer to individual employees obtaining insurance or other benefit coverage pursuant to a plan offered by a Participant which is funded or administered in whole or in part pursuant to this Agreement.

2.13 **Participant Member** means any governmental unit as defined in Minn. Stat. 471.59 which is accepted for participation in this Agreement by the Board, certifies that its employee benefit plans qualify as "governmental plans" that are exempt from application of the Employee Retirement Income Security Act of 1974, as amended ("ERISA"), and agrees in writing to be bound by the terms of this Agreement (or is deemed to have so agreed as provided in Section 9 of this Agreement).

2.14 **Pool** means the collective group of Participants in a given program of Group Employee Benefits or Other Financial and Risk Management Services, as the context shall require. Absent an agreement expressly to the contrary, a separate Pool shall exist for each such program and a separate Group Contract shall exist between the Provider and each Participant for the rendering of services or benefits for which such Pool is formed.

2.15 **Program Funds** means any monies, reserves, excesses or other amounts, whether acquired through contributions, payments, discounts, dividends, refunds, credits, reserves, savings, interest or otherwise, that are held and administered in accordance with Section 6 of this Agreement.

2.16 **Provider** means the person, insurance carrier, third party administrator, or other entity which is selected by the Board, in its discretion, to provide Participants with Group Employee Benefits or Other Financial and Risk Management Services or, as in the case of self-insured health benefits, to provide administrative or other services in connection with such Benefits or Services.

2.17 **SC** means the _____ Service Cooperative, a governmental agency and public corporation, whose existence is authorized by Minn. Stat. 123A.21.

SECTION 3

JOINT POWERS GOVERNING BOARD

3.1 **Board Membership.** The SC Board of Directors, when exercising the joint powers authorized by this Agreement, will also serve as the Board referred to in this Agreement. The Board will be elected pursuant to the Bylaws of the SC. As appropriate, the Board may designate one or more representatives to act on its behalf.

3.2 **Upon Dissolution of SC.** In the event that the SC is dissolved, the Board shall continue to exist and its members shall be elected solely from the governing bodies of the Participant Members to this Agreement in a manner consistent with the provisions of the Joint Powers Act, Minn. Stat. 471.59, Subd.2. Any administrative services provided by the SC prior to its dissolution shall be provided thereafter as determined by the Board in its discretion.

3.3 **Acknowledgment by Associate Members.** Associate Members acknowledge that Minn. Stat. 471.59 does not authorize their participation in a Joint Powers Agreement, even though Minn. Stat. 123A.21, Subd.3 authorizes nonprofit, non-governmental organizations to participate in Group Employee Benefits, Other Financial and Risk Management Services, and other programs made available from time to time by service cooperatives. By participating in any such program made available by the SC, such non-governmental Associate Members agree to be bound by the terms of this Agreement (other than those terms explicitly applicable only to Participant Members) and that the Board is representative of their interests.

SECTION 4

RIGHTS AND RESPONSIBILITIES OF THE BOARD

4.1 **Authorized Powers.** Pursuant to Minn. Stat. 471.59, Subd. 2, in addition to any other powers specifically delegated to the Board by this Agreement, the Board is hereby authorized to:

(a) establish, procure and administer Group Employee Benefits and Other Financial and Risk Management Services;

(b) define and clarify requests for proposals, rights and responsibilities, length of contract, premium or contribution rates and other costs, termination guidelines, the relative liability of the parties, and the method(s) by which parties to this Agreement shall exercise their common powers; and

(c) receive, collect, hold, invest, expend and disburse Program Funds in connection with the exercise of its powers under this Agreement.

4.2 **Group Employee Benefits.**

4.2.1 **CBA Employee Benefits.** The Board may from time to time make employee welfare and retirement benefits available for adoption by Participants pursuant to a CBA. The Board may arrange alternative financing arrangements respecting such benefits, and may administer or arrange for the administration of such benefits. Any employee or collective bargaining representative notification of alternative financing arrangements shall be the responsibility of the Participant. The Group Contract for the provision of such benefits shall be between the Participant and the Provider. Pursuant to Minn. Stat. 471.6161, Subd.5, the Board has no authority nor authorization to change a policy or benefit respecting a Participant's CBA Employee Benefits in a manner that would reduce the aggregate value of such benefits.

4.2.2 **Discretionary Employee Benefits.** The Board may from time to time make available for adoption by Participants Discretionary Employee Benefits. The Board may arrange alternative financing arrangements respecting such benefits, and may administer or arrange for the administration of such benefits. The Group Contract for the provision of such benefits shall be between the Participant and the Provider. Notwithstanding that a Group Contract for Discretionary Employee Benefits be between a Participant and a Provider, the Board, upon reasonable notice to Participants, may prospectively amend, reduce or terminate any such Discretionary Employee Benefits in its sole and absolute discretion.

4.2.3 **Reserves.** The Board shall from time to time determine the minimum amount of funds needed for purposes of risk management and rate stabilization. Any such funds shall be held and used in accordance with, and subject to the limitations set forth in, Section 6.

4.2.4 **Self-Insurance of Health Benefits.** In accordance with Minn. Stat. 471.617, Group Employee Benefits that are employee health benefits may be self-insured. A self-insurance Pool made available by the Board shall be a pool established and operated by the Board, or by the Board and one or more other joint powers governing boards governed by Minn. Stat. 471.59 or service cooperatives governed by Minn. Stat. 123A.2l.

4.3 **Other Financial and Risk Management Services.** The Board may make available Other Financial and Risk Management Services for electing Participants and may administer, or arrange for the administration of such services. The Board will determine the most cost-effective and appropriate manner in which to deliver Other Financial and Risk Management Services and the service fees and other costs pertaining to the same.

4.4 **Operating Agreements.** The Board, alone or in collaboration with other governmental units, whether acting alone or jointly, including other service cooperatives, may negotiate Operating Agreements for the benefit of the SC and each of the Participants with respect to any Group Employee Benefit or Other Financial and Risk Management Service. Such Operating Agreements may establish, among other things:

(a) the terms and conditions for any program,

(b) premium or contribution rates and other costs,

(c) funding arrangements,

(d) administrative arrangements, including the extent to which the SC shall provide administrative services,

(e) the applicable responsibilities of the Board, and

(f) the amount of service fees payable to the SC.

The Operating Agreement is a proprietary document between the Service Cooperative and the provider. However, at the request of any Participant, the Board may provide that Participant with any information regarding the applicable Operating Agreement that is reasonably necessary for the Participant to understand its rights and obligations thereunder.

4.5 **SC Service Fees.** The SC may be paid a service fee in consideration for services rendered pursuant to this Agreement and any Operating Agreements. The amount and source of such service fee shall be established from time to time by the Provider and the SC and shall be approved by the Board. Such service fee may include, but shall not be limited to, a percentage of premiums collected from Participants for the payment of Group Employee Benefits, a fixed fee, or such other arrangements approved from time to time by the Board. At the time a Participant elects to participate in any of the Group Employee Benefits made available by the Board, the Participant shall, by execution of this Agreement (or by the deemed execution of this Agreement as provided in Section 9), be deemed to have acknowledged and agreed to the amount of such service fee as set forth in Addendum A attached hereto (as in effect from time to time), and the source of its payment, including any part thereof derived from discounts, refunds, dividends, or similar revenues. Services fees payable with respect to Other Financial and Risk Management Services shall be established and disclosed from time to time as determined by the Board. Participants shall be given advance notice of any change in Addendum A.

4.6 **Service Providers.**

4.6.1 **Selection.** The Participants hereby delegate to the Board the right to select the Providers for Group Employee Benefits and Other Financial and Risk Management Services.

4.6.2 **Governmental Unit Bidding and Contracting Laws.** As applicable, the Board shall comply with all state and federal laws relating to requests for proposals, review of proposals, length of Group Contract rules, and other laws and regulations relating to contracting for Group Employee Benefits and Other Financial and Risk Management Services.

4.6.3 **Service Provider Rate Increases.** The Board will annually review renewal information as presented by Providers, make recommendations and determine if requests for proposals are necessary. Rate renewals for group insurance will be determined on the basis of the aggregate change of premiums.

4.7 **Premiums and/or Contract Charges.** To the extent not established by the applicable Operating Agreement or in any other manner prescribed by this Agreement, premiums and/or contract charges shall be determined by the Board in its discretion; provided, however, that in accordance with Section 6.5, no retroactive assessment may be made without the consent of the affected Participants.

4.8 **Advisory Committee(s).** The Board may, but is not required to, appoint one or more advisory committees. The purpose of any such committee may include, without limitation, the receipt and processing of information relating to group employee benefits, and the future direction of such benefits as well as other programs and services. The Board shall consider, but is not required to adopt, advisory committee recommendations and proposals. Labor representation, when appropriate, on any advisory committee formed by the Board shall be, in so far as is reasonably possible, representative of the bargaining representatives of individuals covered in the relevant Pool. Notwithstanding anything to the contrary in this Section 4.8, the SC shall create a labor-management committee to advise it on certain matters as required by Minn. Stat. 123A.25.

4.9 **Authority of Board.** The Board, with due consideration given to recommendations submitted by any advisory committee which may be established, shall, unless otherwise expressly agreed, retain final authority in all matters relative to this Agreement and to the Group Employee Benefits and Other Financial and Risk Management Services subject to this Agreement; provided, however, that nothing in this Agreement shall permit the Board to enter into a Group Contract on behalf of a Participant, and that, subject to any applicable notice rules, nothing in this Agreement shall prevent a Participant from withdrawing from this Agreement, any Group Employee Benefit, or any Other Financial and Risk Management Service.

4.10 **Liability Limited.** The Board, its authorized representatives, employees and designees shall have no duty or liability to any of the Participants or Providers with respect to the fees, premiums and/or contract charges, offers, acceptances or binders of coverage, cancellation notices, or other matters relating to a Participant's subscribers, all of which shall be the responsibility of the Participant. The Board, its authorized representatives, employees and designees, and each Participant shall have no duty or liability due to negligence of other Participants and Providers. When it is not exercising the joint powers authorized by this Agreement (and therefore not acting as the Board), the SC Board of Directors shall have no duty or obligation whatsoever to act for the benefit of Participants (as Participants).

4.11 **Withdrawal by Board.** The undertakings for the provision of Group Employee Benefits in this Agreement may be terminated by the Board or the SC (as applicable) at any time.

SECTION 5

RIGHTS AND RESPONSIBILITIES OF PARTICIPANTS

5.1 **Enrollment and Renewal.** Participants may elect whether to participate in any Group Employee Benefit and any Other Financial and Risk Management Service made available by the Board. If a Participant elects to participate in a Group Employee Benefit or Other Financial or Risk Management Service, the Participant must execute any applicable Group Contract, Group Contract amendment, enrollment and renewal documents directly with the Provider.

5.2 **Participants to Furnish Data.** Each Participant agrees to furnish all reasonably necessary employee data directly to the SC or its designee.

5.3 **Remittance of Premiums and Contract Charges.** The Participant shall remit premiums and/or contract charges in the time and manner as from time to time determined by the Board.

5.4 **CBA Employee Benefits.** Each Participant that participates in CBA Employee Benefits shall be solely responsible for the collective bargaining of such benefits, and for providing any notices regarding CBA Employee Benefits, including, without limitation, the obligation to notify certain representatives regarding the adoption of a self-insured health benefit plan set forth in Minn. Stat. 471.617, Subd. 4.

5.5 **Participant Withdrawal.**

5.5.1 **Voluntary Withdrawal.** At any time during a year, (but at least three (3) months prior to renewal), a Participant may terminate its participation in this Agreement or in a Pool upon ninety (90) days written notice to the Board and to all Providers of programs in which it participates.

5.5.2 **Withdrawal Relating to Participant Rate Solicitation,** If a Participant solicits proposals independently of this Agreement when there has not been a fifty percent (50%) increase in the aggregate rates for that Participant group in a given year, the Board retains the right to deem that the Participant has withdrawn from the appropriate Pool. "Soliciting proposals" shall be defined as requesting and/or accepting written or verbal proposals of any kind, regardless of how formal or informal. Notwithstanding the foregoing, a Participant receiving a 50% or greater increase in the aggregate rate for that Participant group in a given year shall be allowed to solicit proposals without jeopardizing their participation in the Pool. If the Participant elects to reject all proposals and remain a Participant in the Pool, the Participant will receive a rate to be established by the Board.

5.5.3 **Withdrawal Relating to Dual Offering.** If a Participant offers Group Employee Benefits through an additional or different plan which, in the discretion of the Board, are considered to be substantially similar to those provided by a Pool in which the Participant participates, then the Board retains the right to deem that such Participant has withdrawn from the Pool.

5.5.4 **Withdrawal at Annual Renewal.** If a material change in any term or condition of a Group Employee Benefit or Other Financial or Risk Management Service in which a Participant participates is proposed to commence as of the Participant's annual renewal date, the Participant may withdraw from the applicable Pool as of the renewal date, provided the Participant gives advance written notice of its intent to withdraw promptly (within 30 days) after receiving notice of the material change, even if such notice is given less than 120 days in advance of the renewal date.

5.6 **Effect of Participant Withdrawal.** Upon a Participant's withdrawal or deemed withdrawal from this Agreement or from a Pool, the following rules shall apply:

5.6.1 **Withdrawal from this Agreement.** Upon its withdrawal from this Agreement, a Participant shall be deemed to have withdrawn from all Pools maintained under this Agreement in which the Participant is participating at the time of such withdrawal. If a Participant no longer participates in any Pool, the Participant shall be deemed to have withdrawn from this Agreement, as well as from the applicable Pool(s).

5.6.2 **Withdrawal from a Pool.** Withdrawal by a Participant from any Pool shall not affect the Participant's participation in any other Pool.

5.6.3 **Program Funds.** No Program Funds or any other amounts that may, in any way, be attributable to a Participant's participation in a Pool shall be returned to the Participant in the event such Participant's participation in the Pool ends prior to the Pool's termination.

5.6.4 **Future Participation Limited.** If a Participant withdraws or is deemed by the Board to have withdrawn from a Pool, such Participant's participation in such Pool shall be prohibited for a period of twenty-four (24) months from the date of such withdrawal or deemed withdrawal. If a Participant withdraws or is deemed by the Board to have withdrawn from this Agreement, such Participant's participation in this Agreement (and any Pool offered hereunder) shall be prohibited for a period of twenty-four (24) months from the date of such withdrawal or deemed withdrawal.

SECTION 6

PROGRAM FUNDS ADMINISTRATION

6.1 **Program Funds.** It is understood and agreed that, in connection with the Group Employee Benefits and Other Financial and Risk Management Services made available pursuant to this Agreement, the Board may acquire Program Funds. The Board may, in its discretion, establish and maintain separate accounts for specified portions of the Program Funds, and may designate specific purposes, such as the payment and financing of Group Employee Benefits or the stabilization of the cost of such benefits, for which the amounts credited to such account shall be used, but it shall not be required to do so.

6.2 **General Rules Regarding Management and Disposition of Program Funds.** Program Funds shall be used solely for the purposes of providing Group Employee Benefits and Other Financial and Risk Management Services, providing related services, defraying the reasonable expenses of administering such benefits and services, and, if the Board determines that such use would either directly or indirectly benefit Participants (e.g., by spreading risk, achieving economies of scale, generating revenues or enhancing the Board's ability to negotiate with Providers as a result of the Board's visibility, presence in the marketplace or enhanced expertise), establishing, providing and administering similar benefits and services offered by the joint action of other governmental units. Program Funds shall not inure to the benefit of the Board; this prohibition shall not, however, prohibit the payment of service fees to a SC as provided below. Subject to the foregoing, the Board, in it sole discretion, shall determine the management and disposition of the Program Funds. The Board may consider Advisory Committee recommendations regarding the use of Program Funds before any determinations are made. The following are examples of purposes for which the Board may use and apply Program Funds.

(a) to negotiate the purchase of, administer, provide and maintain (either directly or through the purchase of insurance, or both) Group Employee Benefits (including, but not limited to programs related to the purpose for which the Fund was created, such as, for example, in the case of a Health Pool, an Employee Assistance Program (EAP) and Wellness Program) and Other Financial and Risk Management Services;

(b) to pay or provide for the payment of reasonable and necessary expenses of administering Group Employee Benefits and Other Financial and Risk Management Services including, without limitation, all expenses which may be incurred in connection with the establishment and administration of Pools, the employment of administrative, legal, accounting, other expert and clerical assistance, the leasing of such premises and the purchase of lease materials, supplies, equipment, and liability and property insurance;

(c) to establish and accumulate funds deemed adequate by the Board to carry out the purposes of the Pools, for example, for purposes of rate stability and risk reserve;

(d) to pay any federal, state or local income, employment, death or other tax which may be properly imposed on or levied against Group Employee Benefit, Other Financial and Risk Management Service, a Pool, or on benefits paid therefrom;

(e) to pay for any bond and to pay the premiums on any insurance purchased by a Pool, including, but not limited to liability insurance, "stop loss" insurance and other insurance intended to pay directly or indirectly the benefits established with respect to a Pool; and

(f) to pay the SC any service fee payable to it pursuant to, or authorized pursuant to, this Agreement.

6.3 **Investment of Program Funds.** Program Funds shall be held and invested in a manner that is consistent with any applicable legal requirements regarding the holding and investment of funds by the Participant Members who are governmental units within the meaning of Minn. Stat. 471.59.

6.4 **Withdrawal of Participant.** In the event of the withdrawal of a Participant prior to the termination of this Agreement or of a Pool, Program Funds attributable to contributions of such Participant shall not be returned to such Participant.

6.5 **Termination of Pool.** In the event of termination of a Pool, any portion of the Program Funds that has been designated for use solely in connection with the terminating Pool, and any other portion allocated to the terminating Pool by the Board in its sole discretion, shall be distributed to the Pool Participants in a manner to be determined by the Board, which may include the following:

(a) payment of benefits to or on behalf of enrolled employees with respect to claims arising prior to such termination;

(b) provision of similar benefits for such employees;

(c) payment of reasonable and necessary expenses incurred in such termination;

(d) payment of taxes; and

(e) cash payments to Participant Members according to a formula established by the Board.

Upon such termination, the Board shall continue to serve for such period of time and to the extent necessary to carry out the directions of the preceding sentence. The Participants who receive such distributions shall be solely responsible for determining whether, and to what extent, any amounts they receive will be distributed to individuals who were covered by benefit programs provided by the terminating Pool.

6.6 **Funding of Risk.** Premiums may be adjusted, but no retroactive assessment shall be made without consent and agreement by the affected Participants. Subject to their obligation to provide accurate information regarding the individuals who will receive benefits from a Pool, no Participant or its employees shall bear any financial risk other than the agreed upon premium.

SECTION 7

LENGTH OF AGREEMENT AND TERMINATION

Pursuant to Minn. Stat. 471.59, Subd. 4, but subject to the provisions herein relating to Participant withdrawal, this Agreement shall be ongoing.

SECTION 8

LIABILITY OF PARTIES

Any Participant to this Agreement holds the Board and its employees and it designees, and the SC and its board, employees and designees, harmless from any and all causes of action arising at law or in equity unless such action shall arise from its or their gross negligence and is permitted, after application of all doctrines and statutes respecting immunity, by applicable law. The parties agree to waive any rights to litigation from any dispute arising out of this Agreement unless such action is the result of intentional wrongdoing. All benefits hereunder are the sole responsibility of the Provider(s) and the Participants, and shall not be the responsibility of the Board or the SC.

SECTION 9

AGREEMENT BY PARTICIPATION

Any governmental unit, and any nonprofit or non-governmental entity, which participates in any of the Group Employee Benefits or Other Financial and Risk Management Services and remits premium and/or contract charges in accordance with this Agreement, shall be deemed to have approved this Agreement and, in the case of an eligible governmental unit, to have executed this Agreement by its duly authorized officers, and shall be bound by the terms and conditions of this Agreement to the same extent as if such formal approval had been obtained and such execution had occurred.

Pursuant to all applicable state and federal laws, this Agreement has been approved by the governing boards of the parties and is signed by the duly authorized officers of the parties.

PARTICIPANT MEMBER

Name of Organization _____

By _____

Title _____

Date _____

SERVICE COOPERATIVE

Name of Organization _____

By _____

Title _____

Date _____

ADDENDUM A

SC Service Fees

The SC shall be paid a monthly administration fee as provided in Section 5.3 of the Operating Agreement equal to $9.85 per contract per month.

ADDENDUM TO JOINT POWERS AGREEMENT

Notwithstanding anything in the Joint Powers Agreement to the contrary, the following amendments and additions, consistent with changes made by the Minnesota State Legislature in 2006, shall become part of the Joint Powers Agreement.

1. All members of Service Cooperative Health Insurance Pools may solicit bids and other information from competing sources of health coverage at any time other than within the five months prior to the end of a master agreement.

2. Should a member of the Health Insurance Pool solicit bids pursuant to #1 above, the Service Cooperative will not impose a fine or other penalty against the member for soliciting a bid or other information during the allowed period. Should a member leave the Service Cooperative Health Insurance Pool and obtain health insurance coverage elsewhere, the Service Cooperative may prohibit member from participating in Service Cooperative coverage for a period of up to one year.

3. The Service Cooperative shall provide each member with that entity's monthly claims data notwithstanding the provisions of Minn. Stat. 13.203.

4. The Service Cooperative must rebid contracts for insurance and third-party administration at least every four years.

_____

Service Cooperative Member

_____

Service Cooperative

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.133R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: May 20, 2009

SUBJECT: Approval of Math Curriculum Adoption

Missy Eidsness will provide information regarding the secondary mathematics course sequence and instructional resources.

The secondary mathematics teachers have worked through a process over two years to develop a district framework, course sequence and the needed instructional resources.

Attached is the course sequence for School Board action.

Suggested Resolution: Move to approve the mathematics course sequence and instructional materials as presented.

LAK:mde
Attachment

Flow Chart of Course

Level	6th	7th	8th	9th	10th	11th	12th
Concerned	After-school Excel and pull out tutoring	After-school Excel and pull out tutoring	After-school Excel and pull out tutoring	Applied Algebra followed by Algebra II with support	Applied Geometry	Probability & Statistics (skinny all yr.) (Grad Math)	Grad Math
Regular	6th grade Everyday Math	Pre Algebra	Algebra I-Linear	Algebra II	Geometry	Probability & Statistics (skinny all yr.)	Pre-College Algebra and Trigonometry
Advanced	Accelerated Pre-Algebra	Accelerated Algebra I-Linear	Accelerated Algebra II	Accelerated Geometry	AP Probability & Statistics (skinny all yr.)	Honors Pre Calculus & Trigonometry (skinny all yr.)	AP Calculus AB & BC

Concerned Level: Use AVMR to assist these students, allow these students to double up in 9th grade
Regular level: Many high school students double up in math their 10th grade year, this is still possible. We can allow any students to self accelerate their math advancement in high school
Advanced Level: Would allow students to obtain 2 to 3 college credits in mathematics for college

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.132R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: May 18, 2009

SUBJECT: Approval of Policy

Attached please find policy, Student Activity Fees (542).

Suggested Resolution: Move to approve the policy, Student Activity Fees (542), as presented.

LAK:mde
Attachment

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

Printed: Monday, May 18, 2009 3:44:23 PM
Erickson, Michelle

Board Policies

Student Activity Fees

School Board Policy: 542

Section: 500 STUDENTS

Date Adopted: 7/12/1983

Date Revised: 6/14/2004

Dates Reviewed: 12/1990
8/14/1995
6/28/1999
6/14/2004

I. PURPOSE

The purpose of this policy is to establish student activity fees for athletics/activity events in Moorhead Area Public Schools.

II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead School Board supports student participation in school activities. Students unable to pay the activity fee will not be denied ~~the right to~~ participateion in a student activity. Building administrators will make this decision using the ~~F~~free and reduced-price meals ~~School Lunch~~ eligibility guidelines as the determining factor.

The activity fees will be reviewed annually by the administration and approved by the School Board. Please refer to Administrative Procedure 542.1 for activity fees, terms and conditions.

~~A. Fees will be collected as follows:~~

~~1. Middle School - students pay in the Principal's Office~~
~~2. High School - students pay in the Activities Director's Office~~
~~3. Elementary Schools - students pay in the Principal's Office~~

~~B. In athletic/activity events which require tryouts, students will not be expected to pay the fee until the final cut for the squad has been made.~~

~~1. in other non-tryout sport activities, students will be expected to pay the fee prior to participation in the first event.~~

~~2. a Moorhead middle school student participating in high school activities will be charged activity fees denoted for high school activities.~~

~~C. Student activity fee refunds will be made (if requested in writing) because of injury, illness or moving out of the school district according to the following guidelines:~~

~~1. full fee refund if less than one-half of the activity season is completed.~~

~~2. no fee refund if more than one-half of the activity season is completed.~~

~~D. Students who drop out of an activity will forfeit the activity fee.~~

~~E. The student manager of an athletic team is not expected to pay an activity fee.~~

~~F. In Debate/Speech activities, students can prepare their selection and can participate in one meet without the fee being charged. If they choose to continue, they will be required to pay the activity fee.~~

~~G. Activity fees for an individual shall be capped at $100 per individual.~~

~~I. An activity fee will be charged for the following:~~

~~High School Activities and Fee~~
~~Baseball $50~~
~~Basketball $50~~
~~Cross Country $50~~
~~Football $50~~
~~Golf $50~~
~~Gymnastics $50~~
~~Hockey $50~~
~~Soccer $50~~
~~Softball $50~~
~~Swimming $50~~
~~Tennis $50~~
~~Track $50~~
~~Volleyball $50~~
~~Wrestling $50~~
~~Debate $50~~
~~Speech $50~~

~~Cheerleading (per season) $25~~
~~Danceline (per season) $25~~
~~Knowledge Bowl (per season) $25~~

~~Middle School Activities and Fee~~
~~Basketball $30~~
~~Cross Country $30~~
~~Football $30~~
~~Golf $30~~
~~Gymnastics $30~~
~~Volleyball $30~~
~~Wrestling $30~~
~~Track $30~~
~~Tennis $30~~

Legal Reference:
Minnesota Statute 123B.49 (Extra-~~C~~curricular Activities; Insurance)

Cross Reference:
Moorhead School Board Policy 831: Rental of District Musical Instruments

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.08.132**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: May 15, 2009

RE: Termination and Non-Renewal of Non-Licensed positions

The following personnel have been recommended for termination and non-renewal of their employment with the Moorhead Area Public schools as a result of declining enrollment, financial limitations and discontinuance of position. Reductions are being made in accordance with applicable contract provisions of the Master Agreements for T.C.I.. and Non-Aligned.

Termination and Non-Renewal of Employment

Gretchen Ehlen	.50	Building Computer Technician
Jon Stein	1.00	Building Computer Technician
Young Choe	1.00	Building Computer Technician
Jason Praus	1.00	Building Computer Technician
Dale Cary	1.00	Building Computer Technician
Ed Breedon	1.00	Building Computer Technician
Christina Rositas	1.00	Home School Liaison
Nazdar Hassan	.75	Home School Liaison
TOTAL	7.25	

SUGGESTED RESOLUTION: Move to direct administration to effect termination and non-renewal of non-licensed employee positions as provided under Minnesota Statute 123B.02 and in accordance with applicable contract provisions of the Master Agreements for T.C.I.. and Non-Aligned for the following positions:

Termination and Non-Renewal of Employment

Gretchen Ehlen	.50	Building Computer Technician
Jon Stein	1.00	Building Computer Technician
Young Choe	1.00	Building Computer Technician
Jason Praus	1.00	Building Computer Technician
Dale Cary	1.00	Building Computer Technician
Ed Breedon	1.00	Building Computer Technician
Christina Rositas	1.00	Home School Liaison
Nazdar Hassan	.75	Home School Liaison
TOTAL	7.25	

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.110R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: May 20, 2009

SUBJECT: 2009-2010 School Calendar Revision

The 2009-2010 School Calendar was adopted to end on Memorial Day weekend. Traditionally graduation has been held on Sunday afternoon. The high school administration surveyed parents of juniors to receive feedback regarding different options for graduation during the holiday weekend. Parents were requested to respond to Friday or Sunday as options for graduation. The majority of parents selected Friday for graduation with a split between 2 p.m. or 7 p.m. Since Friday is considered a working day, the recommendation is to have graduation at 7 p.m. on Friday, May 28, 2010. The Concordia College Memorial Auditorium is available Friday, May 28.

Suggested Resolution: Move to approve the 2009-2010 School Calendar revision to include graduation on May 28, 2010 at 7:00 p.m.

LAK:mde
Attachment

Moorhead Area Public Schools — ISD 152 **Revised 5.20.09 Approved 2.9.09**

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

				(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.)
	28	Graduation, 7 p.m.
	31	Memorial Day

Moorhead School Board
Moorhead Area Public Schools

Memo SB.09.134R

TO: School Board

FROM: Kristine Thompson, Chair KT

DATE: May 20, 2009

SUBJECT: Acceptance of Resignation of School Board Member

Michael Thrasher is resigning his position as a member of the Moorhead School Board effective June 15, 2009.

Suggested Resolution: Move to accept the resignation of School Board member Michael Thrasher effective June 15, 2009.

KT:mde

Moorhead School Board
Moorhead Area Public Schools

Memo SB.09.135R

TO: School Board

FROM: Kristine Thompson, Chair KT

DATE: May 20, 2009

SUBJECT: Approval of Replacement Process to Fill School Board Vacancy

Due to the resignation of Michael Thrasher, please consider the following three options for the replacement process to fill the vacancy:

1. Appoint a past School Board member who recently served on the School Board.

2. Appoint the person with the fifth highest vote total in the November 4, 2008 School Board election.

3. Request applications from community members, undertake an interview selection process and appoint a School Board member.

Suggested Resolution: Move to approve Option _____ as the replacement process to fill the School Board vacancy.

KT:mde

S-109 - 805
8 June 2009

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

June 8, 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 Michael Thrasher for his commitment to the Moorhead Area Public Schools and the Moorhead community and students as a Moorhead School Board member.

   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 May 11 and 26, 2009 Meeting Minutes - Pages 6-17

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of June Claims - Page 18
   (2) Approval of Revised Census Numbers - Page 19
   (3) Approval of Lakes Country Service Cooperative School District Membership Agreement FY 2010 - Pages 20-22
   (4) Approval of Arts in Education Comprehensive Arts Planning Program Grant - Pages 23-42
   (5) Acceptance of Donations - Pages 43-44

C. HUMAN RESOURCES MATTERS - Nielsen
   (1) Approval of Holiday Date Change - Page 45
   (2) Approval of Family/Medical Leave - Page 46
   (3) Approval of Leave of Absence - Page 47
   (4) Approval of Early Retirements - Page 48
   (5) Approval of Resignations - Page 49
   (6) Approval of T.C.I. Recall - Page 50
   (7) Approval of Change in Contracts - Page 51

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold
   (1) Approval of Special Education Extended School Year (ESY) Program - Pages 52-53

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

Moved by _____ Seconded by _____
Comments _____

3. **APPROVAL OF SCHOOL DISTRICT INSURANCE PACKAGE**: Kazmierczak
Pages 54-57

Suggested Resolution: Move to approve the insurance package in the amount of $278,434 from Riverport Insurance Company effective July 1, 2009 through June 30, 2010 as provided by Tom Quam of Bremer Insurance.

Moved by _____ Seconded by _____
Comments _____

4. **SCHOOL BOARD/STAFF DIALOGUES**: 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.)

Literacy Collaborative - Kovash
Pages 58-65

Spanish Immersion Multiage Classrooms - Kovash
Pages 66-72

5. **APPROVAL OF MAJOR MAGNITUDE FIELD TRIP REQUEST TO NEW YORK**:
Kazmierczak
Pages 73-76

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School choir students to travel to New York on March 17-21, 2010.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF MAJOR MAGNITUDE FIELD TRIP REQUEST TO COSTA RICA**:
Kazmierczak
Pages 77-87

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School world language students to travel to Costa Rica on March 12-20, 2010.

Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF EMPLOYEE HANDBOOK UPDATE**: Nielsen
Pages 88-121

Suggested Resolution: Move to approve the 2009-2010 Employee Handbook as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF MATH CURRICULUM ADOPTION**: Kovash
Pages 122-123

Suggested Resolution: Move to approve the mathematics course sequence and instructional materials as presented.

Moved by _____ Seconded by _____
Comments _____

9. **COMMITTEE REPORTS**

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

11. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Last Day for K-12 Staff/ Teacher Work Day	June 9		
School Board	July 20	7 pm	PCE
School Board	August 10	7 pm	PCE
School Board	August 24	7 pm	PCE

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Kristine Thompson, Michael Thrasher, Bill Tomhave, and Lynne A. Kovash.

MEMBER ABSENT: Mike Siggerud.

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 revisions to pages 9 and 128.

APPROVAL OF AGENDA: Dulski moved, seconded by Tomhave, to approve the agenda as amended. Motion carried 6-0.

WE ARE PROUD:
*** **We Are Proud** of Moorhead High School student Rachel Clausen for being named a Presidential Scholar in the Arts. The Presidential Scholars program is a national recognition program administered by the U.S. Department of Education to honor the nation's most distinguished graduating high school seniors. Only 20 students in the nation are chosen as Presidential Scholars in the Arts. Clausen is only the second student from Moorhead High to be named a Presidential Scholar.

The 20 Presidential Scholars in the Arts will join 121 academic Presidential Scholars in Washington, D.C., for National Recognition Week in June. The scholars will spend the week meeting with elected officials, educators, authors, musicians, scientists, and other accomplished professionals, and they will receive the Presidential Scholars Medallion. Clausen will perform at the John F. Kennedy Center for the Performing Arts.

Clausen identified Rebecca Meyer-Larson as her most influential teacher, earning Meyer-Larson a Teacher Recognition Award from the U.S. Department of Education.

*** **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. They are students of Rebecca Meyer-Larson.

*** **We Are Proud** of Moorhead High School student Douglas Wagner who threw a perfect 300 game in his bowling league in January, making him one of the youngest bowlers in the area to throw a perfect game. Wagner was nominated to the Minnesota All Conference Bowling Team in 2007 and to the North Dakota All Conference Bowling Team in 2008. He participates in a league at The Bowler, in the North Dakota High School Bowling Conference and as a member of The Bowler Boys Travel Team.

*** **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; and Mike Golling, 1m diving, 4th place. The coach is Pat Anderson and assistant coaches are Sylvette Lopez-Ruth and Nick Mjones.

*** **We Are Proud** of Moorhead High School students Jordan Newhouse and Luke Halvorson for placing first in Minnesota and qualifying for the National Automotive Technology Competition. The team competed in the national contest April 15 in New York City, placing fourth out of 30 teams from around the country and Canada.

The competition requires that each two-person student team must diagnose and repair a number of pre-assigned problems under a car's hood within an allotted amount of time. Each "bug" correctly repaired is worth a number of points, depending on the level of difficulty. Students also take written tests as part of the competition. Lauren Rood coaches the Moorhead High team.

*** **We Are Proud** of Moorhead High School students Alex Quiring and Tom Seaberg who competed in the state finals of the Ford/AAA Student Auto Skills competition on April 29 in Minneapolis. At the state finals, Quiring and Seaberg placed second overall in the hands-on trouble shooting contest, which requires each team to correctly diagnose and repair intentionally installed faults or "bugs" on identical vehicles. Lauren Rood is the automotive teacher at Moorhead High School.

*** **We Are Proud** of Horizon Middle School students who had outstanding achievement in the 2009 Midwest Academic Talent Search. A ceremony was held May 4 to recognize the accomplishments of the 40 students from Horizon Middle School who participated in this year's Midwest Academic Talent Search sponsored by the Center for Talent Development at Northwestern University.

Special recognition was given to students with outstanding achievement. Top-scoring students on the ACT were Gabe Roach, Sam Benson and Abby Lundborg for top composite scores. Top-scoring students on the SAT were Matthew Lillehaugen, Anna Volk and Matthew Franklin for top combined scores.

The Midwest Talent Search is coordinated at Horizon Middle School by Lois Brown.

*** **We Are Proud** of Moorhead students who received individual awards in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 24. Fifteen teams from the area participated in both individual and team rounds.

The top eight students in each category received medallions and the next seven received ribbons. Facts Drill awards went to: 3rd Place--Nicole Kurtti; 4th Place--Matt Bye; and 5th Place Tie--Tyler Walton, Blake Filipi, Griffin Swenson and Isaac Judisch; 12th Place Tie--Anthony Johnson and Kyle Johnson; and 15th Place Tie--Grady Ryan and Garrett Brooks.

Individual Round awards went to: 1st Place--Tyler Walton; 3rd Place--Griffin Swenson; 4th Place--Brian Craig; 5th Place--Anthony Johnson; 6th Place--Garrett Brooks; 7th Place--Levi Seidel; 9th Place--Nicole Kurtti; 11th Place--Maxx Schulz; 12th Place--Matt Bye; and 14th Place--Kyle Johnson.

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.

Their math teachers are Diana Anderson, Cheri Puetz and Kim Nelson. Lois Brown is the Math Masters coordinator.

*** **We Are Proud** of the S.G. Reinertsen Orange Team for placing first out of 15 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 24. Team members are Hannah Boberg, Matt Bye, Kyle Johnson, Nicole Kurtti and Tyler Walton, and their teacher is Kim Nelson.

*** **We Are Proud** of the Ellen Hopkins Team for placing second out of 15 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 24. Team members are Garrett Brooks, Brian Craig, Isaac Judisch, Elly Schaefer and Levi Seidel, and their teacher is Cheri Puetz.

*** **We Are Proud** of the S.G. Reinertsen Black Team for placing fourth out of 15 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 24. Team members are Griffin Swensen, Kaia Endrud, Blake Filipi, Maxx Schulz and Maren Krugler, and their teacher is Kim Nelson.

*** **We Are Proud** of the Robert Asp Team for placing fifth out of 15 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 24. Team members are Anna

Christian, Derrian DeNardi, Tristian Ellenson, Anthony Johnson and Grady Ryan, and their teacher is Diana Anderson.

*** **We Are Proud** of 32 Horizon Middle School students who were finalists at the Regional History Day competition held at Hawley High School on April 7 and competed at the Minnesota State History Day at the University of Minnesota on May 2. This year's theme was "The Individual in History: Actions and Legacies."

The students who advanced to Minnesota State History Day are: Alyssa Cossette, Britta Holland, Kendall Johnson, Elizabeth Kasper, Akira Shastri, Andrea Wilmer, Drew Anderson, Vianna Berhow, Hannah Emery, Kasar Habib, Bjorn Hagen, Keller Karlstrom, Kenny Mark, Taj Puetz, Kylee Seljevold, Landon Schmidt, Sam Schroeder, Lucinda Thomas, Calvin Werth, Ellyn Erickson, Genia Cegla, Petra Gunderson, Bethany Lahlum, Devon Manney, Anne Matheson, Tyler Meehleib, Jordan Slaughter, Lucia Smith, Alex Swanson, Anne Totten, Amanda Walton, and Cameron Wintersteen.

At the state competition, Devon Manney earned an honorable mention for his individual documentary on "Cataline: Roman Revolutionary." Lucia Smith, Jordan Slaughter and Anne Matheson earned an honorable mention for their group performance on "Marcus Tullius Cicero."

History Day teachers are Lynn Johnson, Kate Evenson, Marsha Johansen, Carla Smith, Janelle Frost-Geiser, Karen Taylor, Jeff Offutt and Lois Brown.

Lucia Smith, Jordan Slaughter and Anne Matheson presented their group performance of "Marcus Tullius Cicero at the meeting.

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 April 6, 2009 special meeting minutes and the April 13 and 27, 2009 meeting minutes as presented.

Claims - Approve the May Claims, subject to audit, in the amount of $973,805.46.

General Fund:	853,098.82
Food Service Fund:	99,803.67
Community Services Fund:	20,902.97
TOTAL	$973,805.46

Donations - Accept the donations of a bass amplifier valued at $300 from Doug Neil and a used

manual wheelchair valued at $1,000 from Dawn and Larry Papenfuss and direct administration to send thank you letters.

Project Lead the Way Grant Award - Accept the Project Lead the Way program implementation grant from the Minnesota Department of Health in the amount of $23,480. The grant award will be used to fund teaching staff, professional development and equipment.

Resignations
Amy Brands - Sign Language Interpreter, S.G. Reinertsen Elementary, effective at the end of the 2008-2009 school year.
Sarah Martin - Head Girls Soccer Coach, Moorhead High School effective at the end of the 2008-2009 season.
Lottie Lutgen - Food and Nutrition Worker, Ellen Hopkins Elementary, effective April 24, 2009.

Leave of Absence
Margaret Claymore - Language Arts Teacher, Moorhead High School, effective for the 2009-2010 school year.

Early Retirement
Judith Teiken - Bus Assistant, Transportation, effective June 5, 2009.

New Employees
David Desmond - Paraprofessional, Horizon Middle School, B21 (0-2) $13.57 per hour, 6.5 hours per day, effective May 4, 2009 (paid by Fosston Public Schools).
Nicole Weisner - Head Girls Soccer Coach, Moorhead High School, effective with the 2009-2010 season (replaces Sarah Martin).
Paul Kelly - Bus Driver, Transportation, effective April 29, 2009 (replaces Paul Kelly).

Motion carried 6-0.

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

H1N1 Novel (Swine) Influenza Update - School nurses Christy Elias and Melissa Jacobson provided an update related to the H1N1 novel (swine) influenza. They also discussed communications, guidance and updates from the Minnesota Department of Education and the Minnesota Department of Health.

APPROVAL OF POLICY: Erickson moved, seconded by Tomhave, to approve the policy, Out-

of-State Travel by School Board Members (216), as presented. Motion carried 6-0.

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

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

APPROVAL OF POLICY: Thrasher moved, seconded by Fagerlie, to approve the policy, Early Admissions (513), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Dulski moved, seconded by Tomhave, to approve the policy, Student Discipline (551), as presented. Motion carried 6-0.

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

APPROVAL OF POLICY: Fagerlie moved, seconded by Dulski, to approve the policy, School District System Accountability (650), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Dulski moved, seconded by Erickson, to approve the policy, Staff Development for Minnesota Academic Standards and the No Child Left Behind Act (652), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Thrasher, to approve the policy, School District - Community Relations (903), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Dulski moved, seconded by Fagerlie, to approve the policy, Tuition Fees (512), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Erickson moved, seconded by Fagerlie, to approve the policy, Student Activities (540), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Dulski, to approve the policy, Activities Fundraising (544), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Erickson, to approve the policy, Student Transportation Safety (721), as presented. Motion carried 6-0.

APPROVAL OF POLICY: Erickson moved, seconded by Tomhave, to approve the policy, Community Use of School Facilities and Equipment (904), as presented. Motion carried 6-0.

FIRST READING OF POLICY: The School Board conducted a first reading of the policy, Student Activity Fees (542). Motion carried 6-0.

APPROVAL OF HEALTH INSURANCE CARRIER: Dulski moved, seconded by Erickson, to approve Blue Cross/Blue Shield of Minnesota as the school district health insurance carrier for the 2009-2010 plan year. Motion carried 6-0.

Lakes Country Service Cooperative will serve as the third party administrator.

COMMITTEE REPORTS: Brief reports were heard regarding the Indian Education Parent Committee, Human Rights Committee, MHS PTAC, Executive Finance Committee, Joint Powers Committee, and Clay County Joint Powers Collaborative Governance Board meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Thompson noted the next School Board meeting was scheduled for Tuesday, May 26, 2009. A School Board retirement reception is scheduled at 5:30 p.m., prior to the regular School Board meeting.

CLOSE PUBLIC MEETING: Dulski moved, seconded by Tomhave, to close the public meeting at 8:24 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 6-0.

OPEN PUBLIC MEETING: Tomhave moved, seconded by Erickson, to open the public meeting at 9:07 p.m. Motion carried 6-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:08 p.m.

_____
Cindy Fagerlie, Clerk

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Mike Siggerud, Kristine Thompson, Michael Thrasher, Bill Tomhave, and Lynne A. Kovash.

MEMBER ABSENT: Karin Dulski.

CALL TO ORDER: Chair Thompson called the meeting to order at 7:02 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 5, 55, 56, and 56.5. Agenda item #3 related to the math curriculum adoption was postponed to a later date.

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

WE ARE PROUD:
*** **We Are Proud** of the Moorhead High School Economics Challenge Team for placing second in the Adam Smith (Advanced Placement) division of the 2009 Minnesota State Economics Challenge on April 15. Moorhead High's team placed first in the online qualifying round to advance to the state competition. Moorhead High team members are Tristan Larson, Jakob Lindaas, Tim Lillehaugen and Kyle Olson. The team coach is Doug Johnson.

*** **We Are Proud** of Moorhead High School student Timothy Lillehaugen for winning the Minnesota Economics Student of the Year award. Lillehaugen was the high individual scorer at the state Economics Challenge competition on April 15. He is a student of Doug Johnson.

*** **We Are Proud** of Moorhead High student Jacob Lindaas for winning the Minnesota State High School League Class AA Triple "A" award for 2009. The award is given to a senior male student and a senior female student who excel in the arts, athletics and academics. This is the first time a Moorhead student has earned the top honor. Lindaas will receive a $1,000 scholarship and will be recognized in "Bulletin," the MSHSL's publication.

*** **We Are Proud** of the Moorhead High School students who placed at the 2009 Class AA State Speech Tournament on April 17. They are: Ashish Adhikari--5th place in Discussion; Adam Christensen and Jorie Kosel--2nd place in Duo Interpretation; Kelsey Langness and Rachel Clausen--4th place in Duo Interpretation; Clay Schwartzwalter--4th place in Great Speeches; Kim Stabenow--6th place in Informative Speaking; Tristan Larson--4th place in Original Oratory; and Mark Hanna--3rd place in Serious Interpretation-Prose.

This was Rachel Clausen's fourth year competing at the state speech tournament and the third year competing for Adam Christensen, Jorie Kosel, Tristan Larson and Kelsey Langness.

Students who earned second medals at this year's tournament were Adam Christensen, Clay Schwartzwalter, Jorie Kosel, Kelsey Langness, Rachel Clausen and Tristan Larson.

Rebecca Meyer-Larson is the speech team head coach.

*** **We Are Proud** of the Moorhead High School students who qualified for the National Forensics League Speech Tournament in Alabama in June. The following students qualified for the national tournament: Seiko Shastri, Ashish Adhikari, Rachel Clausen, Mack Suits Baer, Donny Redding, Nick Wheeler, Jorie Kosel, Adam Christensen, and Tristan Larson. The Moorhead High School speech coach is Rebecca Meyer-Larson.

*** **We Are Proud** of Moorhead High School students Melany Fagre, Ariel Gray and Mary Youngs who are part of the Red River Riders 4-H Club Hippology Team that placed fourth in the North Dakota Winter Show 4-H Hippology Team Competition Senior Division in March. On the individual test Melany Fagre placed fourth overall and Ariel Gray placed 14th.

Hippology is the study of horses. Hippology competitions require team members to complete individual exams, judge conformation and performance classes, and present oral answers to a team question related to the management of horses.

*** **We Are Proud** of the Cass County Hippology Team, composed of four members of the Red River Riders 4-H Club, for finishing second at the North Dakota State Hippology and Horse Judging Contests held May 9 at NDSU's Equine Center. Team members are Moorhead High School students Ariel Gray, Destinee Gray, Melany Fagre, and Mary Elizabeth Youngs. The competition also recognized the top 12 individuals in the Senior Division competition. Ariel Gray placed 4th overall individually and Mary Elizabeth Youngs placed 12th. The team is coached by Beckie Youngs.

*** **We Are Proud** of the Horizon Middle School Destination ImagiNation team, Moorhead Stars, for placing second in the middle level challenge "ViDio DI" at the North Metro Tournament in Blaine to qualify for the state DI tournament. The team placed fourth in the state tournament on April 18 in Chaska. Team members are Cassidy Klostriech, Erin Eidsness, Patty Delaney, Sarah Nelson and Skyler Klostriech. Team manager is Sara Klostriech.

*** **We Are Proud** of the Robert Asp Elementary Destination ImagiNation team, Sensational Seven, for participating in the challenge "A New Angle" in the Southwest Metro Tournament in Minnetonka. Team members are Anthony Johnson, Alex Church, Grady Ryan, Linneah Becker,

Amity Howes, Kiana Larghe and Trevor Larson. Team managers are Laurie Johnson and Jamie Church.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Thrasher moved, seconded by Tomhave, to approve the following items on the Consent Agenda:

Donations - Accept the donation of $3,451 from Microsoft Matching Gifts Program and Ross Miller and direct administration to send a thank you. The proceeds will be used towards the Moorhead High School hockey program.

Summer 2009 Migrant Education Program Supplemental Grant Renewal - Approve the Summer 2009 Migrant Education Program Supplemental Grant Renewal for $18,435 from the Minnesota Department of Education. The supplemental funding will provide services for migrant students through existing programs such as EXCEL. The funding will support a part-time secondary resource teacher, instructional supplies and transportation for students to attend existing programming.

Probstfield Condensate Piping Project Bid - Approve the bid from Lunseth Plumbing and Heating in the amount of $59,750 for the Probstfield Center for Education condensate piping project.

Family/Medical Leave
Cassandra Waggoner - Speech/Language Pathologist, effective approximately, August 25, 2009 and to return approximately November 30, 2009.

Early Retirements
Donald Platt - Custodian, Ellen Hopkins Elementary, effective June 12, 2009.
Kathy Platt - Property Services Secretary, effective August 31, 2009.
Patricia Olson - Paraprofessional on leave, effective May 20, 2009.

Change in Contracts
Scott Schulz - Night Custodian, Ellen Hopkins Elementary/S.G. Reinertsen Elementary, A12 (3) $13.39 per hour to Assistant Lead Custodian, Hopkins Elementary, A13 (3) $13.78 per hour, effective June 15, 2009 (replaces Donald Platt).
Lynn Day - .75 FTE to 1.00 FTE, Building Computer Technician.
Lori Palmer - 9 months to 12 months, Building Computer Technician.
Sharon Rein - 9 months to 12 months, Building Computer Technician.
John Stadter - Supervisor to Non-Aligned, LAN/WAN Specialist.
Dan Bacon - C43 to C44, Director of Transportation/Property Services.
Loreen Wilson - .625 FTE to .75 FTE, Food Service Secretary.
Kathy Reiniger - B24 to B23, Secretary.
Patricia Gerdes - Media Assistant to Receptionist, Secretary.

Joint Powers Agreement with Lakes Country Service Cooperative - Approve the adoption of the Joint Powers Agreement with the Lakes Country Service Cooperative as recommended. This agreement defines the parameters for participation in group employee benefits and other financial and risk management services between the school district and the cooperative and will provide the basis for participation in the Lakes Country Service Cooperative Health Insurance Plan beginning July 1, 2009.

Motion carried 6-0.

APPROVAL OF MATH CURRICULUM ADOPTION: This item was postponed for a later date.

APPROVAL OF POLICY: Fagerlie moved, seconded by Siggerud, to approve the policy, Student Activity Fees (542), as presented. Motion carried 6-0.

TERMINATION AND NON-RENEWAL OF NON-LICENSED POSITIONS: Thompson moved, seconded by Fagerlie, to move to direct administration to effect termination and non-renewal of non-licensed employee positions as provided under Minnesota Statute 123B.02 and in accordance with applicable contract provisions of the Master Agreements for T.C.I. and Non-Aligned for the following positions:

Termination and Non-Renewal of Employment

Gretchen Ehlen	.50 FTE	Building Computer Technician
Jon Stein	1.00 FTE	Building Computer Technician
Young Choe	1.00 FTE	Building Computer Technician
Jason Praus	1.00 FTE	Building Computer Technician
Dale Cary	1.00 FTE	Building Computer Technician
Ed Breedon	1.00 FTE	Building Computer Technician
Christina Rositas	1.00 FTE	Home School Liaison
Nazdar Hassan	.75 FTE	Home School Liaison
TOTAL	7.25 FTE	

A roll call vote was taken and the motion carried 6-0.

ADOPTION OF 2009-2010 SCHOOL CALENDAR REVISIONS: Erickson moved, seconded by Thompson, to adopt the 2009-2010 School Calendar as revised. Motion carried 6-0.

The first day of school will begin on September 8 and the last day of school will be June 3 depending on emergency make-up days.

ACCEPTANCE OF SCHOOL BOARD MEMBER RESIGNATION: Thompson read a letter from School Board member Michael Thrasher announcing his resignation from the School Board effective June 15, 2009. Thrasher stated his experience serving on the School Board was a great thrill that he enjoyed and learned so much.

Erickson moved, seconded by Fagerlie, to accept the resignation of School Board member Michael Thrasher effective June 15, 2009. Motion carried 6-0.

APPROVAL OF REPLACEMENT PROCESS TO FILL SCHOOL BOARD VACANCY: Discussion was held regarding the replacement process and the selection of one of the following three options: 1) appoint a past School Board member who recently served on the School Board; 2) appoint the person with the fifth highest vote total in the November 4, 2008 School Board election; and 3) request applications from community members, undertake an interview selection process and appoint a School Board member.

Tomhave moved, seconded by Erickson, to approve Option 3 as the replacement process to fill the School Board vacancy. Motion carried 6-0.

COMMITTEE REPORT: A brief report was heard regarding the Instruction and Curriculum Advisory Committee meeting.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:59 p.m.

_____
Cindy Fagerlie, Clerk

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.068 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 2, 2009

SUBJECT: June Claims

The June claims are as follows:

General Fund	$493,416.69
Food Fund	$81,271.39
Community Service Fund	$7,076.68
Debt Service	$431.25
TOTAL	$582,196.01

Suggested Resolution: Move to approve the June claims, subject to audit, in the amount of $582,196.01.

WAK:mde

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.066 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 2, 2009

SUBJECT: Revised Census Numbers

The funding for general Community Education is calculated on the total population from the district census taken every ten years. The same number is used until the information is updated following the next full census. There is, however, a process for a district to capture additional funds reflecting new growth that may occur within the ten-year period. The process requires a resolution by the board to change the census number.

The figure from the 2000 census was 36,282. This figure has been adjusted periodically by our state demographer, Dr. Tom Gillespy. According to Dr. Gillespy, the current 2008 estimate for Moorhead Area Public Schools is 40,085 representing an increase of 860 over last year's figure of 39,225. This increase will result in additional revenue for general Community Education of $4,661 per year plus an additional increase for youth development.

Suggested Resolution: Move to accept the change of the census figure from 39,225 to 40,085 as indicated by State of Minnesota demographic information.

WAK:mde

Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS 09.067 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 2, 2009

SUBJECT: Lakes Country Service Cooperative School District Membership Agreement FY 2010

Attached please find the Lakes Country Service Cooperative School District Membership Agreement for fiscal year 2010. Moorhead Area Public Schools' total cost of membership is $14,868.50. This amount includes the base fee plus fees associated with capital outlay and the elective options of No Child Left Behind/MN Academic Standards Support Program, MSC Online Learning, and Center for Academic Excellence. Other services are fee based and are in addition to this agreement.

Suggested Resolution: Move to approve the Lakes Country Service Cooperative School District Membership Agreement FY 2010 as presented.

WAK:mde
Attachment

Lakes Country Service Cooperative

School District Membership Agreement FY 2010

MAY 27 2009

Membership

	Total
Base Fee per district plus	$1,200.00
$1.50 per student 5,437 student count (max $5000) (ADM – 2007-08 MDE reported.)	$ 5,000.00
Capital Outlay *(Cooperative facility maintenance fee)*	
Fergus Falls Site	$600.00
Moorhead Site	$400.00

Your membership includes these services at no additional cost:

- ***Access to health insurance pools, Life, Long Term Disability, Vision, and Dental. Access to wellness programs and worksite health screening service.***
- ***Access to pooled Special Programs services; R-CSPD, Carl Perkins Consortium, Special Ed/Low Incidence Lending Library.***
- ***Access to over 45 bid or negotiated purchasing contracts from food service to vehicles.***
- ***Access to a variety of grant programs, such as the Teaching American History Grant, the STEM Academy Grant, Technology Grants and others as written and awarded.***
- ***Grant Sourcing Information.***
- ***Professional networking opportunities.***
- ***Representation in regional services decisions.***
- ***Coordination with State agencies.***
- ***Shared Services***
- ***Staff Development***
- ***Regional communication through newsletters, email lists & web services.***

Membership Electives *(optional additions to your membership)*

		Cost
Early Childhood Educators/School Readiness		Separate contract
Professional Development Workshops		Fee based on participation
Student Academic Challenges:		
→ Knowledge Bowl - Jr High		$40 per team/per meet
→ Knowledge Bowl - Sr High		$190 per team
→ Young Writers Conference		$27 per participant
→ Spelling Bee		$95 per participant
→ Cyberknowledge Contest		$60 per team/per meet
→ Honors Program *District provides $250 scholarship, LCSC provides additonal scholarship*		Banquet cost per student
No Child Left Behind/MN Academic Standards Support Program	$2500 base fee, plus .50 per K-12 student enrollment	$ 5,218.50
Early Childhood/Family Education Regional Services Coordinator *(must use Regional Coordinator Services to contract for staff time. Staff contract sent separately.)*	$730 base fee, plus .55 0-4 child count	$

Membership Electives (continued)				*Cost*
MSC Online Learning *(per district participation fee)* ***$1,950.00 per district***				$ 1,950
Participation fee includes technology integraton training for teachers, access to user groups, access to Moodle course management system, access to online courseware, free hosting of blended courses, regional program management and MDE coordination. Please note there are additional costs per student for fully-online courses.				
Health and Safety Program				Separate contract
Health and Safety Management Assistance				Separate contract
Media Services				Separate contract
Nutrition/Wellness for Students				Separate contract
Print Services				Time and materials. Project quotes available.
Center for Academic Excellence	*Student Enrollment*		*Choose One*	
Supports and recognizes high levels of academic achievement by students and teachers	1-100	$100.00	☐	$
	101-500	$165.00	☐	$
	501-1000	$250.00	☐	$
	1001-2000	$350.00	☐	$
	2001+	$500.00	☒	$ 500

Total Membership $ 14,868.50

Superintendent *Date*

LCSC Executive Director *Date*

School District Name

Phone Number

Please return completed agreement, by July 1, 2009 to:

Terri Blackwelder
Lakes Country Service Cooperative
1001 E. Mount Faith
Fergus Falls, MN 56537

Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS 09.073 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 2, 2009

SUBJECT: Arts in Education Comprehensive Arts Planning Program

Attached is the Grant Contract for the Arts in Education Comprehensive Arts Planning Program from the Minnesota State Arts Board in the amount of $2,000.

The grant funding will provide a dance artist in residence program to primary students at Robert Asp. The residency in dance will give students the opportunity to appreciate, participate in and create art through movement. Bringing a dance experience will address all strands of the new Minnesota State Art standards in the area of dance.

Suggested Resolution: Move to approve the funding for the Arts in Education Comprehensive Arts Planning Program from the Minnesota State Arts Board in the amount of $2,000.

WAK/kmr
Attachment



MINNESOTA
STATE ARTS BOARD

FISCAL YEAR 2009
GRANT CONTRACT
ARTS IN EDUCATION COMPREHENSIVE ARTS PLANNING PROGRAM

Grant Number 828

NOTICE TO THE GRANTEE: You are required by Minn. Stat. § 270C.65 to provide your federal employee tax identification number and Minnesota tax identification number if you do business with the State of Minnesota. This information may be used in the enforcement of federal and state tax laws. Supplying these numbers could result in action requiring you to file state tax returns and pay delinquent state tax liabilities, if any. This grant contract will not be approved unless these numbers are provided. These numbers will be available to federal and state personnel involved in approving the grant contract and the payment of state obligations.

Name **Moorhead Area Public Schools**
(School district, if applicable, and primary contact person's site are referred to in this grant contract as the "Grantee")

School District Number (if applicable) 152

Address 2410 14th St S, Moorhead, MN 56560-4622

MN Tax I.D. Number 8033594

Federal Tax I.D. Number 41 6008721

This page of the grant contract contains private information and should not be reproduced or distributed externally, except as defined above, without express written permission of the contractor.

If you circulate this grant contract internally, only offices that require access to the tax identification number AND all individuals/offices signing this grant contract should have access to this page.

FOR OFFICE USE ONLY

1. Budget FY 2009		2. Fund 100	
3. Agency E50		4. Org 3540	
5. AP Unit A02		6. Object 5C	Comm
7. Amount $ 2,000		8. Vendor Code	
9. PO B28575	5-21-09	10. Contract dates	Upon execution - 6/5/2009

I hereby certify that the goods or materials covered by this claim have been inspected and received or the services have been performed and are in accordance with specifications and are in proper form, kind, amount and quality, and payment therefore is hereby recommended.

Document ID# MN State Arts Board Authorized Signature

Grant Award Amount $ 2,000

Originals distributed (when all signatures affixed) to: (1) Grantee and (2) Minnesota State Arts Board.

Park Square Court
Suite 200
400 Sibley Street
Saint Paul, MN
55101-1928

(651) 215-1600
(800) 8MN-ARTS

TTY (651) 215-6235
FAX (651) 215-1602

24

msab@arts.state.mn.us

This grant contract is between the State of Minnesota, acting through its Board of the Arts (referred to as the "Board") under the authority of Minnesota Statutes, section 129D.04 and **Moorhead Area Public Schools** (referred to as the "Grantee").

Whereas the Minnesota State Legislature in the 2007 Regular Session, chapter 135, article 1, section 10, appropriated $6,617,000 from the state's general fund to the Minnesota State Arts Board for a grants program; and

Whereas Minnesota Statutes, section 129D.04 authorizes the Board to award grants to arts organizations and Minnesota Rules, part 1900.2010 provides for Arts in Education program grants; and

Whereas **Moorhead Area Public Schools** has applied for an Arts in Education Comprehensive Arts Planning grant, a program of the Minnesota State Arts Board funded in part by the National Endowment for the Arts; and

Whereas the Board has selected the applicant as a Grantee;

The Board and the Grantee hereby agree as follows:

The Board agrees to award to the Grantee **$ 2,000** in support of eligible costs of the Arts in Education Comprehensive Arts Planning program project as described in the approved project description, attached hereto as Attachment "A."

A. TERM

This grant contract shall be effective from the date all required signatures are affixed to it, and shall remain in effect until all obligations set forth in this grant contract have been satisfactorily fulfilled, which must not be later than the end of the Grantee's current school year, or August 31, 2009, whichever takes place earlier.

B. DEFINITIONS

For the purpose of this grant contract the following terms shall have the meanings given to them.

"Artist" means an individual whose name is listed in the current version of the Minnesota State Arts Board Arts In Education Roster of Artists or has been listed in the application.

"Application" means the official form supplied by the Board, including any required attachments submitted by the Grantee, which is attached hereto as Attachment "A" and incorporated herein.

"Authorizing Official" means an individual delegated authority by the school district, applicable governing body, or nonprofit corporation to enter into contracts and accept grants for the Grantee's organization.

"Primary Contact Person" means the individual authorized to act on behalf of and bind the Grantee on grant activity matters such as signing off on final reports and routine contact with the Board.

"Residency" means the activity that occurs when an artist works with kindergarten to grade 12 students in a school according to the residency model.

"Residency model" means the Board prescribed responsibilities, activities, roles, and characteristics required for a residency funded by the Board.

C. PURPOSE

The purpose of the Arts in Education Comprehensive Arts Planning program is to help schools involve professional artists to strengthen their school arts programming. The artist residency shall serve to demonstrate the vitality of an arts discipline. The artist will act as a professional role model, assist teachers and students in using creative process in their work and lives, and draw attention to the necessity for arts in the classroom and in the community.

D. GRANT ACTIVITIES AND USE OF GRANT FUNDS

The Grantee acknowledges that these funds are subject to certain legal restrictions and requirements and that the Grantee is responsible for compliance with these and all other relevant state and federal laws and regulations promulgated pursuant to governing these funds.

The Grantee shall use the funds received under this grant contract only for the eligible costs of the project as described in the approved project description in Attachment "A."

Eligible costs shall be those costs directly incurred by the recipient in actual conduct of the project during the effective term of this grant contract. Eligible costs shall be based upon the approved project description and may include operational costs provided they are solely related to and necessary for the completion of the project.

The Grantee agrees to use grant funds received under this grant contract to support the activities described in the Grantee's application and agrees that the funds received shall not be used to support any ineligible costs or activities, including but not limited to the following:

1. To support a residency of less than five days in length;
2. To support a residency begun prior to the date that this contract is signed by all parties and fully executed;
3. To support a residency ending after the Grantee's 2008-2009 school year end, or August 31, 2009, whichever is earlier;
4. To support a residency that does not conform to the residency model established by the Board;
5. To support a residency that consists exclusively of presentations by student organizations or student artists;
6. To support a residency that is exclusively for curriculum development;
7. To support a residency that is to be funded by the Board in an amount that is more than 75 percent of the total residency costs, and does not include some cash match from the applicant;
8. To support a residency whose major audience is other than elementary or secondary students and faculty;
9. To support a residency that takes place outside the state of Minnesota;
10. To pay solely for the production costs associated with the creation of an arts event;
11. To purchase or commission a work of art;
12. To pay artistic fees to include an arts organization in the residency;
13. To support activities in which artists are required to pay excessive artist entry or exhibition fees;
14. To pay debts incurred before the grant activities begin;
15. To pay bad debts or contingency funds, fines and penalties, interest and other financial costs, or the under-recovery of costs from one grant project charged to other grants contracts;
16. To support activities which are essentially for the religious socialization of the participants or audience;
17. To support activities in primary or secondary level parochial schools;
18. To make political contributions or donations, pay lobbyists' fees, cover entertainment costs, or to support activities that attempt to influence any state or federal legislation or appropriation;
19. To pay for capital costs, such as improvements, construction, property, or equipment costing more than $5,000, or to pay for endowment funds;
20. To support activities with combined funding from one or more of the regional arts councils listed below and the Board, that amounts to more than 75 percent of the Grantee's project budget.

Region 1	NW Regional Development Commission (Northwest Minnesota Arts Council), Warren
Region 2	Region 2 Arts Council, Bemidji
Region 3	Arrowhead Regional Arts Council, Duluth
Region 4	Lake Region Arts Council, Fergus Falls
Region 5	Five Wings Arts Council, Staples
Regions 6E, 6W, 8	SW Minnesota Arts & Humanities Council, Marshall
Region 7E	East Central Regional Development Commission (East Central Arts Council), Mora
Region 7W	Central Minnesota Arts Board, Foley
Region 9	Prairie Lakes Regional Arts Council, Waseca
Region 10	Southeastern Minnesota Arts Council, Rochester
Region 11	Metropolitan Regional Arts Council, Saint Paul

E. AMENDMENTS

Amendments to this grant contract shall be in writing, and shall be made by the same persons who executed the grant contract, or their authorized successors. The Grantee agrees to submit to the Board, in writing, a request to amend the workplan or budget at least 30 days prior to any changes.

G. ACKNOWLEDGMENT

Grantee agrees to acknowledge this Minnesota State Arts Board grant in all advertising and promotion. Oral acknowledgment must be given at any event for which there is no printed program and in any interviews with the news media. All written or oral acknowledgments must use the following credit line whose wording may not be changed in any way:

> *"This activity is made possible in part by a grant from the Minnesota State Arts Board, through an appropriation by the Minnesota State Legislature and a grant from the National Endowment for the Arts."*

H. FINAL REPORT

The Grantee agrees to report to the Board using the Final Report Form, supplied by the Board, and submit one sample credit line acknowledgment, as described in section G of this contract, within 30 days of the project end date that Grantee specified in the application form.

The Grantee also agrees to return to the Board all funds not spent at the end of the grant contract period.

These obligations survive the expiration date of this grant contract.

I. RECORDKEEPING, AUDITS, AND MAINTENANCE OF RECORDS

The Grantee agrees to abide by the financial recordkeeping standards that require Grantee to:

1. Provide for accurate, current, and complete disclosure of the financial results of the grant activities in accordance with Board reporting requirements;
2. Maintain records that identify adequately the source and application of funds for grant supported activities;
3. Provide effective control over and accountability for all funds, property, and other assets. Grantee shall adequately safeguard all such assets and shall assure that they are used solely for authorized purposes;
4. Provide a comparison of actual with budgeted amounts for the grant;
5. Provide principles and standards for determining allowable costs applicable to this grant. See section D. Grant Activities and Use of Grant Funds; and
6. Maintain accounting records that are supported by source documentation.

If Grantee received $500,000 or more in a year from the federal government, the Grantee shall also comply with federal audit requirements in accordance with the Single Audit Act Amendments of 1996 (31 U.S.C. 7501-7507) and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." If a Single Audit is required, the Grantee agrees to forward one copy to the State Auditor's Office.

The Grantee shall retain fiscal and program records of the grant activities for at least six years after submission of the Final Report. The books, records, documents, and accounting procedures and practices of the Grantee relevant to this grant shall be subject to examination by the Board, the legislative auditor, the National Endowment for the Arts, the comptroller general of the United States, or any of their duly authorized representatives for any lawful purpose including the making of audits, examinations, excerpts, transcripts, and other lawful purposes.

The fiscal records to be retained include, but are not limited to, invoices, receipts, canceled checks, supporting documents, statistical records, and all other records relating to this grant contract.

The program records to be retained include, but are not limited to, printed programs, posters, newspaper articles, and other publicity and information relating to this grant contract, as well as documentation appropriate to the grant activities.

These obligations survive the expiration date of this grant contract.

J. TERMINATION, RESCINDMENT, AND PENALTIES

This grant contract may be terminated at any time by mutual written agreement of the Board and Grantee; or upon written notice to the Grantee from the Board in the event the Grantee fails to comply with one or more of the conditions set forth in this grant contract.

In the event of termination, the Grantee agrees to return all funds that have not been expended as of the date of the termination and all funds that the Board determines were spent in violation of this grant contract.

These obligations survive the expiration date of this grant contract.

K. BOARD'S AUTHORIZED AGENT

The Board's authorized agent for the purposes of administration of this grant contract is the Executive Director.

L. NONTRANSFERABILITY

The Grantee shall neither assign nor transfer any rights or obligations under this grant contract.

M. LIABILITY

The Grantee agrees to indemnify and save and hold harmless the State of Minnesota, the Board, its agents, and employees from any and all claims or causes of action arising from or relating in any way to the grant activities by Grantee or Grantee's agents or employees. This clause shall not be construed to bar any legal remedies Grantee may have for the Board's failure to fulfill its obligations pursuant to this grant contract.

N. AFFIRMATIVE ACTION

(when applicable) The Grantee certifies having received a certificate of compliance from the commissioner of human rights pursuant to Minnesota Statutes, section 363A.36.

O. WORKERS' COMPENSATION

(when applicable) In accordance with the provisions of Minnesota Statutes, section 176.182, the Grantee certifies compliance with the workers' compensation insurance coverage requirement of Minnesota Statutes, section 176.181, subdivision 2.

P. ANTITRUST

The Grantee hereby assigns to the State of Minnesota any and all claims for overcharges as to goods and services provided in connection with this grant contract resulting from antitrust violations that arise under the antitrust laws of the United States and the antitrust laws of the State of Minnesota.

Q. BOARD RULES

The Grantee agrees to comply with the rules of the Board, Minnesota Rules, chapter 1900, pertinent to the grant program of this grant contract. If and to the extent that this grant contract is construed to be inconsistent with the rules of the Board, the rules shall govern.

R. FEDERAL COMPLIANCE

This grant contract is funded in whole or in part by the National Endowment for the Arts. The Grantee agrees to abide by all requirements of federal law applicable to programs funded in whole or in part by the National Endowment for the Arts including, but not limited to, the laws listed herein. General descriptions of those laws pertinent to this grant contract are provided below for the convenience of the Grantee only and are not intended to, and do not, interpret those laws. Grantee should consult the actual laws or legal counsel to determine their requirements and applicability.

National Endowment for the Arts Regulations: 45 C.F.R. parts 1110, 1151, 1153, 1154, 1157, 1158.
General Terms and Conditions of National Endowment for the Arts grants are available on the NEA Web site:
http://www.nea.gov/manageaward/GTC.pdf

Age Discrimination Act of 1975: This act provides that no person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance as specified under 42 U.S.C. 6102.

Fair Labor Standards: Federal law requires that labor standards on activities assisted in part by funds from the National Endowment for the Arts must comply with 29 C.F.R. Part 505.

Discrimination on the Basis of Race, Color, or National Origin: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under these grant activities, as specified under 42 U.S.C. 2000d.

Debarment and Suspension: Grantee certifies that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in covered transactions by any federal department or agency, nor has, within the three years preceding the submission of the application for this grant, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with a public (federal, state, or local) transaction or a grant contract under a public transaction; for violation

of federal or state antitrust statutes; for commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; had any public transactions terminated for cause or default; or is presently indicted for or otherwise criminally or civilly charged by a governmental entity with any of the preceding offenses.

Drug-Free Workplace Act of 1988: The Grantee is required to certify to the Board that it will provide a drug-free workplace [45 C.F.R., part 1154.600(a)(1)]. Grantees should refer to 45 C.F.R., part 1154, Appendix C, for language regarding the required certification.

Discrimination of Individuals With A Disability: No otherwise qualified individual with a disability in the United States, shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under these grant activities pursuant to 29 U.S.C. section 794 (Rehabilitation Act of 1973). The phrase "individual with a disability" means any person who (a) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment and as otherwise defined by 29 U.S.C. section 705 (20).

Americans with Disabilities Act of 1990 (ADA): The ADA encompasses private sector entities that serve the public including arts organizations that do not receive federal support, retail businesses, movie theaters, and restaurants. It extends accessibility requirements for individuals with disabilities to the private sector.

Lobbying: The federal provisions regarding the use of National Endowment for the Arts funds for lobbying activities are included in two provisions. 18 U.S.C. Sec. 1913, "Lobbying with appropriated moneys," prohibits any federally appropriated funds to be used directly or indirectly to pay for activities intended or designed to influence a member of Congress. In addition, 31 U.S.C. Sec. 1352, "Certification regarding lobbying," prohibits the use of federally appropriated funds to pay costs associated with lobbying members of Congress, employees of Congress, and employees of federal agencies regarding the award or amendment of any federal grant, cooperative agreement, contract, or loan. Exempted from the definition of lobbying are certain agency and legislative liaison activities and professional and technical services. Use of nonfederal funds for such activities must be disclosed to the federal agency. Exempted from the disclosure requirement are lobbying activities of long-term employees.

Sex Discrimination: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance, as specified under Title IX of the Education Amendments of 1972, 20 U.S.C. 1681, as amended.

S. **PATENTS AND COPYRIGHTS**

To the extent allowable by federal law, any and all patents, copyrights, or other legal interest in and relevant to the grant activities, or materials generated in pursuance of the grant activities, shall be the sole and exclusive property of the Grantee or the Grantee's designee.

T. **ATTACHMENTS** (Attachments follow)

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1. APPLICANT INFORMATION **Please type or print clearly in ink**

Robert Asp Elementary, Moorhead Area Public Schools
Applicant school / Organization legal name

~~Robert Asp Elementary in Morhead~~ ☒ Use this name for publicity purposes
Alternate name (if any) / School building name(s)

910 11th Street North
School street address

Moorhead	MN	56560
City	State	Zip

(sane as above)
Mailing address, if different than above

City	State	Zip

Susan K. Knorr	CAPP Co-Chair/ Teacher
Primary contact person	Title

218-284-6356	Fax
Day phone with extension	

sknorr@moorhead.k12.mn.us	Web site address / URL
E-mail address	

Melanie Aamodt, Director of Curriculum & Staff Development
Superintendent or Authorizing official name

Moorhead Area Public Schools, MN ISD #152
School district name (and district number, if applicable)

2410 14th Street South
School district address

Moorhead,	MN	56560
City	State	Zip

41-6008721	8033594
Federal tax ID number	Minnesota employer ID number

2. RESIDENCY INFORMATION

Begin date ~~April~~ June 1 2009 End date ~~June~~ June 5 2009 ok by Sue Knorr

Arts in Education roster artist name Sarah Jacobs

Write a one-sentence summary of your residency in the space below. For example, "Painter Michelangelo and dancer Maria Tallchief will conduct a residency focused on the human figure at rest and in motion."

Dancer Sarah Jacobs will conduct a residency focused on expression through dance movement.

Applicant name **Robert Asp Elementary, Moorhead Area Public Schools**

3. STATISTICAL INFORMATION

Estimate the number of individuals expected to benefit directly from this residency.

a.	Students – the total number of students expected to be in session with the artists		135
	Of the total students (3.a.), how many are students of color? (*)	25	
b.	Teachers / administrators – the number who will be involved in this residency		65
c.	General public – adults in the broader community (excluding teachers and administrators) who will benefit from this residency		200
d.	Total (3.a. + 3.b. + 3.c.)		400

(*) For this application, students of color includes American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, Black/African American, Hispanic/Latino

4. SCHOOL STATISTICS

	In your school	In your district
Number of students	**758**	**5,530**
Arts program budget, including salaries	$14,388	$207,680
Arts budget without salaries	$9,750	$44,763
Full-time equivalent arts teachers	2.00	27.00
Visual arts	1.00	8.00
Dance	0.00	0.00
Theater	0.00	2.00
Creative writing	0.00	1.00
Media arts	0.00	0.00
Music	1.00	16.00
Classroom teachers who teach the arts	42.00	156.00

Applicant name Robert Asp Elementary, Moorhead Area Public Schools

5. RESIDENCY BUDGET

ESTIMATED EXPENSES	Cash	In-kind
1. Artist professional services		
Total # residency days 5 x $250 / day	$ 1,250	
Total # planning days 1 x $250 / day	250	
Total # in-service days 1 x $250 / day	250	
2. Artist travel and expenses		
Mileage (~~500~~ 1000 miles x 55¢ /mile)	550 ~~293~~	$
Travel between schools	20 ~~55~~	
Lodging (125 x 5)	625	
Meals $35/day x 6days	210 ~~328~~	
3. Publicity and documentation expenses		
Flyers/Duplication		50
4. Administrative personnel		
Contact Person 6 x $41.30		248 ~~450~~
5. Space rental / arts supplies		
6. Remaining residency expenses 10 x 6.15		62.00
Community Volunteers How calculated?		~~650~~
7. Subtotal: Cash expenses (must equal line 16)	$ 3,~~048~~	360
8. Subtotal: In-kind expenses (must equal line 17)	3155	$ ~~1,150~~
9. TOTAL: All expenses (lines 7 + 8; must equal line 18)		$ ~~4,198~~ 3,515

For help completing your budget, and to see a sample budget, please turn to Application Instructions, pages 7 - 9.

Round all numbers to the nearest dollar.

Please check your math.

ESTIMATED INCOME Identify each item and the source. Indicate whether the income is projected (P) or confirmed (C).	Cash	In-kind	P or C
10. Applicant income			
	$	$	
District funds	1,000	298 ~~50~~	
11. Grants other than the Arts Board	155		
PTAC	~~500~~	~~300~~ 100	
12. Earned income			
13. Other income		62.	
	~~445~~	~~103~~	
14. Income from sources other than Arts Board (sum of all lines in 10 + 11 + 12 + 13)	~~1,945~~ 1,155		
15. Arts Board grant request (cannot exceed $2,000 and 75 percent of line 9)	2,000		
16. Subtotal: Cash income (lines 14 + 15, must equal line 7)	$ ~~3,945~~ 3,155	360	
17. Subtotal: In-kind contributions (must equal line 8)		$ ~~253~~	
18. TOTAL: All income (lines 16 + 17, must equal line 9)			$ ~~4,198~~ 3,515

33

NL ok per applicant

Applicant name **Robert Asp Elementary, Moorhead Area Public Schools**

6. **ADDITIONAL BUDGET COMMENTS**
Applicants are not required to provide budget comments. However, if any part of the budget needs further explanation or detail, please attach a brief explanation (maximum ONE page). See page 10 for formatting instructions.

7. **PROPOSAL NARRATIVE (Required Attachment for all applicants)**
See Application Instructions, page 10.

8. **NONPROFITS AND SCHOOLS MANAGED UNDER MINNESOTA STATUTE 123B.04 (Required Attachment for applicable organizations)**
See Application Instructions, page 11.

9. **CERTIFICATIONS**
Review each item and check the box when it has been completed. Items left blank will flag your application as potentially ineligible or incomplete.

Completeness Items

☒ We have dated the certification statement on page APPL - 6, item 10, and obtained signatures from:
- ☒ Contact person
- ☒ Authorizing official
- ☐ Artist(s) — or — ☒ Artist(s) will submit signed certification page(s) directly to the Arts Board

We have submitted the following required materials:
- ☒ FY 2009 application form (pages APPL - 1 through APPL - 6)
- ☒ We have reviewed our budget to make sure it is complete and correct. We have identified all expenses as either cash or in-kind, and have identified all income as either projected or confirmed.
- ☒ Proposal narrative
- ☐ Check only if applicable: Our organization is not a public school or government agency, and we have attached a copy of our federal tax-exempt letter.
- ☐ Check only if applicable: Our school is managed on site under Minnesota Statute 123B.04, and we have attached a copy of the school site management agreement between the school board and the school site decision making team.
- ☐ Optional: We have submitted a self-addressed stamped postcard. Please notify us when the Arts Board receives these materials.

Eligibility Items
- ☒ The applicant is a Minnesota public or private nonparochial school, or an institution exempt from taxation under the Internal Revenue Code and established in the state of Minnesota, whose primary focus is the education of students in grades K-12.
- ☒ The applicant is a current CAPP site and has completed a CAPP long-range plan.
- ☒ The applicant has not applied for or received an AIE School Support grant from the Arts Board for FY 2009.
- ☒ The proposed residency does not begin before October 28, 2008, and will be completed on or before August 31, 2009, or the end of the applicant's school year, whichever comes first.

Applicant name **Robert Asp Elementary, Moorhead Area Public Schools**

The proposed residency meets at least the minimum requirements of the residency model described on page 4 of the Application Instructions:

- ☒ Includes a professional artist listed in the current Minnesota State Arts Board AIE Roster of Artists that is posted on the Arts Board Web site: **www.arts.state.mn.us/aie/**
- ☒ Is at least five days or longer in duration;
- ☒ Includes one core group or class of students to work with the artist(s);
- ☒ Includes a paid, four-hour planning day between the artist(s) and contact teacher;
- ☒ Includes at least two hours per week for artist-teacher contact time;
- ☒ Provides that a teacher is present during all artist-student contact time; and
- ☒ Involves a community component.

The proposed residency does not include any of the following activities or uses of funds:

- ☒ A residency that consists exclusively of presentations by student organizations or student artists;
- ☒ A residency that is exclusively for curriculum development;
- ☒ A residency that is to be funded by the Arts Board in an amount that is greater than 75 percent of the total residency costs, and that does not include some cash match from the applicant;
- ☒ A project budget that contains combined funding from one of Minnesota's eleven regional arts councils and the Arts Board, that amounts to more than 75 percent of the project's total expenses;
- ☒ A residency that serves a major audience other than elementary or secondary students and faculty;
- ☒ A residency that takes place outside the state of Minnesota;
- ☒ Production costs associated with the creation of an arts event (e.g., costumes, sets, matting and framing costs, etc.);
- ☒ Funds to purchase or commission a work of art;
- ☒ Artist fees to include an arts organization in the residency;
- ☒ Activities in which artists are required to pay excessive fees in order to exhibit or perform;
- ☒ Payment of debts incurred before grant activities begin;
- ☒ Activities essentially for the religious socialization of the participants or audience;
- ☒ Activities in primary or secondary parochial schools;
- ☒ Activities that attempt to influence any state or federal legislation or appropriation;
- ☒ Capital costs (such as improvement, construction, property, or equipment costing more than $5,000), or endowment funds;
- ☒ Events that are not open and accessible to the entire general public, and when feasible, do not establish admission charges for the events.

MAY 4'09 PM12:41

10. SIGNATURES

Signatures of two school or organization officials are required; the same person may not sign in both capacities. Submit original signatures only; photocopied signature will not be accepted.

"The signatures below certify that our school / organization meets all of the eligibility requirements of this program, that all information contained in this application and its attachments is true and correct to the best of our knowledge, and that we have submitted a complete application fulfilling all items on the application certification checklist. In addition the artist(s) certify that they have contributed to and approve of the contents of this application."

Moorhead Area Public Schools
Applicant school / Organization legal name

Sue Knorr, Elementary School Program
Primary contact person, print name and title

Sue Knorr — 4/27/09
Signature — Date

Lynne A. Kovash, Superintendent of Schools
Superintendent or authorizing official, print name and title

Lynne A. Kovash — 4/27/09
Signature — Date

See page 11 of the Application Instructions for information on how to obtain artist's signature.

Arts Board AIE roster artist, print name

Signature — Date

10. SIGNATURES

Signatures of two school or organization officials are required; the same person may not sign in both capac es. Submit original signatures only; photocopied signature will not be accepted.

"The signatures below certify that our school / organization meets all of the eligibility requirements of this ogram, that all information contained in this application and its attachments is true and correct to the best of our kn wledge, and that we have submitted a complete application fulfilling all items on the application certification check st. In addition the artist(s) certify that they have contributed to and approve of the contents of this application."

Moorhead Area Public Schools
Applicant school / Organization legal name

Sue Knorr, Elementary School Program
Primary contact person, print name and title

Sue Knorr — 4/27/09
Signature — Date

Lynne A. Kovash, Superintendent of Schools
Superintendent or authorizing official, print name and title

Lynne A. Kovash — 4/27/09
Signature — Date

See page 11 of the Application Instructions for information on how to obtain artist's signature.

SARAH. H. JACOBS
Arts Board AIE roster artist, print name

[signature] — 4/29/09
Signature — Date

Proposal Narrative

1. What is the residency plan?

The residency plan is to provide primary students at Robert Asp Elementary with exposure to the art of dance and introduce them to a new kinetic form of expression. Through planning and in-service time with the resident artist, multi-age teachers will gain new applications of dance and movement for use in the classroom to enhance body awareness, social skills, math, and language arts.

We chose this artist because her goals complement the goals of our CAPP committee. We believe her instructional approach and her extensive experience with dance in the school setting will bring a positive first impression of dance in our schools.

Four multiage (first and second grade) teachers and four classes, 100 students, will make up the core group. The exposure group will include 125 other first and second grade students who will participate in the instructional performances that the artist directs the core group in delivering. To broaden the residency experience, the core group will give a final performance at the conclusion of the residency. Students and teachers from the three elementary schools in the district, administrators, and all community members will all be invited and encouraged to attend the performance.

2. How will this residency achieve the artistic goals of your school?

Our school artistic goals include exploring methods for enhancement of comprehensive arts education programs, identifying means to imbed artistic expression, creative problem solving and citizen engagement into all facets of the curriculum, building relationship-based partnerships within our community for educational advancement and assuring that options for all students are available to meet interests in activities.

With this residency, Robert Asp Elementary in Moorhead will provide a new opportunity to appreciate, participate in and create art through movement. A residency in dance will expose our students to the expressive form of artistic dance. Dance is currently not delivered to students in our Arts Curriculum, so through this experience students will appreciate and be sensitive to the effort expended through dance and understand the value of expressive movement.

In addition, bringing a dance experience to our elementary students will enable us to address all strands of the new Minnesota State Art Standards in the area of dance ("The student will understand the elements of dance, including action, space, time and energy; understand the characteristics of dance from a variety of cultures and historical times; use basic movement skills in musical or rhythmic contexts; and create and perform sequences of movement with a beginning, middle, and end to communicate a story, life experience, theme or idea.") through a series of creative movement activities

that are focused on individual as well as small and large group 3-dimensional expression.

Our CAPP long-range goals include Moorhead students being provided with learning experiences in all art areas that include creative, resource-rich environments, adequate professional staff, supplies, instruments, facilities, equipment, technologies and community
partnerships. Making an application to the Minnesota State Arts Board for this grant, to supply a Dance Artist in Residence experience for our elementary students is an objective strategy toward our CAPP goals.

3. How have you planned for this residency?

We have assembled a planning team for this project.
Sue Geihl, CAPP Co-Chair - Grant Application, Planning, Publicity
Jen Nelson, CAPP Co-Chair - Planning
Sue Knorr, CAPP Committee Member, Primary Teacher - Grant Application, Planning, Contact for Resident
Lynne Kovash, Superintendent
Diana Anderson, Intermediate Teacher - Evaluation, Documentation
Pam Gibb, District Media - Publicity, Community Event
Josh St. Louis, Intermediate Teacher - Fundraising
Kathy Ferreira, Music Teacher - Publicity, Documentation

4. What impact will the residency have on those involved?

How will the artist work together with the teachers? How will teachers participate? How will the students be prepared for the residency? How will the community be involved in the residency?
Classroom teachers will prepare the students for the residency by discussing movement as an expressive art and eliciting student ideas on possible advantages of dance for learning, as well as making attempts to tell a story solely through movement.

Students will demonstrate a new understanding of the art of dance, participate in dance body movement, increase their ability to create artistic dance through participation in the residency.
Teachers will observe dance instruction by a master teacher and receive training in the methods of dance instruction and integration into daily classroom teaching. Teachers will assess the performance outcomes during student performance.

During the final presentation, the community will, for the first time, have the opportunity to view Moorhead elementary students presenting in the art of dance as a result of dance instruction within our schools. The schools' Parent-Teacher organizations will involve parents in making and distributing fliers, performance programs, and serving refreshments in conjunction with the performance.

5. How will you evaluate the impact of the residency?

We will evaluate the experience for both student participation and for teacher training.

Participating students will:
1) Draw pre- and post - dance experience pictures about dance, expressing their feelings toward the art.

2) Star in a video-recording showcasing the four classes first, at the beginning of the experience lessons, and then again at end of the experience.

Teachers will:
1) View the video to record the number of students who physically participate at the beginning of the lesson and then the number that do so at the end of the residence experience.

2) Collaborate to list three opportunities for incorporating methods of dance instruction into their current Language Arts and/ or Mathematics curriculum, which they learned as a result of participating in the residence experience.

THIS PAGE HAS BEEN INTENTIONALLY LEFT BLANK

U. ACCEPTANCE OF GRANT CONTRACT

This grant contract shall not be considered accepted, approved, or effective until all required signatures are affixed. The Grantee is responsible for the obligations contained herein. If the terms of this grant contract are not clearly understood, grantees are advised to seek assistance before signing.

For the purposes of execution, the signatures of two different officials, having the authority to enter into this grant contract on Grantee's behalf, are required.

1.

GRANTEE

Lynne A. Kovash
Authorizing Official, Printed Name

Lynne A. Kovash
Signature

MAPS
Moorhead Superintendent
SCHOOL SUPERINTENDENT (or designee)

May 28, 2009
Date

2.

GRANTEE

Susan K. Knorr
Authorizing Official, Printed Name

Susan K. Knorr
Signature

Contact
Title

May 28, 2009
Date

3.

MINNESOTA STATE ARTS BOARD

Susanne K. Gens

Executive Director

Date

42

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.072 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 2, 2009

SUBJECT: Donation

Moorhead Area Public Schools has received a donation from State Bank and Trust Pay it Forward campaign in the amount of $1000 in care of Diane Thiel and Janet Olson. The funds will be used at Robert Asp Elementary for supplemental material.

Suggested Resolution: Move to accept the donation of $1,000 from State Bank and Trust in care of Diane Thiel and Janet Olson and direct administration to send a thank you.

Diane Thiel – Robert Asp Elementary
Janet Olson – Robert Asp Elementary

WAK/kmr

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.071 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 2, 2009

SUBJECT: Donation

Moorhead Area Public Schools has received a donation from Big Machine Records, LLC in the amount of $1,775. The donation is in leu of a contest won by Connie Kirchoffner titled *On the Set with Taylor Swift.* Funds from the donation will be used for restoration of the playground at Robert Asp Elementary School.

Suggested Resolution: Move to accept the donation of $1,775 from Big Machine Records and Connie Kirchoffner and direct administration to send a thank you card.

Connie Kirchoffner
1000 West Divide Ave.
Bismarck, ND 58101

WAK/kmr

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.136**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Higdem, Director of Human Resources

DATE: June 1, 2009

RE: Holiday Date change

Normally, when a holiday falls on a Saturday, the previous Friday is named as the holiday. With this in mind, the following recommendation is made:

Independence Day holiday which falls on a Saturday, for 2009 be moved to Friday, July 3, 2009.

SUGGESTED RESOLUTION: Move that the above named holiday be adjusted as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.140**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 1, 2009

RE: Family/Medical Leave

Julie LeRoux	Human Resource Secretary, Probstfield Center for Education, approximately July 30, 2009 for approximately nine weeks.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Julie LeRoux pursuant to Section 3 of the Confidential Secretary Agreement.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.141**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 1, 2009

RE: Leave of Absence

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

Sara Lundwall	Teacher, West Central Juvenile Detention Center, effective for the 2009-2010 school year.

SUGGESTED RESOLUTION: Move to approve the Leave of Absence for Sara Lundwall pursuant to Article 43 of the Teachers' Master Agreement

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.139**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 1, 2009

RE: Early Retirement

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

Patricia Beach	Secretary, High School, effective June 19, 2009.
Patricia Babolian	Teacher, Red River Area Learning Center, effective at the end of the 2008-2009 school year.
Teresa Herk	Teacher, Horizon Middle School, effective at the end of the 2008-2009 school year.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Patricia Beach, Patricia Babolian and Teresa Herk as presented.

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Department of Human Resources

Moorhead Area Public Schools

Memo **HR.09.138**

TO: Lynne A. Kovash, Superintendent

FROM: Ron [illegible], Director of Human Resources

DATE: June 1, 2009

RE: Resignations

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

Pat Anderson	Boys Swimming and Diving coach, High School, effective at the end of the 2008-2009 season.
Rachel Bjornstad	Interpreter, Robert Asp Elementary, effective at the end of the 2008-2009 school year.
Jerilyn Neameyer	Breakfast Supervisor, S. G. Reinertsen Elementary, effective June 5, 2009.
Sheryol Emery	Partners in Learning Paraprofessional, Probstfield Center for Education, effective June 4, 2009.

SUGGESTED RESOLUTION: Move to approve the resignation of Pat Anderson, Rachel Bjornstad, Jerilyn Neameyer and Sheryol Emery as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.145**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 3, 2009

RE: T.C.I. Recall

The Administration requests the approval of recall of the following person:

Ed Breedon	Computer Technician, Probstfield Center for Education, 20 hours per week.

SUGGESTED RESOLUTION: Move to approve the recall of Ed Breedon for Computer Technician.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.144**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 3, 2009

RE: Change in Contracts

The administration request approval of the Change in Contract for the following people:

Lynn Day	Computer Technician, Probstfield Center for Education, from 40 hours per week to 36 hours per week, effective July 1, 2009.
Ed Breedon	Computer Technician, Probstfield Center for Education, from 20 hours per week to 24 hours per week, effective July 1, 2009.

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Lynn Day and Ed Breedon as presented.

Office of Learner Support Services
Moorhead Area Public Schools

LSS.09.007

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: June 1, 2009

RE: Special Education Extended School Year (ESY) Program

Attached is the 2009 Special Education Extended School Year (ESY) Program staffing and budgetary information. The ESY Program will operate:

Days:	Tuesday, Wednesday and Thursday June 23, 2009 - July 30, 2009
Time:	8:00 am - 12:00 pm
Location:	Hopkins Elementary, Horizon Middle School and Moorhead High School

SUGGESTED RESOLUTION: Move to approve the 2009 Special Education Extended School Year (ESY) Program for Moorhead Schools from June 23, 2009 - July 30, 2009.

JS:ca
Attachment

Extended School Year 2009
Program Budget and Staff Information

Extended School Year for the 2009 summer will run from 7:45 am to 12:15 pm. Programming will be provided for 6 weeks and will run 3 days a week (Tuesday, Wednesday and Thursday). Teachers will have a one 4 hour prep day on Monday, June 22. Extended School Year will be in session for 18 days from June 23 to July 30. There will be **28 teachers** employed with a total **salary** of **$85,795.89** plus **benefits** of **$10,295.51**. The estimated total hours for the **teachers** will be **2042.80** at a cost of **$96,091.40.** There will be **40 paraprofessionals and other staff** employed at four and one half hours daily. Paraprofessionals and other staff are paid at their contract rate or district sub rate if not employed as a paraprofessional or other staff with the district. The total **salary** for the **paraprofessionals and other staff** wil be **$48,672.999** plus **benefits** of **$5840.76.** The estimated total hours for the **paraprofessionals and other staff** will be **3240** at a cost of **$54,513.75.** Extended School Year **instructional material budget** is **$1,400.00.** The **total program budget** is **$150,644.35** with 68% of special education salaries reimbursed from the state on EDRS.

ESY Teachers:

Anderson, Carol
Anderson, Kevin
Bartholomay, Deb
Bierdemann, Betty
Bjerke, Amy (.5)
Buysse, Lowell
Dreschel, Ron
Falk, Paula
Filipi, Jill
Fisher, Heidi (.5)
Froemke, Molly
Greer, Kari
Johnson, Marti (.5)
Kanuch, David
Kapitan, Jim (.5)
Keeping, Stacy
Kostreba, Judy
Morse, Michele
Nylander, Laura
Olson, Janet
Paulson, Wendy
Plankers, MariBeth
Ressler, Tammy
Rowekamp, Kristi
Smith, Sarah
Vorachek, Vicki
Wickenheiser, Leah
Wolf, Renee
Yoney, Brandon
Speech to be determined

ESY Paraprofessionals and Other Staff:

Alverson, Loree
Calvert, Connie
Caron, Angela
Christensen-Clark, Sharon
Ellingsberg, Alice
Erickson, Cara
Flores, Moraima
Floyd, Trish
Foltz, Sara
Gilbertson, Jackie
Gulsvig, Dar
Hanson, Lyman
Hanson, Tiffany
Hausauer, Wendy
Hennesey, Mike
Johnson, Robin
Lindgren, Nate
Majidian, Tracy
McDonald, Deb
Olson, Elizabeth
Olson, Scott
Pederson, Linda
Pemble, Patty
Perez, Desiree
Philpot, Jodi
Renslow, Bunny
Schiltz, Danni
Sellant, Carol
Stoddard, Rhonda
Sturdevant, Barb
Tack, LuAnn
Valan, AJ
Vargas, Rose
Walker, Jean
Watnemo, Treva
2 para @ 4.5 hrs per day

Brands, Amy-Lang Fac (.5)
Hilton, Kristi - Lang Fac (.5)
Krenz, Vicki - COTA
Solberg, Lindsey - Intrepreter

5/29/09

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.069 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 2, 2009

SUBJECT: Approval of School District Insurance Package

The Minnesota School Boards Association Insurance Trust (MSBAIT) will no longer offer members of the Minnesota School Boards Association (MSBA) coverage through MSBAIT's self-insurance program. MSBAIT has endorsed a commercial insurance carrier, Riverport Insurance Company, a member company of W.R. Berkley Corporation.

A recent notice from MSBAIT provided an explanation for the change: MSBAIT was established in 1972 for the purpose of providing cost effective insurance and risk protection programs to participating school districts. In support of this purpose and based upon a change in market trends combined with current economic conditions, the MSBAIT Trustees have determined that the needs of MSBA members can best be served through the traditional insurance market at the present time.

Earlier this spring, our insurance agent, Tom Quam with Bremer Insurance, was instructed to solicit proposals for insurance coverage for the school district. Quotes were received from Riverport Insurance Company, Indiana Insurance Company and Hanover Insurance Company.

After reviewing the coverage of the options before us, I am recommending approval of the proposal from Riverport Insurance Company at a premium cost of $278,434. This figure represents the lowest of the three quotes received. The expiring premium is $264,454; the $13,980 increase can be attributed to the workers compensation portion of the package.

Attached is a summary and analysis of the quotes received. Mr. Quam will be in attendance at the School Board meeting on Monday, June 8, 2009 to answer any questions that you or the board may have regarding our coverage for the coming year.

Suggested Resolution: Move to approve the insurance package in the amount of $278,434 from Riverport Insurance Company effective July 1, 2009 through June 30, 2010 as provided by Tom Quam of Bremer Insurance.

WAK:mde
Attachment

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BREMER
BANKING • INVESTMENTS • TRUST • INSURANCE

Bremer Insurance
701 Atlantic Avenue
Morris, Minnesota 56267
phone: 320-589-1026
fax: 320-589-1462

June 3rd 2009

Mr. Wayne Kazmierczak, Assistant Superintendent of Business Services
Moorhead Public Schools ISD #152
2410 14th St S
Moorhead, MN 56560

Dear Mr. Kazmierczak and School Board Members:

Attached are the insurance quotation worksheets from the insurers you instructed us to quote on your behalf. We'll provide you with a listing of those insurers and give you their response to our quotation request as well as a summary of quoted premiums.

Name of Insurance Company	Response to Bid Request
Riverport Insurance Company (Replaces MSBA)	Renewal quotation shown below
Indiana Insurance Company	Most competitive package, no W/C
Hanover Insurance Company	Quoted package only at $119,376
Continental Western Insurance Company	Declined to quote due to competition
SFM (A workers' compensation only market)	Workers' Comp proposal offered
Western National	Declined to quote due to past claims

Coverage Description	Expiring Premium	Riverport Renewal	"Most Competitive" - Indiana Option
Property	$ 77,737	$ 65,106.14	$ 67,113
Liability	$ 8,333	$ 13,575.00	$ 23,410
Crime	$ 2,039	$ 4,474.00	$ 1,364
Equipment Floater	$ 336	$ 530.00	Included
Boiler and Machinery	$ 7,686	Included	Included
Auto	$ 14,793	$ 13,272.00	$ 17,358
Umbrella	$ 4,420	$ 4,146.00	$ 4,849
School Leaders E&O	$ 10,366	$ 10,407.00	Included
Workers Compensation	$138,744	$166,924.00	$223,134 (SFM)
Total Premium	**$264,454**	**$278,434.14**	**$337,228**

Several changes have been made to your insurance coverages which has affected your renewal premium. The changes made based on your instructions are as follows.

Property valuation changes: You instructed us not to increase your blanket real and personal property coverage limit this year. Your Blanket/Agreed Valuation property coverage limit remains at $148,409,000. Your property policy has been endorsed increasing property off premises, accounts receivable, valuable papers, extra expense plus ordinance of law coverage. See the specific company proposal worksheets for the additional coverages provided by endorsement.

General Liability: Teacher and student counts were changed, to reflect your anticipated enrollment numbers. Other factors are also taken into consideration to calculate your liability premium, such as stadium receipts, Adult Educations, Swimming Pool's etc.

Population Description -	Expiring Population Count –	Estimate 08 to 09 Count
Students	5,295	5,300
Teachers	405 FTE	373 FTE

Note: Minnesota statute now requires your liability limit to be adjusted from the current $1,200,000 limitation to $1,500,000. Riverport Insurance has automatically provided you with the mandatory liability limit increase. The Indiana offer has quoted the $1,000,000 liability limit which does not meet your liability insurance requirements. Hanover uses $2,000,000 per occurrence with a $4,000,000 Aggregate to solve this coverage issue.

Indiana Insurance offered the following statement as regards the Minnesota minimum limit requirement: *"To the Extent a claim falls within Minnesota Statute Chapter 466, the limits for insurance provided by this policy, whether per person, per claimant, per occurrence, aggregate, or otherwise stated are those limits provided for in Minnesota Statute Chapter 466, not any limits provided for on the Declarations Page(s) of this policy. This policy is not meant to provide any limits greater then those limits required by Minnesota Statute Chapter 466"*

Auto: No changes were made or requested for your renewal policy period.

Crime: No changes were made or requested for your renewal policy period.

Inland Marine: No changes were made or requested for your renewal policy period.

Boiler & Machinery: No changes were made or requested for your renewal policy.

Workers' Compensation: You instructed us to reduce your payroll by $3,850,422 in code #8868 due to reductions in the number of staff as required by budget cuts. We'll review for you the 2009-2010 estimated payroll and carrier rates, for your consideration.

Job Description -	Code -	Payroll -	RP Rate -	Premium -	SFM Rate -	Premium
Drivers & Helpers	7380	$ 30,772	7.29	$ 2,243	7.22	$ 2,222
Bus Drivers	7382	$ 342,567	5.93	$ 20,314	5.87	$ 20,109
Garage Mechanics	8385	$ 43,466	5.28	$ 2,295	5.23	$ 2,273
Teachers	8868	$30,500,000	.72	$219,600	.71	$216,550
Other Employees	9101	$ 1,401,698	4.15	$ 58,170	4.11	$ 57,610
Totals		**$32,318,503**		**$302,623**		**$298,764**
Experience Mod			**.93**	**- 21,544**	**1.00**	
Scheduled Credit			**40%**	**- 114,490**	**25%**	**- 75,961**

Your expiring workers' compensation experience modification factor had been .84. Riverport has calculated your renewal modification factor at .93. SFM did not give you an experience modification factor as the Minnesota Workers' Compensation Rating Bureau has not rated you because you have been insured in a self insured pool. Once the MNWCRB has issued your new modification factor, all carriers will use the same factor.

Riverport Insurance allows you to purchase Volunteer accidental medical and dental at a premium cost of $1,537. If you are interested in purchasing this coverage and the specified construction and demolition projects coverage for you'll need to sign the attached form. SFM does not give you the option to purchase volunteer's coverage.

Umbrella: No changes were made or requested for your renewal policy period.

School Leaders E&O Coverage: No changes were made for your renewal period.

Terrorism: Terrorism coverage is included in all of our proposals. If you decide to delete Terrorism coverage, you'll need to sign the Terrorism waiver form. The reduction in cost for Riverport would be $1,825. The reduction in cost for the Indiana offer is $3,362. The reduction in cost for the Hanover option is $1,001.

Notes: The Indiana and Hanover proposals do offer additional coverage by endorsement such as Violent Events Response Coverage. Please refer to their proposal summary for a description of optional coverages available to you in their proposal worksheets.

The Hanover proposal includes a dividend plan that could return as much as 21% to the district if your loss ratio is under 5%. The sliding scale dividend option would pay 1% for a loss ratio from 40% to 45%. See the Hanover quotation worksheets to review the Safety Group Dividend program available to you.

Please let us know if you have any questions or need additional information as you review your renewal insurance proposal option's. Once you let us know which carrier you chose, we'll issue your renewal binder and auto ID cards plus issue your policies.

Thank you for placing your insurance business and trust with our agency. Your patronage of Bremer Financial Services is greatly appreciated.

Sincerely,

Tom Quam,
Bremer Insurance

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.136R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: June 2, 2009

SUBJECT: Literacy Collaborative Dialogue

Vicki Anderson, Literacy Collaborative Coach, and Kevin Kopperud will present information regarding Robert Asp's implementation of the Literacy Collaborative.

Robert Asp School has completed the first training year for staff. Test scores and additional information will be compiled and studied to determine the effectiveness of the program. However, with any school improvement program, it will take a few years to fully study the program. This year, first grade teachers have been trained and second grade teachers will be trained in the 2009-10 school year.

Two articles are attached for your information.

LAK:mde
Attachments

A Language and Literacy Framework for Literature and the Content Areas (K-8)

The three block framework, consisting of language and word study, reading workshop, and writing workshop, is a conceptual tool for organizing instruction. The framework is flexible, allowing numerous variations in content, student groupings, daily timeframes and the level of teacher-directed instruction.

The Three Blocks

Language and Word Study

Students explore the intricacies of language across multiple genres including literature, informational texts, and poetry. They investigate the meaning and structure of words, and the conventions and forms of written language.

Reading Workshop

Students read a variety of self-selected and teacher-selected texts for extended periods. They construct meaning and make personal and textual connections as they learn from and about reading. Students learn effective comprehending strategies they apply to fiction and nonfiction texts.

Writing Workshop

Students develop writing strategies and skills, learn about the writer's craft, and use writing as a tool for learning and communication. Writing for sustained periods, they explore different genres and formats for a range of purposes and for a variety of audiences.

Fountas, I.C. & Pinnell, G.S. (2006). *Teaching for Comprehending and Fluency K-8: Thinking, Talking, and Writing About Reading.* Portsmouth, NH: Heinemann.
Fountas, I.C. & Pinnell, G.S. (2000). *Guiding Readers and Writers (Grades 3-6) Teaching Comprehension, Genre, and Content Literacy.* Portsmouth, NH: Heinemann.

Listed below are the elements of the three blocks of the framework at each level.

	Language/Word Study	Reading Workshop	Writing Workshop
K-2 Primary Level	*30-60 minutes* • Interactive Read Aloud • Interactive Writing • Modeled/Shared Reading • Modeled/Shared Writing • Handwriting • Phonics/Word Study/Spelling • Storytelling	*45-90 minutes* • Guided Reading • Independent Literacy Work	*45-60 minutes* • Independent Writing • Guided Writing • Interactive Writing (small group)
3-6 Intermediate Level	*30-60 minutes* • Interactive Read Aloud • Current Events • Modeled/Shared Reading • Interactive Edit • Modeled/Shared Writing • Interactive Vocabulary • Readers'Theatre/Process Drama • Choral Reading • Handwriting • Test Reading & Writing • Word Study/Spelling • Poetry Sharing/Response	*60 minutes* • Independent Reading • Guided Reading • Literature Study	*60 minutes* • Independent Writing • Guided Writing • Investigations
5-8 Middle Level	• Interactive Read Aloud • Interactive Vocabulary • Interactive Edit • Poetry Workshop • Current Events • Test Reading and Writing	*50-60 minutes* • Independent Reading • Literature Study (Book Clubs) • Guided Reading	*50-60 minutes* • Independent Writing • Guided Writing

Fountas, I. C. & Pinnell, G.S. (2006). *Teaching for Comprehending and Fluency K-8: Thinking, Talking, and Writing About Reading.* Portsmouth, NH: Heinemann.
Fountas, I.C. & Pinnell, G.S. (2000). *Guiding Readers and Writers (Grades 3-6) Teaching Comprehension, Genre, and Content Literacy.* Portsmouth, NH: Heinemann.

How Does Literacy Collaborative Emphasize the Five Essential Elements of Reading Instruction?

Gay Su Pinnell
Literacy Collaborative
The Ohio State University

In 2000, the National Reading Panel (NRP) of the National Institute of Child Health and Development (NICHD) issued a report that identified five areas that were critical for effective reading instruction: *phonemic awareness, phonics, fluency, vocabulary, and comprehension.* The Literacy Collaborative instructional model includes, and has always included, components and activities that address these five essential elements of reading instruction, and also emphases these elements in its writing instruction. For a copy of the NRP report or other material from the NRP, see http://www.nationalreadingpanel.org/.

Essential Element #1: Phonemic Awareness Instruction
Phonemic awareness is the ability to notice, think about, and work with the discrete sounds in spoken words. Phonemic awareness training involves helping children recognize, isolate, and manipulate phonemes, sometimes in connection with letters.

Daily lessons in Literacy Collaborative classrooms include explicit teaching of phonemic awareness. Children do activities and play games that involve connecting, sorting, and manipulating sounds and rhymes and learn to associate discrete sounds with letters. Students practice listening to poems, rhymes, and stories with repetitive refrains, rhymes, and language patterns. When writing, students learn to say words slowly to hear discrete sounds at the beginning, middle, and end of words.

In the Literacy Collaborative language and literacy framework, schools are provided with an extensive curriculum description for Kindergarten through grade 3 that provides the specific understandings and the grade level appropriateness in all areas of letter and word learning. Phonemic awareness is directly taught during lessons on principles of phonemic awareness, application of the principles, reading aloud to students, and during language and word play activities. Some of the activities within this curriculum that specifically address phonemic awareness are: saying rhymes, identifying the onset and rime in spoken words and syllables, hearing and isolating individual sounds in words, connecting words that sound alike and words that sound different, blending and segmenting words, making new words by deleting or substituting phonemes, and attending to sounds of words in stories, songs, poems, and rhymes. In a phonemic awareness lesson, the teacher provides a brief, explicit lesson on an auditory discrimination, phonemic awareness, or phonological awareness principle. The lessons are logically selected based on student need and an organized continuum of concepts.

Essential Element #2: Phonics Instruction
Phonics instruction involves teaching children the relationships between letters and individual sounds (phonemes), and teaching them that there are systematic and predictable relationships between written letters and spoken words.

Phonics is taught in Literacy Collaborative classrooms explicitly with sounds, letters, and words in isolation, and through the use of meaningful text. The alphabet is considered to be a basic tool of the reader and writer, and many children have incomplete knowledge of letter-sound correspondences. The teacher first assesses the letter-sound correspondences the children do know, and works to increase their knowledge. The teacher starts with simple words and letter-sound associations familiar to the children, and progresses to less predictable sound patterns and their spelling. Through explicit lessons, the children learn to identify letters, to associate phonemes with letters, and to use phonics principles when reading and writing. Children do exercises with individual words, which they sort by sounds and letters. They create personalized alphabet books, write letters on a variety of surfaces, and work extensively with magnetic letters, which children enjoy manipulating. The teacher keeps careful records of the children's progress to determine the sequence of instruction. Before, during, and after reading selected texts, the teacher brings children's attention to sound-spelling patterns using magnetic letters or white erase boards. Teachers demonstrate phonics principles when teaching the children how to spell words. The children use their phonics knowledge when reading aloud and when writing words, sentences, and longer texts.

Essential Element #3: Fluency Instruction

Fluency is the ability to read a text quickly and accurately. Fluent readers recognize words automatically and group words as they read. Fluent oral reading sounds effortless and expressive. Researchers studying reading have begun to realize how important fluency is in the reading process, and how many children have comprehension difficulties because they read slowly and halting. Automaticity develops with practice: children become more fluent readers the more they read.

In Literacy Collaborative classrooms, fluency is taught both at the word level and at the text level. Students practice reading a core of high frequency words to increase rapid word recognition. Students learn to use phonics principles to decode new words quickly, and to use their knowledge of the meaning of word parts to rapidly decipher new words. The students repeatedly read familiar books, which helps them develop fluency, phrasing, and rapid word recognition. The teacher demonstrates fluent reading and the use of intonation when reading aloud to the students. When the children read aloud the teacher prompts them to read fluently and with intonation. Children are provided opportunities everyday for independent reading, which helps them becoming faster at silent reading.

Essential Element #4: Vocabulary

Vocabulary refers to the words we must know to communicate effectively, and applies to speaking, listening, reading, and writing. Vocabulary knowledge is an important predictor of reading comprehension ability. Vocabulary instruction refers to both the indirect and direct teaching of words and word meanings.

Working with words in isolation, in sentences, or in meaningful text, students in Literacy Collaborative classrooms learn the meanings of words, sort words by meaning, and learn about homonyms, synonyms, and antonyms. They learn the meanings of parts of words, such as "un" or "dis" or "bi," and learn to use this knowledge to decipher meanings of new words. Before the teacher introduces a new book to the children, he or she familiarizes the children with new and difficult words that will appear in the book. The children also learn how to use context to figure out word meanings while reading. Children are encouraged to use new

vocabulary in their writing to make it more precise and descriptive. Through independent reading and being read to by the teacher, children acquire a large reading and writing vocabulary of words rarely used in speech.

Essential Element #5: Comprehension Instruction
Comprehension refers to the ability to understand what one is reading—to relate a text to what one already knows while also constructing new knowledge and understanding. There are many different types of and aspects of comprehension—comprehending literal meaning, comprehending figurative or symbolic meaning, appreciating, evaluating, or responding emotionally to a text, understanding the significance of a text, or understanding how one text relates to another. Reading for comprehension can be contrasted with "decoding"--reading words aloud without knowing what they mean.

Comprehending written text, in all its dimensions, is one of the primary instructional goals in Literacy Collaborative classrooms. The goal is for children to learn to read and to find reading useful, enjoyable, and meaningful. Students are explicitly taught comprehension strategies in isolation and while reading, listening to, and writing texts. Strategies include making predictions, asking questions and forming opinions while reading, and connecting text meaning with background knowledge and personal experience. Before a child or the teacher reads a text, the teacher introduces key ideas in the text in order to increase the child's ability to comprehend. During and after reading the teacher leads a discussion with the children, expanding the children's understanding of the text. Children are asked to think actively about what they have read and to increase their understanding through writing and drawing activities. The teacher reads a wide variety of books interesting to the students to increase their background knowledge, to expose them to grammatical structures found in books, and to increase the children's knowledge of word meanings. The teacher uses texts from a variety of genres (fiction, non-fiction, fantasy, memoirs). Attention is paid as much to expository texts (books that explain something such as science or social studies books) as narrative texts (stories). Students have the opportunity to write about meaningful topics in a variety of genres, such as fictional stories, explanatory texts, poems, or autobiographies.

Through the methods and activities described above, working explicitly with words in isolation and working with meaningful, connected text, Literacy Collaborative teachers emphasize the five essential elements of literacy instruction—phonemic awareness, phonics, vocabulary, fluency, and comprehension.

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Literacy Collaborative

For full reviews and details about Literacy Collaborative research and citations for all studies, please go to the Research Studies page.

Q: Is there research on the effects of the Literacy Collaborative program on teaching and student learning?

Yes. Literacy Collaborative research is conducted at the school level and the national level. At the school level, individual Literacy Collaborative schools assess their students annually and analyze their own data in order to monitor their school's improvement over time. At the national level, Literacy Collaborative researchers (1) conduct internal program evaluations across schools, (2) contract with consulting groups to conduct outside program evaluations, and (3) collaborate with researchers in other universities to study the program's effects on teaching and student learning.

Our most recent study, funded by the U.S. Department of Education (USDOE), is being conducted by researchers at Stanford University, University of Chicago, and Literacy Collaborative. Over four years (2004-2008), data on teaching and student achievement were gathered from 240 teachers and 10,000 K-3 students in 18 Literacy Collaborative schools in the South, West, Midwest, and Northeast. Preliminary results are described below.

Literacy Collaborative has also contracted with the Center for Research and Educational Policy (CREP) at the University of Memphis to study teaching and student achievement in five Literacy Collaborative schools and six non-Literacy Collaborative schools in Georgia. In all 11 schools there are large numbers of low-income students and students from Spanish-speaking homes. Preliminary results will be available soon.

Q: Is there evidence that Literacy Collaborative improves literacy teaching?

Yes. (1) In the USDOE study described above, 240 Literacy Collaborative teachers were observed in their classrooms and evaluated three times per year for three years. Analyses of the first two years of data showed that, on average, observed teaching skills improved. Furthermore, individual rates of teacher improvement were correlated with the amount of professional development and one-to-one coaching teachers received from their literacy coordinators. (2) In a study conducted in 2003-2004 by the Education Development Center (EDC) in Newton, Massachusetts, 54 teachers in grades 3-6 in 18 Literacy Collaborative schools were observed and evaluated three times over 18 months. Their rates of improvement were compared with those of 34 teachers observed in nine non-Literacy Collaborative schools. On average, observed teaching skills improved in the Literacy Collaborative schools but there was no improvement in the non-Literacy Collaborative schools.

Q: Is there evidence that Literacy Collaborative improves student literacy achievement, including in low-income schools?

Yes. (1) Preliminary results from the USDOE study described above showed that average rates of student literacy growth in grades K-3 increased by 15% in Year 1 of implementation and 28% in Year 2, as measured by DIBELS and Terra Nova. Forty percent of students in the study were low-income. (2) The Center for Education Evaluation and Policy (CEEP) at Indiana University studied several early literacy interventions in Indiana and found that both low-poverty and high-poverty Literacy Collaborative schools showed substantially greater year-to-year improvements in passing rates on Indiana's 3rd grade state test than schools with no literacy interventions. (3) Researchers at the Harvard Graduate School of Education and Wheelock College in Boston found that in the high-poverty Boston Public Schools, 1st graders in four Literacy Collaborative schools showed higher average growth in writing than students in four schools with a different literacy program. (4) Literacy Collaborative researchers at The Ohio State University analyzed 2nd grade Gates-MacGinitie reading scores in 52 Literacy Collaborative schools over five years (1996-2001) and found that average scores rose from 40 NCEs to 49 NCEs (on a scale of 0-100), though the entering skills of the students in kindergarten remained the same. The greatest gains were made in schools in which more than 50% of the students received free or

reduced-price lunch.

Q: Is there evidence that Literacy Collaborative reduces Special Education referrals and retention rates?
Yes. In their study of early literacy interventions in Indiana, the Center for Education Evaluation and Policy (CEEP) found that Literacy Collaborative schools in Indiana had lower 2nd grade special education referral rates and slightly lower 2nd grade retention rates than demographically similar schools without special literacy programs.

Q: Is there evidence that Literacy Collaborative helps improve student attitudes toward reading and writing?
Yes. In 2004, Literacy Collaborative researchers observed, interviewed, and surveyed Literacy Collaborative students in grades 3-5 in Westfield, Massachusetts. More than 90% of the students said that they liked to read and write. Those interviewed also reported that they engaged in literacy activities during their free time at home. Teachers reported in focus groups that the Literacy Collaborative program had improved student attitudes and motivation.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.135R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: June 2, 2009

SUBJECT: Spanish Immersion Multiage Classroom Dialogue

Dr. Mary Jo Schmid will provide information related to Spanish Immersion multiage classrooms. The information will include research and supporting information regarding the multiage grade configuration for grades one through five.

Attached are two documents that were distributed to parents and are included for your information.

LAK:mde
Attachments

Spanish Immersion Multiage/Multilevel Classrooms
at
Ellen Hopkins Elementary School

Information for Families

"The child who creeps at an early age is not superior to the child who takes his own sweet time. Children are born when they are ready. They creep when they are ready. They walk when they are ready. They teethe when they are ready. But they go to school . . . ready or not, when they are five" (Grant, 1986).

Beginning in the 2009-2010 school year, we will be moving the Spanish Immersion to multiage classes. Multiage educational practices are grounded in a philosophy that holds that every child can learn and has the right to do so at their own pace and that learning is a continuum rather than a series of steps. This philosophy supports our beliefs about the acquisition of language and academic growth as well as supporting the changes in the program.

What is a Multiage Classroom?
A multiage classroom is an environment where children of more than one grade level are grouped together for instruction. In this environment the teacher provides a developmentally appropriate curriculum based on each child's individual needs and interests. The term "developmentally appropriate" means that each child's own progress and growth are used to determine what he or she is ready to accomplish. This philosophy recognizes that students learn and develop at different rates, just as they learn to crawl, talk, and ride a bike at different rates. Children spend two or more years with the same teacher and the same core group of classmates, with older students exiting at year's end and new students joining each fall term.

Why Multiage?
"In multilevel classrooms, students across two or more grade levels are with the same teacher for two or more years. These classrooms become stable learning communities over several years, engaging students, parents, and educators in quality learning." (Independent Together: Supporting the Multilevel Learning Community. BLM12)

1. Teachers get to know children in depth, planning for their individual strengths needs and interests. Time becomes a positive variable.

2. Problems associated with the yearly transition from one grade to another can be overcome. The teacher has a core group of students who remain with her/him from the previous year and are able to welcome and aid in the transition of the incoming students each Fall.

3. Students have an increased sense of stability due to consistency of routines, expectations and traditions that carry over from one year to the next.

4. Children have a broader social experience with increased opportunities to lead and to follow, to collaborate and to make stable peer relationships.

SUMMARY OF RESEARCH ON BENEFITS OF MULTIAGE CLASSROOMS

Professor Barbara Pavan reviewed 64 research studies on non-graded (multiage) schools. Pavan found that 58% of those students in multiage classes performed better than their peers on measures of academic achievement. 33% performed as well as their peers, and only 9% did worse than their peers.

Pavan also found that students in multiage settings were more likely than their peers to have positive self-concepts, high self-esteem, and good attitudes toward school. Her review of the research also indicates that benefits to students increase the longer they are in a non-graded setting, and that "underachieving" students also benefit from being in multiage classrooms. (This research summary can be found in the October 1992 issue of Educational Leadership, pp. 22-24.)

Parents are often concerned that older children in a multiage setting will not benefit as much as younger children. Research shows, however, that when older students teach information and skills to their younger classmates, their academic performances, and even IQ scores, dramatically improve.
Educational research indicates that students benefit both academically and emotionally from being placed in multiage classrooms.

FREQUENTLY ASKED PARENT QUESTIONS

How long will my son be in the multilevel classroom?
In many communities multilevel classrooms are common, and span from two to nine grades in the same classroom. Some multilevel classes are formed of necessity. Other communities establish multilevel classrooms because of the advantages they offer learners, teachers, and parents. Research says that students should be in a multilevel classroom for at least two years to take advantage of the benefits.

How can my daughter learn what she needs to when there are so many other grades in her classroom?
Students in multilevel classrooms are assessed according to provincial learning outcomes. This means that they are guided to set learning goals that meet their learning needs, as well as curricular outcomes. Teachers guide students along their learning journey as they work in groups and individually to study a broad topic that addresses many subjects. Students work at their own level on different projects about the same topic. They become *independent together* as they grow in confidence, gain a deeper understanding from a wide age range of learners, and develop skills and strategies. Grades become benchmarks for final assessments at the end of a unit, term, or school year.

How will learning in this classroom be challenging for my daughter when she is in her third year?
Teachers in multilevel classrooms design a range of learning experiences so that students at every developmental level are challenged. Because different themes rotate over the years, there is little or no repetition of content. Experienced students generally are independent learners and ready for more complex tasks. Furthermore, in their last year(s) in multilevel programming, students gain valuable experience in exercising leadership and acting as mentors.

My son is working with students who are younger than he is. How does this affect his learning?
In the multiage classroom every child, even the older child, is on his or her own continuum of learning. The older child is able to go as far as he or she is able, just as the younger child is. All children are able to progress beyond the traditional classroom limits at their own pace. Social and emotional benefits are also apparent through mentoring and modeling. Older children gain confidence and increase their self-esteem. Older children also learn how to care for and nurture others. All children, have the freedom to pursue their interests and the opportunity to creatively expand their knowledge.

What if my son has a conflict with the teacher or a peer and has to stay in his class for three years?
The multilevel classroom may offer individuals time to learn to understand each other and work out any difficulties that may occur. Within a learning community, conflicts are often resolved as they are in everyday living because of the respect and values that develop over time. In some cases, both parties may need to agree on a plan to accept and respect differences.

In a multilevel class my son will have fewer friends his own age. How will this affect him?
In the multiage classroom, students establish valuable friendships with others of the same age as well as with younger and students. The fluid student makeup of a multilevel classroom is sometimes an advantage. Rather than being limited to the same peer group for several years, students may gradually be introduced to new classmates.

After my daughter has had the same teacher in the multilevel classroom for several years, how will moving to a new school affect her?
Research shows that students in multilevel classrooms tend to be more socially adept and more positive about school. These traits can equip students in dealing with the challenge of moving to a new classroom.

What will happen if we transfer to a new school during the time my daughter is in the multilevel classroom?
The learning of all Minnesota students is based on the same learning outcomes, regardless of whether they are in a multilevel or single-grade classroom. So students may explore different topics from one classroom to another, but the learning outcomes are the same for everyone. Students who move from multilevel classrooms to a new school usually take with them portfolios, learning logs, and goal sheets, which provide powerful evidence of what they know and can do.

Source: Manitoba Education, Training and Youth; Independent Together: Supporting the Multilevel Learning Community.
Available online http://www.edu.gov.mb.ca/ks4/cur/multilevel/

Multiage Configuration

Grade	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F	Teacher G	Teacher H	Teacher I
K	52								
1		17	17	16					
2		11	11	12	13				
3					15	18	10		
4						11	7	10	10
5							12	20	20
Total	52	28	28	28	28	29	29	30	30

Most Frequently Asked Questions about Multiage Education

-adapted from Creating the Multiage Classroom, Sandra J. Stone, 1996

Will my child benefit from the multiage classroom?
Research strongly suggests that children benefit in many ways from multiage classrooms (Miller, 1990). Academically, children usually do better in multiage classrooms than in traditional classrooms (Anderson & Pavan, 1993). If they don't do better, then they do the same. Multiage classrooms clearly do not negatively affect academic achievement (Miller, 1990).

In addition, the benefits for children socially and emotionally are consistently higher in multiage classrooms. From his view of research, Miller notes, "When it comes to student affect, the case for multigrade organization appears much stronger, with multigrade students out-performing single-grade students in over 75 percent of the measures used." Multiage children often have a greater sense of belonging (Sherman, 1984) & more positive social relationships, also.

Is the multiage classroom better for some children, but not for others?
This question assumes that traditional classrooms are the best way to educate children. As you investigate the philosophy of multiage classrooms, you quickly conclude that this child-centered approach is good for all children. In the multiage classroom, children progress at their own pace, view themselves as successful, learn from their peers without competition, and have the opportunity to mentor.

How are children selected for multiage classrooms?
Whether a whole school is multiage or only a portion of the school, children should be randomly selected. There should be a balance of ages, abilities, and gender.

What is the best range for a multiage classroom?
Usually the best age range is at least three years. Many schools do two-year combinations. Sometimes, if the teachers are not careful, a two-year program results in teaching each group rather than teaching the children as one group. With a three year span, it is impossible to address grades separately with a graded curriculum. With a three-year span, the children must be looked at as individual learners on their own continuum. There are also social and emotional benefits that result from a three-year span. With a three-year span, there is a greater opportunity for children to be mentors and mentored, less opportunity for competition, and more opportunities for cross-age learning.

Do the older children benefit from the multiage classroom?
In the multiage classroom every child, even the older child, is on his or her own continuum of learning. The older child is able to go as far as he or she is able, just as the younger child is. All children are able to progress beyond the traditional classroom limits at their own pace. Social and emotional benefits are also apparent through mentoring and modeling, older children gain confidence and increase their self-esteem. Older children also learn how to care for and nurture others.

Do gifted children benefit from the multiage classroom?
Yes, gifted children benefit in the same way that older children benefit. Younger gifted children have the opportunity to interact with older children, increasing their level of learning. Older gifted children have the opportunity to increase leadership and mentoring skills. Gifted

children, as do all children, have the freedom to pursue their interests and the opportunity to creatively expand their knowledge.

How does one manage to teach a multiage classroom when all the children are at different levels of learning?
One must keep in mind that even in same-age classrooms; children are at different levels of learning. In a multiage classroom, these differences are accepted and respected. Each child is able to participate in reading, writing, and problem solving at his or her own level of development. The multiage teacher knows each child's needs and supports each child's development to the next stage by tailoring activities to expand each child's level of understanding. Effective large and small group learning experiences are used, which allow for each child's continuous progress.

How are art, music, and physical education classes accommodated in the multiage classrooms?
Multiage classrooms should consider the multiage class as one class. If children attend pullout classes such as art, music, or PE, they go to these classes together. They may be separated by grade level.

What happens if my child is in a primary multiage and then is not ready to go on to a traditional fourth grade?
Multiage teachers do not advocate retention. All teachers should be able to fit the curriculum to the child rather than the child to the curriculum. Children in a multiage classroom are truly given the gift of time to develop. Most children leave the multiage classroom ready to engage in a graded classroom. Furthermore, children in multiage settings are prepared to learn and have high self-esteem, which helps them to thrive in any environment.

What happens if my child goes from a multiage classroom to a traditional graded classroom as a transfer?
Experience has shown that children who are in multiage classrooms are more confident learners and adapt quickly to same-age classrooms. They have also had time to see themselves as competent learners in the multiage classroom and can therefore survive the comparative process in a same-age classroom. To have had some time in a multiage classroom is better than to have none at all. We do not want to eliminate multiage classrooms because children may eventually go into a graded classroom. This is like starving a child today because some day they may encounter a famine.

Children at the center : implementing the multiage classroom / Miller, Bruce A. Northwest Regional Educational Laboratory. ERIC Clearinghouse on Educational Management. Portland, OR : Northwest Regional Educational Laboratory, 1994.

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.074 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 2, 2009

SUBJECT: Major Magnitude Field Trip Request to New York

Attached is information regarding a proposed Major Magnitude Field Trip for Moorhead High School Choir students to travel to New York on March 17-21, 2010.

The trip will cost approximately $1,025 per student. Students will be funding the trip through their own expense and through student fundraising.

Rachel Horan will be in attendance to present the request to the board.

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School Choir students to travel to New York on March 17-21, 2010.

WAK/kmr
Attachment

Major Magnitude Field Trip Request
Moorhead Area Public Schools

Date of Request: May 29 2009 Date Presented to Board: June 8, 2009

Brief Description of Trip: The Moorhead High School Choir would like to travel to New York to take in four live music events. The cultural center of America, New York will allow our students a meaningful opportunity while enjoying high quality musical events.

Staff Member, Coach: Rachel Horan

Curricular or Co curricular Trip: Curricular -

Educational Purpose of the trip (how the trip is related to the activity and to the course content and graduation standards): The purpose of this trip is two fold as students will be enriched as both performers and observers of the arts. New York City is regarded as the cultural center of the United States. Students will visit museums, ethnic neighborhoods, a local high school, Broadway productions, and noted national landmarks all of which have inherent connections to music. Dr. Jeffery Douma, conductor of the internationally renowned Yale Glee Club, will hold a clinic with our choir students. Dr Douma is also assisting in securing an evening performance venue for the choir. This cultural experience is in line State Standard Strand I: Artistic Foundations Standard 3: Demonstrate understanding of the personal, social, cultural, historical contexts that influence the art areas.

A Philosophy of the Moorhead Music Department

The 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 arts in the context of life.

Dates of the Trip: March 17-21, 2010

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

Number of school days involved: None - over spring break.

Mode of Transportation: NWA/Delta Airlines/UAL Director of Transportation Notified: When needed

Approximate number of students involved: 30 - 60 depending on who signs up.

Which students will be invited: Students who are enrolled in A cappella or Chorale.

Who is planning this trip: Brian Cole and Rachel Horan will handle all travel arrangements.

Housing Plans: St. James Hotel - 1/2 block off Broadway

Approximate individual and district costs: District cost: $ 00.00 Individual cost: $971-1092 depending on number of participants. Price is for four to a room.

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 would be 2-6 adult/parents attending. The trip will be open to parents as well.

Staff member signature: Rachel Hoaas

Approval signature principal or supervisor Gene Bayle

Approval signature Assistant Superintendent Teaching and Learning 06/04/09

*Working Itinerary • subject to change

	March 17 - Wednesday
8:00 a.m.	Flight out of Fargo
2:15	Arrive Newark
3:15	Charter bus from Airport to Empire State Building
4:00	Empire State Observatory
5:30	Bus to St. James Hotel - 109 W. 46 - Times Square - Supper on Own
7:00	Concert at Carnegie Hall/Show
10:00	Back to hotel -
	March 18 - Thursday
9:00 a.m.	Breakfast in Room - Depart M42 to Pier 83 -
10:00 a.m.	2 Hour Circle Cruise of Lower Manhattan on the Water - Statue of Liberty - Ellis Island - United Nations - Brooklyn Bridge narrated
Noon	on bus to NYC Public Library/Grand Central Station - Lunch on Own
1:30	St. Patrick's Cathedral/Rockafeller Center
3:00	Clinic with Guest Choral Conductor- Dr. Jeffrey Douma, Yale Glee Club
8:00	Choir Performance at TBA church
11:00	Back to Hotel
	March 19 - Friday
9:00	Breakfast in room - on subway - to China Town - Walking Day China Town - to Orchard Street - to Little Italy - to Greenwich Village - Lunch Here on Own Washington Square -
1:30	Informance with High School on Lower East Side (TBA)
3:00	Subway to Museum of Modern Art
4:00	MoMA -
6:30	St. John's Pizzeria -
8:00	Broadway Show Spider Man
11:00	Back to Hotel
	March 20 Saturday
10:00	Breakfast in Room - to St. John the Divine -
12:00	Picnic Lunch in Central Park -
2:00	Optional TKTS Show - Shop - Natural History Museum - Free Time
5:00	Supper at Ellen's Stardust Diner
8:00	Broadway Show - Adam's Family
11:00	Dessert Reception at Sardi's - Included
	March 21 Sunday
8:00 a.m.	To Harlem - Traditional Black Gospel Church Service
Noon	To Airport
4:00 p.m.	Depart for Fargo -

New York City Choir Trip

What is covered in the fee:

Roundtrip Airfare out of Fargo
Ground Transportation roundtrip to/from hotel - luggage porter service
Lodging - four nights - quad occupancy
Empire State Building Observatory
Clinic with Dr. Jeffrey Douma
Circle Line Tour of Manhattan - (Up to Statue of Liberty, Ellis Island, Brooklyn Bridge, UN)
3 Broadway Shows - Spiderman, Shrek, Adam's Family
Museum of Modern Art
5 day subway/bus pass
Dessert Reception at Sardi's
Hot Breakfast each day

Other sites you will see - no fee:

St. Patrick's Cathedral
St. John the Divine
Central Park
Apollo Theatre
Rockafeller Center
NBC Today Show Studio
Requested Tickets for the following: (no guarantees but a possibility)
- Letterman
- Saturday Night Live
- Live with Regis and Kelly
- Late Show with Jimmy Fallen
- The View

China Town
Greenwich Village
Little Italy
World Trade Center Site

What is NOT covered in the fee:

Baggage Fee if you check luggage - (not recommended)
We will help you find cheap eats -our plan is to not have you spend more than $10 per meal plan on $90 for meals.
Optional TKTS show on Saturday afternoon ($25)
Optional Natural History Museum on Saturday afternoon ($14)
Optional Met Museum on Saturday afternoon ($10)

Payment Schedule:

$100 deposit on Sept 30
$400 due on Nov 30
$500 or remaining balance on Jan 30

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.075 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 2, 2009

SUBJECT: Major Magnitude Field Trip Request to Costa Rica

Attached is information regarding a proposed Major Magnitude Field Trip for Moorhead High School World Language students to travel to Costa Rica on March 12-20, 2010.

The trip will cost approximately $2,488 per student. Students will be funding the trip through their own expense and through student fundraising.

Brittney Rehm will be in attendance to present the request to the board.

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School World Language students to travel to Costa Rica on March 12-20, 2010.

WAK/kmr
Attachment

Major Magnitude Field Trip Request Form

Costa Rica Spanish Trip Request, 2010
Moorhead High School

Brittney Rehm (trip leader)

Section I: Preliminary Approval

A. Field trip request name: Costa Rica Trip 2010
B. Type of trip: Co-curricular
C. Date of request: 5/30/09
D. School board presentation date: 6/8/09
E. Staff/Advisor requesting: Brittney Rehm
F. Phone/Ext.: 218-284-2438
G. Purpose of the trip:
    1. To engage students who are taking Spanish levels 3 and / or 4 at MHS in travel to a Spanish speaking country.
    2. To immerse students in the people, culture and the environment of a Spanish speaking country.
    3. To expose students to new ideas, perspectives and an increase of knowledge of ecotourism and the importance of natural resources.
    4. To improve Spanish speaking skills.

H. Educational value of the trip / How the trip is related to Spanish course content and graduation standards:

The trip to Costa Rica allows students the opportunity to learn about the country by becoming an ecotourist. Our Costa Rican tour guide and bus guides will have an extensive amount of knowledge and will explain the many species of animals, cultural groups, and other types of nature (volcanos, trees, ferns, plants, overall geographical regions, etc.) that we will see and experience in Costa Rica. The Spanish III course content includes units on ecotourism, Costa Rica, environment and natural resource conservation.

Students will be involved in many situations where they will be speaking Spanish. I hold my students accountable to use as much Spanish as possible during the trip. Under the World Language standards, students will demonstrate **communication** and **communities**: communicating in Spanish with our travel guide, bus guide, restaurant staff, hotel staff, zip line guides, white water rafting guides , park staff, trip chaperones and each other. They will also see written communication throughout the country of Costa Rica (road signs, hotel and other event information) and in the airports as well. I am excited to do a new activity with this trip that involves **connections** with local Costa Rican students. MHS students and Costa Rican students

will do a cooking activity together and later have a bonfire. All students will be able to learn from each other and **compare** and **contrast cultures** and possibly develop new perspectives.

Students will have already learned what ecotourism is from their Spanish III course and be able to apply the concept in Costa Rica. Students will learn first hand how to help save and preserve the environment of Costa Rica (realizing how much that is taken for granted in the United States). During the trip, a focus will be to reflected on how Americans are viewed in another country. I feel it is important for students to reflect on who they are, who they want to be, and how strongly they want others to know they are Americans who want to embrace and welcome others while in another country.

I. Trip destination: Costa Rica (San José, Tirimbina, La Fortuna, Monteverde, and Puntarenas)
J. Date of trip departure and return date: March 12-20, 2010
K. Number of school days involved: 2-3 days of school will be missed (depending on what time we depart on March 12 which is a Friday) (see attachment #3)
L. Number of students involved: 18

Itinerary, activities are attached (see attachment #1)

No IEP / 504 plans are needed at this time

Funding Plans: trip expenses, price inclusions / exclusions are attached (see attachment #2)
*Cost to the district: Brittney Rehm will miss 2-3 days of teaching at MHS, and if the second chaperone is also a district employee they will also miss 2-3 days of teaching. (2nd chaperone will be clarified in the fall of 2010)
*There will not be any school related fundraising for the Costa Rica trip.

Plans for parental notification and approval: if the outcome of the Costa Rica trip is approved, Brittney Rehm will send out confirmation letters to parents of students going to Costa Rica and start the travel preparation process.

Accompanying staff: 2 chaperones are needed for the trip. Brittney Rehm is the lead chaperone. Due to Spanish position changes and adjustments at the high school, the 2nd chaperone will be clarified in the fall of 2010 by Brittney Rehm.

Authorization signature of building principal: _____

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

Board Approval Date: _____

Authorization Signature of Building Principal: Gene Bayle

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

Board Approval Date: _____

Section II
Final Trip Information

This is to be received by Superintendent/Assistant Superintendent - Teaching/Learning and Building Principal at least TWO (2) weeks prior to the date of departure. (Failure to provide this assurance will result in immediate cancellation of the trip. School Board Policy: 632).

_____ 1. Copy of the Major Magnitude Field Trip Request Form Section I with authorized signatures and school board approval;

_____ 2. Roster of students going on the trip with signed parental approval;

_____ 3. List of staff and adult chaperones going on the trip;

_____ 4. A detailed trip itinerary: transportation plans at destination, hotel/motel accommodations, addresses, phone numbers, places and time lines of activities/events planned;

_____ 5. An accommodation plan for students with an IEP or 504 plan;

_____ 6. Trip expenses, district costs, fund raising, and cost of the trip for individual students;

_____ 7. List of emergency phone numbers where staff/chaperones can be reached in case of an emergency;

_____ 8. Transportation plans to and from destination: (company, flights, times, costs, schedule, chaperoning, approved district Transportation Request Form (Administrative Form 632.1) if needed.

Section III
Field Trip Evaluation

Please complete within 3 weeks after returning from trip with information based on the statement of educational value and reason for the trip. Send a copy to the Building Principal & Superintendent/Assistant Superintendent - Teaching/Learning Date: _____

Terms & Conditions

Payment Schedule
A $500 payment is due with application. A second payment of $1000 is due on **October 15, 2009**. Final payment will be due on **January 15, 2010**. Please make all checks/money orders payable to CETA Tours. All personal checks, money orders or cashier's checks will be deposited upon receipt; post-dated checks are not accepted. Any late payments or returned checks will result in a $25 fee. **In the interest of keeping tour costs as low as possible, we do not accept credit cards.** Our website (www.cetatour.com) has our contact information, as well as a FAQ section designed to answer the most commonly asked questions about payments and cancellations.

Cancellation Policy
All cancellations must be in writing (letter, fax or email). No cancellations will be accepted over the phone or through a coordinating teacher. Postmark (or timestamp) date will be considered the valid date of cancellation. After enrollment, should you decide to cancel at any time up until October 15, 2009 there will be a $125 administrative fee. The cancellation penalty from October 16, 2009 - January 15, 2010 is $500. From January 16, 2010 to 31 days prior to departure the cancellation penalty is $500 plus any non-recoverable expenses. Thirty days or less prior to departure, no refund is possible. Additional airline penalties may apply, depending on the date of cancellation. If a refund is due, please allow approximately 15 business days for the refund to be processed. The refund will be issued to the person specified in the cancellation notification. All fundraising money applied to the tour cost prior to cancellation will be returned to the school unless otherwise specified by the teacher.

Tour Price
Tour price is based on the cost of accommodations, admissions and the value of the dollar as of **March 20, 2009** and is subject to change reflecting the dollar's value. If any currency or airfare assessment (other than fuel surcharges) needs to be made, it will be made by December 1, 2009. We reserve the right to assess surcharges such as airline imposed fuel surcharges whenever they are announced.

Air Transportation
All air transportation is via a regularly scheduled air carrier. Airfare is based on special group ticket prices and current departure taxes and is subject to modification.

Extensions & Deviations
Extensions and deviations may be available on a very limited basis and are subject to a $100 processing fee, plus any additional airfare costs. Deviations, once confirmed, are non-refundable. If the requested deviation is not possible within the group's airfare contract, a participant may choose to secure his/her own airfare and purchase a land-only package. The land-only price is applied to the participant's account upon receipt of the participant-arranged flight schedule. Land-only participants are responsible for securing and paying for all transfers required joining and/or leaving the group's itinerary. **All deviations must be requested on the application.**

Medical Insurance & Trip Cancellation Insurance
All participants are required to have valid medical insurance coverage for the duration of the tour. Regular trip cancellation, personal health and accident, and baggage insurance coverage is included in the trip price. A copy of the description of insurance coverage will be sent upon receipt of the application and deposit.

Responsibility
Customized Educational Tour Arrangements Inc. (CETA), its officers, employees and any other representatives (including, but not limited to, tour leaders, cooperating teachers and schools) as well as the airlines concerned shall not under any circumstances be liable under or by reason of this agreement directly or indirectly for any accident, injury, delay, damage, or inconvenience caused to the client by negligence of others, by malfunctions of transportation systems or equipment, by acts of God, by acts of war or rebellion, terrorism, strike, theft, or itinerary changes or cancellations; and we hereby release CETA Tours, Inc., its officers, employees, or other representatives from any and all such liability. Participant is responsible for any additional telephone, mini-bar or restaurant charges. Payment for any damages to hotel/hostel room or bus caused by participant's direct or indirect actions are the sole responsiblity of the participant and his/her parent/guardian.

Miscellaneous

1. CETA, the organizing teacher(s) and tour leader(s) of the tour reserve the right to accept or retain any person as a member of the group at any time before or during the duration of the trip. Should a student be required to leave the trip for disciplinary reasons, all expenses for facilitating the early return are the responsibility of the parent/guardian of that student. In addition, the student forfeits the right to any refund on the unused land portion of the trip.
2. Baggage is handled by the student and at the risk of the student at all times. Students are strongly advised to pack only what they are physically able to carry.
3. We reserve the right to substitute points on the itinerary where conditions demand or warrant such substitution.
4. Occasionally, the land portion of your trip may be extended or curtailed because of unforeseen changes in the transportation schedule. Any savings realized by these changes will be refunded to you upon your return. Similarly, any extra expenses incurred because of such changes must be at your expense.
5. Students on CETA tours may have their pictures taken by the leader and chaperones on the trip. Students and their parents agree that such pictures may be used in displays or brochures for promotion of future trips and/or CETA Tours.
6. All participants must have a passport valid for 6 months beyond the return date of the tour. Participants who are not US citizens are responsible for securing any required entry visas.
7. A rebooking or name change fee of $100 plus any additional charges by the airlines will apply to any changes to tickets that must be reissued due to name changes or corrections or circumstances that delay a traveler's departure.

CETA Tours 1421 Broadway Street North, Suite 108 Menomonie, WI 54751 1-800-501-0397
www.cetatour.com

10MMC








Customized Educational
CETA TOURS
Tour Arrangements

¡PURA VIDA!

9 days March 12-20, 2010

Attachment #1

$2,428.00
based on 25 or more paying participants

San José Tirimbina Monteverde La Fortuna Puntarenas

Friday, March 12 • San José Area
We depart the United States today on our flight to Costa Rica. Our arrival time in San José will determine the rest of the activities for today. **D**

Saturday, March 13 • Tirimbina
Departing San José, we travel to the nearby Poás Volcano. Here we take in the view of the world's second largest crater. The crater spans nearly one mile across and contains steam and muddy water that has been shot up to 660 feet by the geysers in the crater. We then continue on to the La Paz Waterfall Gardens. Upon our arrival, we have lunch followed by a visit to the butterfly garden, aviary and a hike through the grounds to see the amazing waterfalls. Finally, we head up to the Tirimbina Rainforest Center, a pre-Columbian style educational complex located along the banks of the Sarapiquí River. Upon our arrival, we check in to our rooms and have dinner. **B/L/D**

Sunday, March 14 • Tirimbina
After breakfast, we enjoy a hike through the rain forest, where we learn about the local flora and fauna. We also have an opportunity to swim in a nearby river before returning for lunch. This afternoon we give back to the community through a group activity, which could entail painting or landscaping. This evening, a bat expert enlightens us about the bat species that are an important part of the region's ecosystem. This activity includes an up-close opportunity to see and touch these fascinating creatures. **B/L/D**

Monday, March 15 • Tirimbina
We start off our day by taking a walk across the Tirimbina Rainforest Center's suspension bridge to a former cacao-tree plantation. On our walking tour of the former plantation, our local guide shares with us how the fruit of the cacao tree is transformed into chocolate. Along with being able to see first-hand how chocolate is made, we also are able to sample some organic rainforest chocolate. We return to our lodge for lunch. In the afternoon, we meet up with some local Costa Rican students and exchange recipes during a cooking activity. This evening, we enjoy a bonfire with the local students we have met. **B/L/D**

Tuesday, March 16 • La Fortuna
Our day starts off with an exciting whitewater rafting excursion. Our river guide steers us through exciting rapids as we paddle our way down the Sarapiquí River. After our rafting adventure, we enjoy lunch before taking a scenic drive to La Fortuna, home of the amazing Arenal Volcano, which has been active since it erupted in 1968 after years of lying dormant. Upon our arrival, we check into our hotel and have some time to relax. This evening we experience the Arenal Volcano at its best as we spend the evening relaxing in the hot springs. **B/L/D**

Wednesday, March 17 • Monteverde
This morning we take a short, but steep hike down to the Rio Fortuna Waterfall. Here we enjoy the sights and sounds of the waterfall. Those who like may want to take a swim in the nearby pool formed by the waterfall. We then continue on to the cloud forests of Monteverde, where we enjoy a late lunch at our lodge. This afternoon is free for other activities or sightseeing on our own. **B/L/D**

Thursday, March 18 • Puntarenas
Our day starts off with an exciting zip-line canopy tour through the treetops of the cloud forest. The tour consists of short hikes between platforms from which we zip across cables for a thrilling ride through the treetops. After our adventure, we have lunch at the park before traveling south to Puntarenas on the Pacific coast. We arrive in the late afternoon, in time to check into our hotel and have some time to relax before dinner. **B/L/D**

Friday, March 19 • San José Area
Today we are in for a treat as we board a catamaran for an excursion to Isla Tortuga, Costa Rica's idyllic island. Located just off of the coast, the island is picture perfect with white sand beaches, coconut palms and lush vegetation. After plenty of time for swimming and relaxing on the beach, we return to Puntarenas where we board our coach and return to San José. We check into our hotel followed by a late dinner. **B/L/D**

Saturday, March 20 • Return
Sadly, we transfer to airport for our return flight to the United States. We return with memories of beautiful landscapes, exotic wildlife and exciting adventures. ¡Bienvenidos a casa! **B**

B = Breakfast
L = Lunch
D = Dinner

Included in tour price

- Round trip coach transfers to/from Moorhead and the Minneapolis airport.
- Round trip air transportation from Minneapolis, including current departure & security taxes
- Land transportation via deluxe motor coach or coaster bus, depending on size of group
- Multi-bedded accommodations in hotels
- All meals in Costa Rica
- Admissions to all activities as indicated on itinerary
- Services of a bilingual naturalist guide
- Travel Insurance

Not included in tour price

- In-flight meals
- Items of a personal nature, such as passport fees and personal spending money
- Beverages, other than at breakfast
- End-of-tour tips to bus driver
- End-of-tour tips to tour leader
- Luggage handling

attachment #2

Customized Educational
CETA TOURS
Tour Arrangements

Presents:

¡Pura Vida!

March 2010

Especially prepared for:

Brittney Rehm

Moorhead High School
Revised May 29, 2009

Prepared by:
Kristen Hoag Billingsley
President
CETA Tours
1421 Broadway Street North, Suite 108
Menomonie, WI 54751
Tel: 800-501-0397
Fax: 715-232-8512
kbillingsley@cetatour.com
www.cetatour.com

attachment #2

price is: $2,488.00 with travel + medical insurance per MHS student

Tour Cost & Inclusions

2 chaperones

	Tour Price	Complimentary Tours
Based on 18-19 full-fare paying participants	$2,399.00	2
Based on 20-24 full-fare paying participants	$2,399.00	1 per 8 paying
Based on 25-29 full-fare paying participants	$2,339.00	1 per 8 paying
Based on 30 or more full-fare paying participants	$2,299.00	1 per 8 paying

The above prices are based on projected airfare, current departure and security taxes and foreign exchange rates in effect on **March 2, 2009** and are subject to change.

Included in your CETA Tour:

Transportation

- ✓ Round trip air transportation from Minneapolis via a regularly scheduled carrier, including all departure and security taxes.
- ✓ Land transportation in destination country via private, air-conditioned motor coach.
- ✓ Round-trip transfers between Moorhead, MN and Minneapolis

Accommodations

- ✓ Hotels and lodges
- ✓ Students in multi-bedded rooms
- ✓ Teachers and chaperones in doubles and triples

Meals

- ✓ Breakfast daily, unless otherwise indicated on itinerary
- ✓ Dinner daily, unless otherwise indicated on itinerary

Sightseeing

- ✓ Admission to all activities, as indicated on itinerary
- ✓ City tours with local guides, as indicated on itinerary

Leaders & Chaperones

- ✓ Services of a full-time bilingual naturalist guide, except in Tirimbina where the Rainforest Center provides their own guides
- ✓ One complimentary tour for every 8 full-fare paying participants or 2 complimentary tours with 18 students
- ✓ Chaperones receiving complimentary tours will be sent a booklet outlining their duties as chaperone several months prior to departure
- ✓ Brittney Rehm, Elisabeth Ferguson and/or Lana Suomala to receive $199 per student if not all chaperone positions are filled (based on final number of students) and if 1-8 ratio is used.
- ✓ Tour price will be pro-rated for chaperones joining the tour if not enough students for a fully complimentary tour, if 1-8 ratio is used.

Taxes and Tips

- ✓ All taxes and tips for provided services (local city guides, etc.)

Tour Preparation Materials

- ✓ Power Point Presentation
- ✓ Personalized Tour Brochures & Applications
- ✓ "Tour Handbook for Organizing Teacher" Informational Booklet
- ✓ Tour Leader & Chaperone Guidelines
- ✓ Travel Handbook for Parents
- ✓ Travel Handbook for Students
- ✓ Health Information
- ✓ Passport Information
- ✓ Family Stay Questionnaire & Information
- ✓ CETA Passport Pouch
- ✓ Trip Journal

Miscellaneous

- ✓ Liability insurance coverage for all teachers and chaperones
- ✓ Upon receipt of deposit and application, students are eligible to apply for a $500 CETA travel scholarship

Not Included

- ✓ Meals, other than indicated above
- ✓ Beverages, except with breakfast
- ✓ Items and expenses of a personal nature, such as passport fees and spending money
- ✓ Luggage handling
- ✓ Trip cancellation/interruption insurance; available for purchase. Each student will receive a brochure about trip cancellation/interruption insurance with receipt of deposit.
- ✓ Group travel insurance can be **added to the tour for a cost of $89** per student and would provide trip cancellation/interruption/medical coverage for all participants.
- ✓ Medical insurance
- ✓ End of tour tips to bus driver (recommended $2-3 per student, per day)
- ✓ End of tour tips to tour leader (recommended $2-3 per student, per day)

Remarks:

- ✓ Itinerary may be modified by mutual agreement. Modifications may affect tour price.
- ✓ Every effort will be made to secure requested accommodations, but no guarantees can be made.
- ✓ Prices are based on student (under 18 years) admission costs.
- ✓ Adults wishing to join a student tour will be charged a $250 supplement for double rooms and adult admission costs.

Tour Itinerary

Day 1 • San José Area
We depart the United States today on our flight to Costa Rica. Our arrival time in San José will determine the rest of the activities for today.
Meals: Dinner
Proposed Accommodations: Hotel Don Carlos, Adventure Inn or similar

Day 2 • Tirimbina
Departing San José, we travel to the nearby Poás Volcano. Here we take in the view of the world's second largest crater. The crater spans nearly one mile across and contains steam and muddy water that has been shot up to 660 feet by the geysers in the crater. We then continue on to the La Paz Waterfall Gardens. Upon our arrival, we have lunch followed by a visit to the butterfly garden, aviary and a hike through the grounds to see the amazing waterfalls. Finally, we head up to the Tirimbina Rainforest Center, a pre-Columbian style educational complex located along the banks of the Sarapiquí River. Upon our arrival, we check in to our rooms and have dinner.
Meals: Breakfast, Lunch, Dinner
Proposed Accommodations: Tirimbina Rainforest Center

Day 3 • Tirimbina
After breakfast, we enjoy a hike through the rain forest, where we learn about the local flora and fauna. We also have an opportunity to swim in a nearby river before returning for lunch. This afternoon we give back to the community through a group activity, which could entail helping students or doing some painting. This evening, a bat expert enlightens us about the bat species that are an important part of the region's ecosystem. This activity includes an up-close opportunity to see and touch fascinating creatures.
Meals: Breakfast, Lunch, Dinner

Day 4 • Tirimbina
We start off our day by taking a walk across the Tirimbina Rainforest Center's suspension bridge to a former cacao-tree plantation. Our walking tour of the former plantation, our local guide shares with us how the fruit of the cacao tree is transformed into chocolate. Along with being able to see first-hand how chocolate is made, we also are able to sample some organic rainforest chocolate. We return to our lodge for lunch. In the afternoon, we meet up with some local Costa Rican students and exchange recipes during a cooking activity. This evening, we enjoy a bonfire with the local students we have met.
Meals: Breakfast, Lunch, Dinner

Day 5 • La Fortuna
Our day starts off with an exciting whitewater rafting excursion. Our river guide steers us through exciting rapids as we paddle our way down the Sarapiquí River. After our rafting adventure, we enjoy lunch before taking a scenic drive to La Fortuna, home of the amazing Arenal Volcano, which has been active since it erupted in 1968 after years of lying dormant. Upon our arrival we check into our hotel and have some time to relax. This evening we experience the Arenal Volcano at its best as we spend the evening relaxing in the hot springs.
Meals: Breakfast, Lunch, Dinner
Proposed Accommodations: Hotel Las Colinas or similar

Day 6 • Monteverde
This morning we take a short, but steep hike down to the Rio Fortuna Waterfall. Here we enjoy the sights and sounds of the waterfall. Those who like may want to take a swim in the nearby pool formed by the waterfall. We then continue on to the cloud forests of Monteverde, where we enjoy a late lunch at our lodge. This afternoon is free for other activities or sightseeing on our own.
Meals: Breakfast, Lunch, Dinner
Proposed Accommodations: Nidia Lodge or similar

Day 7 • Puntarenas
Our day starts off with an exciting zip-line canopy tour through the treetops of the cloud forest. The tour consists of short hikes between platforms from which we zip across cables for a thrilling ride through the treetops. After our adventure, we have lunch at the park before traveling south to Puntarenas on the Pacific coast. We arrive in the late afternoon, in time to check into our hotel and have some time to relax before dinner.
Meals: Breakfast, Lunch, Dinner
Proposed Accommodations: Hotel Las Brisas or similar

Day 8 • San José Area
Today we are in for a treat as we board a catamaran for an excursion to Isla Tortuga, Costa Rica's idyllic island. Located just off of the coast, the island is picture perfect with white sand beaches, coconut palms and lush vegetation. After plenty of time for swimming and relaxing on the beach, we return to Puntarenas where we board our coach and return to San José. We check into our hotel followed by a late dinner.
Meals: Breakfast, Lunch, Dinner
Proposed Accommodations: Hotel Don Carlos, Adventure Inn or similar

Day 9 • Return
Sadly, we transfer to airport for our return flight to the United States. We return with memories of beautiful landscapes, exotic wildlife and exciting adventures. ¡Bienvenidos a casa!
Meals: Breakfast

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.142**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 3, 2009

RE: Employee Handbook Update

The revised version of the Employee Handbook for the 2009-2010 school year has been completed and reviewed for School Board approval. Changes will be discussed at the meeting of June 8, 2009.

SUGGESTED RESOLUTION: Move to approve the 2009-2010 Employee Handbook as presented.

RN:jal

MOORHEAD AREA PUBLIC SCHOOL DISTRICT #152



EMPLOYEE HANDBOOK

SEPTEMBER, 2009

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This is the Moorhead Area Public School District #152 Employee Handbook as of June, 2009. It contains basic information for all employees regarding many aspects of employment in the Moorhead Area Public School District. The handbook is to be used as a guide in answering questions regarding personnel policies and is not intended as a contract/agreement or offer of employment. It is the right of the school district to add or delete to this handbook at any time. For clarification or further explanation of policies, please contact the Human Resources Office at 284-3350.

All prior versions of this handbook are hereby revoked.

Ron Nielsen
Director of Human Resources

June 1, 2009

I. INTRODUCTION

A. Welcome

Welcome to the Moorhead Area Public Schools. We are pleased you have chosen to work here and are now part of the organization. We are committed to offering high quality education to our students.

Whether we are directly teaching, in a supportive role, providing a warm learning atmosphere by providing food, heat or transportation or keeping track of pay, policies or a thousand other details, we all provide the best service to students that we possibly can. We encourage you to join with us in this endeavor and are happy to have you with us.

B. Mission Statement

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

C. Organizational Philosophy/Culture/Values

The School Board, under Policy 103, has defined the philosophy of the school district in the following manner:

> Our democratic society depends upon citizens who think effectively, read critically, discuss intelligently, evaluate ideas constructively and creatively, and choose to act wisely based on a commitment to ethical values. The complexities and global nature of today's world require that education work in partnership with the rest of society to promote excellence, accountability, life-long learning, and receptiveness to change. Each individual has inherent value and dignity and every individual has the right to a public education throughout life.
>
> Our philosophy of education recognizes the inevitability of change. As knowledge expands, society will continue to be challenged in its ability to comprehend new information and deal with its implications. It is our belief that the principles outlined in this statement of philosophy are compatible with society as we anticipate it to be in the future, and a prerequisite for a future of which we can be proud.

The policy further defines needs of learners, parents, families, school staff members, community and the educational system.

II. YOUR RESPONSIBILITY AS AN EMPLOYEE

A. Success in the Moorhead Area Public School District

Your position with the Moorhead Area Public School District is an important one. Each and every job contributes to the school district's successful operation and realization of its mission of developing the maximum potential of every learner to thrive in a changing world.

Although your job may differ from another there are four basic elements common to every position that we believe are key to your success:

1. Customer Service: the way you treat everyone you come into contact with.
2. Job Performance: the skills you need to perform your job well.
3. Teamwork: the way we work together.
4. Personal Appearance: the standards for the way you look to others.

B. Attendance

Providing service to the students of the district and to the people we work with is the reason the school district exists. Any time you are absent or late impacts our ability to deliver these services and also places an extra burden on your coworkers.

All scheduled employees are expected to notify their supervisors as soon as possible of any absence. ~~Then the~~ Absences must then be reported by the employee on the ~~SEMS~~ Substitute Employee Management System (SEMS). This system is used to record employee absences and to obtain substitutes for certain job classifications. You will receive a PIN number and instructions on how to access and utilize the system. It is your responsibility to record absences in the proper category when you are going to be absent. The system can be accessed by either calling 284-SEMS or by using WebCenter on the district's Web site (www.moorhead.k12.mn.us).

Excessive absenteeism or tardiness may result in corrective measures, up to and including termination.

Employees are expected to report to their assigned work location on time each scheduled work day.

C. Licensure/Certification

Each employee who is required to be licensed or certified by law must maintain a current license or certificate with the Human Resources Department. Individuals are expected to know the date of expiration of their license/certification and meet the requirements for relicensure or certification in a timely manner in order to remain employed in that capacity. Please refer to School Board Policy 412: Employee License Status.

Beginning with the 2006-2007 school year all teachers must be highly qualified as required under the federal No Child Left Behind Act. In Minnesota this was accomplished through the licensing process for all teachers licensed after the year 2000. Teachers licensed before the year 2000 must either take the Praxis I test and the Praxis II test for their area of teaching or they must

become highly qualified through the State of Minnesota High Objective Uniform State Standard of Evaluation (HOUSSE) process. Please contact Human Resources for more information.

D. Confidentiality

Information you obtain as the result of your employment with the school district is confidential. Respect for the dignity of our students requires that you discuss any student issues only with those staff members and parents who need to know the information. In addition to student information, confidentiality is expected in other areas including staff information or school district business information. We will comply with requests for public information as they are received in accordance with state law and school district policy. Requests should be directed to the proper department for processing.

Please refer to School Board Policy 504: Protection and Privacy of Pupil Records, and School Board Policy 414: Employee Public and Private Personnel Data.

E. Conflict of Interest

A conflict of interest is defined as any judgment, action or relationship that may benefit you or another party because of your relationship with the Moorhead Area School District. All employees are asked to avoid outside activity involving obligations that may compete or be in conflict with the best interests of the school district. Employees are asked to disclose the facts of any transaction that may be considered a conflict of interest before the fact or as soon as the facts become known to you. If you are currently in a situation that may present a conflict of interest, contact Human Resources. Please refer to School Board Policy 440: Employee Copyright/Royalties, School Board Policy 441: Employee Use of Facilities for Private Gain, and to School Board Policy 445: Employees as Vendors of Schools Supplies.

F. Documentation

Integrity is a core value in the Moorhead Area Public School District. Therefore, intentional inaccuracies on official school district documents such as time sheets, job applications, etc. are prohibited and are grounds for disciplinary action, up to and including termination.

G. Gifts and Gratuities

As a representative of a public employer, it is essential that your work is perceived as being free from external influences. It is our policy to decline gifts, gratuities or favors from any outside organizations or individuals doing business or seeking to do business with the school district. Gifts of nominal value may be accepted. Larger gifts should be graciously declined or referred to the Moorhead Area Education Foundation. If you have any questions regarding gifts, please contact Human Resources, 284-3350.

H. Meal and Break Periods

The district recognizes that appropriate breaks are important to your well-being and effectiveness on the job. If you work 6.5 consecutive hours or more, you will be given a 30 minute unpaid meal break. Generally, you may take a paid 15 minute break for every four hours worked if work load and staffing needs allow. Unused breaks do not apply to overtime calculations and

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breaks and meal breaks skipped will not allow an employee to leave work early before the end of their regular work day.

I. Personal Appearance

As Moorhead Area Public School District employees we are judged not only by our service but by our appearance. Our expectation is that your appearance is consistent with the high standards we set for ourselves as a district. You are expected to present a well-groomed, business-like appearance, avoid extremes in clothing or appearance, such as tattoos or body piercings of a questionable nature, and to practice good personal hygiene. Remember, to our students, parents and the public, you are the Moorhead Area Public Schools.

J. Name Badges

Your name badge is an important part of your work attire. It lets students, parents, co-workers, vendors and the general public know who you are. It is an important part of providing a secure environment for our students, to ensure that everyone who enters our schools is identified. You need to wear the name badge anytime you are at work. It should be worn in a visible spot on the upper portion of your body.

K. Personal Property

The Moorhead Area Public School District does not assume any responsibility for loss, theft or damages to personal property. In order to minimize risk, we advise you to not carry unnecessary amounts of cash or other valuables. If you bring personal items to work, you are expected to exercise reasonable care to safeguard them. Personal appliances such as refrigerators, coffee makers, lamps, etc. must also meet safety codes.

L. District Property

The school district may supply you with equipment or supplies to assist you in performing your job duties. You are expected to show reasonable care for any equipment issued and to take precautions for theft as well. Any equipment, keys and key fobs issued must be returned prior to your last day of employment.

M. Solicitations

Individuals, groups and organizations often wish to solicit employees to support a particular activity or organization. This solicitation may be charitable, political, union or for other purposes. Solicitations that are sanctioned by the district such as the Moorhead Area Education Foundation or the United Way are permitted. All others need to be approved by administration in advance. The selling of tickets or merchandise by employees is permitted only on personal time in designated break areas.

N. Teamwork

Providing a quality education for students and a quality work experience for you involves teamwork between you and every other employee in the district. Some important actions are 1) to get to know your co-workers and their capabilities, and 2) to help create a pleasant, caring and

enjoyable work atmosphere. Teamwork is demonstrated by showing respect, cooperation and leadership at all times. Serving as an effective member of your team is key to accomplishing the district's mission.

O. School Board Policies & Administrative Procedures

It is the responsibility of each employee to read and become familiar with School Board Policies and Administrative Procedures of the district. These policies and procedures are found on the district Web site. Some policies and procedures are mentioned specifically in this handbook; however, all need to be reviewed on a regular basis by all employees. Refer to School Board Policy 499: Policies Incorporated by Reference for Employees/Personnel.

P. Reporting

Please refer to School Board Policies 535: Maltreatment of Vulnerable Adults, 578: Bullying Prohibition, and 552: Corporal Punishment. These policies are mandated by state statute for the protection of students. You are required to comply with these statutes to maintain a safe and civil environment for students.

Q. Acceptable Use

Please refer to School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety and School Board Policy 732: Use of All School Equipment and Materials for Instructional Purposes off School Premises, along with their associated Administrative Procedures. You are expected to read and follow the directions of these policies at all times.

III. EMPLOYMENT LAWS

A. Equal Opportunity Employer

The Moorhead Area Public School District prohibits discrimination in any form on the basis of race, color, creed, age, disability, sex, sexual orientation, national origin, marital status or status with regard to public assistance. This policy includes but is not limited to the following: employment, promotion, demotion, transfer, layoff, recall, corrective actions, termination, rate of pay, other compensation, and the application of policies and training. Please refer to School Board Policies 401, 402 and 404 which all speak to equal employment opportunity.

Employees who engage in discrimination will be subject to disciplinary action, up to and including termination.

B. Immigration Law Compliance

The Moorhead Area Public School District is committed to employing only United States Citizens and Aliens who are authorized to work in the United States, and to comply with the Immigration and Nationality Act as updated through December, 2004. As a condition of employment, you must properly complete, sign and date the first section of the Immigration and Naturalization Service Form I-9 and provide documentation of information requested. Before

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commencing work, newly rehired employees must also complete the form (I-9) if they have not previously filed an I-9 with the school district, if their previous I-9 is more than three years old, or if their previous I-9 is no longer valid.

C. Employment of Minors

No one under 18 years of age will be employed without providing proper proof of their age in an age certificate, birth certificate, or driver's license. Minors will be employed only in accordance with the state child labor laws and school district policies. No one under 16 years of age will be employed in any capacity.

This policy is in accordance with both state and federal laws that regulate hiring of minors - persons under 18 years of age. In the Fair Labor Standards Act the minimum age of 16 was set for general employment, but for those occupations that the Secretary of Labor determined to be hazardous, the minimum age is 18.

A high school student under the age of 18 will not be permitted to work after 11 p.m. on an evening before a school day or before 5 a.m. on a school day.

D. Harassment

The purpose of the school district policy on harassment is to maintain a learning and working environment that is free from religious, racial, national origin or sexual harassment and violence. The Moorhead Area Public Schools prohibits any form of religious, racial, sexual orientation, national origin or sexual harassment and violence.

See School Board Policy 570 - Prohibition of Harassment and Violence.

GENERAL STATEMENT OF POLICY

A. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator, or other school personnel through conduct or communication of a sexual nature or regarding religion, national origin and race as defined by this policy. (For purposes of this policy, school personnel includes School Board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)

B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict or attempt to inflict religious, racial, sexual orientation, national origin or sexual violence upon any pupil, teacher, administrator or other school personnel.

C. The Moorhead Area Public Schools will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial, sexual orientation, national origin or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

See Administrative Procedure 570.1

E. Comparable Worth/Pay Equity

It is the policy of the Moorhead Area Public School District to comply with the Minnesota State Law on comparable worth/pay equity. After the initial study a board policy has been put into place to maintain results for current job classifications and to process new or revised job descriptions through the study mechanism in order to continue compliance with the law. Further details are available in Human Resources. Please refer to School Board Policy 403: Comparable Worth Review Process.

F. Public and Private Personnel Data

Private and public personnel data is defined by Federal law, state statute and School Board Policy. Please refer to School Board Policy 414: Employee Public and Private Personnel Data. The district will follow these laws, and it is important that you, as an employee, understand what information the district maintains about you is private and what information is public.

IV. COMMUNICATIONS

A. Web Site

The school district maintains a nationally recognized Web site at www.moorhead.k12.mn.us. It contains a wide variety of information about the district, our schools, programs, employment, policies, telephone numbers, upcoming events, community education, etc. There are two separate and distinct parts to the district Web site: thru the public Web site and the district extranet. The public Web site is accessible to anyone who has a computer with internet access. This side has a wealth of information about the school district, the schools, media centers, community education, district news and recognition and school calendars. It also has employment opportunities, a staff directory and other valuable information.

The district extranet requires a username and password for entry. Employees receive a username and password to access the extranet. The extranet includes: bulletins, calendars, the Substitute Employee Management System(SEMS), your payroll/leave information, links to Flexible Spending account balances and many other areas. Be sure to check it out for your benefit.

B. Publications

There are several publications available to you as an employee, which keeps you connected to the many activities, programs, and newsworthy events occurring in the school district. Some of these include:

District Calendar
"Messages" newsletter from the Moorhead Area Public Schools
Sports Events Calendar

C. Staff Meetings

Staff, team and other meetings are an important link for you and your co-workers. Talk with your supervisor about the frequency and location of meetings and plan to attend. Periodically,

staff meetings may be held for the purpose of hearing guest speakers, holding open forums, obtaining new information and/or education/training or receiving updates on what is happening in the school district.

D. Telephone and Mail

You are encouraged to use district telephones, computers, fax machines, and other communication devices for school district business purposes only. Employees ~~should~~ may use personal cell phones to make personal telephone calls/text messages or other electronic correspondence during their breaks, meal periods or prep periods but may not use them during class time. All communication with students should be professional and related to the education process.

Personal correspondence should be written on your own time. The district is not to be used as a personal mailing address.

See Appendix A for building telephone numbers.

E. Other Communication

Voice Mail - Voice Mail is assigned to designated employees. Employees with voice mail should listen to their messages frequently during the day and return messages in a timely and responsive manner.

Mailboxes - An individual mailbox may be assigned to employees at their work site.

E-mail/Internet/Extranet - E-mail, Extranet and Internet use are for school business use only. Please review School Board Policy 731 and Administrative Procedure 731.1: Moorhead Area Public Schools Information Network Acceptable Use and Safety.

V. JOB PERFORMANCE

A. Job Responsibilities

Your position has specific responsibilities which, you are expected to perform. It is important that you understand what those responsibilities are. Talk with your supervisor if you have any questions about the functions you are able to perform in your job. In addition, most jobs will require employees to be flexible and willing to take on new assignments as a result of their accountabilities changing over time. Therefore, it is very important that you clearly understand what your supervisor expects of you and that you keep abreast of changes in your job. Check with your supervisor if you have questions regarding your job description duties.

B. Corrective Action

Corrective action may be taken by supervisors to address the behavior or performance of employees whose conduct disrupts the activities and goals of the school district. Corrective action may also be taken to address work rule violations and other prohibitive acts. This process may include oral warnings, written warnings, suspension, demotion or termination.

C. Your Supervisor

We encourage open communication throughout the district. Your supervisor should be the first person you talk to regarding most questions or concerns you may have. He/she can explain operations, protocols and procedures and can refer you to written materials or other resources for additional information.

D. Initial Evaluation and Performance Review

The initial performance evaluation and periodic performance review varies by contract/agreement. Please check yours to see how the evaluations are done and whether you are under a probationary period or not.

Teachers who are non-tenured have the procedures spelled out in their contracts as well. Please refer to School Board Policy 470: School District Evaluation of Personnel.

E. Staff Development

The district has an established Staff Development program to assist you in remaining current and up-to-date in your job duties. Work time is set aside on the school calendar each year for staff development. You are encouraged to take advantage of this time to increase your abilities to perform your job in order to benefit the students of this district and yourself. Please refer to School Board Policy 446: Staff Development. Offsite staff development is also available by supervisor approval.

The district staff development funds are also utilized in this manner. Refer to School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences.

VI. JOB OPPORTUNITIES

A. Web Site and Human Resources Job Posting

All open positions are advertised on the district Web site under the Employment Opportunities section. If you are interested in being considered for one of the jobs posted you are asked to apply for the job in writing to the Human Resources Department. All qualified applicants who apply are considered for job openings as they occur. If you are chosen for a different position a transfer form is completed to complete the process.

B. Hiring of Relatives

The school district may employ immediate family of employees provided they are not placed in positions with direct supervision of one another.

C. Right of Assignment

The school district has the right of assignment of all employees in the district.

D. Background Checks

Any person offered employment in the district for any kind of position will be required to complete a background check. Employment would be contingent on successful completion of the background check.

VII. EMPLOYEE PAY AND RECORDS

A. Personal Information Changes

For a variety of reasons (such as tax, pension, or benefit reporting) it is important that your records are current. If there are any changes in your name, address, telephone number, number of dependents, insurance beneficiaries, etc., it is your responsibility to notify Human Resources and/or Payroll.

B. Exempt and Non-Exempt Employees

Each employee is designated as either exempt or non-exempt from federal and state wage and hour laws. Non-exempt or hourly employees are entitled to overtime pay under specific provisions of federal and state wage and hour laws.

Exempt or salaried employees are excluded from specific provisions of federal and state wage and hour laws. Exempt employees must meet the criteria of specific tests outlined in wage and hour provisions. The status of an employee from exempt status to non-exempt status, or vice-versa, may only be changed upon written notification by the School District and by agreement with any union contract affected.

C. Payday

Payday is the last working day of each month with the exception of December when employees are paid before winter break. Those employees working less than a twelve (12) month year can choose to be paid in 10 or 12 installments by completing a form in the Payroll Office. Employees ~~may receive either a regular check or~~ are now required to have their check deposited directly to the bank account of their choice. ~~by filling out a direct deposit form in the Payroll Office.~~ There are limited exceptions to this requirement.

~~During the school year, paychecks will be distributed at the buildings. During the summer paychecks and direct deposit forms may be picked up at the Payroll Office until 3 p.m. on payday. Those not picked up by 3:00 p.m. are mailed to the employee at their home address. Paychecks will not be released to spouses, parents or any other relative.~~ Payroll and leave information is available via the extranet and may be printed by employees.

~~Employees can~~ You may review ~~their~~ your paycheck information by using the link to the site in the demographics box by clicking on your name in the upper left corner of the extranet.

D. Personnel Files

During your employment with the school district, information about you must be kept on file. Your confidential personnel record will include basic information such as your address, phone number, social security number and employment related information - performance reviews/assessments, applications, salary data, corrective action records, etc. A separate medical file is maintained for each employee, which has limited access. You may review your personnel file by contacting Human Resources for an appointment and making a written request.

E. Overtime

Ideally, all jobs will be structured so that normal work assignments can be completed during a regular workweek. There may be instances, however, when you will need to work overtime to meet special demands. Overtime is paid at the rate of one and one half times the employee's regular rate of pay for hours worked in excess of 40 in a workweek. District overtime guidelines are:

1) All overtime must be authorized by your supervisor in advance, and
2) Exempt employees are ineligible for overtime.

If you have questions regarding your overtime eligibility, please contact Human Resources.

VIII. TIME AWAY FROM WORK

There are a number of reasons for employees to be gone from the work setting. Generally, whenever you miss work there are two procedures you need to follow: notify your supervisor to receive authorization/permission to be absent from work and record your absence on the Substitute Employee Management System(SEMS).

Quick reference guides for how to use the system by either telephone or computer can be found by logging on to the district's extranet then clicking on your name in the upper left hand corner and following the link found in your demographic information.

Known absences should be recorded into the system as far in advance as possible, particularly for those employees who need substitutes. Please follow instructions and timelines to ensure the best functioning of the system.

A. Sick Leave

Eligible employees have available sick leave to use for personal illness and in some contracts/agreements, for family illness. The district will comply with Minnesota State Law in allowing employees to use sick leave for their sick children under age 18 in the same manner as they can use it for themselves. Some contracts/agreements have expanded family definitions for sick leave usage, so it depends upon which contract/agreement you are under.

There are also varying days specified when a doctor's statement is required. Some contracts/agreements also use sick leave under the emergency leave provision. Check your

contract/agreement for the specific provision and to determine whether or not you work enough hours and/or meet eligibility requirements. Please use the Substitute Employee Management System (SEMS) - 284-SEMS or WebCenter Online to record a sick leave absence.

B. Parental Leave

The district has provided provisions under contracts/agreements for employees to take time off for birth or adoption of a child. Titles may be Maternity/Parental/Child Care Leave. Each contract has specific provisions, usually involving the use of sick leave under certain conditions for a specific length of time and an unpaid provision for extended leaves of absence. The Family Medical Leave Act provisions are also followed by the school district in providing these leaves.

Normally, there are contract/agreement provisions requiring advance notice of the leave and an estimated date of the beginning of the leave. Employees need to request the leave in writing to their supervisor and then it should be forwarded to Human Resources for processing.

C. Family and Medical Leave Act (FMLA)

PURPOSE: To outline the conditions under which an employee may request time off without pay for a limited period with job protection and no loss of accumulated service if the employee returns to work.

DEFINITION: A family or medical leave of absence is defined as an approved absence available to eligible employees for up to 12 weeks of unpaid leave during a 12-month period under particular circumstances that are critical to the life of a family. To determine the amount of FMLA leave to which an employee is entitled, the 12-month period is measured backward from the date that the employee uses any FMLA leave. In other words, any FMLA leave that was taken by the employee during the 12 months preceding the date that the employee takes additional FMLA leave will be counted to determine the amount of FMLA leave remaining.

Leave may be taken:

- on the birth of an employee's child;
- on the placement of a child for adoption or foster care with an employee;
- when an employee is needed to care for a child, spouse, or parent who has a serious health condition; or
- when an employee is unable to perform at least one of the essential functions of his or her position because of the employee's own serious health condition.

SCOPE: This policy applies to all family and medical leaves of absence including leaves that are covered under paid employment benefit plans or policies for any part of the 12 weeks leave to which the employee may be entitled under this policy. In other words, if an employee is entitled to both FMLA leave and paid leave under another benefit plan or policy, the employee is required to use all applicable paid leave plans or policies before unpaid leave and the FMLA leave and the paid leave will run concurrently.

ELIGIBILITY: To be eligible for leave under this policy, an employee must have been employed at the district for at least 12 months and must have worked at least 1,250 hours during the 12-month period preceding the beginning of the leave.

Exception: If an employee on leave is salaried and among the highest paid 10% of district employees within 75 surface miles, and keeping the job open for the employee would result in substantial and grievous economic injury to the district, the employee can be denied job restoration after leave. In this situation, however, the employee will be given an opportunity to return to work during leave.

BASIC REGULATIONS AND CONDITIONS OF LEAVE:

Medical certification. The district will require medical certification to support a claim for leave for an employee's own serious health condition or to care for a seriously ill child, spouse, or parent.

For the employee's own medical leave, the certification must include a statement that the employee is unable to perform at least one of the functions of his or her position. For leave to care for a seriously ill child, spouse, or parent, the certification must include an estimate of the amount of time that the employee is needed to provide care.

The district may require a second medical opinion and periodic re-certifications at its own expense. If the first and second opinions differ, the district may require the binding opinion of a third health care provider, approved jointly by the district and the employee and paid for by the district.

Intermittent or reduced leave. Leave may be taken on an intermittent or reduced-leave schedule if it is medically necessary for a serious health condition of the employee or his or her spouse, child or parent. If leave is requested on this basis, however, the district may require the employee to transfer temporarily to a part-time schedule or an alternative position that better accommodates recurring absences. The alternative position will have equivalent pay and benefits.

Spouses combined leave. Spouses who are both employed by the district are entitled to a joint total of 12 weeks leave (rather than 12 weeks each) for the birth or placement for adoption or foster care of a child. For any other qualifying FMLA reason, each eligible spouse will be entitled to the full 12 weeks of FMLA leave, or that portion of leave remaining in the relevant 12-month period.

NOTIFICATION AND REPORTING REQUIREMENTS: When the need for leave is foreseeable, such as the birth of a child, the placement for adoption or foster care of a child, or planned medical treatment, the employee must provide reasonable prior notice and make an effort to schedule leave so that it does not unduly disrupt district operations. Employees who are ill will be required to report periodically on their status and their intention to return to work.

STATUS OF EMPLOYEE BENEFITS DURING LEAVE OF ABSENCE:

Health Insurance. Group health care coverage will continue for employees on leave as if they were still working. Employees who are granted an approved leave of absence under this policy are advised to arrange to pay their share of premiums during the absence.

If the leave is paid, premiums will continue to be paid through payroll deductions. If the leave is unpaid, employees are responsible for making sure the district receives premium payments by

the normal payroll dates. The Human Resources Department will provide a schedule of payment amounts and due dates at the beginning of any unpaid leave of absence.

Recovery of premiums. If an employee chooses not to return to work, or does not stay at work for at least 30 days upon return (for reasons other than retirement), after an approved unpaid leave of absence, the district may recover from the employee the cost of any payments made to maintain the employee's health insurance, unless the failure to return is because of a serious health condition or reasons beyond the employee's control. Benefit entitlements based on length of service will be calculated as of the last paid workday before the start of the unpaid absence.

PROCEDURES: Request form. A Request for Family and Medical Leave of Absence Form must be filled out by the employee. This form must be completed in detail, signed by the employee, submitted to the immediate supervisor for proper approvals, and forwarded to the Human Resources Department. If possible, the form should be submitted 30 days before the effective date of the leave.

All requests for family and medical leaves of absence due to illness must include sufficient medical certification stating:

- the date on which the serious health condition began;
- the probable duration of the condition: and
- the appropriate medical facts that the health care provider knows about the condition.

In addition, for leave to care for a child, spouse, or parent, the certificate must include an estimate of the amount of time that the employee is needed to provide such care.

For leave for an employee's illness, the certificate must state that the employee is unable to perform at least one of the functions of his or her position.

For certification of intermittent leave or leave on a reduced-leave schedule for planned medical treatment, the certificate must state the dates on which such treatment is expected to be given and the duration of the treatment.

Parenting Leave. If you (1) have been employed by the district for at least 12 months and (2) have worked at least 1,250 hours during the previous 12-month period, you are entitled to use up to 12 weeks unpaid leave upon the birth of your child or placement of a child in your home for adoption or foster care.

The Moorhead Area School District mandates the use of paid time to run concurrently. You are required to use other available paid leave (sick leave or vacation) at the same time as parenting leave. The district will continue to pay its share of your group health insurance premiums during the leave.

Parenting leave must be arranged through your supervisor. You are encouraged to alert your supervisor and/or management at least 30 days prior to the date you will begin parenting leave, if possible. At the end of the leave, you will be reinstated to your old position or one that is substantially the same, if your old position is not available. If you are not able to, or choose not to return to work at that time, you will be considered to have voluntarily terminated your employment.

If you do not return to work for reasons beyond your control or because you have a serious health condition which prevents you from returning to work, then you will not be required to repay health insurance premiums paid by the district during your leave. If you do not return to work for any other reason, then you will be required to repay the district for those premiums.

Employees who do not work the requisite hours stated above, but have been employed at least 12 consecutive months and work an average number of hours equal to one half the full-time equivalent position, are eligible for leave under the Minnesota Parental Leave Act (Minn. Stat. 181.941). Such employees shall be entitled to up to six weeks of unpaid leave of absence when they are a natural or adoptive parent. The employee at his or her own expense may continue group health coverage. Further details may be obtained from your supervisor or management. See School Board Policy 422: Family and Medical Leaves.

D. Personal Leave

Under contracts/agreements, school district employees may qualify for a personal leave. In most cases this is a one-day paid leave. Please see your contract for additional information or contact Human Resources. Also, please record the absence on the Substitute Employee Management System (SEMS) at 284-SEMS or on WebCenter Online.

E. Military Service Leaves

The Moorhead Area Public School District provides time off for employees who are members of the military. The district follows federal and state law for this type of leave. Please see Human Resources for more information.

F. Funeral/Bereavement Leave

Time off with pay is granted in various ways in different contracts/agreements to allow an employee to attend the funeral and to either be with a relative prior to death or after to help with final arrangements. The list of relatives varies by contract/agreement and the paid time off provisions also vary by contract/agreement. Some contracts/agreements tie this provision into emergency leave. For more information check your contract or contact Human Resources.

G. Jury Duty

Employees are given paid time to serve on a jury. An employee who is called to serve on a jury must notify his or her supervisor as soon as possible after receiving notice.

Employees who are excused from jury duty or who are not chosen as a juror are expected to report back to work for the remainder of their work day during the entire time they are designated to be on jury duty.

H. Deduct Days

Deduct days are days taken voluntarily by an employee without pay. These days are to be arranged as far in advance as possible in order to provide as little disruption to students and coworkers as necessary.

Currently, there are limits on the amount of days which can be taken at any one time and which need advanced approval by your supervisor, with the exception of Education Moorhead members. Deduct days are not to be used in place of other leaves of absence in the various contracts/agreements. Deduct days must be recorded on the Substitute Employee Management System at 284-3352 or on WebCenter Online. Please see Human Resources for more information.

I. Other Leaves of Absence

Various contracts/agreements have provisions for other leaves of absence. These leaves are normally without pay and may vary in length from a few days to up to five years. Included are sabbatical leaves, extended leaves and leaves that do not fit other leave provisions. Please check your contract/agreement for leave provisions in this category.

IX. EMPLOYEE BENEFITS

A. Insurance

Health Insurance

Currently, the school district provides several plans of health insurance to choose from. All plans currently offer employee only coverage or family coverage. There are various plan designs and various premiums for each of these plans. In some contracts/agreements, the employer pays part of the coverage for the insurance. Please see Human Resources or Payroll for an explanation of the various plans and premiums.

Insurance coverage is effective the first day of the month following the employment start date for new employees. Employees may change the level of coverage if there is a life event such as a birth, death, marriage, divorce or loss of job of a spouse. These changes need to be reported to Human Resources within 30 days of the event. Employees must meet eligibility requirements for the insurance.

Life Insurance

In most contracts/agreements the school district pays the premium for a basic life insurance policy for eligible employees. This insurance currently has an accidental death and dismemberment provision as well. Supplemental coverage for the employee is available at his/her own expense.

Dependent coverage is available for spouse and children, in most instances, up to maximum amounts. Please contact Human Resources or Payroll for more information. Insurance coverage is effective on the first day of the month following the employment start date for new employees.

Dental Insurance

An optional, employee paid dental insurance is currently available through the school district under some contracts/agreements. Please see Human Resources or Payroll for details on coverage and cost options available. Dental insurance must be applied for within 30 days of the employment start date, and employees must meet eligibility requirements.

Disability Insurance
The school district pays the premium for a long-term disability insurance policy for eligible employees. There is a 60 continuous workday waiting period for eligibility. The policy pays 60% of an employee's normal wage, subject to taxation, up to age 65 if necessary for continuing disability. Please contact Human Resources or Payroll for details if you are disabled. If you are hurt on the job you would be covered by Workers' Compensation, which is discussed later.

Unemployment/Re-employment Insurance
If you are terminated from your job or laid off from your job you may be eligible for this insurance. Please contact your local Job Service to apply for benefits on the Job Service link on the district Web site under "Career Resources." The "Career Resources" section also has many other forms of assistance listed, ranging from interviewing skills, resume building, other Web sites listing jobs and employee assistance.

Cancer/Intensive Care Insurance
The school district provides this insurance at the employee's own cost for those who wish to have it. Policy information is available in the Payroll Office.

B. Vacation

Vacation is paid time off earned by eligible employees to take off for any reason. The amount earned varies by contract/agreement and by the amount of hours worked.

Vacation may not be available until after a probationary period, depending on the contract/agreement. Advance requests are always required and should be submitted to your supervisor for approval. Vacation days must be recorded on the Substitute Employee Management Systems at 284-SEMS or WebCenter Online.

For more information please see Human Resources or check your contract/agreement.

C. Retirement

PERA & TRA
All employees in the Moorhead Area Public School District who meet minimum requirements of hours worked in a year are covered under either the Public Employee's Retirement Association or the Teacher's Retirement Association. The school district and the employer both contribute to those mandated state retirement plans in an amount set by law. Further information is available on the PERA Web site at www.mnpera.org or the TRA Web site at www.tra.state.mn.us.

Deferred Annuities - 403(b)
The school district sponsors district-approved companies who provide 403(b) deferred annuities/mutual funds. Employees may contribute to these annuities with pre-tax dollars up to the maximum allowed by law. In some contracts/agreements, the employer will match a portion of the employee contribution up to the maximum specified in the contract/agreement. Please check your contract/agreement to see if there is any employer match and contact Payroll if you are interested in signing up to participate in the 403(b) program.

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Social Security (FICA)
As an employee of the Moorhead Area Public School District you are automatically covered under the Federal Social Security Act. At the present time both you and the district, as your employer, contribute 6.2% of your gross salary to Social Security up to a maximum gross earning specified by the law. Any earnings more than that amount are not taxed.

Medicare, as part of Social Security, is also taken out of your check at the rate of 1.45% of gross earnings, with no maximum limit on earnings.

Social Security that is paid to you is based on a complex formula that uses your high thirty-five years of earnings. You may begin drawing it upon retirement as early as age 62. The longer you wait until retirement, the higher amount you are paid when you retire.

There are provisions built into Social Security for disability, death of spouse, etc. Social Security may be contacted directly for more information at its Web site at www.ssa.gov or the Fargo office at 239-5607 or 1-800-453-7255.

D. Flexible Spending Accounts

The school district maintains a flexible spending plan to which eligible employees may contribute pre-tax dollars from their pay to cover any or all of the following three areas:

1. Unreimbursed Medical Expenses.
2. Child Care Expenses.
3. Health Insurance Premiums.

The flexible spending plan year for 2009-2010 will be an abbreviated year and will ~~runs~~ be from September 1, 2009 through - ~~August 31~~ June 30, 2010. Beginning with the July 1, 2010 year the plan year will ~~then~~ run be from July 1 – June 30 thereafter to coincide with the health insurance plan year. Employees hired during that time may participate for the remainder of the plan year. By participating in the FSA, employees can receive reimbursement of these before tax dollars and save themselves money. If employees are planning to participate in the HSA health insurance plan they need to see Payroll prior to enrolling in the Flexible Spending Account. Please see Payroll for more information or use the link to the site in the demographics box by clicking on your name in the upper left corner of the extranet.

E. Employee Assistance Program

The Moorhead Area Public School District Employee Assistance Program is available to all district employees and their immediate household members. The program provides help to employees and family members with personal problems such as marital and family issues, mental or emotional problems, finances, alcoholism, drug abuse, legal problems or other concerns. See School Board Policy 426: Employee Assistance.

All information shared with the EAP Coordinator is held in a confidential manner and may not be disclosed to anyone without a signed release from the employee. Participation in the Employee Assistance Program is voluntary and there is no charge for assessment interviews. Current access to EAP programs can be gained by telephone at 866-326-7194. For hearing impaired the telephone number is 1-800-827-3707.

F. Employee Discounts

From time to time, local businesses offer discounts to employees of the school district. For current information on what discounts are available, contact Human Resources.

G. Workers' Compensation

All employees are covered by Workers' Compensation. If you are injured on the job, report the injury immediately to your supervisor. Seek necessary medical attention if needed. Employee Incident Report forms are available on the district web site under Human Resources, Workers' Comp folder, in your building's main office, and in the Human Resources office. The form needs to be filled out even if medical attention is not sought. There are strict timelines to fill out the form in order to be covered and failure to report or file the form on a timely basis could result in a rejection of a Workers' Compensation claim. Please access all workers' compensation forms on the district Web site under "Forms."

X. HEALTH & SAFETY

Our district is committed to providing a healthy and safe work environment for all its employees. Regard for safety of our students and employees is of utmost concern. Safety does not occur by chance. It is the result of careful attention to all school district operations. Providing a safe place to work, a work environment conducive to safe work practices, and effective safety policies are primary concerns for the administration. It is our belief that employees at every level have a responsibility for maintaining safety and occupational health within the district, and are expected to cooperate fully with the district's health and safety policies. Violations of health and safety policies should be reported to the Director of Human Resources or the Director of Transportation/Buildings and Grounds. Please review the specific Health and Safety Information on the district Web site. See School Board Policy 425: Health and Safety Protection.

A. Tobacco Free Environment

Smoking and/or the use of tobacco products is prohibited on all school district property, including district-owned and contracted vehicles.

Enforcement

Signs will be placed at the entrance to each school district building stating that it is a tobacco free environment. "No Smoking" signs shall be placed in the halls and common areas of each district building.

The success of this tobacco free environment policy will depend on the thoughtfulness, consideration and cooperation of students, staff and citizens. All individuals on school premises share the responsibility for adhering to and enforcing this policy.

Although any individual may report observed violations, school district employees shall be expected to report all observed violations in accordance with the procedures listed below.

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Violations - Staff

Any violation of the tobacco-free environment policy by an employee of the district shall be referred to the appropriate supervisor. One verbal warning, shall be issued to the staff member. Further violations shall be considered insubordination and shall be dealt with accordingly, based on applicable collective bargaining agreements, if any, and Minnesota Statutes. See School Board Policy 573: Tobacco-Free Environment.

B. Drug Free Workplace/Drug-Free School

The Moorhead Area Public School District Policy 572: Drug Free Schools, prohibits the use, possession, sale, transfer or dispersing of any drug on school property. You need to familiarize yourself with this policy and be in compliance with its requirements.

It is also important that you review, be familiar and comply to School Board Policy 420: Chemical Use and Abuse Policy , Policy 421: Employee Drug and Alcohol Testing, Policy 532: Medication, and Policy 551: Student Discipline. These policies are available on the district Web site at www.moorhead.k12.mn.us.

C. Employee Right-to-Know

The school district has identified hazardous substances, harmful physical agents or infectious agents in the school district and provides training and information for employee protection. Under School Board Policy 424, there is more information regarding the policy and coverage. Please familiarize yourself with the policy, identify the hazards around your work station and ensure you have read the Material Safety Data Sheets about those hazards in order to minimize risk to yourself. Also, please read Administrative Procedure 424.1 on personal protective equipment and follow up to use this equipment properly.

D. Emergency Closings/Crisis Management

When conditions prevail at the school which a building administrator considers to be of an emergency nature or hazardous to staff and students, he or she shall notify the superintendent or designee of the circumstances.

Building administrators will follow individual building action plans as outlined in School Board Policy 710: School District Crisis Management Policy, School Board Policy 711: Severe Weather-Related School Closing and Administrative Policy 712.1. The superintendent or designee may determine an alternate plan of action. Once the plan is determined school district staff will contact the media, other public and non-public schools, and others which may be necessary. Twelve-month employees should also refer to Appendix B for additional information regarding snow days and inclement weather.

Emergency or hazardous conditions are defined as those situations which make it impossible to carry on the normal teaching activities in the school and/or create a situation which could be harmful to the safety of the students and staff. Examples include, but are not restricted to, bomb threats, weather and utility failures.

Each school within the district has a specific policy. Please locate the policy for your building and familiarize yourself with its provisions.

E. Health and Safety Protection

The Moorhead Area Public Schools consider health and safety protection an important part of every operation. The district will establish, provide, and maintain safe and healthful working conditions and insist upon safe work methods and practices at all times. Please review School Board Policy 425: Health and Safety Protection and Policy 531: Communicable Disease Control and Infectious Conditions.

All employees and students shall follow safe working practices, obey rules and regulations, and work in a manner that maintains the high safety and health standards developed and sanctioned by the district.

F. Fire Safety

The school district seeks to provide a safe environment for employees and students. Fire Safety is an essential element of this environment.

Employees should know:

1. location of fire alarms.
2. location of fire extinguishers.
3. evacuation routes.
4. who to notify in case of fire.

Employees need to remain calm in situations involving danger to self and others and to take precautions to prevent fires from occurring. In the event of a fire, the most important task is to sound the alarm and clear the building. Employees should not risk their safety in fighting fires. Please review School Board Policy 710: School District Crisis Management.

G. Automated External Defibrillator (AED)

The Moorhead Area School District maintains AEDs in the Middle School, the High School and the Moorhead Sports Center for use if needed. Please refer to School Board Policy 713: Automated External Defibrillator (AED) and Administrative Procedure 713.1 for use of the device.

H. Weapons

All district employees are expected to follow all provisions of School Board Policy 576: Moorhead Area Public Schools Weapons Policy. It is essential that a safe and civil environment be maintained in order to meet the mission of the district.

I. Wellness

Although the Wellness Policy 536 is developed primarily for students, the school district values the health and well-being of every staff member. The school staff should act as role models to students for good nutrition and physical activity. The Moorhead Area Public Schools encourages the involvement of administrators, School Board, students, parents, teachers, food and nutrition personnel and other interested persons in implementing, monitoring and reviewing school district nutrition and physical activity policies.

XI. TRANSPORTATION

A. Driving for Work Related Purposes

If you use your vehicle for work related purposes you are expected to: 1) drive defensively; 2) wear your seat belt; 3) allow plenty of time; 4) make accommodations for bad weather; and, 5) carry appropriate equipment in your vehicle to ensure your safety (i.e., in the winter: blankets, boots, shovel, etc.).

B. Seat Belt Use

All employees are required to use seat belts when operating or riding in a motor vehicle on school district business.

C. Vehicle Insurance

All employees who use a vehicle for work related purposes must carry insurance on their vehicle as required by the State of Minnesota. You may not use your vehicle for work related purposes if your vehicle is not covered by the required insurance. You may be required to show proof of current vehicle insurance.

D. Driver's License

All employees who use a vehicle for work related purposes are required to have a valid driver's license.

E. Parking

Please see your supervisor or site/department for the specific policy on parking issues.

Appendix C is a map of all district building sites.

F. Mileage

Employees who use their own car for district business will be reimbursed at the rate determined by the school district. Employees will be reimbursed for miles driven in excess of their normal commute to their principle place of work. ~~School vehicles should be used if available and may be reserved by calling the Property Services Office at extension 1445. See Administrative Procedure 722.1. When school vehicles are used, employees must follow the tobacco-free policy. Also, students are not authorized to operate school vehicles. See School Board Policy 573.~~ Please refer to Board Policy 722: School District Owned Vehicle Reservation.

XII. RESIGNATION FROM EMPLOYMENT

A. Notice of Resignation

The school district in some contracts/agreements requires notice if you are resigning from employment here. When notice is not required as much advance notice as possible is appreciated

in order to have some time to advertise and hire your replacement. Failure to give notice may jeopardize a future reference. A form for resignation is available under "Forms" on the district web site.

B. Return of District Property

At the time of resignation or retirement and before you leave the district you will need to return all district property to your supervisor. Keys, keyfobs, identification badges and all other district property is to be given to your supervisor, who will ensure that all property is returned to the department where it originated.

C. COBRA Benefits

The Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) requires that most employers sponsoring group health plans offer employees and their families the opportunity for a temporary extension of health coverage (called "continuation coverage") at group rates in certain instances where coverage under the plan would otherwise end (called "qualifying events").

If you are covered by the district's group health insurance plan and lose your coverage because of a reduction in your hours of employment or the termination of your employment, whether voluntary or involuntary (except for reasons of gross misconduct on your part), you have the right to choose continuation coverage. If you choose continuation coverage, you will be provided with coverage that is identical to the coverage being provided to similarly situated employees (or their family members). If you do not choose continuation coverage, your group health insurance coverage under the plan will end.

COBRA requires that you be offered the opportunity to maintain continuation coverage for three years unless you lost group health coverage because of a termination of employment or reduction in hours. In that case, the required continuation coverage
period is 18 months, unless the Social Security Administration determines that you (either employee or dependent) were disabled at the time termination or reduction of hours, and you inform Moorhead Area Public Schools before the end of the 18 month period, in which case your coverage may be extended up to 29 months.

If you are covered by the district's group health insurance plan, your spouse will have the right to choose continuation coverage for himself/herself if group health coverage is lost for any of the following four reasons:

1. Your death;
2. Termination of your employment with the district (for reasons other than gross misconduct) or reduction in your hours of employment with the district;
3. Divorce or legal separation from you; or
4. You become entitled to Medicare.

Your dependent children have the right to choose continuation coverage if group health coverage is lost for any of the following five reasons:

1. Your death;
2. Your termination from employment with the district (for reasons other than gross

misconduct), or reduction in your hours of employment with the district;
3. Your divorce or legal separation;
4. A parent becomes entitled to Medicare; or
5. The dependent ceases to be a "dependent child" under the terms of the group insurance plan.

You or your family member has the responsibility to inform the Plan Administrator of a divorce, legal separation, or a child losing dependent status under the Plan, within sixty days of the date of the event or the date on which coverage would end under the group Plan because of the event, whichever is later. The district will notify the Plan Administrator of your death, termination of employment, reduction in hours of employment or Medicare entitlement.

You have sixty days from the later of (1) the date you ordinarily would have lost coverage because of one of the events described above, or (2) the date of the notice of your right to elect continuation coverage to inform the Plan Administrator that you want continuation coverage.

Additional qualifying events can occur while the continuation coverage is in effect. Such events may extend an 18-month continuation coverage period to 36 months, but in no event will coverage extend beyond 36 months after the initial qualifying event. Under certain circumstances, your continuing coverage may be cut short.

If you or your family member elects to continue coverage, you must pay the district the cost of continued coverage monthly. Once your continuation coverage terminates for any reason, it cannot be reinstated.

For further details concerning continuation of benefits under COBRA, contact the Human Resource Department.

1. The federal COBRA law applies to employers with 20 or more employees. Provisions for continuation of health benefits under Minnesota law have been amended to substantially follow the federal COBRA law, without the 36-month limitation for surviving descendants. The Minnesota Act applies to all group insurance policies.

2. COBRA ensures that employees and beneficiaries do not lose health insurance coverage because of death, termination, reduction of employment hours, divorce or separation, retirement, or other qualifying event. Employees are allowed to continue on the group health plan at their own expense after a qualifying event.

   The employee has up to 60 days in which to decide whether to take advantage of this continuation coverage. No evidence of insurability is needed for such continued coverage.

3. Upon learning of a qualifying event, the district should provide the employee with a COBRA notice and election form.

4. Generally, former employees may elect to maintain their COBRA coverage for up to 18 months after their termination or reduction in hours while dependents generally may elect to maintain their coverage for 36 months after the date of an employee's death, divorce,

or legal separation, the employee's entitlement to Medicare, or a dependent's loss of dependent status.

5. Former employees or dependents who elect to continue coverage under COBRA must pay all of the premium for the continuation coverage.

6. In order to be certain that the district is complying with its obligation under COBRA it is important that the administrators/supervisors notify the Human Resources Department of any qualifying events to an employee in their department including an employee's termination whether voluntary or involuntary, an employee's reduction in hours, the employee's death, divorce, legal separation, the employee's entitlement to Medicare or a dependent's loss of independent status.

7. Employees who are laid off and who carry district health insurance may have a portion of their health insurance paid for a limited amount of time if they meet eligibility requirements. See Human Resources/Payroll for more information.

D. Exit Interviews

The school district would appreciate the opportunity for an exit interview when you leave employment. This interview gives you the opportunity to tell us how we can improve our working conditions, policies, supervisory techniques and other areas. It also gives you the opportunity to tell us what is good about the district. If you are unable or unwilling to schedule a time to meet with the Human Resources Director and discuss this, we do have exit interview forms available from the building administrator, Human Resources, or on the district Web site under "Forms."

District Directory

Appendix A

Ellen Hopkins Elementary School 2020 11th Street South	284-4300
Robert Asp Elementary School 910 11h Street North	284-6300
S.G. Reinertsen Elementary School 1201 40th Avenue South	284-5300
Horizon Middle School 3601 12th Avenue South	284-7300
Moorhead High School 2300 4th Avenue South	284-2300
Red River Area Learning Center 1100 32nd Avenue South	284-2200
Detention Center 915 9th Avenue North	284-5150
Early Intervention Services 2410 14th Street South	284-3800
Probstfield Center for Education 2410 14th Street South	284-3300
Superintendent	284-3330
Director of Human Resources	284-3355
~~Asst. Superintendent - Teaching & Learning~~	~~284-3311~~
Asst. Superintendent	284-3375
Director of Information & Instructional Support	284-3345
Community Education	284-3400

Appendix B

MEMO P.02.225

TO: Cabinet
Twelve Month Employees

FROM: Ron Nielsen, Director of Human Resources

DATE: November 15, 2002

RE: Storm Days/Inclement Weather

In an effort to clarify past confusion regarding how twelve month employees handle coming to work during storm days/inclement weather, the policy has been reviewed with the following modifications:

If school is closed in the Moorhead Area Public Schools due to inclement weather, twelve-month employees are expected to report to work as usual. If you as an employee judge that it may be unsafe or potentially injurious for you to report to work, you have a choice to use vacation time, a personal leave day (if available) or a deduct day. Work time taken as a deduct may be made up during the work week at the discretion of your supervisor and if there is sufficient time left in the work week to make up the time. The work week, for this purpose only, is defined as 7:00 a.m. Monday through 7:00 a.m. the following Monday.

Operation and Maintenance employees are required to work on all storm days falling on regular work days, even though school may be closed because of inclement weather. Contract language under Article VI, Section 9 would be followed in that event.

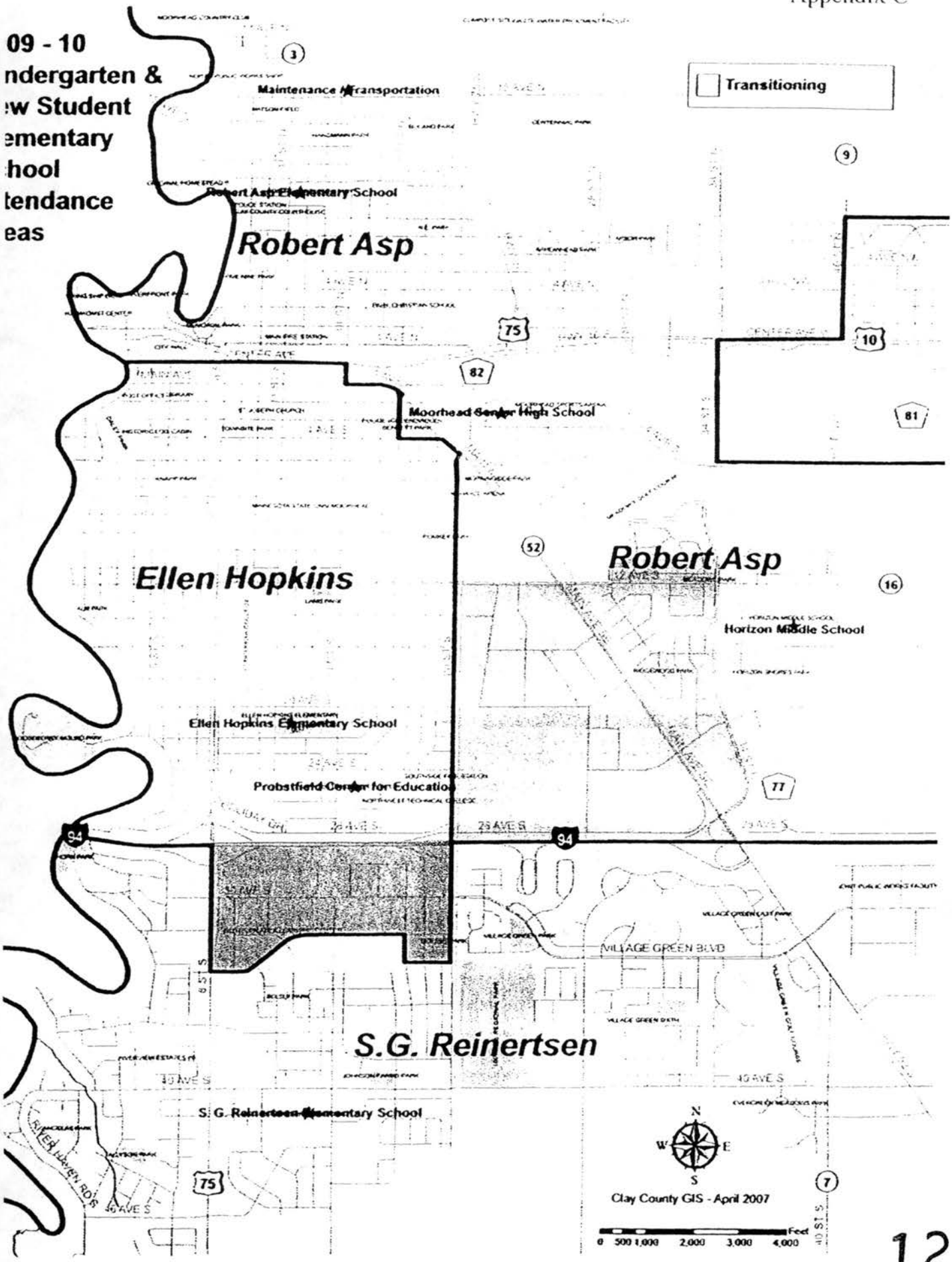
If you determine that it is unsafe for you to report to work due to inclement weather, you need to call your supervisor and inform them at the start of your normally scheduled work day. You also need to call the SEMS system at the beginning of your normally scheduled work day to record your choice of vacation day, personal day or deduct day. The number for the SEMS system is 284-SEMS (7367). Please have your pin number ready when you call.

If you report to work on a storm day and you are sent home, you will receive credit for working the entire day. The decision to dismiss employees early will be made only by the Superintendent. If you report to work on a storm day and feel that it is necessary for you to leave early you have a choice of using vacation, a personal leave day (if available) or deduct upon approval by your immediate supervisor. Work time taken as a deduct may be made up during the work week at the discretion of your supervisor and if there is sufficient time left in the work week. The work week, for this purpose only, is defined as 7:00 a.m. Monday through 7:00 a.m. the following Monday. If you decide it is necessary for you to leave work early you must call your absence into SEMS (284-7367).

RN:jg

120

09 - 10 ndergarten & ew Student ementary hool tendance eas



Superintendent of Schools

Moorhead Area Public Schools

Memo S.09.133R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: June 4, 2009

SUBJECT: Approval of Math Curriculum Adoption

Missy Eidsness will provide information regarding the secondary mathematics course sequence and instructional resources.

The secondary mathematics teachers have worked through a process over two years to develop a district framework, course sequence and the needed instructional resources.

Attached is the course sequence for School Board action.

Suggested Resolution: Move to approve the mathematics course sequence and instructional materials as presented.

LAK:mde
Attachment

Flow Chart of Course

Level	6th	7th	8th	9th	10th	11th	12th
Concerned	After-school Excel and pull out tutoring	After-school Excel and pull out tutoring	After-school Excel and pull out tutoring	Applied Algebra followed by Algebra II with support	Applied Geometry	Probability & Statistics (skinny all yr.) (Grad Math)	Grad Math
Regular	6th grade Everyday Math	Pre Algebra	Algebra I-Linear	Algebra II	Geometry	Probability & Statistics (skinny all yr.)	Pre-College Algebra and Trigonometry
Advanced	Accelerated Pre-Algebra	Accelerated Algebra I-Linear	Accelerated Algebra II	Accelerated Geometry	AP Probability & Statistics (skinny all yr.)	Honors Pre Calculus & Trigonometry (skinny all yr.)	AP Calculus AB & BC

Concerned Level: Use AVMR to assist these students, allow these students to double up in 9th grade
Regular level: Many high school students double up in math their 10th grade year, this is still possible. We can allow any students to self accelerate their math advancement in high school
Advanced Level: Would allow students to obtain 2 to 3 college credits in mathematics for college

S-M9-805
15 June 2009

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

June 15, 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 _____

   D. 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. **CONTINUATION OF SELECTION PROCESS TO FILL SCHOOL BOARD VACANCY**: Thompson
   Pages 3-4

3. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Com Educ Advisory Council	June 16	7 pm	PCE
School Board	June 22	7 pm	PCE
School Board Work Session	July 20	5:30 pm	PCE
School Board	July 20	7 pm	PCE
School Board	August 10	7 pm	PCE
School Board	August 24	7 pm	PCE

Moorhead Area Public Schools
Independent School District 152

Application for Vacant School Board Member Position

The Moorhead School Board is accepting applications from residents of Independent School District 152 who are interested in serving on the Board to fill a vacant position created by a resignation. The School Board will appoint a new member using the process outlined below. The appointed person will serve until January 2011.

Legal requirements: At least 21 years of age, a resident of District 152 for at least 30 days, and an eligible voter
Time commitment: 20-40 hours/month
Meetings: Business meetings are twice a month. There are also special meetings, work sessions, committee meetings, trainings, and seminars.

Applications are available from the Superintendent's Office, 2410 14th St. S., or online at www.moorhead.k12.mn.us. Completed applications must be received (not postmarked) by 4:30 p.m. Friday, June 12 in the Superintendent's Office. The district assumes no responsibility for application materials that were sent but not received by the deadline.

Application and Interview Process Timeline

May 28-June 12	Applications available from the Superintendent's Office at Probstfield Center for Education, 2410 14th St. S., and on the district's Web site at www.moorhead.k12.mn.us.
June 12, 4:30 p.m.	Deadline to submit completed applications (including completed application form, cover letter, and resume) to Superintendent's Office. The application and any accompanying materials are public information.
June 15	Announce applicants for vacancy; post applicant information on district Web site.
	Subcommittee of Board members individually reviews applications and ranks applicants to be interviewed.
	Ranks tabulated, and three finalists determined. Applicants to be interviewed announced; individual interviews scheduled; information posted on the district Web site.
June 17-18	Subcommittee interviews applicants.
June 22, 7 p.m.	Following discussion, Board will select and appoint new member at regular meeting.
July 20, 7 p.m.	New member sworn into office at regular School Board meeting.

How to Apply

1. Complete the application form on page 2.
2. Enclose a resume and cover letter introducing yourself and explaining why you are interested in serving on the School Board.
3. Return all materials (application, resume, and cover letter) to Michelle Erickson, School Board Secretary, Superintendent's Office, 2410 14th St. S., Moorhead, MN 56560 by no later than **4:30 p.m. Friday, June 12**.

Moorhead Area Public Schools
Independent School District 152

Application for Vacant School Board Member Position

This application and any accompanying materials are public information.

Please return to the School Board Secretary (address below) by 4:30 p.m. Friday, June 12, 2009.

Name _____

Address _____

Phone: (h)_____ (o)_____ (cell) _____

Please respond to the following questions (on reverse or on separate sheet of paper):

1. Please identify and describe how you would address what you believe are the district's three most important issues.

2. How would you describe your role as a Board member in supporting the school district's mission, core values, and strategic objectives?

3. Please describe your previous professional and/or volunteer activities in the local community, as well as involvement in activities or programs sponsored by Moorhead Area Public Schools.

4. Why are you interested in serving on the School Board?

I hereby certify that the information I have presented in this application is complete, accurate and true to the best of my knowledge, and I hereby authorize the School Board to verify this information as may be required.

_____ _____

Signature Date

Please submit this application, along with the other required materials as listed on page 1, **no later than 4:30 p.m. Friday, June 12** (postmarks not accepted), to Michelle Erickson, School Board Secretary, at the following address:

Office of the Superintendent
Moorhead Area Public Schools
2410 14th St. S.
Moorhead, MN 56560

S-MN-B05
18 June 2009

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

June 18, 2009
4:00 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 _____	Bill Tomhave _____
Cindy Fagerlie _____	Vacant _____
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) (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. **CONTINUATION OF SELECTION PROCESS TO FILL SCHOOL BOARD VACANCY**: Thompson

3. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
School Board	June 22	7 pm	PCE
School Board Work Session	July 20	5:30 pm	PCE
School Board	July 20	7 pm	PCE
School Board	August 10	7 pm	PCE
School Board	August 24	7 pm	PCE

5-M9-805

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

June 22, 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 _____	Bill Tomhave _____
Cindy Fagerlie _____	Vacant _____
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)
   (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 Dairy and Bakery Bids - Pages 8-12

C. HUMAN RESOURCES MATTERS - Nielsen
   (1) Approval of Extended Leave of Absence - Page 13
   (2) Approval of Change in Contract - Page 14
   (3) Approval of Resignations - Page 15
   (4) Approval of Early Retirement - Page 16
   (5) Approval of New Employees - Page 17
   (6) Acceptance of Part-Time Contracts - Page 18

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **APPROVAL OF UNREQUESTED LEAVES OF ABSENCE**: Nielsen
Pages 19-25

Suggested Resolutions: Move to approve the following resolutions:

WHEREAS, the School Board of Independent School District No. 152 adopted a resolution proposing placement of Melissa Wiese on unrequested leave of absence on April 27, 2009, on the grounds of discontinuance of position, lack of pupils and financial limitations; and

WHEREAS, said written notice of the proposed placement on unrequested leave was received by Melissa Wiese by personal service on April 28, 2009; and

WHEREAS, said written notice of the proposed placement on unrequested leave contained a statement setting forth the reasons for the proposed placement, as well as a statement that she was entitled to a hearing before the School Board provided she make a request in writing within fourteen (14) days of receipt of said notice, and that if no hearing was requested within said fourteen (14) day period, it constituted acquiescence by Melissa Wiese to the School Board's proposed action;

WHEREAS, a written request was received by the Superintendent of Schools from Melissa Wiese for a hearing on May 6, 2009; and

WHEREAS, Melissa Wiese has withdrawn her request for a hearing by letter dated May 22, 2009; and

WHEREAS, said withdrawal of her written request for a hearing constitutes acquiescence by Melissa Wiese to her placement on unrequested leave.

BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 152, that Melissa Wiese be and hereby is placed on unrequested leave of absence as a teacher of Independent School District No. 152 on the grounds of discontinuance of position, lack of pupils 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

BE IT FURTHER RESOLVED, that a notice of placement on unrequested leave, together with a copy of this resolution, be forwarded to said teacher personally and that an affidavit of same be placed in her file, together with a copy of the notice and resolution.

AND

WHEREAS, the School Board of Independent School District No. 152 adopted a resolution proposing placement of Diane Wicklund on unrequested leave of absence on April 27, 2009, on the grounds of discontinuance of position, lack of pupils and financial limitations; and

WHEREAS, said written notice of the proposed placement on unrequested leave was received by Diane Wicklund by personal service on April 28, 2009; and

WHEREAS, said written notice of the proposed placement on unrequested leave contained a statement setting forth the reasons for the proposed placement, as well

as a statement that she was entitled to a hearing before the School Board provided she make a request in writing within fourteen (14) days of receipt of said notice, and that if no hearing was requested within said fourteen (14) day period, it constituted acquiescence by Diane Wicklund to the School Board's proposed action;

WHEREAS, a written request was received by the Superintendent of Schools from Diane Wicklund for a hearing on May 6, 2009; and

WHEREAS, Diane Wicklund has withdrawn her request for a hearing on May 29, 2009; and

WHEREAS, said withdrawal of her written request for a hearing constitutes acquiescence by Diane Wicklund to her placement on unrequested leave.

BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 152, that Diane Wicklund be and hereby is placed on unrequested leave of absence as a teacher of Independent School District No. 152 on the grounds of discontinuance of position, lack of pupils 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

BE IT FURTHER RESOLVED, that a notice of placement on unrequested leave, together with a copy of this resolution, be forwarded to said teacher personally and that an affidavit of same be placed in her file, together with a copy of the notice and resolution.

The motion for the adoption of the foregoing resolutions 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 resolutions were declared duly passed and adopted.

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF PART-TIME AND SUBSTITUTE PAY SCHEDULE CHANGE**:
Nielsen
Pages 26-28

Suggested Resolution: Move to approve the pay schedule as presented.

Moved by _____ Seconded by _____
Comments _____

5. **RESOLUTION APPOINTING CANDIDATE TO VACANT SCHOOL BOARD POSITION**: Thompson
Page 29

Suggested Resolution: Move to approve the following resolution:

WHEREAS, the resignation of Member Michael Thrasher created a vacancy on the School Board through the first Monday in January 2011; and

WHEREAS, the School Board declared its intent on May 26, 2009, to appoint a qualified candidate to the vacant position and sought letters of application from interested school district residents; and

WHEREAS, 11 letters of application for the School Board vacancy were received through the closing date of June 12, 2009; and

WHEREAS, the School Board interviewed five candidates for the vacant position on June 18, 2009;

NOW, THEREFORE BE IT RESOLVED by the Moorhead School Board of Independent School District No. 152 that _____, be appointed to fill the School Board vacancy created by the resignation of Michael Thrasher, effective July 20, 2009 through the first Monday in January 2011.

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.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF 2009-2010 ANNUAL OPERATING PLAN**: Kazmierczak
   Page 30

   Suggested Resolution: Move to approve the 2009-2010 Annual Operating Plan which includes the preliminary budget for fiscal year 2010.

   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
School Board	June 22	7 pm	PCE
School Board Work Session	July 20	5:30 pm	PCE
School Board	July 20	7 pm	PCE
School Board	August 10	7 pm	PCE
School Board	August 24	7 pm	PCE

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.070 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 16, 2009

SUBJECT: Dairy and Bakery Bids

Bids for dairy and bakery products have been received and reviewed. I recommend that we accept the dairy bid received from Cass Clay Creamery and the bakery bid received from Pan O Gold Baking Company.

Suggested Resolution: Move to accept the dairy bid in the amount of $155,000, received from Cass Clay Creamery and the bakery bid in the amount of $29,600, received from Pan O Gold Baking Company.

WAK:mde
Attachments

MEMO

TO: Wayne Kazmierczak, Assistant Superintendent

FROM: Mary Bonemeyer, Director of Food and Nutrition MB

DATE: June 16, 2009

SUBJECT: 2009-2010 Dairy and Bakery Bids

Attached are the 2009-2010 dairy and bakery bid summaries. The low bidders are Cass Clay Creamery and Pan O Gold Baking Company. The milk prices are .034 - .039 (18-22 %) less per carton than last year. The contract value is $155,000 for dairy and $29,600 for bakery products.

2009-2010 MILK BID SUMMARY

QUANTITY	DESCRIPTION	CASS CLAY	DEAN FOODS
1.	Half Pint Size 1.0% Butterfat White/carton	.1360	.1508
2.	Half Pint Size 2.0% Butterfat White/carton	.1430	.1564
3.	Half Pint Size Fat Free White/carton	.1310	.144
4.	Half Pint Size Fat Free Chocolate/carton	.1500	.153
5.	Half Pint Size Lactose Free/carton	.56	.47
6.	1.0% Milk, Gallon	2.51	1.9478
7.	Pt. - Whipping Cream	1.10	.962 FIRM
8.	Shake Mix-Vanilla - 1/2 Gallon	2.00 FIRM	1.65 FIRM
9.	Shake Mix-Chocolate - 1/2 Gallon	2.25 FIRM	1.75 FIRM
10.	Novelties, 2 Dozen Per Box		
	A. Dixie Cups Ice Cream	6.60 FIRM	5.25 FIRM
	Sherbet	7.13 FIRM	4.60 FIRM
	B. Creme Freeze	6.30 FIRM	NA
	C. Fudgesicles	6.00 FIRM	4.60 FIRM
	D. Cheerios	7.50 FIRM	5.25 FIRM
	E. Ice Cream Sandwiches	6.68 FIRM	5.25 FIRM
	F. Drumsticks	17.70 FIRM	7.00 FIRM
11.	-5- Lb. Sour Cream	6.50 FIRM	5.50 FIRM
12.	-5- Lb. Sour Cream - Fat Free	5.50 FIRM	5.04 FIRM
13.	-5- Lb. Cottage Cheese, 2% Lowfat	6.75 FIRM	5.90 FIRM
14.	-5- Lb. Cottage Cheese, Fat Free	6.75 FIRM	5.90 FIRM

QUANTITY	DESCRIPTION	CASS CLAY	DEAN FOODS
	15. -3- Lb. Cream Cheese	7.95 FIRM	7.00 FIRM
	16. -36-1 Lb. Grade AA Butter	.57 OM	1.835 .57 OM
	17. -5- Lb. Yogurt, Lowfat, flavor	1.61 FIRM (24 oz) 5.25 FIRM	4.20 FIRM
	18. -6- Oz. 100% Apple Juice	.23 FIRM	.25 FIRM
	19. -6- Oz. 100% Grape Juice	NA	.25 FIRM
	20. -6- Oz. 100% Orange Juice	.23 FIRM	.25 FIRM

Base Price if escalator clause proposed: 7.56 per hundredweight (June skim milk) and 1.2682 per pound (June butterfat). Adjusted for escalator clause attached.

om - (over market) - escalator per pound over June 2009 market AA price.

2009-2010 BREAD BID SUMMARY

QUANITY	DESCRIPTION	PAN-O-GOLD	SARA LEE
1,400 DOZ	Coney Buns, white whole wheat (first ingredient is whole wheat flour), sliced, bulk pack, standard length	6.75/60 ct.	1.00
3,000 DOZ	Hamburger Buns, white whole wheat, (first ingredient is whole wheat flour) plain, sliced, bulk pack 4".	3.37/30 ct.	1.10
5,000 DOZ	Tea Biscuits, white whole wheat (first ingredient is whole wheat flour), dozen	1.35/doz.	1.30/1.35 white or wheat
3,000 DOZ	Steak Bun, white whole wheat (first ingredient is whole wheat flour) plain/sesame seed 5 1/2" sliced, dozen	2.80/24 ct.	3.60
,500 LVS	Texas Toast, 1 1/2#, sliced (slices per loaf=_____)	1.15/21 ct.	1.05/19 ct.
,000 LVS	French Bread, 1# sliced (slices per loaf=_____)	1.15/16 ct.	1.05/16 ct.
50 LVS	Bread, 1 1/2#, sliced, white whole wheat, (first ingredient is whole wheat flour) (slices per loaf=_____)	1.35/24 ct.	1.10/20 ct.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.153**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 16, 2009

RE: Extended Leave of Absence

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

Rachel Horan	Music Teacher, Horizon Middle School, effective beginning with the 2009-2010 school year.

SUGGESTED RESOLUTION: Move to approve the Extended Leave of Absence for Rachel Horan according to Article 40 of the Teachers' Master Agreement.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.149**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 15, 2009

RE: Change in Contract

The administration requests approval of Change in Contract for the following person:

Sandy Klemz	Paraprofessional, Robert Asp Elementary School to EBD Teacher, 1.00 FTE, BA(4) $35,434.00, Robert Asp Elementary, effective beginning with the 2009-2010 school year. (Replaces Nicole Blasing)

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Sandy Klemz as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.150**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 15, 2009

RE: Resignations

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

Desiree Perez	Paraprofessional, High School, effective June 8, 2009.
Darby Bjorgan	Mathematics Teacher, Horizon Middle School, effective at the end of the 2008-2009 school year.
Jim MacFarlane	Head Girls Hockey Coach, High School, effective June 8, 2009.
Katie Bergh	Paraprofessional/Speech Language Pathologist, EIS, effective June 30, 2009.
Kristi Hilton	Sign Language Interpreter, EIS, effective July 30, 2009.
Stephanie Green	COTA, EIS, effective June 30, 2009.

SUGGESTED RESOLUTION: Move to approve the resignation of Desiree Perez, Darby Bjorgan, Jim MacFarlane, Katie Bergh, Kristi Hilton and Stephanie Green as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.151**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 15, 2009

RE: Early Retirement

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

Dianne Mortenson	Paraprofessional, Horizon Middle School, effective June 9, 2009.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Dianne Mortenson as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.147**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 15, 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.

Kari Boeckermann	EBD Teacher, High School, 1.00 FTE, MA+10 (7) $48,541.00, effective 2009-2010 school year. (Replaces Hanna Rodenbaugh)
Kristin Peters	Physical Therapist, District, .8 FTE, MA (7) $36,897.60, effective beginning 2009-2010 school year. (Replaces Brittany Carter)
Lindsay Kasper	Physical Education Teacher, S.G. Reinertsen Elementary, .214 FTE, BA(1) $6,843.72, effective beginning 2009-2010 school year. (Replaces Guy Kimball)
Brandon Yoney	DCD Teacher, High School, 1.00 FTE, MA+30(5) $50,053.00, effective beginning 2009-2010 school year. (Replaces Linda Jones)
Angela Braunagel	Science Teacher, Horizon Middle School, 1.00 FTE, BA(0) $30,823.00, effective beginning 2009-2010 school year. (Replaces Christy Leier)
Nadine Moon	Early Riser Family Advocate, Robert Asp Elementary, C41 (6) $25.95 per hour, 3.5 hours per day, 183 days per year, effective 2009-2010 school year.

SUGGESTED RESOLUTION: Move to approve the employment of Kari Boeckermann, Kristin Peters, Lindsay Kasper, Brandon Yoney, Angela Braunagel and Nadine Moon as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.148**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 15, 2009

RE: Acceptance of Part Time Contract

The administration requests approves the acceptance of Part Time Contract for the following teacher:

Kelsey Jenkins	Social Studies Teacher, Red River Area Learning Center, .75 FTE BA(4) $26,575.50, effective at the beginning of the 2009-2010 school year.
Cheryl Adams	Family Consumer Science Teacher, High School, .667 FTE, BA (6) $25,168.58, effective at the beginning of the 2009-2010 school year.
Kimberly Melander	Alternative Education Teacher, West Central Juvenille Center, .75 FTE, BA+30 (9) $35,253.00, effective at the beginning of the 2009-2010 school year.
Jennifer Nelson	Art Teacher, Horizon Middle School, .40 FTE, BA+10 (7) $16,280.40, effective at the beginning of the 2009-2010 school year.

SUGGESTED RESOLUTION: Move to approve the acceptance of Part Time Contract for Kelsey Jenkins, Cheryl Adams, Kimberly Melander and Jennifer Nelson as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.146**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 12, 2009

RE: Unrequested Leave of Absence

At the School Board meeting of April 27, 2009, the School Board approved the unrequested leaves of absence for a number of tenured teachers, including Melissa Wiese and Diane Wicklund. These two teachers filed a request for a hearing, which was their right, under Minnesota Statute. Both have since withdrawn their requests in writing.

However, the School Board needs to again place them on an unrequested leave of absence in accordance with Minnesota Statute using the same process and by having a roll call vote.

The resolution and associated notices for signature are attached.

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

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION PLACING MELISSA WIESE ON UNREQUESTED LEAVE OF ABSENCE

WHEREAS, the School Board of Independent School District No. 152 adopted a resolution proposing placement of Melissa Wiese on unrequested leave of absence on April 27, 2009, on the grounds of discontinuance of position, lack of pupils and financial limitations; and

WHEREAS, said written notice of the proposed placement on unrequested leave was received by Melissa Wiese by personal service on April 28, 2009; and

WHEREAS, said written notice of the proposed placement on unrequested leave contained a statement setting forth the reasons for the proposed placement, as well as a statement that she was entitled to a hearing before the School Board provided she make a request in writing within fourteen (14) days of receipt of said notice, and that if no hearing was requested within said fourteen (14) day period, it constituted acquiescence by Melissa Wiese to the School Board's proposed action;

WHEREAS, a written request was received by the Superintendent of Schools from Melissa Wiese for a hearing on May 6, 2009; and

WHEREAS, Melissa Wiese has withdrawn her request for a hearing by letter dated May 22, 2009; and

WHEREAS, said withdrawal of her written request for a hearing constitutes acquiescence by Melissa Wiese to her placement on unrequested leave.

BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 152, that Melissa Wiese be and hereby is placed on unrequested leave of absence as a teacher of Independent School District No. 152 on the grounds of discontinuance of position, lack of pupils 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

An Equal Opportunity Employer

BE IT FURTHER RESOLVED, that a notice of placement on unrequested leave, together with a copy of this resolution, be forwarded to said teacher personally and that an affidavit of same be placed in her file, together with a copy of the notice and resolution.

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.

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

NOTICE OF PLACEMENT ON
UNREQUESTED LEAVE OF ABSENCE

June 23, 2009

Ms. Melissa Wiese
2927 32nd Street South
Moorhead, MN 56560

Dear Ms. Wiese:

You are hereby notified that at a meeting of the School Board of Independent School District No. 152, held on June 22, 2009, a resolution was adopted by majority roll call vote of the full membership of the School Board, placing you on unrequested leave of absence as a teacher of Independent School District No. 152, effective at the end of the 2008-2009 school year on June 30, 2009, pursuant to Minnesota Statutes Sec. 122A.40, Subd. 11.

A copy of the resolution duly adopted by the School Board is attached hereto for your information.

If a teaching position for which you are licensed becomes available at any time up to five (5) years after your leave is effective, you may have a right to reinstatement to that position if you have sufficient seniority in the District and if you filed a written request for reinstatement prior to April 1 of each year while you are on leave. If you do not file such a request each year, your right to reinstatement will be automatically terminated.

Please keep the School District's personnel office advised in writing of your address at all times until your rights have expired, so that the District may notify you of any available positions for which you may qualify.

Yours very truly,

SCHOOL BOARD OF INDEPENDENT
SCHOOL DISTRICT NO. 152

By: _____
Clerk of the School Board

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

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

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION PLACING DIANE WICKLUND ON UNREQUESTED LEAVE OF ABSENCE

WHEREAS, the School Board of Independent School District No. 152 adopted a resolution proposing placement of Diane Wicklund on unrequested leave of absence on April 27, 2009, on the grounds of discontinuance of position, lack of pupils and financial limitations; and

WHEREAS, said written notice of the proposed placement on unrequested leave was received by Diane Wicklund by personal service on April 28, 2009; and

WHEREAS, said written notice of the proposed placement on unrequested leave contained a statement setting forth the reasons for the proposed placement, as well as a statement that she was entitled to a hearing before the School Board provided she make a request in writing within fourteen (14) days of receipt of said notice, and that if no hearing was requested within said fourteen (14) day period, it constituted acquiescence by Diane Wicklund to the School Board's proposed action;

WHEREAS, a written request was received by the Superintendent of Schools from Diane Wicklund for a hearing on May 6, 2009; and

WHEREAS, Diane Wicklund has withdrawn her request for a hearing on May 29, 2009; and

WHEREAS, said withdrawal of her written request for a hearing constitutes acquiescence by Diane Wicklund to her placement on unrequested leave.

BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 152, that Diane Wicklund be and hereby is placed on unrequested leave of absence as a teacher of Independent School District No. 152 on the grounds of discontinuance of position, lack of pupils 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

BE IT FURTHER RESOLVED, that a notice of placement on unrequested leave, together with a copy of this resolution, be forwarded to said teacher personally and that an affidavit of same be placed in her file, together with a copy of the notice and resolution.

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.

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

NOTICE OF PLACEMENT ON UNREQUESTED LEAVE OF ABSENCE

June 23, 2009

Ms. Diane Wicklund
10213 County Road 17 South
Horace, ND 58047-9505

Dear Ms. Wicklund:

You are hereby notified that at a meeting of the School Board of Independent School District No. 152, held on June 22, 2009, a resolution was adopted by majority roll call vote of the full membership of the School Board, placing you on unrequested leave of absence as a teacher of Independent School District No. 152, effective at the end of the 2008-2009 school year on June 30, 2009, pursuant to Minnesota Statutes Sec. 122A.40, Subd. 11.

A copy of the resolution duly adopted by the School Board is attached hereto for your information.

If a teaching position for which you are licensed becomes available at any time up to five (5) years after your leave is effective, you may have a right to reinstatement to that position if you have sufficient seniority in the District and if you filed a written request for reinstatement prior to April 1 of each year while you are on leave. If you do not file such a request each year, your right to reinstatement will be automatically terminated.

Please keep the School District's personnel office advised in writing of your address at all times until your rights have expired, so that the District may notify you of any available positions for which you may qualify.

Yours very truly,

SCHOOL BOARD OF INDEPENDENT
SCHOOL DISTRICT NO. 152

By: _____
Clerk of the School Board

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.152**

TO: Lynne Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: June 15, 2009

RE: Part-time and Substitute Pay Schedule Change

Attached is a copy of the Part-time and Substitute pay Schedule for 2009-2010. This pay schedule covers district employees who are not part of a contract or association. Changes reflect a change in the Federal minimum wage to $7.25 per hour, the addition of summer program coaches/student coaches wages under Community Education and changes on how subsitute teachers are compensated.

SUGGESTED RESOLUTION: Move to approve the pay schedule as presented.

RN/smw

PART TIME AND SUBSTITUTE PAY SCHEDULE
~~2008-2009~~ 2009-2010

ADULT/COMMUNITY ED	2008-09	2009-10
Vocational Licensed Teacher (0-1years)/Coach	23.93	23.93
Vocational Licensed Teacher 2 years	24.45	24.45
Vocational Licensed Teacher 3 years or more	24.92	24.92
Avocational Teacher/Coach	16.52	16.52
After-school	15.57	15.57
Program Assistant/Classroom Aide	7.47	7.47
Evening Sec/part-time clerical and para	9.75	9.75
Catalog Delivery	7.38	7.38
Helper	~~6.75~~	7.25
Kid Source	~~6.75~~	7.25
Summer Program Student Coach (1-2 years)		8.00
Summer Program Student Coach (3+ years)		10.00

SUBSTITUTE TEACHERS		
~~Daily~~	~~82.00~~	~~85.00~~
~~10 Day Consecutive same classroom~~	~~108.00~~	~~110.00~~
~~30 Day Consecutive same classroom~~	~~166.50~~	~~168.50~~
~~Substitute Bonus: After 50 days~~	~~84.00~~	~~87.00~~
~~After 75 days~~	~~85.00~~	~~88.00~~
~~After 100 days~~	~~86.00~~	~~89.00~~
Day 1-10 Consecutive same classroom		85.00
Day 11-30 Consecutive same classroom		110.00
Day 31 and over Consecutive same classroom		168.50
Substitute Bonus: After 25 full-time days any classroom		100.00
LICENSED TUTORS - TEACHERS	24.71	24.71

ASSISTANT SERVERS - FOOD SERVICE		
Part-time (non-contract) (start)	12.15	12.15
After 3 years	12.45	12.45
After 5 years	12.75	12.75
After 10 years	13.05	13.05

NOON HOUR SUPERVISORS/FOOD SERVICE WORKERS/SUBS		
Part-time (non-contract) (start)	9.00	9.00
After 2 years	9.30	9.30
After 5 years	9.60	9.60
After 10 years	9.90	9.90

INTERPRETERS		
Part-time (non-contract)	23.53	23.53

COTAS		
Part-time (non-contract)	17.58	17.58

SECRETARIES		
Part-time (non-contract)	9.75	9.75

PARAPROFESSIONALS (TEACHERS ASSISTANTS)		
Part-time (non-contract)	9.75	9.75
Substitute	9.75	9.75
CUSTODIANS		
Part-time (non-contract)	9.75	9.75
STUDENT GENERAL HELP	~~6.75~~	7.25

Revised 06/16/2009

Moorhead School Board
Moorhead Area Public Schools

Memo SB.09.137R

TO: School Board

FROM: Kristine Thompson, Chair KAT

DATE: June 16, 2009

SUBJECT: Resolution Appointing Candidate to Vacant School Board Position

Due to completion of the application and interview process, I recommend the approval of the following resolution:

> WHEREAS, the resignation of Member Michael Thrasher created a vacancy on the School Board through the first Monday in January 2011; and
>
> WHEREAS, the School Board declared its intent on May 26, 2009, to appoint a qualified candidate to the vacant position and sought letters of application from interested school district residents; and
>
> WHEREAS, 11 letters of application for the School Board vacancy were received through the closing date of June 12, 2009; and
>
> WHEREAS, the School Board interviewed five candidates for the vacant position on June 18, 2009;
>
> NOW, THEREFORE BE IT RESOLVED by the Moorhead School Board of Independent School District No. 152 that _____, be appointed to fill the School Board vacancy created by the resignation of Michael Thrasher, effective July 20, 2009 through the first Monday in January 2011.

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.

KAT:mde

Assistant Superintendent of Schools

Moorhead Area Public Schools

Memo OAS 09.076 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent WAK

DATE: June 16, 2009

SUBJECT: 2009-2010 Annual Operating Plan

Attached please find the draft 2009-2010 Annual Operating Plan. The following information is a summary of the preliminary expenditures and revenue budgets, by fund, for fiscal year 2010:

	Beginning Fund Balance	Revenues	Expenditures	Ending Fund Balance
Fund 01 General	$4,070,793	$49,834,857	$49,814,024	$4,091,626
Fund 02 Food Service	$351,105	$1,924,800	$2,044,170	$231,735
Fund 04 Community Service	$35,572	$1,497,093	$1,436,344	$96,321
Fund 07 Debt Service	$44,130,441	$6,714,102	$6,412,677	$44,431,866

Suggested Resolution: Move to approve the 2009-2010 Annual Operating Plan which includes the preliminary budget for fiscal year 2010.

WAK:mde
Attachments

30



DRAFT

2009-2010 Annual Operating Plan

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

2009-2010
ANNUAL OPERATING PLAN
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DRAFT

SCHOOL BOARD

	Term Expiration
Kristine Thompson, Chairperson	2011
Lisa Erickson, Vice Chairperson	2013
Cindy Fagerlie, Clerk	2013
Karin Dulski, Treasurer	2011
Mike Siggerud, Director	2013
Bill Tomhave, Director	2011
Vacant, Director	2011

DRAFT

CENTRAL OFFICE TEAM

Lynne A. Kovash, Superintendent

Wayne Kazmierczak, Assistant Superintendent

Ron Nielsen, Director of Human Resources

Jill Skarvold, Director of Special Education and Federal Programs

Dan Markert, Director of Information Systems and Instructional Support

INDEPENDENT SCHOOL DISTRICT 152
MOORHEAD, MINNESOTA

MISSION STATEMENT

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

THE SCHOOL ENTITY

The District encompasses 206 square miles in Clay County. It includes all or part of 11 townships. It is 34 miles long and ranges from 3 1/2 to 9 1/2 miles wide. It is bounded on the west by the Red River. The communities of Moorhead, Georgetown, Kragnes, Sabin, and Rustad are all part of the District. The District currently employs over 800 individuals in full and part-time positions. The District owns and operates a maintenance garage, an education center, 3 elementary schools, a middle school, a high school and an area learning center.

DRAFT

OBJECTIVES OF THE ANNUAL OPERATING PLAN

1. To approve the 2009-2010 preliminary budget.
2. To project revenue and expenditures for a two year period beyond the current budget.
3. To present historical information.
4. To have the above information organized in such a manner that it may be used as a tool in the District's long range planning process.

I. GENERAL FUND

INTRODUCTION

Budget adjustments of approximately $4.6 million were made in preparation of the fiscal year 2010 (2009-10 school year) preliminary expenditure and revenue budgets. This level of reduction was necessary in order to achieve a projected balanced budget.

The School District is anticipating 2009-10 General Fund revenues of $52,034,128. This reflects an increase of approximately $1.9 million compared to 2008-09. This increase is primarily due to the American Recovery and Reinvestment Act (ARRA) funds that are available in the areas of Title I and special education. These funds are a one-time influx of revenue and are therefore not sustainable. Additionally, the use of these funds is limited to the areas of Title I and special education. Expenses for the 2009-10 General Fund are anticipated to be $51,853,094. This reflects a slight decrease compared to projected expenditures from 2008-09.

The net result of the recommended General Fund budget is an unreserved surplus of $20,833 and a reserved surplus of $160,201 for 2009-10. The June 30, 2010 unreserved General Fund balance is projected to be $4,091,626, or 8.2% of expenditures. Budget assumptions will be monitored to verify accuracy as new information becomes available. In the event significant changes are required, a revised budget will be presented to the School Board.

REVENUE **Line #**

Property Taxes **1**
The property taxes have increased due to the levy increase in equity and transition revenue, capital outlay, and bus levy. Effective with fiscal year 2010, the district's voter-approved excess operating levy will expire resulting in a decrease in levy revenue and state equity aid.

Interest **2**
Current interest rates are still very low, and with a declining fund balance we have less to invest.

Tuition and Fees **3**
This line item contains, reimbursement from LCSC special education, Medical Assistance/3rd Party Billing, and tuition for special education services that are not include in the calculation for Special Ed. Aid/Tuition.

Other Local Sources **4**
This includes the fees from participation in extra-curricular activities, the ticket sales from activity events, rent from school facilities, rent from other property, student teacher reimbursement, concessions, reimbursement from Lake Land Mental Health Day Treatment, and miscellaneous.

General Education Aid **5**
This aid represents the State share of the basic general education revenue which includes transportation revenue.

Tax Credits **6**
Border City tax credit is the largest of the tax credits we receive.

Non Public Transportation Aid **7**
We receive funding to support non-public to/from transportation, and non-public between buildings transportation. This transportation is required in order to provide equal access to services for nonpublic students.

Special Education Aid **8**
This is partial reimbursement for expenditures in special education. The aid represents a percentage of salary and supply costs incurred by the District plus or minus the adjustment for tuition. The District also receives aid for excess special education cost.

REVENUE (Continued) **Line #**

Federal Sources **9**
The District receives a number of federal grants both directly and through the State of Minnesota. Title I programming being the largest and the flow-thru funding for special education being the next largest.

Operating Capital **11**
The formula for calculating operating capital revenue is $73 plus $100 multiplied by the facilities age index (1.2497 for 2009-10) multiplied by the adjusted marginal cost pupil units. In addition, districts that operate year round programs such as the RRALC are entitled to $30 for each pupil unit attending a year round program. The aid/levy mix is the same percentage as the general education formula allowance funding.

Lease Levy **12**
The District is authorized under MN Statute 126C.40 to levy for the cost of leasing space for instructional purposes or for school storage. The District submits an annual application to the commissioner for approval. The total levy for a year must not exceed $150 times the resident pupil units for the fiscal year to which the levy is attributable.

Head Start Rent **13**
The Clay Wilken Opportunity Council paid in advance $150,000 of which $50,000 was recorded into the construction fund for the construction cost of the classrooms at Probstfield Educational Center in FY03 and $100,000 was receipted into paid up rent in FY04. In FY05 and on is the anticipated rent we will be receiving.

Sale of Property **14**
When there is property that is no longer of use to the District it is sold at a public auction or with public notice and the receipts are deposited in the capital outlay fund. Exceptions are made when state statute dictates that proceeds must be allocated other than described.

Microsoft Settlement **15**
The Minnesota Microsoft Cy Press Program has given dollars back to the school districts for qualifying purchases of hardware and software.

Health and Safety **17-18**
To receive health and safety revenue for any fiscal year a district must submit to the commissioner an application for aid and levy. The application may be for hazardous substance removal, fire and life safety code repairs, labor and industry regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management. The revenue received through aid and levy is equal to the expenditures of the approved projects. (See lines 79-85)

EXPENDITURES

Line #

Administration and Support Services 23-26
These lines include all costs for general administration, instructional administration, school site administration, and administrative support services. Administrative services are defined as those provided by head administrators who are in charge of instructional or instruction-related units. This includes the school board, superintendent, principals, assistant superintendents, and directors of instructional areas. Included are the costs of their immediate offices, including those individuals in direct support of the administrator and the administrative support positions.

Regular and Vocational Instruction 27-30
These lines include all activities dealing directly with the teaching of pupils in the classroom and co-curricular activities at the kindergarten, elementary and secondary levels excluding expenditures for special education instruction.

Special Education Instruction 31-34
These line items include the budget for activities that provide learning experiences for pupils of any age who, because of certain atypical characteristics or conditions, have been identified as requiring, or who would benefit by, educational programs differentiated from those provided pupils in regular or vocational instruction.

Instructional Support Services 35-38
These line items include the budget for activities for assisting the instructional staff with the content and process of providing learning experiences for pupils in the kindergarten through twelfth grade. It includes, but is not limited to, the organization, management and operation of libraries and media centers and the budgets for staff development.

Pupil Support Services 39-42
Includes all services provided to pupils, which do not qualify to be classified as instructional services. The services include counseling and guidance, health, psychological, social work, crime prevention, and others.

Operations and Maintenance of Buildings and Grounds 43-47
These line items include the budgets for activities related to maintaining and sustaining the utility, economic and aesthetic value of existing District owned property. For buildings, this includes custodial care and ordinary upkeep. Equipment consists of repairs and maintenance of equipment to sustain original condition of completeness and efficiency.

Transportation Services 48-53
Includes the salaries and benefits and other costs to operate the transportation department.

Property/Liability Insurance 54
This includes insurance premiums for property, and liability coverage.

OPERATING CAPITAL EXPENDITURES

Capital expenditures consist of expenditures for acquisition, additions, or improvement of sites, building, and equipment. An item qualifies as equipment if all the following criteria are met:

- It retains its original shape and appearance with use. It has a normal useful life of at least three years.
- It is nonexpendable. That is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with and entirely new unit.
- It represents an investment of money (usually a unit cost range of greater than $500), which makes it feasible and advisable to capitalize the item.
- It does not lose its identity through incorporation into a different or more complex unit or substance.

Under a property control system each item or group of like items would be separately inventoried and controlled.

Special Assessments 56
Special assessments will be based on city improvements including projects related to repaving streets, curb and gutter work, and needed improvements for city services.

Leases 57
The District currently has lease agreements with the City of Moorhead for the Sports Center and Outreach Center, LaFamiglia Limited Partnership for RRALC, Fargo Schools for the gymnastics center, and Lakes Country Service Cooperative for the YES program.

Telephone/Telecommunications 58
Expenses include equipment and the leasing of telephone lines. E-rate reimbursements received through the federal government will cause this line item to fluctuate.

Building Discretionary Allocation 59
Each building is allocated capital dollars to cover incidental expenses that are not part of the long-range facility plan. The allocation is $4.50 per student based on projected enrollments.

Athletics 60
This budget is for additions and replacement of athletic equipment.

Textbook/Curriculum Adoption 61
There is a review process annually to decide the needs relative to textbook acquisitions. It is predicted that the use of textbooks will decline with the increased use of technology.

Music 62
This budget is for additions and replacement of musical instruments. Musical instrument purchase and replacement will be based on recommendations from the District's music staff.

EXPENDITURES (Continued) **Line #**

Media 63
Audiovisual equipment and application software will be purchased based on the recommendation of the Building Technicians, Media Specialists, and Principals with assistance from the Director of Media Services and Director of Information Systems and Instructional Support. Attention will focus on the district's integration of technology and the delivery & implementation the district's curriculum. Media/library print books and electronic resources will be purchased as recommended by building Media Specialists in collaboration with the Director of Media Services & the Director of Information Systems and Instructional Support. Specific attention will be given to the current curriculum cycle, the district's focus on technology integration and those resources needed for implementation of the district's curriculum.

Equipment Contingency Fund 64
Equipment that must be replaced immediately for continuity of instructional programs or for equipment essential for District operations will be purchased when necessary from this budget. This budget includes the leases and maintenance plans for the district copiers.

Technology Staffing 65
This budget is for the wage and benefit expense associated with the Director of Information Systems and Instructional Support.

Technology Plan 66
The technology plan is attached. It details the annual operating costs and the planned acquisitions for the next three years.

Microsoft Settlement.....67
The Minnesota Microsoft Cy Press Program has given dollars back to the school districts for qualifying purchases of hardware and software.

Building Construction and Maintenance Plan 68
The building construction and maintenance plan is attached. It details the projected expenditures by building. This budget is also for the replacement of lawn maintenance and snow removal equipment.

Health and Safety Expenditures 72-77
The State Commissioner of Education has approved all of the expenditures included in this category. To be considered by the Commissioner for health and safety funding the project must be for hazardous substance removal, fire and life safety code repairs, labor and industry regulated facility and equipment violations, or health, safety, and environmental management including indoor air quality management. MN Statute 123B.57 defines the health and safety program.

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

NE #		2007-2008 ACTUAL	2008-2009 PROJECTED	2009-2010 PROJECTED	2010-2011 PROJECTED	2011-2012 PROJECTED
	Formula Allowance per Pupil Unit	5,074	5,124	5,124	5,124	5,124
	Enrollment (Nov. 2008 ADM Projections)	5,307	5,292	5,330	5,334	5,356
	REVENUES:					
	General Fund					
1	Property Taxes	1,450,788	930,699	644,278	657,164	657,164
2	Interest	471,221	220,000	200,000	200,000	200,000
3	Tuition & fees	403,966	415,204	423,508	431,978	431,978
4	Other local sources	688,838	413,677	587,867	599,624	599,624
5	General ed aid	34,363,252	34,795,947	34,807,330	34,575,228	34,711,228
6	Tax credits/Border city aid	215,744	219,634	224,027	228,508	228,508
7	Non public trans aid	154,713	79,672	81,265	82,891	82,891
8	Special ed aid,excess aid,pr yr adj	6,893,782	7,322,347	7,508,141	7,658,304	7,658,304
9	Federal aids/Grants	2,681,335	2,837,492	2,868,640	2,926,013	2,868,640
9a	Federal Stimulus Title	0	0	456,791	0	0
9b	Federal Stimulus Sp Ed	0	0	1,276,768	0	0
9c	OPEB Bonds		743,428	756,242	821,399	897,449
10	**Total General Fund**	**47,323,639**	**47,978,100**	**49,834,857**	**48,181,109**	**48,335,786**
	Operating Capital					
11	Operating Capital aid	835,100	769,220	741,963	741,963	741,963
11a	Operating Capital Levy		446,408	489,675	489,675	489,675
11b	Operating Capital Tech Aid		337,652	0	0	0
11c	Operating Capital Deferred Maint Levy		172,198	197,015	200,955	200,955
11d	Operating Capital Deferred Maint Aid		96,341	81,133	81,133	81,133
11d	Operating Capital asbetos rebate	28,323	0	0	0	0
12	Operating Capital Lease Levy	275,728	232,379	235,536	240,247	240,247
13	Head Start Rent	16,797	16,863	17,200	17,544	17,544
14	Sale of Property railroad land 07/08	48,750	0	0	0	0
15	Microsoft Settlement/insurance recovery/sal	60,914	0	0	0	0
16	**Total Operating Capital**	**1,265,612**	**2,071,061**	**1,762,522**	**1,771,517**	**1,771,517**
17	Health & safety levy	18,284	53,615	436,749	180,000	105,000
18	Health & safety aid	0	0	0	0	0
19	**Total Health & Safety**	**18,284**	**53,615**	**436,749**	**180,000**	**105,000**
20	**Total Revenues**	**48,607,535**	**50,102,776**	**52,034,128**	**50,132,625**	**50,212,303**
						13,343
21	% CHANGE	0.79%	3.08%	3.85%	-3.65%	0.16%
22	$ CHANGE	380,623	1,495,241	1,931,352	(1,901,503)	79,677
	EXPENDITURES:					
23	Admin salaries	2,852,663	2,831,647	2,820,229	2,918,937	3,021,100
24	Admin fringe benefits	515,207	438,510	453,857	469,742	486,183
25	Admin supplies	21,217	20,761	20,761	20,761	20,761
26	Admin other	132,305	201,288	199,827	205,821	211,996
27	Instruct salaries (reg & voc)	16,237,413	17,049,283	15,345,922	15,883,029	16,438,935
28	Instruct fringe benefits	4,779,108	5,040,806	5,042,234	5,218,712	5,401,367
28a	Federal stimulus Title exp	0	0	456,791	0	0
29	Instruct supplies	495,008	424,000	384,415	384,415	384,415
30	Instruct other	897,849	961,580	942,665	970,945	1,000,074
31	Spec ed salaries	8,764,071	9,168,022	8,913,903	9,225,889	9,548,795
32	Spec ed fringe benefits	2,119,894	2,249,189	2,327,911	2,409,387	2,493,716
32a	Federal stimulus Spec Ed	0	0	1,276,768	0	0
33	Spec ed supplies	87,752	79,290	79,290	79,290	79,290
34	Spec ed others	898,637	530,538	546,450	562,840	579,730
35	Instruct support salaries	1,555,069	1,624,457	1,689,396	1,648,525	1,706,223
36	Instruct support fringe benefits	260,060	331,089	361,747	374,408	387,513
37	Instruct support supplies	137,651	140,260	140,260	140,260	140,260
38	Instruct support other	173,265	267,350	275,370	283,630	292,140
39	Pupil support salaries	969,150	1,016,291	1,051,861	1,088,676	1,126,780
40	Pupil support fringe benefits	238,578	261,130	270,270	279,729	289,519
41	Pupil support supplies	11,124	11,966	11,966	11,966	11,966
42	Pupil support other	59,175	28,650	29,510	30,400	31,310

INE #		2007-2008 ACTUAL	2008-2009 PROJECTED	2009-2010 PROJECTED	2010-2011 PROJECTED	2011-2012 PROJECTED
43	Bldgs & grounds salaries	1,176,852	1,164,209	1,134,956	1,174,680	1,215,794
44	Bldgs & grounds fringe benefits	196,833	209,116	216,435	224,010	231,851
45	Bldgs & grounds energy exp	1,607,885	1,525,534	1,560,321	1,638,337	1,720,254
46	Bldgs & grounds supplies	213,731	287,116	272,116	297,116	297,116
47	Bldgs & grounds other	223,560	421,207	433,843	446,859	460,264
48	Transportation salaries	466,099	485,497	502,489	520,077	538,279
49	Transportation benefits	71,256	71,677	74,186	76,782	79,470
50	Transportation contracted services	2,046,037	2,116,140	2,150,786	2,215,309	2,281,768
51	Transportation supplies	454,502	478,500	511,995	537,595	564,474
53	Transportation other	21,575	25,750	26,523	27,318	28,138
54	Property/ Casuality Insurance/Liab	150,531	125,710	288,971	297,640	306,569
55	**Total General Expenditures**	**47,834,057**	**49,586,563**	**49,814,024**	**49,663,088**	**51,376,052**
56	Op cap special assessments	45,292	51,690	68,510	70,565	72,682
57	Op cap Leases	305,114	318,228	327,775	337,608	347,736
58	Op cap Telephone/telecomm	26,584	84,705	87,246	89,864	92,559
59	Op cap Bldg Discretionary	41,063	43,730	25,042	25,793	26,567
60	Op cap Athletics	10,383	10,746	11,068	11,400	11,742
61	Op cap Textbooks	298,578	195,050	150,902	155,429	160,091
62	Op cap Music	13,879	14,328	14,758	15,201	15,657
63	Op cap Media	46,089	22,767	22,767	22,767	22,767
64	Op cap Eq Contingency/copiers	115,924	135,608	139,676	143,867	148,183
65	Op cap Technology Staffing	113,056	118,694	0	0	0
66	Op cap Technology Plan	621,335	368,827	438,827	438,827	438,827
67	Op Microsoft Settlement	20,098	0	0	0	0
68	Op cap Bldg Const/Maint Plan	1,147,916	356,000	491,500	354,500	340,000
69	Op cap Deferred Maintenance		350,000	81,000	218,000	418,000
70	Op cap Transporation equipment	73,165	0	0	79,568	79,568
71	Op Cap Purchase of Land	0	0	0	0	0
	Total Operating Cap Expenditures	**2,878,476**	**2,070,373**	**1,859,071**	**1,963,388**	**2,174,380**
72	347 - Health & Safety Physical Hazard	15,646	48,000	30,000	30,000	30,000
73	349 - Health & Safety Hazardous Subst	2,611	15,000	15,000	15,000	15,000
74	352 - Health & Safety Enviromental Mgmt	23,693	41,000	25,000	25,000	25,000
75	358 - Health & Safety Asbestos	0	5,000	5,000	5,000	5,000
76	363 - Health & Safety Fire Safety	48,030	50,000	15,000	15,000	15,000
77	366 - Health & Safety Indoor Air Quality	3,311	175,000	90,000	15,000	15,000
78	**Total Health & Safety Expenditures**	**93,291**	**334,000**	**180,000**	**105,000**	**105,000**
79	**TOTAL EXPENDITURES**	**50,805,824**	**51,990,936**	**51,853,094**	**51,731,476**	**53,655,432**
80	% Change	3%	2%	0%	0%	4%
81	$ Change	1,591,371	1,185,112	(137,841)	(121,619)	1,923,956
82	REV OVER EXP (EXP OVER REV)					
82a	General Fund Unreserved	(510,418)	(1,608,463)	20,833	(1,481,979)	(3,040,266)
82b	General Fund Reserved	(1,687,871)	(279,697)	160,201	(116,871)	(402,863)
83	BEGINNING FUND BALANCE					
84	General Fund Unreserved	6,697,272	5,679,255	4,070,793	4,091,626	2,609,646
85	General Fund Reserved					
a	Operating Capital	1,737,296	454,378	536,527	242,830	(13,129)
b	Health & Safety	(206,579)	(281,587)	(561,972)	(305,223)	(230,223)
c	Severence Pay	285,265	301,709	301,709	301,709	301,709
d	Safe Schools	(602)	(134)	(134)	(134)	(134)
e	Deferred Maintenance	0	155,155	73,694	270,842	334,930
	Reserved for Prepaid	0	5,587	5,587	5,587	5,587
86	ENDING FUND BALANCE					
87	General Fund Unreserved	5,679,255	4,070,793	4,091,626	2,609,646	(430,620)
88	General Fund Reserved					
a	Operating Capital	454,378	536,527	242,830	(13,129)	(280,080)
b	Health & Safety	(281,587)	(561,972)	(305,223)	(230,223)	(230,223)
c	Severence Pay	301,709	301,709	301,709	301,709	301,709
d	Safe Schools	(134)	(134)	(134)	(134)	(134)
e	Deferred Maintenance	155,155	73,694	270,842	334,930	199,018
	Reserved for Prepaid	5,587	5,587	5,587	5,587	5,587
89	General Fund Unreserved (% of Exp.)	11.87%	8.21%	8.21%	5.25%	0.84%

	A	B	C	D	E	F	G	H	I
1									
2	**SENIOR HIGH**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3	Gym Floor Refinish	3,000	30,000	3,000	3,000	3,000	3,500	3,500	3,500
4	Gymnasium floor repair	10,000							
5	Athletic field repair and maintenance	7,500							
6	Replace gymnasium sound system		10,000						
7	Folding Door - Auditorium						145,000		
8	Running track repair/maintenance (begin studying replacem	10,000	10,000	10,000	150,000				35,000
9	Field House floor repair	7,500	7,500						
10	Carpet Replacement					40,000			
11	Replace Ceiling Tile-Gym			12,000					
12	Roof maintenance/repair/replacement	32,000	51,000	101,000			114,000	150,000	402,000
13	Repaint		15,000						30,000
14	Scrubber/sweaper replacement	14,000							
15	Automatic accessible doors	7,500							
16	Reduce points of entry, kiosk, improve signage	12,500							
17	Tuckpointing				50,000				
18	Parking Lot Resurface						300,000		
19	Boiler Replacement								
20	Window Replacement							300,000	150,000
21	**TOTAL**	**$ 104,000**	**$ 123,500**	**$ 126,000**	**$ 203,000**	**$ 43,000**	**$ 562,500**	**$ 453,500**	**$ 620,500**
22									
23	**HORIZON MIDDLE SCHOOL**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
24	Gym Floor Refinish	3,000	3,000	3,000	3,500	3,500	3,500	3,500	3,500
25	Athletic field repair and maintenance, improve areas for PE	10,000	5,000						
26	Concrete (stone removal/replacement)				15,000	15,000			
27	Tree replacement/redesign				10,000	10,000			
28	Repaint					15,000			
29	Carpet Replacement				35,000				
30	Sidewalk improvements/replacement		5,000	5,000					
31	Parking Lot Resurface								150,000
32	Running Track Resurface								80,000
33	Roof maintenance/repair/replacement	6,000							
34	Recommissioning Recommendations^								
35	**TOTAL**	**$13,000**	**$13,000**	**$8,000**	**$63,500**	**$43,500**	**$3,500**	**$3,500**	**$233,500**
36									
37	**ROBERT ASP ELEMENTARY**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
38	Gym Floor Refinish	2,000	5,000	2,000	2,000	2,000	2,500	2,500	2,500
39	Repaint							20,000	
40	Sidewalk Repair		12,000						30,000
41	Parking Lot Resurface			30,000			25,000		25,000
42	Carpet Replacement			10,000					
43	Boiler Replacement (3)						200,000		
44	Tuckpointing					35,000			
45	Playground improvements/upgrades			15,000		30,000			
46	Roof maintenance/repair/replacement	5,500			221,000	146,000	42,000	250,000	
47	**TOTAL**	**$ 7,500**	**$ 17,000**	**$ 57,000**	**$ 223,000**	**$ 213,000**	**$ 269,500**	**$ 272,500**	**$ 57,500**

	A	B	C	D	E	F	G	H	I
48									
49	**ELLEN HOPKINS ELEMENTARY**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
50	Gym Floor Refinish	3,000	5,000	5,000	3,000	3,000	3,500	3,500	3,500
51	Track removal/redesign/end of useful life considerations				75,000				
52	Parking Lot Resurface			30,000			25,000		25,000
53	Repaint							20,000	
54	Boiler Replacement (3)				200,000				
55	Carpet Replacement			10,000					
56	Roof maintenance/repair/replacement	7,000	142,000	231,000	110,000	213,000		7,500	
57	Playground improvements/upgrades			15,000	10,000	30,000			
58	Tuckpointing							40,000	
59	**TOTAL**	**$ 10,000**	**$ 147,000**	**$ 291,000**	**$ 398,000**	**$ 246,000**	**$ 28,500**	**$ 71,000**	**$ 28,500**
60									
61	**S. G. REINERTSEN ELEMENTARY**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
62	Repaint			5,000		5,000			
63	Carpet Replacement				35,000				
64	Playground improvements/upgrades			15,000	10,000	30,000			
65	Parking Lot Resurface						25,000		
66	Sidewalks (including sidewalk to 14th Street)	13,000	2,500	2,500					
67	Grounds maintenance (erosion)	6,500	2,500						
68	Roof maintenance/repair/replacement	4,000							
69	Concrete (parking lot islands, stone removal/replacement)	7,500							
70	**TOTAL**	**$ 31,000**	**$ 5,000**	**$ 22,500**	**$ 45,000**	**$ 35,000**	**$ 25,000**	**$ -**	**$ -**
71									
72	**PROBSTFIELD CENTER FOR EDUCATION**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
73	Paint Lockers		7,000						
74	Roof maintenance/repair/replacement	18,000		61,000				34,000	
75	Window Replacement				75,000				
76	Repaint							20,000	
77	Carpet replacement	5,000	5,000	5,000				30,000	
78	Door replacement (#6)	2,500							
79	Parking Lot Resurface				35,000				
80	Boiler Replacement					200,000			
81	Tuckpointing Repair					35,000			
82	Room upgrades (CE 101)		2,500						
83	Playground improvements/upgrades	15,000	7,500			30,000			
84	Sidewalk repair/maintenance		5,000	2,500					
85	**TOTAL**	**$ 40,500**	**$ 27,000**	**$ 68,500**	**$ 110,000**	**$ 265,000**	**$ -**	**$ 84,000**	**$ -**
86									
87	**RED RIVER ALTERNATIVE LEARNING CENTER**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
88									
89	**TOTAL**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
90									
91	**MAINTENANCE BUILDING**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
92	Door Replacement	10,000							
93	Parking lot repair/resurfacing	35,000							
94	Building Siding				40,000				

	A	B	C	D	E	F	G	H	I
95	Interior reconfiguration	2,500							
96	Roof maintenance/repair/replacement	8,500					36,000	21,000	
97	Replace boiler/reconfigure heating system	25,000							
98	Carpet Replacement							6,000	
99	**TOTAL**	**$ 81,000**	**$ -**	**$ -**	**$ 40,000**	**$ -**	**$ 36,000**	**$ 27,000**	**$ -**
100									
101	**DISTRICTWIDE MAINTENANCE, EQUIPMENT, & VEHICL**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
102	Roof maintenance/repairs		25,000	25,000	25,000	25,000	25,000	25,000	25,000
103	Lawncare equipment and snow removal equipment	75,000		5,000		20,000			20,000
104	Maintenance equipment	15,000	5,000	5,000	15,000			20,000	
105	Maintenance vehicles	25,000						35,000	
106	**TOTAL**	**$ 115,000**	**$ 30,000**	**$ 35,000**	**$ 40,000**	**$ 45,000**	**$ 25,000**	**$ 80,000**	**$ 45,000**
107									
108	**UNDEDICATED CAPITAL**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
109	Undedicated	170,500	210,000	150,000	150,000	150,000	150,000	195,000	200,000
110	**TOTAL**	**$ 170,500**	**$ 210,000**	**$ 150,000**	**$ 150,000**	**$ 150,000**	**$ 150,000**	**$ 195,000**	**$ 200,000**
111									
112									
113	**BUILDING SUMMARY**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
114	Moorhead High School	104,000	123,500	126,000	203,000	43,000	562,500	453,500	620,500
115	Horizon Middle School	13,000	13,000	8,000	63,500	43,500	3,500	3,500	233,500
116	Robert Asp Elementary School	7,500	17,000	57,000	223,000	213,000	269,500	272,500	57,500
117	Ellen Hopkins Elementary School	10,000	147,000	291,000	398,000	246,000	28,500	71,000	28,500
118	S.G. Reinertsen Elementary School	31,000	5,000	22,500	45,000	35,000	25,000	-	-
119	Probstfield Center for Education	40,500	27,000	68,500	110,000	265,000	-	84,000	-
120	Red River Alternative Learning Center	-	-	-	-	-	-	-	-
121	Maintenance Building	81,000	-	-	40,000	-	36,000	27,000	-
122	Districtwide maintenance, equipment, and vehicles	115,000	30,000	35,000	40,000	45,000	25,000	80,000	45,000
123	Undedicated	170,500	210,000	150,000	150,000	150,000	150,000	195,000	200,000
124	**TOTAL SUMMARY**	**$ 572,500**	**$ 572,500**	**$ 758,000**	**$ 1,272,500**	**$ 1,040,500**	**$ 1,100,000**	**$ 1,186,500**	**$ 1,185,000**
125	*Operating Capital*	*$ 491,500*	*$ 354,500*	*$ 340,000*	*$ 916,500*	*$ 656,500*	*$ 883,000*	*$ 699,000*	*$ 758,000*
126	*Deferred Maintenance*	*$ 81,000*	*$ 218,000*	*$ 418,000*	*$ 356,000*	*$ 384,000*	*$ 217,000*	*$ 487,500*	*$ 427,000*
127									
128	**HEALTH AND SAFETY+**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
129	347 - Physical Hazard Control	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000
130	349 - Hazardous Substance Management	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
131	352 - Environmental, Health & Safety Management	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
132	358 - Asbestos (AHERA Compliance)	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
133	363 - Fire and Life Safety	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
134	366 - Indoor Air Quality*	90,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
135	**TOTAL**	**$180,000**	**$105,000**	**$105,000**	**$105,000**	**$105,000**	**$105,000**	**$105,000**	**$105,000**
136									
137	^ *Deferred maintenance revenue is being used to cover the Horizon recommissioning project.*								
138	* *Includes condensate repiping project at PCE.*								
139	+ *Health and Safety projects will be added as needed. Levy authority to cover these projects is granted by the Minnesota Department of Education.*								

nnual Operations		06/07	07/08	08/09	09/10	10/11	11/12
Infrastructure				1.03			
	WAN -- Fiber Optics Lease	24,000	24,000	24,720	24,720	24,720	24,720
	Miscellaneous Electrical Upgrades	2,200	2,200	2,266	2,266	2,266	2,266
	Cabling -- Misc. District wide	12,000	12,000	12,360	12,360	12,360	12,360
	NW Links Membership	7,316	0	0	0	0	0
		45,516	38,200	39,346	39,346	39,346	39,346
Hardware							
	Telephone System Maintenance	3,500	3,500	3,605	3,605	3,605	3,605
	Cellular Communication	3,100	3,100	3,193	3,193	3,193	3,193
		6,600	6,600	6,798	6,798	6,798	6,798
Maintenance Agreements							
	Software/Support Agreement	4,660	4,800	4,944	4,944	4,944	4,944
	Internet Bandwidth (minus E-Rate)	7,416	7,638	7,868	7,868	7,868	7,868
	Region I Software/Support Agreement	63,580	65,487	67,452	50,000	50,000	50,000
	Cisco WAN Agreements	0	0	0	0	0	0
		75,656	77,926	80,263	62,811	62,811	62,811
Department Operations							
	General Supplies (Subscriptions, tools, e	2,319	2,300	2,369	2,369	2,369	2,369
	Security/Clock/Paging/RF support	8,000	8,200	8,446	8,446	8,446	8,446
	CD-R's & Other Media	1,500	2,000	2,060	2,060	2,060	2,060
	Backup Archival Tapes	1,300	1,300	1,339	1,339	1,339	1,339
		13,119	13,800	14,214	14,214	14,214	14,214
Software Subscriptions							
	AntiVirus	700	700	721	721	721	721
	Group Calendaring/Scheduling	2,750	2,800	2,884	2,884	2,884	2,884
	SSL Certificates	700	700	721	721	721	721
	AppleWorks/iWorks	1,545	1,550	1,597	1,597	1,597	1,597
	Email	4,000	4,000	4,120	4,120	4,120	4,120
	Inspiration/Kidspiration	0	0	0	0	0	0
	FileMaker Pro Server & Client New/Upgr	0	0	0	0	0	0
	Web Filtering	18,000	18,000	18,540	18,540	18,540	18,540
	SENDIT membership	1,200	1,200	1,236	1,236	1,236	1,236
	Student Management Agreement	0	22,000	22,660	22,660	22,660	22,660
	Network operating system upgrade	4,000	4,120	4,244	4,244	4,244	4,244
		32,895	55,070	56,722	56,722	56,722	56,722
Staff Development							
	Local training classes	16,000	16,000	16,480	16,480	16,480	16,480
	Operations specialized training	8,225	9,000	9,270	9,255	9,255	9,255
	Intern Help (Salary)	8,000	8,200	8,446	8,400	8,400	8,400
		32,225	33,200	34,196	34,135	34,135	34,135
	Subtotal Operational Expenditures	206,011	224,796	231,540	214,027	214,027	214,027

TECHNOLOGY PLAN

chnology Acquisitions		06/07	07/08	08/09	09/10	10/11	10/12
Infrastructure							
	WAN -- Video Network/TV & Web Studio	0	10,000	10,300	10,300	10,300	10,300
	WAN -- Expansion/Upgrade	0	0	0	0	0	0
	LAN -- Hub/Switches New/Replacement	0	0	0	0	0	0
		0	10,000	10,300	10,300	10,300	10,300
Hardware							
	Auditorium Operations(Lights/Sound)	5,000	5,000	5,150	2,500	2,500	2,500
	RAM/CPU Upgrades	5,000	5,000	5,150	10,000	10,000	10,000
	TV/LCD Projection System/Projection Sc	58,800	12,000	12,360	15,000	15,000	15,000
	Computer Workstations	135,000	186,000	116,580	132,000	132,000	132,000
	Network Printers	2,500	2,065	2,127	5,000	5,000	5,000
	Peripheral Add-ons	1,000	5,000	5,150	5,000	5,000	5,000
	Data Servers/upgrades	47,000	5,000	5,150	10,000	10,000	10,000
	Emerging Technologies	10,000	30,000	30,900	5,000	5,000	5,000
		264,300	250,065	182,567	184,500	184,500	184,500
Software							
	Student Management System Options	0	0	0	0	0	0
	New/Curriculum Contingency	4,886	5,000	5,150	25,000	25,000	25,000
		4,886	5,000	5,150	25,000	25,000	25,000
Staff Development							
	Specialized Training--New Technologies	9,000	9,000	9,270	5,000	5,000	5,001
		9,000	9,000	9,270	5,000	5,000	5,001
	Subtotal Technology Acquisitions	278,186	274,065	207,287	224,800	224,800	224,801
	Subtotal Operational Expenditures	206,011	224,796	231,540	214,027	214,027	214,027
	TOTAL TECHNOLOGY PLAN	**484,197**	**498,861**	**438,827**	**438,827**	**438,827**	**438,828**
	Transfer to Construction Tech	0	0	0	0	0	0
	Final Technology Plan	**484,197**	**498,861**	**438,827**	**438,827**	**438,827**	**438,828**

Microsoft Cy Pres Settlement

	2006-07	2007-08	
General Purpose/Hardware	**Projected**	**Projected**	
	1,500.00	0.00	
	53,593.21	11,720.64	
	0.00	0.00	
Total Hardware	**55,093.21**	**11,720.64**	
Software			
	35,025.84		
	17,766.00		
	933.90		
	1,400.00		
	6,337.73	4,759.00	
	0.00	3,618.00	
	175.00	0.00	
Total Software	**61,638.47**	**8,377.00**	
Total Cy Pres Settlement	**116,731.68**	**20,097.64**	**221,453**

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 y

* 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 fundinç
*** 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

							Projected
	03-04	04-05	05-06	06-07	07-08	08-09	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

lependent School District Name & No. MOORHEAD AREA PUBLIC SCHOOL

ıde Progression Ratios: Historical and Projected Enrollments

usted Average Daily Membership (ADM) by Fiscal Year

(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
le	Actual FY 2004	Ratio 04 to 05	Actual FY 2005	Ratio 05 to 06	Actual FY 2006	Ratio 06 to 07	Actual FY 2007	Ratio 07 to 08	Actual FY 2008	Ave. Grade Progress Ratio	Projected FY 2009	Projected FY 2010	Projected FY 2011	Projected FY 2012
	46.93		49.10		56.01		61.35		72.81		57.24	60.00	62.00	65.00
	19.17		21.66		23.20		23.46		22.91		22.08	22.00	22.00	24.00
	291.22	1.13	354.14	1.11	332.00	1.12	368.31	1.09	329.55	1.12	335.04	338.00	338.00	341.00
	355.08	1.01	351.06	1.02	418.03	0.98	399.11	0.99	428.76	1.00	393.12	398.32	401.53	401.53
	355.31	0.98	358.94	1.03	357.72	1.00	410.94	1.00	395.94	1.00	429.29	393.61	398.81	402.03
	400.89	0.95	349.46	1.03	368.47	1.02	356.99	1.01	410.35	1.00	396.59	430.00	394.26	399.47
	333.81	1.02	382.35	1.02	360.42	1.03	375.80	1.03	360.69	1.02	411.93	398.12	431.65	395.77
	407.11	1.01	340.13	1.04	390.63	1.07	370.35	1.00	387.46	1.03	369.63	422.14	407.99	442.35
	430.34	1.01	411.05	1.01	352.90	1.02	416.74	1.02	371.09	1.02	398.70	380.36	434.39	419.83
otal	2282.54		2192.99		2248.17		2329.93		2354.29		2399.26	2422.54	2468.63	2460.98
	411.86	0.99	435.97	0.97	414.59	1.03	361.04	1.02	424.41	1.00	376.95	405.00	386.36	441.25
	422.87	1.02	407.33	1.02	423.03	1.07	425.83	1.02	369.86	1.03	425.56	377.97	406.10	387.41
	457.84	1.04	432.55	1.02	415.64	1.01	453.54	1.00	434.79	1.02	382.48	440.08	390.87	419.95
	423.14	1.00	478.42	0.95	442.52	1.02	419.29	0.98	453.63	0.99	443.16	389.84	448.55	398.39
	469.64	0.99	423.18	0.99	453.94	0.97	449.38	0.97	412.17	0.98	447.67	437.34	384.72	442.66
	457.11		467.05		417.31		438.24		433.79		403.03	437.75	427.64	376.19
Total	2642.46		2644.50		2567.03		2547.32		2528.65		2478.85	2487.97	2444.24	2465.85
2 Total	5282.32	1.01	5262.39	1.02	5226.41	1.03	5330.37	1.01	5308.21	1.02	5292.48	5330.51	5334.86	5356.82
ge	N/A		-19.93		-35.98		103.96		-22.16		-15.73	38.03	4.35	21.96

VEHICLE INVENTORY

ID #	Vehicle Type	Model Year	Chassis	Body	Fuel type	Capacity	6/3/2003	6/4/2004	6/10/2005	6/1/2006	Miles as of 6/1/2007	Miles as of 6/4/2008	Miles as of 6/5/2009	Miles	Special Equipment	Scheduled Replacement	Purchase Price	Notes
93	SCHOOL BUS	1993	IHC	THOMAS	DIESEL	78	100,798	103,900	104,090	104,200	104,367	104,552	105,186	634		2005	$ 53,485	Delayed Replacement - Being used as a spare only
94	SCHOOL BUS	1993	IHC	THOMAS	DIESEL	78	114,540	120,082	120,221	120,298	120,348	120,487	120,626	139		2005	$ 53,780	Delayed Replacement - Being used as a spare only
96	SCHOOL BUS	1995	IHC	AMTRAN	DIESEL	77	105,877	117,318	129,812	141,344	151,577	154,007	157,545	3,538		2007	$ 48,787	Delayed Replacement - replacing bus 95 first
87	SCHOOL BUS	1996	IHC	THOMAS	DIESEL	77	87,984	96,493	108,393	113,363	116,802	118,011	119,206	1,195	Lift Equipped	2008	$ 56,575	Delayed Replacement -
89	SCHOOL BUS	1996	IHC	THOMAS	DIESEL	77	111,626	125,341	139,796	141,312	142,136	142,377	143,813	1,436	Lift Equipped	2008	$ 56,575	Delayed Replacement -
83	SCHOOL BUS	1998	IHC	Blue Bird	DIESEL	30	53,111	61,275	68,044	76,338	81,521	93,548	106,323	12,775	Lift Equipped	2010	$ 59,104	
84	SCHOOL BUS	1998	IHC	Blue Bird	DIESEL	31	51,376	64,531	76,810	89,498	104,577	116,039	130,476	14,437	Lift Equipped	2010	$ 59,104	
00-103	MINI-VAN	2000	GMC	Safari (red)	GASOLINE	7	43,605	58,784	72,837	75,994	79,091	83,057	85,460	2,403		2010	$ 22,734	
00-104	MINI-VAN	2000	GMC	Safari(Teal Blue)	GASOLINE	7	49,922	69,245	87,544	102,195	120,105	139,297	155,739	16,442		2010	$ 22,692	
05-105	4WD	2000	DODGE	Durango	GASOLINE	7		new	64950	76308	79460	85858	92357	6,499		2010	$ 12,995	
71	SCHOOL BUS	2001	GMC	Blue Bird	DIESEL	77	43011	61683	79991	88208	96162	105300	117701	12,401		2013	$ 54,692	
72	SCHOOL BUS	2001	GMC	Blue Bird	DIESEL	77	41525	57630	73186	91020	101933	111850	122405	10,555		2013	$ 54,692	
73	SCHOOL BUS	2004	IHC	Blue Bird	DIESEL	77	new	4618	15287	22410	38049	48565	57192	8,627		2016	$ 60,289	
74	SCHOOL BUS	2004	IHC	Blue Bird	DIESEL	77	new	5988	16667	26967	36357	46157	55819	9,662		2016	$ 60,490	
05-106	MINI-VAN	2005	DODGE	Caravan	GASOLINE	7		new	4128	20872	38757	56094	74017	17,923		2016	$ 25,450	
75	SCHOOL BUS	2006	IC Bus	IC Bus	DIESEL	77		new	775	19986	34813	52583	68280	15,697		2018	$ 63,531	
86	SCHOOL BUS	2006	IC Bus	IC Bus	DIESEL	47		new	763	15855	29538	45337	60246	14,909	Lift Equipped	2018	$ 73,437	
76	SCHOOL BUS	2007	IC Bus	IC Bus	DIESEL	77			new	964	8623	21153	33685	12,532		2019	$ 67,036	
88	SCHOOL BUS	2007	IC Bus	IC Bus	DIESEL	45			new	9741	24155	39431	52284	12,853	Lift Equipped	2019	$ 74,036	
77	SCHOOL BUS	2008	IC Bus	IC Bus	DIESEL	77					new	14155	28540	14,385		2020	$ 70,622	
														189,042				

II. FOOD SERVICE

INTRODUCTION

This fund must be established in a district that maintains a food service program for pupils. Food service includes those activities which have as their purpose the preparation and service of milk, meals, and snacks in connection with school and community service activities.

Revenue projections include increases in the price charged for milk, breakfast, and lunch. These increases will be presented to the school board on July 20, 2009 for approval.

Revenues and expenditures for Food Service activities are recorded in this fund. Eligible expenditures include application processing, meal accountability, food preparation, meal service, and kitchen custodial service.

If revenues exceed expenditures, the resultant positive fund balance may not be transferred to the General Fund. If a deficit occurs, permanent transfers should be made from the General Fund to the Food Service Fund as of the end of the fiscal year.

1 Manual for the Uniform Financial Accounting and Reporting System for Minnesota schools ppIII-2

Basic Assumptions

The number of paid, free and reduced price lunches will remain the same as 2008-09.

Prices used to develop revenue projections were as follows:

Category	2009-10 Price	Increase Over 2008-09
Milk	.35	.05
Breakfast	.60	.10
Lunch – Elementary	1.50	.10
Lunch – Secondary	1.75	.15
Lunch – Adult	3.10	.10

Reimbursements

The per meal reimbursement from the state (lunch and breakfast) will remain neutral.

The per meal reimbursement for commodities will remain neutral.

The per meal federal reimbursement (cash) for paid meals will remain neutral.

The per meal federal reimbursement (cash) for free and reduced meals will increase yearly by .03 per breakfast, .07 per lunch, and .01 for snacks.

The state reimbursement (cash) for kindergarten milk will increase by .06.

2009-10 Reimbursements (2008-09 figures, will be adjusted when figures are released in July)

State Reimbursement:

$ .12	All Lunch
$ .55	Paid Breakfast
$ .30	Reduced Breakfast

Commodities Reimbursement (Food Distribution Program):

$ .1875 each meal (lunch)

Federal Reimbursement:

$ .23	Paid lunch
$2.14	Reduced lunch
$2.54	Free lunch
$ .24	Paid breakfast
$1.08	Reduced breakfast
$1.38	Free breakfast
$ .06	Paid Snack
$ .35	Reduced Snack
$ .69	Free Snack

K-Milk Reimbursement:

$ .17	Milk - Federal
$ .20	Milk - State

FUND BALANCE DEFINITIONS **Line #**

Miscellaneous Local Revenue **2**
Catered meals (lunch) to Headstart Program at Probstfield.

Purchased Services **14**
Costs include supervision, administrative services, repairs and maintenance, printing/publications, travel/professional development, consulting fees, operation ; maintenance.

Food Costs (USDA Commodities) **15**
Based on the number of reimbursable student meals (lunch only) that were served the previous school year.

Fund Balance Projections **24**
Use of Food Service funds to pay for capital outlay expenditures will decrease the fund balance. Funding for capital outlay is received only from paid meal revenue (no contribution is received from free or reduced price meals). Decreases in the fund balance will result in a price increase.

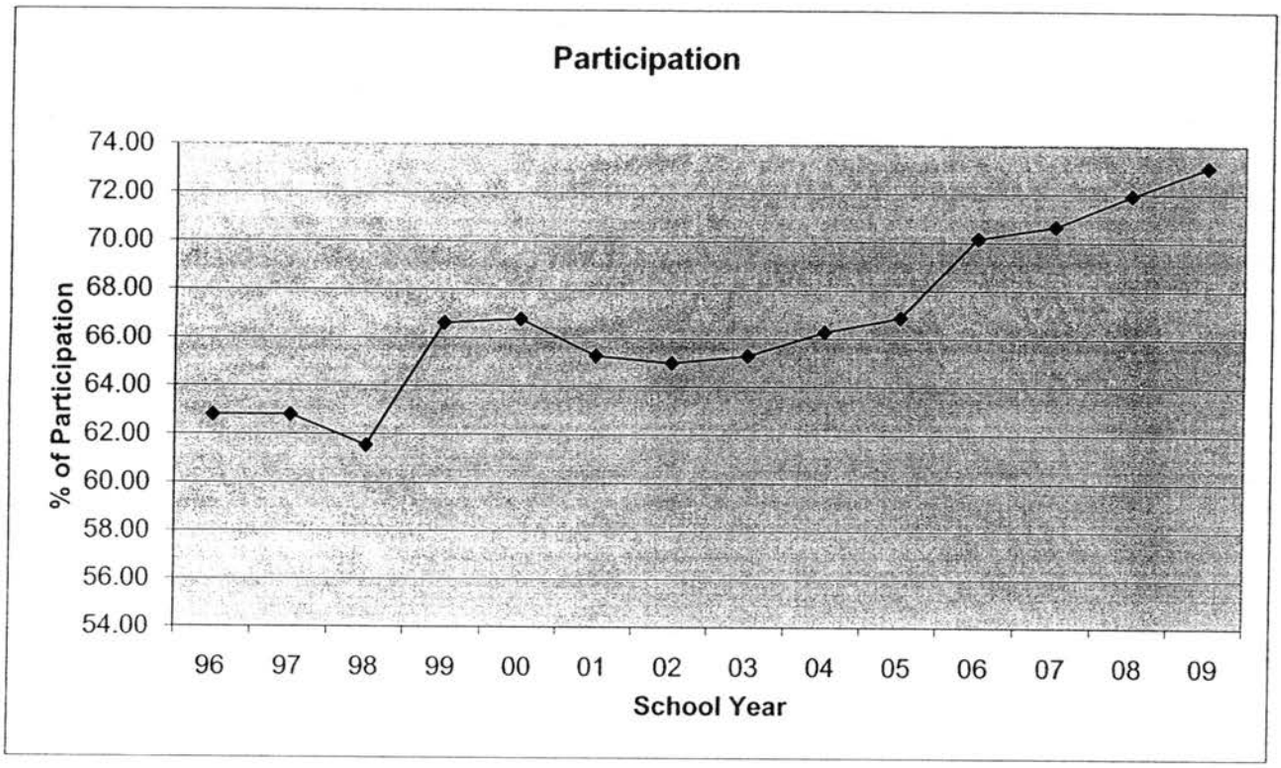
'DEPENDENT SCHOOL DISTRICT #152
)OD SERVICE FUND (02)

ıe #		2007-08 ACTUAL	2008-09 PROJECTED	2009-10 PROJECTED	2010-11 PROJECTED	2011-12 PROJECTED
	REVENUES:			1.02	1.02	1.02
	Other local and county sources:					
1	Interest	26,421	20,000	20,400	20,810	21,230
2	Miscellaneous local revenues	36,118	1,134	0	0	0
3	Subtotal other sources	62,539	21,134	20,400	20,810	21,230
	State sources:					
4	Lunch/Breakfast program aid	127,995	126,077	128,600	131,170	133,790
	Federal sources:					
5	Lunch program aid	704,696	716,975	731,310	745,940	760,860
6	Food distribution program	96,329	105,800	107,920	110,080	112,280
7	Subtotal federal sources	801,025	822,775	839,230	856,020	873,140
8	Sale of food	874,068	891,967	936,570	955,300	974,410
10	TOTAL REVENUES	1,865,627	1,861,953	1,924,800	1,963,300	2,002,570
11	% CHANGE	2.81%	-0.20%	3.38%	2.00%	2.00%
12	$ CHANGE	50,964	(3,674)	62,847	38,500	39,270
	EXPENDITURES:			1.03	1.03	1.03
	Pupil support services:					
12	Salaries and wages	454,831	458,126	471,870	486,026	500,607
13	Employee benefits	75,106	81,369	83,810	86,324	88,914
14	Purchased services	240,489	316,672	326,170	335,960	346,040
15	Food costs-USDA commodities	75,203	91,050	93,780	96,590	99,490
16	Food costs, milk and supplies	1,041,752	988,000	1,017,640	1,048,170	1,079,620
17	Equipment/Construction	20,107	80	20,000	20,600	21,220
18	Other expenditures	27,937	30,000	30,900	31,830	32,780
19	TOTAL EXPENDITURES	1,935,425	1,965,297	2,044,170	2,105,500	2,168,671
20	% CHANGE	9.62%	1.54%	4.01%	3.00%	3.00%
21	$ CHANGE	169,784	29,872	78,873	61,330	63,171
22	REV OVER EXP (EXP OVER REV)	(69,798)	(103,344)	(119,370)	(142,200)	(166,101)
23	BEGINNING FUND BALANCE	524,247	454,449	351,105	231,735	89,535
24	ENDING FUND BALANCE	$454,449	$351,105	$231,735	$89,535	($76,566)
25	Fund Balance as a % of Expenditures	23.48%	17.87%	11.34%	4.25%	-3.53%

ANALYSIS OF PARTICIPATION (REIMBURSABLE MEALS)

MONTH	ADP	HS	MS	ASP	HOP	RE	TOTAL
2006-07							
SEPTEMBER	3275	27.6	96.5	93.6	93.8	95.0	71.0
OCTOBER	3274	27.2	93.7	97.1	98.2	96.5	71.7
NOVEMBER	3285	27.0	93.7	95.6	95.8	97.5	71.5
DECEMBER	3237	26.7	92.7	95.4	95.3	96.9	71.1
JANUARY	3214	26.9	93.7	95.1	93.6	95.0	70.9
FEBRUARY	3173	28.2	92.1	93.5	92.1	92.7	70.2
MARCH	3211	28.9	91.6	95.1	94.9	95.4	71.4
APRIL	3221	26.1	93.3	97.1	97.4	97.0	72.7
MAY	3005	24.1	89.8	86.9	89.4	90.9	67.1
TOTAL	3206						70.66
2007-08							
SPETEMBER	3329	28.7	95.8	96.0	94.8	95.9	72.3
OCTOBER	3349	30.6	94.7	97.2	94.7	98.2	73.4
NOVEMBER	3317	30.4	93.8	94.6	93.3	98.0	72.7
DECEMBER	3304	30.2	94.0	96.3	92.7	97.9	72.9
JANUARY	3315	30.2	95.1	96.5	94.7	97.7	73.6
FEBRUARY	3203	28.5	92.0	94.3	92.7	94.7	71.2
MARCH	3229	28.4	92.4	93.7	93.3	97.0	71.8
APRIL	3265	27.4	93.6	97.0	94.3	97.7	72.5
MAY/JUNE	3062	25.2	90.9	87.1	88.3	90.2	67.9
TOTAL	3259						71.94
2008-09							
SPETEMBER	3395	28.0	95.5	95.1	91.7	95.3	72.2
OCTOBER	3408	30.6	95.4	95.0	93.0	96.9	73.5
NOVEMBER	3400	29.9	96.4	95.7	94.1	97.0	73.9
DECEMBER	3381	30.5	96.0	95.2	93.1	96.3	73.8
JANUARY	3355	30.9	94.2	94.6	93.1	95.7	73.5
FEBRUARY	3379	32.4	94.8	94.6	92.5	94.6	74.1
MARCH	3255	28.3	88.6	93.2	94.1	94.4	71.4
APRIL	3438	31.5	95.9	97.0	96.0	97.6	75.5
MAY/JUNE	3183	28.3	92.5	86.4	88.7	89.6	70.0
Total	3355						73.10

Fiscal Year	% Participation
96	62.80
97	62.80
98	61.54
99	66.62
00	66.79
01	65.27
02	64.98
03	65.28
04	66.28
05	66.88
06	70.16
07	70.66
08	71.94
09	73.10


Participation
74.00
72.00
70.00
68.00
66.00
64.00
62.00
60.00
58.00
56.00
54.00
% of Participation
96
97
98
99
00
01
02
03
04
05
06
07
08
09
School Year

IV. COMMUNITY EDUCATION

INTRODUCTION

The district census is currently at 40,085, an increase of 860 over the prior year figure of 39,225. The Early Childhood census fluctuates based on data collected on new births, adoptions (as available) and moves into and out of the district.

The formulas for General Community Education decreased in 04-05, as did ECFE and School Readiness. Some of the money was restored in 06-07. Efforts are made to increase revenue from donations, tuition, sponsorships, fees, and grants.

REVENUE **Line #**

General Community Education 1
Levies are certified in December of each year for the forthcoming school year. Community Education funds are categorical funds, meaning they cannot be transferred from one fund to another.

General Community Education revenue is based on district population. Our population for fiscal year 2009 was 39,225. In 09-10 the population is projected to be 40,085. For 2009-20010, the multiplier per capita is $5.42.

The 2001 legislature approved an additional levy to provide for youth enrichment activities outside of school hours. Moorhead receives $31,067 in the general Community Education fund.

Fees 2
Since local and state funding probably will decrease, we need to look at income from fees to help maintain present programs. An attempt has been made to increase income derived from fees by improving marketing efforts and by providing quality programs with maximum customer service. In addition, non-resident participants in subsidized programs pay higher fees and we will continue to evaluate charging higher fees to all non-residents in programs when possible. We also seek donations for our programs. On-line registration was added in 2003-2004 and met with great success, both in terms of staff time and revenue generated.

Choices 4
Disabled adult funding is based on a grant from the state and local levy authority. There has been no increase since 1990-91. Fees collected help to offset class and activity costs. A state grant, local levy, and program fees support the program. In 2009-10 these offerings will be included in our regular catalog.

REVENUE (Continued) **Line #**

Adult Basic Education **5**
The State and Federal grants are applied for annually. ABE is the only program in Community Education that receives Federal funds. In recent years we have written and received grant opportunities, as well we have sub-contracted with other groups. Enrollment in ABE continues to grow at a rapid rate.

Interest **6**
The projected decrease in our Fund Balance will result in less interest income.

Early Childhood Family Education **7**
The ECFE state grant and local levy are based on the number of children in the district age 0-4. The population high was 2323 in 1994-95. The count in November 2008 was 1985. The per capita funding in 2005 was $96. The formula increased to $112 for the 2006-2007 school year and has been at $120 for the past three years.

Kindergarten Readiness **8**
Kindergarten Readiness receives funding from the Minnesota Department of Education based on the amount of dollars allocated by the state and the number of programs that apply for funds. The local funding formula is based on population and K-12 free/reduced lunch numbers. According to Greg Sogaard, Program Finance - Education Finance at the Minnesota Department of Education, "School Readiness aid entitlement numbers are ALWAYS an ESTIMATE until final payments are made to school districts." The program will be supplemented with grant dollars when possible.

Other **10**
This category includes early childhood screening, non-public school funds and grants. We are to receive between $30-$50 from the Department of Education for each preschooler who is screened. Revenues are based on actual expenditures, as this is a reimbursable program. Non-public student count includes St. Jospeh's, Park Christian, and home-schooled students. Although grants are used to supplement our programs, they cannot be anticipated and are difficult to rely on for future funding.

EXPENDITURES **Line #**

General Community Education 14
These expenses are for the administration and support services for general community education programs. Community Education and district marketing costs programs are included. Expenses for Service Learning, after-school enrichment, and adult enrichment are included.

Choices 15
All expenses related to programs for adults with disabilities and programs that assist adults in their participation in regular community offerings are included.

Adult Basic Education 17
All costs related to the operation of the Adult Basic Education program including licensed teachers, paraprofessionals, administration, rent, and support services. This line also includes costs related to technology and rent.

Early Childhood Family Education 18
All costs related to the Early Childhood Family Education program including licensed teachers, paraprofessionals, and rent. Administrative and support services are shared with the Kindergarten Readiness programs.

Kindergarten Readiness 19
All of the costs related to assisting children ages 3 1/2 to 5 to enter Kindergarten with the skills necessary for success are included. These costs include licensed teachers, paraprofessionals and rent. Administrative and support services are shared with the ECFE program.

Other 21
Expenses related to actual costs incurred to fulfill grant and non-public school agreements. Early Childhood Screening is also included.

IDEPENDENT SCHOOL DISTRICT #152
ǪMMUNITY EDUCATION (04)

NE #	2007-08 ACTUAL	2008-09 Projected	2009-10 Projected	2010-11 Projected	2011-12 Projected
				1.02	1.02
REVENUES:					
Gen Com Ed	366,421	334,690	212,594	216,846	221,183
Fees	239,706	182,249	188,200	191,964	195,803
Youth Development/Service			80,292	81,898	83,536
Choices	28,424	26,000	26,000	26,520	27,050
Choices Fees		874	1,000	1,500	1,530
ABE	338,760	388,388	400,850	408,867	417,044
Interest	0	500	500	510	520
ECFE	224,793	231,336	241,376	246,204	251,128
ECFE Fees		19,196	20,000	20,400	20,808
Kindergarten Readiness	66,009	60,651	61,860	63,097	64,359
School Readiness Fees		15,155	15,500	15,810	16,126
K+			0	0	0
K+ Fees			185,936	189,655	193,448
Other	224,863	188,000	62,985	64,245	65,530
TOTAL REVENUES	1,488,976	1,447,039	1,497,093	1,527,035	1,557,576
% CHANGE	8.88%	-2.82%	3.46%	2.00%	2.00%
$ CHANGE	121,436	(41,937)	50,054	29,942	30,541
EXPENDITURES:				1.03	1.03
General Com Ed	465,184	473,207	383,854	395,370	407,231
uth Development/Youth Service			74,238	76,465	78,759
Choices	24,857	24,470	26,000	26,780	27,583
ABE	397,888	392,496	400,850	412,876	425,262
ECFE	229,499	237,868	240,205	247,411	254,833
Kindergarten Readiness	77,015	58,886	62,677	64,557	66,494
K+			185,936	191,514	197,260
Other	297,763	188,000	62,584	64,462	66,395
TOTAL EXPENDITURES	1,492,206	1,374,927	1,436,344	1,479,434	1,523,817
% CHANGE	2.71%	-7.86%	4.47%	3.00%	3.00%
$ CHANGE	39,347	(117,279)	61,417	43,090	44,383
REV OVER EXP (EXP OVER	(3,230)	72,112	60,749	47,601	33,758
BEGINNING FUND BALANC	(33,310)	(36,540)	35,572	96,321	143,922
ENDING FUND BALANCE	($36,540)	$35,572	$96,321	$143,922	$177,680
As a % of Expenditures	-2.45%	2.59%	6.71%	9.73%	11.66%

VII. DEBT SERVICE FUND

INTRODUCTION

The Debt Service fund is used to show revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

When a bond issue is sold, the school board must levy a direct general tax upon the property of the district for the payment of principal and interest on such bonds as due. The revenue from such tax must be separately accounted for in a Debt Service Fund (M.S. 475.61).

When an excess is accumulated in a Debt Service Fund due to interest earnings, lower than anticipated tax delinquency, or excess building funds, the levy for debt redemption may be reduced in whole or in a part as dictated by fund balances and debt retirement requirements. Where there are accumulations in the fund as the process of debt repayment nears an end, the accumulations should be used to reduce debt levies. Where there is any balance left in the Debt Service Fund after all obligations have been discharged, such balance shall be permanently transferred to the General Fund, with an equal levy reduction (M.S. 475.61).

There can be no borrowing from the Debt Service Fund. Any cash balance or investment in a Debt Service Fund is held in trust for the bondholders, and must not be used to support cash deficits in other funds (M.S. 123B.78, Subd. 4).

Due to the successful passage of a $64 million bond referendum on March 12, 2002, the debt service fund has had a substantial increase.

REVENUES Line #

Local Property Tax Levy 1
This is determined by the bond payment schedule. The District must levy 105% of the annual debt service requirement.

Interest Income 4
Interest rates appear to be static in the short term.

State Sources 5-8
Aid received for the replacement of local taxes.

EXPENDITURES LINE #

Principal on bonds 10
As required by bond payment schedule.

Interest on bonds 11
As required by bond payment schedule.

IDEPENDENT SCHOOL DISTRICT #152
EBT SERVICE FUND (Fund 07)

NE #		2007-2008 Actual	2008-2009 PROJECTED	2009-2010 PROJECTED	2010-2011 PROJECTED	2011-2012 PROJECTED
	REVENUES:					
1	Local property tax levy	4,630,929	6,210,034	6,348,825	6,310,237	6,311,286
2	OPEB Bonds Levy			365,277	460,985	495,387
	Other local sources:					
3	Proceeds of refunding bonds	0	0	0	0	0
4	Interest income	1,637,656	0	0	0	0
4.1	Sale of Townsite					
4.2	Interest from Bonds					
	State sources:					
5	HACA (Homestead credit)	535,516	528,572	included in levy	included in levy	included in levy
6	Border city aid	581,876	585,250	included in levy	included in levy	included in levy
7	Other appropriations	included in levy	included in levy	included in levy	included in levy	included in levy
8	State aid / Equalization Aid	557,950	138,791	0	0	0
		1,675,342	1,252,613	0	0	0
9	Total revenues	7,943,927	7,462,647	6,714,102	6,771,222	6,806,673
	EXPENDITURES:					
10	Principal on bonds	3,095,000	3,215,000	3,380,000	3,500,000	3,675,000
11	Interest on bonds	4,606,725	2,807,687	2,666,500	2,503,500	2,334,749
11a	OPEB Bond			365,277	460,985	495,387
12	Other debt service	834	900	900	900	900
13	Total expenditures	7,702,559	6,023,587	6,412,677	6,465,385	6,506,036
14	Revenues over (under) expenc	241,369	1,439,060	301,425	305,837	300,637
15	Other Financing Sources					
16	Sale of refunding bonds					
16a	Payment to refunded bond					
17	Bond Premium					
18	Total other financing sources					
19	BEGINNING FUND BALANCE	42,450,013	42,691,381	44,130,441	44,431,866	44,737,703
20	ENDING FUND BALANCE	$42,691,381	$44,130,441	$44,431,866	$44,737,703	$45,038,340

S-M9-B05
20 July 2009

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

July 20, 2009
5:30 p.m.

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

ATTENDANCE:

Karin Dulski _____	Mike Siggerud _____
Lisa Erickson _____	Kristine Thompson _____
Cindy Fagerlie _____	Bill Tomhave _____
Sonia Mayo Hohnadel _____	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) (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. **STRATEGIC PLANNING**: Kovash
   Pages 3-4

3. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
School Board	August 10	7 pm	PCE
MSBA Summer Seminar	August 12-14		Minneapolis
School Board	August 24	7 pm	PCE
New Teacher Orientation	August 28, 31		
Staff Prof Dev (a.m.)/Teacher Work Day (p.m.)	September 1		
Professional Development	September 2-4		
Labor Day	September 7		
K-12 Classes Begin	September 8		
Prof Dev Before/After School	September 16, 30		

Moorhead Area Public Schools

Strategic Plan Summary

Adopted August 27, 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.

Priority Areas and Goals

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

Goals

- Establish SMART goals at the building level that determine proficiency levels.
- Monitor student progress at least quarterly by teacher teams and by school district administrators.
- Use achievement data (summative and formative) to direct instructional practices and decisions.
- Use collaborative teams at all levels for the purpose of examining data and student work.
- Provide a system of timely intervention for students who do not show growth or adequate development in learning,
- Every classroom will deliver a curriculum that is focused on federal, state and district standards and is relevant to all students.
- Implement a positive behavior support system districtwide.
- Support standards-based and project-based service-learning curriculum.
- Utilize effective data and record-keeping systems regarding student behavior.

Priority Areas and Goals continued on back

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

Goals

- Identify the needs of all learners and related needs for programming and services.
- Improve student achievement.
- 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

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

Goals

- Develop and promote initiatives that encourage safe workplace practices.
- Update district and building crisis management plans.
- Plan developed for practice of all emergency procedures.
- Determine programs and approach for districtwide bullying prevention.
- Utilize effective data and record-keeping systems regarding student behavior.
- Implement a positive behavior support system districtwide.
- 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.

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.

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

Goals

- Identify means to imbed artistic expression, creative problem solving and citizen engagement into all facets of the curriculum.
- Explore methods for enhancement of comprehensive arts education program.
- Build relationship-based partnerships within our community for educational advancement.
- Assure options for all students are available to meet interests in activities.

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

Goals

- Determine the short and long-term academic, social and emotional benefits of all-day kindergarten.
- Determine the budgetary considerations of all-day kindergarten.
- Determine the impact of early childhood intervention / readiness collaborative programs.

The complete Strategic Plan and additional information compiled through the strategic planning process are available on the Moorhead Area Public Schools' Web site at www.moorhead.k12.mn.us/planning.

S-M9 - B05
20 July 2009

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

July 20, 2009
7:00 p.m.

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

ATTENDANCE:

Karin Dulski _____	Mike Siggerud _____
Lisa Erickson _____	Kristine Thompson _____
Cindy Fagerlie _____	Bill Tomhave _____
Sonia Mayo Hohnadel _____	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) (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. **ORGANIZATION OF THE SCHOOL BOARD**: Thompson

   A. MEETING DATE, TIME AND LOCATION

Suggested Resolution: Move to set the regular meetings of the School Board for 7:00 p.m. in the Probstfield Center for Education Board Room 224 on the second and fourth Monday of each month with the following exceptions: Monday, December 14 (one meeting in December) and the annual organizational meeting Monday, July 19 (one meeting in July).

Moved by _____ Seconded by _____
Comments _____

B. SCHOOL BOARD COMPENSATION
Page 6

Suggested Resolution: Move to set the School Board member compensation at $_____ per month.

Moved by _____ Seconded by _____
Comments _____

C. COMMITTEE APPOINTMENTS
Pages 7-12

Suggested Resolution: Move to approve the committee appointments for the 2009-2010 school year.

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 Official Newspaper Designation - Page 13
(2) Approval of Legal Services - Page 14
(3) Approval of Minnesota School Boards Association Membership - Pages 15-17

(4) Approval of National School Boards Association Membership - Pages 18-19
(5) Approval of Chamber of Commerce of Fargo Moorhead Membership - Pages 20-21
(6) Approval of Minnesota Rural Education Association Membership - Pages 22-23
(7) Approval of June 8 and 22, 2009 Regular Meeting Minutes and June 15 and 18, 2009 Regular Meeting Minutes - Pages 24-38
(8) Approval of Resolution of Adoption for the Moorhead Safe Routes to School Study - Pages 39-42

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
(1) Approval of July Claims - Page 43
(2) Approval of Minnesota State High School League Membership - Pages 44-46
(3) Approval of Resolution for Investment of Excess Funds for 2009-2010 - Pages 47-48
(4) Approval of Authorize Staff to Initiate Financial Transactions for 2009-2010 - Pages 49-51
(5) Approval of Official Depositories - Page 52
(6) Approval of Resolution Authorizing Payment of Goods and Services for the 2009-2010 School Year - Pages 53-54
(7) Approval of Resolution for Collection of NSF Checks and Leases for 2009-2010 - Pages 55-56
(8) Approval of School Leaders Errors and Omissions Insurance Deductible - Page 57
(9) Approval of Resolution Authorizing Sale of Aid Anticipation Certificates - Pages 58-61
(10) Approval of Increase to Milk and Meal Prices - Pages 62-63
(11) Approval of Health and Safety Attachment 99 Performance Criteria - Pages 64-72
(12) Approval of MSC Online - Joint Powers Agreement - Pages 73-81

C. HUMAN RESOURCES MATTERS - Nielsen
(1) Approval of Family/Medical Leave - Page 82
(2) Approval of Other Leave of Absence - Page 83
(3) Approval of Change in Contracts - Page 84
(4) Approval of Resignations - Page 85
(5) Approval of Early Retirement - Page 86
(6) Approval of New Employees - Page 87

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold
(1) Approval of Migrant Education Grant - Pages 88-90

(2) Approval of Elementary and Secondary Education Act (ESEA) Consolidation Application - Page 91
(3) Approval of Alternative Delivery of Specialized Instructional Services Funding - Pages 92-96
(4) Approval of Lakeland Mental Health Center Purchase of Service Renewal Agreement - Pages 97-101
(5) Approval of ARRA McKinney-Vento Education for Homeless Children and Youth Grant Application Renewal - Pages 102-105

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

Moved by _____ Seconded by _____
Comments _____

4 **APPROVAL OF MOORHEAD HIGH SCHOOL STUDENT HANDBOOK**: Kovash
Page 106

Suggested Resolutions: Move to approve the 2009-2010 Moorhead High School Student Handbook as presented.

Moved by _____ Seconded by _____
Comments _____

APPROVAL OF HORIZON MIDDLE SCHOOL STUDENT HANDBOOK: Kovash
Page 107

Suggested Resolution: Move to approve the 2009-2010 Horizon Middle School Student Handbook as presented.

Moved by _____ Seconded by _____
Comments _____

5. **MINNESOTA COMPREHENSIVE ASSESSMENT (MCA-II) TEST RESULTS**:
Kovash
Pages 108-110

6. **COMMITTEE REPORTS**

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

8. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
School Board	August 10	7 pm	PCE
MSBA Summer Seminar	August 12-14		Minneapolis
School Board	August 24	7 pm	PCE
New Teacher Orientation	August 28, 31		
Staff Prof Dev (am)/Teacher Work Day (pm)	September 1		
Professional Development	September 2-4		
Labor Day	September 7		
K-12 Classes Begin	September 8		
Prof Dev Before/After School	September 16, 30		

Superintendent of Schools

Moorhead Area Public Schools

Memo S.10.001C

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: July 7, 2009

SUBJECT: School Board Compensation

The following are previous rates related to School Board compensation:

2000	$550 monthly per School Board member
2001	$550
2002	$550
2003	$550
2004	$550
2005	$550
2006	$700
2007	$700
2008	$700
2009	$700

Suggested Resolution: Move to set the School Board member compensation rate at $_____ per month.

LAK:mde

6

Superintendent of Schools

Moorhead Area Public Schools

Memo S.10.012

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: July 9, 2009

SUBJECT: 2009-2010 Committee Appointments

Attached is a copy of the 2008-2009 Committee Assignments. Please note changes indicated by an underline or strikethrough are for the 2009-2010 school year. Please review this document prior to the School Board meeting to expedite desired assignments for 2009-2010. School Board Chair, Kris Thompson, has requested that you be prepared to express your interests and volunteer for service on the various committees.

Suggested Resolution: Move to approve the committee appointments for the 2009-2010 school year.

LAK:mde
Attachment

COMMITTEES OF MOORHEAD AREA PUBLIC SCHOOLS
(including community involvement areas)

DISTRICT-WIDE STANDING COMMITTEES: These committees are recognized by the Moorhead School Board as having a defined purpose, are defined by law and/or Board policy, involve members of the community and school staff, meet on a regular basis during the school year, and include voting representatives of the School Board.

Responsibilities - review mission and formulate/affirm appropriate mission statement, record and communicate minutes of meetings, require regular membership rotation, develop an annual calendar submitted to the Superintendent for coordination of a district calendar, files a year-end report and/or makes a presentation to the School Board for the past year activities, district administrators or supervisors serve as ex-officio members.

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2008-2009 BOARD LIAISON
Activities Council - reviews and recommends extra- and co-curricular activity/academic policies and is knowledgeable of Minnesota High School League activities.	Assistant Superintendent Kazmierczak Hulbert	4th Tu/mo; 7 am; MHS Conf. Rm: 9/23, 10/28, 1/27/09, 3/24 and 4/28	Dulski/Siggerud
Community Education Advisory Council - evaluates and recommends programs that meet the community's needs.	Assistant Superintendent Kazmierczak Winterfeldt	3rd Tu/mo; 7 pm; Probstfield; 9/16, 11/18, 2/10, 3/17 and 4/14 (excluding February)	Fagerlie/Erickson
Citizen Finance Advisory Committee - focuses on long-range school district financial planning.	Assistant Superintendent Kazmierczak	Four times a year.	Thompson/Dulski
Human Rights Committee - monitors textbook selection and works with human resources on the direction of multi-cultural, gender fair, and disability sensitive issues.	Superintendent Kovash	~~1st Th/mo; 3:45 pm; Probstfield~~ ~~Four times a year: 10/2, 2/5/09, 3/5 and 5/7~~ This committee will be combined with ICAC for the 2009-10 school year.	Thompson/Fagerlie
Instruction & Curriculum Advisory Committee (ICAC) - plans, evaluates and reports on district curriculum and assessment. Two-year term)	~~Dir of Curr & Prof Dev Aamodt~~ Superintendent Kovash	2nd Th/mo; 7-9 am; Probstfield 9/11, 10/9, 11/13, 12/11, 1/8/09, 2/12, 3/12, 4/9, and 5/14	Thompson/Thrasher
Safe and Healthy Learners Committee - reviews and recommends policies and activities related to student and staff prevention, postvention and crisis issues involving chemical use, violence, grieving, and other related issues.	Dir of Learner Support Services Skarvold	4th Mo/mo; 3-4 pm; Probstfield Four times a year: 9/22, 11/24, 2/23/08 and 4/20 (excluding April)	Fagerlie/Erickson

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2008-2009 BOARD LIAISON
Long Range/Strategic Planning Committee - carries out strategic planning, evaluating and reporting of the Strategic Plan.	Superintendent Kovash	1st Th/mo; 3:45 pm; Probstfield Four times a year: 10/1, 1/7, 3/4 and 5/6	Thrasher/Siggerud
Policy Review Committee - reviews current policies and makes recommendation of new policies.	Superintendent Kovash	3rd Mo/mo.; 7-8:30 pm; Probstfield 9/15, 11/17, 1/19/09 and 4/20	Siggerud/Tomhave

ADMINISTRATIVE COMMITTEES: These are committees recognized by the School Board as serving in an advisory capacity to the Board and administration, serves a specific area, program or segment of the district, involve members of the staff and others as needed. may meet for a specific purpose until it is completed, may or may not include an appointed board member, designee or liaison, and completes a written report.

Responsibilities - are to review the purpose/task for establishment of the committee, record and communicate minutes to appropriate people, and file a written report of activities when task completed.

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2008-2009 BOARD LIAISON
Calendar Committee - develops and recommends fiscal-year district calendar.	Superintendent Kovash	January - March as needed.	Not Required
Continuing Education Committee - administers the process for certificate renewal of licensed staff.	Human Resources Nielsen	1st Tu/mo; 6:45 am and 3:30 pm Village Inn and Probstfield (Alternate) (Oct-May)	Thompson
Early Childhood Advisory Committee - advises and provides support in the operation of the Early Childhood Family Education and Kindergarten Readiness and School Readiness Programs and screening.	Dir of Learner Support Services Skarvold Winterfeldt/Bushaw	2nd Th/mo; 6:30-8 pm; Probstfield 9/11, 11/13, 1/8/09 and 3/12	Thrasher
Health/Safety/Wellness Committee - identifies and addresses safety issues related to students, staff and visitors.	Human Resources Prop Serv & Transportation Nielsen/Bacon	2nd Th/mo; 9:30 am; Probstfield	Siggerud/Erickson
Indian Education Parent Committee - reviews grants obtained, provides input on how monies are disbursed, yearly financial report, and HSC report.	Dir of Learner Support Services Skarvold King/Norquay	1st Wed/mo; 5 pm; Probstfield	Fagerlie
Legislative Committee - develops recommendations for district's legislative program.	Superintendent Kovash	Year around, as needed	Erickson/ Thompson

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2008-2009 BOARD LIAISON
MN State High School League - supervision and regulation of League sponsored athletic and fine arts activities.	Assistant Superintendent Kazmierczak		Siggerud
Negotiations - serves as liaison to other Board members during the negotiation process.	Superintendent Kovash	Year around, as needed Probstfield	Thompson/ Erickson Siggerud, Alt
Sabbatical Leave Committee - receives, reviews and recommends sabbatical leaves for certified staff.	Human Resources Nielsen	February - April as needed. Probstfield	Fagerlie
Staff Development Committee - promotes professional and personal growth opportunities for all staff of ISD #152.	~~Dir of Curr & Prof Dev Aamodt~~ Assistant Superintendent Kazmierczak	Four times a year: 10/6, 11/17, 3/9/09, and 5/18; 3:30-4:30 p.m.; Probstfield	Thompson/ Erickson
Special Educ Parent Advisory Committee - provides a communications network between parents and the special education department of the school district.	Dir of Learner Support Services Skarvold	Four times a year: 11/4, 1/22/09, 3/10, and 5/12; Probstfield	
Superintendent's Advisory Council (SAC) - provides opportunity for building PTACs to communicate and share ideas between themselves and with the Superintendent.	Superintendent Kovash	Four times a year: 10/9, 11/20, 1/8/09, and 4/16; 7-8:30 p.m.; Probstfield	Members Rotate
Technology Committee - assists in developing the long-range goals of implementing new technologies and maintaining current technologies throughout the district.	Assistant Superintendent Kazmierczak Markert	4th Tu/mo; 3:45 pm; Probstfield	Thompson
Title I Parent Advisory Committee - assists in reviewing Title I and other federal programs.	Dir of Learner Support Services Skarvold/King	Year around, as needed	Dulski

COMMUNITY COMMITTEES: These are committees that are not under the full jurisdiction of the school district and/or are shared with other entities and organizations. Representatives are appointed by the School Board, administration or both as appropriate.

Responsibilities - serve as representative of the school district either in voting or non-voting capacity, share and communicate committee information to the appropriate people.

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2008-2009 BOARD LIAISON
Clay County Joint Powers Collaborative Governance Board - works in partnership with families and communities to enhance opportunities to improve child health and development, reduce barriers to adequate school performance, improve family functioning, enhance self esteem, and develop general employment skills.	Clay County Dawn Tommerdahl	Meets twice annually (Fall and Spring)	Thompson Alt. Erickson
Interagency Early Intervention Committee (IEIC) - oversees the interagency provision of services to children identified with disabilities age birth to kindergarten entry.	Jennifer Butze Sarah King	3rd Wed/mo; 12 pm; Family Service Center; 9/17, 11/19, 1/21, 3/18, and 5/20	Dulski
Joint Powers Committee - shares resources for special projects and cooperatively make recommendations to local boards and councils.	(Rotates between school districts & cities of of Mhd & Dilworth, Clay County & Mhd Township); Jan. 08-Jan. 09 contact: City of Dilworth	1st Th/mo; 7 am; Clay County Courthouse	Tomhave/ Siggerud

SCHOOL BUILDING INFORMATION: The following is Parent/Teacher Advisory Council meeting and Adopt-a-School representative information.

SCHOOL BUILDING	PTAC PRESIDENT/PHONE #	MEETING-DATE/TIME/LOCATION	2008-2009 BOARD LIAISON
Ellen Hopkins School	Jennifer Stenberg 291-0667 Home; 701/429-7343 Cell bjstenberg@i29.net JoDee Haugrud 236-0975 Home; 701/367-6991 Cell haugrud@mnstate.edu	2nd Tuesday/month; 6:30-8 pm; Media Center (3rd Tuesday in September and 2nd Monday in March)	Siggerud
Robert Asp School	Holly Stall 287-3852 hstall@moorhead.k12.mn.us	1st Monday/month; 6:30 pm; Media Center (2nd Monday in Sept.)	Thompson
S.G. Reinertsen School	Roni Maynard 429-4003 roni81@hotmail.com	1st Monday/month; 6:30 pm; Media Center (3rd Monday in September and no meeting in December)	Dulski

SCHOOL BUILDING	PTAC PRESIDENT/PHONE #	MEETING-DATE/TIME/LOCATION	2008-2009 BOARD LIAISON
Horizon Middle School	Renate Marquette 233-1292 Kirk Moss 359-0467	1st Thursday/month; 7 pm; Media Center (November meeting at 6 pm and 2nd Thursday in January)	Fagerlie
Moorhead High School	Linda Granberg 701/212-3980 soccermomgran@aol.com	1st Monday/month; 7 pm; Counselors' Conf Room (2nd Monday in September)	Erickson
Red River Area Learning	TBD	TBD	Thrasher

Superintendent of Schools

Moorhead Area Public Schools

Memo S.10.002C

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: July 7, 2009

SUBJECT: Official Newspaper Designation

Administration recommends *The Forum* be designated as the school district's official newspaper for the 2009-2010 school year.

Suggested Resolution: Move to designate *The Forum* as the school district's official newspaper for the 2009-2010 school year.

LAK:mde

Superintendent of Schools

Moorhead Area Public Schools

Memo S.10.003C

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: July 7, 2009

SUBJECT: Legal Services

The school district has historically obtained legal services on a time and material basis. Therefore, the administration recommends authorizing the administration to obtain legal services on a time and material basis.

Suggested Resolution: Move to approve obtaining legal assistance services on a time and material basis.

LAK:mde

Superintendent of Schools

Moorhead Area Public Schools

Memo S.10.004C

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: July 7, 2009

SUBJECT: 2009-2010 MSBA Membership

The 2009-2010 membership fee to the Minnesota School Boards Association (MSBA) will be $9,015 (including the policy services renewal). Attached is information related to membership benefits.

The following is a history of the fee structure for the past ten years:

1999-00 = $5,623
2000-01 = $5,772
2001-02 = $5,934
2002-03 = $6,153
2003-04 = $6,309
2004-05 = $7,049
2005-06 = $7,660
2006-07 = $8,019
2007-08 = $8,467
2008-09 = $8,845

Suggested Resolution: Move to approve the 2009-2010 Minnesota School Boards Association membership in the amount of $9,015.

LAK:mde
Attachments

1900 W. Jefferson Ave.
St. Peter, Minnesota
56082-3015

tel: 507.934.2450
MN: 800.324.4459

Fax: 507.931.1515
www.mnmsba.org

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Jackie Magnuson
Rosemount-Apple Valley-Eagan

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Austin

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EXECUTIVE DIRECTOR
Bob Meeks
St. Peter

MSBA's Mission: Support, promote, and enhance the work of public school boards.

MINNESOTA SCHOOL BOARDS ASSOCIATION

July 1, 2009

JUL 6 2009

Dear Superintendent:

It's time to renew your district's membership to MSBA!

On behalf of your Association's board and staff, I want to thank you for the opportunity to "support, promote and enhance" your important work. We look forward to another year of serving your board and school district.

Your dues invoice is included with this letter. MSBA's Board of Directors has adopted an operating budget of $3,361,193 for fiscal year 2009-10. Dues are the stabilizing support for any association. Without the strong support of membership through the payment of dues, MSBA can neither maintain nor expand the menu of programs and services needed and enjoyed by our members.

In these years of financial strain, members naturally want to ensure they are getting the maximum services and benefits for their dues. Here is a list of some of your membership's primary benefits:

- Free on-call assistance on matters ranging from the open meeting law to personnel issues to NCLB implementation to elections. Checking with MSBA first may save significantly on attorneys' fees.
- Lobbying at the state and federal levels coupled with daily Capitol updates during the legislative session.
- Negotiations training and master agreement analysis.
- Access to insurance products and services offered through MSBA Insurance Trust-endorsed insurers and their agents.
- Access to Policy Services (if a subscriber) and customized policy audits.
- Free access to the Public Education Employee Relations Network (PEERNet) which provides employee salary, benefits, and leave data as well as Master Agreement language and grievance arbitration decisions.
- Free registration to the annual Leadership Conference for the entire district leadership team.
- Free "toolkits," such as the School Board Recognition Week program.
- Free on-call communications consulting.
- Free electronic news clipping service from the state's daily and weekly newspapers.
- Power-Card — a highly secured procurement card program available for the direct purchase of goods and services, which greatly increases the efficiency of the purchasing process and has the potential to generate rebates to your district.

(over)

- Reduced-cost board training, including seminars, workshops, and customized inservice training brought to your board room. Online training is also available for your convenience.
- Access to money-saving cash management and borrowing programs, including but not limited to, the Minnesota School District Liquid Asset Fund Plus, the Minnesota Tax and Aid Anticipation Borrowing Program, and the Lease Purchase Program.
- Access to BoardBook Web-based paperless meetings.
- Free electronic and print postings for administrative job vacancies.
- Free access to an electronic, downloadable MSBA calendar listing important dates for elections and education-related events.
- Free subscriptions to MSBA publications, including the following: *Boardcaster*, *Journal* magazine, *Capitol Compass* (electronic), and *Management Services Newsletter* (electronic).
- Newly elected board members receive MSBA's *Service Manual*, a comprehensive resource of education-related laws and regulations at a minimal cost. This manual will be sent to them on a CD.
- MSBA Online, the Association website that provides round-the-clock access to information and services.
- Access to MSBA-endorsed PaySchools, an electronic payment processing system that enables districts to receive school-related fees from parents via electronic check, credit, or debit card.
- Access to MSBA Playground Compliance Program (MPCP) with the National Playground Compliance Group, LLC.

Brochures highlighting some of MSBA's exciting opportunities have been included with this mailing.

Subscribers to Policy Services will also find their renewal notice on the same invoice. Policy revisions keep your district in compliance with current law. You can access and download all model policies from the MSBA website 24 hours a day, seven days a week. Also, our policy consultants are here to answer your questions about policy issues. If you are not a member of Policy Services, please call us for more information.

MSBA is recognized nationwide as an outstanding service organization, and we will strive to uphold that reputation. MSBA's board and staff look forward to working with you. If you have any questions, please don't hesitate to call your Association office at 800-324-4459.

Sincerely,

Bob Meeks
Executive Director

Jacqueline K. Magnuson

Jacqueline Magnuson (Rosemount-Apple Valley-Eagan)
MSBA President

Enclosures

Superintendent of Schools

Moorhead Area Public Schools

Memo S.10.005C

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: July 7, 2009

SUBJECT: 2009-2010 NSBA Membership

Please find attached information related to the 2009-2010 membership to the National School Board Association (NSBA). The 2009-2010 NSBA National Affiliate membership fee will be $4,250.

The following is a history of the fee structure for the past two years:

2007-08 = $3,700
2008-09 = $4,000

Suggested Resolution: Move to approve the 2009-2010 membership renewal fee to the National School Board Association (NSBA) National Affiliate in the amount of $4,250.

LAK:mde
Attachments

March, 2009

·NSBA· National Affiliate

Excellence and Equity in Public Education through School Board Leadership

Dear Colleague:

Throughout the past year, you and your board have been benefiting from the tangible features of NSBA's National Affiliate Program;

Providing National Affiliates with a VOICE in National Education issues

Legislative alerts – targeted alerts and updates via web, phone and fax that equip your board members to participate in a national grassroots legislative campaign.

Providing National Affiliates with Planning, Policy, and Governance resources to implement your district's VISION

Resources:
- Policy Research Briefs
- Information Research Services
- National Education Policy Network (NEPN)
- The Twin Rivers Project ***NEW***

Member Only Resources:
- Sample Policies
- SchoolGrants Biweekly Newsletter
- Policy Briefs
- Special briefings from the Center for Public Education

Networking:
- NSBA Annual Conference
- T+L Technology Conference
- Periodic Briefings

Providing National Affiliates with the KNOWLEDGE to make informed decisions to raise student achievement and enhance leadership team effectiveness.

Publications:
- School Board News
- American School Board Journal
- Leadership Insider
- Life on a School Board ***NEW***

Professional Development:
- National Conferences and Meetings
- WebChannel NA Monthly Webinar Series
- National Affiliate Special Programming at Annual
- Programming with the Center for Public Education

Providing National Affiliates with DISCOUNTS on professional development opportunities

- Discounts at Meetings and Conventions
- 50% Discount on membership to the Technology Leadership Network
- Free WebChannel NA Webinars
- Discounts on Publications

These benefits are only part of what it means to be a National Affiliate. NSBA's National Affiliates support NSBA's advocacy efforts on national education policy and federal legislative issues. Thanks to the support from your school district and others we have:

- ✓ Met with the President-Elect Obama's transition team and have established the importance of working with NSBA.
- ✓ Have worked directly with Secretary of Education Arnie Duncan
- ✓ Filed more Amicus briefs on your behalf then **all other educational organizations**.

NSBA's national advocacy efforts – with your continued support – will focus on helping Congress understand your needs. **It is important that we continue to raise the level of grassroots work to ensure that the Congress understands that their responsibility to fund the programs is as critical as your responsibility to make these programs work at the local level.**

Thank you for your district's ongoing support that enables NSBA to continue the kinds of work outlined above. Your voice is needed more now than ever.

Gene Broderson

Gene Broderson,
Director, National Affiliate Services

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Superintendent of Schools

Moorhead Area Public Schools

Memo S.10.006C

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: July 7, 2009

SUBJECT: 2009-2010 Chamber of Commerce of Fargo Moorhead Membership

Please find attached information related to the 2009-2010 membership to the Chamber of Commerce of Fargo Moorhead. The 2009-2010 membership fee will be $1,450.

The following is a history of the fee structure for the past two years:

2007-08 = $1,400
2008-09 = $1,450

Suggested Resolution: Move to approve the 2009-2010 membership renewal fee to the Chamber of Commerce of Fargo Moorhead in the amount of $1,450.

LAK:mde
Attachments

CHAMBER
Fargo Moorhead

Chamber of Commerce
of Fargo Moorhead

(202 First Avenue North,
Moorhead)
P.O. Box 2443
Fargo, ND
58108-2443
218.233.1100
Fax 218.233.1200

www.fmchamber.com
info@fmchamber.com

April 24, 2009

MAY 11 2009

Lynne Kovash
Moorhead Area Public Schools
2410 14 St S
Moorhead, MN 56560

Dear Lynne:

In times of economic uncertainty, it becomes even more important to ensure you are getting the most from your Chamber membership. As you tighten your spending, the Chamber remains committed to ensuring the strength of our business community and helping its members stay fiscally healthy.

The formula for successful business relies heavily on strong relationships. Chamber membership provides you varied opportunities to connect with potential clients and customers through referrals, networking events and affordable marketing opportunities. Take advantage of the Chamber's targeted and qualified audience to enhance your business-to-business marketing efforts.

As you scrutinize your bottom line, consider taking advantage of Chamber affinity programs designed to save you money. Affinity programs include group health insurance, discounts on business and personal insurances (Auto Owners and AAA) and an Employee Assistance Program. Visit our Member Specials page at www.fmchamber.com to find money-saving deals available to you through Chamber membership.

As a member, you are advised of legislative action and informational events affecting your business. When you don't have the time, the Chamber is speaking on your behalf to ensure our lawmakers are aware of the needs of our business community.

Your Chamber staff is here to help you maximize your membership investment. As you renew your membership, contact us to make sure your Chamber is working for you.

Thank you for your support of your Chamber of Commerce of Fargo Moorhead during the past year. Enclosed is your membership renewal invoice. Your continuing investment ensures access to our broad array of products, programs and services and helps to strengthen our work of unifying and advancing business and community interests in our region.

Sincerely,

David K. Martin, CCE
President & CEO

Proudly serving our members in Fargo, Moorhead, West Fargo, Dilworth, Cass and Clay counties and beyond

Superintendent of Schools

Moorhead Area Public Schools

Memo S.10.010C

TO: School Board

FROM: Lynne A. Kovash, Superintendent

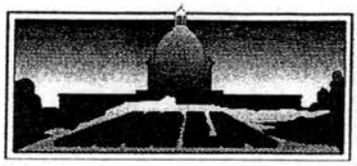
DATE: July 7, 2009

SUBJECT: 2009-2010 MREA Membership

The 2009-2010 membership fee to the Minnesota Rural Education Association (MREA) will be $2,400. Attached is information related to membership benefits. There has been no increase to this annual membership fee from last year.

Suggested Resolution: Move to approve the 2009-2010 Minnesota Rural Education Association (MREA) membership in the amount of $2,400.

LAK:mde
Attachment



What MREA *Has Accomplished through the years and this past session...*

Student Success

- Authored a bill reporting the funding gap between students and how it could be closed
- Promoted high state standards
- Pushed for statewide tests and report card data which measure individual student growth
- Supported expansion of All Day Kindergarten

Adequate Funding

- Repealed the local voter option to reverse local referendum amounts
- Fought off unnecessary purchasing and shared services mandates
- Supported Modified Type III bus driver mandate
- Provided flexibility in staff development and operating capitol revenue in difficult budget times
- Changed compensatory revenue so more rural students qualify
- Increased sparsity funding and changed formula so more districts qualify
- Fought for increased funding for declining enrollment
- Encouraged school district reorganization through state incentive
- Pushed for greater equalization of operating and debt service levies
- Increased state share of special education funding
- Advocated restoring the Minnesota Miracle
- Worked with coalitions to increase per pupil funding
- Neutralized ballot language for referendum renewals

School Infrastructure

- Aggressively sought additional funding for technology hardware
- Supported the development and state funding for a learning network – telecommunications access funding
- Supported establishing standards for hardware, teacher training and online testing
- Secured funding for equity in telecommunications access

Educational Fairness

- Promoted equal opportunities for all children
- Supported charter school reform; raising the bar for opening new charters
- Established Border State Tuition Reciprocity agreements
- Reinstated ECFE licensure flexibility
- Fought off repeal of Board of Teaching science licensure rule

High Quality Teachers

- Secured funding for regional math and science teacher academies
- Worked for more license flexibility
- Supported loan forgiveness bills for rural teachers
- Expanded the science license using a PRAXIS test, instead of a BA degree

MREA • P.O. Box 155 • Brandon, MN 56315-0155
www.mnrea.org • 320-762-6574 • mrea@mnrea.org

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
JUNE 8, 2009

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Mike Siggerud, Kristine Thompson, Michael Thrasher, and Lynne A. Kovash.

MEMBER ABSENT: 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 revisions to pages 3-5, deletion of pages 73-76 (Approval of Major Magnitude Field Trip to New York) and move agenda item 7 (Approval of Math Curriculum Adoption) after agenda item 5 (Approval of Major Magnitude Field Trip to Costa Rica) and add agenda item 8 (Process for Selection of School Board Vacancy).

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

WE ARE PROUD:
*** **We Are Proud** of Michael Thrasher for his commitment to the Moorhead Area Public Schools and the Moorhead community and students as a Moorhead School Board member.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the May 11 and 26, 2009 meeting minutes as presented.

Claims - Approve the June Claims, subject to audit, in the amount of $582,196.01.

General Fund:	493,416.69
Food Service Fund:	81,271.39
Community Services Fund:	7,076.68
Debt Service Fund:	431.25
TOTAL	$582,196.01

Revised Census Numbers - Accept the change of the census figure from 39,225 to 40,085 as indicated by State of Minnesota demographic information.

Lakes Country Service Cooperative School District Membership Agreement FY 2010 - Approve the Lakes Country Service Cooperative School District Membership Agreement FY 2010 as presented. Total cost of the membership is $14,868.50 that includes the base fee associated with

capital outlay and the elective options of No Child Left Behind/MN Academic Standards Support Program, MSC Online Learning, and Center for Academic Excellence.

Arts in Education Comprehensive Arts Planning Program Grant - Approve the funding for the Arts in Education Comprehensive Arts Planning Program from the Minnesota State Arts Board in the amount of $2,000.

Donations - Accept the donation of $1,000 from State Bank and Trust in care of Diane Thiel and Janet Olson and direct administration to send a thank you. Funds will be used at Robert Asp Elementary to purchase supplemental material.

Accept the donation of $1,775 from Big Machine Records and Connie Kirchoffner and direct administration to send a thank you card. Funds will be used for playground restoration at Robert Asp Elementary School.

Holiday Date Change - Move the Independence Day holiday that falls on Saturday in 2009 to Friday, July 3, 2009 as presented.

Family/Medical Leave
Julie LeRoux - Human Resource Secretary, Probstfield Center for Education, approximately July 30, 2009 for approximately nine weeks.

Leave of Absence
Sara Lundwall - Teacher, West Central Juvenile Detention Center, effective for the 2009-2010 school year.

Early Retirements
Patricia Beach - Secretary, Moorhead High School, effective June 19, 2009.
Patricia Babolian - Teacher, Red River Area Learning Center, effective at the end of the 2008-2009 school year.
Teresa Herk - Teacher, Horizon Middle School, effective at the end of the 2008-2009 school year.

Resignations
Pat Anderson - Boys Swimming and Diving coach, Moorhead High School, effective at the end of the 2008-2009 season.
Rachel Bjornstad - Interpreter, Robert Asp Elementary, effective at the end of the 2008-2009 school year.
Jerilyn Neameyer - Breakfast Supervisor, S.G. Reinertsen Elementary, effective June 5, 2009.
Sheryol Emery - Partners in Learning Paraprofessional, Probstfield Center for Education, effective June 4, 2009.

T.C.I. Recall
Ed Breedon - Computer Technician, Probstfield Center for Education, 20 hours per week.

Change in Contracts
Lynn Day - Computer Technician, Probstfield Center for Education, from 40 hours per week to 36 hours per week, effective July 1, 2009.
Ed Breedon - Computer Technician, Probstfield Center for Education, from 20 hours per week to 24 hours per week, effective July 1, 2009.

Special Education Extended School Year (ESY) Program - Approve the 2009 Special Education Extended School Year (ESY) Program for Moorhead Schools from June 23, 2009 - July 30, 2009.

Motion carried 6-0; Erickson abstaining.

SCHOOL DISTRICT INSURANCE PACKAGE: Tom Quam, Bremer Insurance, provided a summary of quoted premiums and changes in the insurance package.

Erickson moved, seconded by Dulski, to approve the insurance package in the amount of $278,434 from Riverport Insurance Company effective July 1, 2009 through June 30, 2010 as provided by Tom Quam of Bremer Insurance. Motion carried 6-0.

SCHOOL BOARD/STAFF DIALOGUES: (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.)

Literacy Collaborative - Vicki Anderson, Laurie Schafer and Kevin Kopperud presented information regarding Robert Asp's implementation of the Literacy Collaborative. Robert Asp staff have completed the first year of training and second grade teachers will be trained in 2009-2010. Test scores and additional information will be compiled and studied to determine the effectiveness of the program.

Spanish Immersion Multiage Classrooms - Dr. Mary Jo Schmid and Jessica Rieniets provided information related to the implementing Spanish Immersion multiage classrooms at Ellen Hopkins School for the 2009-2010 school year. The information included research and support regarding the multiage grade configuration for grades one through five. A multiage classroom is an environment where children of more than one grade level are grouped together for instruction and the teacher provides a developmentally appropriate curriculum based on each child's individual needs and interests.

Dulski left the meeting at 8:23 p..m. and returned at 8:24 p.m.

APPROVAL OF MAJOR MAGNITUDE FIELD TRIP REQUEST TO NEW YORK: This item was removed from the agenda.

APPROVAL OF MAJOR MAGNITUDE FIELD TRIP REQUEST TO COSTA RICA: Brittney Rehm presented information related to the major magnitude field trip request.

Fagerlie moved, seconded Erickson, to approve the Major Magnitude Field Trip request for Moorhead High School world language students to travel to Costa Rica on March 12-20, 2010. Motion carried 6-0.

APPROVAL OF MATH CURRICULUM ADOPTION: Missy Eidsness provided information regarding the secondary mathematics course sequence and instructional resources. Secondary mathematics teachers worked through a process over a two-year period to develop the district framework, course sequence and needed instructional resources.

Erickson moved, seconded by Fagerlie, to approve the mathematics course sequence and instructional materials as presented. Motion carried 6-0.

APPROVAL OF EMPLOYEE HANDBOOK UPDATE: Nielsen reviewed changes in the handbook with board members and additional revisions were recommended.

Thrasher moved, seconded by Siggerud, to approve the 2009-2010 Employee Handbook as presented. Motion carried 6-0.

PROCESS FOR SELECTION OF SCHOOL BOARD VACANCY: Chair Thompson review the applciation process and timeline outlined on the district's Web site. Discussion was held related to the next step in the process to fill the School Board vacancy. Thompson, Dulski, Fagerlie and Siggerud indicated their desire to be involved in the selection process.

Dulski moved, seconded by Thompson, to approve scheduling a special School Board meeting for Monday, June 15, 2009 at 5:30 p.m. to review applications and finalize interview questions. Motion carried 6-0.

Discussion was held regarding the possibility of scheduling a special meeting for Thursday, June 18 to interview candidates so a new School Board member could be seated at the July 20 organizational meeting.

COMMITTEE REPORTS: A brief report was heard regarding the May 28 Spring Celebration and Senior Recognition event at the Red River Area Learning Center.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Tomhave noted the MSBA Summer Seminar was scheduled for August 13-14 at the Northland Inn. Board members were asked to contact Michelle with travel plans.

Kovash stated a School Board Work Session was scheduled for Monday, July 20 at 5:30 p.m. for the purpose of strategic planning.

Chair Thompson thanked Dr. Thrasher for his service on the Moorhead School Board.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:37 p.m.

_____
Cindy Fagerlie, Clerk

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Wayne Kazmierczak.

MEMBER ABSENT: Lynne Kovash.

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: Assistant Superintendent Kazmierczak recommended the agenda proceed with revisions to pages 14 and 27.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Dairy and Bakery Bids - Accept the dairy bid in the amount of $155,000, received from Cass Clay Creamery and the bakery bid in the amount of $29,600, received from Pan O Gold Baking Company.

Extended Leave of Absence
Rachel Horan - Music Teacher, Horizon Middle School, effective beginning with the 2009-2010 school year.

Change in Contracts
Sandy Klemz - Paraprofessional, Robert Asp Elementary School to EBD Teacher, 1.00 FTE, BA(4) $35,434.00, Robert Asp Elementary, effective beginning with the 2009-2010 school year (replaces Nicole Blasing).
Linda Rundquist - Principal Secretary, Horizon Middle School, B22 (18) to Accounting Assistant, Probstfield Center for Education, B23 (14) $18.07 per hour, 8 hours per day, 260 days per year, effective July 1, 2009.
Young Choe - Building Technician, High School, B24 (10) T.C.I. to Certified PC and Macintosh Support Technician, Moorhead High School B31 (11) Non-Aligned, $18.78 per hour, 8 hours per day, 260 days per year, effective July 1, 2009.
Jon Stein - Building Technician, Robert Asp Elementary, B24 (9) T.C.I. to Certified PC and Macintosh Support Technician, Horizon Middle School B31 (6) $17.70 per hour, 8 hours per day, 260 days per year, effective July 1, 2009.

Resignations

Desiree Perez - Paraprofessional, Moorhead High School, effective June 8, 2009.
Darby Bjorgan - Mathematics Teacher, Horizon Middle School, effective at the end of the 2008-2009 school year.
Jim MacFarlane - Head Girls Hockey Coach, Moorhead High School, effective June 8, 2009.
Katie Bergh - Paraprofessional/Speech Language Pathologist, EIS, effective June 30, 2009.
Kristi Hilton - Sign Language Interpreter, EIS, effective July 30, 2009.
Stephanie Green - COTA, EIS, effective June 30, 2009.

Early Retirement

Dianne Mortenson - Paraprofessional, Horizon Middle School, effective June 9, 2009.

New Employees

Kari Boeckermann - EBD Teacher, Moorhead High School, 1.00 FTE, MA+10 (7) $48,541.00, effective 2009-2010 school year (replaces Hanna Rodenbaugh).
Kristin Peters - Physical Therapist, District, .8 FTE, MA (7) $36,897.60, effective beginning 2009-2010 school year (replaces Brittany Carter).
Lindsay Kasper - Physical Education Teacher, S.G. Reinertsen Elementary, .214 FTE, BA(1) $6,843.72, effective beginning 2009-2010 school year (replaces Guy Kimball).
Brandon Yoney - DCD Teacher, Moorhead High School, 1.00 FTE, MA+30(5) $50,053.00, effective beginning 2009-2010 school year (replaces Linda Jones).
Angela Braunagel - Science Teacher, Horizon Middle School, 1.00 FTE, BA(0) $30,823.00, effective beginning 2009-2010 school year (replaces Christy Leier).
Nadine Moon - Early Riser Family Advocate, Robert Asp Elementary, C41 (6) $25.95 per hour, 3.5 hours per day, 183 days per year, effective 2009-2010 school year.

Part-Time Contracts

Kelsey Jenkins - Social Studies Teacher, Red River Area Learning Center, .75 FTE BA(4) $26,575.50, effective at the beginning of the 2009-2010 school year.
Cheryl Adams - Family Consumer Science Teacher, High School, .667 FTE, BA (6) $25,168.58, effective at the beginning of the 2009-2010 school year.
Kimberly Melander - Alternative Education Teacher, West Central Juvenile Center, .75 FTE, BA+30 (9) $35,253.00, effective at the beginning of the 2009-2010 school year.
Jennifer Nelson - Art Teacher, Horizon Middle School, .40 FTE, BA+10 (7) $16,280.40, effective at the beginning of the 2009-2010 school year.

Motion carried 6-0.

APPROVAL OF UNREQUESTED LEAVES OF ABSENCE: Dulski moved, seconded by Tomhave, to approve the following resolutions:

WHEREAS, the School Board of Independent School District No. 152 adopted a resolution proposing placement of Melissa Wiese on unrequested leave of absence on April 27, 2009, on the grounds of discontinuance of position, lack of pupils and financial limitations; and

WHEREAS, said written notice of the proposed placement on unrequested leave was received by Melissa Wiese by personal service on April 28, 2009; and

WHEREAS, said written notice of the proposed placement on unrequested leave contained a statement setting forth the reasons for the proposed placement, as well as a statement that she was entitled to a hearing before the School Board provided she make a request in writing within fourteen (14) days of receipt of said notice, and that if no hearing was requested within said fourteen (14) day period, it constituted acquiescence by Melissa Wiese to the School Board's proposed action;

WHEREAS, a written request was received by the Superintendent of Schools from Melissa Wiese for a hearing on May 6, 2009; and

WHEREAS, Melissa Wiese has withdrawn her request for a hearing by letter dated May 22, 2009; and

WHEREAS, said withdrawal of her written request for a hearing constitutes acquiescence by Melissa Wiese to her placement on unrequested leave.

BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 152, that Melissa Wiese be and hereby is placed on unrequested leave of absence as a teacher of Independent School District No. 152 on the grounds of discontinuance of position, lack of pupils 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

BE IT FURTHER RESOLVED, that a notice of placement on unrequested leave, together with a copy of this resolution, be forwarded to said teacher personally and that an affidavit of same be placed in her file, together with a copy of the notice and resolution.

AND

WHEREAS, the School Board of Independent School District No. 152 adopted a resolution proposing placement of Diane Wicklund on unrequested leave of absence on April 27, 2009, on the grounds of discontinuance of position, lack of pupils and financial limitations; and

WHEREAS, said written notice of the proposed placement on unrequested leave was

received by Diane Wicklund by personal service on April 28, 2009; and

WHEREAS, said written notice of the proposed placement on unrequested leave contained a statement setting forth the reasons for the proposed placement, as well as a statement that she was entitled to a hearing before the School Board provided she make a request in writing within fourteen (14) days of receipt of said notice, and that if no hearing was requested within said fourteen (14) day period, it constituted acquiescence by Diane Wicklund to the School Board's proposed action;

WHEREAS, a written request was received by the Superintendent of Schools from Diane Wicklund for a hearing on May 6, 2009; and

WHEREAS, Diane Wicklund has withdrawn her request for a hearing on May 29, 2009; and

WHEREAS, said withdrawal of her written request for a hearing constitutes acquiescence by Diane Wicklund to her placement on unrequested leave.

BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 152, that Diane Wicklund be and hereby is placed on unrequested leave of absence as a teacher of Independent School District No. 152 on the grounds of discontinuance of position, lack of pupils 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

BE IT FURTHER RESOLVED, that a notice of placement on unrequested leave, together with a copy of this resolution, be forwarded to said teacher personally and that an affidavit of same be placed in her file, together with a copy of the notice and resolution.

A roll call vote was taken; motion carried 6-0.

APPROVAL OF PART-TIME AND SUBSTITUTE PAY SCHEDULE CHANGE: Nielsen reviewed the pay schedule changes and additional revisions were recommended related to substitute teacher daily, hourly and bonus rates.

Erickson moved, seconded by Tomhave, to approve the pay schedule as revised. Motion carried 6-0; Siggerud and Thompson abstaining.

RESOLUTION APPOINTING CANDIDATE TO VACANT SCHOOL BOARD POSITION: Dulski moved, seconded by Fagerlie, to approve the following resolution:

WHEREAS, the resignation of Member Michael Thrasher created a vacancy on the School Board through the first Monday in January 2011; and

WHEREAS, the School Board declared its intent on May 26, 2009, to appoint a qualified candidate to the vacant position and sought letters of application from interested school district residents; and

WHEREAS, 11 letters of application for the School Board vacancy were received through the closing date of June 12, 2009; and

WHEREAS, the School Board interviewed five candidates for the vacant position on June 18, 2009;

NOW, THEREFORE BE IT RESOLVED by the Moorhead School Board of Independent School District No. 152 that Sonia Hohnadel, be appointed to fill the School Board vacancy created by the resignation of Michael Thrasher, effective July 20, 2009 through the first Monday in January 2011.

A roll call vote was taken; motion carried 6-0.

APPROVAL OF 2009-2010 ANNUAL OPERATING PLAN: Kazmierczak reviewed the budget noting the Executive Finance Committee determined that balancing the FY 10 budget was a priority.

Fagerlie moved, seconded by Dulski, to approve the 2009-2010 Annual Operating Plan which includes the preliminary budget for fiscal year 2010 as follows:

	Beginning Fund Balance	Revenues	Expenditures	Ending Fund Balance
Fund 01				
General	$4,070,793	$49,834,857	$49,814,024	$4,091,626
Fund 02				
Food Service	$351,105	$1,924,800	$2,044,170	$231,735
Fund 04				
Community Service	$35,572	$1,497,093	$1,436,344	$96,321
Fund 07				
Debt Service	$44,130,441	$6,714,102	$6,412,677	$44,431,866

Motion carried 6-0.

COMMITTEE REPORTS: A brief report was heard regarding the June 11 Adult Basic Education Graduation.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Board members were asked to contact Michelle regarding their attendance at the MSBA Summer Seminar scheduled for August 13-14 at the Northland Inn. Board members were reminded of the July 20 School Board Work Session scheduled for 5:30 p.m.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:16 p.m.

_____
Cindy Fagerlie, Clerk

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
JUNE 15, 2009

MEMBERS PRESENT: Karin Dulski, Cindy Fagerlie, Mike Siggerud, Kristine Thompson, and Lynne A. Kovash.

MEMBERS ABSENT: Lisa Erickson, Michael Thrasher and Bill Tomhave.

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: Fagerlie moved, seconded by Dulski, to approve the agenda as revised. Motion carried 4-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONTINUATION OF SELECTION PROCESS TO FILL SCHOOL BOARD VACANCY: Chair Thompson stated the deadline to submit completed applications was June 12 at 5 p.m. and the following 11 applications were received: Rebecca Blanshan, Deanna Cooper, Michelle J. Dahl-Monroe, Annette Graves, Yoke-Sim Gunaratne, Sonia Mayo Hohnadel, Laurie A. Johnson, David Schuman, Terri Bourcy Smith, David Stein, and Ryan Weinzierl.

Chair Thompson stated the goals of the meeting were to determine eligible applicants, identify and determine the number of applicants to interview and finalize interview questions.

Discussion was held related to the process for selecting candidate applicants to interview for the School Board vacancy. An incomplete application was identified.

Dulski moved, seconded by Siggerud, to remove the candidate application from Deanna Cooper for consideration. Motion carried 4-0.

Each board member identified their applicant choices and a decision was made to interview five of the 11 applicants.

Fagerlie moved, seconded by Siggerud, to schedule interviews with the following five applicants: Rebecca Blanshan, Sonia Mayo Hohnadel, Laurie A. Johnson, David Schuman, and

Terri Bourcy Smith for Thursday, June 18, 2009 starting at 4:00 p.m. Motion carried 4-0.

Applicants will be contacted and 45-minute interviews will be scheduled.

Dulski moved, seconded by Siggerud, to approve scheduling a Special School Board meeting for Thursday, June 18, 2009 at 4:00 p.m. for the purpose of selecting a School Board member to fill the vacancy created by Dr. Michael Thrasher. Motion carried 4-0.

Superintendent Kovash provided a list of sample interview questions. Discussion was held and revisions to the list of questions were agreed upon by board members.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 6:35 p.m.

_____
Cindy Fagerlie, Clerk

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
JUNE 18, 2009
PAGE 1

MEMBERS PRESENT: Karin Dulski, Cindy Fagerlie, Mike Siggerud, Kristine Thompson, and Lynne A. Kovash.

MEMBERS ABSENT: Lisa Erickson and Bill Tomhave.

CALL TO ORDER: Chair Thompson called the meeting to order at 4:14 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: Dulski moved, seconded by Siggerud, to approve the agenda as revised. Motion carried 4-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONTINUATION OF SELECTION PROCESS TO FILL SCHOOL BOARD VACANCY: An additional question was added to the applicant interview questions.

Candidate interviews were conducted with the following five applicants: Rebecca Blanshan, David Schuman, Sonia Mayo Hohnadel, Laurie A. Johnson, and Terri Bourcy Smith.

Superintendent Kovash left the meeting at 4:35 p.m.; Ron Nielsen was in attendance.

Superintendent Kovash returned to the meeting at 6:35 p.m.

Siggerud moved, seconded by Dulski, to recess the meeting at 5:57 p.m. Motion carried 4-0.

Dulski moved, seconded by Siggerud, to reconvene the meeting at 6:36 p.m. Motion carried 4-0.

Board members summarized the strengths of each candidate interviewed. Board members stated that all applicants were excellent and would be outstanding School Board members.

Fagerlie moved, seconded by Siggerud, to recess the meeting at 8:08 p.m. Motion carried 4-0.

Dulski moved, seconded by Siggerud, to reconvene the meeting at 8:14 p.m. Motion carried 4-0.

Siggerud moved, seconded by Fagerlie, to recommend appointing Sonia Mayo Hohnadel to replace School Board member Dr. Michael Thrasher. Motion carried 4-0.

Board members identified Hohnadel's experience as a School Board member, her involvement with education at the local, state and national level, and her passion for children and families as strengths in her selection.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:27 p.m.

_____
Cindy Fagerlie, Clerk

Superintendent of Schools

Moorhead Area Public Schools

Memo S.10.014C

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: July 14, 2009

SUBJECT: Moorhead Safe Routes to School Study

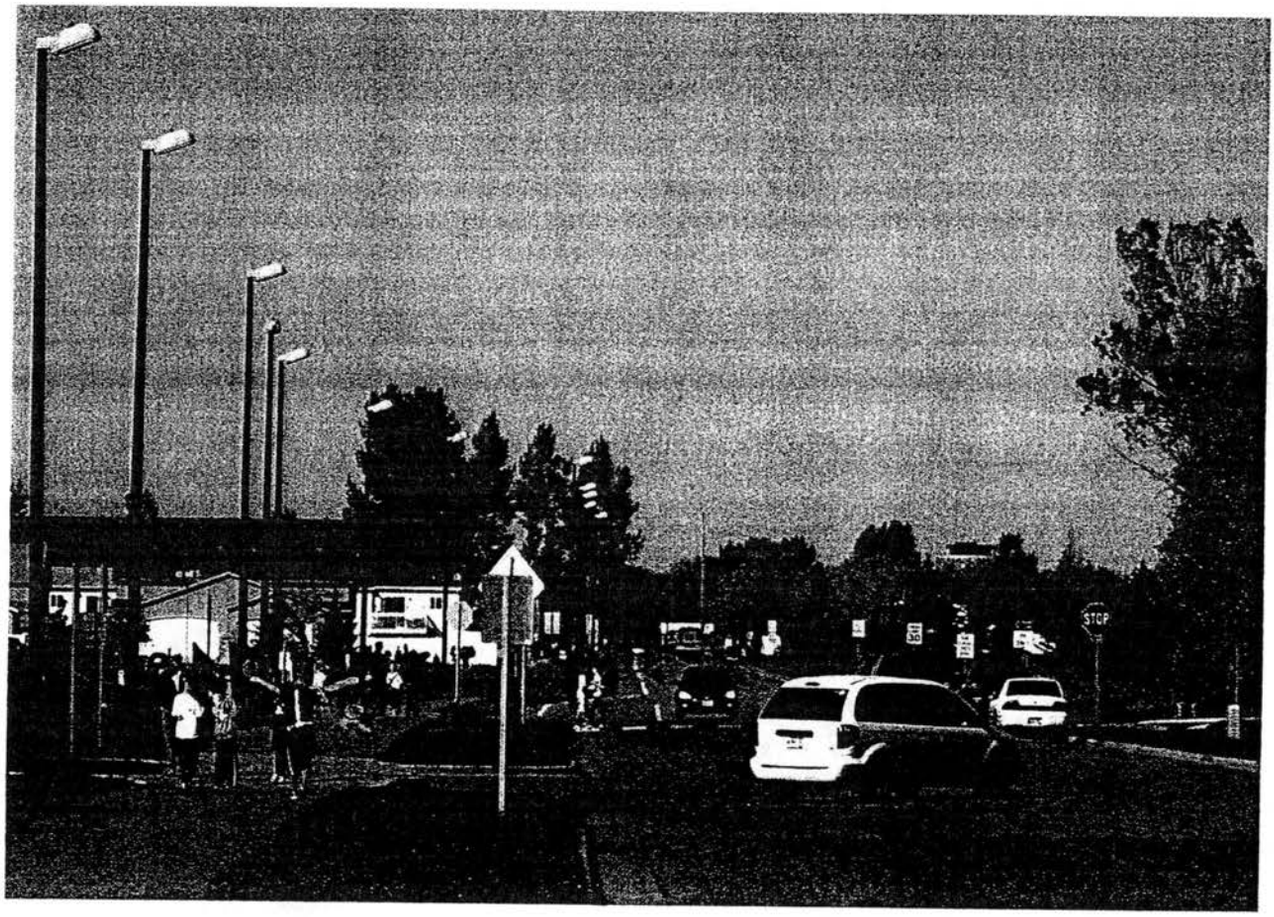
Attached you will find a draft of the executive summary from the Moorhead Safe Routes to School Study that was completed by the Fargo-Moorhead Metropolitan Council of Governments (Metro COG). Also attached is the Resolution for Adoption which provides the framework for a coordinated effort regarding safe routes to school. This adoption will make Moorhead Area Public Schools a coordinating partner with the City of Moorhead to further explore federal Safe Routes to School funding. The administration will use the information from the study in future planning.

Suggested Resolution: Move to adopt the attached Resolution of Adoption for the Moorhead Safe Routes to School Study as completed by the Fargo-Moorhead Metropolitan Council of Governments (Metro COG).

LAK:mde
Attachments

Moorhead
Safe Routes to School Study

DRAFT



Fargo-Moorhead Metropolitan Council of Governments
January 2009

Executive Summary

Moorhead Safe Routes to School (SRTS) Study

This Safe Routes to School study involved working with a diverse and committed steering committee representing the city, school district, police department, principals, health officials, parents, teachers, children and elected officials to identify obstacles near and adjacent to selected school sites and to propose recommendations to improve safety as well as to increase education and encouragement activities. This study allowed a public education component to occur thus bringing the Safe Routes to School paradigm to an increasing number of Moorhead citizens.

Three public elementary school sites and one public middle school site have been examined for traffic safety issues as well as ease of access by students using bicycles or walking to and from these sites. The school sites that were chosen for this study were selected due to their traditional operating times and transportation systems (options for busing, walking and bicycling) as well as their compatibility with the Safe Routes to School Program goals. High schools were not selected for this study due to the fact that federal Safe Routes to School grant applications are available only to school sites housing any mix of K-8 students. In this study, recommendations are made to the City of Moorhead and the Moorhead School District for bicycle and pedestrian improvements adjacent to or near each school site in this study. A secondary objective of this study is to develop Safe Routes to School maps for each of the school sites in this study.

A set of public input sessions was held in February and May of 2007 at the three elementary schools and one middle school during parent/teacher conferences. Parents (and students) were invited to provide feedback on where they lived and their most common form of transportation to their respective school site. Feedback on sense of safety and constraints that limited the parents' willingness to let their children walk or bicycle to school was obtained through a comment sheet. Recommendations were proposed to address the safety concerns and constraints perceived by parents and students. Some of the primary study recommendations address stranger danger, pedestrian crossing amenities, the addition of sidewalk connections as well as education and encouragement activities to increase the use of walking school buses, bicycle pools and carpooling.

Student walking and bicycling routes to school were updated through input from City of Moorhead engineers, planners, school administrators, and parent and student feedback. Review of Safe Routes to School Plans from Duluth, Minnesota and Superior, Wisconsin were also used in the updating of safe routes to school maps.

The Moorhead School District worked closely with the Fargo-Moorhead Metropolitan Council of Governments during the Study to provide feedback on the many facets of the Study and to notify parents and students of upcoming public input opportunities.

RESOLUTION OF ADOPTION
FOR THE MOORHEAD SAFE ROUTES TO SCHOOL STUDY

WHEREAS the Fargo-Moorhead Metropolitan Council of Governments (Metro COG), is the Metropolitan Planning Organization designated by the Governors of North Dakota and Minnesota to maintain the metropolitan area's transportation planning process in accordance with federal regulations; and

WHEREAS the Federal-aid Safe Routes to School Program was created by Section 1404 of the federal transportation bill, the *Safe, Accountable, Flexible, Efficient, Transportation Equity Act: A Legacy for Users Act* (SAFETEA-LU) and has been authorized over five Federal fiscal years (FY 2005-2009); and

WHEREAS Metro COG received approval from its Transportation Technical Committee and Policy Board to pursue a Safe Routes to School (SRTS) Study for the City of Moorhead in 2006 for the sake of maximizing the health and safety of school children in the City of Moorhead; and

WHEREAS Metro COG formed a study review committee consisting of representation from the Moorhead School District, the City of Moorhead, the Moorhead Police Department, and Clay County Public Health Department to oversee the SRTS Study development; and

WHEREAS the Moorhead SRTS Study developed infrastructure and non-infrastructure recommendations to assist and guide the School District and City in its pursuit of enhancing and increasing opportunities to safely and regularly walk and bicycle to elementary and middle schools in Moorhead; and

WHEREAS the Moorhead SRTS Study establishes a foundation for the pursuit of Federal grant monies through the Minnesota Department of Transportation as well as for future coordinated SRTS planning efforts in the City of Moorhead; and

WHEREAS the adopted Moorhead SRTS Study will satisfy, enhance, and serve as a basis for justifying the application for any funding requests by eligible agencies to move forward with coordinated SRTS activities and programs; and

WHEREAS the approved Moorhead SRTS may be considered a minimum qualification for inclusion of Federal funding aimed at implementation of activities outlined in the study for inclusion in the Metropolitan Transportation Improvement Program (TIP); and

NOW, THEREFORE, BE IT RESOLVED, that the Moorhead School Board does hereby adopt the Moorhead SRTS Study, and agrees to use it as a tool to implement its recommendations to enhance the health and safety of Moorhead's school children and complement the overall development of the metropolitan transportation system.

Adopted this 20th day of July, 2009

_____
Moorhead School Board Chair

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.10.012 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 13, 2009

SUBJECT: July Claims

The July Claims are as follows:

General Fund	$1,028,935.37
Food Fund	$53,367.00
Community Service Fund	$42,926.10
TOTAL	$1,125,228.47

Suggested Resolution: Move to approve the July claims, subject to audit, in the amount of $1,125,228.47.

WAK:kma

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.10.004 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 13, 2009

SUBJECT: Resolution for Membership in the Minnesota State High School League

Attached please find the 2009-2010 Resolution for Membership in the Minnesota State High School League (MSHSL). This is an annual approval item that affirms the following:

1. that the School Board delegates the control, supervision and regulation of MSHSL-sponsored athletic and fine arts activities to the MSHSL;
2. that the School Board adopts the Constitution, Bylaws and Rules and Regulations of the MSHSL; and,
3. that the administration for and the responsibility for supervising the activities are assigned to the School District's official school representative.

Suggested Resolution: Move to approve the 2009-10 Resolution for Membership in the Minnesota State High School League.

WAK:kma
Attachment

Minnesota State High School League
2100 Freeway Boulevard
Brooklyn Center, MN 55430-1735
763-560-2262 Fax: 763.569.0499 www.mshsl.org

2009-2010 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

RESOLVED, that the Governing Board of School District Number 0152, County of Clay, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

Moorhead High School

is/are authorized by this, the Governing Board of said school district or school to:

1. _____ Make new application for membership in the Minnesota State High School League; School Enrollment (9-12): _____

   OR;

   _X_ Renew its membership in the Minnesota State High School League; and,

2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representative identified by the Governing Board.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: _____ Clerk/Secretary - Local Governing Board

Signed: _____ Superintendent or Head of School

Date: July 20, 2009

Date: July 20, 2009

District Office Address, City, Zip: 2410 14th St S Moorhead, MN 56560

School Superintendent's Phone: 218-284-3330

School Superintendent's Email: lkovash@moorhead.k12.mn.us

RETURN ONE COPY TO THE MSHSL NOT LATER THAN SEPTEMBER 1, 2009
Retain one copy for the school files.

The Minnesota State High School League provides educational opportunities for students through interscholastic athletic and fine arts programs and provides leadership and support for member schools.

Member of the National Federation of State High School Associations

April 2009

Dear Superintendent

APR 14 2009

Minnesota Statutes 1993, Section 128C.01, requires individual school boards each year to authorize membership in the Minnesota State High School League. The Resolution for Membership affirms (1) that the board of education for your school delegates the control, supervision and regulation of League-sponsored athletic and fine arts activities to the Minnesota State High School League; (2) that your school board adopts the Constitution, Bylaws and Rules and Regulations of the League; and, (3) that the administration for and the responsibility for supervising the activities are assigned to your official school representative. I am enclosing the resolution form which provides for the appropriate school board action. The resolution form is provided in duplicate.

Please return one copy to the Minnesota State High School League and retain one copy for the school files. The deadline for returning the resolution form is September 1, 2009. If the form is not received by the above date, a $250 late fee will be assessed. No school is eligible to compete in post-season tournaments unless the Resolution for Membership is on file in the League office.

Formal approval by the governing board of your school district or school must be made prior to August 1, 2009, to enable the League office to certify your continuation or new membership in the League. If your Designated School Board Representative has changed from the fall, please make that change in the MSHSL website database.

A billing for services, rule books and other supplies will be mailed to schools in mid-August as has been the accepted procedure in the past. This billing, which includes a $100 service fee, will be based on the information your school submits to the League office regarding the activities you will sponsor during the 2009-2010 school year.

Please be reminded of the following:

1. September 1 is the due date for return of the resolution form. If you do not submit the resolution, your students ARE NOT covered by the catastrophic insurance plan, your school district must assume that responsibility, and your students will not be allowed to participate in League-sponsored events.
2. The resolution form must be completed in full, including signatures of the superintendent and clerk/secretary of the board of education.

I am sure that membership in the Minnesota State High School League will provide your students with rewarding benefits as they participate in the interscholastic activities sponsored by your school.

I would suggest that you place this resolution on your agenda as soon as possible and certainly not later than a June or July board meeting in order to avoid last-minute efforts late in the summer which may create problems for your board and administrative staff to meet the September 1, 2009 deadline.

Sincerely,

David V. Stead
Executive Director

DVS/lmj
Enclosures

2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 (763) 560-2262, FAX (763) 569-0499

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.10.003 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 13, 2009

SUBJECT: Resolution for Investment of Excess Funds for 2009-2010

Attached please find the resolution giving authority and responsibility to invest funds which are not currently needed in accordance with Minnesota Statute 118A.04.

Suggested Resolution: Move to approve the resolution for investment of excess funds giving authority and responsibility to the Assistant Superintendent or designee in accordance with Minnesota Statute 118A.04 for the 2009-2010 school year.

WAK:ka
Attachment

RESOLUTION TO

AUTHORIZE PROCEDURES FOR THE INVESTMENT OF EXCESS FUNDS

The Assistant Superintendent, or designee, is hereby vested with the authority and responsibility to invest funds, which are not currently needed in accordance with Minnesota Statute 118A.04 for the 2009-2010 school year.

_____ _____

Chair Clerk

_____

Date

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.10.005 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 13, 2009

SUBJECT: Authorize Staff to Initiate Financial Transactions for 2009-2010

Please find attached letters to Ms. Jamey Pesek of Wells Fargo Bank and Mr. Hal Wentzel of Bremer Bank indicating the names of district personnel who have authority to make transactions on the listed accounts.

Suggested Resolution: Move to authorize the listed district personnel to make transactions on the listed accounts for the 2009-2010 school year.

WAK:kma
Attachments

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

July 13, 2009

Mr. Hal Wentzel
Bremer Bank, N.A.
3131 Frontage Road
Moorhead, MN 56560

Dear Mr. Wentzel:

We would like to update the list of district personnel who have access to our account as follows:

Authority to make phone transfers:	Denice Sinner	Linda Rundquist
	Wayne Kazmierczak	Lynne Kovash
Authority to request stop payments:	Denice Sinner	Linda Rundquist
	Wayne Kazmierczak	Lynne Kovash
Authority to obtain account information:	Denice Sinner	Linda Rundquist
	Wayne Kazmierczak	Lynne Kovash
	Kristine Thopmson	Karen Dulski

The authority extends to the following district Account: 05119684

Thank you.

_____
Kristine Thopson, School Board Chair

_____
Cindy Fagerlie, School Board Clerk

_____
Karin Dulski, School Board Treasurer

50

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

July 13, 2009

Mr. Jamey Pesek
Wells Fargo Bank
PO Box 340
Moorhead, MN 56560

Dear Mr. Pesek:

We would like to update the list of district personnel who have access to our account as follows:

Authority to make phone transfers:	Denice Sinner	Minda Sadlowski
	Wayne Kazmierczak	Lynne Kovash
Authority to request stop payments:	Denice Sinner	Minda Sadlowski
	Wayne Kazmierczak	Lynne Kovash
Authority to obtain account information:	Denice Sinner	Minda Sadlowski
	Wayne Kazmierczak	Lynne Kovash
	Kristine Thopmson	Karen Dulski
The authority extends to the following district Account:	10110	901204
	14138	12538

Thank you.

_____
Kristine Thopson, School Board Chair

_____
Cindy Fagerlie, School Board Clerk

_____
Karin Dulski, School Board Treasurer

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.10.006 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 13, 2009

SUBJECT: Official Depositories for 2009-2010

The following investment brokers and depositories are recommended for approval:

> Wells Fargo Bank, Bremer Bank, State Bank & Trust, State Bank of Hawley, US Bank, Gate City Bank, Bank of the West, Northwestern, Minnesota School District Liquid Asset Fund Plus.

Bonds are handled by US Bank & Trust Corporations within Wells Fargo Bank-Minneapolis.

Suggested Resolution: Move to designate the 2009-2010 School District official depositories as presented.

WAK:kma

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.10.008 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 13, 2009

SUBJECT: Resolution Authorizing Payment of Goods and Services for the 2009-2010 School Year

Attached please find the resolution providing authorization to make payment for goods and services in advance of School Board approval consistent with Minnesota Statutes 123B.11, 123B.02 and 471.38.

Suggested Resolution: Move to approve the resolution to authorize the Assistant Superintendent to make payment for goods and services in advance of School Board approval for the 2009-2010 school year consistent with Minnesota Statutes 123B.11, 123B.02 and 471.38.

WAK:kma
Attachment

RESOLUTION TO

AUTHORIZE PAYMENT OF GOODS AND SERVICES

IN ADVANCE OF SCHOOL BOARD APPROVAL

FOR THE 2009-2010 SCHOOL YEAR

BE IT HEREBY RESOLVED, for the 2009-2010 school year, consistent with Minnesota Statutes 123B.11. 123B.02 and 471.38, the Assistant Superintendent, or designee, are hereby vested with the authority to make the following payments in advance of School Board approval when necessary.

A. Payment of expense claims against the district:
   1. Postage payments.
   2. An administrator has authorized purchases made by school personnel, which do not exceed two hundred dollars; provided, however, such purchases have been authorized by an administrator.
   3. Officials, referees and judges fees.
   4. Special program speaker and consulting fees.
   5. Petty cash fund replenishment.
   6. Utility bills.
   7. Registration and travel expenses.
   8. Employee group insurance payments.
   9. Employee flexible benefit plan payments.
   10. Employee retirement plan payments.
   11. Payments necessary for discount privileges.
   12. Contractual progress payments, common to building construction, as necessary to meet established due dates.

B. Investment Purchases.

C. Electronic funds transfer payments covering investments and bond principal, interest, and fiscal agent service charges. Assistant Superintendent shall follow these policy controls:
   - The disbursing bank shall keep on file a certified copy of this authorization, which allows electronic funds transfer.
   - The initiator shall document the request and obtain approval from the Assistant Superintendent, or designee, before making the transfer.
   - A written confirmation of the transaction shall be made no later than one business day after the transaction and shall be used to support the transaction.

_____ _____

Chair Clerk

_____

Date

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.10.009 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 13, 2009

SUBJECT: Resolution for Collection of NSF Checks and Leases for 2009-2010

Attached please find the resolution giving authority and responsibility to collect NSF checks and leases.

Suggested Resolution: Move to approve the resolution for collection of NSF checks and leases giving authority and responsibility to the Assistant Superintendent for the 2009-2010 school year.

WAK:kma
Attachment

RESOLUTION TO AUTHORIZE
COLLECTION OF NSF CHECKS AND LEASES

The Assistant Superintendent, or designee, is hereby vested with the authority and responsibility to collect NSF checks and leases for the 2009-2010 school year.

_____ _____

Chair Clerk

_____

Date

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.10.010 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 13, 2009

SUBJECT: School Leaders Errors & Omissions Insurance Deductible

Please find below a resolution that places the burden of the deductible for our current Errors & Omission Insurance on the Moorhead Area Public School District.

Suggested Resolution: Move to approve that the Moorhead Area Public School District pay the deductible for any employee or School Board member who is protected by the School District's current Leaders Errors & Omissions Insurance.

WAK:kma

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.10.002 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 13, 2009

SUBJECT: Resolution Authorizing Sale of Aid Anticipation Certificates

As was mentioned at previous board meetings, current cash flow and fund balance projections necessitate the district to engage in short-term borrowing authorized by Minnesota Statutes, Sections 126C.50 through 126C.56. The need for increased cash flow borrowing compared to last year can largely be attributed to Governor Pawlenty's decision to enact a state aid payment shift for fiscal year 2010. Approval of this resolution allows us to move forward with the necessary cash flow borrowing for the upcoming school year. We will be borrowing $5 million.

At the August 24, 2009 board meeting, a representative from Ehlers & Associates, Inc. will be in attendance to explain the background behind the certificates, the proposals that are received, and to go over the results. At the same meeting, a resolution will go before the board awarding the sale of the aid anticipation certificates.

Suggested Resolution: Move to approve the resolution providing for the sale of general obligation aid anticipation certificates of indebtedness, Series 2009B; and covenanting and obligating the district to be bound by and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of the principal and interest on these certificates.

WAK:kma
Attachment

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

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 July 20, 2009, at 7:00 P.M.

MEMBERS PRESENT:

MEMBERS ABSENT:

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION PROVIDING FOR THE SALE OF GENERAL OBLIGATION AID ANTICIPATION CERTIFICATES OF INDEBTEDNESS, SERIES 2009B; AND COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND BY AND TO USE THE PROVISIONS OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THESE CERTIFICATES

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

1. Certificate Authorization. The School Board has determined that it is necessary and desirable for the District to sell and issue its General Obligation Aid Anticipation Certificates of Indebtedness, Series 2009B in the total aggregate principal amount of $5,000,000 for the purpose of meeting current expenditures of the District.

2. Sale. The District has retained Ehlers & Associates, Inc. (Ehlers) in Roseville, Minnesota, as its independent financial advisor for the Certificates. Ehlers is authorized to solicit proposals in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9). If the issuance of the Certificates is approved, the Board shall meet at the time and place specified in the Official Statement to receive and consider proposals for the purchase of the Certificates.

3. Official Statement; Negotiation of Sale. Ehlers is authorized to prepare and distribute an Official Statement and to open, read and tabulate the proposals for presentation to the Board.

4. 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 Certificates and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Certificates when due. The District further covenants to deposit with the 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 Registrar for the certificates 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 Certificates or if, on the day two (2) business days prior to the date a payment is due on the Certificates, there are insufficient funds to make that payment on deposit with the Registrar. The District understands that as a result of its covenant to be bound by the provision of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Certificates of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and 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. The chair, clerk, superintendent or business manager is authorized to execute any applicable Minnesota Department of Education forms.

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 the same:

whereupon the resolution, having received the affirmative votes of two-thirds of the members, was declared duly passed and adopted.

STATE OF MINNESOTA)
) ss.
COUNTY OF CLAY)

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 _____, 2009.

_____
School District Clerk

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.10.007 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent W. Kaz

DATE: July 13, 2009

SUBJECT: Approval of Increase to Milk and Meal Prices

At the June 22, 2009 board meeting it was discussed that milk, breakfast, and lunch prices would need to be increased for the 2009-10 school year to offset a significant projected deficit in the Food Services Fund. Following that discussion and after further examination, including research of area and comparably sized districts, it has been determined that the prices used to develop the revenue projections for the Food Services Fund in the AOP were not increased enough over fiscal year 2009 levels to minimize deficit spending and to ensure an adequate fund balance. The following table contains the recommended prices for fiscal year 2010 that will bring the Food Services budget close to a projected balanced budget.

Category	2008-09 Price	2009-10 Price	Increase
Milk	.35	.40	.05
Breakfast	.50	1.00	.50
Lunch – Elementary	1.40	1.75	.35
Lunch – Secondary	1.60	1.90	.30
Lunch – Adult*	3.00	3.25	.25

**Estimated as of July 13, 2009. Minimum amount set by the Minnesota Department of Education to be released in mid to late July.*

Supporting information is also included which shows how Moorhead Area Public Schools compares to several other school districts. The purpose of sharing this data with you is to point out that even with the proposed increases, Moorhead Area Public Schools' prices still compare favorably to other districts.

Suggested Resolution: Move to increase the price of milk to 40 cents, the price of breakfast to $1.00, the price of elementary lunch to $1.75, the price of secondary lunch to $1.90, and the price of adult lunch to match the minimum required by the Minnesota Department of Education.

Milk and Meal Prices
Comparable and Area School Districts

District	Milk	Breakfast Elementary	Breakfast Secondary	Lunch Elementary	Lunch Secondary	Lunch Adult*
Moorhead (Proposed for 2009-10)	.40	1.00	1.00	1.75	1.90	Minimum Required
Fargo (2008-09 prices)	.35	1.25	1.35	1.75	1.90	2.55
West Fargo (2008-09 prices)	.30	.90	1.15	1.65	1.80	2.50
Grand Forks (2008-09 prices)	N/A	1.00	1.25	1.75	2.00	2.75
Fergus Falls (2008-09 prices)	.30	1.10	1.10	1.45	1.55	Minimum Required
St. Cloud (2008-09 prices)	.40	1.40	1.45	2.10	2.30	3.60
Detroit Lakes (2009-10 prices)	N/A	1.30	1.30	1.45	1.70	Minimum Required
DGF (2009-10 prices)	N/A	.75	.75	1.75	1.85	3.25
Barnesville (2008-09 prices)	.35	1.15	1.35	1.55	1.65	Minimum Required
Breckenridge (2009-10 prices)	.40	.00	1.15 (6-8) 1.30 (9-12)	1.85	1.95 (6-8) 2.10 (9-12)	Minimum Required
Alexandria (2008-09 prices)	.50	1.35	1.50	2.00	2.25 (7-9) 2.40 (10-12)	3.40
Sartell-St. Stephen (2008-09 prices)	N/A	1.25	1.25	1.95	2.05	Minimum Required
Sauk Rapids-Rice (2009-10 prices)	.40	1.30	1.40	2.05	2.25	Minimum Required
Thief River Falls (2008-09 prices)	.40	.75	1.20	1.85	2.00	3.10
East Grand Forks (2008-09 prices)	.35	.70	1.60	1.90	2.10	3.15
Brainerd (2008-09 prices)	.35	1.50	1.50	2.40	2.50	3.80
Grand Rapids (2008-09 prices)	.55	1.20	1.45	1.80	2.00	Minimum Required
Marshall (2008-09 prices)	.40	1.15	1.15	1.95	2.05	3.40
Hopkins (2009-10 prices)	N/A	1.25	1.75	2.45	2.70 (7-9) 2.95 (10-12)	3.60
Buffalo (2008-09 prices)	N/A	1.30	1.40	2.00	2.20	Minimum Required
Rochester (2008-09 prices)	.45	1.25	1.35	2.15	2.25	3.10

**Minimum required for 2008-09 was $3.00. For Minnesota school districts, this amount is established by the Minnesota Department of Education.*

WAK:kma

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.10.011 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 13, 2009

SUBJECT: Approval of Health and Safety Attachment 99 Performance Criteria

Attached please find the document titled Attachment 99 Performance Criteria. Attachment 99 must be approved annually by the School Board as part of the Minnesota Department of Education's (MDE) Health and Safety Program.

School District personnel, Melissa Mattson with Lakes Country Service Cooperative (LCSC), and Jane Eastes with LCSC and in her role as a MDE Health and Safety Management Assistant have collaborated to update Attachment 99 to ensure that Moorhead Area Public Schools is up to date with applicable state and federal requirements. Upon approval, Attachment 99 will be submitted to the MDE.

Suggested Resolution: Move to approve Attachment 99 Performance Criteria in accordance with the requirements of the Minnesota Department of Education's Health and Safety Program.

WAK:kma
Attachment

Date: July 2, 2009 **Contact Person: Wayne Kazmierczak**
School District: Moorhead Area Public Schools

Attachment 99 Performance Criteria due at MDE 7/24/2009

General Comments

• School district personnel shall be involved in the process of completing this section. This section cannot be completed as a "turnkey" process.
• Responsibility for Health and Safety belongs at the district level. The task can, in certain circumstances, be delegated to employees or contractors, but not the responsibility.
• There must be a key district person responsible for each Health and Safety topic. This person is responsible for understanding Attachments 4 and 99 information.
• Attachment 99 replaces Attachment 4 as a reporting requirement. Only Attachment 99 and not Attachment 4 shall be reported to the MDE. Attachment 4 should be used by your district to internally review all Health and Safety programs. MDE is phasing in topics a portion each year until they are all entirely included. For 2009 Pay 2010, the topics are limited to Indoor Air Quality, Safety Committees, Laboratory Safety, Confined Spaces and Employee Right-To-Know. Specific performance criteria are described and the district must either verify they will meet MDE's criteria or provide their own. Either way, districts will be held to their board-adopted performance criteria. Substituted criteria which is not performance based is an unacceptable report.
• Districts are required to follow the directions shown below and return the completed, board-certified Attachment 99 in order to receive H&S funding for 2009 Pay 2010. All H&S new funding will be delayed until the Attachment 99 is received and verified.
• H&S Management Assistance professionals will key their reporting to the elements in this Attachment. This is part of MDE's plan to verify that the district is meeting its performance criteria commitment and has conducted a hazard assessment and adopted plans for hazard removal, per page 57 of this Attachment. A district may not refuse access by a Management Assistance professional to accomplish this task and the MDE will not process requests for funding approval without a properly completed Attachment 99. See Attachment 9 for MDE involvement with the Management Assistance program.

Completion Steps for Attachment 99

• District reviews its health and safety hazards, plans/programs to manage them, and this letter and attachments.
• District reviews Attachment 99, affirms each element by highlighting or otherwise indicating, and completes all forms accurately. The attachment is designed to be a "turn-around document."
• School board validates the information on Attachment 99, certifying that the information in the completed Attachment 99 H&S Performance Criteria will be implemented during school year 2009-2010. In this manner the board, as the policy-setting authority, recognizes and accepts its responsibility for Health and Safety in a manner satisfactory to MDE. A copy of the board-approved minutes and agenda must be attached.
• District returns Attachment 99 in time to arrive at MDE, attn Audrey Bomstad, or alternatively each region Management Assistance professional, no later than July 24, 2009. Late submissions are strongly discouraged.
• Electronic submission is acceptable and is preferred. Otherwise, provide two paper copies with visible highlighting. Don't forget to maintain a copy in district files, and to highlight adopted language.

Begin Board-certifying here. General Requirements

☒ The H&S written plans include policies for managing the hazard, assessing for the hazard, training, and record keeping.
☒ There is a key district person responsible for each Health and Safety topic. This person is responsible for understanding Attachments 4 and 99 information and the information in the written plans.
☒ The written plans are current, complete and accurate. They are concise and well organized. They do not make references to other districts or states, or persons not currently with the district.
☒ In particular, the documentation of training and required reporting is accurate and complete. Training includes an adequate roster of trainees, is dated, and a syllabus of the training, giving information on what trainees can be reasonably expected to know or do.

☒The practice of re-photocopying required reports shall not be allowed. Each report shall have a fresh printout with fresh signatures and dates.
☒ The district has contracted for a Management Assistance professional (or not). His/her name is:

Jane Eastes

Part I Attachment 99 Performance Criteria – IAQ Management Plan

A. IAQ Coordinator – required in plan
☒ A person meeting criteria in Attachments 3 and 7 has been appointed as the districts IAQ coordinator
☒ Communication pathway has been established to notify district staff, parents, and students, who the IAQ Coordinator is and how to contact him/her.
☒ IAQ coordinator's role and authority shall be clearly defined and understood by district employees, such that he/she can operate effectively.
☒The IAQ Coordinator's name and certificate number are: Dan Bacon # I0422.

B. Walk-through performed (required in plan)–
☒ Walkthroughs shall be performed at least annually on all school buildings in the district that houses students and/or employees and shall evaluate the following:
☒ Obvious water intrusion problems (interior and exterior)
☒ Obvious ventilation failures and/or problems
☒ Obvious building/structural failures and/or problems
☒ Overall cleanliness of buildings and classrooms
☒ Assess the need for O&M programs (e.g. ventilation, carpet, building compounds)

C. Evaluation of key building systems- required in plan
☒ District shall evaluate all classrooms using equivalent* to the EPA's Tools For Schools Teacher's Checklist at least annually.
☒ District shall evaluate ventilation systems using equivalent* to the EPA's Tools For Schools Ventilation Checklist at least annually. Activity 22 may be excluded here.
☒ District shall evaluate all building maintenance issues using equivalent* to the EPA's Tools For Schools maintenance checklist at least annually.
*** Equivalent means that each element of each topic is included to the depth described in TFS. If there is a significant departure, an explanation shall accompany the plan.**

D. IAQ Management Plan (required in plan) - District shall develop and implement an effective **district specific** IAQ management plan that shall at a minimum have the following elements:
☒ Identification of IAQ Coordinator
☒ Communication plan/policy that is specific to the district
☒ Complaint plan/policy that is district specific
☒ Plan/policy to address district IAQ issues observed and/or noted during the walk through or through the building systems evaluation process
☒ Implementation schedule that prioritizes and allocates expenditures to remediate known IAQ issues such as deferred maintenance items (e.g. roof leaks)
☒ Operations and maintenance plan to maintain building components and mechanical systems
☒ District policies that are established that affect air quality (animals, cleaning, renovation projects, pest management, chemical use, etc.)
☒ Annual review of district IAQ Management Plan by IAQ Coordinator and/or IAQ Committee, and school board. This includes a review of all documentation to ensure the plan is indeed district specific and current.

E. District responses to parental concerns--required in plan
☒ Parents know where to go to find answers to their IAQ questions.
☒ Parents can obtain checklists or self help information so they can properly evaluate their child's home or other out of school situation.

☒ Parents can obtain information about school facility construction, maintenance and housekeeping practices, chemicals used, mold and HVAC related information, chemical producing academic subjects, pesticides and herbicides and the like to determine the extent to which school activities contribute to a child's symptoms.
☒ Parents can obtain information on what a parent can do – how they can effect change – upon discovering questionable activities occurring within schools.

***F. Mechanical Ventilation improvements if funded under either H&S or Alternative Facilities Bonding and Levy programs**

• All mechanical ventilation improvements shall result in demonstrated current performance criteria as found in state law, statute or rule, to include proper amount of ventilation rate over a specified outside temperature range, proper filtration, and ability to measure ventilation rate.
• Any commissioning resulting from mechanical ventilation improvements shall be done and validated by a Systems Inspector per M.S. 123B.72 that has adequate errors and omissions insurance.
• Mechanical ventilation improvement work funded under H&S shall remain under warranty by the outside party until a full range of seasons has occurred, allowing any deficiencies to become manifest and be corrected.

***G. M.S. 123B.57 responsibility to "...monitor and improve the quality of indoor air..."**

• The district shall determine the mechanical ventilation rate of each occupied space and plan and implement its improvement in a timely manner where found to be inadequate. Use of outside air intake flow hood for unit ventilators or CO2 or thermal-based calculations found in ASHRAE 62-1989 with controls set to minimal outside air settings are adequate. Intended to satisfy TFS Ventilation Checklist Activity 22. This activity does not have to be done to receive HS & funding.
• The district shall determine if there is mold or water intrusion for each occupied space and plan and implement its remediation in a timely manner where found to exist. Visual inspections are adequate.
• The district shall determine the quality of air entering the building and make improvement where needed. Use of human senses is adequate.
• The district shall monitor the use of chemicals, cleaning materials, carpet maintenance (if applicable) pesticides and general housekeeping to ensure proper indoor air quality. Use of human senses is adequate.
Note: Starred paragraphs are not mandatory for inclusion in the district's IAQ program for H&S funding.

Attachment 99 Performance Criteria – Safety Committees

☒ A district safety committee shall be established where the district exceeds 25 employees or is experiencing excessive lost workdays or accident/incident rates.
☒ Written statements shall be developed describing safety committee role, responsibilities, activities and administrative support.
☒ Role of safety committee shall be stated, and shall include consideration of the following:
☒ Review high hazard areas of health and safety for adequacy of program protection.
☒ Monitor the effectiveness of the safety and health program. Assist administrators, H&S coordinators and supervisors on district/school H&S issues. Bring committee recommendations to school board.
☒ Everyone in district needs to know they should contact members of safety committee FIRST for H&S issues.
☒ There shall be greater employee representation than management, with each bargain unit represented. The safety committee member list shall be posted.
☒ The number of employee representatives on the committee shall equal or exceed the number of management representatives. The safety committee members shall be made known to all district staff.
☒ The safety committee shall meet at least quarterly.
☒ An agenda shall be established prior to meeting. Attendance and minutes shall be recorded. A report of activities shall be posted where all employees have access to it.
☒ The chair shall be elected by the committee and identified by name.
☒ Training shall be provided to safety committee members as to their roles and responsibilities.
☒ Meeting activities shall include consideration of these activities:

☒ Establish annual safety goals and objectives for meeting those goals
☒ Conduct and/or review safety inspections
☒ Assist in accident investigation.
☒ Review accident reports and OSHA 300 logs.
☒ Accept and evaluate employee suggestions. Make reporting uncomplicated, keeping reporters at ease.
☒ Review job procedures and recommend improvements
☒ Monitor safety program effectiveness
☒ Publicize and promote safety and health
☒ School board shall review the program annually.

Attachment 99 Performance Criteria – Laboratory Safety Standard and Chemical Hygiene Plan

☒ There shall be a written and current Chemical Hygiene Plan for all laboratories, per OSHA Laboratory Safety Standard 29 CFR 1910.1450.
☒ The Chemical Hygiene Officer (CHO) shall be identified for each laboratory. His or her names are: Jana Kasper.
☒ The CHO shall be responsible for developing and reviewing at least annually chemical handling, storage labeling and disposal procedures (SOPs).
☒ The CHO shall be responsible for reviewing at least annually lab activities to ensure safe procedures are used.
☒ The CHO shall review stored chemicals annually and remove unused or excess amounts.
☒ The CHO shall be responsible for developing and reviewing at least annually engineering controls (e.g. ventilation, chemical storage, fume hoods, gas lines and shutoff, fire prevention, eye-wash and deluge shower)
☒ The CHO shall be responsible for developing and reviewing at least annually personal protective equipment (PPE) needs (e.g. eye protection, gloves, splash guards, gowns). Included are ensuring students do not wear dangerous clothing (e.g. rings, chains, unsafe shoes, un-bound hair).
☒ The CHO shall be responsible for developing and reviewing at least annually necessary training for lab employees and ensure that safety is adequately included in curriculum.
☒ The CHO shall be responsible for developing and reviewing at least annually record keeping practices and procedures, to include chemical inventory, MSDS sheets, monthly checks of safety equipment and implementing MDE and other safety checklists.

Attachment 99 Performance Criteria – Lockout/Tagout (LO/TO)

☒ District shall develop and implement a Written Management Plan for Lockout/Tagout, encompassing OSHA standard 29 CFR 1910.147, explaining procedures for implementing Lockout/Tagout for each area for each building where LO/TO hazards exist.
☒ The district administration shall identify school district Contact Person(s) for Lockout/Tagout zones.
☒ The district administration shall survey the facility at least annually to identify energy potential physical hazards that require Lockout/Tagout.
☒ The district administration shall train affected employees on proper Lockout/Tagout methods and techniques at least annually.
☒ The district administration shall identify and procure Lockout/Tagout locks, tags and other devices. (List locations of equipment)
☒ The district administration shall evaluate Lockout/Tagout record keeping practices and procedures at Least annually.
☒ Procedures are in place to inform contractors of Lockout/Tagout requirements
☒ Specific energy controls are developed when required.
☒ The district administration shall evaluate current Lockout/Tagout procedures at least annually.

Attachment 99 Performance Criteria – Confined Spaces

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☒ Review program and obtain school board approval at least annually.

Confined Space Standard

☒ District shall develop and implement a Written Management Plan for Confined Spaces, encompassing OSHA standard 29 CFR 1910.146, explaining procedures for implementing Confined Spaces for each area for each building where Confined Spaces hazards exist.

☒ The district administration shall identify school district Contact Person(s) for Confined Spaces permit and non-permit zones.

☒ The district administration shall survey the facility at least annually to identify Confined Spaces physical hazards per the standard that require Confined Space entry procedures, using the criteria at http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=9797

☒ The district shall determine the location of all Confined Spaces, and which are Permit Required Confined Spaces using the criteria found in Attachment A of the standard.

☒ Using the criteria found in 1910.146(c)(5), the district shall determine which Permit Required spaces need comply with paragraphs (d) through (f) and (h) through (k) of the standard.

☒ For Permit Required spaces that need not comply with paragraphs (d) through (f) and (h) through (k) of the standard, the district shall establish and maintain monitoring and inspection data that will demonstrate that continuous forced air ventilation alone is sufficient.

☒ For Permit Required spaces where the district has not established and maintained monitoring and inspection data that will demonstrate that continuous forced air ventilation alone is sufficient, the district shall implement paragraphs (d) through (f) and (h) through (k) of the standard.

☒ The district shall establish a properly trained and provisioned Permit Required Confined Space rescue and emergency service, that will become activated whenever a person enters a Permit Required Confined Space.

☐ The district shall carry out practice Permit Required Confined Spaces rescues at least once every 12 month, as called for under paragraph (K) of the standard.

☒ District shall inform Confined Spaces entrants information called for in the standard, how they may communicate with persons outside the Confined Spaces and what steps they should take if they should develop a medical emergency while in the Confined Spaces (e.g. heat stress, electrocution, burns, heart attack, etc.).

☒ The district shall inform any outside contractor doing work in a Confined Space that the workplace contains permit spaces and that permit space entry is allowed only through compliance with a permit space program per 1910.143.

Attachment 99 Performance Criteria – Employee Right-To-Know (ERTK)

Employee-Right to Know - Hazard Communication. The program shall:

☒ Develop and implement a Written Management Plan for Minnesota Employee Right To Know, in compliance with Minnesota Regulations 5206.

☒ Identify school district Contact Person(s) for MN ERTK.

☒ Review Written Plan as needed, and update (at least annually).

☒ Identify Hazard communications functional areas (e.g. kitchen, shops, art, maintenance, etc.).

☒ Survey the facility to identify chemical, heat, noise, radiation and infectious agents hazards.

☒ Manage Material Safety Data Sheet (MSDS) acquisition, compilation and distribution. Ideally, MSDS would be available in functional area.

☒ Perform Chemical Inventory. Update at least annually. Ideally, chemical inventory would be available with MSDSs in functional area.

☒ Monitor use and markings on Secondary Use Containers.

☒ Ensure placement of ERTK Minnesota-approved posters.

☒ Perform initial and annual functional area training.

☒ Provide all record keeping activities and procedures.

☒ Respond to regulatory agency correspondence, guidelines and recommendations, guidelines and recommendations.

☒ Monitor or provide updates on regulatory changes and new developments.

☒ Review program and obtain school board approval at least annually.

Individual Hazards Identified In H&S Management Assistance Reports

Date: _____

School District: _____

Person Affirming: _____

Signature: _____

Telephone with ext. _____

I affirm that the following is an accurate, board-approved summary of this school district's current Health and Safety program, submitted in accordance with Minn. Stat. § 123B.57 regardless of whether or not funding is requested. A copy of the school board minutes is attached.
Additional comments:

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General items found during the health and safety inspections conducted on 12/22/08

Identified Hazard
The small step stool is rated for use by children. This should be replaced with a stool that's appropriately rated.
An eyewash station is needed since there is a corrosive product (bleach) in use. Install an ANSI approved eyewash station or switch to a non-corrosive product.
There are glazes being used that have a health label warning. Instructors and students need to be aware of the hazards when using these glazes. Whenever possible, AP non toxic glazes should be used.
The door is being held open with a wedge which is a violation of the fire code.
The doors in these rooms need to be labeled as to where they lead (storage, etc.).
Access to the eyewash station is blocked. Clear access to the eyewash station needs to be maintained at all times.
There is no documentation that the eyewash is being checked. Plumbed eyewash stations must be run for three minutes weekly to remove chlorine, minerals and bacterial contaminants in the standing water. This flushing should be documented (dates and initials).
The hot plate is rated for household use only, and is missing the ground pin. The hot plate should be removed from use.
A cart is blocking the exit. A clear pathway to exits must be maintained at all times.
There is a spray bottle that is not properly labeled. Secondary use containers need to be labeled with the name of the product, the manufacturer and the hazard.
The arrangement of the room impedes the ability to exit easily in an emergency. The room needs to be arranged to allow for a quick and smooth exit.
The outlet being used for the aquarium is not GFCI protected. All electrical outlets within 6 feet of a water source need GFCI protection.
The coffee pot is rated for household use only. The coffee pot should be removed or replaced with a commercially rated coffee pot.
The ground pin is missing on the grow lamp.
There is Vandal Mark Remover in the room. This product should only be used after proper safety training.
The coffee pot is rated for household use only.
This room is in need of general housekeeping.
There is Vandal Mark Remover in the room.
There are fabric panels in this room extending from ceiling to floor. If these are to remain, the fire marshal should be consulted to determine if the panels can be treated with a fire retardant.
General housekeeping is needed in this room.
The storage in the overhead cabinets is causing the shelves to bow under the strain of excessive weight. The weight should be redistributed.
The arrangement of the room impedes the ability to exit easily in an emergency. The room needs to be arranged to allow for a quick and smooth exit.
The door to the chemical storage room was unlocked. Access to this area should be kept locked at all times.
The overhead storage needs to be secured to prevent objects from falling and causing injury.
A secondary use container was not properly labeled.
Doors in this area need to be labeled as to where they lead (roof, etc.).

A chair is being used as a ladder. It is important that employees use ladders in order to prevent serious injuries and/or death.
The floor should be cleared of storage to prevent employees from tripping.
An emergency eyewash station is needed due to the corrosive chemical (odo-ban).
The ground pin is missing on the overhead projector.
Equipment used in the special education areas (hoyer lifts, etc.) need to be inspected per manufacturer guidelines and the inspections documented.
General housekeeping is needed in this storage area.
An extension cord is being used in place of permanent wiring to the strobe light.
A stainless steel container, instead of a cardboard box top, should be used to hold the butter and utensils on the popcorn cart.
The lamp with the paper shade should be removed from use.
The eyewash station is not in compliance. The water is too hot and it does not have the proper pressure.
Boxes are being stored too close to the sprinkler heads. Sprinkler heads need at least 18 inches of clearance.
The emergency eyewash station solution is expired. Solution in a non-plumbed eyewash station needs to be replaced per manufacturer's guidelines.
There are fluorescent bulbs being stored in a garbage can. Fluorescent bulbs should be stored in a manner that prevents damage.
The electrical panels are not completely labeled.
The overhead door does not have a safety placard. A safety placard is needed for overhead doors with a three button opener.
The tongue guard is not properly adjusted. The tongue guard needs to be adjusted to within 1/4" of the wheel.
The fire extinguisher is blocked. Access to emergency equipment should be maintained at all times.
Rules of use for this room should be developed and posted.
The arrangement of the equipment may impede the ability to exit easily in an emergency.
Athletic tape is being used as a strap on foot pedals of some of the stationary bikes. Repairs to equipment should be made only using appropriate parts.
The volleyball standards are blocking the pathway in the gym storage area.

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.10.001 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 13, 2009

SUBJECT: MSC Online – Joint Powers Agreement

Attached please find the Minnesota Service Cooperatives (MSC) Joint Powers Agreement Establishing a Distance Learning Program. Moorhead Area Public Schools is required to approve this agreement in order to continue with MSC Online through Lakes Country Service Cooperative.

Suggested Resolution: Move to approve the Joint Powers Agreement Establishing a Distance Learning Program with the Minnesota Service Cooperatives.

WAK:kma
Attachment

JOINT POWERS AGREEMENT
ESTABLISHING A DISTANCE LEARNING PROGRAM

THIS AGREEMENT is made pursuant to Minn. Stat. §471.59 which authorizes local governmental units and school districts to jointly and cooperatively exercise any power common to any of the member parties.

ARTICLE I.
PARTIES
The parties to this agreement are the following governmental units and political subdivisions of the State of Minnesota: See attached Exhibit A, which is incorporated herein by this reference.

ARTICLE II.
GENERAL PURPOSE
The general purpose of this Agreement is to create a body hereinafter referred to as **Minnesota Service Cooperatives (MSC) Online Learning Project Advisory Council**, to advise, direct, and accomplish all of the programs, purposes and functions designed and intended to establish and provide accredited on-line or distance learning opportunities and programs for member districts' students who seek educational experience and credits outside of the traditional learning environment, in alignment with the MSC Online Learning Project Regional Policy Guidelines and Minnesota law. The online and distance learning opportunities and programs developed will be high quality, will meet the academic and graduation requirements of member districts and will be designed to assure students of their transferability.

It is to be recognized first and foremost that **MSC Online** is the **approved provider per the Minnesota Department of Education regulations**. All Regional and District entities **must use this as the designated name of the Online Learning Program.**

ARTICLE III.
JOINT GOVERNING BOARD
Section 1. Creation. An **Advisory Council**, hereinafter called and referred to as the **MSC Online Advisory Council**, shall be formed and created as set forth and provided herein.

Section 2. Members. The **MSC Online Advisory** shall consist of one voting member from each Regional Service Cooperative and the established members of the NE Online Learning Project. Each Regional Service Cooperative shall form a board or council of its District Members to bring the concerns of the member districts before the **MSC Online Advisory Council**.

Section 3. Vacancies.
When a vacancy occurs, it shall be filled within 30 days by the governmental unit which is eligible to make the appointment, with eligibility being determined by membership in the **MSC Online Learning Project**.

Section 4. Expenses. All members of the **MSC Online Advisory Council** shall serve without compensation or reimbursement for any expenses incurred in the performance of the duties contemplated by this agreement.

Section 5. Function. The **MSC Online Advisory Council** is to advise, direct, and accomplish all of the programs, purposes and functions designed and intended to establish and provide accredited on-line or distance learning opportunities and programs for member districts. This council passes on its' recommendations to the NESC Board, who in turn, takes action. The Advisory Council functions as an advisory body.

MEETINGS
Section 1. Regular Meetings. The **MSC Online Advisory Council** shall meet every other month (6 times or less per year, summer meetings are called when necessary) at a time, date and site to be determined and set by the **MSC Online Advisory Council** at its regular meetings.

Section 2. Special Meetings. Special meetings of the **MSC Online Advisory Council** may be called by the Director, or any two (2) other members of the Advisory Council, upon three (3) days written notice to each member of the Advisory Council. Such notice shall contain the date, time, place, and purpose of the special meeting.

Section 3. Open Meeting Compliance. All meetings of the **MSC Online Advisory Council,** or any of its committees, shall be in full compliance and accord with the Minnesota Open Meeting Law requirements.

Section 4. Quorum. A quorum of the **MSC Online Advisory Council** shall consist of a majority of the full membership of the council. A quorum shall be necessary to conduct or transact any business. If a quorum is not present, no business can or shall be conducted. A majority of those present shall be necessary for approval or passage, unless otherwise provided herein. Abstentions shall be considered as a vote with the majority of those voting on an issue or matter.

Section 5. Minutes. Written minutes shall be kept and maintained at each meeting of the **MSC Online Advisory Council**, and shall be approved by the council at its next regular meeting. Copies of all minutes, whether or not formally approved by the council, and notices of all meetings, shall be provided to the parties to this agreement upon request, and, if requested, without unnecessary delay.

Section 6. Rules, Regulations, By-Laws, and Policies.
a) The **MSC Advisory Council** shall adopt such rules, regulations, by-laws, policies and procedures as it may deem necessary and proper to carry out its affairs, purpose, and mission. However, no rules, regulations, by-laws, policies or procedures shall be adopted which conflict with the provisions of this agreement, or with federal or state law, rules or regulations.
b) All rules, regulations, by-laws, policies and procedures, and any amendments or changes thereto, must be approved by a majority of the full membership of the **MSC Online Advisory Council**, and not a majority of a quorum.

ARTICLE IV.
GENERAL POWERS AND DUTIES OF THE
MSC Online Advisory Council
Section 1. General Powers.
a) The **MSC Online Advisory Council** is to advise, direct, and accomplish all of the programs, purposes and functions designed and intended to establish and provide accredited on-line or distance learning opportunities and programs for member districts. This council passes on its' recommendations to the NESC Board, who in turn, takes action. The Advisory Council functions as an advisory body.
b) The **MSC Online Advisory Council** shall develop, adopt, and implement all policies and procedures necessary to carry out and accomplish the initiatives, goals, and desired outcomes intended and contemplated by its general purpose and mission.

ARTICLE V.
FINANCIAL MATTERS
Section 1. Funding and Revenue. Funding and revenue for the **MSC Online Learning Project** may come form various sources, including but not limited to: Regional Service Cooperative Membership fees, tuition charged to member districts for their participating students, OLL funding provided by the State of Minnesota for students who are not members of the Consortium, tuition paid by parents or students who wish to receive the services of the MSC Online Learning Project, or other grants and gifts. The total amount

necessary to fund the **MSC Online Learning Project** shall be determined on an annual basis.

Section 2. Budget. The **Director of Distance Learning** shall submit a proposed budget and comprehensive program report to the NESC Director and Finance Department annually. The comprehensive program report shall set forth the proposed plans and programs for the ensuing school year.

Section 3. Fiscal Year. The fiscal year of the **MSC Online Advisory Council** shall be July 1 to June 30 of the following calendar year.

ARTICLE VI.
DURATION

Section 1. Continuing Existence. This agreement and the **MSC Online Advisory Council** created thereby shall continue in existence from year-to-year until terminated at any time by a majority vote of the full **MSC Online Advisory Council** of all or any of the parties hereto.

Section 2. Withdrawal of Parties. Any party may withdraw from this agreement by giving 120 days written notice of the party's intent to do so. The effective date of withdrawal shall be considered to be on the 121st day following the receipt of the required written notice of the intent to withdraw. Said written notice shall be given to each of the other parties to this agreement. If the Regional Service Cooperative or Member District elects to withdraw from participation in the MSC Online Learning Project during the agreement period, it will forfeit all prior payment made to the Northeast Service Cooperative.

If the Regional Service Cooperative or Member District fails to fulfill its obligations, as agreed to in this document, the Regional Service Cooperative or Member District will forfeit the ability to use MSC Online Learning Project resources, including online courses hosted on the Moodle system or current platform.

Should a member of that party hold office on the **MSC Online Advisory Council** the term of office of that member shall cease to exist on the effective date of withdrawal. Notice of withdrawal may be rescinded in written form at any time prior to the effective date of withdrawal.
Any withdrawing party shall continue to be held responsible for any liabilities and obligations incurred prior to the effective date of withdrawal.

ARTICLE VII.
DISPUTE AND DEFAULT PROCEDURE

Section 1. Disputes. If any party shall fail or refuse to fulfill or fully perform any obligation or covenant required by this agreement, or should there be any unresolved dispute or disagreement among or between the parties as to the interpretation or application of the terms of this agreement, the parties agree that the matter shall be submitted to binding arbitration in accordance with the procedures of the Bureau of Mediation Services of the state of Minnesota.

Section 2. Arbitration Procedure

a) Any party seeking arbitration must provide a written statement to all the other parties to this agreement clearly setting forth and outlining the dispute or disagreement, the issues being raised, and the remedy sought. Within thirty (30) days of the receipt of the written statement, the parties agree to meet, mediate and attempt to informally resolve the matter. If resolution cannot be reached within thirty (30) days thereafter, the party(s) submitting the written statement may petition for arbitration through the Minnesota Bureau of Mediation Services (BMS). BMS shall submit a list of seven potential arbitrators. The parties shall, within fifteen (15) days of receipt of this list, rank each of the potential arbitrators by number, with one being the highest, etc. The arbitrator having the highest ranking among all the parties shall be selected as the arbitrator in the matter. However, the parties may, by unanimous agreement, select one (1) arbitrator from the list, or may select any other qualified individual(s).

b) Within thirty (30) days after the selection of the arbitrator, the arbitrator shall commence a hearing on the dispute. The hearing may be recorded or transcribed at the request and expense of any party. The public shall be given notice of the hearing, and the hearing shall be open to the public. The arbitrator shall prepare written findings and make a written decision within thirty (30) days of the close of the hearing, and the arbitrator's decision shall be served by mail upon all the parties to this agreement.

Section 3. Arbitrator's Authority. The arbitrator shall have no right to amend, modify, nullify, ignore, add to, or subtract from, the terms and conditions of this agreement. The arbitrator shall consider and decide only the specific issue(s) submitted in the written statement, and shall have no authority to make a decision on any other issues not so submitted. The arbitrator shall be without power to make a decision contrary to, or inconsistent with, or modifying or varying in any way, those laws, rules or regulations pertaining to the parties hereto and all governmental units in the state of Minnesota.

Section 4. Costs of Arbitration. Each party shall pay its own costs and attorney's fees associated with the arbitration process, except as otherwise provided herein.

Section 5. Judicial Relief. Any party may seek judicial relief to the extent authorized by Minn. Stat. §572.08 through §572.30, as amended, or where any party fails to participate in a good faith and timely fashion in the arbitration process as set forth herein. If judicial relief is sought to compel a party to participate in good faith and in a timely fashion in the arbitration process, after said party has refused and failed to do so, costs, including reasonable attorney's fees, may be awarded to the prevailing party(s). In any other effort to seek judicial relief, each party shall pay its own costs and attorney's fees.

ARTICLE VIII.
GENERAL PROVISIONS

Section 1. Amendments. This Agreement may be amended from time to time, but any such amendment must be in written form, and approved by all of the parties to the Agreement.

Section 2. New Members. Any new governmental unit, or other entity contemplated by Minn. Stat. §471.59 may be added to this agreement by becoming a member of the Minnesota Service Cooperative Online Learning Project and paying the associated fees. Once approved, the contribution and other obligations of the new member(s) shall be set forth in written fashion by amending this agreement, and the new member(s) shall be fully obligated and bound by the terms of this agreement.

Section 3. Address for Service of Notices and Documents. All notices, statements, or other written documents required to be given under this agreement shall be in delivered by electronic format (email).
See attached Exhibit A which lists all member districts and their current addresses, which is incorporated herein.

Section 4. Savings Clause. Should any provision of this agreement be found unlawful or invalid, the other provisions of this agreement shall remain in full force and effect if, by doing so, the purpose of this agreement, taken as a whole, can be reached, fulfilled, and made operative. Should any provision be found unlawful or invalid, the parties shall attempt to agree upon an amendment to this agreement to replace that portion that has been determined to be unlawful or invalid.

ARTICLE IX.
EFFECTIVE DATE

It is intended that this agreement shall be effective upon approval of the boards of each party hereto and the signing of this agreement by the authorized representatives of each said party.

ARTICLE X.
COUNTERPARTS

This Joint Powers Agreement may be executed in any number of counterparts, each of which, taken together, shall constitute one Agreement. IN WITNESS WHEREOF, each party executed this Agreement pursuant to the authority of resolutions passed and approved by their respective governing bodies, which are incorporated herein by this reference.

EXHIBIT "A"

Current Members

Northeast Service Cooperative (Regional Service Cooperative)
ISD No. 2142 – St. Louis County Schools
ISD No. 0695 – Chisholm
ISD No. 0166 – Cook County
ISD No. 0701 - Hibbing
ISD No. 0381 – Lake Superior
ISD No. 0712 – Mountain Iron-Buhl
ISD No. 6076 – Northland Learning Center
ISD No. 0704 – Proctor
ISD no. 0706 – Virginia

Lakes County Service Cooperative (Regional Service Cooperative)
ISD No. 0152 – Moorhead
ISD No. 0850 – Rothsay
ISD No. 2888 – Clinton Graceville-Beardsley

Resource Training & Solutions (Regional Service Cooperative)
ISD No. 0882 – Monticello
ISD No. 0750 – Rocori
ISD No. 0728 – Elk River
ISD No. 0883 – Rockford
ISD No. 0463 - Eden Valley-Watkins

Southeast Service Cooperative (Regional Service Cooperative)
ISD No. 0241 – Albert Lea
ISD No. 0531 – Byron
ISD No. 0252 – Cannon Falls
ISD No. 0659 – Northfield
ISD No. 0255 – Pine Island

Southwest/West Central Service Cooperative (Regional Service Cooperative)

Northwest Service Cooperative (Regional Service Cooperative)

Joint Powers Signature Page

INDEPENDENT SCHOOL DISTRICT NO. _____

Dated:

By _____
Chair of School Board

By _____
Clerk
(Separate page for each District's signatures)

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.10.004**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: July 1, 2009

RE: Family/Medical Leave

Jennifer Rogness	1st Grade Teacher, S.G. Reinertsen, beginning on or about September 1, 2009 until February 1, 2010.

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

RN:jal

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.09.008**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: July 8, 2009

RE: Other Leave of Absence

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

Mary Bonemeyer	Food Service Director, Probstfield Center for Education, effective July 1, 2009 for six months.

SUGGESTED RESOLUTION: Move to approve the Other Leave of Absence for Mary Bonemeyer as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.10.005**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources RN

DATE: July 1, 2009

RE: Change in Contract

The administration requests approval of Change in Contract for the following person:

Matthew Naugle	Assistant Principal, Horizon Middle School, from D63 Step 11, $98,889 to D62 Step 12, $100,213, effective July 1, 2009.
Sharon Rein	Technical Support, High School, to Principals Secretary, High School B22 (7) $16.04 per hour, 8 hours per day, 216 days per year, effective August 1, 2009. (Replaces Patricia Beach)
Marilyn Labrensz	Kindergarten Teacher, S.G. Reinertsen from.5 FTE to Kindergarten Teacher, Probstfield Center for Education 1.00 FTE.
Robin Grooters	Special Education Facilitator, District 1.00 FTE to .50 Special Education Facilitator & .50 Federal Program Teacher Leader, effective with the 2009-2010 school year. (.5 New Position-Title I Funding)

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Matthew Naugle, Sharon Rein, Marilyn Labrensz and Robin Grooters as presented.

RN:smw

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.10.003**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: July 1, 2009

RE: Resignations

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

Christine Simpson	Paraprofessional, Horizon Middle School, effective June 23, 2009.
Stephanie Glass	Paraprofessional, Probstfield Center for Education, effective June 26, 2009.
Rachel Paulus	Teacher, Early Intervention Services, effective June 29, 2009.
Molly Schenck	Science Teacher, Moorhead High School, effective June 17, 2009.
Sue Ellingson	Cafeteria Supervisor, S.G. Reinertsen, effective June 5, 2009.
Kathy Reiniger	Administrative Assistant, Probstfield Center for Education, effective July 15, 2009.
Ann Krier	Registrar, Red River Area Learning Center, effective July 13, 2009.

SUGGESTED RESOLUTION: Move to approve the resignation of Christine Simpson, Stephanie Glass, Rachel Paulus, Molly Schenck, Sue Ellingson, Kathy Reiniger and Ann Krier as presented.

RN:jal

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.10.006**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: July 1, 2009

RE: Early Retirement

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

Margaret Claymore	English Teacher, Moorhead High School, effective June 30, 2009

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Margaret Claymore as presented.

RN:jal

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.10.002**

TO: Lynne A. Kovash, Superintendent

FROM: Ron Nielsen, Director of Human Resources

DATE: July 1, 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.

Elizabeth Luhman	ESL Teacher, .50 FTE, BA (1) $15,990 (based on 2008-09 salary schedule), effective 2009-2010 school year. (Replaces Megan Anderson)
Jeff Schneider	Head Boys Swimming Coach, High School, .100 Step 3, $3740 for the season (based on the 2008-09 salary schedule) effective for the 2009-2010 school year. (Replaces Pat Anderson)
Alyssa Schmidt	COTA, EIS, B31 (1) $17.68 per hour, 6.5 hours per day, 186 days per year, effective August 17, 2009. (Replaces Stephanie Green)
Sara Solhjem	Math Teacher, Horizon Middle School, MA (7) $46,122.00 (based in the 2008-09 salary schedule), effective beginning with the 2009-10 school year. (Replaces Darby Bjorgan)

SUGGESTED RESOLUTION: Move to approve the employment of Elizabeth Luhman, Jeff Schneider, Alyssa Schmidt and Sara Solhjem presented.

RN/jal

Office of Curriculum and Professional Development
Moorhead Area Public Schools

Memo CPD.09.064 C

TO: Lynne A. Kovash, Superintendent

FROM: Jill Skarvold

DATE: June 30, 2009

SUBJECT: Migrant Education Grant

Attached is the Official Single Source Grant Award Notification from the Minnesota Department of Education for the Migrant Education Program – Identification and Recruitment.

Notification was received on June 29, 2009 that Moorhead Area Public Schools has been awarded a grant in the amount of $25,000 from the Minnesota Department of Education for Migrant Education. The grant is for the period July 1, 2009 through June 30, 2010.

Suggested Resolution: Move to approve the Minnesota Department of Education Migrant Education Grant in the amount of $25,000.

JS/kmr
Attachment

Minnesota Department of Education

JUN 29 2009

DATE: June 23, 2009

TO: Lynne Kovash, Superintendent
Moorhead Public Schools, ISD #152.

FROM: Paul Klinge Paul Klinge
Grants Specialist
Program Accountability and Improvement

RE: Migrant Education (Identification & Recruitment) Grant ID #2009-00119

Dear Superintendent Kovash: enclosed is the executed copy of the Grant Awards Notification for your District's Migrant Education Identification & Recruitment Grant. This grant is for the period July 1, 2009 through June 30, 2010. Work may begin effective **July 1, 2009.** The Grant Award amount is **$25,000.**

A Financial Reporting Form is also enclosed. The schedule for financial reporting is listed on page 2 of the Grant Award Notification. The first reporting period is July1, 2009 through September 30, 2009 and the Financial Reporting Form is due by **October 31, 2009**.

If you have questions about requesting reimbursements or revising your budget during the grant period, please let me know. We look forward to working with the District's staff during this grant period.

Cc: Sarah King, Moorhead Public Schools
Noemi Treviño, MDE
Enclosures
Executed Grant Award Notification, Financial Reporting Form

1500 Highway 36 West, Roseville, MN 55113-4266 651-582-8200 TTY 651-582-8201

06

STATE OF MINNESOTA - DEPARTMENT OF EDUCATION
Migrant Education

ENTITY: **Moorhead ISD #152**
OJECT: **Moorhead Migrant Education Identification & Recruitment Grant**
OGRAM: **Migrant Education**
ART DATE: **7/1/2009**
D DATE: **6/30/2010**

GRANT ID: **2009-00119**

Current Reimbursement Period Dates	
	Thru

FINANCIAL REPORTING FORM

BUDGET ITEMS	Award Budget	Expenses	Balance	Current
lary and Fringe	$20,454.00	$0.00	$20,454.00	
nsultant/Contracted Services	$0.00	$0.00	$0.00	
ining	$0.00	$0.00	$0.00	
vel/Transportation	$4,000.00	$0.00	$4,000.00	
ipment over $5000 per unit	$0.00	$0.00	$0.00	
ce Expenses	$0.00	$0.00	$0.00	
gram Expenses	$546.00	$0.00	$546.00	
er Expenses	$0.00	$0.00	$0.00	
Totals	**$25,000.00**	**$0.00**	**$25,000.00**	

Advance	Total	Spent Down	Balance	Spend Down
	$0.00	**$0.00**	**$0.00**	

Payment Due

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

Date Form Issued:
06/23/2009

Expenditures Through:
6/23/2009

Claim No.: 1

Expended to date: 0.00 %

MAIL TO:

Grant/Financial Manager:
Paul Klinge

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

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

State of Minnesota
Grant Manager
Initials/Date

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

COMPLETED BY PHONE AUTHORIZED SIGNATURE DATE

Learner Support Services
Moorhead Area Public Schools

Memo LSS.10.003 C

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: July 13, 2009

SUBJECT: 2009-2010 Elementary and Secondary Education Act (ESEA) Consolidation Application

Program information and a budget summary related to the district's plan for the 2009-2010 Elementary and Secondary Education Act (ESEA) and American Recovery and Reinvestment Act (ARRA) applications is available online with the School Board agenda. These applications are completed with Electronic Minnesota Accountability Plan (EMAP) and filed online.

The preliminary 09-10 allocation for Title programming includes:

Title I, Part A	Basic Programs	$ 741,052
Title I, Part D	Neglected or Delinquent	$ 32,570
Title II, Part A	Improving Teacher Quality	$ 289,310
Title III	Limited English Proficiency	$ 40,501
Title IV	Safe and Drug Free Schools	$ 17,626
ARRA Title I, Part A		$ 228,159
ARRA Title I, Part D		$ 20,411

The funding, along with previous year carry over will be used for a variety of programs including Title I services, Instructional Coaches and professional development.

Suggested Resolution: Move to approve the 2009-2010 Elementary and Secondary Education Act (ESEA) and American Recovery and Reinvestment Act (ARRA) applications as presented.

JS/ca

Office of Learner Support Services
Moorhead Area Public Schools

LSS.10.002

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: July 14, 2009

RE: Alternative Delivery of Specialized Instructional Services

Moorhead Area Public Schools has been approved for funding from Minnesota Department of Education for Alternative Delivery of Specialized Instructional Services. The project is approved for $281,000.00.

The project reimburses Moorhead Area Public Schools for 3.5 FTE for Literacy Teachers and 1.5 FTE for Family Advocates through Early Risers. This is Moorhead's sixth year of funding from Minnesota Department of Education for Alternative Delivery of Specialized Instructional Services. Applications for funding are required annually.

SUGGESTED RESOLUTION: Move to approve the funding from Minnesota Department of Education for Alternative Delivery of Specialized Instructional Services for 3.5 FTE Literacy Teachers and 1.5 FTE Family Advocates.

JS:ca

Attachment

APPLICATION COVER SHEET

Alternative Delivery of Specialized Instructional Services

Minnesota Statute § 125A.50

Application for 2009-2010 School Year

Required Form

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

OGRAM INFORMATION

ırting Date: **July 1, 2009**

ding Date: **June 30, 2010**

ıgram:Literacy & Behavior Intervention Program

ıde Level(s) to be served:K-5

:ation of Program (list school sites)

mentary Buildings (Asp, Hopkins, Reinertsen)

☒ **Option 1)** Renewing application NOT making significant changes

☐ **Option 2)** Renewing application making significant changes

FUNDING SOURCE: Minn. Stat. § 125A.50 and 125A.78

PLICANT INFORMATION

rict/Charter School: Moorhead Area Public ools

ISD#: 152

State and Federal Tax ID and Vendor #
(required upon request when being considered for district/charter school)

ress:2410 14th St South, Moorhead, MN 56537

8033594 41-6008721

Telephone: 218-284-3711

Fax: 218-284-3733

Email: jskarvold@moorhead.k12.mn.us

SALLY BINDING

ME AND TITLE OF IDENTIFIED OFFICIAL WITH THORITY

ne and Title: Lynne Kovash

PERSON WITH LEGAL AUTHORITY TO SIGN LEGAL DOCUMENTS ON BEHALF OF THE DISTRICT/CHARTER SCHOOL

_____ Date Mar11, 2009

PERSON WITH LEGAL AUTHORITY TO SIGN LEGAL DOCUMENTS ON LF OF THE SCHOOL DISTRICT/CHARTER SCHOOL

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

ıe of Superintendent: Lynne Kovash

Lynne Kovash Date 6-15-09

ATURE OF SUPERINTENDENT

RESS: 2410 14TH ST SOUTH, MOORHEAD, MN 56537

Telephone: 218-284-3300

Fax: 218-284-3733

Email: lkovash@moorhead.k12.mn.us

APPLICATION BUDGET SUMMARY FOR 2009-2010 SCHOOL YEAR

Alternative Delivery of Specialized Instructional Services

Minnesota Statute § 125A.50

udget summary and budget narrative must align. The budget narrative must provide detailed explanations for each budget expense category sistance see the application Instructions "Budget Narrative and the Budget Line Item Descriptions /Categories information

VISION NAME: Office of School Improvement and Accountability/ Special Education Policy
STRICT/CHARTER SCHOOL NAME ,TYPE AND NUMBER:
loorhead Area Public Schools, ISD 152
SCAL AGENT NAME: Moorhead Area Public Schools
ROJECT NAME: State Aid Alternative Delivery of Specialized Instructional Services
ROJECTED STUDENT ENROLLMENT for current year Alternative Delivery of Special Instructional rvices: 165
l expenditures should be coded to UFARS Finance code 740/335 and Program code 422. The DRS Funding Source is C for regular year and N for extended year. The EDRS Disability code is 2.

ARS JECT DES	EDRS SERVICE CODES	BUDGET LINE ITEM CATEGORIES	MDE AMOUNT OF FUNDS REQUESTED	REVENUE INCOME IF APPLICABLE
)-144	A & U	SALARIES AND WAGES (Payroll Personnel)	$272,000	
		Number of Teachers Full Time Equivalents (FTEs) requested 3.5 Number of Other Professional Full Time Equivalents (FTEs) requested 1.5 Number of Paraprofessional Full Time Equivalents (FTEs) requested 0		
	B & p	CONTRACTED PERSONNEL/AGENCY SERVICES FOR PUPILS		
		Number of Contracted Professional Full Time Equivalents (FTEs) requested Number of Contracted Other Professional Full Time Equivalents (FTEs) requested Number of Contracted Paraprofessional Full Time Equivalents (FTEs) requested		
	H	SUPPLIES – INDIVIDUALIZED INSTRUCTIONAL SUPPLIES AND TESTING MATERIALS	9,000	
		SUPPLIES AND MATERIALS – Instructional		
545/ 580	P	CAPITAL EXPENDITURES FOR EQUIPMENT FOR INSTRUCTION		
		TOTAL	$ 281,000	$

E: A budget revision request must be submitted for any budget line item changes of more than 10% per line item category. Contact the State Aid Specialist (see page 8 of instructions) **BEFORE** making changes. Changes in **any** approved budget amount must be submitted on the REQUEST FOR EXPENDITURE CHANGE FORM (see Appendix C).

AME AND TITLE OF PROGRAM CONTACT:	
Skarvold, Director of Learner Support Services dress: 2410 14th St. S, Moorhead, MN 56537	Telephone: 218-284-3711 Fax: 218-284-3733 Email:jskarvold@moorhead.k12.mn.u
strict or Charter School Accountant: nice Sinner dress:2410 14th St. S, Moorhead, MN 56537	Telephone:218-284-3365 Fax: 218-284-3333 Email:dsinner@moorhead.k12.mn.us

AGREEMENT TO COMPLY WITH ASSURANCES FORM

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

egard to potential funding of an Alternative Delivery of Specialized Instructional Services program, the following ises are stated in their entirety in the application materials section titled ASSURANCES. For the purpose of this form, l clauses are referenced only by their clause number and heading hereafter in this Agreement to Comply with urances form.

district/charter school must comply with all applicable federal, state and local laws, ordinances, rules and regulations provisions stated therein and herein in the performance of the program should expenditures be approved. As part of application requirements, applicant must sign and submit this form and attach applicable certification(s) indicating its ement to comply with the provisions of the application and assurance clauses.

19. OTHER PROVISIONS

arding clauses 13, 14, 15 and 16:

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

title of the funding opportunity: Alternative Delivery of Specialized Instructional Services

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

rhead Area Public Schools	**2410 14th St. South**
Place of Performance	Street Address
	Moorhead, MN 56537
County	City, State and Zip Code

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

gning this form, I ____Lynne Kovash_____ the applicant, acknowledge that I have read the assurances ir entirety as stated within the application materials and shall comply with all applicable federal, state and local laws, ances, rules and regulations and provisions stated therein and herein in the performance of the Alternative Delivery ecialized Instructional Services program should the district/charter school's application be approved. I hereby assure gree to comply with all conditions and submit required documents and certifications as required.

e Kovash, Superintendent

Name and Title of Identified Official with Authority to sign	Lynne Kovash	6-15-09
	Signature	Date

Must bear same signature as on the Application Cover Sheet

Office of Learner Support Services
Moorhead Area Public Schools

LSS.10.001

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: July 14, 2009

RE: Lakeland Mental Health Center Purchase of Service

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".

The Purchase of Service Agreement is again berng submitted for a time period of 6 months (July-Dec) since the guidance regarding Day Treatment 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 time frame. 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 July 1, 2009 to December 31, 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 July 1, 2009 to December 31, 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 July 1, 2009 to December 31, 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

Learner Support Services
Moorhead Area Public Schools

Memo LSS.10.002 C

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: July 13, 2009

SUBJECT: 2009-2010 ARRA McKinney-Vento Education for Homeless Children and Youth Grant Application Renewal

Attached is the program information and a budget summary related to the district's plan for the 2009-2010 ARRA McKinney-Vento Education for Homeless Children and Youth Grant Application.

The application is submitted electronically through the Minnesota Department of Education website.

Suggested Resolution: Move to approve the 2009-2010 ARRA McKinney-Vento Education for Homeless Children and Youth Grant Application as presented.

JS/ca
Attachment

Minnesota Department of Education

OFFICIAL GRANT AWARD AMENDMENT

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	Debra Pender-Tilleraas Moorhead ISD #152 810 4th Avenue South Moorhead, MN 56560 **PHONE:** (218) 284-2201 **FAX:** (218) 284-2233 **EMAIL:** dptilleraas@moorhead.k12.mn.us
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

CFMS #: POB26108 **VENDOR #:** 009152000-00

MDE ACCOUNTING USE ONLY

FY	FUND	ORG	APPROP	ADJUSTED AMOUNT
2010	300	2531	K40	$49,900.00

SW

ENCUMBRANCE ☒ YES ☐ NO *(If No, go to next box)*

NO ENCUMBRANCE, SELECT ☐ IDEAS or ☐ PAYS

ENCUMBRANCE SIGNATURE: Jessie Montaño 6/17/09

DATE

TOTAL AWARD AMOUNT	**ACTION TYPE:** **Amendment#1** $49,900.00 Original/Initial Award $49,900.00 Amendment #1 **Effective Date:** 7/1/2009 $99,800.00 Total Amended Award
AMENDMENT PURPOSE	**Addition of Funds** and **Change of Date(s)/Extension.** See page 2 for justification.
AWARD PERIOD	**START DATE:** 09/01/2008 through **END DATE:** 06/30/2010

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: rluehr@state.mn.us
GRANTS SPECIALIST: Paul Klinge Phone: (651) 582-8697 Fax: (651) 582-8494 Email: paul.klinge@state.mn.us	**OTHER ASSIGNED MDE STAFF:**

Grant Award Identification Number: 2009-00032
Organization/Agency/District: Moorhead ISD #152
Total Amended Award Amount: $99,800.00

OFFICIAL GRANT AMENDMENT APPROVAL

This amendment is now effective as it has been fully executed and approved by the same parties who executed and approved the original grant award, or their successors in office.

Therefore with respect to the terms and conditions of the original application materials associated with this award, and any amendments thereto, this amendment request is for the purpose of: **Addition of Funds** and **Change of Date(s)/Extension**.. The justification for this amendment is as follows:

This amendment funds the final year of a 3 year grant to continue to implement programs and projects whose purpose is to improve the enrollment, attendance and academic achievement of homeless students.

ADDITIONAL REQUIREMENTS:
Awardee/grantee will adhere to detailed Program and Operation Schedules provided in the supplemental forms provided by 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 will be required. Special arrangements may be determined as needed.

b. Program Reports – the format, content and due dates of these reports will be determined by the Program Specialist and communicated to the Grantee prior to the start of the school year. Extensions of time due to extenuating circumstances may be granted by the project manager but these extensions may delay the reimbursement of quarterly expenditures.

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

PROGRAM DATES AND AWARD:
Financial reporting forms for Year 3 shall be submitted in the form and manner prescribed by MDE according to the following schedule:

Year 3 Start and End Dates

July 1 – September 30, 2009	Due October 31, 2009
October 1 – December 31, 2009	Due January 31, 2010
January 1 – March 31, 2010	Due April 30, 2010
April 1 – June 30, 2010	Due July 31, 2010

Except as herein amended, the provisions of the original OGAN and amendments thereto, are expressly reaffirmed and remain in full force and effect.

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Grant Award Identification Number: 2009-00032
Organization/Agency/District: Moorhead ISD #152
Total Amended Award Amount: $99,800.00

I, the Authorized Representative, acknowledge by signing below that I have reviewed all documentation and documents related to this amendment to ensure that adequate oversight and appropriate internal controls to properly administer grant funds have been measured

Jessie Montan/ Jessie Montan — 6-15-09
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 amending of this grant.

/ EB Stephens — 6/12/09
Division Director Name & Signature — Date

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

Jessie Montan/ Jessie Montan — 6-15-09
Division Director Name & Signature — Date

This amendment notification is approved, legal, binding and valid with the following official agency signature.

Signature of MDE's Official with Authority to Sign

Date:

Name:

Title:

SIGNED BY
JUN 22 2009
Al Louismet
MDE Manager of Accounting Operations

Superintendent of Schools

Moorhead Area Public Schools

Memo S.10.007R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: July 7, 2009

SUBJECT: Moorhead High School Student Handbook

Attached is the 2009-2010 Moorhead High School Student Handbook. According to Moorhead School Board Policy 221, the handbook is to be presented to the School Board for an annual review.

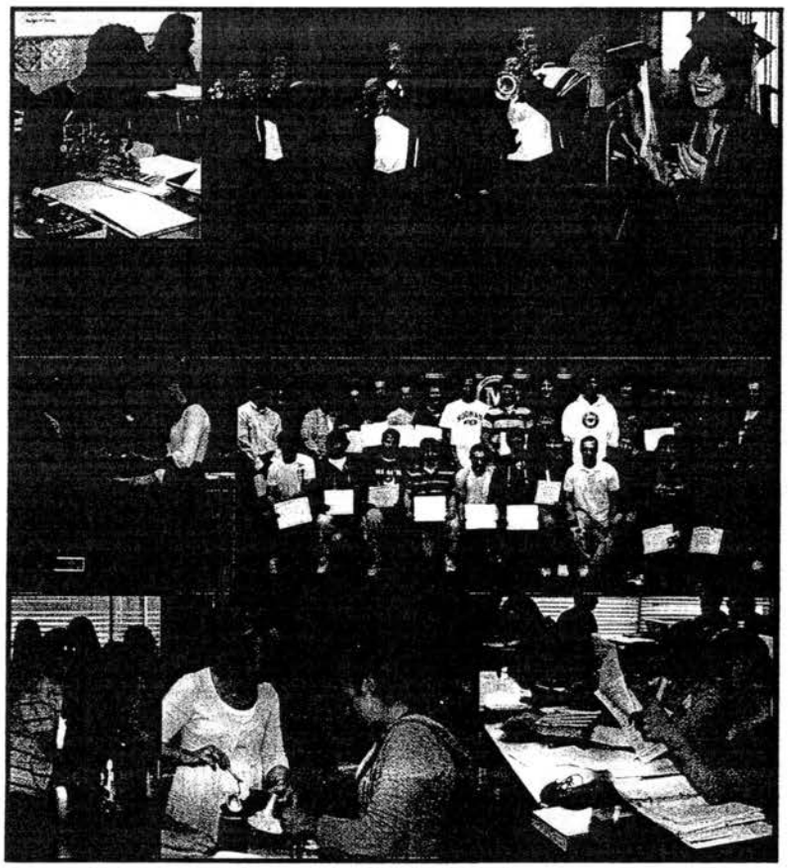
The changes made to the handbook have been highlighted in a lined-out version. A completed copy of the handbook will be available on the district's Web site at www.moorhead.k12.mn.us.

Suggested Resolution: Move to approve the 2009-2010 Moorhead High School Student Handbook as presented.

LAK:mde
Attachment

Moorhead High School

A leader in academics, activities, arts and athletics



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

District Web site is located at:
www.moorhead.k12.mn.us

Moorhead High School
Daily Class Schedule
~~2008-09~~ 2009-10

Period 1 8:25 - 9:10 Block 1 8:25 - 9:55
Period 2 9:15 - 10:00

Period 3 10:05 - 10:50 Block 2 10:05 - 11:35
Period 4 10:55 - 11:40

1st Lunch 11:40 - 12:15 Block 3 12:15 - 1:45
or Period 5 11:45 - 12:30 (11:45 - 1:15)
Period 6 12:35 - 1:20

2nd Lunch (Split Lunch) 12:30 - 1:05
Class 11:45 - 12:30/Lunch 12:30 - 1:05/Class 1:05 - 1:50

3rd Lunch
1:20-1:55
Period 7 1:55 - 2:40 Block 4 1:55 - 3:25
Period 8 2:45 - 3:30

Lunch Schedule
1st Lunch Art - Science - Math 5 & 6 Blocked
(11:40 - 12:15)
2nd Lunch English - Social St. - World Lang. 5 & 6
Blocked (12:30 - 1:05) Split Lunch

3rd Lunch ALL Skinnies (45 min) 5th and 6th in all departments
(1:20 - 1:55) 5 & 6 Blocked
Business - FCS - Fitness/Wellness - LSS - Music
Theatre Arts - Industrial Tech

Deposits to lunch accounts may be made throughout the school day into the meal account deposit box located by food and nutrition office

Deposits must be made before 9:30 in order to be available for use the same day.

WEDNESDAY COLLABORATIVE DAY SCHEDULE

Staff Collaboration Time = 8:10 - 9:00

Period 1	9:05 - 9:45	Block 1 9:05 - 10:25
Period 2	9:50 - 10:30	
Period 3	10:35 - 11:15	Block 2 10:35 - 11:55
Period 4	11:20 - 12:00	
Period 5	12:05 - 12:45	Block 3 12:05 - 1:25
Period 6	12:50 - 1:30	
Period 7	2:05 - 2:45	Block 4 2:05 - 3:25
Period 8	2:50 - 3:30	

Lunch Schedule
1st Lunch 12:00 - 12:35
2nd Lunch 12:45 - 1:20
Split Lunch (class 12:05 - 12:45/lunch/ class 1:20 - 2:00)
3rd Lunch 1:30 - 2:05

SHORTENED SCHOOL DAY SCHEDULE (2 Hours Late)
***Use 3rd period or Block 2 class to determine lunch shift**

Period 1 10:25 - 10:55 Block 1 10:25 - 11:25
Period 2 11:00 - 11:30

~~Period 3 11:35 - 12:05 Block 2 11:35 - 12:35~~
~~Period 4 12:10 - 12:40~~

~~1st Lunch 12:40 - 1:15 Block 3 1:15 - 2:15~~
~~Period 5 1:15 - 1:45~~
~~Period 6 1:50 - 2:20~~

~~2nd Lunch(Split) 1:15 - 1:50~~
~~class 12:45 - 1:15/lunch/class 1:50 - 2:20~~
~~Period 5 12:45 - 1:15~~
~~Period 6 1:50 - 2:20~~

~~3rd Lunch 1:50 2:25 Block 4 2:25 - 3:25 Period 7 2:25 - 2:55~~
~~Period 8 3:00 - 3:30~~

Period 3 11:35 - 12:05 Block 2
Period 4 12:10 - 12:40 1st Lunch - 11:30
12:05 Class - 12:05 -1:05

Class - 11:35 - 12:05
2nd Lunch - 12:05 - 12:40

Class - 12:40 - 1:10

3rd Lunch - 12:40 - 1:10
Class - 11:35 - 12:35

Period 5 1:15 - 1:45 Block 3 1:15 - 2:15
Period 6 1:50 - 2:20

Period 7 2:25 - 2:55 Block 4 2:25 - 3:25
Period 8 3:00 - 3:30

1st Lunch - Art, Math, Science, Industrial Tech.

2nd Lunch - English, Social Studies, World Languages, ESL

3rd Lunch - all Skinnies, FCS, Fitness/Wellness, LSS, Music, Theatre Arts.

SEVERE WEATHER RELATED SCHOOL CLOSINGS: Occasionally the Superintendent of Schools will announce an emergency school early dismissal, late start or cancellation of school due to extreme heat, cold, snow or ice. As soon as the decision to close schools is made, an announcement will be made on all local radio and television stations. If you hear no announcement concerning Moorhead Schools, you should assume that school is open and a regular schedule is being followed. In the event schools are closed due to severe weather conditions, all after-school activities will be canceled.

See Shortened School Day Schedule for the two-hour late start to the school day.

For additional information refer to School Board Policy 711 on the school district Web site or in the school office.

CRISIS MANAGEMENT: Moorhead Area Public Schools and Moorhead High School have a crisis management plan to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school.

For additional information refer to School Board Policy 710 on the school district Web site or in the school office.

ATTENDANCE: We believe that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the students.

Attendance is of vital importance and it is essential that all efforts be made by the staff members of Moorhead Area Public Schools to ensure

excellent attendance by the students of the district. The Moorhead School Board is committed to support staff members in every way possible to encourage optimum attendance. Class attendance is a joint responsibility of parents, students, teachers and administration.

For additional information refer to School Board Policy 515 on the school district Web site or in the school office.

EXCUSED ABSENCES: The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. The student has the right and obligation to make up any work missed with full credit. The State of Minnesota recognizes the following reasons for excused absence: personal illness, death or medical emergency in the immediate family, medical, dental or orthodontic treatment, counseling appointments, and inclement weather. Other reasons that could be acknowledged are personal requests for **absence made 24 hours in advance** (e.g. legal appointments, religious activities, travel, family vacations, competitions, state tournaments and school activities). We encourage parents to hold these requests to a minimum. The school will be the final authority in excusing the student and issuing an Advance Make-up Slip.

NOTIFICATION OF ABSENCES: Notifying the school of absences which fall into the excused categories is the responsibility of the parent/ guardian of the student. Calls should be made the morning of the absence or a note should be brought in by the student on the morning of his or her return to school. **If an absence has not been excused in 48 hours it will remain unexcused. The attendance number for grades 9-11 is 284-2303. The number for grade 12 students is 284-2304. Parents/Guardians and students are encouraged to monitor attendance through PowerSchool.**

UNEXCUSED ABSENCES: Unexcused absences are all absences which can be avoided or delayed, and for which prior arrangements and/or approval have not been made through the principal's office These absences indicate that the student is absent from school with or without the consent of parents, but the excuse given is not acceptable to the school administration. Unexcused absences or truancy receive no daily credit for work missed. Common unexcused absences may be: missing the bus, car trouble, oversleeping, work at home, work at a part-time job, need for extra sleep, baby sitting, hair appointments, shopping, visiting friends, skipping class, not returning to school following noon hour, leaving school ill without checking out with the health office, falsifying notes or explanations for absence, etc.

1. An unexcused absence will result in detention time assigned.
2. Coaches and advisors will be advised of team members/students who have unexcused absences. When an unexcused absence is verified, a student will not be permitted to participate in each of that day's or the next day's scheduled extracurricular activities (e.g. practice, game, rehearsal).

3. On the third unexcused absence the student will be referred to a truancy intervention or counseling program. Once the referral has been made, attendance will be closely monitored, attendance contracts may be held and detention and in-school suspension will be used to enforce school district policy. Parental/guardian notification will be made.

MEDICAL RELATED ABSENCE: Physician verification will be required for excused absences if personal illness goes beyond three (3) consecutive days. If administration believes other reasons, other than illness, may underlie the repeated absences medical verification may be requested.

ILLNESS DURING THE SCHOOL DAY: Students becoming ill during the school day, except in case of emergency, are to report to their regular class, then get a pass to the health office. If it is necessary to go home, the health office staff will contact the student's parent(s)/guardian or authorized representative to obtain release permission. If a parent(s)/ guardian or authorized representative cannot be contacted, the student will remain in school. Friends will not be excused to transport students. **Students who do not check out through the office are considered unexcused**.

HABITUAL TRUANT: A habitual truant is a student who is absent from attendance at school without lawful excuse for one or more class periods on seven school days during a school year and who has not lawfully withdrawn from school.

TARDINESS: Tardiness to class will be dealt with by each teacher as deemed appropriate; detention may be assigned as outlined in each teacher's discipline policy which will be explained to students at the beginning of each school year.

DETENTION: Detention will be held daily before school and after school. Detention **can not** be served during the scheduled school day of 8:25 a.m.-3:30 p.m. Detention will be assigned for unexcused absences and may be assigned for other disciplinary reasons.
Freshmen, sophomores and juniors who fail to attend detention will be assigned in-school suspension. **It is the students responsibility to monitor PowerSchool for detention notification.**

Seniors are responsible for monitoring detentions assigned for attendance or other reasons and serving them in a timely manner. Students with unserved hours of detention and their parents will be notified regularly. If a senior has not served all of his or her assigned hours of detention by the second to the last Friday before graduation ceremonies, that senior will not be allowed to participate in the ceremonies.

ABSENCES FOR STUDENT ACTIVITIES: Student activities should be scheduled around the school day whenever possible. Students who miss a particular class consistently due to activities could have this privilege removed if their grade average begins to decline. Teachers are

encouraged to report failing grades to students, parents, and administration as deemed appropriate. Students will not be granted excused absences from classes the morning following out-of-town activities. If unusual circumstances are present, they will be dealt with on an individual basis. Students in school-sponsored activities should not assume that they have the right to an extended deadline for school work.

MAKE-UP POLICIES FOR EXCUSED ABSENCES: School work missed because of an excused absence must be made up within two class days from the date of the student's return to school. This applies to school work assigned during the time period the student was absent from school. Any previously assigned work is due on the day of the students return. The student will be required to make arrangements with the teacher to make up any school work missed and receive a grade. A teacher may require additional assignments to compensate for any loss of class discussion and information.

School work not turned in to a teacher within the two-day guideline may result in the assignments receiving a lower grade or no credit. In the case of a prolonged (3 or more days) excused absence, the teacher and student should mutually agree upon a deadline. An administrator will mediate if mutual agreement is not reached.

For additional information refer to School Board Policy 515 on the school district Web site or in the school office.

ADVANCE MAKE-UP: In the event that a student is aware he or she will be absent from school, either part of a day or all day, the student is to request the excuse by written note at least 24 hours in advance of the absence. The student then must present the Advance Make-up Slip to each teacher one (1) day prior to the date of absence. All assignments are to be made up in advance unless specific arrangements are made with teachers.

OUT-OF-SCHOOL SUSPENSION (OSS): "Suspension" means an action taken by the school principal or designee prohibiting a student from attending school in accordance with the Pupil Fair Dismissal Act. The purpose of suspension is to remove the student from the school environment and to provide time for professional staff, parent/guardian and student to discuss the matter and bring about an agreement of future conduct.

IN-SCHOOL SUSPENSION (ISS): In-School Suspension is used as an alternative to out-of-school suspension for students whose misbehavior is passive. Students assigned to in-school suspension do receive credit for work that can be done in the ISS room. Parents of students assigned to ISS will be notified.

PASSES: Students who need to leave their classes for purposes such as the washroom, office, health office, locker, or counselor must use the hallway pass included in their student handbook signed by their teacher. Students who abuse passes by being disruptive or using them

excessively may lose this privilege. Students may be denied pass privileges after three (3) unexcused absences. Reinstatement of pass privileges will occur only after a suitable plan for correcting attendance problems has been developed by the student, submitted to the administration and followed successfully.

DISCIPLINE HANDBOOK: All students receive a copy of the Moorhead Area Public Schools discipline handbook at the start of each school year. Students are responsible to know its contents. School discipline policies apply at all events in which the school is involved, regardless of the site, as well as on school transportation.

For additional information refer to School Board Policy 551 on the school district Web site or in the school office.

GUIDELINES FOR VISITORS TO MHS: City ordinances and state statutes require that all visitors report to the main office immediately for a visitor's permit. Student visitors are not allowed. Exceptions will require advanced administrative approval.

An individual or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district. Unauthorized persons in the building will be asked to leave and may be reported to the police; failure to leave will result in trespassing charges being filed.

For additional information refer to School Board Policy 905 on the school district Web site or in the school office.

DRUG-FREE SCHOOL: The area in and around Moorhead High School is a drug free zone. Any student caught possessing or selling drugs will be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school. Offenders may also be subject to increased penalties as defined by state law.

For additional information refer to School Board ~~Policies~~ Policy 572 on the school district Web site or in the school office.

WEAPON-FREE SCHOOL: The area in and around Moorhead High School is a weapon free zone. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; paint ball guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. Any student caught possessing a weapon on school grounds will be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion

from school. Offenders may also be subject to increased penalties as defined by state law.

A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the building administrator's office shall not be considered to possess a weapon.

For additional information refer to School Board ~~Policies~~ Policy 576 on the school district Web site or in the school office.

TOBACCO: Moorhead High has been designated a tobacco-free building. Tobacco use or possession, including smokeless tobacco, is not permitted by any student while on the school grounds or at school-sponsored events. Minimum corrective actions include:
- Referral to legal authorities
- Parent(s)/Guardian(s) conference
- Additional corrective actions may be used.

For additional information refer to School Board Policy 551 and 573 on the school district Web site or in the school office.

DRUG AND ALCOHOL ABUSE: Any student who intentionally sells, gives, uses or is under the influence of chemicals in school, on school property or at school related activities (including buses) shall be subject to the following:

1. Suspension from school
2. Referral to Student Assistance and a chemical evaluation
3. Reported to the appropriate law enforcement agencies for possible legal action
4. Parental conference upon readmission

For additional information refer to School Board Policy 572 on the school district Web site or in the school office.

STUDENT DRESS AND APPEARANCE: It is the policy of the Moorhead Area Public Schools to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:

1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Moorhead School Board Policy 570.

When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified. Head coverings and hats are not allowed to be worn in the building, except for religious purposes, between the hours of 8:00 a.m. and 3:30 p.m. except with the approval of the building principal.

The state health department requires that students wear shirts and shoes when in the building.

For additional information refer to School Board Policy 577 on the school district Web site or in the school office.

MOORHEAD AREA PUBLIC SCHOOL DISTRICT 152 POLICY AGAINST RELIGIOUS, RACIAL, SEXUAL ORIENTATION, NATIONAL ORIGIN, AND SEXUAL HARASSMENT AND VIOLENCE

1. Everyone in Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial, sexual orientation, national origin, or sexual harassment and violence of any kind.
2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sexual orientation, national origin, sex or gender:
a. name calling, joking or rumors;
b. pulling on clothing;
c. graffiti;
d. notes or cartoons;
e. unwelcome touching of a person or clothing;
f. offensive or graphic posters or book covers; or
g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
~~3. You may also make a written report. It should be given to a teacher, counselor, the building administrator or the Human Rights Officer (Director of Human Resources).~~
~~4. Your right to privacy will be respected as much as possible.~~
~~5. The school district will investigate all reports of religious, racial, sexual orientation, national origin, or sexual harassment or violence and the school district will take all appropriate actions based on your report.~~

~~6. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.~~
~~7. This is summary of the school district policy against religious, racial, sexual orientation, national origin, and sexual harassment and violence. Complete policies are available in the Principal's Office and the Superintendent's Office and at the school district web site at www.moorhead.k12.mn.us.~~
3. If you believe you have been the victim of any type of harassment you should report it to any school district official.
4. This report may be oral or you may also make a written report. It should be given to a teacher, counselor, the building administrator or the Human Rights Officer (Director of Human Resources).
5. Your right to privacy will be respected as much as possible.
6. The school district will investigate all reports of religious, racial, sexual orientation, national origin, or sexual harassment or violence and the school district will take all appropriate actions based on the report.
7. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.
8. This is summary of the school district policy against religious, racial, sexual orientation, national origin, and sexual harassment and violence. Complete policies are available in the building administrator's office and the Superintendent's Office and at the school district's Web site at www.moorhead.k12.mn.us.

For additional information refer to School Board Policy 570 on the school district Web site or in the school office.

HAZING: "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

Reporting Procedure

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
C. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

For additional information refer to School Board Policy 571 on the school district Web site or in the school office.

DISRUPTIVE BEHAVIOR: Students who display disruptive behavior in a class may be removed from that class by a teacher or principal for up to five (5) days, placed in in-school suspension with the opportunity for parent-teacher conference provided. A second referral for disruptive behavior may result in permanent removal from the class after the opportunity for a conference with the student and parent(s)/guardian is provided. Students are expected to behave in an appropriate manner in the hallways between classes as well as before and after school.

Moorhead recognizes that the harm done by the presence and activities of gangs in the public schools exceeds the immediate consequences of activities such as violence and destruction of property. Gang activities create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive of the process of education and school activities. As a result, any dress, signals, or gestures identifying gang membership/affiliation are prohibited.

For additional information refer to School Board Policy 551 on the school district Web site or in the school office.

BULLYING: "Bullying" means any written, electronic or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions.

For additional information refer to School Board Policy 578 on the school district Web site or in the school office.

BUILDING HOURS: Students should not be in the building before 7:55 a.m. and must leave before 4:00 p.m. unless arrangements have been made with a staff member or they are involved in school activities including use of the media center. Students who remain in the building outside of the designated building hours and cause disruptions will be referred to legal authorities.

LOITERING: Students are not allowed to loiter in locker bays or hallways while classes are in session.

CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR: Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.
For additional information refer to School Board policy 721 on the school district Web site or in the school office.

PROCESS FOR ADDRESSING CONCERNS: When parents have concerns, they are asked to first contact the school employee who is nearest to the situation causing concern. If they do not receive satisfaction from that person, they should then contact the building principal or program director for assistance. If the matter is still unresolved, they are advised to contact the superintendent of schools. The parent may be asked by the superintendent to state the concern in writing and summarize the action to date. Should that fail, an appeal may be filed with the School Board through the superintendent's office.

MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT: It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the responsibility of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services.

It shall be a violation of school district policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

For additional information refer to School Board Policy 534 on the school district Web site or in the school office.

LOCKERS: Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.
Lockers have been assigned to each student. Students are expected to use the locker that is assigned to them and are not allowed to share lockers. Locks for lockers will be provided by the school. A deposit of $10 will be collected from each student and will be returned upon the student's graduation or withdrawal from MHS when the lock is returned to the main office. If you lose your lock, you must pay an additional $10 deposit to obtain a new one. Students are not allowed to write on the inside or outside of any locker. The use of a school locker is a privilege. Students who fail to comply with school locker use guidelines may lose locker use privileges. Replacement cost for lockers is $80 plus installation fee.

Lockers should always be locked when not in use. Do not give your combination to anyone else. Lockers should not be considered safe from theft. The school assumes no liability in the case of theft. Random locker checks will be conducted, and law enforcement K-9 units will randomly check lockers four to six times per year. We encourage students not to leave money or valuables in their lockers. Please leave valuables at home. In the rare instance that you must bring something of value to school, please leave it in the office so that it can be stored in the vault for the day and returned to you when school is dismissed.

For additional information refer to School Board Policy 574 on the school district Web site or in the school office.

POWERSCHOOL: PowerSchool allows parents and guardians to access their child's grades, attendance, and lunch account balance through their telephones or home computers. To access PowerSchool, parents and guardians need an authorization code, which is available in the school counseling office: you will be asked to show a picture ID before codes are given. Please contact the office for more information. **Students are responsible to monitor PowerSchool for notification of detentions they may have been assigned for unexcused absences or disciplinary reasons.**

NUISANCE DEVICES: Because of the potential for disruption to the learning environment, students are not to bring items to school which may create a danger, create a disturbance or may interfere with the normal conduct of the school. These devices typically may include, but

are not limited to: water guns, chains, beepers, electronic games, or laser lights.

PERSONAL ELECTRONIC DEVICES (PEDs): Personal electronic devices include all electronic communication and entertainment devices that can be used by a student that includes cell phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants.
PEDs, **except for cell phones**, may be used during passing time or in classrooms with teacher permission, or in the commons during study time.

Signage will designate acceptable use areas for cell phones. Cell phones are prohibited from use in classrooms. Students are not allowed to use cell phones in any area in the building while they are scheduled to be in class.

Disciplinary action for inappropriate cell phone use:
First Offense - Phone is confiscated until the end of the day, parent/guardian notified
Second Offense - Phone is confiscated and parent/guardian is required to meet with administrator to retrieve phone.
Third Offense and beyond - Phone is confiscated and student is suspended. Parent/guardian meeting is required upon students return to school to retrieve phone

*The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
*PEDs may not be attached to the school network with a wired or wireless connection.
*Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed.
*PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).
- Student conference
- Confiscation

For additional information refer to School Board Policy 551 on the school district Web site or in the school office.

COMPUTER USE/COPYRIGHT POLICIES: Computers are provided for student use at several locations. Students are advised that "computer hacking," use of the computers to duplicate copyrighted materials or other inappropriate use may result in losing access to the machines and/or referral to authorities. Faculty and administrative computers are off limits to students.

For additional information refer to School Board Policies 730 and 731 on the school district Web site or in the school office.

VANDALISM: Students who destroy or vandalize school property will be required to pay for losses or damages. If you should happen to damage something by accident, please report it to a teacher or the office immediately.

IMPROPER ACTIVATION OF FIRE ALARMS: The improper activation of fire alarms is illegal. Any student who causes a false alarm will be suspended and referred to legal authorities. A second offense may result in expulsion.

FIRE, TORNADO AND LOCK DOWN DRILLS: Emergency drills will be conducted throughout the school year.

REGISTRATION: Student registration typically takes place in February for grades 9-11. Four year plans are discussed during the 9th grade year and updated as needed during registration. The four year plan serves as a guide for registration and is flexible to allow for changes. All students who request admission to Moorhead High School and have not attended a high school for the previous two weeks or longer will be encouraged to enroll in alternative education options for the remainder of the semester. These students will be eligible to enroll at the start of the next year or semester. Students who have failed a significant number of middle school/junior high courses may be required to take alternative/remedial course work as a condition of entering the high school.

GRADUATION REQUIREMENTS: Registration guidelines list a total of 29 credits. Moorhead High School students must successfully complete 26 credits. Along with completion of credits, students must ~~also fulfill all the requirements of the Minnesota Academic Standards and district approved standards including passing Basic Skills Tests in writing, reading, and mathematics or Minnesota Comprehensive Assessments - Series II tests.~~ pass Graduation-Required Assessments for Diploma (GRAD) in writing, reading, and mathematics. Each student must complete a graduation application no later than the semester preceding graduation. All students participating in the graduation exercises must have completed the required minimum number of credits and met all graduation requirements as well as completed the Senior Checkout Process with his/her Counselor. Students who fail to complete the Senior Checkout process will not be allowed to participate in the graduation exercises. Those students not participating in the graduation exercises will be able to pick up their diplomas beginning on the Monday following the ceremony.

Beginning with the Class of 2011, students will be required to return or pay for all library books, text books or other school issued materials they failed to return during their years at MHS before they can begin the Senior Checkout process. The Senior Checkout process is required to participate in the graduation exercises.

It is an expectation that all library books, text books, and other school issued materials be returned every year. Students will be noticed annually of missing materials.

If a senior has not served all of his or her assigned hours of detention by the second to the last Friday before graduation ceremonies, that senior will not be allowed to participate in the ceremonies.

For additional information refer to School Board Policy 640 on the school district Web site or in the school office.

GRADUATION DEFICIENCIES: Students who fail to meet graduation requirements at the end of four years of attendance will be permitted to continue in school and carry a course load sufficient to permit them to meet graduation requirements the following year.

FOREIGN EXCHANGE STUDENTS: Moorhead High School welcomes foreign exchange students who are sponsored by accredited agencies. All foreign exchange students are classified as freshmen, sophomores or juniors. Foreign exchange students are not eligible for status as a senior and are not entitled to graduation from Moorhead High School.

COUNSELING DEPARTMENT: One of the first resource people you will meet at Moorhead High school is your counselor. Your counselor is available to assist you in many areas of your high school career including:

- planning and developing an academic program that best fits your needs,
- identifying career goals and interests, providing resources which will give current information about colleges and other post-secondary institutions, and,
- helping you make good decisions about concerns and conflicts in your personal life.

Moorhead High School is proud to have five licensed professional school counselors on staff to work with parents and students. MHS also has a licensed professional addiction counselor and several outreach workers to assist with student concerns which include chemical usage, attendance, and nontraditional high school programming.

9th grade counselor	Toni Bach	284-2313
10-12 A-G	Mary Beth Pilon	284-2319
10-12 H-N	Jeff Robinson	284-2316
10-12 O-Z	Sarah Miller	284-2315
Student Assistance	Scott Matheson	284-2314

Your counselor is truly interested in helping you succeed at MHS. Make it a point to get to know your counselor and see him or her frequently. Students are free to talk to any counselor, not just their assigned one.

MARKING SYSTEM: Moorhead High School uses letter grades of A, A-, B+, B, B-, C+, C, C-, D, D+, D-, and F. An "I" will indicate an incomplete in a subject. Assignments must be completed for credit no later than two weeks from conclusion of a course or the incomplete will be

changed to **failure**. Special cases should be cleared with your counselor or principal.

PASS/FAIL OPTION: Students taking a required course load are eligible to request pass/fail in one or more classes but must be graded in a minimum of four classes. Check with your counselor for forms. Deadlines for pass/fail option is 15 school days from the start of the class. Once you have been graded, you cannot change to a pass/fail option. Students who drop two grade levels below the average that they are capable of carrying could have this option removed the first or third quarter, and they would be graded by letter grade in the course for the rest of the semester. Students who fail a course and retake it at a later time will have their original failure replaced by the more recent grade.

TESTING OUT OPTION: A student may receive credit for a course on a pass/fail basis before, during or after taking that course by successfully demonstrating mastery of its content through a testing process. Testing out is offered two times per year (October and February). The student must complete the application to test out one week before the assessment dates. For more information, please see your counselor.

For additional information or an application refer to School Board Policy 653.1 on the school district Web site or in the school office.

CLASS AUDIT: Any student who wishes to audit a class for no credit should meet with the course instructor and the assistant principal for details.

SENIOR HONOR STUDENTS: Seniors with a G.P.A. of 3.70 or higher through the first semester will be named a Moorhead Honor Student.

ACADEMIC LETTER: The purposes of the academic letter are motivation, incentive and recognition for work well done. The Academic Letter Committee follows these guidelines/qualifications:

- Grade 9 - 3.80 cumulative G.P.A. through first semester
- Grade 10 - 3.70 cumulative G.P.A. through first semester
- Grade 11 - 3.65 cumulative G.P.A. through first semester
- Grade 12 - 3.60 cumulative G.P.A. through first semester

A = 4.00, A- = 3.75, B+ = 3.50, B = 3.00, B- = 2.75, C+ = 2.50, C = 2.00, C- = 1.75, D+ = 1.50, D = 1.00, D- = .75

REPORT CARDS: Report cards are issued at the end of each nine-week grading period. They include a letter grade for each subject and a report on attendance and tardiness. If you feel there is an error on your report card, bring it to the registrar's office and report it to the secretary. The last report card of the year will be mailed to the student's home.

HONOR CARDS: Gold cards will be given to students who earn a 3.5 - 4.0 G.P.A.; Silver to students with 3.0 - 3.49; White to students who improve their G.P.A. by .2 over the previous semester. Cards will be reissued each semester. Students must present both an ID and their card for each use. Lost cards will not be replaced. Discounts and

premiums are for the cardholders use only. Abuse or misuse of the card will result in its forfeiture. Cards may also be forfeited at the discretion of the administration.

UNSATISFACTORY WORK REPORTS: Parents will be sent reports indicating unsatisfactory work in a subject near the midpoint of the course or any time students are not performing up to their capabilities. **Parents should contact the teacher who sent the report for a conference**. Teachers will send these reports while there is still time to improve the grade for that grading period.

DROPPING A CLASS: Once a student is enrolled in a class, you may drop it only after consultation with a counselor. You will also need parental permission. In most instances, you cannot drop a class with fewer than 15 students enrolled. The deadline for dropping a class is 15 school days from the start of the class. Any class dropped after this deadline will result in a withdraw/fail which carries the same GPA weight as an "F".

TRANSFERS OR WITHDRAWALS: If you wish to transfer from Moorhead High, report to the counseling office for a withdrawal form. Complete the form and take it to all your teachers, the library, your counselor and the assistant principal for their signatures. After **all** signatures have been obtained, return the form to the registrar's office. All textbooks should be returned to teachers as you check out with each of them. Records will be sent to another school only after all obligations have been met.

For additional information refer to School Board Policy 517 on the school district Web site or in the school office.

TRANSFER STUDENTS/GRADUATION: Students who transfer in as a senior may graduate by meeting the previous school's requirements and, therefore, be awarded a diploma by that school. If students plan to participate in Moorhead High School's graduation ceremony, they must meet district requirements.

MINNESOTA POST-SECONDARY ENROLLMENT OPTIONS ACT: As enacted by the 1985 Minnesota Legislature, with approval and acceptance, juniors and seniors may enroll for courses at an approved institution of higher learning as part of the student's full-time high school enrollment and receive both college credit and credit toward high school graduation requirements. No charge will be made to the student for the costs of tuition, fees and required textbooks and materials. All books and materials must be returned to the college. If interested, see your counselor.

INDEPENDENT STUDY OPTIONS: Students who are interested in taking a course as independent study should contact a counselor. Independent study courses involve a considerable amount of reading, writing, and individual study.

HOMEBOUND INSTRUCTION: Students who are absent for 10 consecutive days are eligible for homebound instruction. Authorization from a physician must be on file requesting the same. All requests for homebound instruction are to be directed to the health office and then to the Office of Teaching and Learning (284-3310) and can be initiated before the time lines are in effect.

MINNESOTA CHOICE PROGRAMS: The open enrollment option is available for students to attend the Minnesota school of their choice. The deadline for an application for open enrollment is January 15 of the preceding year. See your counselor for more information. For online study options please see your counselor
For additional information see School Board Policies 511 and 610 on the school district Web site or in the school office.

CURRICULUM REVIEW: Parents have the right to review the curriculum and to determine which instruction will be provided by the parent.

For additional information refer to School Board Policies 620 and 620.2 on the school district Web site or in the school office.

ACTIVITIES: All students are eligible if they meet activity guidelines, but not all students will earn the privilege to participate in activities. Skill, tenacity, hard work and attitude are the primary factors in determining who will participate and represent our school. Moorhead High shall be represented by students who are good citizens, scholars and athletes willing to abide by prescribed rules and high standards. This privilege and honor carries with it responsibilities to the community, school faculty and student body they represent. To ensure that the standards and ideals of Moorhead High are upheld and requirements enforced uniformly, standards of conduct have been established. Advisors or coaches may enforce rules that are more strict than those established, but these are minimum rules that must be enforced:

1. Any student failing two or more classes, or having two or more incompletes, will be ineligible for a minimum of two weeks. Student eligibility will be monitored at the end of each nine week grading period. Students deemed ineligible will have to provide evidence that they have achieved passing status or have satisfied any incompletes to regain eligibility.
2. There shall be no conduct by students participating in activities, whether or not that activity is currently in season, that will bring discredit to the student, parents, activity, school or community. Penalties for rule violations will be administered at the discretion of school officials.
3. Moorhead School Board Policy and the Minnesota State High School League rules shall be enforced as the minimum standard of conduct for all participants in activities.
4. Students are expected to be in school on the day of a contest, play, concert or event as well as the following day. Violations may result in a forfeiture of practice on the succeeding day, loss of the right to appear in a public performance or meet and/or an unexcused absence.

5. Students must dress appropriately when representing the school. Neat, casual dress clothes are appropriate.
6. Awards and honors are presented in trust. Should the student violate that trust, the honor or award may be revoked. Fees are charged to participate in certain school activities and all athletic programs. However, the total fee for any student shall not exceed $100 per year.

For additional information regarding activity eligibility, fees, travel, or lettering information refer to School Board Policies 541, 542, 543 and 545 on the school district Web site or in the school office.

EXTRA CURRICULAR ACTIVITIES/ATHLETIC PROGRAMS: For information on how to participate in these or other MHS activities check with your counselor, the advisor, or the activities office. Groups include:

Carolers	Business Professionals of America
Debate	Mock Trial
Cho Kio (Yearbook)	Key Club
Apollo Strings	Knowledge Bowl
Math Competition	Student Council
Drama	Science Olympiad
Speech	Pep Band
Student Newspaper	Industrial Arts Competition

Athletic Programs: The following sports are available to students at Moorhead High School:

Fall:	Cross Country - girls and boys
	Football - boys
	Soccer - girls and boys
	Tennis - girls
	Swimming - girls
	Volleyball - girls
Winter:	Basketball - boys and girls
	Swimming - boys
	Gymnastics - girls
	Wrestling - boys
	Hockey - boys and girls
	Dance line - girls
	Cheerleading - girls and boys
Spring:	Track - boys and girls
	Golf - boys and girls
	Tennis - boys
	Baseball - boys
	Softball - girls

SCHOOL SONG

Onward Moorhead, Onward Moorhead
Fight right through that line!
Onward Moorhead, Onward Moorhead
Victory sure this time!
Onward Moorhead, Onward Moorhead

Fight on for your fame!
So fight, Moorhead, fight-fight-fight
To win this game.

SCHOOL SPIRIT/SPORTSMANSHIP: Moorhead Area Public Schools shares a vision with the Minnesota State High School League in seeking and maintaining high standards of sportsmanship in all sponsored programs. To be educationally sound, activities must provide a setting in all programs where important values such as dignity, equity, fairness and respect are fostered. Good sportsmanship enhances respect for opponents and officials through efforts at showing self-control and by showing genuine concern for others. It is the responsibility of students, coaches, faculty, cheerleaders, adult spectators, officials and the media to pursue these values.

Attending school sponsored events is a privilege, not a right. Inappropriate conduct at school and/or school sponsored events may result in the loss of this privilege.

Any student choosing to attend any school sponsored activity(dances, plays, athletic events, ect.) in possession of or under the influence of any illegal substance, will be prohibited from attending any school related activities, outside of the school day. The period of suspension is listed below. Students will also be cited accordingly by the Moorhead Police Department

1st violation - The student will not be allowed to attend any school-sponsored activity for six (6) weeks.

2nd violation - The student will not be allowed to attend any school-sponsored activity for eight (8) weeks.

3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.
(weeks are counted as calendar days)

For additional information see School Board Policy 551 on the school district Web site or in the school office.

STUDENT INSURANCE: The school district does not carry insurance on students. However, student insurance is available at a nominal cost on an individual basis. Contact the activities office for details.

FUND RAISING: All fund raising projects by any student group must be approved in advance by the advisor, principal, and Assistant Superintendent for Teaching and Learning before any fund raising may begin.

For additional information refer to School Board Policy 644 on the school district Web site or in the school office.

UNCOLLECTED FEES: Fees assessed for damaged or lost books, school projects, damage to school property, or other expenses that have been accrued by students but remain unpaid after July 1 following the end of the school year will be referred to a collection agency.

MUSICAL INSTRUMENT RENTAL FEES: The Moorhead School Board authorizes a rental fee of $75 per instrument for each child playing a school owned instrument. Students are also expected to sign an agreement listing their obligations for the maintenance of the instrument or repair of any damage beyond what may be expected from normal use.

The fee requirement may be waived if any of the following circumstances prevail:
1. If a family cannot afford to pay the fee, as determined by the building principal using the Free or Reduced-Price School Meals criteria.
2. In situations where students who provide their own musical instruments are asked to switch to a school-owned instrument to obtain a balance in instrumentation, no fee will be requested.
3. No student will be denied the right to participate in music because of any or all of the above.

For additional information and rental agreement refer to School Board Policy 831 on the school district Web site or in the school office.

PROTECTION AND PRIVACY OF PUPIL RECORDS: The following information is considered public information and may be disclosed unless the school principal is notified that this information is considered private. **State law requires that the names, addresses, and home telephone numbers of students in grades 11 and 12 be released to military recruiting officers unless a parent notifies the school in writing of their objection.

- Name
- Date & place of birth
- Participation in activities
- Height and weight of team members
- Dates of attendance
- Degree and awards
- Most recent and previous school

For additional information refer to School Board Policies 303 and 504 on the school district Web site or in the school office.

RELEASE OF INFORMATION: All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

For additional information refer to School Board Policy 504 on the school district Web site or in the school office.

PATRIOTIC EXERCISES: The School Board believes that one's respect of country is promoted by the ceremonies and observances held in the public schools and that the flag of the United States is a symbol of our American heritage and democratic ideals. In all classroom buildings K-12, the Pledge of Allegiance to the flag of the United States of America will be recited at least one or more times each week.

Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.
For additional information refer to School Board Policy 633 on the school district Web site or in the school office.

FIELD TRIPS: All school policies apply to students on field trips 24 hours a day for the duration of the trip.

For additional information refer to School Board Policy 632 on the school district Web site or in the school office.

PARENT TEACHER ADVISORY COUNCIL (PTAC): The PTAC is composed of parents and staff members who wish to become more actively involved at Moorhead High School. Meetings are held once per month. All parents are welcome to become members and are encouraged to call the main office for more information.

SURVEILLANCE EQUIPMENT: Moorhead High School premises are under the protection of electronic surveillance equipment during all hours of the day and evening.

For additional information refer to School Board Policy 712 on the school district Web site or in the school office.

TELEPHONES: The four free telephones in the commons are for student use. Calls are limited to three minutes. **Students may not use the office telephones.**

MESSAGES: All emergency messages will be handled by an administrator.

VENDING MACHINES: Vending machines are located in select areas. Beverage containers, wrappers and other items of this nature should be properly disposed of in the wastebaskets in the commons. Federal law prohibits vending machines from being turned on when school breakfast and lunch are served.

BUILDING CLEANLINESS: We ask that students be respectful and responsible by doing their part to keep the building clean. Help keep the building clean by depositing unwanted paper in wastebaskets or proper recycling bins.

Students are not allowed to bring food/beverages into classrooms(excluding water with teacher permission) unless it is appropriate for a class (e.g. Family Consumer Science). Breakfast and lunch food items must be eaten in the Commons/lunchroom. Students do have the privilege of bringing food/beverages into the building. Along with this privilege comes the responsibility of properly discarding waste and cleaning any spill or mess you may make. If building cleanliness becomes an issue this privilege may be revoked. Students not properly disposing waste will face disciplinary measures.

STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS AND SEARCHES:

It is the policy of the Moorhead Area Public School District to allow the limited use and parking of motor vehicles by students in school district locations. It is the position of the school district that a fair and equitable districtwide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

Student Parking of Motor Vehicles in School District Locations

Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving motor vehicles to Moorhead High School may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways or in other designated areas, (e.g. staff, visitors or busing lanes). **Vehicles in violation of parking regulations will receive a warning for the 1st offense and towed at owners expense for subsequent violations.**

Patrols, Inspections and Searches

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

Student Use of Motor Vehicles

Students are permitted to use their vehicles during assigned lunch period for off-campus purposes, or for off-campus school programs during assigned times. Operating a motor vehicle on school property is a privilege not a right and necessitates safe driving in accordance with the law and conditions.

Violations

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or

expulsion. In addition, the student may be referred to legal officials when appropriate.

Students park at Moorhead High School at their own risk. Moorhead Area Public Schools is not responsible for any damage or theft that occurs to vehicles parked on school property.

Bus service is provided to all eligible students.

For additional information refer to School Board Policy 575 on the school district Web site or in the school office.

COMMUNICATION ASSISTANCE: If a parent or guardian is in need of accommodations to communicate with a child's school or to participate in a child's education, please contact Moorhead High at (218) 284-2300 to make a request. Examples of accommodations include: TDD at a child's school, large print or Braille materials, accessible meeting facilities, sign language interpreter or assistive listening device kit for all meetings, conferences, activities, etc.

HEALTH CARE: The health office is located in the Administrative office complex. A health tech is on duty from 8:00 a.m. to 4:00 p.m. A licensed school nurse staffs the health office on a part-time basis and is on call in case of emergencies.
Parents of students with special health conditions should notify the nurse at the beginning of the school year. Staff will be notified of special health conditions concerning their students.

The school does not provide aspirin or any other medication for students. If students need medication dispensed during school hours, parents must provide the health office with a physician's written order, written parental authorization and a properly labeled container with specific directions about how and when the medication is to be administered in school. Students may self-administer medication if the appropriate arrangements are made through the health office. Please contact the school nurse regarding any questions about medications in school.

Students who become ill in school should report to their teacher and obtain a pass to go to the health office. If it is necessary for a student to go home because of illness or injury, parents will be contacted to confirm those plans. Parents are asked to contact the main office with information regarding where they can be reached during the day and the name of a person who can be contacted when parents are unavailable in an emergency situation. Students should remain at home if they have a contagious illness or a temperature of 100 degrees or higher.

Minnesota law requires all students in grades 7-12 to have completed the primary series of immunizations including a total of two MMR (measles, mumps, rubella) vaccinations, at least three polio vaccinations, and a tetanus/diphtheria (TD) booster at or after age

eleven. Students who have a medical or conscientious exemption from these requirements must have an exemption form on file in the health office.
Vision and hearing screening is done based on referrals from teacher, parents or students if a problem is suspected or as part of the assessment for special education services.

All school-related accidents (including extracurricular and out-of-town activities) should be reported to the nurse. Accident reports and emergency cards are kept on file in the nurse's office. A student who is absent from the classroom for an extended period of time (2-3 weeks) because of health problems should notify the counselor who will make arrangements for homebound tutoring.

Students who leave the school during the day due to illness must check out through the health office regardless of the circumstances. **Students who do not check out with the health office will be considered unexcused.**
For additional information regarding immunizations refer to School Board Policy 530. For additional information regarding medication refer to School Board Policy 532. These can be found on the school district Web site or in the school office.

MEDIA CENTER: The high school media center is easily accessible to the students and staff from 7:30 a.m. to 5:00 p.m. Monday through Thursday and 7:30 to ~~4:00~~ 3:30 p.m. on Friday.

At the high school we have a large and excellent collection of materials that serve both the academic and recreational needs and interests of our students. These include over 22,000 fiction and nonfiction books, 85 magazine subscriptions, several daily and weekly newspapers, general and specific reference materials, both in print and electronic format. Equipment, including computers and printers, a photocopy machine and scanner are also available for student use. A highly qualified staff member is available to help students find resources, assist with computer programs, and give suggestions for recreational reading.

Students are responsible for returning materials on time so that they are available for use by others. If something is lost or damaged, the original cost of the item will be charged. Overdue lists are posted frequently outside of the library. Students with excessive overdue materials will lose their checkout privileges until their overdue materials are returned.

Students who are unable to abide by library policy and are disrupting other students or staff will be asked to leave. Food and beverages are not allowed in this facility. The deliberate abuse of any of the materials, programs or equipment located in the library/media center will be referred to a principal for disciplinary action.

HANDBOOK ONLINE: A current version of the Moorhead High School Student Handbook is available online at www.moorhead.k12.mn.us. The online version contains any changes to the handbook as well as links to related board policies.

PESTICIDE USE: Occasionally pesticides are used to control harmful insects. Students will be notified if pesticides are used in the building or on the grounds.

School Calendar ~~2008-2009~~ 2009-2010

~~September 2 — K-12 Classes Begin~~
~~October 3 & 4 — Homecoming Parade, Game, Dance~~
~~October 13 — Parent Teacher conferences (5-8:30)~~
~~October 14 — Parent Teacher conferences (8-11, 12-4)~~
~~No School~~
~~October 15-17 — Teacher Comp & EM - No School~~
~~November 4 — End of 1st Quarter~~
~~November 18 — GRAD/BST Writing Retest Grades 10-12~~
~~November 19 — BST Math Retest Grade 12~~
~~November 20 — BST Reading Retest Grade 12~~
~~November 27 & 28 — No School~~
~~December 1 — Parent Teacher conferences (5-8:30)~~
~~December 4 — Parent Teacher conferences (5-8:30)~~
~~December 22 — Winter Break Begins~~
~~January 5 — Classes Resume~~
~~January 16 — End of 1st Semester/2nd Quarter~~
~~January 19 & 20 — Teacher Workshops - No School~~
~~February 3 — BST Math Retest Grade 12~~
~~February 4 — BST Reading Retest Grade 12~~
~~February 16 — President's Day Holiday~~
~~February 24 — Parent Teacher conferences (5-8:30)~~
~~February 26 — Parent Teacher conferences (5-8:30)~~
~~February 27 — No School~~
~~March 16-20 — No School~~
~~March 31 — BST Writing Grade 12~~
~~March 31 — End of 3rd Quarter~~
~~April 1 — BST Math Retest Grade 12~~
~~April 2 — BST Reading Retest Grade 12~~
~~April 10 — No School~~
~~April 21 — Grade 9 GRAD Test of Written Comp.~~
~~April 21 & 22 — MCA II Grade 10 Reading, Grade 11 Math~~
~~April 28 — Parent Teacher conferences (5-8:30)~~
~~May (dates TBD) MCA II Science Test~~
~~May 25 — Memorial Day Holiday - No School~~
~~June 3 — Last Day for Students~~
~~June 7 — Graduation~~

~~STORM MAKEUP DAYS~~
~~December 22, January 2, June 4, 5 and beyond~~

Superintendent of Schools

Moorhead Area Public Schools

Memo S.10.008R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: July 7, 2009

SUBJECT: Horizon Middle School Student Handbook

Attached is the 2009-2010 Horizon Middle School Student Handbook. According to Moorhead School Board Policy 221, the handbook is to be presented to the School Board for an annual review.

The changes made to the handbook have been highlighted in a lined-out version. A completed copy of the handbook will be available on the district's Web site at www.moorhead.k12.mn.us.

Suggested Resolution: Move to approve the 2009-2010 Horizon Middle School Student Handbook as presented.

LAK:mde
Attachment

HORIZON MIDDLE SCHOOL

Moorhead Area Public Schools



2009-2010 Student Handbook

HORIZON MIDDLE SCHOOL

3601 12 Avenue South, Moorhead, MN 56560
Office Phone (218) 284-7300

Welcome to Horizon Middle School!

The mission statement of the district is **to develop the maximum potential of every learner to thrive in a changing world**. The goal of Horizon Middle School is to support this mission and make it a reality. As you walk through the doors of Horizon Middle School, you will experience enhanced educational programming and numerous activity options. You will have the advantage of learning and working in a state-of-the-art facility that was designed to accommodate small learning communities of core classes, exploratory classes and activity areas.

Horizon Middle School began an initiative called Positive Behavioral Interventions and Supports (PBIS) during the 2007-2008 school year. The goal of PBIS is create and sustain school environments that are positive, safe, and respectful for adults and students. The premise is to change environments to better meet the needs of the students and adults. The goal is NOT to change individuals but to create environments that allow individuals to be successful academically and socially. PBIS establishes a common language and vision for all individuals in the school. The PBIS system provides strategies to students that allow them to display appropriate behaviors while at school and at home. It is a data driven initiative that will help us redesign and support teaching and learning environments that are effective, efficient, relevant, and durable.

Parent Teacher Advisory Council (PTAC) is a wonderful way to get involved in the school. Meetings are the first Thursday of every month at 6:30 P.M.

Power School is a resource for parents/guardians that allows them to access their child's grades, attendance, and lunch account balance through their telephones or home computers. Please contact our Counseling Office at Extension 7312 to obtain an authorization code.

Noteworthy points of interest:

1) Cell phones, Ipods and MP3 players are not allowed to be used during the school day. Text messaging is not allowed as phones are not to be used from 7:45-2:15. Ipods may be allowed in the weight room with teacher permission.
2) We will not disrupt teachers while teaching so phone messages will be left with the secretary and then passed along to your child.
3) Parents/guardians will be called on discipline issues and may be asked to come to school for a conference. If the issue is major a suspension will result and the parent guardian must come and pick the child up from school (page 4).
4) Inquire about lost and found items at the main office.
5) Grading and homework guidelines were developed building wide. See page 9 for the principles and expectations.
6) Call the Attendance Line (284-7303) as soon as possible in the morning or night before if your child will not be in school.
7) Horizon will be a No Gum Zone. Gum will not be allowed in the building as decided by the Building Leadership Team.
8) If you child is absent for more than 15 days due to illness a doctor's note will be required.
9) No school on the following days: September 7, October 13, 14, 15, and 16, November 26 and 27, December 23-January 4, January 18 and 19, February 15 and 27, March 17-19, April 2, and May 31
10) Parent Teacher conferences: October 12 and 13 (5-8:30 P.M.), October 13 and 14 (8-11 A.M., 12-4 P.M. and 5-8:30 P.M.), March 15 and 16 (5-8:30 P.M.), March 17 (8-11 A.M. and 12-4 P.M.)

If we can be of assistance feel free to call us at:
School Office. 284-7300.
Lori Lockhart, Principal 284-7330
Matt Naugle, Assistant Principal 284-7331
Counseling Office. 284-7312
Janel Simonson (Counselor) 284-7313
Shari Bye (Counselor) 284-7314

This document can be made available in an alternate format such as large print or audio cassette. Call 284-3310 to make a request.

If you do not read English and would like help in your own language, please call 284-3310.

Si usted no lee en ingles y le gustaria que le ayudaran en su propio idioma, por favor llame al 284-3310.

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ACCELERATED CLASSES

Based on test scores and teacher recommendation, students are selected for accelerated classes. Students must maintain a grade of A or B in an accelerated class in order to continue membership in the class. Students who were not placed in an accelerated class at the beginning of the school year, but who demonstrate marked gains at any point during the school year, may be invited to move to an accelerated class. Consultation with parents is an important part of any proposed schedule change.

ACCIDENTS

All school-related accidents, whether they involve students or visitors and whether they occur during or outside of school hours, must be reported to the school nurse or health assistant immediately.

APPEARANCE

Horizon Middle School's (HMS) guidelines regarding dress are simple: clothing must be clean and appropriate. Clothing must not cause a disruption to the educational program. Students may not wear clothing that advertises alcohol, cigarettes, or other controlled substances or that has inappropriate wording or graphics. If students should wear an article of clothing that is inappropriate, they will be asked to wear something else or to turn the article of clothing inside-out and will be advised not to wear the clothing to school again. Students may not wear chains, caps or jackets in school. Bare midriffs, tops with spaghetti straps, all see-through fabrics, and bandanas are examples of attire that are not suitable for school. Shorts and skirts must be of length that when the student's arms are fully extended at their sides, the length is at least as long as the student's fingertips. Underwear cannot be visible; this includes boxer shorts. Teachers and administrators also may refer students to parent(s)/guardian(s) when clothing or grooming is questioned.

Students may not wear head coverings during the school day unless approved by the principal. Exemptions will be made for medical and religious reasons.

For additional information, please refer to School Board Policy 577 on the district Web site or in the school office.

ASSEMBLIES

At all times, student behavior should be courteous. Unacceptable conduct includes whistling, uncalled-for clapping, and any type of disruptive or distracting behavior during an assembly program.

Students who have caused a disruption at an assembly may be excused from attending further assembly programs within the school year.

ATTENDANCE

We believe that students who have regular achieve more at school and are better adjusted to school. Learning that is lost due to absences can never be adequately replaced. Regular, sound attendance habits require the cooperation of students, parent(s)/guardian(s), and educators.

EXCUSED ABSENCES

HMS complies with Minnesota State Statute in requiring that all students of middle school age attend school regularly when school is in session. The State of Minnesota recognizes the following reasons for excused absences: personal illness and/or medical, dental, or orthodontic treatment, death in the students immediate family or of a close friend or relative, serious illness in the student's immediate family, court appearances occasioned by family or personal action, religious instructions not to exceed three hours in any week, physical emergency conditions (such as fire, flood, storm, etc.), official school field trip or other school-sponsored outing, or removal of a student pursuant to a suspension. Parents/guardians must notify the school by phone at 284-7303 by 10:00 A.M. on the day of the absence to report the reason for the absence. When you call the attendance line, 284-7303, you will hear a voice message. Please leave your child's name, grade, and reason for absence. Please call in each day that your child is absent due to illness. Physician verification may be requested for excused absences if personal illness goes beyond three consecutive days or twelve or more cumulative days absences due to an illness.

Other reasons that could be acknowledged are personal requests for absence made 24 hours in advance (e.g. legal appointments, travel family vacations, state tournaments and school activities). We encourage parent(s)/guardian(s) to hold these requests for absence to a minimum. Students are responsible for completing coursework as if they were in attendance.

All work must be turned in before students participate in such an activity unless the teacher has made other arrangements. If a test is given on the day that students return to class, they are expected to take the exam. As in all cases of absence, students are responsible to obtain and complete make-up work.

Parent(s)/Guardian(s) may be asked to verify in writing the reason for a student's absence from school. School work missed because of an excused absence must be made up within two days from the date of the student's return to school. This applies to school work assigned during the time period the student was absent from school. Any previously assigned work is due on the day of the student's return. The student will be required to make arrangements

with the teacher to make up any school work missed and receive a grade. A teacher may require additional assignments to compensate for any loss of class discussion and information.

EXTENDED EXCUSED ABSENCE

A request for extended excused absence includes educational trips or competitions where students are accompanied by a parent(s)/guardian(s) or coaches. In order to offer the best educational experience for students, parent(s)/guardian(s) are asked to refrain from scheduling family vacations, etc., during the school year. In cases of extended excused absence, a parent or guardian should call the school or send a signed note to indicate the date(s) of the future absence, along with the reason for the absence. The students must then secure an advance make-up slip from the office. It is the students' responsibility to circulate the slip to teachers, who will give the assignments for the day(s) of the absence. Unless a teacher has indicated otherwise, all work must be made up before the student leaves on the extended excused absence.

LEAVING AND RETURNING TO SCHOOL DURING THE SCHOOL DAY

If students must leave school during the day for any reason, they must report to the office before leaving and/or upon returning. If a student is to be picked up from school, parent(s)/guardian(s) must call the school, send a signed note, or call for their children to receive an out-of-building pass. Students returning from an appointment during the school day must check into the office before returning to class. By presenting an appointment card, students will be given an admit-to-class pass.

Horizon Middle School students have a closed lunch period. During the lunch period, students will be released only to their own parent(s)/guardian(s); parent(s)/guardian(s) are asked to come to the office and to meet their child there.

UNEXCUSED ABSENCES

Parents must call the school each day that a student will not be attending or send a note to school accounting for each day missed when the student returns to school. If the parent(s)/guardian(s) does not notify the school within two days of the student's return to school, the absence will remain unexcused. Unexcused absences are all absences which can be avoided or delayed and those for which prior arrangements have not been made. Common unexcused absences include missing the bus, oversleeping, baby-sitting, hair appointments, visiting friends, skipping class, working at home, and leaving school ill without checking out with the school nurse.

For additional information on attendance policies, please refer to School Board Policy 515 on the district Web site or in the school office.

BULLYING

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property, at school bus stops, while riding school district approved transportation, or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the appropriate school district officials (teachers, administrators, coaches/advisors and other employees). A student may report bullying anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.

For additional information, please refer to School Board Policy 578 on the school district Web site or in the school office.

BUILDING CLEANLINESS

Our community has provided us with a beautiful school building. We ask that students be respectful and responsible by doing their part to keep the building clean. Students are not allowed to bring food/beverages into classrooms without teacher permission. Breakfast and lunch food items must be eaten in the cafetorium. Students must discard waste and clean any spills or messes. Students who do not properly dispose of waste will face disciplinary measures.

BUS PROCEDURES/CONDUCT

Safe and efficient transportation of students to and from school, on field trips, and to school-sponsored events is necessary to the educational process at HMS. Student cooperation is needed so that bus drivers can devote their entire attention to driving. Students are to remain seated, to refrain from loud talking, and to accept direction from bus drivers. Violations of bus conduct rules and/or failure to accept direction from a bus driver may result in suspension of bus riding privileges.

Students must ride the bus to which they've been assigned. In cases of emergency when a parent(s)/guardian(s) needs a student to ride a different bus than the assigned bus, written notification to the office must be presented. The final authority on ridership in these cases are individual bus drivers to make the determination if space is available. For additional information, please refer to School Board Policies 720-721 on the district Web site or in the school office.

CELL PHONES

Students may not turn on or use their cell phones during the school day. If a student uses a cell phone, it will be taken and turned into the office.

1st offense - return to student at the end of the day
2nd offense - parent/guardian must pick up the phone
3rd offense - administration has the right to hold the phone until a parent and student conference is held

COMMUNICATION ASSISTANCE

If a parent(s)/guardian(s) needs accommodations in order to communicate with school staff or in any way participate in their child's education, please contact the school office to request accommodations such as TDD, interpreters, assistive listening device kits, etc.

COMPUTER INFORMATION

The past few years have seen a dramatic change in the way technology helps students relate to the world. Access to the Internet is an opportunity that HMS offers to its students. Bringing the Internet into the classroom provides new resources and opportunities to the educational experience.

Because we realize that there are no present technical solutions which can completely guarantee that students will be restricted from unwanted Internet material, the staff at HMS will make every effort to educate the students in the proper use of the system and will appropriately deal with any misuses or abuses. Should any student violate any of the provisions of the district and HMS Acceptable Use policy, his or her account may be terminated, future access may be denied, and disciplinary actions may be taken in accordance with school district policy. In addition, all users are held responsible for understanding that the inappropriate use of the communication system may be in violation of state, federal, and local laws. Violation can lead to investigation and prosecution by law enforcement agencies.

Parents/guardians who do not wish to allow their children access to the Internet, or any other electronic communication services at school, should indicate this desire by contacting a principal.

For additional information, please refer to School Board Policy 731 on the district Web site or in the school office.

CONCERNS

When parent(s)/guardian(s) have concerns, they are asked to first contact the school employee who is nearest to the situation causing the concern. If they do not receive satisfaction from that person, they should then contact the building principal for assistance. If the matter is still unresolved, they are advised to contact the superintendent of schools. They may be asked to state the concern in writing and to summarize the action taken to date. Should that fail, an appeal may be filed with the school board through the Superintendent's office.

CONFERENCES

Parent/guardian conferences are scheduled three times during the school year; the school calendar indicates specific dates. Parents and guardians will have the opportunity to meet with their child's team teachers and also with exploratory teachers.

At any time, parents and guardians are encouraged to call or e-mail individual teachers with questions or concerns. A staff directory is available on the district Web site and in the school office.

For additional information, please refer to the "Parent(s)/ Guardian(s) Involvement" section of this handbook.

COPYRIGHT POLICIES

Students are reminded that indiscriminate copying of print and online material is illegal.

For additional information, please refer to School Board Policies 730 and 731 on the district Web site or in the school office.

COUNSELING AND GUIDANCE SERVICES

We wish to assist young people in developing inner resources and social skills to help with emotional growth and responsible decision making. Young people must be involved in relationships with other people in order to acquire attitudes, values, roles, competencies, and ways of viewing the world that are shared by family, peers, and community. The Horizon Middle School counseling program is designed to help young people with their social, emotional, mental, and academic concerns.

COUNSELING SERVICES OFFERED

Consultation - Counselors consult with parent(s)/ guardian(s), educators, administrators, and community agencies regarding strategies to help students. Our main focus is to be an advocate for the students.

Personal Counseling - Counseling is provided on a small group and/or individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action is taken.

Crisis Counseling - Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short term in nature. When necessary, appropriate referral sources are used.
Group Counseling - Group counseling is done based on student interest. Groups include but are not limited to: new student, friendship, family change, studies skills, grief, concerned persons.

Career Counseling - Counselors meet with students individually to discuss academics as well as future goals.

Referral - Counselors use referral sources to deal with crisis such as suicide, violence, abuse, terminal illness, drug and alcohol use, and other long term issues.

Testing - The counselors coordinate the use of the MAP tests and the Minnesota Comprehensive Assessments II (grades six through eight).

CURRICULUM REVIEW

Parents/guardians have the right to review the curriculum and to determine which instruction will be provided by the parent(s)/guardian(s). If you wish to review particular curricular areas, please call a principal.

For further information, please refer to School Board Policies 620 and 620.2 on the district Web site or in the school office.

DETENTION

Students who have failed to follow the rules of the school will be assigned detention. You will receive information from your child's team teachers regarding the team's detention policies. School detention is held after school, during lunch, and/or on Saturdays. Students are given 24 hours to make arrangements for transportation. Students who have been assigned detention must arrive on time, have study materials or a book to read, and work silently. Students will spend detention time studying and/or perform service projects in the building. If students do not have transportation home from detention, parent(s)/guardian(s) should contact a principal to discuss an alternate plan.

Students who are given several detentions may be referred to a student assistance team to explore reasons for detentions. Students who accumulate detentions may be excluded from optional school functions.

DISCIPLINE GUIDELINES

STATEMENT OF PHILOSOPHY

It is the position of the School Board of District #152 and the administrators and staff at the middle school that learning can best take place in an environment which is orderly, safe and 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. To achieve this philosophy, these basic principles are applied:

A. The main purpose of schooling is learning, and learning requires a safe and orderly environment. Student disruptive behavior will not be allowed to interrupt the learning of other students.

B. Students are fully capable of making choices about their behavior and are responsible for their behavior. Should a student choose to misbehave, the student has made that choice knowing there are consequences for misbehavior.

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 Policy 554, including detention, removal from class, in school suspension, out of school suspension, and restorative justice 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, 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.

- Parent(s)/Guardian(s) conference
- suspension
- Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.
- Notification of police.

5. DIRECT ATTACK WITH A WEAPON
- Parent(s)/Guardian(s) notification
- Immediate out-of-school suspension
- Confiscation of weapon
- Immediate notification of police
- Recommendation to the Superintendent for expulsion for
a period of time not to exceed one year.

6. DISRESPECTFUL LANGUAGE: Disrespectful language directed toward another person.
- Student conference

7. DISRUPTIVE BEHAVIOR IN THE CLASSROOM: "Disruptive Behavior" is defined as:
A. Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
B. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school; and
C. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the School Board.
- Removal from class
- Parent(s)/Guardian(s)/Teacher conference prior to return
- Detention

8. FIGHTING: Fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving, or scuffling."
- Parent(s)/Guardian(s) conference
- Suspension

9. HARASSMENT: Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age.
- Student conference
- Detention
- Notification of parents or guardians
- 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 principal'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

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

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 possessing, using 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 weeks.
- 2nd violation - The student will not be allowed to attend any school-sponsored activity for eight weeks.

- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

Note: A week is counted as a calendar week.

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

In addition, any student possessing, using or being under the influence of any controlled substance while at a school-sponsored activity:
   - 1st violation - The student will not be allowed to attend any school-sponsored activity for six weeks.
   - 2nd violation - The student will not be allowed to attend any school-sponsored activity for eight weeks.
   - 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

   Note: A week is counted as a calendar week.

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

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

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 or 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

   1st offense -- Warning

   2nd offense -- 5 day suspension from riding the bus/ conference (meeting/phone) with parents.

3rd offense -- 10 day suspension from riding the bus/ conference (meeting/phone) with parents.
4th offense -- 20 day suspension from riding the bus/ meeting with parents.
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, camera, 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/Guardian 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

Students may be disciplined for off campus conduct which disrupts, interferes, or otherwise affects the environment, activities or operation of the school.

Rules that apply to students during the school day also apply to field trips, school activities, bus stops, and district approved transportation.

Teachers and principals may use reasonable force to restrain or correct a student only when necessary to prevent the child from injuring him or herself, others, or property or to prevent bodily harm to another.
In addition to these guidelines, HMS may use restitution, community service, behavior instruction, student/parent or guardian information session, or other alternative strategies to improve student behavior.

For further information, please refer to School Board Policy 551 on the school district Web site or in the school office.

DISCIPLINE HANDBOOK

All students receive and review the Moorhead Area Public Schools Discipline Handbook at the start of each school year. Students are responsible to know its contents.

In addition to the district handbook, building policies are included in this handbook. New entries may be made throughout the year by posting them in the daily announcements, which will be read to students and posted on the Horizon Middle School Web site.

For additional information, please refer to School Board Policy 551 on the district Web site or in the school office.

DRUG AND WEAPON FREE ZONES

The area around Horizon Middle School is a drug and weapon free zone. Anyone caught possessing or selling drugs or anyone caught possessing, using, or recklessly handling a dangerous weapon may be subject to increased penalties as defined in state and federal law.

For additional information, please refer to School Board Policies 572 and 576 on the district Web site or in the school office.

FAILED CLASSES

Students who fail trimester classes are expected to attend opportunities for credit make up; opportunities may be offered after school, on Saturdays, and/or during the summer to make up core class credits.

FAMILY INVOLVEMENT

Families are encouraged to attend school events. Volunteers are needed to help in classrooms, chaperone field trips, operate concessions, supervise activities, etc. If you are interested in helping, please complete a volunteer form that is available in our office.

All parent(s)/guardian(s) are encouraged to attend Horizon PTAC meetings which are held the first Thursday of each month (provided school is in session that day) at 6:30 P.M. in the media center. For additional information, please refer to School Board Policy 901 on the district Web site or in the school office.

FIELD TRIPS

Students may have opportunities to participate in field trips. In addition to parental/guardian permission slips, teacher requirements for participation in field trips may include, but are not limited to, completed homework assignments and acceptable behavior in class. While on field trips, students are expected to observe all school rules.

FIRE, LOCKDOWN, AND TORNADO DRILLS

Fire, lockdown, and tornado drills are held at irregular intervals throughout the school year. In drills or in a real emergency situation, remember to:

1. Observe directions given by staff.
2. Walk quickly and quietly to the designated area.

FOOD AND BEVERAGES

Students may not receive pizza deliveries, birthday cakes, etc., during the school day. Fast food is not allowed to be brought in or supplied by a parent/guardian. Soda, gatorade and other beverages are not allowed during the school day.

GANG ACTIVITY

Moorhead Schools recognizes that the harm done by the presence and activities of gangs in our school exceeds the immediate consequences of such activities such as violence and destruction of property. Gang activity also creates an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities. As a result, any dress, hand signs, or gestures proclaiming gang membership and/or affiliation or that may be interpreted as such are prohibited. For additional information, please refer to School Board Policy 577 on the district Web site or in the school office.

GRADING SYSTEM AND REPORT CARDS

HMS uses the traditional A-F grading scale. A grade of I, or incomplete, is given when students have not been able to complete assignments due to illness, emergency, or a prearranged absence. If the incomplete work is not made up within two weeks after the end of the trimester, the I grade changes to an F. It is the student's responsibility to communicate with teachers and to complete and turn in late work.

Shortly after the end of each trimester, student report cards will be distributed. Parents/guardians are encouraged to use PowerSchool to obtain grade and attendance information about their child's progress at school. PowerSchool access codes are available in the school office.

Students who fail trimester classes are expected to attend opportunities for credit make up; opportunities may be offered after school, on Saturdays, and/or during the summer to make up core class credits.

GUM

Students at Horizon Middle School will not be allowed to chew gum. A building wide decision was made to move to a gum free facility for the 09-2010 school year.

HANDBOOK

This handbook may be changed or amended during the school year. Contact the principal or visit our website @www.moorhead.k12.mn.us for more information. All students and parents are responsible for the content of this handbook. District Board Policy to further explain and clarify any and all school policy can be retrieved at http://www.moorhead.k12.mn.us/district/schoolboard/policies/

HARASSMENT AND VIOLENCE POLICY

Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial, sexual

orientation, national origin, or sexual harassment and violence of any kind.

A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sexual orientation, national origin, sex or gender:

1. name calling, joking or rumors
2. pulling on clothing
3. graffiti
4. notes or cartoons
5. unwelcome touching of a person or clothing
6. offensive or graphic posters or book covers; or
7. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

If you believe you have been the victim of any type of harassment, you should report it to any school district official. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights Officer. Your right to privacy will be respected as much as possible.

The school district will investigate all reports of religious, racial, sexual orientation, national origin, or sexual harassment or violence, and the school district will take all appropriate actions based on your report. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.

This is summary of the school district policy against religious, racial, sexual orientation, national origin, and sexual harassment and violence. For additional information, refer to School Board Policy 570 on the school district Web site or in the school office.

HAZING

No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing. A parent(s)/guardian(s) permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. This policy applies to behavior that occurs on or off school property and during and after school hours. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

DEFINITIONS

"Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

"Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

REPORTING PROCEDURE

1. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
2. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.

3. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
4. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

SCHOOL DISTRICT ACTION

1. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
2. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
3. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

HEALTH SERVICES

A health assistant is on duty each day from 7:30 A.M. until 2:30 P.M. A licensed school nurse staffs the health office on a part-time basis and is on call in case of emergencies. All accidents must be reported to the health office immediately. Parents/guardians of students with special health conditions must notify the school nurse at the beginning of each school year. Staff will be advised of special health conditions affecting their students. Each year, all parent(s)/guardian(s) are asked to complete a student health update form, which gives information regarding home and work phone numbers, a listing of physician and hospital preferences, and the name of a person who will be contacted when parent(s)/guardian(s) are unavailable in an emergency situation.

The school does not provide aspirin or other medication for students. If students need prescription medication dispensed during school hours, parent(s)/guardian(s) must provide the health office with a physician's written order, written parental/guardian authorization, and a properly labeled container with specific directions about how and when the medication is to be administered in school.

Students who become ill during the school day should secure from their teacher a pass to the health office. If it is necessary for students to go home because of illness, a school official will contact parent(s)/guardian(s) to provide transportation home. Students should remain at home if they have a contagious illness or a temperature of 100 degrees or higher. Students should have a normal temperature for 24 hours prior to returning to school after an illness.

Vision and hearing screening is done for all seventh graders and by request for students in grades 6 or 8. Scoliosis screening to detect abnormal curvature of the spine is done for all seventh grade girls and eighth grade boys.

Certain immunizations or a signed exemption form are required by state statute. Failure to provide written verification of required immunization or an exemption form will result in a student not being able to attend school until this is received by the health office. Minnesota law requires all students who enter the seventh grade to have a total of two MMR (measles, mumps, rubella) vaccines, a series of three Hepatitis B vaccinations, and one varicella vaccination (or history of chickenpox disease). A tetanus/diphtheria (Td) booster given after age eleven will be required of all students in grades 7-12.

For additional information regarding immunizations, please refer to School Board Policy 530 on the district Web site or in the school office. For additional information regarding medication, please refer to School Board Policy 532.

HOMECOMING

HMS students will not be released to attend high school homecoming activities during the school day.

HOMEBOUND INSTRUCTION

Students who are absent for ten consecutive days are eligible for housebound instruction. In order to receive in-

home tutoring, a physicians' authorization is necessary. Requests for homebound instruction should be directed to the Office of
Teaching and Learning at 284-3310.

HOMEWORK AND GRADING PRINCIPLES

A task force was formed in Jan. 2009 to visit our current grading principles and our use of homework. Teachers, students, parents and administrators were involved in the process and the following principles were created for building wide guidance (grades 6-8). The principles will assist us as a staff to follow common expectations that will result in more equity and clarity as it pertains to our building's practices. Here are the agreed upon principles all staff are required to follow:

1) Homework is necessary and expected to be completed.
2) Homework should be relevant and tied to a learning target. Connections between homework and the learning targets are discussed.
3) Students are provided feedback through teacher comments, examples, activities, reinforcement, and discussion.
4) Formative assessments (i.e. homework and skill-based activities) are done 75% of the time, but weighted 20%. Summative assessments (projects, tests, labs, quizzes, etc.) are done 20% of the time, but weighted more for class grades.

LAW ENFORCEMENT IN SCHOOL

A full-time school resource officer is a member of the HMS staff. Also, HMS has extended a standing invitation to any Moorhead police officer to visit our school
Our school resource officer may be invited to participate in student conferences regarding individual student conduct. Should an official police investigation take place, parent(s)/guardian(s) will be contacted before questioning occurs.

LEARNER SUPPORT SERVICES

Our Learner Support Service department provides educational services designed to meet a variety of student needs. Learner Support Services encompass special education, accelerated education (STEP), and English language learners (ELL) services. Students served through Learner Support Services have met the required criteria for services and have an educational plan which is written by a team to address the student's needs.

Students can be referred for Learner Support Services by their parent(s)/guardian(s) or school personnel. If parent(s)/guardian(s) feel that their child may have unique learning needs,they should contact a guidance counselor or their child's teacher.

LIABILITY FOR LOST OR STOLEN ARTICLES

Students are reminded not to bring valuable articles to school and to be sure that all belongings in hall and gym lockers are secured. The school is not responsible for any lost or stolen articles of personal property.

LOCKERS

Each student is assigned a locker. The school does not provide locker security, and students are advised to purchase a combination or key lock. Students are required to provide the office with an extra key or the combination. If a student occupies a locker other than the one assigned, a school employee will remove the lock from the locker and all items inside it; the student may claim any possessions in the office.

Locker maintenance concerns must be reported to a secretary in the office; lockers will be repaired by custodians as soon as possible. If something is missing from a locker, students should notify a counselor or principal.

Under no circumstances are students to share lockers or to share their locker combinations or keys with others. Students should not keep valuable items in their lockers.

Students are responsible for the appearance of their lockers. Lockers should be clean and free of graffiti. When students are attaching pictures, posters, or mirrors to the inside of their lockers, they must use Poster Tac or a similar product; no tape or glue may be used.

LOCKER SEARCH

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.

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.

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.

DEFINITIONS

1. "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.
2. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.
3. "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 or staff members, a student' suspicious behavior, a student's age and past history or record of conduct, or other reliable sources of information.
4. "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.

PROCEDURES

A. School officials may inspect lockers and desks at any time they believe inspection would be in the best interest of the school, the staff, or the student body. Student lockers, desks and personal possessions may be randomly searched throughout the school year without notice, 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 exits 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.

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 pinups and posters which may constitute sexual harassment, or cause educational disruption, etc.

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.

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 suspension, exclusion or expulsion, and the student may, when appropriate, be referred to legal authorities.

For further information, please refer to School Board

Policy 574 on the district Web site or in the school office.

LOST AND FOUND

Articles other than P.E. clothing that are found in and around the school should be turned into the office, where owners may claim their property. After several announcements are made to the effect that students should claim items, the items left are donated to charity. The lost and found area is in the main office and may be accessed during regular office hours. Students are asked to label all clothing clearly and permanently with first and last names, so that proper identification can be made on lost items.

LUNCH AND BREAKFAST

To encourage good nutrition, a well-balanced lunch is offered for $1.90. All lunches include milk. In addition, milk is sold for $.35. Breakfast is available from 7:20 A.M.-7:40 A.M. and is $1.00.

Students may deposit money into their meal accounts in the school office. To access their lunch accounts, students will punch in their student number.

Parents/guardians may take their own children out to lunch if they call for the students in the office at the beginning of the lunch period. Under no circumstances will anyone other than the student's own parent(s)/guardian(s) (or teacher, in the case of a field trip) be allowed to take any student from the building during the lunch hour.
Students may not receive pizza deliveries, birthday cakes, etc., during the school day. Fast food is not allowed to be brought in or supplied by a parent/guardian.

While in the lunchroom, students are expected to cooperate by:

1. Knowing their student number.
2. Being orderly in the serving line.
3. Being courteous, cooperative, and respectful to food servers and lunchroom supervisors.
4. Remaining seated except to dump their tray.
5. Not removing food from the cafeteria.
6. Leaving the table and floor clean.
7. Depositing all lunch refuse in wastebaskets.

Failure to follow these rules will result in consequences ranging from eating in an assigned seat to receiving out-of-school suspension.

If you have questions about the lunch program, please call the food and nutrition service director at 284-3324 or the food and nutrition service secretary at 284-2327.

LUNCH SELECTIONS

Horizon Middle School offers several lunch options each day — hot lunch, pizza and Subs-Your-Way. The Subs-Your-Way line offers eight made to order sandwich or wrap choices daily. Each day students are able to select their lunch option in the morning. How much of each menu item to prepare is based on what students choose each morning.

There have been instances when students either do not sign up for a lunch choice or change their minds and take a different lunch choice than what they had indicated earlier in the day. When this happens, other students are not able to get their first choice for lunch. This does not mean that the cafeteria has run out of food. In these instances, the cafeteria may be out of the students' first entree choice, but students may select one of the other entree choices.
Students are reminded to be considerate by signing up for their lunch each day and taking the menu item they originally chose.

MAKE-UP WORK

Regardless of the type of absence, students are responsible for obtaining and completing make-up work.

MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT

It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the responsibility of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services.
It shall be a violation of school district policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

Refer to School Board Policy 534 on the Web site or in the school office.

MEDIA CENTER SERVICES

The HMS media center is open from 7:00 A.M. until 3:30 P.M.; licensed personnel are on duty from 7:15 A.M. through 2:45 P.M. Students are encouraged to use the media center as much as possible. The media center is accessed by students in a number of ways. Coursework will

include visits to the center for research and for supplemental assignments.
Research skills are taught in various classes and are followed by assignments.

Students are responsible for all material used or checked out to them. If materials are lost, damaged, or destroyed, students are expected to pay replacement costs.

MESSAGES

Out of respect to our teachers and their need to teach we will not interrupt the instruction in the classroom with phone calls. Please leave your message with the building secretary and it will get to your child.

NEWSLETTER

A newsletter, which contains important school-related information, will be sent home with students. The newsletter is also available on the district Web site.

NUISANCE ITEMS

Nuisance items are not allowed at school because of the disruption to our learning environment. A list of nuisance items includes but is not limited to: laser lights, stink bombs, and water pistols. All such items will be confiscated.

OFFICE HOURS

The HMS office is open Monday through Friday from 6:30 A.M. to 3:30 P.M. Teachers are available from 7:15 A.M. through 2:45 P.M. Students should not be in the building before 7:30 A.M. or after 2:30 P.M. unless they are participating in an activity, receiving help from a teacher, using the media center, or serving detention.

ON-LINE LEARNING OPPORTUNITiES

Please contact our Counseling Office at 284-7312.

PARENT/GUARDIAN INFORMATION

Typically, the school will mail information to the address where the student resides. If a noncustodial parent, shared custody parent, or other entitled individual wishes to receive school mailings, that person should call the counseling office at 284-7312 to make arrangements.

PARENT-TEACHER ADVISORY COMMITTEE (P.T.A.C.)

The mission of the Parent-Teacher Advisory Committee of HMS is to give parent(s)/guardian(s) the opportunity to be involved in their children's education. The committee seeks parental/guardian input on issues and concerns, plans ways to provide special parent(s)/guardian(s) meetings to address these issues and concerns, publicizes the meetings, and provides program evaluations. The P.T.A.C. membership, consisting of parent(s)/guardian(s) and school personnel, meets each month. Any parent(s)/guardian(s) is welcome to attend our P.T.A.C. meetings, which are held the first Thursday of each month, provided that there is school that day, at 7:00 P.M. in the media center.

PASS LOG SYSTEM

Pass logs are needed for going to the restroom, library, or locker. Teachers may use emergency passes when the need arises. Students who need to meet with a teacher, counselor, or principal must have their pass logs signed by that person before they will be excused.
This pass system is designed to develop student responsibility and is not intended to keep students from going where they need or want to be.

PATRIOTIC EXERCISES

Each school day will begin with the pledge of allegiance. Any student who, for reasons of conscience does not wish to salute the flag or recite the Pledge of Allegiance will be excused from the exercise.
Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Others must respect another person's right to make that choice.

For further information, please refer to School Board Policy 633 on the district Web site or in the school office.

PERSONAL ELECTRONIC DEVICES (PEDs)

Personal electronic devices include all electronic communication and entertainment devices that can be used by an individual and includes phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants.

Students should <u>not</u> bring personal electronic devices to school. They are only allowed if a teacher has requested the use of the devices. Cell phones may be used after 2:15 P.M. At no time should cell phones be seen or heard during the school day. Should a student have a cell phone that is visible during the day, the cell phone will be <u>taken and turned into the office</u>. If a student persists in exhibiting or using a cell phone during the school day, the phone will be returned only to a parent(s) or guardian(s). See page 4.

Music players may be used in the weight room with teacher permission.

Electronic games should not be brought to school and will be confiscated if students are using them during the school day.

PHYSICAL EDUCATION

Physical education at HMS is co-educational and stresses fitness, flexibility, rhythms, aerobics, and team sports. Students are expected to wear appropriate clothing for physical education classes. They may not participate in P.E. class in the same clothing that they wear during the rest of the school day. The recommended P.E. uniform consists of black shorts, white t-shirt, gym shoes, a sweatshirt, and sweatpants. Inappropriate clothing for P.E. includes but is not limited to: cut-off shorts, tank tops, and bare midriff shirts. Showers are available and recommended; students must provide their own towels. All students are assigned a P.E. locker in a locker room. It is highly recommended that a student provide his/her own combination lock. Key locks are not recommended since keys can be lost, stolen, or accidentally locked in the locker. The combination must be recorded with the P.E. teacher so that the teacher can give out the correct combination if the student has forgotten theirs. Vandalism and/or theft will be handled accordingly by district policy regarding physical education equipment.

Students are able to make up physical education classes in two ways. One is by attending the weight room in our building for 30 minutes for each class period missed. The second way is through participation in an organized school or community activity that involves physical activity over a period of time, is regularly scheduled, is supervised by a coach or program director, and is open to any student; 30 minutes of an activity must be documented for each class period missed. Verification of make-up time is the responsibility of the student. Long term absences will be handled on an individual basis (vacations, illnesses, injuries, etc.)

Students who must be excused from physical education for more than five periods of class must give the health assistant a written doctor's statement describing the reason for non-participation and the expected date that the student may resume normal activities. In these cases, the teacher will likely find an alternative assignment for students. To be excused from P.E. for fewer than five class periods, the students must provide the health assistant with a signed request from a parent(s)/guardian(s). In these cases, the student will be expected to make up time as outlined above. It's the students'' responsibility to adhere to the doctor's/parent's/guardian's recommendations regarding class participation for medical concerns.

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORT

PBIS is a school-wide program that is data driven and focuses on the school environment. Data is collected and monitored on an on-going basis to identify areas of need. These areas can be both academic or behavioral in nature. Interventions and strategies are put in place to help alleviate problematic areas so the focus can remain on student achievement and student success.

POSITIVE INCENTIVE PROGRAM

The Positive Incentive Program Committee seeks to provide rewards and incentives to promote and recognize academic achievement at HMS. Academic credit cards, and Breakfasts of Champions are parts of this committee's work.

Academic credit cards are issued to students who have grade point averages above 3.0 and also to students who have raised their grade point averages by 0.2 percent over the previous quarter. Card holders benefit from discounts and gifts from several participating area businesses.

Throughout the year, teachers are asked to select students who excel in various areas to be honored at our Breakfasts of Champions.

POWER SCHOOL

PowerSchool allows parents and guardians to access their child's grades, attendance, and lunch account balance through their telephones or home computers.

To access PowerSchool, parents and guardians need an authorization code, which is available in the school counseling office; you will be asked to show a picture ID before codes are given.

In the school office, instruction sheets provide information about how to access data. Also, at the first PTAC meeting of the school year, a workshop will be held that demonstrates access methods.

PROGRESS REPORTS

Progress reports are given to advise parent(s)/guardian(s) of student academic progress. The reports are sent home throughout the school year and communicate praise or concern. All D and F progress reports will be mailed home midway through each trimester. If parent(s)/guardian(s) receive a progress report and have questions, they are encouraged to contact teachers.

Parents/guardians are encouraged to use PowerSchool to receive current grade and attendance information.

PUBLIC INFORMATION/DATA PRIVACY POLICY

The following student information is considered public and may be disclosed unless the school principal is notified in writing that the information is considered private:

- Name
- Date and Place of Birth
- Participation in Activities

- Height and Weight of Team Members
- Dates of Attendance
- Degree and Awards
- Most Recent Previous School

In compliance with state law, anyone who requests data must first meet with a school administrator to discuss the use of the information and will incur any costs associated with obtaining the information. A public notice outlining this policy will be distributed by each building principal. For additional information, please refer to School Board Policies 303 and 504 on the district Web site or in the school office.

REGISTRATION AND REQUIRED CLASSES

In late winter, students register for the following year's classes. Students are urged to examine future plans as well as individual interests and abilities when they choose courses.

RENTAL OF MUSICAL INSTRUMENTS

The Moorhead School Board authorizes a rental fee of $75 per instrument for each child playing a school owned instrument. Students are also expected to sign an agreement listing their obligations for the maintenance of the instrument or repair of any damage beyond what may be expected from normal use.

The fee requirement may be waived if any of the following circumstances prevail:

1. If a family cannot afford to pay the fee as determined by the building principal by using the Free or Reduced-Price School Meals criteria.
2. In situations where students who provide their own musical instruments are asked to switch to a school-owned instrument to obtain a balance in instrumentation, no fee will be requested.
3. No student will be denied the right to participate in music because of any or all of the above.

For additional information about rental and for the rental agreement, please refer to School Board Policy 831 and 831.1 on the school district Web site or in the school office.

REPORT CARDS

Report cards will be distributed at the conclusion of each trimester. First and second trimester report cards are distributed to students. Third trimester report cards may be printed from PowerSchool or picked up in the office during the weeks following school dismissal. If a report card can not be picked up, please call the office to have the report card mailed out.

Response To Intervention Team (RtI)

Horizon staff meet often as a support team/problem solving team who respond to students when they are not succeeding academically or behaviorally. RtI involves ongoing evaluations of the degree that students (a) master academic material in response to effective instruction and (b) demonstrate appropriate, prosocial behavior in response to effective classroom management. When students are not progressing or "responding" academically or behaviorally, to effective instruction conditions, RtI includes a functional assessment/problem-solving process to determine the reason(s) for the lack of success, and the implementation of strategic and intensive interventions to help those students progress and be successful.

SCHEDULE CHANGES

In general, students are not allowed to drop courses. Parents/guardians who are concerned about their child's schedule are invited to contact a principal or counselor to discuss their concerns.

SCHOOL DISTRICT CRISIS MANAGEMENT POLICY

Teachers and support staff have established, learned and practiced and emergency procedures. In times of emergency, it is imperative that students fully cooperate with school and emergency staff.

For additional information, please refer to School Board Policy 710 on the district Web site or in the school office.

SCHOOL DISTRICT INFORMATION NETWORK USE POLICY

Each fall, students receive training on acceptable use of district technology. Students also receive information about Internet safety. Students who use technology inappropriately will lose the privilege of using district computers.

For further information, please refer to School District Policy 731 on the district Web site or in the school office.

START (STUDENTS TALKING ABOUT REAL THINGS)

Every student will begin the day with a twenty-minute START period. During this time, students will hear school announcements. Activities which promote study skills, citizenship, scholastic achievement, leadership, and awareness of current news events are planned for this time. In their school supplies, students should have a notebook reserved for START activities.

STORM AND EMERGENCY SCHOOL CLOSURE

Unless there are extreme weather conditions or emergency situations, schools in Moorhead will be in session as scheduled. When HMS or the district as a whole is closed or closing, announcements will be made over local radio and television stations. In this situation, parent(s)/

guardian(s) may call for their children at school by coming to the office.
On the student registration form, parent(s)/guardian(s) of rural students are asked to submit the name of an urban Moorhead resident who will provide emergency housing for their child when rural buses are not running due to storm conditions.

For additional information, please refer to School Board Policy 711 on the district Web site or in the school office.

STUDENT TRANSPORTATION SAFETY POLICY
All students are taught bus rules and regulations regarding student conduct and school bus safety. The district's "Pupil Transportation Safety Policy" brochure is included in each student's back-to-school materials.

SUMMER SCHOOL
Students who are not making expected academic progress may be referred to HMS or the Red River Area Learning Center to make up coursework that they have failed during the regular school year or to improve academic skills.

SAFETY AND SECURITY TECHNOLOGY
Safety and security technology has been installed in public areas of the building and on the grounds.
For additional information, please refer to School Board Policy 712 on the district Web site or in the school office.

SUSPENSIONS
IN-SCHOOL SUSPENSION (ISS)
Students may be placed in in-school suspension for disciplinary reasons or for a cooling-off period. Students who are placed in ISS must report to the ISS room on time, have books and other study materials with them, and take direction from the ISS supervisor. Students will receive assignments and take tests in the ISS room. Should a student choose not to follow the rules or refuse to accept direction from the supervisor, the student will be removed from school. A student assistance team will review instances of recurrent in-school suspensions to determine causes of behavior that result in ISS assignments.

OUT-OF-SCHOOL SUSPENSION (OSS)
Students will be placed in out-of-school suspension in compliance with the district discipline policy and this handbook. When students are assigned out-of-school suspension, they are not to be in HMS, on the HMS school grounds, or in the buildings or on the grounds of any other school in the district during the time of the suspension.

Students are expected to make up all coursework. Parents/guardians may request to pick up their child's assignments; twenty-four hours notice is needed to communicate the need and for teachers to compile homework assignments.

TARDIES
Students who arrive at school after 7:45 A.M. must report to the office before proceeding to their class. If a parent(s)/guardian(s) has called to report an excused tardy (for illness, appointments, or emergencies) or comes into the office with the child to report such a reason, the student will be given a pass and will proceed to class. If the nature of the tardy is unexcused (for skipping, missing the bus, oversleeping, etc.), the student will be assigned one period of detention on the fourth such offense and on each subsequent offense. If a student reports to the office more than one period (including START as a period) late, and the absence is unexcused, two periods of detention for each period missed will be assigned.

TELEPHONE
There are two free telephones for students to use. Students must dial "9" to access an outside line.

TEXTBOOKS
All basic texts are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. In order to locate misplaced books more easily, students should write their name, grade, and school on the book label. Students will be required to pay for lost or damaged school-owned textbooks.

THEFT
Moorhead Area Public Schools do not have insurance for stolen items. Thefts can be kept to a minimum if students:

1. Keep their lockers locked.
2. Do not share lockers.
3. Do not share their locker combinations with others.
4. Do not bring items of significant value to school.
5. Immediately report any theft to the office.

To assist in the return of stolen property, students are asked to clearly and permanently label all clothing and other belongings with their first and last names. Anyone responsible for theft will be referred to the Moorhead police and will be subject to treatment as outlined in the district discipline policy.

TOBACCO-FREE ENVIRONMENT
Smoking and the use of tobacco products shall be prohibited on all school district property, including district-owned and contracted vehicles.

Usage of any tobacco product by any person at any time while on district property shall be considered a violation of

the Tobacco-Free Environment Policy. Possession by an elementary, middle or high school student of any type of tobacco product while on district property shall be considered a violation of the tobacco-free environment policy. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition includes all school district property and all off campus school district-sponsored events except for lighting tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony (Minnesota Statute 144.4165)

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy.

Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment. The success of this tobacco-free environment policy will depend on the thoughtfulness, consideration and cooperation of students, staff and citizens. All individuals on school premises share in the responsibility for adhering to and enforcing this policy. Although any individual may report observed violations, school district employees shall be expected to report all observed violations in accordance with the procedures listed below.

The Moorhead Public Schools will be proactive in tobacco-free help programs. A list of several resources will be made available for the convenience and preference of the employee.

Student help programs will be provided for students as outlined in Moorhead School Board Policy 553 Crisis Intervention and Student Support.

Any violations of the tobacco-free environment policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

Notification will be provided indicating that Moorhead Area Public Schools are a tobacco-free environment. This policy shall appear in the student handbook. The school district will develop a method of discussing this policy with students and employees.

For further information, please refer to School Board Policy 573 on the district Web site or in the school office.

TRANSFERS

Students who are leaving HMS to transfer to another school should obtain a form the counseling office. All textbooks must be returned to teachers; teachers will sign off on the form with a check to indicate that books have been returned and will also indicate the grade earned. The completed form must then be returned to the counseling office.

For additional information, please refer to School Board Policy 517 on the district Web site or in the school office.

TRUANCY

HMS complies with Minnesota State Statute by reporting to Clay County officials any student who has been absent from school without an excuse for one or more periods on seven different days within a single school year.

For additional information, please refer to School Board Policy 515 on the district Web site or in the school office.

USE OF PESTICIDES

Weeds will be sprayed the first two weeks of June and the last two weeks of August. Buildings will be checked on a quarterly basis by a licensed exterminator. We will monitor and control pests by the use of glue traps and mechanical devices. Should the use of a pesticide become apparent, we will notify those parent(s)/guardian(s) who request. If you would like to be notified prior to pesticide applications made on days other than those specified in the estimated schedule (excluding emergency applications), please complete the " Request for Pesticide Notification" form, which you can get in our school office, and return it to the principal's office.

The long-term health effects on children from the application of such pesticides or the class or chemicals to which they belong may not be fully understood.

VANDALISM

The construction and maintenance of our school buildings and equipment are provided at great cost to taxpayers. Students who destroy or vandalize school property are required to pay for any loss or damage. If students willfully damage or destroy school property, the Moorhead police will be notified. If students should accidentally damage something, they should report it to their teacher or the office immediately.

VISITORS

City ordinances and state statute require that all visitors display a visitor's permit. Parents/guardians are always welcome. However, because of teacher schedules, please

call for an appointment if you wish to meet with a particular teacher.

Please note that during the school day, only the east and south doors will allow entrance to the building.

Students wishing to bring a guest to school must obtain approval from an administrator at least one day in advance of the visit; the visit is limited to no more than one-half day. Students in the Fargo, West Fargo, and DGF systems area are excluded from visiting. Visiting students must be in grades six through eight. Visiting students may not go on field trips. Visiting students will not be allowed during the last five days of the school year.

For additional information, please refer to School Board Policy 905 on the district Web site or in the school office.

Please observe the parking directions as indicated on the diagram you received during orientation sessions.

WEDNESDAY READING PERIOD

Religious released time is observed Wednesday mornings from October through April. During that time, the Wednesday schedule extends START time by ten minutes.

WELLNESS POLICY

The Moorhead Area Public Schools will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, concession stands, and student stores. School staff will not use food or beverage choices that do not meet nutritional standards as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education program or behavior intervention plan) and will not withhold food or beverages as punishment (see Administrative Procedure 536.1.) The Moorhead Area Pubic Schools encourages parent(s)/guardian(s) to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. Parents and guardians have a primary and active role in promoting and protecting their child's health and well-being. Parents/guardians are encouraged to participate with their children in physical activities beyond the school day.

SCHOOL ACTIVITIES

PURPOSE OF THE ACTIVITIES PROGRAM

The goals of HMS's activities program are to allow students to explore their interests and abilities, to improve their skills, and to learn the importance of teamwork and sportsmanship. In order to achieve these goals for students, the HMS staff is committed to providing a well-balanced activities program that is available to all students. It is our hope that students participate in as many activities as they have the interest, time, and energy to pursue. All students who participate in activities are reminded that in order to participate, they must be making progress in their academic coursework. Another expectation for student participants is that their conduct be becoming to them and to Horizon Middle School. If a student's behavior is inappropriate, the student will be notified by a coach, by an advisor, or by the activities director that he/she is excluded from practice or competition for a specified period of time, for the season, or for the year.

Particular behaviors that could result in exclusion from activities include but are not limited to: theft, inappropriate language, unsportsmanlike conduct, insubordination (which means not accepting direction from school personnel such as coaches, hall supervisors, bus drivers, practicum students, etc.), misuse of equipment, reckless behavior, and/or not adhering to rules as presented by school personnel or in written communication.

INJURIES

Students must report all injuries immediately to their coach/adviser. If the student receives medical attention, the student must provide the trainer with a physician's signed verification that the student is able to participate in athletics. The verification forms are available from the trainer or your physician. Students who do not provide such verification are not allowed to participate until the form is received.

INSURANCE

The school does not assume liability for any injuries that occur while students are participating in activities. It is recommended that parent(s)/guardian(s) secure adequate coverage for their children. Each fall, the school distributes a flyer for a private carrier that insures school children; participation is optional.

LIABILITY

The school does not assume liability for any injuries that occur while students are participating in activities. In order to take part in any school activity, students and parent(s)/guardian(s) are required to sign acknowledgment of risk and/or eligibility statements. By signing these documents, parent(s)/guardian(s) and students assume liability for any injury, or even death, that may occur as a result of student participation in activities.

ATHLETIC ACTIVITIES

Athletic activities at HMS are scheduled into four blocks. First block activities are football, girls' volleyball, cross country running, girls' swimming, and girls' diving. Second

block activities are girls' basketball, boys' wrestling, boys' swimming, and boys' diving. Boys' basketball and gymnastics occupy the third block. In the fourth block, golf, tennis, and track are offered.

INTRAMURAL ACTIVITIES

Sixth grade intramural activities will be scheduled if student interest is demonstrated and if adult supervision can be secured.

IMPORTANT NOTICE!

All students participating in extracurricular athletics must have on record a physical examination performed by a physician before a student can begin practice. Physical examinations need to be done every three years.

All students are required to return a Horizon Middle School Eligibility Statement form, an Acknowledgement of Risk form, and a health history form. All forms must be in before a student is issued equipment and may participate. These forms must be signed by the student and his/her parent or guardian.

A $65 activity fee is charged for each middle school activity listed as a Tier 1 activity, and a $25 fee for Tier 2 activities. There is a $150 maximum total student activity fee for each participant during a school year. Activity fees for families will be capped at $750. Activity fees for families that qualify for free or reduced-priced lunches, will be capped at $375. In case of financial difficulty, the parent(s)/guardian(s) should contact the activity director at 284-7331 to determine that the fee can be waived. Fees are not refunded after the third week. For some activities, students are asked to purchase their own uniforms. For more information regarding activity fees, please refer to School Board Policy 542.

HMS belongs to the FM Middle School League; member schools are West Fargo Middle School, Carl Ben Eielson Middle School, Ben Franklin Middle School, Discovery Middle School, Sullivan Middle School, and Dilworth/Glyndon/Felton. Although most contests are held in the metro area, occasionally teams may be required to travel a greater distance. Most transportation to other schools or sites for practices is provided by the school.

Transportation to and from games is provided by our school district. Students are expected to ride player buses to and from contests. If a student's parent(s)/guardian(s) attend a contest and wish to take their child home, they must personally inform their child's coach. No notes are accepted. Players are allowed to ride home with their own parent(s)/guardian(s) only; coaches will not authorize students to ride home with friends or other relatives. For additional information regarding transportation, please refer to School Board Policy 543.

The philosophy of HMS athletics emphasizes participation. All students who attend regularly and whose behavior is appropriate will play in athletic competitions. We do not, however, guarantee equal playing time to all individuals. At the beginning of each season, organizational meetings are held. All meetings are announced on the daily announcements.

Practices for fall sports begin before the start of school. With this exception, HMS teams do not compete in the summer or during any school vacations.

Basically, there are two practice sessions for indoor sports at the middle school: from 2:30 to 4:00 and 4:00 to 5:30. Football and track practices begin right after school. The schedules for other outdoor sports will vary. Practices for some sports are scheduled at the Moorhead Sports Center, Moorhead Senior High School, local parks, and local golf courses; these practices are scheduled when facilities are free and are announced at the beginning of each season.

No after school activities will occur on the last school day before vacations.

Games are normally held on weekday afternoons; there will be occasional evening, Saturday, and school day contests. At the beginning of the season, each participating student receives a game schedule along with coaches' names and phone numbers. If students are unable to attend practice or competition, they must validate the absence with their coach.

Students must advise their coaches of any illnesses or previous injuries that may impact participation.

Meritcare Health Systems provides a certified athletic trainer to our school. The trainer is usually available Monday through Friday from 2:15 P.M. until all home activities are concluded. The trainer assists with conditioning and manages emergencies. Students and parent(s)/guardian(s) are invited to consult with our trainer about conditioning, exercise, diet, and sports injuries.

When students must miss school because of participation, they must have work made up before they leave. Students must be in school for at least one-half day on the day of a practice or activity in order to participate. When activities are terminated due to poor weather, students are expected to be in attendance for the remainder of the school day. All teams have coaches; coaches may be assisted by practicum students and other volunteers.

ATTENDANCE

Students are expected to be in school on the day of a contest, play, concert or event as well as the following day. Violations may result in a forfeiture of practice on the succeeding day, loss of the right to appear in a public performance or meet and/or an unexcused absence.

ELIGIBILITY

Eligibility for participation may be limited by academic standing, disciplinary matters, enrollment status. If you have any questions about eligibility for participation in any aspect of the educational program contact the principal. For additional information regarding eligibility, please refer to School Board Policy 541.

BOYS' BASKETBALL-THIRD BLOCK

There are four seventh and four eighth grade boys' basketball teams. Each team will practice as one unit. During competitions, however, each team is divided into two sub-teams. Based on readiness, cooperation, talent, and attendance, players are assigned to sub-teams by their coaches. On contest days, one sub-team will play the F-M League schedule; the other sub-team will play games with other Moorhead teams and/or other schools. All students will play in a League game at least once during the season. Movement between the sub-teams will be determined by coaches; consideration will be given to attendance, skill level, and improvement. Practices are held in the middle school gyms and may be before or after school. After the initial practice time, games are scheduled one or two times per week. It has been the custom to have a tournament at the senior high school near the end of the season. **Tier 1**

BOYS' SWIMMING AND DIVING-SECOND BLOCK

HMS students practice and compete with senior high athletes. Practices are at the senior high school pool daily from 3:30 P.M. to 5:30 P.M. Competition suits are provided. Swimming and diving will begin in late November. **High School Fee $150**

CROSS COUNTRY RUNNING-FIRST BLOCK

There is one HMS cross country team. Practices are held after school and last approximately one hour. Middle school students run 1.6 miles in meets, which are held throughout the season. Uniforms are provided by the school. **Tier 1**

FOOTBALL-FIRST BLOCK

There are two seventh and two eighth grade football teams. Practices are held daily at the middle school field. All teams practice for approximately one and one half hours. After the initial practice period, games are held once a week. If students do not receive adequate game time during F-M League contests, coaches may schedule inter-squad or intra-squad games in lieu of practices.

Students purchase their own jerseys at approximately $18. Students are placed on either a gray or black team in their seventh grade year; they will remain on that team in eighth grade, so that they may use the same jersey. If a student has an older sibling or friend who already has a jersey, and the student wishes to use that uniform as well, the student should let a coach know, so the student can be placed on the matching team. Protective and safety equipment and game pants are school issue; students will be charged only if they have damaged equipment beyond usual wear and tear. Students must purchase and wear mouth guards. **Tier 1**

GIRLS' BASKETBALL-SECOND BLOCK

There are three seventh and three eighth grade girls' basketball teams. Each team will practice as one unit. During competitions, however, each team is divided into two sub-teams. Based on readiness, cooperation, talent, and attendance, players are assigned to sub-teams by their coaches. On contest days, one sub-team will play the F-M League schedule; the other sub-team will play games with other Moorhead teams and/or other schools. All students will play in a League game at least once during the season. Movement between the sub-teams will be determined by coaches. Games are scheduled once or twice per week. **Tier 1**

GIRLS' SWIMMING AND DIVING-FIRST BLOCK

HMS students practice and compete with high school athletes. Practices are at the high school pool daily from 3:30 P.M. to 5:30 P.M. **High School Fee $150**

GOLF-FOURTH BLOCK

Boys' and girls' golf competitors practice together but compete separately. Indoor practices may be held at the Moorhead Sports Center before or after school, and outdoor practices are after school at local golf courses. Transportation is provided to and from the middle school for both practices and meets. Students must have their own set of golf clubs in order to participate. No uniforms are required. Golf meets are held during the school day. Most meets are held in town; competitions in places such as Detroit Lakes are scheduled also. Meets are scheduled according to weather conditions. **Tier 1**

GYMNASTICS-THIRD BLOCK

HMS students practice and compete with high school athletes. **High School Fee $150**

HIGH SCHOOL TEAMS

Occasionally, middle school students may, because of interest or ability, be invited to participate on high school athletic teams. The petitioning procedure in such cases is that the high school coach write a letter and confer with the high school activities director. If both are in agreement that high school competition is in the best interest of the student, the high school activities director then approaches the HMS activities director and principal. If everyone is still in agreement that the move would be a positive one, the coach will approach the student's parent(s)/guardian(s). If the parent(s)/guardian(s) confirms the school's decision, the student is then approached with the matter. The letter or petition is signed; then the HMS student becomes a member of the senior high team. Students and/or parent(s)/guardian(s) may express an interest in the process to a coach. For information about lettering, please refer to School Board Policy 545.

TENNIS-FOURTH BLOCK

Girls' tennis and boys' tennis are offered to seventh and eighth graders. Indoor practices may occur at HMS before and after school. Outdoor practices are held at MSUM, Concordia College and Moorhead High School after school and evenings. Transportation to and from the parks is provided; students and their parent(s)/guardian(s) are responsible for transportation for practices at the senior high. Students provide their rackets; the school supplies tennis balls. No uniforms are required. **Tier 1**

Girls' tennis participants are divided into beginning and intermediate groups. Each group is likely to be a mixed group, containing both seventh and eighth graders. Students practice through the season for tournaments, which are held in the parks during a school day in May. Ribbons are awarded to tournament winners. **Tier 1**

TRACK AND FIELD-FOURTH BLOCK

Girls' and boys' track and field practices and meets are held on the same days and times. Practices are held on the HMS track, weather permitting. Indoor practices may be called before and after school in the middle school gym. During competitions, athletes will compete against others of the same grade and gender.

After an initial practice period, an indoor evening meet is held at the Bison Sports Arena on the NDSU campus. Outdoor meets are held after school, with the exception of an all-city, all-day meet at NDSU that concludes the season. Ribbons are awarded to event winners of the all-city outdoor meet. **Tier 1**

VOLLEYBALL-FIRST BLOCK

Practices are held at HMS after school. After the initial practice period, games are scheduled once or twice a week.

There are actually two teams within each volleyball team. Participants are ability-grouped; attendance and progress may cause students to move from one team to the other. **Tier 1**

WEIGHT ROOM

Our weight room is open during first and fourth blocks on Mondays and Thursdays from 2:30 P.M. to 4:00 P.M. During second and third blocks, the weight room is open Monday through Thursday from 2:30 P.M. to 4:00 P.M. A weight room supervisor is on duty to assist with safety concerns and individual programs. The weight room at the high school is also available for middle school students to use. In general, weekdays from 3:30 P.M. to 5:00 P.M. are scheduled for student use. **No Fee**

WRESTLING-SECOND BLOCK

HMS has one wrestling team, which is composed of seventh and eighth graders. Wrestling practices are held HMS. After the practice period, meets are scheduled. Wrestling uniforms are provided by the school. Students must purchase and wear mouth guards. **Tier 1**

ACADEMIC AND OTHER ACTIVITIES

DESTINATION IMAGINATION

Destination ImagiNation is a program that promotes problem solving, creativity and teamwork. Teams of five to seven students solve two types of Challenges within the program year. The Central Team Challenge involves structural, technical or theatrical oriented skills and takes several months to solve. Instant Challenges stimulate the team's ability to think quickly and creatively with only minutes to prepare solutions. All Moorhead teams compete at the regional competition at Horizon. The top team in each problem, at each level, advances to the state competition in Minneapolis in April. State winners compete at the Global Finals in May. There is no charge to participate, but each team requires an adult team manager. **Tier 2**

GEOGRAPHY BEE

The National Geographic Society's National Geography Bee is held each year beginning in December and involves over 5 million students nationwide. The bee consists of three levels of competition: school, state, and national. All students at HMS compete in the preliminary round which is conducted in all social studies classes. From this competition, a school champion is determined. The school level winner then must complete a written examination to

qualify for the state competition with only the top one hundred scorers moving on to the bee in St. Paul. The winner of the state competition advances to the national competition, which is held at the headquarters of the National Geographic Society in Washington, D.C. The winner there receives a $25,000 scholarship. There is no charge to participate. **No Fee**

HONOR CHOIR

A selected group of students will be invited to become Honors Choir members; singing and dancing skills are the primary determiners for selection. The group will practice before and/or after school and will perform at school and community events. Students may be asked to provide concert attire. **Tier 2**

HONOR BAND

Honor Band is open to all band students at the Middle School. Auditions are held in the fall and rehearsals take place after school in the band room. See Mrs. Pesola for more information. **Tier 2**

SCHOOL NEWSPAPER

Students plan, write, edit, lay out, print, and fold our school newspaper. The newspaper is produced periodically throughout the school year. **No Fee**

KNOWLEDGE BOWL

The Knowledge Bowl Team practices twice a week after school and participates in three regional meets each fall. During the meets, teams of students compete in both written and oral rounds by answering questions related to all areas of learning. Questions test students' recall, problem solving, and critical thinking skills. The middle school Knowledge Bowl season ends after Thanksgiving. **Tier 2**

KNOWLEDGE MASTER

There are two Knowledge Master Open competitions each year, one in December and one in April. Each competition consists of two hundred challenging questions that require higher-level thinking skills and cover fourteen curriculum areas. The contests run on school computers to allow all schools the opportunity to compete in a large academic event without the expense of traveling to a central site. Scores are based on a combination of speed and accuracy. The HMS Team competes with over 900 teams nationwide in this competition. **No Fee**

LINKING UP

Linking Up is a mentorship program that is sponsored jointly by Concordia College, Moorhead Healthy Community Initiative, and Horizon Middle School. Students are matched with mentors; once per week through most of the school year, mentors and students engage in activities here at school and in the community. Students are referred to the program through the counseling office. **No Fee**

MATHCOUNTS

Mathcounts is a national competition sponsored by the Society of Engineers. Math teachers receive a sample problem kit, which is used in algebra and pre-algebra classes. After these "warm-ups," students are tested. These test scores, plus grades, are used to choose the top four students plus two alternates; these students are named to the Mathcounts team. This team moves on to chapter competition at Minnesota State University Moorhead. The top two chapter teams compete at state level, and the four individuals who earn top scores there move on to national competition. National winners receive scholarships. **Tier 2**

PLAY

Each winter, the middle school, with support from community education, produces a play or review. All students are invited to try out for the production, and volunteers are needed to assist with props, makeup, programs, and other tasks. Most practices are held here at HMS; the play will be presented at the high school, and several practices near the production date will also be held at Moorhead High. **Tier 2**

SCIENCE OLYMPIAD

HMS students who enjoy science have the opportunity to join the Science Olympiad Team. The team meets after school two or three times each week to work on the fifteen activities that have been chosen for the year. These activities may include building a car, plane or bridge, identifying fossils, performing experiments, or developing competencies in other areas. The team competes in the Regional Tournament at MSUM in February and the State Tournament at the University of St. Thomas in St. Paul in March. The top Minnesota team advances to the national competition. **Tier 2**

SPELLING BEE

In January, all HMS English students take a spelling test. The top twenty sixth, seventh, and eighth grade spellers then compete in a spelling bee at HMS. The top six spellers from each grade advance to district competition. The top three spellers at the district level then participate in the regional competition; winners there advance to state and national contests. HMS students have competed at the state level. **No Fee**

STUDENT COUNCIL

Each fall, sixth, seventh, and eighth grade students are selected as Student Council representatives. Student

Council members meet throughout the school year; they are involved in decisions that impact students here at HMS and also are active in fundraising to benefit the school and the community. In the past, Student Council has conducted daffodil sales to benefit the Cancer Society, organized a dance and donated its proceeds to the F-M Food Pantry, and purchased weight room equipment for our building.
No Fee

TRI-COLLEGE MATH

The Tri-College Math contest is held each year on a rotating basis at NDSU, MSUM, and Concordia. Each school may enter four teams. A team consists of eight members, not more than four of whom are in the ninth grade and at least one of whom is in the seventh grade. Students are chosen by teachers based on classroom achievement, Mathcounts testing, and the student's previous Tri-College Math Contest scores. Team members participate in the individual and in the team competitions.
No Fee

PUBLIC NOTICE

Independent School District No. 152 gives notice to parent(s)/guardian(s) of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

1. Parents/guardians and eligible students are hereby informed that they have the following rights:
   a. That the parent(s)/guardian(s) or eligible student has a right to inspect and review the student's educational records. A parent(s)/guardian(s) or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent(s)/guardian(s) or eligible student will be notified of the time and place where the records may be inspected.
   b. That the parent(s)/guardian(s) or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent(s)/guardian(s) or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing; shall identify the item the parent(s)/guardian(s) or eligible student believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student; shall state the reason for this belief; and shall specify the correction the parent(s)/guardian(s) or eligible student wishes the school district to make. The request shall be signed and dated by the parent(s)/guardian(s) or eligible student. If the school district decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the school district will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) of eligible student when notified of the right to a hearing.
   c. That the parent(s)/guardian(s) or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her task. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility, and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, and student health and welfare.
   d. That the parent(s)/guardian(s) or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C. 1232g, and the rules promulgated thereunder. Said complaint should be directed to:

      Family Policy Compliance Office
      U.S. Department of Education
      400 Maryland Avenue S.W.
      Washington, DC 20202-4605
   e. That the parent(s)/guardian(s) or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of student records.
   f. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's Office.

2. Independent School District No. 152 has adopted a school board policy in order to comply with state and federal laws regarding education records. The policy does the following:

   a. It classifies records as public, private or confidential.
   b. It establishes procedures and regulations to permit parent(s)/guardian(s) or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
   c. It establishes procedures and regulations to allow parent(s)/guardian(s) or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

d. It establishes procedures and regulations for access to and disclosure of education records.
e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent(s)/guardian(s) or student when required prior to disclosure.

3. Copies of the school board policy and accompanying procedures and regulations are available to parent(s)/guardian(s) and students upon request to the Superintendent.

4. Pursuant to applicable law, Independent School District No. 152 gives notice to parent(s)/guardian(s) of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information." "Directory information" includes the following information relating to a student: the student's name; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

a. The information listed above shall be public information which the school district may disclose from the education records of the student.
b. Should the parent(s)/guardian(s) of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's/guardian's or eligible student's prior written consent except to school officials as provided under federal law.
c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent(s)/guardian(s) or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:

(1) Name of student;
(2) Home address;
(3) School presently attended by student;
(4) Parents/guardians legal relationship to student, if applicable;
(5) Specific category or categories of directory information which is not to be made public without the parent's/guardian's or eligible student's prior written consent.

INDEPENDENT SCHOOL DISTRICT NO. 152

MOORHEAD, MINNESOTA

DATED: AUGUST 2000

Year at a Glance

August 2009

17 Season begins for Girls' Swimming and Diving. (MHS)
19-20 Registration for students new to the district, 7 a.m.-2 p.m., Counseling Office
24 Season begins for Cross Country, Football, and Volleyball
25-26 Grades 6, 7, & 8: Stop in between 7 a.m.-3 p.m. Pick up schedules and other back to school materials. Have photo taken.

September 2009

1 Back To School Night (House meetings are in the gyms.)
Grade 6 •
House meeting 4:00-4:30 p.m.
Classroom visitation 4:30-5:00 p.m.
Principals present to grades 6 and 7, 5-5:30 p.m.
Grade 7 •
Principals present to grades 6 and 7, 5-5:30 p.m.
House meeting 5:30-6:00 p.m.
Classroom visitation 6:00-6:30 p.m.
Grade 8 •
Principals present to grade 8, 6:30-7 p.m.
House meeting 7:00-7:30 p.m.
Classroom visitation 7:30-8:00 p.m.
10 PTAC meeting, 7 p.m., Media Center
17 Orchestra Registration for Grade 5, 6-8 p.m., Horizon Cafetorium
18 Orchestra in Homecoming Parade

October 2009

1 PTAC meeting, 7 p.m., Media Center
5 All-City Band Concert, 7 p.m., MHS gym
12 Grade 7 & 8 Orchestra at MSUM Festival
Conferences, 5-8:30 p.m.
13 Conferences, 8-11 a.m.
12-4 p.m.
5-8:30 p.m.
14-16 No School
19-20 Vision and hearing screening
22 Grade 5 & 6 Orchestra Concert at NDSU, 7:30 p.m.
26 Season begins for Girls' Basketball
27 Grade 7 and 8 Orchestra Concert at Horizon, 7:30 p.m.

November 2009

2 Season begins for Wrestling
2-3 Vision and hearing rescreening
5 PTAC meeting, 7 p.m., Media Center
16 Season begins for Gymnastics (MHS)
24 Grade 7 Band Concert, 6:30 p.m., cafetorium
Grade 8 Band Concert, 8 p.m., cafetorium
30 Season begins for Boys' Swimming and Diving (MHS)

December 2009

2 End of 1st Trimester
3 PTAC meeting, 7 p.m., Media Center
8 Grade 6 Choir Concert at Horizon, 7:30 p.m.
10 Grade 7 Choir Concert, 6:30 p.m., cafetorium
Grade 8 Choir Concert, 8 p.m., cafetorium
21 Grade 6 Orchestra at Nursing Home, 4 p.m.
Grade 7 & 8 Orchestra Concert, 7:30 p.m., cafetorium

January 2010

5 Season begins for Boys' Basketball
7 PTAC meeting, 7 p.m., Media Center
26 Grade 6 Band Concert, 7:30 p.m., cafetorium

February 2010

1, 4 or 5 Registration at Moorhead High for 8th graders, 6 p.m., New Commons

3, 4, 5 Grade 7 Courage Retreat

4 PTAC meeting, 7 p.m., Media Center

8 Grade 8 Band, Choir, and Orchestra "Valentine's Concert", 7:30 p.m., cafetorium

23 Grade 7 Band Concert, 7:30 p.m., cafetorium

25-27 Horizon Play 7:00 p.m.

28 Horizon Play 2:00 p.m.

March 2010

4 PTAC meeting, 7 p.m., Media Center

5 End of 2nd Trimester

11 Grade 5 & 7 Orchestra Concert at MHS, 6:30 p.m.
Grade 6 & 8 Orchestra Concert at MHS, 8 p.m.

15 Season begins for Track and Field, Boy's Tennis, Girls' Tennis, Boys' Golf, and Girls' Golf
Conferences, 5-8:30 p.m.

16 Conferences, 5-8:30 p.m.

17 Conferences, 8-11 a.m.
12-4 p.m.

April 2010

1 PTAC meeting, 7 p.m., Media Center

6 Grade 5 Band Rally & Instrument Selection Night 5-9 p.m.

May 2010

4 Grade 6 Choir Concert, 7:30 p.m., cafetorium

6 PTAC meeting, 7 p.m., Media Center
Grade 7 Choir Concert, 6:30 p.m., cafetorium
Grade 8 Choir Concert, 8 p.m., cafetorium

17 All City Orchestra Concert, MHS Gym, 7:30 p.m.

20 Grade 6 Band Concert, 6:30 p.m. Grade 7 Band, 8 p.m., cafetorium

24 Grade 8 Band, 7:30 p.m., cafetorium

June 2010

1 Grade 6,7, & 8 Orchestra Concert at MHS, 7 p.m.

Possible <u>Emergency</u> Make-Up Days

June 7, 8, 9, 10, 11

This calendar includes one built-in make-up day. If this day is unused, the end date of the school year will be adjusted.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.10.015

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: July 14, 2009

SUBJECT: Minnesota Comprehensive Assessment (MCA-II) Test Results

The Minnesota Comprehensive Assessments (MCA-II) data, along with data from the Mathematics Test for English Language Learners (MTELL), Minnesota Test of Academic Skills (MTAS), Test of Emerging Academic English (TEAE), and the Minnesota Student Oral Language Observation Matrix (MNSOL) released in July. Attached is the reading and mathematics summary information for the school district. A PowerPoint presentation will be provided to the School Board to further discuss assessments and results.

The district data indicates most of Moorhead Area Public Schools' students are meeting or exceeding proficiency in both reading and mathematics at a level above the state average. However, district administration will be taking a focused approach in considering the state test results as well as the impact upon student learning.

The MCA-II assessments were developed to evaluate students' progress toward the Minnesota Academic Standards, generate information for school improvement and accountability and measure the success of schools and districts in improving achievement over time. The assessment data is also used to determine Adequate Yearly Progress.

These assessments are one of several measures the district uses to determine how well students are doing. The scores on these tests will provide individual school and district-wide information in each subject area and will help parents and teachers determine the individual needs of the students. The information will include data for subgroups and by grade level to provide for further analysis. Building administration and staff will meet in early August to analyze data to continue improvement in learning for all students.

We are committed to increasing learning for every student. As we analyze our data from various assessments, as well as our Adequate Yearly Progress, we will continue to maintain a strong focus on increasing achievement for every student in Moorhead Area Public Schools.

LAK:mde
Attachments

State Comparison
vs Moorhead Area Pubic Schools (MAPS)

Mathematics and Reading Summary Data

Math	Number of Students								Mean Scale Score							
Grade	State 2006	MAPS 2006	State 2007	MAPS 2007	State 2008	MAPS 2008	State 2009	MAPS 2009	State 2006	MAPS 2006	State 2007	MAPS 2007	State 2008	MAPS 2008	State 2009	MAPS 2009
3	57,460	363	53,353	322	54997	384	55541	364	357.8	356.23	358.7	356.6	359.11	358.08	359.7	357.5
4	57,299	356	53,781	343	55059	339	55303	399	455	454.04	456.7	456	456.69	455.96	457.5	454.9
5	58,590	385	54,207	339	55616	368	55591	358	551.8	552.07	554.1	555.5	554.15	555.01	554.7	552.8
6	59,792	343	55,719	378	56021	330	56534	369	652	657.71	652.9	656.6	653.68	657.44	653.6	654.4
7	62,409	399	57,991	314	58022	380	57116	341	751.2	755.18	752.7	759.3	752.81	758.57	753.1	755.2
8	63,498	419	59,680	372	59301	328	58633	396	850.8	857.14	851.2	855.4	851.32	857.46	852	854
11	62,642	424	61,810	396	61277	353	62292	415	1138.9	1144.49	1140.2	1146.2	1141.14	1143.4	1144.6	1144.5

Reading	Number of Students								Mean Scale Score							
Grade	State 2006	MAPS 2006	State 2007	MAPS 2007	State 2008	MAPS 2008	State 2009	MAPS 2009	State 2006	MAPS 2006	State 2007	MAPS 2007	State 2008	MAPS 2008	State 2009	MAPS 2009
3	53,827	337	57,740	346	58326	409	58988	389	365.3	365.23	362.2	361.7	363.09	362.23	363.3	359.5
4	53,935	334	57,891	368	57940	358	58504	423	459.6	460.96	457	458	457.22	456.77	457.7	456.4
5	55,578	372	57,899	359	58409	388	55591	358	559.1	561.13	557.5	559.2	557.11	558.23	554.7	552.8
6	57,149	310	59,271	407	58513	363	56534	369	656	659.29	654.1	657	655.04	657.42	653.6	654.4
7	60,132	368	61,191	351	60377	405	57116	341	754.6	757.58	752.7	757.2	753.64	757.99	753.1	755.2
8	61,499	393	62,929	405	61544	359	58633	396	853.3	856.32	853.4	856	853.43	855.89	852	854
10	64,682	392	65,421	396	65352	425	64448	399	1053.8	1058.95	1052.6	1054.8	1055.79	1055.83	1056.7	1057

State Comparison
vs Moorhead Area Pubic Schools (MAPS)

Mathematics and Reading Summary Data

Math	Percent Meets or Exceeds							
Grade	State 2006	MAPS 2006	State 2007	MAPS 2007	State 2008	MAPS 2008	State 2009	MAPS 2009
3	77.9	74.11	79.3	75.2	81.36	81.51	82.1	79.9
4	69	68.54	70.9	71.2	71.64	69.03	74.8	67.2
5	58.9	58.7	63.2	67	66.02	70.11	65.5	61.2
6	59.2	73.47	63	70.9	64.64	77.88	63.7	69.4
7	57.6	67.17	61.5	74.9	61.4	77.37	62.6	71.6
8	56.7	72.22	58.7	72.6	58.22	75	59.6	69
11	29.8	46.22	32.3	44.4	34.36	40.23	41.6	42.6

Reading	Percent Meets or Exceeds							
Grade	State 2006	MAPS 2006	State 2007	MAPS 2007	State 2008	MAPS 2008	State 2009	MAPS 2009
3	81.6	82.48	79.6	77.1	79.98	78.73	78.4	74
4	76.7	81.74	71.4	75	72.23	72.07	74.5	71.4
5	76.9	78.23	73.2	77.4	73.43	79.38	72.2	68.2
6	71.6	81.62	66.6	74.7	69.62	73.55	72.6	74.2
7	66.6	76.36	63.2	73.8	64.69	74.32	64.8	70.8
8	64.6	74.81	63.3	69.4	65.72	71.87	66.8	70.5
10	65.2	78.32	61.8	66.2	70.69	74.12	74.2	75.4