



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

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5-MG-BOS
10 Aug 2009

INDEPENDENT SCHOOL DISTRICT #152

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

August 10, 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. **OPERATING LEVY REFERENDUM:** Kovash

3. **ADJOURNMENT**

SCHOOL BOARD AGENDA - August 10, 2009
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CALENDAR OF EVENTS

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|-------------------------------|------------------|-------------|--------------|
| 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 | | |

S-Mg-BOS
10 Aug 2009

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
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2410 14th Street South
Moorhead, Minnesota

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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

SCHOOL BOARD AGENDA - August 10, 2009

PAGE 2

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 July 20, 2009 Special and Regular Meeting Minutes - Pages 5-13
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
 - (1) Approval of August Claims - Page 14
 - (2) Approval of West Central Regional Juvenile Center Clerical Contract Renewal - Pages 15-16
 - (3) Approval of Carl D. Perkins Funding - Page 17
- C. HUMAN RESOURCES MATTERS - Nielsen
 - (1) Approval of Change in Contracts - Page 18
 - (2) Approval of Resignations - Page 19
 - (3) Approval of New Employees - Pages 20-21
- 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.)

Kinder Plus (K+) Program Update - Winterfeldt
Page 22

- 4. **VOLUNTARY SALARY FREEZE:** Nielsen
Pages 23-24

Suggested Resolution: Move to approve the voluntary salary freeze for Superintendent Lynne Kovash for the 2009-2010 school year.

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - August 10, 2009

PAGE 3

5. **APPROVAL OF MOORHEAD ELEMENTARY SCHOOLS PARENT AND STUDENT HANDBOOK**: Kovash

Page 25

Suggested Resolution: Move to approve the 2009-2010 Elementary Schools Parent and Student Handbook as presented.

Moved by _____ Seconded by _____
Comments _____

6. **ADEQUATE YEARLY PROGRESS (AYP) REPORT**: Kovash

Page 26

7. **SUPERINTENDENT EVALUATION PROCESS**: Thompson

Pages 27-29

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

SCHOOL BOARD AGENDA - August 10, 2009

PAGE 4

CALENDAR OF EVENTS

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|--|------------------|-------------|--------------|
| 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 | | |

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
JULY 20, 2009
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Sonia Mayo Hohnadel, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

MEMBER ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 5:33 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

APPROVAL OF AGENDA: Erickson moved, seconded by Tomhave, to approve the agenda as presented. Motion carried 7-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

STRATEGIC PLANNING: Kovash presented information entitled "Road Map for the Future." The presentation included the school district's guiding philosophy, mission, vision, core values, strategic direction, strategic direction with measurable outcomes, factors affecting student achievement, action road map, leadership to support the vision, use of the federal stimulus funding, spending priorities, federal stimulus plans, and resources to achieve the vision.

Kovash presented information regarding the Operating Levy Referendum and Information Plan. The plan provides for planning and implementing the necessary functions for an operating levy referendum.

Discussion was held and Kovash recommended a work session be scheduled for August 10 to further discuss a possible future levy referendum.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 6:48 p.m.

Cindy Fagerlie, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
JULY 20, 2009
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Sonia Mayo Hohnadel, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

MEMBER ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

OATH OF OFFICE CEREMONY: Chair Thompson conducted the Oath of Office Ceremony for School Board member Sonia Mayo Hohnadel appointed to fill the vacancy created by Michael Thrasher through the first Monday in January 2011. Hohnadel took her seat on the School Board.

PREVIEW OF AGENDA: Kovash recommended the agenda proceed with revisions to pages 1, 3, 4, 26, 27, 35, 37, 39, 42, 84, 87, and 107 (page 2 of the Horizon Middle School Student Handbook).

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

ORGANIZATION OF THE SCHOOL BOARD:

Meeting Date, Time and Location - Dulski moved, seconded by Hohnadel, 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). Motion carried 7-0.

School Board Compensation - Erickson moved, seconded by Tomhave, to set the School Board member compensation rate at \$700 per month. Motion carried 7-0.

Committee Assignments - Erickson moved, seconded by Tomhave, to approve the following committee appointments for the 2009-2010 school year as discussed:

DISTRICT-WIDE STANDING COMMITTEES:

Dulski and Erickson - Activities Council

Erickson and Hohnadel - Community Education Advisory Council

Thompson and Dulski - Citizen Finance Advisory Committee

Human Rights Committee (This committee will be combined with ICAC for 2009-2010.)

**REGULAR MEETING
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PROBSTFIELD CENTER FOR EDUCATION
JULY 20, 2009
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Thompson and Fagerlie - Instruction and Curriculum Advisory Committee (ICAC)
Fagerlie and Erickson - Safe and Healthy Learners Committee
Siggerud and Tomhave - Long Range/Strategic Planning Committee
Tomhave and Siggerud - Policy Review Committee

ADMINISTRATIVE COMMITTEES:

Not Required - Calendar Committee
Thompson - Continuing Education Committee
Hohnadel - Early Childhood Advisory Committee
Erickson and Thompson - Health/Safety/Wellness Committee
Fagerlie - Indian Education Parent Committee
Erickson and Thompson - Legislative Committee
Siggerud - Minnesota State High School League
Thompson and Erickson (Siggerud Alternate) - Negotiations Committee
Fagerlie - Sabbatical Leave Committee
Thompson and Erickson - Staff Development Committee
Hohnadel - Special Education Parent Advisory Committee (not required)
Members Rotate - Superintendent's Advisory Council
Siggerud - Technology Committee
Dulski - Title I Parent Advisory Committee

COMMUNITY COMMITTEES:

Thompson (Erickson Alternate) - Clay County Joint Powers Collaborative Board Governance Board
Dulski - Interagency Early Intervention Committee (IEIC)
Siggerud and Tomhave - Clay County Joint Powers Committee

ADOPT-A-SCHOOL:

Hohnadel - Ellen Hopkins
Thompson - Robert Asp
Tomhave - S.G. Reinertsen
Dulski - Horizon Middle
Siggerud - Moorhead High
Fagerlie - Red River Area Learning Center

Motion carried 7-0.

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

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INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
JULY 20, 2009
PAGE 3**

Newspaper Designation - Designate *The Forum* as the school district's official newspaper for the 2009-2010 school year.

Legal Services - Approve obtaining legal assistance services on a time and material basis.

Minnesota School Boards Association Membership - Approve the 2009-2010 Minnesota School Boards Association membership in the amount of \$9,015.

National School Boards Association Membership - Approve the 2009-2010 membership renewal fee to the National School Boards Association (NSBA) National Affiliate in the amount of \$4,250.

Chamber of Commerce of Fargo Moorhead Membership - Approve the 2009-2010 membership renewal fee to the Chamber of Commerce of Fargo Moorhead in the amount of \$1,450.

Minnesota Rural Education Association Membership - Approve the 2009-2010 Minnesota Rural Education Association (MREA) membership in the amount of \$2,400.

Minutes - Approve the June 8 and 22, 2009 regular meeting minutes and June 15 and 18, 2009 special meeting minutes as presented.

Resolution of Acceptance for the Moorhead Safe Routes to School Study - Approve the Resolution of Acceptance for the Moorhead Safe Routes to School Study as an advisory document completed by the Fargo-Moorhead Metropolitan Council of Governments (Metro COG).

Claims - Approve the July Claims, subject to audit, in the amount of \$1,125,228.47.

| | |
|--------------------------|----------------|
| General Fund: | 1,028,935.37 |
| Food Service Fund: | 53,367.00 |
| Community Services Fund: | 42,926.10 |
| TOTAL | \$1,125,228.47 |

Minnesota State High School League Membership - Approve the 2009-2010 Resolution of Membership in the Minnesota State High School League.

Resolution for Investment of Excess Funds for 2009-2010 - 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.

Authorized Staff to Initiate Financial Transactions for 2009-2010 - Authorize listed district personnel to make transactions on listed accounts for the 2009-2010 school year.

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Official Depositories for 2009-2010 - Designate the 2009-2010 school district official depositories: Wells Fargo Bank, Bremer Bank, State Bank & Trust, State Bank of Hawley, US Bank, Gate City Bank, Bank of the West, Northwestern, and Minnesota School District Liquid Asset Fund Plus. Bonds are handled by US Bank & Trust Corporations within Wells Fargo Bank-Minneapolis.

Resolution Authorizing Payment of Goods and Services for the 2009-2010 School Year - Approve the resolution to authorize the Assistant Superintendent to make payment of 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.

Resolution for Collection of NSF Checks and Leases for 2009-2010 - Approve the resolution for collection of NSF checks and leases giving authority and responsibility to the Assistant Superintendent for the 2009-2010 school year.

School Leaders Errors & Omissions Insurance Deductible - Approve the Moorhead Area Public School District to pay the deductible for any employee or School Board member who is protected by the school district's current Leaders Errors & Omissions Insurance.

Resolution Authorizing Sale of Aid Anticipation Certificates - 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.

Milk and Meal Prices - Approve 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.

Health and Safety Attachment 99 Performance Criteria - Approve Attachment 99 Performance Criteria in accordance with the requirements of the Minnesota Department of Education's Health and Safety Program.

MSC Online - Joint Powers Agreement - Approve the Joint Powers Agreement establishing a Distance Learning Program with the Minnesota Service Cooperatives.

Family/Medical Leave

Jennifer Rogness - 1st Grade Teacher, S.G. Reinertsen, beginning on or about September 1, 2009 until February 1, 2010.

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Other Leaves of Absence

Mary Bonemeyer - Food Service Director, Probstfield Center for Education, effective July 1, 2009 for six months.

Change in Contracts

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 and .50 Federal Program Teacher Leader, effective with the 2009-2010 school year (.5 new position-Title I funding).

Kim Werlinger - Counselor Secretary, Horizon Middle School, to Principal's Secretary, Horizon Middle School, B22 (5) \$15.60 per hour, 8 hours per day, 216 days per year (replaces Linda Rundquist).

Steve Novacek - Night Custodian, Moorhead High School A12 (11) \$15.07 to Assistant Lead Custodian, B21 (9) \$15.46, 8 hours per day, 260 days per year, effective July 1, 2009 (replaces Steve Smith).

Resignations

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.

Early Retirement

Margaret Claymore - English Teacher, Moorhead High School, effective June 30, 2009

New Employees

Jeff Schneider - Head Boys Swimming Coach, Moorhead 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).

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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).

Nadine Moon - Title I Parent Involvement Facilitator, District, BA (3), .50 FTE, \$17,139.50,

effective beginning with the 2009-2010 school year (new position ARRA \$).

John Schmidt - Girls Diving Coach, Moorhead High School .070 Step 3, \$2618 for the season (based on the 2008-09 salary schedule) effective for the 2009-2010 school year (replaces Amanda Henry)

Migrant Education Grant - Approve the Minnesota Department of Education Migrant Education Grant in the amount of \$25,000.

Elementary and Secondary Education Act (ESEA) Consolidation Application - Approve the 2009-2010 Elementary and Secondary Education Act (ESEA) and American Recovery and Reinvestment Act (ARRA) applications as presented.

Alternative Delivery of Specialized Instructional Services Funding - 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.

Lakeland Mental Health Center Purchase of Service Renewal Agreement - 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.

ARRA McKinney-Vento Education for Homeless Children and Youth Grant Application Renewal - Approve the 2009-2010 ARRA McKinney-Vento Education for Homeless Children and Youth Grant Application as presented.

Motion carried 7-0.

APPROVAL OF MOORHEAD HIGH SCHOOL STUDENT HANDBOOK: Kovash reviewed changes in the handbook and additional revisions were recommended.

Fagerlie moved, seconded by Dulski, to approve the 2009-2010 Moorhead High School Student Handbook as revised. Motion carried 7-0.

APPROVAL OF HORIZON MIDDLE SCHOOL STUDENT HANDBOOK: Kovash reviewed changes in the handbook and additional revisions were recommended.

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Tomhave moved, seconded by Erickson, to approve the 2009-2010 Horizon Middle School Student Handbook as revised. Motion carried 7-0.

MINNESOTA COMPREHENSIVE ASSESSMENT (MCA-II) TEST RESULTS: Kovash provided information related to the 2009 Minnesota assessment results that include the Minnesota Comprehensive Assessments (MCA) - Series II (mathematics and reading), Mathematics Test for English Language Learners (MTELL), Minnesota Test of Academic Skills (MTAS), Test of Emerging Academic English (TEAE), and Minnesota Student Oral Language Observation Matrix (MNSOL). Kovash also reported on planning for 2009-2010 increased achievement. Kovash noted the school district would not be filing an appeal to the state.

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.

COMMITTEE REPORTS: A brief report was heard regarding the Executive Finance Committee meeting.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Thompson moved, seconded by Tomhave, to schedule a Special School Board meeting for Monday, August 10, 2009 at 5:30 p.m. for the purpose of a work session to discuss the referendum priorities. Motion carried 7-0.

Thompson read a letter from Superintendent Kovash requesting a salary freeze for the 2009-2010 school year due to economic conditions and the financial situation of the school district.

Discussion was held and School Board members accepted the letter requesting a salary freeze for the 2009-2010 school year and recommended the request be placed on the August 10 School Board agenda for further discussion and/or action.

Thompson stated that a superintendent evaluation instrument must be determined prior to conducting the Superintendent's annual evaluation. Discussion was held and School Board members determined Chair Thompson work with Kovash to finalize an instrument and place the item on the August 10 School Board agenda.

Discussion was held related to the process of nominating and selecting delegates by mail ballot for MSBA Delegate Assembly. Moorhead School Board nominees are Kristine Thompson and Cindy Fagerlie.

Board members were asked to contact Michelle regarding their attendance at the MSBA Summer Seminar scheduled for August 13-14 at the Northland Inn.

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
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ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:54 p.m.

Cindy Fagerlie, Clerk



Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.10.016 C

TO: Lynne A. Kovash, Superintendent
FROM: Wayne A. Kazmierczak, Assistant Superintendent
DATE: August 4, 2009
SUBJECT: August Claims

The August Claims are as follows:

| | |
|------------------------|--------------|
| General Fund | \$561,502.28 |
| Food Fund | \$11,565.23 |
| Community Service Fund | \$7,418.69 |
| TOTAL | \$580,486.20 |

Suggested Resolution: Move to approve the August claims, subject to audit, in the amount of \$580,486.20.

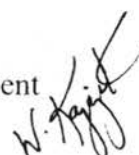
WAK:kma



Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.10.013 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: August 3, 2009

SUBJECT: West Central Regional Juvenile Center Clerical Contract Renewal

Attached is a renewal contract for clerical services for the Program at the West Central Regional Juvenile Center for the 2009-2010 school year. The cost breakdown is as follows:

| | |
|--------------|--------------------|
| Salary | \$36,667.00 |
| FICA | \$2,273.00 |
| Medicare | \$532.00 |
| PERA | \$2,567.00 |
| Insurance | \$8,556.00 |
| TOTAL | \$50,595.00 |

The School District's share is one-half of the clerical services or \$25,298.00 billed in quarterly amounts of \$6,324.00.

Suggested Resolution: Move to approve the West Central Regional Juvenile Center Clerical Contract for the 2009-2010 school year.

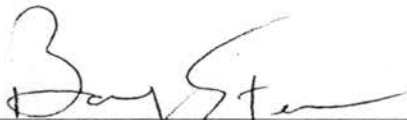
WAK:kma
Attachment

The following is an agreement between Independent School District #152., Moorhead and the West Central Regional Juvenile Center.

School District # 152 agrees to purchase and the West Central Regional Juvenile Center agrees to provide, a secretary, who will work at both sites. School District #152 agrees to pay 50% (20 hours) of the secretary's salary and fringe benefits.

The contract period of this agreement will be effective July 1, 2009 through June 30, 2010 District #152's financial share for this service for the designated contract period will be \$25,298.00. The West Central Regional Juvenile Center will bill Independent School District #152 on a quarterly basis in the amount of \$6,324.00.

It is understood and agreed that if either party chooses to withdraw from this contract, it will give at least a sixty (60) day written notice to the other party. Otherwise this agreement will remain in effect from July 1, 2009 through June 30, 2010.



Barry Steen, Director
West Central Regional Juvenile Center

Date: 7-10-09

School Board Chairperson
Independent School District #152

Date: _____

cc: Jill Skarvold
Deb Pender



Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.10.014 C

TO: Lynne A. Kovash, Superintendent
FROM: Wayne A. Kazmierczak, Assistant Superintendent
DATE: August 3, 2009
SUBJECT: Carl D. Perkins Funding

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

Seven (7) Canon high definition camcorders, seven (7) Lavalier microphones, three (3) Hosa Technology transformers, three (3) handheld ENG microphones, seven (7) Canon battery packs, seven (7) Modo Mack tripods, seven (7) camcorder shoulder bags, two (2) sets rechargeable batteries, two (2) memory card holders, ten (10) 4GB secure digital memory cards, five (5) rapid chargers, and four (4) Canon Powershot digital cameras

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


Suggested Resolution: Move to accept the Seven (7) Canon high definition camcorders, seven (7) Lavalier microphones, three (3) Hosa Technology transformers, three (3) handheld ENG microphones, seven (7) Canon battery packs, seven (7) Modo Mack tripods, seven (7) camcorder shoulder bags, two (2) sets rechargeable batteries, two (2) memory card holders, ten (10) 4GB secure digital memory cards, five (5) rapid chargers, and four (4) Canon Powershot digital cameras from Lakes Country Carl D. Perkins Consortium.

WAK:kma



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.011

TO: Lynne A. Kovash, Superintendent
FROM: Ron  Merten, Director of Human Resources
DATE: August 3, 2009
RE: Change in Contract

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

| | |
|----------------|---|
| Kim Werlinger | Principals Secretary, Horizon Middle School, B22 (5) \$15.60 per hour, 8 hours per day, 216 days per year to Counselor Secretary, Horizon Middle School, effective July 27, 2009. (Replaces Kim Werlinger) |
| Cheryl Adams | FCS Teacher, High School, from .666 FTE to .832 FTE beginning September 1, 2009. (To cover overloads) |
| Janice Conrade | Food and Nutrition Assistant Server, S. G. Reinertsen Elementary, \$12.15 per hour to Food and Nutrition Server, S. G. Reinertsen Elementary, \$9.60 per hour, effective September 8, 2009. (Replaces Roxann Korinek) |

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Kim Werlinger, Cheryl Adams and Janice Conrade as presented.

RN:smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.010

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: August 3, 2009
RE: Resignations

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

| | |
|------------------|---|
| Cheri Gess | Assessment Instructional Coach, effective July 27, 2009. |
| Richard Wickie | Food Server, Robert Asp Elementary, effective July 28, 2009. |
| Kathleen Shasky | Paraprofessional, High School, effective July 29, 2008. |
| Roxann Korinek | Food & Nutrition Server S. G. Reinertsen Elementary, effective July 31, 2009. |
| Patricia Knutson | Attendance Secretary, High School, effective August 20, 2009. |

SUGGESTED RESOLUTION: Move to approve the resignation of Cheri Gess, Richard Wickie, Kathleen Shasky, Roxann Korinek Patricia Knutson as presented.

RN:smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.012

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nelsky, Director of Human Resources
DATE: August 3, 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.

| | |
|-------------------|---|
| Amanda Rickenberg | Speech/Language Pathologist, Ellen Hopkins Elementary, 1.00 FTE, MA (0) \$36,304, effective for the 2009-2010 school year. (Replaces Connie Frederick) |
| Sankream Prak | Life Science Teacher, High School, .666 FTE, BA (7) \$25,900.74, effective at the beginning of the 2009-2010 school year. (Replaces Molly Schenck) |
| Elizabeth Luhman | ESL Teacher, 1.00 FTE, BA (1) \$31,900.00, effective for the 2009-2010 school year. (Replaces .50 FTE Megan Anderson and .50 FTE Title I grant) |
| Denelle Dauner | Speech/Language Pathologist, Early Intervention Services, 1.00 FTE, MA+30 (8) \$55,009, effective at the beginning of the 2009-2010 school year. (Replaces Katie Bergh) |
| Katie Oster | SLD Teacher, Robert Asp Elementary, 1.00 FTE, BA +10 (1) \$33,409.00 effective at the beginning of the 2009-2010 school year. (Replaces Katie Oster) |
| Tiffany Gress | .45 Language Facilitator, Horizon Middle School, B32 (0-3) \$19.95 per hour and .55 Interpreter, Robert Asp Elementary, Noncertified, \$24.48 per hour. (Replaces Amy Brands) |
| Todd Holland | Teacher, Language Arts, High School, BA (0) \$30,823.00 1.00 FTE, effective for the 2009-2010 school year. (Replaces Margaret Claymore) |

Joyce Robles

Spanish Immersion Teacher, Ellen Hopkins Elementary, MA+30 (7)
\$53,366.00, 1.00 FTE, effective for the beginning of the 2009-2010
school year. (Replaces Holly Saarion)

SUGGESTED RESOLUTION: Move to approve the employment of Amanda Riekenberg, Sankream Prak, Elizabeth Luhman, Denelle Dauner, Katie Oster, Tiffany Gress, Todd Holland and Joyce Robles as presented.

RN:smw



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.019R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: August 4, 2009

SUBJECT: Dialogue: Kinder Plus (K+) Update

Lauri Winterfeldt will provide an update related to Kinder Plus (K+).

Kinder Plus (K+) is an extended-day program for kindergarten students offered through Moorhead Community Education. The program is an all-day option that includes the traditional half-day kindergarten curriculum with another half day of enrichment activities with licensed Community Education staff. The enrichment half of the day is fee-based.

Three K+ teachers have been hired and bring years of experience and education to their positions. They will engage children in enrichment activities and provide opportunities to develop language, math and social skills.

Classrooms will be at Ellen Hopkins and Robert Asp Elementary. Students in the S.G. Reinertsen Elementary attendance area will attend kindergarten and K+ at Probstfield Center for Education. Currently there are 21 students who are confirmed with signed contracts at Probstfield, 31 students at Robert Asp and 36 students at Ellen Hopkins.

LAK:mde



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.013

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: August 3, 2009
RE: Voluntary Salary Freeze

On July 15, 2009, your request for a voluntary one-year salary freeze was received by the Human Resource Department. At the School Board meeting of July 20, 2009, the voluntary freeze was reviewed by School Board members under other pertinent items and at that time, the members requested that the subject be discussed at the August 10, 2009 School Board meeting.

The pay freeze would be a one year salary freeze for the 2009-2010 school year due to economic conditions and the financial situation of the school district.

A copy of your request is attached.

SUGGESTED RESOLUTION: Move to approve the voluntary salary freeze for Superintendent Lynne Kovash for the 2009-2010 school year.



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 15, 2009

Kristine Thompson, Chair
Moorhead School Board
122 10th Street North
Moorhead, MN 56560

Dear Kris:

The term of my current Superintendent's Contract runs from July 15, 2008 through June 30, 2011.

Section III.A. of the Superintendent's Contract states: "This contract is for a term of 2 years, 11 1/2 months commencing July 15, 2008, and ending June 30, 2011. It shall remain in full force and effect unless modified by mutual consent of the School Board and the Superintendent or unless terminated as provided herein."

Pursuant to these provisions, I would like to request a salary freeze for the 2009-2010 school year due to economic conditions and the financial situation of the school district.

Please contact me with any additional questions. Thank you.

Respectfully submitted,

Lynne A. Kovash
Superintendent

LAK:mde



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.018R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: July 29, 2009

SUBJECT: Moorhead Elementary Schools Parent and Student Handbook

Attached is the 2009-2010 Moorhead Elementary Schools Parent and Student Handbook. According to School Board Policy 221, the handbook is to be presented to the School Board for an annual review.

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 Elementary Schools Parent and Student Handbook as presented.

LAK:mde
Attachment

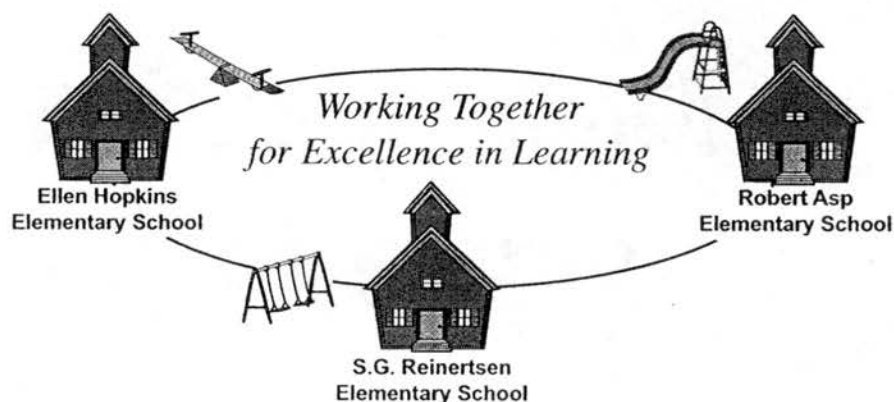
Moorhead Elementary Schools Parent & Student Handbook 2009-10



Working together for excellence in learning

Ellen Hopkins Elementary School
Robert Asp Elementary School
S.G. Reinertsen Elementary School

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



Elementary School Phone Numbers

Important phone numbers are listed below for each of the Moorhead elementary schools. A complete directory is also available on the district's Web site at www.moorhead.k12.mn.us.

Ellen Hopkins Elementary School

2020 11th St. S. 284-4300
 Mary Jo Schmid, Principal4330
 Angie Rud, Secretary4301
 Monnie Soderberg, Secretary4302
 Health Office4310
 Library Media Center4334
 Fax4333

Robert Asp Elementary School

910 11th St. N. 284-6300
 Kevin Kopperud, Principal6330
 Winifred Evensen, Secretary6301
 Kathy Enkers, Secretary6302
 Health Office6310
 Library Media Center6334
 Fax6333

S.G. Reinertsen Elementary School

1201 40th Ave. S. 284-5300
 Anne Moyano, Principal5330
 Heather Hedlund, Secretary5302
 Kathy Martinez, Secretary5301
 Health Office5310
 Library Media Center5334
 Fax5333

Daily Schedule

Grades 1-5

Classes Begin 8:20 a.m.
 Lunch Periods Staggered, between
 10:50 a.m. and 1:05 p.m.
 Dismissal 2:50 p.m.

Kindergarten

Morning 8:20-10:50 a.m.
 Afternoon 12:20-2:50 p.m.

School Year Office Hours

7 a.m.-4 p.m. Monday-Friday

**This document can be made available
in an alternate format such as large print or
audio cassette. Call 284-3330 to make a request.**

If you do not read English and would like help in your own language, please call 284-3330.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 284-3330.

Nếu bạn không biết đọc tiếng Anh và muốn giúp đỡ
trong ngôn ngữ của bạn, xin gọi số 284-3330.

مساعدكم في اللغة انكليزية، نود ان نساعدكم في لغتكم.
هاتيكو، 284-3330.

የሚገባዎትን ቋንቋ ለማወቅ
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284-3330.

如果你不懂英語，并需要帮助，
请拨打电话 284-3330。

Visit www.moorhead.k12.mn.us for more information.

This handbook may be changed or amended during the school year. Contact the principal or visit our Web site at www.moorhead.k12.mn.us for more information.

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Welcome Moorhead Elementary Students and Families

Welcome to the new school year! We are eager to work with the students and families at our Moorhead elementary schools in order to provide an exciting, challenging and rewarding school year.

We invite you to become an active member of our educational community. We believe that supportive parents/guardians who work in partnership with us at school are important to our students' success. We invite, and we value, your involvement. We are committed to making your child's first years in school full of positive and enriching experiences. You are always welcome at school, and we are excited about having a great year working with you.

The success of a community depends upon the collaborative efforts of all its members. Here's to a great year of working together toward our common goal — the best possible school year for our students!

Arrival Time and Morning Routine

We ask that children who do not ride a bus arrive no earlier than 8 a.m. unless they will be eating breakfast at school. Since there is no playground supervisor prior to 8 a.m., the school does not assume the responsibility of accidents that occur during unsupervised periods. Breakfast is served from 7:45 a.m. to 8:10 a.m.

Procedure for Dropping Off Children

Parents dropping off children at the beginning of the day should use the parking lot. Please exercise caution when letting your child out of the car. Never allow children to run across the street or between buses or cars.

Procedure for Picking Up Children

When picking up children during the day, please park in the designated visitor lot and enter the building through the main entrance. All other doors are locked from the outside during the school day. To take a child out of class during the day, parents/guardians must come to the office and sign out their child. We do not permit students to wait outside their classroom.

Children will not be permitted to leave school with anyone other than their parents and/or legal guardians unless we have written authorization from you. Please send your child's teacher a written note in advance, notifying him/her when your child will be picked up and by whom.

School Safety Procedures and Locked Doors

Visitors are asked to enter the main entrance doors and register at the office before going to any other part of the building or classrooms. The main entrance doors by the office are unlocked during building hours 7 a.m. to 4 p.m. and for after-school programming.

To secure the building during the school day, all other doors will be locked. Locked doors are inconvenient at times, but student and staff safety is important and worth some inconvenience. The school staff know the procedures for safety in the event of a lockdown or evacuation situation. Locked doors are a proactive step we take to decrease the likelihood of a dangerous incident at school.

Absences and Tardies

We believe:

- * students with regular attendance achieve better academically in school;
- * students with regular attendance are better adjusted to school;
- * learning that is lost due to absence can never be adequately replaced;
- * students with regular attendance have an understanding of the purpose and direction of their education.

Types of Absences

Excused Absences: The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. A student has the right and obligation to make up any work missed with full credit. 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. In the case of a prolonged (three or more days) excused absence, the teacher and student should mutually agree upon a deadline for completion of makeup work.

The State of Minnesota recognizes the following reasons for absence: illness, serious illness in the student's immediate family, a death in the student's immediate family or of a close friend or relative, medical, dental or orthodontic treatment or counseling appointment, court appearances, religious instruction not to exceed three hours in any week, or inclement weather. To be considered an excused absence, the student's parents/guardians may be asked to verify, in writing, the reason for the student's absence from school. 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, state tournaments and school activities). We encourage parents/guardians to hold these requests for absence to a minimum. A doctor's statement may be required after three or more consecutive absences or excessive periodic absences due to illness.

Parents/guardians must call the school each day before 9 a.m. when a student will not be attending or send a note to school accounting for each day missed when the student returns to school. If you leave a message, please specify your child's name, teacher and the reason for the absence. If the parent/guardian does not notify the school within two days of the student's return to school, the absences will remain unexcused.

Unexcused Absences: Students who miss or are required to miss for reasons not acceptable to school officials may be required to report for detention and make-up work after school. Parents/guardians should not request permission for absence for personal convenience reasons (e.g. baby-sitting, running errands). An unexcused absence indicates the student is absent without the consent of the parent/guardian. Students who miss school for reasons not acceptable to school officials will be subject to consequences determined by the building principal.

Truancy: A student who misses the whole day or part of the day without the consent of either the school or parent/guardian is considered truant. A Family Advocate is available to assist parents/guardians who are having difficulty getting a student to school. Through the Family Advocate, the Moorhead Area Public Schools offers early intervention for attendance problems. If the interventions are not successful, a report of suspected parental neglect may be filed.

~~After a seventh unexcused absence (no contact from a parent/guardian as to the reason for an absence), the principal must file a Child in Need of Protection Services (CHIPS) petition with the Clay County Attorney's Office. A CHIPS petition usually results in a court appearance for truancy.~~

Every effort should be made to have your child at school on time. Tardiness is unfair to the child who misses

instruction. It also interrupts the classroom for other children. Children should be in their classrooms by 8:15 a.m. Students who arrive at school after 8:20 a.m. for any reason, must come to the office for a tardy slip before going to class.

Refer to School Board Policy 515 on the school district's Web site or in the school office.

Reporting Absences

Please call or send a signed note to report all absences. Speak to the secretary or leave a message stating your child's name, the teacher's name and the reason for the absence. This call allows us to inform the teacher so that plans can be modified in the classroom. It also keeps us current on the childhood illnesses which may be affecting our students.

If You Move

Please notify the school office if you have a new address or phone number. Stop by the school office and sign a Release of Records form if your child will be leaving and attending a school outside of the Moorhead School District. Refer to School Board Policy 517 on the school district's Web site or in the school office.

New Students

New students are a welcome addition to our school. Please register in the school office. The student will start attending class the next school day following their registration provided their registration occurs before noon.

Breakfast, Lunch, Milk

A nutritious lunch and breakfast will be served every day. School breakfast is available beginning at 7:45 a.m. Students have a thirty-minute lunch period. Lunch periods are staggered beginning at 10:50 a.m. Students eligible for free or reduced lunch are also eligible for free breakfast. More information about free and reduced meals is available in the school office.

We use a computerized lunch program. As the student passes through the lunch line, the student enters his or her student number. The computer keeps a record of when each child paid, how much, and when each child ate breakfast or lunch or purchased milk.

Students must prepay for meals and milk. Money is deposited into each child's account at the school office. We ask parents/guardians to deposit enough money for a week (or more) of meals. Students may put money in their account before school or during their noon hour. Parents may also use PaySchools, an online payment processing system, to pay for school meals online. See page 26 for more information.

The cashier will let students know when their cash account is low and will give them a stamp on their hand to serve as a reminder that they need to deposit money in their account at the office. If a student owes \$10 or more to food services, the student will not be allowed to purchase a lunch until the debt is paid. (A sandwich / milk lunch will be provided, however.) It is a parent/student responsibility to make sure that students have money in their account.

Students may have milk as a morning snack. There are no free or reduced arrangements for morning milk. Parents/guardians will receive a permission form for morning milk and only those children who return the form may receive morning milk. Milk charges are taken from the breakfast/lunch account. Milk is also available to children who choose to eat cold lunch at noon.

Lunch Invitation

Parents/guardians are welcome to eat lunch with their children. Come to the office and pay for your lunch when you arrive. Please join us!

Recess

Students in grades 1-5 will have a fifteen minute recess during the school day which will be scheduled by the teacher. Please do not request that your child be kept indoors for recess unless his/her physician feels it would be detrimental for the child to be out. In most cases, if a child is well enough to attend school, he or she should be allowed to go outdoors. Fresh air and activity increase alertness for class work. A written excuse should be provided to the teacher each day a child is to stay in from recess.

ACADEMIC AND ACTIVITY PROGRAMS

Art

Students in grades 1-5 receive instruction from a certified art teacher. The art teacher also arranges a field trip to a local art museum. In addition to the sessions with art teachers, students will have art experiences with their classroom teachers.

Curriculum Review

Parents/guardians have the right to review the curriculum and to determine which instruction will be provided by parents/guardians rather than teachers. For more information, please contact the director of curriculum and professional development, a principal or a counselor regarding School Board Policy 620.

Elementary Guidance (Counseling)

Our elementary guidance and counseling program offers classroom guidance instruction, small group experiences and short-term individual counseling. An elementary counselor is at school full time. Students can make an appointment to see a counselor and parents/guardians or teachers can recommend or request an appointment for a child.

The Elementary Guidance/Counseling Program has two major components: preventive guidance and individual counseling. Preventive guidance involves classroom instruction which helps children in the areas of self-esteem, alcohol and drug awareness, decision making, problem solving, and social interaction. Individual counseling is designed to help parents, students and teachers with issues that may surface at some point during normal development. These include achievement, alcohol, behavior, death, divorce, fears / phobias, illness, siblings, etc.

Please feel free to contact the counselor's office with any concerns, questions or comments. All inquiries are strictly confidential.

Field Trips

Visits to various places in our community and in other communities enhance our educational program. Field trips are held in correlation with the curriculum for a particular grade level. Trips are always well supervised, but we do ask that you sign the "field trip permission" line on the registration form. Your child's teacher will notify you when parent volunteers are needed to assist on field trips. If you have a question about a field trip, feel free to call the classroom teacher.

Homebound Instruction

Students who are absent for 10 consecutive days are eligible for homebound or hospital bound instruction with written authorization from a physician. All requests for homebound instruction are to be directed to the Department of Learner Support Services at 284-3710 and can be initiated before the timelines are in effect.

Homework

Students are assigned homework, although the amount assigned depends on the availability of study time in school, individual work rate, grade level, and teacher. Parent support is important, especially for projects that may require collecting materials. Parents/guardians can also help find a quiet, less distracting place to do school work and can help their child review for tests, practice math facts, and cooperatively participate in parent-child activities the teacher may send home. For some assignments, your child's teacher will want the students to work independently to encourage responsibility and independent work habits. Contact your child's teacher if you have questions about homework.

Kinder Plus (K+)

Kinder Plus (K+) is an extended-day program for kindergarten students offered through Moorhead Community Education. The program is an all-day option that includes the traditional half-day kindergarten curriculum with another half day of enrichment activities with licensed Community Education staff. A licensed teacher will engage children in enrichment activities and provide opportunities in language, math and social development.

The enrichment half of the day is fee-based. K+ is designed to broaden, enrich and complement Moorhead Area Public Schools' regular half-day kindergarten program. K+ is ideal for children who are ready for a longer day in a learning environment and is an alternative to traditional childcare.

Classrooms are at Ellen Hopkins and Robert Asp Elementary. Students in the S.G. Reinertsen Elementary attendance area will attend kindergarten and K+ at Probstfield Center for Education. The schedule at Probstfield will be modified slightly to provide time for transportation to and from Reinertsen.

Call Moorhead Community Education at 218-284-3400 or visit <https://communityed.moorhead.k12.mn.us> for more information.

Library Media Center

Students make extensive use of the library at school. Library books support and extend school learning. Our students make regular trips to the library with their classmates but are free to check out and return books as needed. The library is open before and after school for student use.

We encourage students to check out and use library books at home as well. Parents/guardians, teachers and the media center staff are in a partnership to encourage children to read, research and access information. We encourage you to share and discuss the books brought home and find time to read daily.

You and your child should decide where their library and school materials will be stored while they are in your home. It is the responsibility of the student to take care of materials checked out and see they are returned promptly. If materials are lost or destroyed, a fee will be charged for replacement.

Minnesota Academic Standards

Academic standards in language arts, math, science and social studies have been adopted for K-12 students in Minnesota. The Moorhead School District developed standards in the areas of health and physical education, world languages and the arts.

Students will be tested yearly in grades 3-8 and in high school on the state standards. Each standard will be specific as to what students should know or be able to do within a particular subject area. The curriculum in the Moorhead schools reflects the emphasis of the state standards. For further testing information, see the testing section on page 9.

Music

Music instruction is provided for grades 1-5. Our music program is designed to encourage music skills and music appreciation through many musical experiences. Music class activities include singing, listening, appreciation, movement, learning and performing music fundamentals on a variety of instruments and performance opportunities. The Moorhead Area Public Schools' sequential music curriculum gives students a step-by-step opportunity to learn music skills that provides the foundation for band, orchestra, and choir in their later school years.

Orchestra

Students in fifth grade are eligible to participate in the school orchestra program. Individual and/or small group lessons will be provided one time per week. Students may purchase their own instrument or rent a school-owned instrument. Fee requirements may be waived under certain circumstances. For more information, please contact the orchestra instructor regarding School Board Policy 831.

Physical Education

Physical education instruction is provided for grades 1-5. Emphasis is placed upon physical fitness, skill development and the creation of a learning environment in which all students experience success and growth based upon their own levels of ability. Students are required to wear gym shoes for both indoor and outdoor physical education class. They may not wear hard soled shoes or only socks because of the risk of injury. Shoes must fasten with velcro or shoelaces. Slip on, zip-up shoes, shoes with wheels, and shoes with raised heels are dangerous in school. During the spring and fall, students may need a jacket or sweatshirt to wear outdoors. When selecting clothing for school, please remember that children are physically active every day.

Articles like pens, pencils, necklaces, etc., are to be left in the classroom. It is also recommended that the children with long hair bind it with a rubber band or tie it up during physical education class.

Please send a written note to the physical education teacher if your child is unable to participate in class. In most cases, if a child is well enough to attend school he or she should be allowed to participate in physical education.

School Safety Patrol

School patrol assists children in crossing streets on their way to and from school. Fourth and fifth grade boys and girls are selected to serve on the patrol. These students must obey school regulations to stay on the patrol. The school safety patrol program needs the full cooperation of our students and their parents/guardians. Please encourage your children to respect the patrol. Parents/guardians set a good example by not allowing their children to cross the street anywhere except at the street corners.

Students who disobey the safety patrol will have their names turned in to their classroom teacher. The school patrol is on duty 15 minutes before school starts and 15 minutes after school is dismissed.

Spanish Immersion Program

The Spanish Immersion Program at Ellen Hopkins Elementary School provides students the opportunity to become fluent in Spanish as well as English. All children in the district who are entering kindergarten in the fall are eligible to register for the program. Parents/guardians choose to enroll their children in the program. Limited space is available in grades K, 1 and 2.

The Spanish Immersion students work in multiage classes. Multiage educational practices are grounded in a philosophy that every child can learn at his or her own pace and that learning is a continuum rather than a series of steps. The curriculum goals of the immersion program are the same as the goals for all elementary schools in the Moorhead Area Public Schools. The students will learn the same subject content that other students learn in the elementary school setting. The difference is that the classes are taught in Spanish. Students take the same standardized tests as other students.

For more information, contact Mary Jo Schmid, Ellen Hopkins Elementary principal, at mjschmid@moorhead.k12.mn.us or (218) 284-4330.

Testing

Measures of Academic Progress (MAP) are a series of tests that measure a student's general knowledge in reading and mathematics. The tests are given to students in grades 2, 3, 4 and 5 in the fall and the spring. The test results provide a measurement of development of academic skills and are shared with parents/guardians. The results are used to analyze a student's progress and to consider carefully the learning experiences that student might need. The test results are used to supplement, not replace, teacher judgment. The information from tests is used in conjunction with everything else we know about a student.

Third, fourth and fifth grade students take the Minnesota Comprehensive Assessment II in the late spring. The tests evaluate learning in reading and math and are based on the Minnesota Academic Standards. The scores are used to see how children are progressing and to evaluate our school's instructional program. Student attendance on testing days is very important. No Child Left Behind, the federal education law, requires that districts have a 95 percent participation rate for these tests. Absent students will be tested on a test make-up day. Students' results are mailed directly to the parent or guardians.

POLICIES

Activity Travel

Students and their coaches participating in athletic and/or academic activities at the state and national levels should refer to School Board Policy 543 on the Web site or in the school office.

Bullying/Intimidation

An act of bullying/intimidation, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying/intimidation but also to students who, by their indirect behavior, support another student's act of bullying/intimidation. This policy also applies to any student whose conduct at any time or in

any place constitutes bullying/intimidation that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees. If a student has been bullied or knows of other students being bullied or intimidated, the student should contact an adult staff member for help. Refer to School Board Policy 578 on the school district Web site or in the school office.

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 policy 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 or the proper city or county law enforcement agency.

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.

Crisis Management

Each elementary school has a crisis management plan to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school. In addition, each elementary school has a student assistance team made up of staff from the school. The team provides support to students and staff who are experiencing significant life stresses. The team attempts to meet social and emotional needs of students so that they can obtain maximum benefits from their educational program. Refer to School Board Policies 710 and 553 on the Web site or in the school office.

Drug-Free and Weapon-Free Zones

The area around each elementary school is a drug-free 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. Refer to School Board Policies 572 and 576 on the Web site or in the school office.

Emergency Drills

At school, we prepare for emergencies by practicing fire drills, lockdown drills and a tornado drill during the school year. Fire drills are held during the school year to instruct children as to the signals used, exits, and proper evacuation procedures in case of fire. We hold a tornado drill in conjunction with the state tornado drill. When the tornado signal is given, each teacher takes his/her class to an assigned area in the school.

The safety and security of all the students of Moorhead Area Public Schools is a main focus for our schools. Our schools have plans in place for crisis situations. Training and practice are essential so staff and students know what to do in different crisis situations.

Emergency drills are conducted so we can:

- practice the skills involved with evacuation or securing of the school,
- test, evaluate and refine the emergency response plan, and

- provide training for our staff to learn how to respond decisively and constructively to unexpected situations.

Refer to School Board Policy 711 on the Web site or in the school office.

Harassment and Violence

Moorhead Area Public School District 152 Policy Against Religious, Racial, Sexual Orientation, National Origin, and Sexual Harassment and Violence

1. 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.
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. 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.

For additional information refer to School Board Policy 570 on the school district Web site or in the school office.

Hazing Prohibition - Policy 571

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the Moorhead Area Public Schools and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. 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.
- F. 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.

III. DEFINITIONS

- A. "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.

B. "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.

IV. 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 administrator 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 administrator 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.

V. SCHOOL DISTRICT ACTION

A. 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.

B. 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.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to 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.

VI. 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.

VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's building and staff handbooks. The building administrator is responsible for developing a process for annually reviewing the handbook with students and staff.

School District Electronic Network Acceptable Use and Safety

The district policy addressing issues related to use of the electronic network can be read in full on the district Web site or obtained at a school office. The Electronic Network Acceptable Use and Safety policy addresses: network conduct, disciplinary actions for improper use, user notification, parents' responsibility, filter, publication of materials on the network, information contact/third party supplied information, limited expectation of privacy, and limitation of school district liability. Refer to School Board Policy 731 on the Web site or in the school office.

Search of Student Lockers, Desks, Personal Possessions, and Student's Person - Policy 574

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the Moorhead Area Public Schools' policies against contraband.

II. GENERAL STATEMENT

A. Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. The policy above for school lockers also applies equally to student's desks or personal possessions as defined herein. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

C. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at anytime, without notice, without student consent, and without a search warrant.

D. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

E. It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

III. DEFINITIONS

A. "Contraband" means any unauthorized item, possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-a-likes," alcoholic beverages, controlled substances and "look-a-likes," overdue books, and other materials belonging to the school district, and stolen property.

B. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.

C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

A. School officials may inspect lockers and desks for any reason at any time, without notices, without student consent and without a search warrant.

B. School officials may, in their discretion, employ the use of trained dogs for the purpose of conducting a general sniff search of student lockers and desks. If a dog alerts to a locker or desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion that contraband will be found. If it is determined that reasonable suspicion exists, an internal search of the locker or desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

C. School officials may, upon a finding of individualized reasonable suspicion supported by articulable facts, employ the use of trained dogs for the purpose of conducting a sniff search of an employee's desk. If a dog alerts to the desk, school officials will determine, based on the information available to them from the dog's trainer, whether the dog's alert gives rise to reasonable suspicion, then an internal search of the desk and its contents will be conducted. The search will be reasonable in its scope and intrusiveness.

D. School officials may, without a search warrant, search the person and/or personal possessions based on a reasonable suspicion. The search will be reasonable in its scope and intrusiveness.

E. As soon as practicable after a search pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by policy or school officials.

F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.

G. A search of a person shall be conducted in privacy by a school official of the same sex. An adult witness of the same sex shall be present as an observer during the search.

H. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, or cause educational disruption, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school offices will seize the item and, where appropriate, turn it over to legal authorities for ultimate disposition.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include restitution (to include the cost of damaged school property), suspension, exclusion or expulsion, and the student may, when appropriate, be referred to legal authorities.

Tobacco-Free Environment

Smoking and the use of tobacco products shall be prohibited on all school district property, including district-owned and contracted vehicles. 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 includes all school district property and all off campus school district-sponsored events.

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 Moorhead Area Public Schools will be proactive in tobacco-free help programs. 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.

Refer to School Board Policy 573 on the Web site or in the school office.

Weather Related and Emergency 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~~ or other emergencies. 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 Area Public Schools, you should assume that school is open and that a regular schedule is being followed. We do not close early as often as many of our neighboring rural school districts. In the event schools are closed due to severe weather conditions, all after-school activities will be canceled.

Please do not call the school to find out whether school is being canceled. Our phone lines are very limited and we need to be able to make outgoing calls in an emergency situation. Please ~~use your~~ listen to radio or television and plan ahead so that your child knows what to do in case school closes early. If your family has any

unusual circumstances that might cause difficulty in case of a school closing, let us know when your child registers for school.

Although it is important to have an emergency plan, we rarely close school early. It is difficult for the school district to contact enough bus drivers and most importantly, too many children would arrive to a locked home or would have no supervision at home.

Wellness

The school environment will promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity. Foods and beverages made available by the Moorhead Area Public Schools (including school stores, vending machines and a la carte cafeteria items) will meet or exceed current USDA Dietary Guidelines for Americans in accordance with nutrition and portion size standards.

Moorhead Area Public Schools recognizes that parents/guardians have a primary and fundamental role in promoting and protecting their children's health and well-being. The district will support parents' efforts to provide a healthy diet and daily physical activity for their children. Parents/guardians are encouraged to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. The Moorhead Area Public Schools will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

Refer to School Board Policy 536 and Administrative Procedure 536.1 on the Web site or in the school office.

DISCIPLINE PLAN

All children are expected to be courteous and respectful to each other and to members of the staff. They are expected to conduct themselves in such a manner that they will not disrupt the instructional program or interfere with others. Any type of fighting, harassing or threatening others is unacceptable behavior. If a serious problem occurs, parents/guardians will be asked to assist us in correcting the situation. If we feel it is not serious enough to warrant a formal conference, parents/guardians will be sent a note or will be called. Successful learning is contingent upon the self-discipline of each student as well as group discipline which supports a positive learning climate.

Please read the Moorhead Area Public Schools Discipline Policy Handbook, which each student receives the first day of school. The handbook outlines district policies that pertain to all students.

Discipline at School

Moorhead Area Public Schools believe that discipline is a subject that can be "taught," just as we teach reading and writing and math, and that children learn best when they are actively engaged and invested in constructing their own understandings. The goals of our classroom and school-wide approaches to discipline are to:

- establish a calm, orderly and safe environment for learning;
- foster an appreciation for the role of rules in school;
- help children develop self-control and self-discipline;
- teach children to be responsible, contributing members of a democratic community; and
- promote respectful, kind and healthy teacher-student and student-student interactions.

Teachers are guided by School Board Policy 551 Student Discipline. The policy specifies teacher responsibilities for student discipline, including the following:

- To encourage students to develop self-discipline and respect for authority.
- To treat students with dignity.
- To recognize individual differences among students.
- To prepare a written plan for discipline that meets his/her needs and confer with the principal regarding the acceptability of the plan. These rules shall be posted in the classroom and given to students.
- To inform parents/guardians through standardized notification of student deficiency.

The school board policy also specifies the responsibilities of all other school personnel to the goal of maintaining a school climate conducive to learning. They are:

- To maintain discipline according to all rules and regulations as outlined in the discipline policy and building handbook.
- To communicate or confer with teachers or administrators regarding discipline problems.
- To deal with students in a firm, fair, and consistent fashion.

Teachers will create classroom rules with their students during the opening days of school.

If a teacher decides to involve the principal in a disciplinary situation, or if the principal becomes involved as the result of a situation in one of the common areas of the school, the procedure will be:

The principal will consult with the student's teacher if possible before deciding upon a course of action. One exception is acts of physical aggression on the playground, where students will normally be assigned to spend one or more days of their recess time off the playground.

After-school detention is a consequence that may be assigned by a teacher or by the principal in consultation with the teacher. In cases of after-school detention, the classroom teacher or principal will contact the parent/guardian. In-school suspension is an option but it is a major and complex consequence assigned by the principal only. In cases of in-school suspension the principal will contact the parent/guardian. In-school suspension will most often be the consequence for gross disrespect, fighting or serious injury to another person.

At the elementary level our goal is to have a positive atmosphere for learning. Our school discipline plan is intended to help children learn and practice appropriate behavior in common areas of the school. The common areas of the school are the hallways, bus lines, playground, lunchroom, bathrooms, library media center and assembly. Each teacher also has a classroom discipline plan.

Our general expectations for children in all common areas of the school are to:

follow directions

respect people

respect property

keep hands, feet, and objects to self

In addition, each area has some specific expectations. For each area our expectations are:

Lunchroom

use quiet voices and proper table manners
stay in seats until excused

Hallways

use quiet voices
walk

Bus lines

stay behind the white lines on the sidewalk

Assemblies

use quiet voices

stay in line while waiting and while loading
the bus

show courtesy to presenters
sit in assigned place
remain in the gym for the entire program

Playground

play in designated play areas
refrain from throwing snowballs and rocks
refrain from fighting

If you have any questions about the school-wide discipline plan or individual classroom plans, feel free to contact a classroom teacher or the principal.

School Bus Service, Safety and Responsibility

School bus transportation is provided to any student who lives within their attendance area and who lives one mile or more from the school. Kindergarten students who live .5 mile or more from the school they are assigned will receive noon transportation. Information concerning bus routes is mailed to families prior to the start of school or may be obtained by checking the district Web site or calling the school district transportation office at 284-1410. Please contact the transportation office if you have questions about bus schedules or if your address changes. Students may not ride another child's bus in order to go to a party or to play together after school.

Riding a school bus is a privilege, not a right. A student's bus riding privileges may be taken away if a student violates rules for appropriate conduct while on the bus or while at the bus stop. All school rules are in effect on the bus and at the bus stop.

If the school bus and bus stop rules are broken, the school district's discipline procedures will be followed. Consequences are progressive and may include suspension of riding privileges. Depending on the nature of the offense, suspension or expulsion from school may also result. Records of school bus and school bus stop misconduct will be retained in the same manner as other student discipline records.

For a first offense, students are given a warning. For the second, a three school day suspension from riding the bus and a conference (meeting or phone) with parents/guardians is the penalty. For the third offense, the penalty is a five school day suspension from riding the bus and a meeting or phone conference with parents/guardians. The fourth offense merits a 10 day riding suspension from riding the bus and a meeting with parents/guardians. Further offenses are individually considered. Students may be suspended for longer periods of time including the remainder of the school year. When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense. For any significant bus conduct incident, a bus conduct report is sent to the student's principal and to the student's parents/guardians.

At the beginning of each school year, time is spent in the classroom and on the bus helping children learn bus safety, appropriate behavior and bus rules for riding the bus and waiting at bus stops. Staff are on duty after school until all buses are loaded. Student behavior in the bus lines is monitored. Please help your child understand and use appropriate bus behavior. If you have concerns about bus conduct policies, please contact our transportation supervisor, Dan Bacon, at 284-1411.

Refer to School Board Policy 720 and 721 on the 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 (i.e., winter coats and boots in the winter).
2. Clothing that does not create a health or safety hazard (i.e., shoes with wheels).
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, exposed undergarments 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 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. 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. Parents/guardians may be notified. Head coverings and hats are not allowed to be worn in the building except with the approval of the building principal.

Refer to School Board Policy 577 on the school district Web site or in the school office.

MEETING UNIQUE NEEDS

English as a Second Language (ESL)

We provide small group and individual instruction in speaking, reading, and writing English for our students whose first or primary language is not English. The ESL program assists limited English proficient students in the acquisition of English proficiency and content area skills necessary for successful participation in the mainstream curriculum. The ESL program provides specialized instruction in the oral communication and literacy skills of English. Listening comprehension, pronunciation, functional usage, vocabulary, grammar, reading, writing, spelling, and nonverbal language are all included in the program.

Health Services

Our health office is staffed during school hours by a full-time health technician trained in first aid and CPR. A licensed school nurse is scheduled to be in the health office several hours per week and is on call at all times in cases of serious injury or illness at school. Children's health strongly affects school attendance and performance. The school nurse is available to help parents/guardians with any health concerns. The health office also manages immunization and health records, the administration of medication at school, hearing and vision screening, and specialized health procedures which must be done at school. Communication and

cooperation between school personnel and parents/guardians is essential in understanding and meeting our children's health.

Immunizations: Minnesota State Law, M.S. 123.70 mandates that every student must show proof of full immunization, or supply the school with a notarized exemption form in order to attend school in Minnesota. To be fully immunized, your child should have:

- 5 - D.P.T. (Diphtheria, Pertussis, and Tetanus) immunizations
- 4 - Polio immunizations
- 1 - MMR (Mumps, Measles and Rubella) received after 1 year of age
- 3 - HBV (Hepatitis B)
- 1 - Varicella (Chicken Pox) or history of disease (a second shot is required for kindergarten students beginning Fall 2009)

The immunization dates (month, day, and year) are entered on the History and Physical Examination form, signed by the doctor or clinic where they were given, and are due the first day of school. Transferring students have 30 days to provide the school with immunization and health records. The Clay County Public Health Clinic, located at 715 11th St. N. offers immunizations throughout the week. Please call 299-7777 for an appointment.

Illness and Injury at School: If your child becomes ill while in school, school personnel will need to be able to contact you. Please complete emergency information on the school registration form, including doctor, hospital preference and alternate persons to call in case of an emergency. In an emergency the school nurse or other school personnel will see that your child gets treatment as specified by you on the registration form. We will not release ill students to go home without a parent/guardian contact and arrangements made for release of the student into the care of the parent/guardian or approved others.

Illness at home: Watch your child for symptoms of illness and keep him or her home if necessary. Please contact the school or health office if your child is staying home because of illness. Let us know if he or she has a contagious illness such as chicken pox, strep throat, H1N1 flu virus or infestations such as head lice or scabies. Children must stay home until symptom free or until they have written permission from their physician to return to school. Students should also have a normal temperature for 24 hours prior to returning to school after an illness.

Prompt reporting enables us to contain contagion and prevent reinfestation. You will be informed in writing if head lice has been found in your student's classroom. Please follow up by checking your child for evidence of lice or nits at least once a week for the next three weeks. Students may return to school after completion of special treatment for infestation.

Medication: No medication will be administered by school personnel without written authorization from the parents/guardians and signed doctor's orders. All medicine must be in the original bottle, labeled with the child's name, name of medication, and dosage to be given. If at all possible, medication should be given at home. Medication request forms are available in the health office. Please let the health office know if your child is taking medication at home.

Hearing and vision: We conduct hearing and vision screening for our students and keep a record of the results. You will be contacted if your child doesn't pass the screening.

Refer to School Board Policies 530 and 532 on the Web site or in the school office.

Special Education Services

The Moorhead Area Public Schools offer a variety of programs and services for children with disabilities. Disability areas include speech and language, learning disabilities, emotional/behavior disorders, hearing, vision, mental, physical, and health impairments and others. We have staff licensed to work with children in these areas as well as a school psychologist, social worker, occupational and physical therapists, and an adaptive physical education teacher. A team made up of staff and a student's parents/guardians determine the need for the program of special services. Children receive a comprehensive assessment, or evaluation, of their strengths and weaknesses before services begin. Information from parents/guardians is an important part of the process. We follow the due process procedures set by state and federal laws.

If you suspect that your child may have a disability that is interfering with school performance, a call or conference with the classroom teacher is the best place to start.

Supplemental Teaching and Enrichment Program (STEP)

STEP refers to an array of programs and activities for children needing enrichment outside of that provided in the classroom.

Junior Great Books is a reading program for first through fifth grade children interested in more challenging literature. It is led by trained parent volunteers.

Destination ImagiNation is a creative problem-solving experience. Parent volunteers will be trained to lead a DI group. Destination ImagiNation groups meet after school or on weekends.

Programs for third grade (Explore) and for fourth and fifth grade (Discover) are intended for students with multi-intelligences and abilities. Several types of information are considered in selection of children. We recognize that no program will meet the needs or be a good match for all talented children and attempt to provide a variety of academic challenges and enrichments. Advanced math is available for students in grade 5. Students will be considered through a review of assessment and classroom performance information.

You will find that many writing, research, and project assignments in the classroom, as well as special events such as the Inventor's Fair and class performances, offer all children open-ended opportunities for advanced instruction and performance. We encourage our students to take advantage of many enrichment opportunities in the community.

Other Supplemental Programs

At the elementary level we also offer programs that provide extra help and instruction in reading, writing, and math. These include Reading Recovery, Early Literacy Groups and Title I support at Hopkins and Asp. The America Reads program provides MSUM and Concordia College education majors to assist students with reading. We have tutors to assist students in the area of reading through the Minnesota Reading Corps. We use an after school Targeted Services program called EXCEL to give students extra help in reading, writing and math. We also use parent, community, and college student volunteers to assist our students.

Students who are performing below their grade level and are recommended by their teacher will be considered for these programs. If you think your child needs reading or math help or have questions about any of these programs, contact his or her classroom teacher. If you wish to volunteer, contact a teacher or principal.

PARENTS AND TEACHERS IN PARTNERSHIP

Addressing Concerns

When parents/guardians have concerns, they are asked to first contact the school employee who is nearest to the situation causing the concern. If you do not receive satisfaction from that person, then contact the building principal for assistance. If the matter is still unresolved, then contact the superintendent of schools. You may be asked by the superintendent to state the concern in writing and summarize the action taken to date. Should that fail, an appeal may be filed with the School Board through the Superintendent's Office.

Conferences and Progress Reports

Parent-teacher conferences are held each fall and midyear. Parents/guardians sign up for conference times when they attend Back to School Night and the fall Parent-Teacher Conferences. At the fall conference you can expect to review and discuss the expectations for academic learning and personal development at your child's grade level, student progress, and any concerns or questions you or the teacher have. During the midyear conference, student progress on the grade level expectations will be discussed. The conferences are brief and do not replace regular contact with your child's teacher. If you need to conference with a teacher at other times or have a question or concern, feel free to contact him or her.

Our students receive two written progress reports each year. They are sent home in January and on the last day of school.

Family Involvement

Many benefits result from a strong partnership between home and school. Family involvement in a student's education is a factor in student achievement. Informed and involved families become supporters of the school. Family involvement is a critical link to student achievement, to achieving a high quality education and to a safe, disciplined learning environment.

Our elementary schools encourage family involvement. There are opportunities for parents/guardians to become involved both at home and at school. We make a special effort to reach out to parents whose language, culture, or family conditions make it difficult for them to participate in their child's education.

Our teachers use various channels of communication to keep families informed of their child's progress in school. Teachers encourage open communication between the family and the school.

We offer many opportunities for parents/guardians to volunteer at school. Some opportunities are offered by the school staff and some by PTAC. Please watch the newsletters and other fliers that are sent home for specific information about how to volunteer. Many of the opportunities are short term and some can be done at home, so we hope to accommodate the schedules of parent volunteers. All volunteers must sign in at the office and wear a volunteer name tag. Parents/guardians are also needed to serve on school district committees. These opportunities are described in the school district calendar sent to Moorhead Area Public Schools families in August.

Refer to School Board Policy 901 on the Web site or in the school office.

Messages and Phone Calls

If you wish to deliver something to your child during the school day, please come to the office, and we will either handle the delivery for you or help you find your child quickly.

Taking phone calls at school is usually not convenient for a student. Although we understand that students sometimes must receive telephone messages during the school day, we appreciate our parents keeping message-delivering to a minimum. Students may not use cell phones during the school day.

Parent Teacher Advisory Council (PTAC)

We have a very active Parent Teacher Advisory Council made up of staff representatives, parents, and the principal. PTAC serves to increase communication between parents/guardians and the school, support parent involvement, increase awareness of the school by parents and the community, aid in securing funds for equipment and activities that support education and the school environment, and assist at school functions. Any parent or staff member is welcome to contact PTAC officers or attend PTAC meetings. Meetings are announced in the newsletter and on the outdoor school sign.

Parents Right to Know (Title I)

School districts are required to notify parents/guardians of all children in all Title I schools (Robert Asp and Ellen Hopkins Elementary) at the beginning of each year, that parents/guardians have the right to request and receive timely information on the professional qualifications of the student's classroom teachers. This requirement applies to all parents/guardians of the children in the school — whether or not the students receive Title I services.

When the parent/guardian requests information on their child's classroom teacher's professional qualifications, Moorhead Area Public Schools must respond in a timely manner to the requested information and, at a minimum, report the following:

- a. Whether or not the teacher has met Minnesota's licensing requirements for the grade level(s) and core academic subject(s) he or she teaches;
- b. Whether or not the teacher is teaching under a variance status;
- c. The education level and subject area of the teacher's college degree major and any graduate degree or certificate held;
- d. Whether the child is provided services by paraprofessionals, and if so, their qualifications.

Robert Asp and Hopkins Elementary shall provide to each parent/guardian:

- a. Information on the level of achievement of the parent's child on the state academic assessments.
- b. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

This information provided to parents/guardians shall be in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.

Refer to School Board Policy 607 on the Web site or in the school office.

PowerSchool

PowerSchool, the district's student management system, provides information about your student's attendance and lunch account balance. Parents/guardians are provided usernames and passwords to access information about their child. Usernames and passwords have not changed. You do not need new password information if

you have have it from previous years. Parents/guardians who do not have a username and password may get those in the school office. Parents/guardians must bring a photo ID with them.

Visitors to the Building / Visiting Classrooms

Parents/guardians are always welcome to visit school, but please try to arrange your visit at a convenient time for both your child's teacher and yourself. Your child's teacher can provide you with a time that will be most beneficial to you. All visitors must sign in at the office and wear a visitor name tag. We have learned from experience that it is best to limit classroom visits to 30-45 minutes. The classroom teacher will not always have the opportunity to talk with you for any length of time during a visit because his/her first responsibility is to the children.

Please do not invite children who are visiting your home to attend school with your child.

Refer to School Board Policy 905 on the Web site or in the school office.

OTHER INFORMATION

Bicycles

Children who are competent bicycle riders and know the rules of the road may ride bicycles to school. We recommend limiting this privilege to fourth and fifth grade students. The school area is very challenging for bike riders due to the large number of cars, buses, and pedestrians. Students are required to park their bikes in a bike rack and are strongly encouraged to lock their bikes. Students are also strongly encouraged to wear helmets when biking.

District Calendar

A school district calendar is mailed to all families before the start of the school year. The calendar provides information about the school district, important phone numbers, and dates of events. Please ask for one at the school office if you do not receive one in the mail.

District Web Site

The Moorhead Area Public Schools' Web site at www.moorhead.k12.mn.us provides information about the school district, school announcements, phone numbers, dates of events, and access to media center resources, PowerSchool and PaySchools.

Gift Giving

Gifts from students to staff are discouraged. A note from a student to express gratitude and appreciation to a staff member is welcome and appropriate. Individuals interested in making a gift to the school are encouraged to talk to the principal.

Insurance

Student insurance is designed primarily to offer low cost accident and dental policies to the students who don't have coverage under any individual family plan. The School Board approves the sale of the student accidental and/or dental insurance for the convenience of students and parents. Enrollment forms are distributed to students on the first day of school in the fall.

Lost and Found

Each year many articles of clothing and other items are lost. Please encourage your child to inquire about and to look for these articles around their classroom, locker and gym. They should also check the lost and found box. If your child is unsuccessful in finding their missing items, then perhaps a family member should check the box as well. If your child's articles of clothing are marked in some way, it will be much easier to identify and claim them. Unclaimed clothing is donated to charity throughout the year. Lost glasses, keys and jewelry are kept in the school office.

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 and other school information, that person should call the office to make arrangements.

Parking

Each school has a designated area for visitor parking and for student drop-off and pick-up. These areas are designed for student safety. The bus loading areas may not be used for parking or student drop-off and pick-up.

Party Invitations

We prefer that students do not hand out invitations to parties at school. Please consider mailing invitations or delivering them to homes.

Patriotic Exercises

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. Any student who, for reasons of conscience, does not wish to salute the flag or say the Pledge of Allegiance, will be excused from the exercises. Refer to School Board Policy 633 on the Web site or in the school office.

PaySchools

~~New this fall, the school district is offering~~ Moorhead Area Public Schools offers an online payment processing system, PaySchools, to let parents make school-related payments online via e-check or credit card at their convenience, 24 hours a day, seven days a week. Parents access PaySchools through the district's Web site and pay for school-related fees and products online, either by e-check or Mastercard, Visa or Discover cards. Parents will immediately receive e-mail receipts confirming their purchases.

~~Beginning this fall,~~ Items that may be purchased online include lunch, breakfast and milk payments, high school and middle school activity participation fees, high school season athletic tickets, and elementary community supply fees, activity fees, calculators and student planners.

PaySchools uses "Secure Sockets Layer" (SSL) to encrypt and protect transaction information. Neither PaySchools nor Moorhead Area Public Schools store personal bank or credit card information to ensure privacy and security for users. Access PaySchools at www.moorhead.k12.mn.us. Additional information about using PaySchools is available online.

Personal Electronic Devices (PEDs)

Students should not bring articles such as personal listening devices, electronic games, video players, music players and other electronic equipment to school. Cell phones may not be used during the school day for phone calls or text messaging. The school district shall not be liable for the loss, damage, or misuse of any electronic

• or other valuable item brought to school. Electronic devices may not be attached to the school network with a wired or wireless connection. Any device that has the capability to take photographs or record video or audio shall not be used in restrooms or any other area where privacy is assumed.

Student conference and confiscation of items may be used if students do not follow this policy. Personal electronic devices also are governed by other district policies (e.g., harassment, copyright, acceptable use). Refer to School Board Policy 551 on the Web site or in the school office.

Pesticide Applications

Weeds on school grounds are sprayed during the first two weeks in June and the last two weeks in August. The building is checked on a quarterly basis by a licensed exterminator. Pests are monitored and controlled by use of glue traps and mechanical devices. Parents/guardians are given the opportunity to request notification prior to pesticide applications made on days other than those specified above. The long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood.

Pets in School

Family pets are not allowed on school grounds or classrooms in Moorhead's K-5 schools. The factors that led to this position include unpredictable animal behavior, allergies, asthma, and diseases such as rabies. Photos or videotapes of pets are an acceptable method of sharing a pet. Animals used in therapy or service situations may be allowed in schools.

Treats

Moorhead Area Public Schools enforces the Minnesota Health Department recommendation that all student treats be purchased commercially. Parents/guardians are encouraged to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

PUBLIC NOTICE: Protection and Privacy of Student Records – Policy 504

Independent School District No. 152 gives notice to parents of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

I. Parents and eligible students are hereby informed that they have the following rights:

a. That parent or eligible student has a right to inspect and review the student's education records. A parent 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 or eligible student will be notified of the time and place where the records may be inspected.

b. That the parent 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 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 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 or eligible student wishes the school district to make. The request shall be signed and dated by the parent or eligible student. If the school district decides not to amend the record as requested by the parent or eligible student, the school district will notify the parent 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 or eligible student when notified of the right to a hearing.

c. That the parent 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.

d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, 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) or other employee; a person serving on the School Board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education 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 and the ability to respond to a request for educational data;

e. That the school district forwards education records on a request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section 4155 of the federal No Child Left Behind Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;

f. That the parent 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.

g. That the parent or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of pupil records.

h. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's Office or the district's Web site (www.moorhead.k12.mn.us).

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 parents 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 parents 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 or student when required prior to disclosure.

3. Copies of the School Board policy and accompanying procedures and regulations are available to parents and students upon request to the Superintendent.

4. Pursuant to applicable law, Independent School District No. 152 gives notice to parents 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 a student.

b. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent'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 or eligible student must make a written request to the building administrator 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 and parent, as appropriate;

(2) Home address;

(3) School presently attended by student;

(4) Parent's 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 or eligible student's prior written consent.

5. Pursuant to applicable law, Independent School District No. 152 hereby gives notice to parents of secondary students and eligible students of their rights regarding release of information to military recruiting officers. The school district must release, without parent or student consent, the names, addresses, and home telephone numbers of secondary students to military recruiting officers within 60 days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

SHOULD A PARENT OF A STUDENT OR THE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED TO MILITARY RECRUITING OFFICERS.

IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION, THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE RESPONSIBLE AUTHORITY (BUILDING ADMINISTRATOR) BY SEPTEMBER 1 EACH YEAR. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:

(1) NAME OF STUDENT AND PARENT, AS APPROPRIATE;

(2) HOME ADDRESS;

(3) STUDENT'S GRADE LEVEL;

(4) SCHOOL PRESENTLY ATTENDED BY STUDENT;

(5) PARENT'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;

(6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH IS NOT TO BE RELEASED TO MILITARY RECRUITERS.

(7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.

NOTICE: Refusal to release the above information to military recruiting officers alone does not affect the school district's release of directory information to the public, including military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Protection and Privacy of Pupil Records Policy also must be followed. If you do not want your child's or eligible student's directory information released to military recruiting officers, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers.

INDEPENDENT SCHOOL DISTRICT NO. 152

MOORHEAD, MINNESOTA

August 2009

2009-2010 Calendar

August 2009

28, 31 New Teacher Orientation

September

1 Staff Professional Development (a.m.) /
Teacher Work Day (p.m.)
2-4 Professional Development
3 Back-to-School Night (Elementary Schools)
7 Labor Day
8 K-12 Classes Begin
16, 30 Staff Prof. Development Before/After School
21-Oct. 2 Fall MAP Testing (elementary)

October

9, 12 Kindergarten Parent/Teacher Conferences (day)
12 K-12 Parent/Teacher Conferences (5-8:30 p.m.)
13 K-12 Parent/Teacher Conferences (8-11, 12-4,
5-8:30) / *No Classes K-12*
14 *K-12 No School* / Teacher Comp.
15-16 *K-12 No School* / Education Minnesota (EM)
Conference
21 Staff Professional Development Before/After
School

November

4, 18 Staff Prof. Development Before/After School
6 End of 1st Quarter (MHS)
26-27 *K-12 No School*

December

2, 16 Staff Professional Development Before/After
School
23 Winter Break Begins / Teacher Comp

January 2010

4 K-12 Classes Resume
13, 27 Staff 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 *No Classes K-12* / Staff Professional
Development (a.m.) / Teacher Work Day (p.m.)

February

10 Staff Prof. Development Before/After School
15 *K-12 No School* / Presidents' Day

March

8-16 Testing Window for ELL Tests
10, 24 Staff Prof. Development Before/After School
15, 16 Kindergarten Parent/Teacher Conferences (day)
15, 16 K-8 Parent/Teacher Conferences (5-8:30 p.m.)
17 K-8 Parent/Teacher Conferences
(8-11, 12-4) / Grades 9-12 Teacher Comp.
Day / *No Classes K-12*
18-19 *No School* / Teacher Comp.,
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 Staff Prof. Development Before/After School
13, 15 Mathematics MCA-II, MTELL Grades 3-8
20, 22 Reading MCA-II Grades 3-8
26-30 MCA-II Science Test (Gr. 5, 8, MHS) / Spring
MAP Testing

May

3-21 MCA-II Science Test (Grades 5, 8, MHS) /
Spring MAP Testing
31 *No School* / Memorial Day

June

3 Last Day for K-12 Students
4 Last Day for K-12 Staff / Staff Professional
Development (a.m.) / Teacher Work Day (p.m.)

Possible Emergency Make-up Days

June 4, 7, 8, 9, 10, 11

*This calendar includes a built-in make-up day. If it is unused,
the end date of the school year will be adjusted accordingly.*



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.020R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: August 4, 2009

SUBJECT: Adequate Yearly Progress (AYP) Report

The Adequate Yearly Progress (AYP) report will be released on August 10, 2009. The information will be provided at the School Board meeting due to the embargo of the results.

Information will be shared at the August 10 meeting regarding the results for each building and the district.

LAK:mde



Moorhead School Board
Moorhead Area Public Schools

Memo SB.10.21

TO: School Board

FROM: Kristine A. Thompson, Chair *KAT*

DATE: August 5, 2009

SUBJECT: Superintendent Evaluation Process

Attached please find information to assist with our July 20 discussion related to the Superintendent Evaluation Process agenda item.

Thank you.

KAT:mde
Attachment

Superintendent Evaluation Process

At the July 20th School Board meeting the Board informally requested that a new evaluation model be developed collaboratively by Board Chair Thompson and Superintendent Kovash.

The change in the way the Board evaluates the Superintendent is predicated upon:

- 1) The Board's expressed dissatisfaction with the evaluation instrument.
- 2) The Board's expressed interest in obtaining feedback about the Superintendent's performance from employee groups.
- 3) Superintendent Kovash's request for meaningful feedback from stakeholder groups.
- 4) Superintendent Kovash's expressed interest to set performance goals which are tied to the Strategic Plan.
- 5) Ensuring our process reflects current best practice which includes both formative and summative evaluation.

Superintendent Kovash and I reviewed a number of evaluation models. The proposed new model includes the following components:

- 1) The Superintendent sets goals tied to District goals – currently the Strategic Plan. Performance will be assessed through multiple measures. It will be the Superintendent's responsibility to review progress made toward goals at the yearly evaluation. A mid-year update on the progress made toward identified goals will be expected. New goals will be jointly set by the Board and Superintendent at the yearly evaluation.
- 2) The Board will identify Performance Standards. These standards are not likely to change from year to year. Typical competency areas are:
 - a. Leadership and District Culture
 - b. Labor Relation
 - c. Instructional Leadership
 - d. Organizational Management
 - e. Policy and Governance
 - f. Curriculum Planning Development
 - g. Human Resource Management
 - h. Communications and Community Relations
 - i. Values and Ethics of Leadership
- 3) The Board, in consultation with the Superintendent, solicits feedback from District stakeholders (this needs to be defined) evaluating the Superintendent on Performance Standards.

If this model is acceptable, the following details need to be addressed:

- 1) From whom do we want to solicit feedback?
- 2) About what do we want to solicit feedback (performance standards)?

- 3) When do we want to conduct the evaluation this year? Establish schedule.
- 4) How do we want to collect information this year? Zoomerang would work well. From whom do we want input? What instrument should we use?

As this is a new process/procedure, reflection and refinement ought to be discussed in June 2010.

The only action needed is to address the questions outlined and those that emerge from our discussion. A resolution is not necessary. We might discuss formally establishing a procedure.

S-M-A-BOS
24 Aug 2009

INDEPENDENT SCHOOL DISTRICT #152

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

August 24, 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. "We Are Proud"

***** We Are Proud** of Tyler Hjalmsquist, a member of the Moorhead High School boys tennis team, for advancing to the 2009 state tennis tournament. This is the third year Hjalmsquist has competed at the state tournament. Head coach is Tim Costello and assistant coach is Scott Matheson.

- 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

SCHOOL BOARD AGENDA - August 24, 2009

PAGE 2

state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak

C. HUMAN RESOURCES MATTERS - Nielsen

(1) Approval of Family/Medical Leaves - Page 5

(2) Approval of Resignations - Page 6

(3) Approval of Change in Contracts - Page 7

(4) Approval of New Employees - Pages 8-9

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

(1) Acceptance of Indian Education Success for the Future Grant Renewal -
Pages 10-19

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

Moved by _____ Seconded by _____

Comments _____

3. **APPROVAL OF RESOLUTION AWARDING SALE OF AID ANTICIPATION**

CERTIFICATES: Kazmierczak

Pages 20-46

Suggested Resolution: Move to approve the Resolution Relating to \$5,000,000 General Obligation Aid Anticipation Certificates of Indebtedness, Series 2009B and Authorizing the Issuance, Awarding the Sale and Establishing the Terms Thereof.

SCHOOL BOARD AGENDA - August 24, 2009

PAGE 3

Moved by _____ Seconded by _____
Comments _____

4. **H1N1 (SWINE FLU) UPDATE:** Nielsen
Page 47

5. **ACT TEST RESULTS:** Kovash
Pages 48-50

6. **APPROVAL OF RESOLUTION TO INCREASE GENERAL EDUCATION
REVENUE AND CALL AN ELECTION:** Kazmierczak
Pages 51-58

Suggested Resolution: Move to approve the Resolution Relating to Increasing the General Education Revenue of the School District and Calling an Election Thereon.

Moved by _____ Seconded by _____
Comments _____

7. **COMMITTEE REPORTS**

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

9. **ADJOURNMENT**

SCHOOL BOARD AGENDA - August 24, 2009
PAGE 4

CALENDAR OF EVENTS

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|--|---------------|-------------|----------------|
| New Teacher Orientation | August 28, 31 | | |
| Staff Prof Dev (am)/Teacher Work Day (pm) | September 1 | | |
| Staff Prof Dev | September 2-4 | | |
| Joint Powers Committee | September 3 | 7 am | Dilw City Hall |
| Labor Day | September 7 | | |
| K-12 Classes Begin | September 8 | | |
| MHS PTAC | September 8 | 7 pm | Conf Rm |
| Instr and Curr Advisory Com | September 10 | 7 am | PCE |
| Health/Safety Wellness Com | September 10 | 9:30 am | PCE |
| Horizon PTAC | September 10 | 6:30 pm | Media Center |
| Early Childhood Adv Com | September 10 | 6:30-8 pm | PCE |
| Hopkins PTAC | September 14 | 6:30-8 pm | Media Center |
| Asp PTAC | September 14 | 6:30 pm | Media Center |
| School Board | September 14 | 7 pm | PCE |
| Staff Prof Dev Before/After Schl | September 16 | | |
| Interagency Early Interv Com | September 16 | 12 pm | FSC |
| Clay Cnty Collab Govnce Bd | September 16 | 3:30 pm | Marriott |
| Homecoming Parade | September 18 | 4 pm | MSUM |
| Safe and Healthy Learners Com | September 21 | 3 pm | PCE |
| Policy Review Committee | September 21 | 7 pm | PCE |
| Reinertsen PTAC | September 21 | 6:30 pm | Media Center |
| Technology Committee | September 22 | 3:45 pm | PCE |
| Com Ed Adv Council | September 22 | 7 pm | PCE |
| Hall of Honor Induction | September 26 | 5 pm | Marriott |
| School Board | September 28 | 7 pm | PCE |
| Activities Council | September 29 | 7 am | Conf Rm |
| Staff Prof Dev Before/After Schl | September 30 | | |



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.017

TO: Lynne A. Kovash, Superintendent
FROM: Ron Madsen, Director of Human Resources
DATE: August 17, 2009
RE: Family/Medical Leave

Sarah Martin Teacher, Ellen Hopkins Elementary, beginning on or about November 30, 2009 until approximately January 20, 2010.

Susan Fradet Teacher, Ellen Hopkins Elementary, effective September 1, 2009 until October 14, 2009.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Sarah Martin and Susan Fradet pursuant to Article 38 of the Teachers' Master Agreement.

RN:smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.016

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: August 18, 2009
RE: Resignations

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

JoAnn Spiering Registrar, Red River Area Learning Center, effective August 24, 2009.
Tanya Lee Smith Food & Nutrition Worker, Ellen Hopkins Elementary, effective August 10, 2009.
James Johnson Paraprofessional, High School, effective August 14, 2009.
Kim Shorey Lunchroom Supervisor, Robert Asp Elementary, effective August 12, 2009.
Kari Averett Administrative Assistant Business Services, Probstfield Center for Education, effective August 20, 2009.

SUGGESTED RESOLUTION: Move to approve the resignation of JoAnn Spiering, Tanya Lee Smith, James Johnson, Kim Shorey and Kari Averett as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.018

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: August 18, 2009
RE: Change in Contract

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

Nancy Vigen .50 FTE LD/EBD Teacher, Horizon Middle School to .50 FTE Special Education Facilitator, District wide and .50 FTE LD/EBD Teacher, Ellen Hopkins Elementary, effective with the 2009-2010 school year. (LD/EBD replacement is Judy Kostreba)

Kelsy Jenkins Social Studies Teacher, Red River Area Learning Center, 1.00 FTE BA (4) \$35,434.00, effective at the beginning of the 2009-2010 school year. (Replaces Mary Broberg)

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Nancy Vigen and Kelsey Jenkins as presented.

RN:smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.015

TO: Lynne A. Kovash, Superintendent
FROM: Ron E. Jensen, Director of Human Resources
DATE: August 18, 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.

| | |
|-----------------|---|
| Joy Kauffman | World Language Teacher, High School, .166 FTE BA (0) \$5,116.62, effective for the 2009-2010 school year. (Replaces Terri Herk) |
| Boe Sheeley | 3 rd Grade Teacher, S. G. Reinertsen Elementary, BA (0) \$30,823.00, effective for the 2009-2010 school year. (New section added) |
| Kathrine Brekke | Music Teacher, High School, .666 FTE, MA (7) \$30,717.25, effective for the 2009-2010 school year. (Replaces Mark Ring) |
| Karina Hodny | Paraprofessional, EIS, .85 FTE B21 (0-2) \$14.05 per hour, effective August 17, 2009. (Replaces Stephanie Glass) |
| Connie Coyle | Language Facilitator, Horizon Middle School, .50 FTE, B32 (0-3) \$19.95 per hour, effective for the 2009-2010 school year. (Replaces Kristi Hilton) |
| Lea Tilsen | Interpreter, Horizon Middle School, 1.00 FTE B32 (1) Non-Certified \$24.48 per hour, 7 hours per day, 186 days per year. |
| Robert Tungseth | Boys Soccer Assistant Coach, High School, .070 Step 0. (Replaces Dave Traaseth) |
| Amanda Baukol | LD/EBD Teacher, Horizon Middle School, 1.00 FTE BA+10 (1) \$33,409.00, effective for the 2009-2010 school year. (Replaces Nancy Vigen) |

| | |
|------------------|--|
| Kristin Keal | Deaf Hard of Hearing Teacher, District, .50 FTE, BA+30 (0) \$17,467.00, effective for the 2009-2010 school year. (Replaces Karen Kalk) |
| Yvonne Wegscheid | Night Custodian, High School, A112 (8) \$15.00 per hour, 8 hours per day, effective September 1, 2009. |
| Jenna Miller | Girls Assistant Tennis Coach, High School, .060 Step 0, (Replaces Ellie Matheson) |


SUGGESTED RESOLUTION: Move to approve the employment of Joy Kauffman, Boe Sheeley, Kathrine Brekke, Karina Hodny, Connie Coyle, Lea Tilsen, Robert Tungseth, Amanda Baukol, Kristin Keal, Yvonne Wegscheid and Jenna Miller as presented.



Office of Learner Support Services
Moorhead Area Public Schools

LSS.10.005

TO: School Board

FROM: Jill Skarvold, Director of Learner Support Services 

DATE: August 18, 2009

RE: Indian Education, Success for the Future Grant Renewal

The Moorhead Indian Education program staff submitted a grant proposal for the third year of a six year grant award to the Minnesota Indian Education Office of the Minnesota Department of Education for the 2009-2010 school year in the amount of \$67,275. The grant award will go to Moorhead Area Public Schools Indian Education program to support activities for youth.

The majority of the grant funding will be used for program support for youth needing academic support and grant coordination.

SUGGESTED RESOLUTION: Move to accept the renewal of the Success for the Future Grant from the Minnesota Department of Education, Indian Education Office for \$67,275 for the 2009-2010 school year.

JS:ca

Attachment

GENERAL INFORMATION AND INSTRUCTIONS: This form is required in making application for funding under the Indian Education program listed below. This information is required pursuant to Minn. Stat. § 124D Success for Future. All program object codes must comply with UFARS as defined. **This form can be duplicated if additional space is required.**

THIS BUDGET PROPOSAL APPLIES TO: School Year 2009 - 2010 and Project Year: ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6

IDENTIFICATION INFORMATION

Name of Applicant Agency

Moorhead Area Public Schools

Name & Title of Program Contact Person

Sarah King

Email Address

sking@moorhead.k12.mn.us

Telephone Number

(218) 284 - 3724

Name & Title of Person Completing This Form (if different)

Email Address

Telephone Number

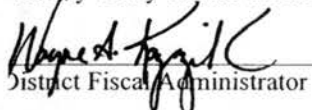
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BUDGET ITEM INFORMATION

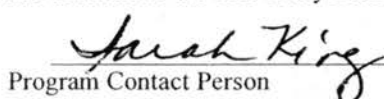
| UFARS PROGRAM CODE # | UFARS OBJECT CODE # | BUDGET ITEM INFORMATION | TOTAL AMOUNT REQUEST FROM THIS PROGRAM FOR ITEM | TOTAL COST FOR ITEM (all sources) |
|--------------------------------|---------------------------|--|--|---|
| 605 | 141 | Tutors at Middle School, Area Learning Center, High School | \$42,000 | |
| 605 | 141 | Indian Education grant coordinator | \$6,106 | |
| 605 | 200 | Benefits | \$6,000 | |
| 605 | 305 | Cultural Teacher; Language Teacher (Ojibwe) | \$2,000 | |
| 605 | 365 | Field Trips requiring bus to transport students/ staff; Summer school bussing | \$7,500 | |
| 605 | 366 | Staff Development/mileage reimbursement for staff | \$2,000 | |
| 605 | 430 | Materials & supplies | \$1,669 | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTALS (last page only) | | | \$67,275 | |

DISTRICT VERIFICATION OF INFORMATION

hereby verify that all the information provided in this report is true and accurate to the best of my belief and knowledge.


District Fiscal Administrator

8/18/09
Date


Program Contact Person

8-15-09
Date

MINNESOTA DEPARTMENT OF EDUCATION USE ONLY

Reviewed By:

Title

Review Date

Final Approval Signature

Approval Date

GENERAL INFORMATION AND INSTRUCTIONS: This form is required in making application for funding under the Indian Education program listed below. This information is required pursuant to Minn. Stat. § 124D Success for the Future. The information requested in this form needs to be submitted for each year of funding. All signatures must appear on this form to be considered valid.

FOR STATE USE ONLY

Application I.D. #

APPLICANT IDENTIFICATION INFORMATION

| | | | |
|--|--------------------------------------|---|------------------------------------|
| Name of Applicant Agency Moorhead Area Public Schools | | Name of Contact Sarah King, Program Manager | |
| Address 2410 14 th St. S. | City/State/Zip Moorhead, MN 56560 | Email Address sking@moorhead.k12.mn.us | Telephone Number (218)284- 3724 |

PROJECT APPLICATION INFORMATION SUMMARY

| | | |
|--|--|--|
| CHECK ONE: | TOTAL FUNDS REQUESTED FOR THIS PROJECT YEAR | PROJECT DURATION |
| Project Year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 | \$ 67,275 | Beginning Date of Project: July 1, 2009 Ending Date of Project: June 30, 2010 |

AMERICAN INDIAN STUDENT PARTICIPATION

| Grade Level | Male | Female | Total |
|---------------|-----------|------------|------------|
| K | 9 | 7 | 16 |
| 1 | 6 | 9 | 15 |
| 2 | 10 | 9 | 19 |
| 3 | 7 | 10 | 17 |
| 4 | 7 | 7 | 14 |
| 5 | 6 | 9 | 15 |
| 6 | 3 | 6 | 9 |
| 7 | 7 | 10 | 17 |
| 8 | 8 | 7 | 15 |
| 9 | 7 | 8 | 15 |
| 10 | 8 | 8 | 16 |
| 11 | 13 | 7 | 20 |
| 12 | 6 | 6 | 12 |
| TOTALS | 97 | 103 | 200 |

STATEMENT OF ASSURANCES/VERIFICATION OF INFORMATION

The proposed project has the formal approval of the school district or participating school and the support of the American Indian community. If funded, the project will be carried out according to the plan submitted with this application. Any necessary project or budget revisions will be approved by the appropriate groups and submitted to the Minnesota Department of Education (MDE). Regular reports will be submitted as directed in the agreement requested by the MDE and/or the State Legislature.


Signature – PAC Chairperson

ESTHER St. John
Printed Name

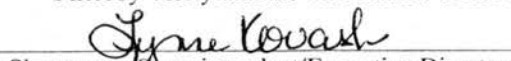
8-12-09
Date

Signature – School Board Chair

Printed Name

Date

I hereby verify that the information contained in this application is true and correct to the best of my knowledge and belief.


Signature – Superintendent/Executive Director

Lynne Kovash
Printed Name

8-15-09
Date

SUCCESS FOR THE FUTURE PROGRAM APPLICATION

ED-02254-02

PROJECT CONTACTS

| | | | |
|---|------------------------------------|---|-------------------|
| Project Director Name Sarah King | | Telephone Number (218)284- 3724 | |
| Address 2410 14 th St. S. | City Moorhead | State MN | Zip Code 56560 |
| E-Mail Address sking@moorhead.k12.mn.us | | Fax Number (218)284- 3733 | |
| Project Coordinator Name Donna Norquay | | Title Indian Education Home-School Liaison | |
| Address 2410 14 th St. S. | City Moorhead | State MN | Zip Code 56560 |
| E-Mail Address dnorquay@moorhead.k12.mn.us | Telephone Number (218)284- 3466 | Fax Number (218)-284- 3733 | |
| Fiscal Representative Name Wayne Kazmierczak | | Title Assistant Superintendent | |
| Address 2410 14 th St. S. | City Moorhead | State MN | Zip Code 56560 |
| E-Mail Address wkazmierczak@moorhead.k12.mn.us | Telephone Number (218)284- 3375 | Fax Number (218)284- 3333 | |

NOTE:

☒ American Indian Education Transmittal of Resolution and Parent Committee Roster (ED-02011-07) attached to this application.

Date Fax was sent: 11-25-08

| | | | |
|--|--|--|-------------|
|  | Office of Indian Education 1500 Highway 36 West Roseville, MN 55113-4266 | AMERICAN INDIAN EDUCATION TRANSMITTAL OF RESOLUTION AND PARENT COMMITTEE ROSTER | ED-02011-08 |
|--|--|--|-------------|

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

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

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

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

| IDENTIFICATION INFORMATION | | |
|--|--|---|
| School District Name <u>Moorhead School District</u> | District Number and Type <u>ISD #152</u> | |
| Name of Person Completing This Form <u>Sarah King</u> | Title <u>Learner Support Services</u> | Telephone Number <u>(218) 234-3724</u> |

| RESOLUTION/PARENT COMMITTEE INFORMATION | |
|--|---|
| Check all applicable items and attach the requested information: | |
| <input type="checkbox"/> This district does not have ten or more American Indian students enrolled, therefore no Parent Committee has been established, and no resolution/recommendations are attached (<u>sign below</u> and <u>return</u> the form to the above address). | |
| <input checked="" type="checkbox"/> Resolution is attached: | |
| Date passed by Parent Committee: <u>11 / 03 / 2008</u> Date presented to Local School Board: <u>11 / 24 / 08</u> The attached resolution is a resolution of (check one): | |
| <input checked="" type="checkbox"/> Concurrence <input type="checkbox"/> Non-Concurrence | Recommendations are <input checked="" type="checkbox"/> Included <input type="checkbox"/> Non Included with the attachment. |
| <input type="checkbox"/> Resolution is NOT attached. If not attached, explain: _____ | |
| <input type="checkbox"/> School Board Response is NOT attached. Explain: _____ | |
| <input type="checkbox"/> A Parent Committee has NOT been established. If checked, please explain why not, including discussion of any steps that have been taken to establish a parent committee: _____ | |
| The district requests that the Office of Indian Education provide assistance in the following area(s): <input type="checkbox"/> Parent Committee Training | |
| <input type="checkbox"/> Staff Development on American Indian history and culture <input type="checkbox"/> Other(explain): _____ | |

| | |
|---|-------------------------|
| The information provided on this form is true and accurate to the best of my belief and knowledge. | |
| <u>14</u> <u>Sybil Kovach</u> Signature <u>Superintendent of School District/Authorized Representative</u> | <u>11/25/08</u> Date |

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

ED-02011-08
Page 2

PARENT COMMITTEE MEMBERSHIP ROSTER

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

| NAME OF COMMITTEE MEMBER | AREA OF REPRESENTATION | AMERICAN INDIAN? | |
|---|------------------------|------------------|----|
| | | YES | NO |
| 1. Chairperson (include address, city and zip code): 1115 19th St. SE ESTHER St. John / Moorhead | Chair person | ✓ | |
| 2. 1220 28th Ave. S. TAMMY Smith / Moorhead | Vice-Chair person | ✓ | |
| 3. 1511 20th Ave. S. Lael Hyland / Moorhead | Secretary | ✓ | |
| 4. 1901 15th Ave. N Deanna Cooper / Moorhead | member at large | | ✓ |
| 5. 808 11th St. N #5 Mary Leaf / Moorhead | Member at large | ✓ | |
| 6. | | | |
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| 23. | | | |

PARENT COMMITTEE RESOLUTION

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

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

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

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

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

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

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

In favor of Resolution 5

Not in favor of Resolution*

David M. Mankin, Esq. & John
Name

Chairperson

Indian Education Parent Committee

11-3-08
Date

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

Moorhead Indian Education Resolution 08-09

November 14, 2008

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

| Recommendations for Concurrence | Who's Responsible | Timeline | Resources Needed | Progress |
|--|--|--|---|---|
| 4. Curricular & Extra Curricular <input checked="" type="checkbox"/> Regular review and discussion of proportions of American Indian students in co-curricular and extracurricular activities. <input checked="" type="checkbox"/> Promotion, recruitment & support for American Indian student participation. <input checked="" type="checkbox"/> Search for funding/scholarship support for fees and find creative solutions to transportation issues. <input checked="" type="checkbox"/> Activity options for students who don't start out in activities in Elementary school and/or who move into the District from other schools; Offer a greater variety of activities, and culturally related activities. | <p>Co-curricular and extracurricular Activities Directors, Indian Education Staff (Sarah, Donna, & Faye).</p> <p>Principals, Activity Directors, Indian Education Staff (Sarah, Donna, & Faye), American Indian Parent Committee</p> <p>Administration, Principals, Activity Directors, Indian Education Staff (Sarah, Donna, & Faye), Transportation Director</p> <p>Principals, Activity Directors, Coaches, Indian Education Parent Committee, Indian Education Staff (Sarah, Donna, & Faye), Community Education Director (Laurie Winterfeldt)</p> | <p>Yearly and Ongoing</p> <p>Ongoing, and particularly before new activities begin</p> <p>Yearly meeting & ongoing as needed</p> <p>Yearly meeting & ongoing as needed</p> | <p>Department and Administration support. Technical support for data collection.</p> <p>Power School information on students' activity enrollment; Activities flyers, activity dates, timelines, and specifications, Newsletters, flyers or other media as needed; Indian Education web page.</p> <p>Resources such as fees and transportation. Creative solutions to barriers.</p> <p>Continued collaboration with other groups to offer American Indian related activities, updating of list of community members willing to teach & share talents. Creative solutions to barriers.</p> | <p>Ongoing discussions with staff and American Indian parents on issues and possible program offerings.</p> <p>Ongoing discussions, improving data collection processes. Success for the Future grant provided funding for field trip to White Earth Career Fair, White Earth sponsored career fair, Festival of Nations, tri-college Pow-wow, and White Earth Sugarbush Camp. Circle of Courage Classes and Positive Behavior Interventions based on Dr. Martin Brokenleg's work implemented at the alternative school.</p> <p>Staff referral of students to Moorhead Healthy Community Initiative for activity scholarships continues. PTAC support of students unable to participate due to financial difficulty.</p> <p>Several American Indian culturally related Community Education classes offered. Winter Gathering in cooperation with Fargo Indian Education and Daughters of the Earth. Community offering of Ojibway language classes through Success for the Future Grant.</p> <p>Summer Reading program & After School homework club.</p> <p>Continued Indian Education representation on the ICAC and Human Rights Committees;</p> <p>Appropriate and ongoing staff development relating to American Indian Culture and Reducing Bias.</p> <p>Information sent out to staff on curriculum evaluation techniques and assistance dealing with American Indian related curricular materials.</p> |
| 5. Curriculum Evaluation <input checked="" type="checkbox"/> American Indian Education Committee representation on each specific subject area Curriculum Review Committee. | <p>Assistant Superintendent of Teaching & Learning (Lynne), Curriculum Review Committee, Committee Chairpersons, Indian Education Staff (Faye, Donna, & Sarah)</p> | <p>Follow curriculum review cycle and as needed.</p> | <p>Copy of Screening tools, screening tool results forwarded to American Indian Parent Committee and Human Rights Committee for review. Reducing Bias Staff Development, Notice of Specific Curriculum Review Committee meeting dates/timelines and contact information for Curriculum Review Committee Chairpersons, Access to curriculum being reviewed and in use.</p> | <p>Continued Indian Education representation on the ICAC and Human Rights Committees;</p> <p>Appropriate and ongoing staff development relating to American Indian Culture and Reducing Bias.</p> <p>Information sent out to staff on curriculum evaluation techniques and assistance dealing with American Indian related curricular materials.</p> |
| i. Middle School & Secondary Education <input checked="" type="checkbox"/> Secondary Administration, Middle School Administration, Alternative School Administration, Staff, and Indian Education Representative(s) need to meet to discuss issues and solutions. <input checked="" type="checkbox"/> Strengthen connections with local and tribal colleges to expand, promote, and encourage post secondary options for American Indian Students. <input checked="" type="checkbox"/> Coordinate services between area High School, Alternative School, and the YES program including pre-referral and entrance procedures. | <p>Secondary Principal (Gene Boyle), Secondary Counselor, Indian Education Staff (Sarah, Donna, & Faye)</p> <p>Superintendent of Teaching & Learning (Lynne), Middle School, Secondary & Alternative School Principals, Indian Ed. Staff (Sarah, Donna, & Faye)</p> <p>Indian Ed. Staff (Sarah, Donna, & Faye), Assistant Superintendent of Teaching & Learning (Lynne), Secondary, Middle & Alternative School Principals, YES Coordinator</p> | <p>Biannually</p> <p>Initial meeting with ongoing process</p> <p>Initial meeting with ongoing process</p> | <p>Outreach and collaborative meetings.</p> | <p>Discussions have increases with addition of American Indian tutors at each site. Hiring of 3 tutors for American Indian students: 1 at the High School, 1 at the Middle School, and 1 at the Alternative School through the Success for the Future funds and United Way funds. Training for tutors is ongoing and includes American Indian cultural awareness training, MIEA, and JOM workshops. Tutoring programs have shown success for students. (See attachment.)</p> <p>American Indian High school and Alternative school students attended a White Earth sponsored career fair, Festival of Nations, tri-college Pow-wow, and White Earth Sugarbush Camp, with funds provided through the Success for the Future grant.</p> <p>After school Homework club</p> <p>Discussions continue.</p> |


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



Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.10.018 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: August 18, 2009

SUBJECT: Resolution Awarding Sale of Aid Anticipation Certificates

At the July 20, 2009 School Board meeting, the board completed the first step required to engage in short-term borrowing authorized by Minnesota Statutes, Sections 126C.50 through 126C.56. At the August 24, 2009 board meeting, Gary Olson from Ehlers & Associates, Inc. will be in attendance to explain the background behind aid anticipation certificates, the proposals that were received, and to go over the results. The School Board will be asked to approve the attached resolution that will award the sale of the aid anticipation certificates.

Suggested Resolution: Move to approve the Resolution Relating to \$5,000,000 General Obligation Aid Anticipation Certificates of Indebtedness, Series 2009B and Authorizing the Issuance, Awarding the Sale and Establishing the Terms Thereof.

WAK:kma
Attachment

CERTIFICATION OF MINUTES RELATING
TO
\$5,000,000 GENERAL OBLIGATION AID ANTICIPATION
CERTIFICATES OF INDEBTEDNESS, SERIES 2009B

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

GOVERNING BODY: SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING:

A regular meeting held on August 24, 2009 at 7:00 o'clock p.m. in the District.

MEMBERS PRESENT:

MEMBERS ABSENT:

Documents Attached: Extract of Minutes of said meeting.

**RESOLUTION RELATING TO \$5,000,000 GENERAL OBLIGATION
AID ANTICIPATION CERTIFICATES OF INDEBTEDNESS, SERIES 2009B;
AUTHORIZING THE ISSUANCE, AWARDED THE SALE
AND ESTABLISHING THE TERMS THEREOF**

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 August, 2009.

School District Clerk

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

HELD: AUGUST 24, 2009

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152, State of Minnesota, was duly held on August 24, 2009 at 7:00 o'clock p.m.

It was reported that _____ proposals for the purchase of the \$5,000,000 General Obligation Aid Anticipation Certificates of Indebtedness, Series 2009B of the District had been received prior to 10:00 o'clock a.m., Central Time, pursuant to the Terms of Proposal contained in the Official Statement; that the proposals had been opened, read and tabulated; and that the best proposal of each proposal maker was determined to be as follows:

SEE ATTACHED

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO \$5,000,000 GENERAL OBLIGATION AID
ANTICIPATION CERTIFICATES OF INDEBTEDNESS, SERIES 2009B
AUTHORIZING THE ISSUANCE, AWARDED THE SALE
AND ESTABLISHING THE TERMS THEREOF**

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

Section 1. Authorization and Sale.

1.01 Authorization. This Board hereby determines it to be necessary and desirable for Independent School District No. 152 (the "District") to issue its General Obligation Aid Anticipation Certificates of Indebtedness, Series 2009B, in the total aggregate principal amount of \$5,000,000 (the "Certificates") for the purpose of providing funds to meet current expenditures of the District. In accordance with Minnesota Statutes, the District is authorized, in anticipation of the receipt of state aids for schools and federal aids to be distributed by or through the Minnesota Department of Education, to issue certificates of indebtedness in an aggregate principal amount of not to exceed seventy-five percent (75%) of the aids receivable by the District in the school year in which borrowed (2009-2010), as estimated and certified by the Commissioner of Education of the State of Minnesota; provided that such Certificates may not be issued in a total principal amount in excess of the District's available amount computed in accordance with Section 148 of the Internal Revenue Code of 1986, as amended (the "Code").

1.02 Issuance Authority. This Board does hereby find, determine and declare that the total amount of general aids receivable by this District for the school year commencing July 1, 2009 and ending June 30, 2010 is not less than \$ _____ and 75% of said sum is \$ _____. This Board also finds, determines and declares that the excess of its working capital expenditures over its available amounts, computed in accordance with the Code, is \$6,613,499. Thus, the District is authorized to issue its General Obligation Aid Anticipation Certificates of Indebtedness, Series 2009B in the amount of \$5,000,000 within the limitations contained in Minnesota Statutes, Sections 126C.50 to 126C.56 inclusive, 475.56, and Section 148 of the Code.

1.03 Sale. In accordance with Minnesota Statutes, Section 126C.56, subdivision 2, the District is authorized to issue the Certificates herein authorized without advertisement for bids and by receipt of proposals solicited privately or by direct negotiation. The Board has received and considered all proposals presented in conformity with the Terms of Proposal contained in the Official Statement, the terms of which are ratified and confirmed in all respects. The most favorable of such proposals is ascertained to be that of _____ (the "Purchaser"), to purchase the Certificates at a price of \$ _____, plus interest accrued to settlement, with interest payable at

maturity at the rate of _____% per annum, and upon the further terms and conditions set forth in said Terms of Proposal and this resolution. Said proposal is hereby accepted and the sale of the Certificates is hereby awarded to said Purchaser.

1.04 Execution of Proposals. The Chair and Clerk are authorized and directed to endorse an acceptance on both copies of the most favorable proposal and to send one copy to the Purchaser. The Treasurer is directed to retain the good faith check of the Purchaser pending delivery of the Certificates and payment therefor.

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

1.06 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 provisions 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 or hereafter established by the Departments of Finance and Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section.

Section 2. Certificate Terms; Registration; Execution and Delivery.

2.01 Designation; Original Issue Date; Maturity; Interest Rate; Denominations; Payment. The \$5,000,000 principal amount of the Certificates sold on this date shall be designated General Obligation Aid Anticipation Certificates of Indebtedness, Series 2009B, shall be prepared forthwith under the supervision of the Clerk, shall bear a date of original issue of September 10, 2009, shall be issued forthwith on or after such date using a global book-entry system, shall be numbered R-1 upward, shall be in the denomination of \$5,000 each or any integral multiple thereof, shall mature on September 10, 2010 without option of prior payment, and shall bear interest from date of issue until paid at the annual rate above stated. The Certificates shall be issuable only in fully registered form. The interest thereon and the principal amount thereof shall be payable by the Registrar as described herein.

2.02 Payment Dates. Principal and interest on the Global Certificate shall be paid as provided in the first paragraph thereof, and principal and interest on any Replacement Certificate shall be paid at maturity by check or draft mailed to the person in whose name the Certificate is registered (the "Holder") on the registration books of the District maintained by the Registrar and at the address appearing thereon at the close of business on August 26, 2010. The term "Holder" shall also include those lawfully entitled to take actions on behalf of the beneficial owners of the Certificates for purposes of any consent or approvals given by Holders.

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

2.03 Use of Global Book-Entry System.

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

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

(c) Global Certificate. Upon their original issuance, the Certificates will be issued in the form of a single Global Certificate which shall represent the aggregate principal amount of the Certificates due on the maturity date (the "Global Certificate"). The Global Certificate will be originally issued and fully registered as to principal and interest in the name of Cede & Co., as nominee of DTC. The Global Certificate will be deposited with the Depository by the Purchaser and will be immobilized as further provided herein. No beneficial owners of interest in the Certificates will receive certificates representing their respective interests in the Certificates except as provided below in clause (e) of this Paragraph 2.03. Except as so provided, during the term of the Certificates, beneficial ownership (and subsequent transfers of beneficial ownership) of interests in the Global Certificate will be reflected by book entries made on the records of the Depository and its participants and other banks, brokers, and dealers participating in the National System. The Depository's book entries of beneficial ownership interest are authorized to be in integral increments of \$5,000, but not smaller increments, despite the larger authorized denomination of the Global Certificate. Payment of principal of and interest on the Global Certificate will be made to the Registrar as paying agent, and in turn by the Registrar to the Depository or its nominee as registered owner of the Global Certificate. The Depository, according to the laws and rules governing it, will receive and forward such payments on behalf of the beneficial owners of the Global Certificate.

Payment of principal of and interest on the Global Certificate may in the District's discretion be made by such other method of transferring funds as may be requested by the Holder of the Global Certificate.

(d) Immobilization of Global Certificates by the Depository. Pursuant to the request of the Purchaser to the Depository, immediately upon the original delivery of the Certificates the Purchaser will deposit the Global Certificate representing all of the Certificates with the Depository. The Global Certificate shall be in typewritten form or otherwise as acceptable to the Depository, shall be registered in the name of the Depository or its nominee and shall be held immobilized from circulation at the offices of the Depository on behalf of the Purchaser and subsequent Holders. The Depository or its nominee will be the sole Holder of record of the Global Certificate and no investor or other party purchasing, selling or otherwise transferring ownership of interests in any Certificate is to receive, hold or deliver any other global certificates so long as the Depository holds the Global Certificate immobilized from circulation, except as provided below in clause (e) of this Paragraph 2.03.

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

The Global Certificate evidencing the Certificates may not, after its original delivery, be transferred or exchanged except:

(i) Upon registration of transfer of ownership of the Global Certificate, as provided in Paragraph 2.04 of this resolution;

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

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

(iv) In the event that (a) the Depository shall resign or discontinue its services for the Certificates or be declared no longer able to carry out its functions and the District is unable to locate a Substitute Depository within two (2) months following the resignation or discontinuance or determination of noneligibility, or (b) the District determines in its sole discretion that (1) the continuation of the book-entry system described herein might adversely affect the interests of the beneficial owners of the Certificates, or (2) it is in the best interests of the beneficial owners of the Certificates that they be able to obtain certificated Certificates, then the District shall direct Bond Counsel to prepare the form of Replacement Certificates and shall notify the Holders of its determination and of the availability of Replacement Certificates to Holders. The District, the Registrar and the

Depository shall cooperate in providing Replacement Certificates to Holders requesting the same and the registration, transfer and exchange of such Certificates shall thereafter be conducted as provided in Paragraph 2.04 of this resolution.

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

2.04 Registration; Transfer; Exchange. The District shall appoint, and shall maintain a certificate registrar, transfer agent and paying agent (the "Registrar"). The effect of registration and the rights and duties of the District and the Registrar with respect thereto shall be as follows:

(a) **Register.** The District will cause to be kept at the principal office of the Registrar a certificate register in which, subject to such reasonable regulations as the Registrar may prescribe, the Registrar shall provide for the registration of ownership of Certificates and the registration of transfers and exchanges of Certificates entitled to be registered, transferred or exchanged as herein provided. The certificate register shall contain a record of every Certificate at any time authenticated hereunder, together with the name and address of the Holder thereof, the date of authentication, the date of transfer or payment and such other matters as are appropriate for the certificate register in the estimation of the Registrar.

(b) **Transfer of Certificates.** A Global Certificate shall be registered in the name of the payee on the books of the District by presenting the Global Certificate for registration to the Registrar, whose representative will endorse his or her name and note the date of registration opposite the name of the payee in the Certificate of Registration on the Global Certificate. After its original delivery, a Global Certificate shall be immobilized from circulation and transfer except as provided in Paragraph 2.03(e) of this Resolution. A Global Certificate authorized for transfer may be transferred by delivery with an assignment duly executed by the Holder or the Holder's legal representative, and the District and Registrar may treat the Holder as the person exclusively entitled to exercise all the rights and powers of an owner until a Global Certificate is presented with such assignment for registration of transfer, accompanied by assurance of the nature provided by law that the assignment is genuine and effective, and until such transfer is registered on said books and noted thereon by the Registrar, all subject to the terms and conditions provided in this resolution and to reasonable regulations of the District contained in any agreement with, or notice to, the Registrar.

Upon surrender for transfer of any Certificate at the principal office of the Registrar, the District shall execute (if necessary), and the Registrar shall authenticate, date (in

the space designated Date of Registration) and deliver, in the name of the designated transferee or transferees, one or more new Certificates of any authorized denomination or denominations of a like aggregate principal amount, having the same stated maturity and interest rate, as requested by the transferor; provided, however, that no Certificate may be registered in blank or in the name of "bearer" or similar designation.

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

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

Transfer of the Global Certificate or Replacement Certificates may, at the direction and expense of the District, be subject to other restrictions if required to qualify the Global Certificate or Replacement Certificates as being in "registered form" within the meaning of Section 149(a) of the Internal Revenue code of 1986, as amended.

(c) Exchange of Certificates. The Global Certificate may not be exchanged for fully registered Certificates of smaller denominations unless Replacement Certificates are then available. At the option of the Holder of a Replacement Certificate, Replacement Certificates may be exchanged for other Replacement Certificates of any authorized denomination or denominations of a like aggregate principal amount and stated maturity, upon surrender of the Replacement Certificates to be exchanged at the principal office of the Registrar. Whenever any Replacement Certificates are so surrendered by the registered owner for exchange, the District shall execute (if necessary), and the Registrar shall authenticate, date (in the space designated Date of Registration) and deliver one or more new Replacement Certificates of a like aggregate principal amount, as requested by the registered owner or the owner's attorney in writing.

(d) Cancellation. All Certificates surrendered upon any transfer or exchange shall be promptly cancelled by the Registrar and, thereafter, be disposed of as directed by the District.

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

(f) **Persons Deemed Owners.** The District and the Registrar may treat the person in whose name any Certificate is at any time registered in the certificate register as the absolute owner of such Certificate, whether or not such Certificate shall be overdue, for the purpose of receiving payment of, or on account of, the principal of and interest on such Certificate and for all other purposes, and all such payments so made to any such registered owner or upon the owner's order shall be valid and effectual to satisfy and discharge the liability upon such Certificate to the extent of the sum or sums so paid.

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

(g) **Taxes, Fees and Charges.** The Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of any Certificate and any legal or unusual costs regarding transfers and lost Certificates.

(h) **Mutilated, Lost, Stolen or Destroyed Certificates.** In case any Certificate shall become mutilated or be destroyed, stolen or lost, the Registrar shall deliver a new Certificate of like amount, number, maturity date and tenor in exchange and substitution for and upon cancellation of any such mutilated Certificate or in lieu of and in substitution for any such Certificate, destroyed, stolen or lost, upon the payment of the reasonable expenses and charges of the Registrar in connection therewith; and, in the case of a Certificate destroyed, stolen or lost, upon filing with the Registrar of evidence satisfactory to it that such Certificate was destroyed, stolen or lost, and of the ownership thereof, and upon furnishing to the Registrar of an appropriate bond or indemnity in form, substance and amount satisfactory to it, in which both the District and the Registrar shall be named as obligees. All Certificates so surrendered to the Registrar shall be cancelled by it and evidence of such

cancellation shall be given to the District. If the mutilated, destroyed, stolen or lost Certificate has already matured, it shall not be necessary to issue a new Certificate prior to payment.

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

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

2.07 Authentication; Date of Registration. No Certificate shall be valid or obligatory for any purpose or be entitled to any security or benefit under this resolution unless and until a Certificate of Authentication on such Certificate, substantially in the form set forth in the form of Global Certificate, shall have been duly executed by the manual signature of an authorized representative of the Registrar. Certificates of Authentication on different Certificates need not be signed by the same person. The Registrar shall authenticate each Certificate by execution of the Certificate of Authentication on the Certificate and shall date each Certificate in the space provided as of the date on which the Certificate is registered. For purposes of delivering the original Certificates (the Global Certificate) to the Purchaser, the Registrar shall insert as the date of registration the date of original issue specified in Paragraph 2.01 of this resolution; and the executed Certificate of Authentication on any Certificate shall be conclusive evidence that it has been authenticated and delivered under this resolution. When the Global Certificate has been prepared, executed and

authenticated, the Clerk shall deliver the same to the Purchaser thereof upon payment of the purchase price. The Purchaser shall not be obligated to see to the proper application of said moneys.

2.08 Form of Certificates.

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

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

B. Replacement Certificates. If the District has notified Holders that Replacement Certificates have been made available as provided in Paragraph 2.03(e) of this resolution, then for every Certificate thereafter transferred or exchanged the Registrar shall deliver a Certificate in the form of a Replacement Certificate rather than a Global Certificate. The Replacement Certificates, together with the Bond Registrar's Certificate of Authentication, the form of Assignment and the registration information thereto, shall be in substantially the form specified at that time by Bond Counsel.

Section 3. 2009 Certificate of Indebtedness Sinking Fund. The proceeds of the Certificates shall be disbursed solely for the purposes for which the aids in anticipation of which said Certificates were issued are receivable. The Purchaser, however, shall not be obliged to see to the proper application of said moneys. Any premium and accrued interest received upon delivery of the Certificates shall be used to pay the interest on the Certificates and shall be held in a separate fund hereby created and designated "2009 Aid Anticipation Certificate of Indebtedness Sinking Fund." Any amount paid by the Purchaser in excess of \$4,995,000 shall also be deposited in said Sinking Fund. The moneys in said Sinking Fund shall be used solely to pay the principal and interest of the General Obligation Aid Anticipation Certificates of Indebtedness, 2009B of the District.

Section 4. Payment of Principal and Interest. Said Certificates and the interest thereon in the amount of \$_____ will be paid by the District from the receipt of the aids which will become available and will be deposited in said Sinking Fund for said purpose on or before the date of maturity of said Certificates, together with such other school funds as become available for said purpose. All of the taxable property within the limits of the District is subject to the levy of an ad valorem tax without limit as to rate or amount to pay the Certificates of this issue and the interest thereon. The full faith and credit of the District is hereby pledged for the payment of principal and interest on said Certificates.

Section 5. Registration of Certificates. The Clerk is hereby authorized and directed to file a certified copy of this resolution with the County Auditors of each county in which the District is located in whole or in part, and to obtain from each said County Auditor a certificate that the Certificates have been duly entered upon said Auditor's bond register.

Section 6. Authentication of Transcript. The officers of the District and each said County Auditor is hereby authorized and requested to furnish to the Purchaser and to the attorneys approving the legality of the issuance of the Certificates, certified copies of all resolutions of the District relating thereto, and such certificates and affidavits as to other matters appearing in their official records or otherwise known to them as may be reasonably required to evidence the legality and marketability of the Certificates, and all such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed to constitute representations and recitals of the District as to the correctness of all statements contained therein.

Section 7. Exemption from Rebate Requirements. For purposes of compliance with the requirements of Section 148(f)(4)(D) of the Code relating to the exemption for certain small governmental units from the rebate requirements of the Code, the Board hereby determines and declares that:

- (a) the District is a governmental unit with general taxing powers;
- (b) the Certificates are not "private activity bonds" as defined in Section 141 of the Code (Private Activity Bonds);
- (c) ninety-five percent of the net proceeds of the Certificates are to be used for the local governmental purposes of the District; and
- (d) either (i) the aggregate face amount of all tax-exempt obligations (other than Private Activity Bonds) issued by the District in calendar year 2009 is not reasonably expected to exceed \$5,000,000 or (ii) the aggregate face amount of all tax-exempt obligations (other than Private Activity Bonds) issued by the District in calendar year 2009 is not reasonably expected to exceed \$15,000,000; and no more than \$5,000,000 of said tax-exempt obligations will be used to finance expenditures other than expenditures financing the construction of public school facilities.

Section 8. Designation as Qualified Tax-Exempt Obligations. The Board hereby determines and declares that the District does not reasonably anticipate the issuance in calendar year 2009 of tax-exempt obligations in an aggregate principal amount greater than \$30,000,000 (exclusive of Private Activity Bonds). The Board hereby specifically designates the Certificates "qualified tax-exempt obligations" within the meaning of Section 265 of the Code relating to the deduction permitted financial institutions for interest expenses allocable to the Certificates.

Section 9. Covenant to Continue Tax Exemption. The District covenants and agrees with the Holders from time to time of the Certificates that it will not take or permit to be taken by any of its officers, employees or agents any action which would cause the interest on the Certificates to become subject to taxation under the Code, and the Treasury Regulations promulgated thereunder, or any other applicable federal tax law or regulation; and that it will take, or cause its officers, employees or agents to take, all affirmative actions within its powers that may be necessary to ensure that such interest will not become subject to taxation under the Code and applicable Treasury Regulations and to comply with such additional legislative and administrative requirements as may be imposed by law.

Section 10. Arbitrage Certification. The Chair and the Clerk, being the officers of the District charged with the responsibility of issuing the Certificates pursuant to this resolution, are hereby authorized and directed to execute and deliver to the Purchaser an arbitrage certification in order to satisfy the provisions of Section 148 of the Code and the regulations promulgated thereunder.

Section 11. Official Statement. The Official Statement relating to the Certificates, on file with the Clerk and presented to this meeting, is hereby approved and deemed final, and the furnishing thereof to prospective purchasers of the Certificates is hereby ratified and confirmed, insofar as the same relates to the Certificates and the sale thereof.

Section 12. Information Reporting. For purposes of compliance with the provisions of Section 149(e) of the Code, the District shall submit to the Secretary of the Treasury, not later than the 15th day of the second calendar month after the close of the calendar quarter in which the Certificate is issued, a statement concerning the Certificate issue which meets the requirements of Section 149(e)(2).

Section 13. Continuing Disclosure.

13.01 Limited Exemption from Rule. The Securities and Exchange Commission (the "SEC") has promulgated amendments to Rule 15c2-12 under the Securities Exchange Act of 1934 (17 C.F.R. § 240.15c2-12) which govern the obligations of certain Participating Underwriters to require that issuers of municipal securities enter into agreements for the benefit of the Certificate Owners to provide continuing disclosure with respect to the Certificates. This Board hereby finds, determines and declares that the Certificates are exempt from the application of paragraph (b)(5) of the Rule by reason of the exemption granted in paragraph (d)(3) thereof. The exemption from the Rule for the Certificates is conditioned upon the District agreeing to provide certain continuing disclosure as hereinafter provided.

13.02 Purpose and Beneficiaries. To provide for the public availability of certain information relating to the Certificates and the security therefor and to permit Participating Underwriters of the Certificates to comply with the Rule, which will enhance the marketability of the Certificates, the District hereby makes the covenants and agreements

contained in this Section 13 of this resolution for the benefit of the Owners (as hereinafter defined) from time to time of the Outstanding Certificates.

13.03 Definitions. Unless otherwise defined in this Section 13, the following capitalized terms shall have the following meanings:

"Dissemination Agent" shall mean the District, or any successor Dissemination Agent which has been designated in writing by the District and which has filed with the District a written acceptance of such designation.

"Listed Events" shall mean any of the events listed in Paragraph 13.04 of this Section 13.

"National Repository" shall mean any Nationally Recognized Municipal Securities Information Repository (NRMSIR) for purposes of the Rule.

"Owner" shall mean, in respect of a Certificate, the registered owner or owners thereof appearing in the certificate register maintained by the Registrar or any beneficial owner thereof, if such owner provides to the Registrar evidence of such beneficial ownership in form and substance reasonably satisfactory to the Registrar.

"Participating Underwriter" shall mean any of the original underwriters of the Certificates required to comply with the Rule in connection with offering of the Bonds.

"Repository" shall mean each National Repository and the State Information Depository, if any.

"Rule" shall mean Rule 15c2-12 adopted by the Securities and Exchange Commission (the "SEC") under the Securities Exchange Act of 1934, as the same may be amended from time to time, and including written interpretations thereof by the SEC.

"State Information Depository" shall mean any public or private repository or entity designated by the State of Minnesota as the appropriate State Information Depository (SID) for the purposes of the Rule. As of the date of this undertaking, there is no State Information Depository.

13.04 Reporting of Significant Events.

(a) This Paragraph shall govern the giving of notices of the occurrence of any of the following events, with respect to the Certificates, if material:

1. Principal and interest payment delinquencies;
2. Non-payment related defaults;

3. Unscheduled draws on debt service reserves reflecting financial difficulties;
4. Unscheduled draws on credit enhancements reflecting financial difficulties;
5. Substitution of credit or liquidity providers, or their failure to perform;
6. Adverse tax opinions or events affecting the tax-exempt status of the security;
7. Modifications to rights of security holders;
8. Bond calls;
9. Defeasances;
10. Release, substitution, or sale of property securing repayment of the securities;
11. Rating changes.

(b) Whenever a material Listed Event occurs, the District shall as soon as possible file a notice of such occurrence with either all National Repositories or the Municipal Securities Rulemaking Board, and with the State Information Depository, if any.

13.05 Termination of Reporting Obligation. The District's obligations under this Section shall terminate upon the legal defeasance or payment in full of all the Certificates.

13.06 Dissemination Agent. The District may, from time to time, appoint or engage a Dissemination Agent to assist it in carrying out its obligations under this Section 13, including but not limited to its duties under Paragraph 13.04 hereof, and may discharge any such Agent, with or without appointing a successor Dissemination Agent.

13.07 Amendment; Waiver. Notwithstanding any other provision of this Section 13, the District may amend this Section 13, and any provision of this Section 13 may be waived, if such amendment or waiver is supported by an opinion of counsel expert in federal securities laws, to the effect that such amendment or waiver would not, in and of itself, cause the undertakings herein to violate the Rule if such amendment or waiver had been effective on the date hereof but taking into account any subsequent change in or official interpretation of the Rule.

13.08 Additional Information. Nothing in this Section 13 shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Section 13 or any other means of communication, or including any other information in any notice of occurrence of a Listed Event, in addition to that which is required by this Section 13. If the District chooses to include any information in any notice of occurrence of a Listed Event in addition to that which is specifically required by this

Section 13, the District shall have no obligation under this Section 13 to update such information or include it in any future notice of occurrence of a Listed Event.

13.09 Default. In the event of a failure of the District to comply with any provision of this Section 13, any Owner may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section 13. A default under this Section 13 shall not be deemed an Event of Default under this Resolution or with respect to the Certificates, and the sole remedy under this Section 13 in the event of any failure of the District to comply with this Section 13 shall be an action to compel performance.

13.10 Duties, Immunities and Liabilities of Dissemination Agent. The Dissemination Agent shall have only such duties as are specifically set forth in this Section 13, and the District agrees, to the extent permitted by law, to indemnify and save the Dissemination Agent, its officers, directors, employees and agents, harmless against any loss, expense and liabilities which it may incur arising out of or in the exercise or performance of its powers and duties hereunder, including the costs and expenses (including attorneys fees) of defending against any claim of liability, but excluding liabilities due to the Dissemination Agent's negligence or willful misconduct. The obligations of the District under this Section shall survive resignation or removal of the Dissemination Agent and payment of the Certificates.

13.11 Beneficiaries. This Section 13 shall inure solely to the benefit of the District, the Dissemination Agent, the Participating Underwriters and Owners from time to time of the Certificates or the Beneficial Owners, if different, and shall create no rights in any other person or entity.

13.12 Reserved Rights. The District reserves the right to discontinue providing any information required under the Rule if a final determination should be made by a court of competent jurisdiction that the Rule is invalid or otherwise unlawful or to modify the covenants and agreements contained in this Section 13 if the District determines that such modification is required by the Rule, or by a court of competent jurisdiction.

Section 14. Payment of Issuance Expenses. The District authorizes the Purchaser to forward the amount of Certificate proceeds allocable to the payment of issuance expenses to U.S. Trust Company, Minneapolis, Minnesota, on the closing date for further distribution as directed by the District's financial advisor, Ehlers & Associates, Inc.

Section 15. Nonbook-Entry Option. Notwithstanding any contrary provision of this resolution, if the Purchaser specified on the proposal form that the Certificates are not to be issued in global book-entry form, they shall then be issued as a single Certificate in the denomination of the entire principal amount of the issue in registered form in the name of the Purchaser. Replacement Certificates shall not be available.

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, having received the affirmative votes of two-thirds of the members, was declared duly passed and adopted.

INSERT EXHIBIT A

EXHIBIT B

(FORM OF GLOBAL CERTIFICATE)

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

R-1

\$5,000,000

GENERAL OBLIGATION AID ANTICIPATION
CERTIFICATE OF INDEBTEDNESS, SERIES 2009B

| <u>INTEREST</u> <u>RATE</u> | <u>MATURITY</u> <u>DATE</u> | <u>DATE OF</u> <u>ORIGINAL ISSUE</u> | <u>CUSIP</u> |
|--------------------------------|--------------------------------|---|--------------|
| _____% | SEPTEMBER 10, 2010 | SEPTEMBER 10, 2009 | |

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

PRINCIPAL AMOUNT: FIVE MILLION AND NO/100 DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, a duly organized and existing independent school district whose administrative offices are located in Moorhead, Minnesota (the "School District"), certifies that it is indebted and for value received hereby promises to pay to the registered owner specified above or on the Certificate of Registration attached hereto, or registered assigns, without option of prior payment, the principal amount specified above, on the maturity date specified above, with interest thereon from the date hereof at the annual rate specified above, payable at maturity to the person in whose name this Certificate of Indebtedness is registered at the close of business on August 26, 2010 (whether or not a business day). The interest hereon and the principal hereof are payable in lawful money of the United States of America by wire transfer (or other agreed means of payment), in same day funds or its equivalent no later than 12:00 noon (New York, New York time) on the maturity date specified above, upon presentation and surrender hereof at the principal office of Bond Trust Services Corporation in Roseville, Minnesota, acting as certificate registrar, transfer agent and paying agent (the "Registrar"), or the Registrar's designated successor under the Resolution described herein. For the prompt and full payment of such principal and interest as the same respectively become due, the full faith and credit and taxing powers of the School District have been and are hereby irrevocably pledged.

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

Issuance; Purpose. This Certificate of Indebtedness is one of an issue in the aggregate principal amount of \$5,000,000. It is issued, pursuant to a resolution duly adopted by the School Board of the School District on August 24, 2009 (the "Resolution"), for the purpose of anticipating receipt of state aid for schools and federal aids to be distributed by or through the Minnesota State Department of Education and are issued pursuant to and in full conformity with the Constitution and laws of the State of Minnesota thereunto enabling, including Minnesota Statutes, Sections 126C.50 through 126C.56.

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

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

Replacement Certificates. Replacement Certificates may be issued by the School District in the event that:

(a) the Depository shall resign or discontinue its services for the Certificates of Indebtedness or be declared no longer able to carry out its functions and the School District is unable to locate a Substitute Depository within two (2) months following the resignation or discontinuance or determination of noneligibility; or

(b) the School District determines in its sole discretion that (1) the continuation of the book-entry system described in the Resolution, which precludes the issuance of certificates of indebtedness (other than the Global Certificate) to any Holder other than the Depository (or its nominee), might adversely affect the interest of the beneficial owners of the Certificates of Indebtedness; or (2) it is in the best interest of the beneficial owners of the Certificates of Indebtedness that they be able to obtain certificated Certificates of Indebtedness.

Transfer. This Global Certificate shall be registered in the name of the payee on the books of the School District by presenting it for registration to the Registrar, whose representative will endorse his or her name and note the date of registration opposite the name of the payee in the Certificate of Registration attached hereto. After its original delivery, this Global Certificate shall be immobilized from circulation and transfer except as specifically provided in the Resolution. Thereafter, if authorized for transfer, this Global Certificate may be transferred by delivery with an assignment duly executed by the Holder or the Holder's legal representative, and the School District and Registrar may treat the Holder as the person exclusively entitled to exercise all the rights and powers of an owner until this Global Certificate is presented with such assignment for registration of transfer, accompanied by assurance of the nature provided by law that the assignment is genuine and effective, and until such transfer is registered on said books and noted hereon by the Registrar, all subject to the terms and conditions provided in the Resolution and to reasonable regulations of the School District contained in any agreement with, or notice to, the Registrar. Transfer of this Global Certificate may, at the direction and expense of the School District, be subject to certain other restrictions if required to qualify this Global Certificate as being in "registered form" within the meaning of Section 149(a) of the Internal Revenue Code of 1986, as amended.

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

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

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

Qualified Tax-Exempt Obligations. The School District has designated the Certificates of Indebtedness as "Qualified Tax-Exempt Obligations" for the purposes of Section 265(b) (3) of the Internal Revenue Code of 1986, as amended, relating to the deduction permitted financial institutions for interest expenses allocable to the Certificates of Indebtedness.

IT IS HEREBY CERTIFIED, RECITED, COVENANTED AND AGREED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen and to be performed precedent to and in the issuance of this Certificate of Indebtedness, in order to make it a valid and binding general obligation of the School District enforceable in accordance with its terms, have been done, have happened and have been performed in regular and due form, time and manner as required by law; and that the issuance of this Certificate of Indebtedness does not cause the indebtedness of the School District to exceed any constitutional or statutory limitation of indebtedness.

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

Date of Registration:

September 10, 2009

Registrable by:

BOND TRUST SERVICES CORPORATION
ROSEVILLE, MINNESOTA

REGISTRAR'S CERTIFICATE
OF AUTHENTICATION

This Certificate is one of the
Certificates described in the
within mentioned Resolution

Payable at:

BOND TRUST SERVICES CORPORATION
ROSEVILLE, MINNESOTA

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

BOND TRUST SERVICES CORPORATION /s/ (Facsimile)

Registrar

Chair

By

Authorized Signature

/s/ (Facsimile)

Clerk

CERTIFICATE OF REGISTRATION

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

| <u>Date of Registration</u> | <u>Registered Owner</u> | <u>Signature of Registrar</u> |
|---------------------------------|--|-------------------------------|
| <u>September 10, 2009</u> | Cede & Co. P.O. Box 222 Bowling Green Station <u>New York, NY 10274</u> | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

ABBREVIATIONS

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

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

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

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto _____ the within Certificate of Indebtedness and all rights thereunder, and does hereby irrevocably constitute and appoint _____ attorney to transfer the said Certificate of Indebtedness on the books kept for registration of the within Certificate of Indebtedness, with full power of substitution in the premises.

Dated: _____

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

Signature Guaranteed:

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

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

Name and Address: _____

(Include information for all joint owners if the Certificate of Indebtedness is held by joint account)

Please insert Social Security or
other Tax Identification Number
of Transferee



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.019

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: August 19, 2009
RE: Discussion of H1N1 (Swine Flu) Plan

Clay County and the Moorhead School District will be involved in a joint planning effort to deal with different aspects of H1N1 prevention.

Kathy McKay, Public Health Director for Clay County and Christine Hanson, Public Health Emergency Preparedness coordinator, will be at the School Board meeting of August 24, 2009 to brief the School Board on Federal, State and local efforts in planning to control the spread of the H1N1 virus in the county.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.023R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: August 18, 2009

SUBJECT: ACT Test Results

Attached is a five-year report for Moorhead School District ACT tests. The average scores on the ACT College Entrance Exam held steady for 2009 Moorhead High School graduates. The average score remained at 22.9, .2 above the Minnesota state average. The scale for ACT scores is 0-36. The percentage of Moorhead students taking the exam was 70% in 2008 and 66% in 2009 using end-of-year student enrollment data.

Minnesota led the nation in average ACT scores for five consecutive years. The average ACT score for 2009 high school graduates nationally was 21.1.

The ACT is a curriculum-based achievement test designed to measure skills and knowledge deemed important for college success.

LAK:mde
Attachment

July 19, 2009
Code: 247140

SUPERINTENDENT
MOORHEAD IND SCHOOL DIST 152
2410 14TH ST S
MOORHEAD, MN 56560

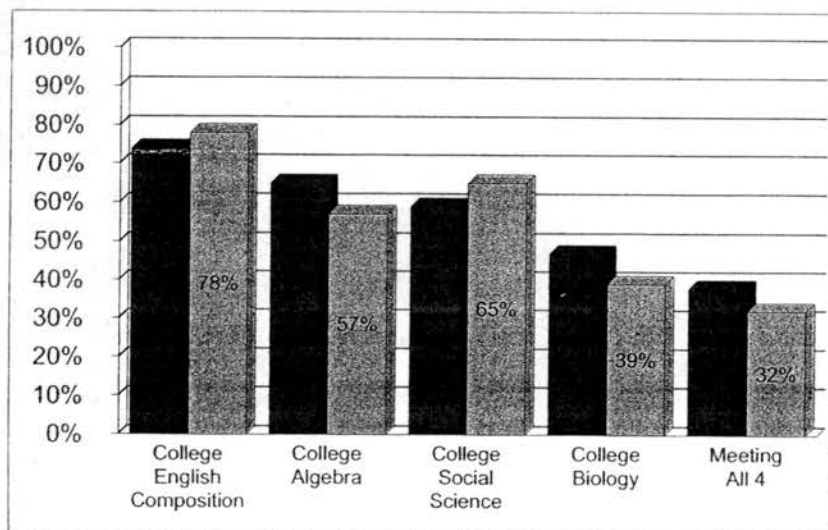
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

| Grad Year | District | State | District | State | District | State | District | State | District | State | District | State |
|-----------|----------|--------|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|
| 2005 | 296 | 41,646 | 20.4 | 21.6 | 21.9 | 22.1 | 22.3 | 22.7 | 21.9 | 22.4 | 21.7 | 22.3 |
| 2006 | 246 | 41,650 | 20.6 | 21.6 | 22.5 | 22.1 | 22.3 | 22.6 | 22.0 | 22.3 | 22.0 | 22.3 |
| 2007 | 287 | 43,534 | 21.8 | 21.8 | 23.9 | 22.5 | 23.4 | 22.8 | 23.0 | 22.5 | 23.2 | 22.5 |
| 2008 | 289 | 44,863 | 21.3 | 21.9 | 23.8 | 22.6 | 23.0 | 23.0 | 22.8 | 22.5 | 22.9 | 22.6 |
| 2009 | 251 | 43,642 | 21.4 | 22.0 | 23.6 | 22.7 | 23.0 | 23.1 | 23.1 | 22.6 | 22.9 | 22.7 |

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

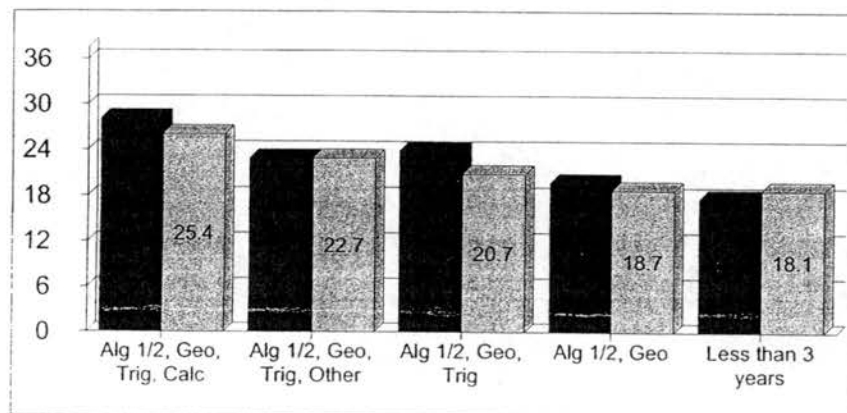
- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 21 on ACT Reading Test
- * Biology: 24 on ACT Science Test

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

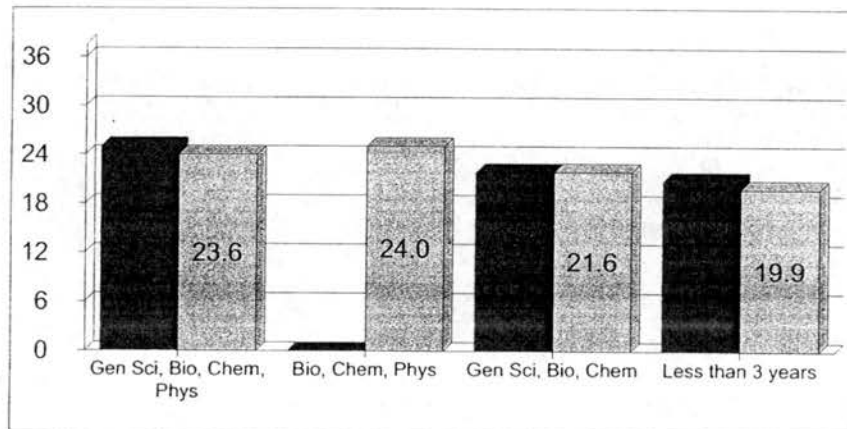
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

1. **Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
2. **Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
3. **Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
4. **Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
5. **Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.


To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact your ACT Regional Director at 847-634-2560 or email act.midwest.region@act.org.



Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.10.019 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: August 18, 2009

SUBJECT: Resolution to Increase General Education Revenue and Call an Election

Attached please find the Resolution Relating to Increasing the General Education Revenue of the School District and Calling an Election Thereon. The proposed referendum revenue authorization of \$850 per resident marginal cost pupil unit would increase each year by the rate of inflation and be applicable for seven (7) years.

Suggested Resolution: Move to approve the Resolution Relating to Increasing the General Education Revenue of the School District and Calling an Election Thereon.

WAK:kma
Attachment

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

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, was held in said school district on August 24, 2009, at 7:00 o'clock p.m.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution
and moved its adoption:

**RESOLUTION RELATING TO INCREASING
THE GENERAL EDUCATION REVENUE OF THE SCHOOL DISTRICT
AND CALLING AN ELECTION THEREON**

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

1. The Board hereby determines and declares that it is necessary and expedient for the school district to increase its general education revenue by \$850 per resident marginal cost pupil unit. As provided by law, the ballot question must abbreviate the term "per resident marginal cost pupil unit" as "per pupil." The additional revenue will be used to finance school operations and the property tax portion thereof will require an estimated referendum tax rate of approximately .18266% of the referendum market value of the school district for taxes payable in 2010, the first year it is to be levied. The proposed referendum revenue authorization would increase each year by the rate of inflation and be applicable for seven (7) years unless otherwise revoked or reduced as provided by law. For this purpose, the rate of inflation shall be the annual inflationary increase calculated under Minnesota Statutes, Section 126C.17, Subdivision 2, paragraph (b). The question on the approval of this referendum revenue authorization shall be School District Ballot Question 1 on the school district ballot at the special election held to approve said authorization.

2. The question of increasing the general education revenue of the school district shall be submitted to the qualified voters of the school district at a special election, which is hereby called and directed to be held on Tuesday, November 3, 2009, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m. The special election shall be conducted in conjunction with the City of Moorhead municipal elections.

3. Pursuant to Minnesota Statutes, Section 205A.11, the school district combined polling places and the precincts served by those polling places, as previously established and designated by school board resolution for school district elections not held on the day of a statewide election, are hereby designated for this special election. However, because the City of Moorhead will be holding its municipal elections on November 3, 2009, the polling places for voters residing in the precincts in that city shall be the polling places designated by that city.

4. The clerk is hereby authorized and directed to cause written notice of said special election to be provided to the county auditor of each county in which the school district is located, in whole or in part, and to the Commissioner of Education, at least fifty-three (53) days before the date of said election. The notice shall specify the date of said special election and the title and language for each ballot question to be voted on at said special election.

The clerk is hereby authorized and directed to cause notice of said special election to be posted at the administrative offices of the school district at least ten (10) days before the date of said special election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said special election and to cause a sample ballot to be posted in each polling place or combined polling place on election day. The sample ballot shall not be printed on the same color paper as the official ballot.

The clerk is hereby authorized and directed to cause notice of said special election to be published in the official newspaper of the school district, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of the election.

The notice of election so posted and published shall state the question to be submitted to the voters as set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place or combined polling place on election day.

The clerk is hereby authorized and directed to cause a notice of the election to be mailed by first class mail to each taxpayer in the school district at least fifteen (15) but no more than thirty (30) days prior to the date of the special election. The notice shall contain the required projections and the required statement specified in Minnesota Statutes, Section 126C.17, subdivision 9, paragraph (b). The clerk is also directed to cause a copy of this notice to be submitted to the Commissioner of Education and to the county auditor of each county in which the school district is located in whole or in part at least fifteen (15) days prior to the day of the election.

The clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this special election and generally to cooperate with election authorities conducting other elections on that date.


5. The clerk is further authorized and directed to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form and instructions as may be necessary to accommodate the use of an optical scan voting system:

SCHOOL DISTRICT QUESTION BALLOT

INDEPENDENT SCHOOL DISTRICT NO. 152
(MOORHEAD AREA PUBLIC SCHOOLS)
SPECIAL ELECTION

NOVEMBER 3, 2009

INSTRUCTIONS TO VOTERS

To vote, completely fill in the oval(s) next to your choice(s) like this: 

To vote for a question, fill in the oval next to the word "YES" for that question.
To vote against a question, fill in the oval next to the word "NO" for that question.

**SCHOOL DISTRICT BALLOT QUESTION 1
APPROVAL OF SCHOOL DISTRICT
REFERENDUM REVENUE AUTHORIZATION**

The board of Independent School District No. 152 (Moorhead Area Public Schools) has proposed to increase its general education revenue by \$850 per pupil. The proposed referendum revenue authorization would increase each year by the rate of inflation and be applicable for seven years unless otherwise revoked or reduced as provided by law.

Shall the increase in the revenue proposed by the board of
Independent School District No. 152 be approved?

☐ YES

☐ NO

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot card. Voting instructions must be printed at the top of the ballot card on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot card so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

6. If the school district will be contracting to print the ballots for this special election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract exceeding \$1,000 is awarded for printing ballots, the printer shall furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

7. The clerk is hereby authorized and directed to provide for testing of the optical scan voting system within fourteen (14) days prior to the election date. The clerk shall cause notice of the time and place of the test to be given at least two (2) days in advance of publication once in the official newspaper, by posting a notice, and by notifying the county or legislative district chair of each major political party.

8. The clerk is hereby authorized and directed to cause notice of the location of the counting center or the place where the ballots will be counted to be published in the official newspaper at least once during the week preceding the week of the election and in the newspaper of widest circulation once on the day preceding the election, or once the week preceding the election if the newspaper is a weekly.

9. The clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the polling places or combined polling places during the November 3, 2009 special election. The election judges shall act as clerks of election, count the ballots cast, and submit the results to the school board for canvass in the manner provided for other school district elections.

The motion for the adoption of the foregoing resolution was duly seconded by _____ 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.

STATE OF MINNESOTA)
)SS
COUNTY OF CLAY)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to the calling of a special election of said school district, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this _____ day of _____, 2009.

Clerk

S-MG-BOS
14 Sep+ 2009

INDEPENDENT SCHOOL DISTRICT #152

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

September 14, 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. "We Are Proud"

***** We Are Proud** of the Moorhead High boys and girls track team members who qualified for state. They are Matt Nicolai, Joe Dooher, Derrick Nelson, Matthias Valan, John Bye, Brendan Johnson, Wes Anderson, Ashley Heinze and alternates Jakob Lindaas and Tim Lillehaugen.

Individual place winners are Matt Nicolai, Joe Dooher, Derrick Nelson and Matthias Valan, 9th place in the 4 x 800 relay, John Bye, 6th place in the 300 meter hurdles and 9th place in the 110 meter hurdles, Brendan Johnson, 16th place in pole vault,

SCHOOL BOARD AGENDA - September 14, 2009

PAGE 2

Wes Anderson, 14th place in long jump, and Ashley Heinze, 18th place in 200 meter run.

The boys and girls track coaches are Jon Moe, Justin Gall, Tom Dooher, Jeremy Blake, Tony Spandl, Josh Ihrke, Dennis Nelson, and Lindsay Buchholz.

- 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 August 10, 2009 Special Meeting Minutes and August 10 and August 24, 2009 Regular Meeting Minutes - Pages 6-14
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
 - (1) Approval of September Claims - Page 15
- C. HUMAN RESOURCES MATTERS - Nielsen
 - (1) Approval of Change in Contracts - Page 16
 - (2) Approval of Resignations - Page 17
 - (3) Approval of Family/Medical Leaves - Page 18
 - (4) Approval of Other Leave - Page 19
 - (5) Approval of New Employees - Pages 20-22
- D. LEARNER SUPPORT SERVICES MATTERS - Skarvold
 - (1) Approval of Clay County Public Health Agreement and Addendum to Agreement Renewal - Early Childhood Screening Services - Pages 23-30
 - (2) Approval of Clay County Public Health Agreement and Addendum to Agreement Renewal - Nursing Services - Pages 31-38

SCHOOL BOARD AGENDA - September 14, 2009

PAGE 3

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.)

Autism Spectrum Disorders (ASD) - Skarvold

Page 39

4. **MAJOR MAGNITUDE FIELD TRIP REQUEST - BAND TRIP TO ITALY:**

Kazmierczak

Pages 40-48

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School band students to travel to Italy during spring break of 2011.

Moved by _____ Seconded by _____

Comments _____

5. **MOORHEAD HIGH SCHOOL HALL OF HONOR:** Kovash

Pages 49-52

6. **OPENING ENROLLMENT:** Kovash

Pages 53-56

7. **COMMITTEE REPORTS**

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

9. **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 _____

SCHOOL BOARD AGENDA - September 14, 2009
PAGE 4

10. **OPEN PUBLIC MEETING:** Thompson

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

Moved by _____ Seconded by _____

Comments _____

11. **ADJOURNMENT**

SCHOOL BOARD AGENDA - September 14, 2009
PAGE 5

CALENDAR OF EVENTS

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|----------------------------------|---------------|--------------------------------|----------------|
| Staff Prof Dev Before/After Schl | September 16 | | |
| Interagency Early Interv Com | September 16 | 12 pm | FSC |
| Clay Cnty Collab Govnce Bd | September 16 | 3:30 pm | Marriott |
| Homecoming Parade | September 18 | 4 pm | MSUM |
| Safe and Healthy Learners Com | September 21 | 3 pm | PCE |
| Policy Review Committee | September 21 | 7 pm | PCE |
| Reinertsen PTAC | September 21 | 6:30 pm | Media Center |
| Technology Committee | September 22 | 3:45 pm | PCE |
| Com Ed Adv Council | September 22 | 7 pm | PCE |
| Hall of Honor Induction | September 26 | 5 pm | Marriott |
| School Board | September 28 | 7 pm | PCE |
| Activities Council | September 29 | 7 am | Conf Rm |
| Staff Prof Dev Before/After Schl | September 30 | | |
| Joint Powers Committee | October 1 | 7 am | Dilw City Hall |
| Long Range/Strategic Plng Com | October 1 | 3:45 pm | PCE |
| Horizon PTAC | October 1 | 6:30 pm | Media Center |
| Staff Development Com | October 5 | 3:30 pm | PCE |
| Asp PTAC | October 5 | 6:30 pm | Media Center |
| Reinertsen PTAC | October 5 | 6:30 pm | Media Center |
| High School PTAC | October 5 | 7 pm | Conf Rm |
| Continuing Educ Com | October 6 | 6:45 am | Village Inn |
| Hopkins PTAC | October 6 | 6:30 pm | Media Center |
| Indian Education Parent Com | October 7 | 5 pm | PCE |
| Instr & Curr Advisory Com | October 8 | 7 am | PCE |
| Health/Safety/Wellness Com | October 8 | 9:30 am | PCE |
| Staff Development Com | October 8 | 3:30 pm | PCE |
| Supt's Advisory Council | October 8 | 7 pm | PCE |
| Kind P/T Confs (day) | October 9, 12 | | |
| K-12 P/T Confs (evening) | October 12 | 5-8:30 pm | |
| RRALC Family Night | October 12 | 5-8:30 pm | RRALC |
| School Board | October 12 | 7 pm | PCE |
| K-12 P/T Confs (day/evening) | October 13 | 8-11 am, 12-4 pm, 5-8:30 pm | |

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
AUGUST 10, 2009
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Sonia Mayo Hohnadel, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

MEMBER ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 5:32 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

APPROVAL OF AGENDA: Tomhave moved, seconded by Erickson, to approve the agenda as presented. Motion carried 7-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

Siggerud arrived at the meeting at 5:40 p.m.

OPERATING LEVY REFERENDUM: Kazmierczak presented information regarding the 2009 Residential Survey conducted in June to a random sample of 300 district residents. The survey results show community perceptions related to the school district to be very positive. According to survey results, 82 percent of the respondents rated the quality of education as excellent or good; 79 percent agreed they receive a good value from their investment in local public schools; and 79 percent gave the instructional staff a positive job performance rating.

Discussion continued related to the operating levy referendum needed to maintain the high quality education our community has come to expect. The school district balanced its budget for the 2009-10 school year. However, it was necessary to reduce expenditures by approximately \$4.5 million. This was on top of \$1.2 million in reductions made prior to the 2008-09 school year. As funding levels from the state are likely to remain flat, inflationary growth will outpace revenue increases. School Board members discussed various levy amounts needed to maintain services.

Tomhave moved, seconded by Fagerlie, to authorize administration to develop a ballot proposal for securing an operating levy at an amount to be determined and term to be specified in time for the August 24, 2009 School Board meeting. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 6:52 p.m.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
AUGUST 10, 2009
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Sonia Mayo Hohnadel, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

MEMBER ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 7:04 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Kovash recommended the agenda proceed with revision to page 18 and the addition of page 21.5, T.C.I. Recall.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the July 20, 2009 special meeting minutes and the July 20, 2009 regular meeting minutes as presented.

Claims - Approve the August Claims, subject to audit, in the amount of \$580,486.20.

| | |
|-------------------------|--------------|
| General Fund: | 561,502.28 |
| Food Service Fund: | 11,565.23 |
| Community Service Fund: | 7,418.69 |
| TOTAL | \$580,486.20 |

West Central Regional Juvenile Center Clerical Contract Renewal - Approve the West Central Regional Juvenile Center Clerical Contract renewal for the 2009-2010 school year. The district's share is one-half of the clerical services or \$25,298 to be billed in quarterly amounts.

Carl D. Perkins Funding - Accept seven (7) Canon high-definition camcorders, seven (7) Lavalier microphones, three (3) Hosa Technology transformers, three (3) hand-held ENG microphones, seven (7) Canon battery packs, seven (7) Mado Mack tripods, seven (7) camcorder shoulder bags, two (2) sets rechargeable batteries, two (2) memory card holders, ten (10) 4GB secure digital memory cards, five (5) rapid chargers, and four (4) Canon Powershot digital cameras from Lakes Country Carl D. Perkins Consortium. These items will be used by the Administrative Support Occupations Program at Moorhead High School.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
AUGUST 10, 2009
PAGE 2**

Change in Contracts

Kim Werlinger - Principals Secretary, Horizon Middle School, B22 (5) \$15.60 per hour, 8 hours per day, 216 days per year to Counselor Secretary, Horizon Middle School, effective July 27, 2009 (replaces Kim Werlinger).

Cheryl Adams - FCS Teacher, Moorhead High School, from .666 FTE to .832 FTE beginning September 1, 2009 (to cover overloads).

Janice Conrade - Food and Nutrition Assistant Server, S.G. Reinertsen Elementary, \$12.15 per hour to Food and Nutrition Server, S.G. Reinertsen Elementary, \$9.60 per hour, effective September 8, 2009 (replaces Roxann Korinek).

Nancy Vigen - LD/EBD Teacher, Horizon Middle School to .50 FTE Special Education Facilitator, District wide and .50 FTE LD/EBD Teacher, Horizon Middle School effective with the 2009-2010 school year (replaces .50 FTE of Robin Grooters).

Resignations

Cheri Gess - Assessment Instructional Coach, effective July 27, 2009.

Richard Wickie - Food Server, Robert Asp Elementary, effective July 28, 2009.

Kathleen Shasky - Paraprofessional, Moorhead High School, effective July 29, 2008.

Roxann Korinek - Food & Nutrition Server, S.G. Reinertsen Elementary, effective July 31, 2009.

Patricia Knutson - Attendance Secretary, Moorhead High School, effective August 20, 2009.

New Employees

Amanda Riekenberg - Speech/Language Pathologist, Ellen Hopkins Elementary, 1.00 FTE, MA (0) \$36,304, effective for the 2009-2010 school year (replaces Connie Frederick).

Sankream Prak - Life Science Teacher, Moorhead High School, .666 FTE, BA (7) \$25,900.74, effective at the beginning of the 2009-2010 school year (replaces Molly Schenck).

Elizabeth Luhman - ESL Teacher, 1.00 FTE, BA (1) \$31,900.00, effective for the 2009-2010 school year (replaces .50 FTE Megan Anderson and .50 FTE Title I grant).

Denelle Dauner - Speech/Language Pathologist, Early Intervention Services, 1.00 FTE, MA+30 (8) \$55,009, effective at the beginning of the 2009-2010 school year (replaces Katie Bergh).

Katie Oster - SLD Teacher, Robert Asp Elementary, 1.00 FTE, BA +10 (1) \$33,409.00 effective at the beginning of the 2009-2010 school year (replaces Katie Oster).

Tiffany Gress - .45 Language Facilitator, Horizon Middle School, B32 (0-3) \$19.95 per hour and .55 Interpreter, Robert Asp Elementary, Noncertified, \$24.48 per hour (replaces Amy Brands).

Todd Holland - Teacher, Language Arts, Moorhead High School, 1 FTE, BA (0) \$30,823.00, effective for the 2009-2010 school year (replaces Margaret Claymore).

Joyce Robles - Spanish Immersion Teacher, Ellen Hopkins Elementary, MA+30 (7) \$53,366.00, 1.00 FTE, effective for the beginning of the 2009-2010 school year (replaces Holly Saarion).

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
AUGUST 10, 2009
PAGE 3**

T.C.I. Recall

Ed Breedon - Computer Technician, Probstfield Center for Education, 1.00 FTE, effective August 17, 2009 (replaces Sharon Rein).

Dale Cary - Computer Technician, Robert Asp Elementary, 24 hours per week, effective August 17, 2009 (replaces Ed Breedon).

Motion carried 7-0.

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

Kinder Plus (K+) Update - Winterfeldt indicated three K+ teachers had been hired and bring years of experience and education to their positions. Classrooms will be at Ellen Hopkins and Robert Asp Elementary Schools. Students in the S.G. Reinertsen Elementary attendance area will attend kindergarten and K+ at Probstfield Center for Education. Currently there are 21 students who are confirmed with signed contracts at Probstfield, 31 students at Robert Asp and 36 students at Ellen Hopkins.

VOLUNTARY SALARY FREEZE: Hohnadel moved, seconded by Fagerlie, to approve the voluntary salary freeze for Superintendent Lynne Kovash for the 2009-2010 school year. Motion carried 7-0.

APPROVAL OF MOORHEAD ELEMENTARY SCHOOLS PARENT AND STUDENT HANDBOOK: Erickson moved, seconded by Tomhave, to approve the 2009-2010 Elementary Schools Parent and Student Handbook with review of suggestions. Motion carried 7-0.

ADEQUATE YEARLY PROGRESS (AYP) REPORT: Kovash provided information related to the 2008-09 AYP status at each school building. The federal No Child Left Behind (NCLB) Act requires that all schools in the nation make Adequate Yearly Progress toward achieving the goal of all students being proficient in reading and math. Moorhead Area Public Schools has been designated as a district in need of improvement and is required to notify parents of this status. Five schools did not make AYP because of performance by students in specific subgroups. Moorhead Area Public Schools will continue to work with the continuous improvement plan to focus on increasing achievement for all students. A district improvement team will be analyzing all available assessment information to pinpoint strengths and challenges that will be addressed through professional development and a review of the curriculum.

SUPERINTENDENT EVALUATION PROCESS: Thompson noted that at the July 20 School Board meeting members informally requested that a new evaluation model be developed

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
AUGUST 10, 2009
PAGE 4**

collaboratively by Board Chair Thompson and Superintendent Kovash. Discussion was held related to components to be included in the proposed model. The Superintendent evaluation is scheduled for September 24.

COMMITTEE REPORTS: None.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Discussion was held related to publishing abbreviated School Board meeting minutes to reduce publication costs. It was determined that the district would implement publishing abbreviated meeting minutes and if no cost benefit was realized, the district would return to publication of full meeting minutes.

Board members were reminded of the MREA regional meeting scheduled for August 18 and the MSBA Summer Seminar scheduled for August 13-14. A brief discussion was held related to the September 18 Homecoming Parade and registration of a float. Board members will further discuss parade participation at their August 24 School Board meeting.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:32 p.m.

Cindy Fagerlie, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
AUGUST 24, 2009
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MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Sonia Mayo Hohnadel, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

MEMBER ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

APPROVAL OF AGENDA: Tomhave moved, seconded by Hohnadel, to approve the agenda as presented. Motion carried 7-0.

WE ARE PROUD:

***** We Are Proud** of Tyler Hjalmquist, a member of the Moorhead High School boys tennis team, for advancing to the 2009 state tennis tournament. This is the third year Hjalmquist has competed at the state tournament. Head coach is Tim Costello and assistant coach is Scott Matheson.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Family/Medical Leaves

Sarah Martin - Teacher, Ellen Hopkins Elementary, beginning on or about November 30, 2009 until approximately January 20, 2010.

Susan Fradet - Teacher, Ellen Hopkins Elementary, effective September 1, 2009 until October 14, 2009.

Resignations

JoAnn Spiering - Registrar, Red River Area Learning Center, effective August 24, 2009.

Tanya Lee Smith - Food & Nutrition Worker, Ellen Hopkins Elementary, effective August 10, 2009.

James Johnson - Paraprofessional, High School, effective August 14, 2009.

Kim Shorey - Lunchroom Supervisor, Robert Asp Elementary, effective August 12, 2009.

Kari Averett - Administrative Assistant, Business Services, Probstfield Center for Education, effective August 20, 2009.

Change in Contracts

Nancy Vigen - .50 FTE LD/EBD Teacher, Horizon Middle School to .50 FTE Special Education

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Facilitator, District wide and .50 FTE LD/EBD Teacher, Ellen Hopkins Elementary, effective with the 2009-2010 school year (LD/EBD replacement is Judy Kostreba).

Kelsy Jenkins - Social Studies Teacher, Red River Area Learning Center, 1.00 FTE BA (4) \$35,434.00, effective at the beginning of the 2009-2010 school year (replaces Mary Broberg).

New Employees

Joy Kauffman - World Language Teacher, High School, .166 FTE BA (0) \$5,116.62, effective for the 2009-2010 school year (replaces Terri Herk).

Boe Sheeley - 3rd Grade Teacher, S. G. Reinertsen Elementary, BA (0) \$30,823.00, effective for the 2009-2010 school year (new section added).

Kathrine Brekke - Music Teacher, High School, .666 FTE, MA (7) \$30,717.25, effective for the 2009-2010 school year (replaces Mark Ring).

Karina Hodny - Paraprofessional, EIS, .85 FTE B21 (0-2) \$14.05 per hour, effective August 17, 2009 (replaces Stephanie Glass).

Connie Coyle - Language Facilitator, Horizon Middle School, .50 FTE, B32 (0-3) \$19.95 per hour, effective for the 2009-2010 school year (replaces Kristi Hilton).

Lea Tilsen - Interpreter, Horizon Middle School, 1.00 FTE B32 (1) Non-Certified \$24.48 per hour, 7 hours per day, 186 days per year.

Robert Tungseth - Boys Soccer Assistant Coach, High School, .070 Step 0 (replaces Dave Traaseth).

Amanda Baukol - LD/EBD Teacher, Horizon Middle School, 1.00 FTE BA+10 (1) \$33,409.00, effective for the 2009-2010 school year (replaces Nancy Vigen).

Kristin Keal - Deaf Hard of Hearing Teacher, District, .50 FTE, BA+30 (0) \$17,467.00, effective for the 2009-2010 school year (replaces Karen Kalk).

Yvonne Wegscheid - Night Custodian, High School, A112 (8) \$15.00 per hour, 8 hours per day, effective September 1, 2009.

Jenna Miller - Girls Assistant Tennis Coach, High School, .060 Step 0 (replaces Ellie Matheson).

Indian Education Success for the Future Grant Renewal - Accept the renewal of the Success for the Future grant from the Minnesota Department of Education, Indian Education Office, for \$67,275 for the 2009-10 school year.

Motion carried 7-0.

APPROVAL OF RESOLUTION AWARDING SALE OF AID ANTICIPATION

CERTIFICATES: Dulski moved, seconded by Erickson, to approve the Resolution Relating to \$5,000,000 General Obligation Aid Anticipation Certificates of Indebtedness, Series 2009B and Authorizing the Issuance, Awarding the Sale and Establishing the Terms Thereof.

**REGULAR MEETING
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Fagerlie moved, seconded by Dulski, to amend the resolution to read "to approve the Resolution Relating to \$5,000,000 General Obligation Aid Anticipation Certificates of Indebtedness, Series 2009B and Authorizing the Issuance, Awarding the Sale to Robert W. Baird & Co., Inc. and Establishing the Terms Thereof ." The amendment carried 7-0.

A roll call vote was taken on the amended original motion. Motion carried 7-0.

H1N1 (SWINE FLU) UPDATE: Clay County and Moorhead Area Public Schools will be involved in a joint planning effort to deal with different aspects of the H1N1 prevention.

Kathy McKay, Public Health Director for Clay County, and Christine Hanson, Public Health Emergency Preparedness Coordinator, briefed the board on federal, state and local efforts in planning to control the spread of the H1N1 virus in the county.

ACT TEST RESULTS: Kovash reported information from a five-year report for Moorhead School District ACT tests. The average scores on the ACT College Entrance Exam held steady for 2009 Moorhead High school graduates. The average score remained at 22.9, .2 above the Minnesota state average. The scale for ACT scores is 0-36. The percentage of Moorhead students taking the exam was 70% in 2008 and 66% in 2009 using end-of-year student enrollment data.

Minnesota led the nation in average ACT scores for five consecutive years. The average ACT score for 2009 high school graduates nationally was 21.1. The ACT is a curriculum-based achievement test designed to measure skills and knowledge deemed important for college success.

APPROVAL OF RESOLUTION TO INCREASE GENERAL EDUCATION REVENUE AND CALL AN ELECTION: Tomhave moved, seconded by Siggerud, to approve the Resolution Relating to Increasing the General Education Revenue of the School District and Calling an Election Thereon. A roll call vote was taken; motion carried 7-0.

The proposed operating levy referendum will provide \$850 per pupil in additional funds each year for the next seven years, if approved at the election on November 3, 2009. The property tax impact on a \$100,000 home would cost \$183 annually. The estimated revenue would be approximately \$5.2 million. Of this, 78.2 percent would be property taxes and 21.8 percent would be received in referendum aid.

COMMITTEE REPORTS: A brief report was provided related to the MSBA Summer Seminar held August 12-14 in Minneapolis.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Thompson noted she had not received any comments, concerns or questions related to the superintendent evaluation

**REGULAR MEETING
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instrument and asked board members to contact her if they had additional revisions. The superintendent evaluation is scheduled for September 24, 2009. Discussion was held related to completing entry registration for the School Board and administration to have a float in the September 18 Homecoming Parade.

A brief report was heard regarding an MREA Area meeting that a few board members attended in Fergus Falls related to school funding. Board members interested in attending the September 9 MSBA Fall Area meeting in Fergus Falls were asked to contact Michelle with their travel plans.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:08 p.m.


Cindy Fagerlie, Clerk



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.080 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: September 9, 2009

SUBJECT: September Claims

The September claims are as follows:

| | |
|-------------------------|--------------|
| General Fund | \$925,053.91 |
| Food Service Fund | \$33,402.62 |
| Community Services Fund | \$10,615.19 |
| Debt Service Fund | \$450.00 |
| TOTAL | \$969,521.72 |

Suggested Resolution: Move to approve the September claims, subject to audit, in the amount of \$969,521.72.

WAK:mde



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.023

TO: Lynne A. Kovash, Superintendent
FROM: Ron Meister, Director of Human Resources
DATE: September 8, 2009
RE: Change in Contract

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

| | |
|-------------------|--|
| Rose Husel | Computer Operator/Dishroom, Ellen Hopkins Elementary, 1.75 hours per day to Assistant Food & Nutrition Server, Ellen Hopkins Elementary 2.75 hours per day, \$9.30. (Replaces Tanya Smith) |
| Megan Ramsey | Homeless Liaison, Red River Area Learning Center, B21 (5) \$16.02 per hour, 8 hours per day, 182 days per year, effective September 1, 2009. (New grant position) |
| Aura Lee Mohror | Paraprofessional, .50 FTE and Teacher, .50 FTE, Red River Area Learning Center, to 1.00 FTE Teacher, Red River Area Learning Center, BA+20 (1) \$34,839.00, effective September 1, 2009. (Replaces Pat Babolian) |
| Jessica Zimmerman | Paraprofessional, Ellen Hopkins Elementary to Elementary Teacher, Ellen Hopkins Elementary, 1.00 FTE, BA (0) \$30,823.00, effective September 1, 2009. (Additional classroom) |
| Alison Hajric | Elementary Music Teacher, District .80 FTE to Elementary Music Teacher, Robert Asp Elementary, 1.00 FTE, effective 2009-2010 school year. (Replaces Melissa Wiese) |
| Tiffany Gress | .45 Language Facilitator, Horizon Middle School, B32 (0-3) \$19.95 per hour from Non-Aligned to Noncertified Sign Language Interpreter \$24.48 per hour, T.C.I. effective September 4, 2009. |
| Connie Coyle | Language Facilitator, Horizon Middle School, .50 FTE, B32 (0-3) \$19.95 per hour from Non-Aligned to Noncertified Sign Language Interpreter \$24.48 per hour T.C.I. effective September 4, 2009. |

SUGGESTED RESOLUTION: Move to approve the change in contracts for Rose Husel, Megan Ramsey, Aura Lee Mohror, Jessica Zimmerman, Alison Hajric, Tiffany Gress and Connie Coyle as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.021

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: September 8, 2009
RE: Resignations

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

Jessica Hansen Food & Nutrition Server, S. G. Reinertsen Elementary, effective August 27, 2009.

Rebecca Flores Lunchroom Supervisor, Horizon Middle School, effective August 31, 2009.

SUGGESTED RESOLUTION: Move to approve the resignations for Jessica Hansen and Rebecca Flores as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.022

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielson, Director of Human Resources
DATE: September 8, 2009
RE: Family/Medical Leave

Pat Frahm Paraprofessional, High School, effective September 1, 2009 for the 2009-2010 school year.

Stephenie Herbranson Teacher, S. G. Reinertsen Elementary, effective August 26, 2009 for approximately four weeks.

Cassandra Waggoner Speech/Language Pathologist, Robert Asp Elementary, effective August 24, 2009 for eight weeks.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Pat Frahm pursuant to Section 3 of the Paraprofessional Contract, Stephenie Herbranson and Cassandra Waggoner pursuant to Article 38 of the Teachers' Master Agreement.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.025

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: September 8, 2009
RE: Other Leave

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

Richard Rauenhorst Paraprofessional, Horizon Middle School, effective September 1, 2009.

SUGGESTED RESOLUTION: Move to approve the Other Leave of Absence for Richard Rauenhorst as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.020

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: September 8, 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.

| | |
|-----------------|--|
| Daniel Kostaska | Math Teacher, Red River Area Learning Center, 1.00 FTE BA+30 (6) \$42,977.00, effective beginning of 2009-2010 school year. (Replaces Mary Broberg) |
| Nandini Katti | Science Teacher, Red River Area Learning Center, .75 FTE MA (0) \$27,228.00, effective beginning of 2009-2010 school year. (Replaces Kathy Askegaard) |
| Joelle Hofer | K+ Teacher, Ellen Hopkins Elementary, \$25.23 per hour, 8 hours per day, 177 days per year, effective beginning of 2009-2010 school year. (New program) |
| Deb Dawson | K+ Teacher, Robert Asp Elementary, \$25.23 per hour, 8 hours per day, 177 days per year, effective beginning of 2009-2010 school year. (New program) |
| Ann Wilson | K+ Teacher, S. G. Reinertsen Elementary/Probstfield, \$25.23 per hour, 5 hours per day, 177 days per year, effective beginning of 2009-2010 school year. (New Program) |
| Julie Viou | Attendance Secretary, High School, B21 (3) \$14.68 per hour, 8 hours per day, 186 days per year, effective September 1, 2009. (Replaces Patsy Knutson) |
| Audra Hart | Administrative Assistant Learner Support Services, B23 (3) \$15.70 per hour, 8 hours per day, 217 days for the 2009-2010 school year, effective September 9, 2009. (Replaces Kathy Reiniger) |

| | |
|-------------------|--|
| Shila Tobosa | Principal Secretary, Horizon Middle School, B22 (3) \$15.16 per hour, 8 hours per day, 216 days per year, effective August 27, 2009. (Replaces Linda Rundquist) |
| Kathryn Becher | Secretary, Red River Area Learning Center, B21 (3) \$14.68 per hour, 8 hours per day, 216 days per year, effective August 25, 2009. (Replaces JoAnn Spiering) |
| Jill Meyer | Paraprofessional, High School, B21 (0-2) \$14.05 per hour, 6.5 hours per day, 186 days per year, effective September 1, 2009. (Replaces James Johnson) |
| Ramelle Day | Paraprofessional, Horizon Middle School, B21 (3) \$14.26 per hour, 6.5 hours per day, 186 days per year, effective September 1, 2009. (Replaces David Desmond) |
| Adam Sorenson | Paraprofessional, High School, B21 (3) \$14.26 per hour, 6.5 hours, 186 days per year, effective September 1, 2009. (Replaces Kathleen Shasky) |
| Colleen Hoffman | Paraprofessional, Ellen Hopkins Elementary, B21 (3) \$14.26 per hour, 6.5 hours per day, 186 days per year, effective September 1, 2009. (Replaces Leah Gonzalez) |
| Janine Davis | Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) \$14.05 per hour, 6.5 hours per day, 186 days per year, effective September 1, 2009. (Replaces Jessica Zimmerman) |
| Jan Wegge-Schlick | Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) \$14.05 per hour, 3.25 hours per day, 186 days per year, effective September 1, 2009. (Replaces Marian Kadrie) |
| Rhonda Barrows | Paraprofessional, Red River Area Learning Center, B21 (3) \$14.26 per hour, 3.25 hours per day, 186 days per year, effective September 1, 2009. (Replaces Aura Lee Mohror) |
| Barbara Mohs | Security/Supervision, Horizon Middle School B21 (3) \$14.26 per hour, 7 hours per day, 186 days per year, effective September 1, 2009. (Replaces Sandy Arntson) |
| Britta Dwyer | Home School Liaison, Red River Area Learning Center, B21 (4) \$15.76 per hour, 6.4 hours per day, 182 days per year, effective August 25, 2009. (Replaces Deanna Monson) |
| Christy Revering | ABE Secretary, A12 (0) \$13.60 per hour, 23 hours per week, 40 weeks per year, effective September 9, 2009. (Replaces Nancy Nessa) |
| Brian Kanarr | Food & Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009. (Replaces Barb Kline) |

| | |
|------------------|--|
| Virginia Almaraz | Food & Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009. (Replaces Lottie Lutgen) |
| Leisha Allen | Food & Nutrition Server, Robert Asp Elementary, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009. (Replaces Richard Wickie) |
| Ashley Kaltvedt | Food & Nutrition Server, Horizon Middle School, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009. (Replaces Heartland employee) |
| Sonia Kolstoe | Food & Nutrition Server, Horizon Middle School, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009. (Replaces Heartland employee) |
| LuAnn Janssen | Food & Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009. (Replaces Janice Conrade) |
| Susan Young | Computer Operator/Dishwasher, Robert Asp Elementary, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009. (Replaces Robert Garcia) |
| Rebecca Maki | Computer Operator/Dishwasher, Ellen Hopkins Elementary, 1.75 hours per day, \$9.00 per hour, effective August 31, 2009. (Replaces Rose Husel) |
| Zikri Ahmed | Security/Lunchroom Monitor, Horizon Middle School, 4 hours per day, \$9.00 per hour, effective September 8, 2009. (vacant position 08-09) |
| Kipper Rowland | Lunchroom Supervisor, Robert Asp Elementary, 2.5 hours per day, \$9.00 per hour, effective September 8, 2009. (Replaces Kim Shorey) |
| Renee Forsmark | Computer Operator/Dishwasher, S. G. Reinertsen Elementary, 1.75 hours per day, \$9.00 per hour, effective September 4, 2009. (Replaces Jessica Hanson) |
| Sara Foltz | Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) \$14.05 per hour, 6.5 hours per day, 186 days per year. (Replaces Abe Perez) |
| Sarah Bitzer | Lunchroom Supervisor, S. G. Reinertsen Elementary, 2.25 hours per day, \$9.00 per hour, effective September 8, 2009. (Replaces Sue Ellingson) |
| Jennifer Weleski | Paraprofessional K+ program, Probstfield Center for Education, B21 (0-2) \$14.05 per hour, 4 hours per day. (New program) |

SUGGESTED RESOLUTION: Move to approve the employment of Daniel Kostaska, Nandini Katti, Joelle Hofer, Deb Dawson, Ann Wilson, Julie Viou, Audra Hart, Shila Tobosa, Kathryn Becher, Jill Meyer, Ramelle Day, Adam Sorenson, Colleen Hoffman, Janine Davis, Jan Wegge-Schlick, Barbara Mohs, Britta Dwyer, Christy Revering, Brian Kanarr, Virginia Almaraz, Leisha Allen, Ashley Kaltvedt, Sonia Kolstoe, LuAnn Janssen, Susan Young, Rebecca Maki, Zikri Ahmed, Kipper Rowland, Renee Forsmark, Sara Foltz, Sarah Bitzer and Jennifer Weleski as presented.



Office of Learner Support Services
Moorhead Area Public Schools

LSS.10.006

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: August 28, 2009

RE: Clay County Public Health Agreement and Addendum to Agreement Renewal - Early Childhood Screening Services

Attached is a renewal agreement with Clay County Public Health for early childhood screening services. Clay County Public Health early childhood screening costs will remain at \$37.00 per hour, per nurse.

The addendum to the agreement contains the Agency and Business Associate requirements under the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

SUGGESTED RESOLUTION: Move to approve the Clay County Public Health Agreement and Addendum to Agreement renewal allowing Moorhead Schools to contract for early childhood screening services at a rate of \$37.00 per hour for ECS screening days.

JS:ca

Attachment

**AGREEMENT BETWEEN
CLAY COUNTY PUBLIC HEALTH
AND
MOORHEAD SCHOOL DISTRICT**

The Moorhead School District, hereinafter referred to as the "School" and Clay County Public Health, Moorhead, Minnesota hereinafter referred to as the "Provider" enter into this agreement.

Whereas the Provider is a certified health care provider in Clay County and; Whereas the Provider has authorized the development of early childhood screening (ECS) services and; Whereas the School wishes to purchase such services from the Provider; Now, therefore, in consideration of the mutual understandings and agreements set forth, the School and Provider agree as follows:

I. PROVIDER RESPONSIBILITIES:

1. Perform the ECS required components of:
 - *Plotting height and weight
 - *Immunization review/referral
 - *Hearing screening

The components provided will be for screening purposes only and do not include diagnosis or treatment.

2. Follow up on health concerns, providing health education as necessary.
3. Provide supplies and equipment necessary to complete the above components.

II. SCHOOL RESPONSIBILITIES

1. Send mailings to families in the school district with children 3 1/2 to 5 years of age.
2. Take Appointments, reminder phone calls
3. Provide appropriate space to complete the components of ECS.
4. Perform the ECS required components of:
 - * Height and weight
 - * Vision Screening
 - * Brigance Preschool Screen
 - * Mail out and score Ages and Stages (Social Emotional) Questionnaire
5. Provide the Summary interview with those families participating in the screening process, as well as Referral and Follow-up.
6. Prepare and submit annual report to Minnesota Department of Education.

7. No person or persons shall, on the ground of race, color, national origin, handicap, age, sex, or religion, be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination under any program service or benefit advocated, authorized, or provided by this Department.

III. STAFF:

The Provider shall make every reasonable effort to maintain sufficient staff, facilities and equipment to deliver the above mentioned services. The Provider shall notify the School if ever the Provider will be unable to provide the required quality or quantity of purchased services. Upon notification, School and Provider shall determine whether such inability will require a modification or cancellation of the contract.

IV. RECORDS:

1. Screening results will be managed by the school district. Individual school health records will be maintained and kept on file in the School in accordance with school policy.
2. When re-screening by the Provider is required, the records will be kept with the School until re-screening is completed, then sent to the school district for ECS records.
3. Information exchanged will be done in compliance with the Data Privacy Act which includes notification of data collected, release of information, and safeguarding the record.
4. When the Provider does a complete Child and Teen Checkup, the paperwork will be sent to the school district for ECS records once release of information is signed by parent.

V. COST OF SERVICES:

The School agrees to pay the Provider, upon receipt of the bill, \$37.00 per hour, per nurse for ECS screening days. The Provider will bill the School monthly specifying the dates and numbers of hours service was provided. "Mop-Up" screenings will be billed at \$35.00 per child. The Provider will bill the School monthly specifying the dates and names of children screened and the amount being billed. The bill will be payable upon receipt.

VI. TERMS OF AGREEMENT:

This agreement shall be effective July 1, 2009 and shall be in effect until June 30, 2010. This agreement may be canceled by the School or Provider at any time, with or without cause, upon thirty (30) days written notice to the other party and subject to approval by the Clay County Board of Commissioners.

It is understood and agreed upon that the entire agreement of the parties is contained herein and that this contract supersedes all oral agreements and negotiations between the parties relating to the subject matter hereof.

In conformity with Minnesota Statutes (16.095), the books, records, documents, and accounting

procedures and practices of the contractors are subject to examination by the departments, and either the legislative auditor or the state auditor as appropriate.

Any amendments to this contract shall be valid only when they have been reduced to writing, duly signed and attached to the original of this agreement.

VII. INDEMNIFICATION:

The School hereby agrees, to the extent permitted by law, to at all times indemnify provider against any and all claims, suits, actions, debts, damages, costs, charges, and expenses, including court costs and attorneys fees, and against all liability, losses, and damages of any nature whatever, that provider shall or may at any time sustain or be put to by reason of the performance by provider of its obligations under this agreement, with the exception of any claims, suits, actions, debts, damages, costs, charges, expenses, liability and/or losses arising out of or caused by the bad faith or misconduct, and/or negligence of the provider, its officers, employees and agents.

School Superintendent

Date

Chair, School Board

Date

Director of Nursing, Clay County Public Health

Date

Administrator, Clay County Public Health

Date

ADDENDUM TO AGREEMENT

This Addendum is effective on upon execution, and amends and/or is made part of the Agreement by and between Clay County Public Health ("Agency") and Moorhead School District (Business Associate") dated July 1, 2009, ("Agreement").

Agency and Business Associate agree to modify the Agreement, in order to comply with the Administrative Simplification requirements of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as set forth in Title 45, Parts 160 and 164 of the Code of Federal Regulations (the "CFR"). In the event of conflicting terms or conditions, this Addendum shall supersede the Agreement.

1. Definitions. Capitalized terms not otherwise defined in the Agreement shall have the meanings given to them in Title 45, Parts 160 and 164 of the CFR and are incorporated herein by reference.
2. Use and Disclosure of Protected Health Information. Business Associate shall use and/or disclose Protected Health Information ("PHI") only to the extent necessary to satisfy Business Associate's obligations under the Agreement.
3. Prohibition on Unauthorized Use or Disclosure of PHI. Business Associate shall not use or disclose any PHI received from or on behalf of Agency, except as permitted or required by the Agreement, as required by law or as otherwise authorized in writing by Agency. Business Associate shall comply with: (a) Title 45, Part 164 of the CFR; (b) State laws, rules and regulations applicable to PHI not preempted pursuant to Title 45, Part 160, Subpart B of the CFR; and (c) Agency's health information privacy and security policies and procedures.
4. Business Associate's Operations. Business Associate may use PHI it creates or receives for or from Agency only to the extent necessary for Business Associate's proper management and administration or to carry out Business Associate's legal responsibilities. Business Associate may disclose such PHI as necessary for Business Associate's proper management and administration or to carry out Business Associate's legal responsibilities only if:
 - a. The disclosure is required by law; or
 - b. Business Associate obtains reasonable assurance, evidenced by written contract, from any person or organization to which Business Associate shall disclose such PHI that such person or organization shall:
 - (i) Hold such PHI in confidence and use or further disclose it only for the purpose for which Business Associate disclosed it to the person or organization or as required by law; and
 - (ii) Notify Business Associate (who shall in turn promptly notify Agency) of any instance of which the person or organization becomes aware in which the confidentiality of such PHI was breached.
5. PHI Safeguards. Business Associate shall develop, implement, maintain and use appropriate administrative, technical and physical safeguards to prevent the improper use or disclosures of any PHI received from or on behalf of Agency.
6. Electronic Health Information Security and Integrity. Business Associate shall develop, implement, maintain and use appropriate administrative, technical and physical security measures in compliance with Section 1173(d) of the Social Security Act, Title 42, Section 1320d-2(d) of

the United States Code and Title 45, Part 142 of the CFR to preserve the integrity and confidentiality of all electronically maintained or transmitted Health Information received from or on behalf of Agency pertaining to an Individual. Business Associate shall document and keep these security measures current.

7. Protection of Exchanged Information in Electronic Transactions. If Business Associate conducts any Standard Transaction for or on behalf of Agency, Business Associate shall comply, and shall require any subcontractor or agent conducting such Standard Transaction to comply, with each applicable requirement of Title 45, Part 162 of the CFR. Business Associate shall not enter into or permit its subcontractors or agents to enter into any Trading Partner Agreement in connection with the conduct of Standard Transactions for or on behalf of Agency that: (a) changes the definition, Health Information condition or use of a Health Information element or segment in a Standard; (b) adds any Health Information elements or segments to the maximum defined Health Information set; (c) uses any code or Health Information elements that are either marked "not used" in the Standard's Implementation Specification or are not in the Standard's Implementation Specification(s); or (d) changes the meaning or intent of the Standard's Implementation Specification(s).
8. Subcontractors and Agents. Business Associate shall require each of its subcontractors or agents to whom Business Associate may provide PHI received from, or created or received by Business Associate on behalf of Agency to agree to written contractual provisions that impose at least the same obligations to protect such PHI as are imposed on Business Associate by the Agreement.
9. Access to PHI. Business Associate shall provide access, at the request of Agency, to PHI in a Designated Record Set, to Agency or, as directed by Agency, to an Individual in order to meet the requirements under Title 45, Part 164, Subpart E, Section 164.524 of the CFR and applicable State law. Business Associate shall provide access in the time and manner set forth in Agency's health information privacy and security policies and procedures.
10. Amending PHI. Business Associate shall make any amendment(s) to PHI in a Designated Record Set that Agency directs or agrees to pursuant to Title 45, Part 164, Subpart E, Section 164.526 of the CFR at the request of Agency or an Individual, and in the time and manner set forth in Agency's health information privacy and security policies and procedures.
11. Accounting of Disclosures of PHI.
 - a. Business Associate shall document such disclosures of PHI and information related to such disclosures as would be required for Agency to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with Title 45, Part 164, Subpart E, Section 164.528 of the CFR.
 - b. Business Associate agrees to provide Agency or an Individual, in time and manner set forth in Agency's health information privacy and security policies and procedures, information collected in accordance with Section 11(a) above, to permit Agency to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with Title 45, Part 164, Subpart E, Section 164.528 of the CFR.
12. Access to Books and Records. Business Associate shall make its internal practices, books and records relating to the use and disclosure of PHI received from or on behalf of Agency available to Agency and to DHHS or its designee for the purpose of determining Agency's compliance with the Privacy Rule.

13. Reporting. Business Associate shall report to Agency any use or disclosure of PHI not authorized by the Agreement or in writing by Agency. Business Associate shall make the report to Agency's Privacy Official not less than 24 hours after Business Associate learns of such unauthorized use or disclosure. Business Associate's report shall at least: (a) identify the nature of the unauthorized use or disclosure; (b) identify the PHI used or disclosed; (c) identify who made the unauthorized use or received the unauthorized disclosure; (d) identify what Business Associate has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure; (e) identify what corrective action Business Associate has taken or shall take to prevent future similar unauthorized use or disclosure; and (f) provide such other information, including a written report, as reasonably requested by Agency's Privacy Official.
14. Mitigation. Business Associate agrees to mitigate, to the extent practicable, any harmful effect that is known to Business Associate of a use or disclosure of PHI by Business Associate in violation of the requirements of the Agreement.
15. Termination for Cause. Upon Agency's knowledge of a material breach by Business Associate, Agency shall:
 - a. Provide an opportunity for Business Associate to cure the breach or end the violation and terminate if Business Associate does not cure the breach or end the violation within the time specified by Agency.
 - b. Immediately terminate the Agreement if Business Associate has breached a material term of the Agreement and cure is not possible.
 - c. If neither termination nor cure is feasible, Agency shall report the violation to the Secretary.
16. Return or Destruction of Health Information.
 - a. Except as provided in Section 16(b) below, upon termination, cancellation, expiration or other conclusion of the Agreement, Business Associate shall return to Agency or destroy all PHI received from Agency, or created or received by Business Associate on behalf of Agency. This provision shall apply to PHI that is in the possession of subcontractors or agents of Business Associate. Business Associate shall retain no copies of the PHI.
 - b. In the event that Business Associate determines that returning or destroying the PHI is infeasible, Business Associate shall provide to Agency notification of the conditions that make return or destruction infeasible. Upon verification by Agency that the return or destruction of PHI is infeasible, Business Associate shall extend the protections of the Agreement to such PHI and limit further uses and disclosure of PHI to those purposes that make the return or destruction infeasible, for so long as Business Associate maintains such PHI.
17. Automatic Amendment. Upon the effective date of any amendment to the regulations promulgated by DHHS with respect to PHI, the Agreement shall automatically amend such that the obligations imposed on Business Associate as a Business Associate remain in compliance with such regulations.

IN WITNESS WHEREOF, each of the undersigned has caused this Addendum to be duly executed in its name and on its behalf effective as of July 1, 2009.

AGENCY

Signed: _____

Print Name: Kathy McKay

Title: Public Health Administrator

Date: _____

BUSINESS ASSOCIATE

Signed: _____

Print Name: _____

Title: _____

Date: _____



Office of Learner Support Services
Moorhead Area Public Schools

LSS.10.004

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: August 28, 2009

RE: Clay County Public Health Agreement and Addendum to Agreement Renewal-Nursing Services

Attached is a renewal agreement with Clay County Public Health for nursing services. Clay County Public Health costs will remain at \$37 per hour, per nurse on school premises.

The addendum to the agreement contains the Agency and Business Associate requirements under the Health Insurance Portability and Accountability Act of 1996(HIPAA).

SUGGESTED RESOLUTION: Move to approve the the agreement and addendum with Clay County Public Health for nursing services at a rate of \$37 per hour.

JS:ca

Attachment

**AGREEMENT BETWEEN
CLAY COUNTY PUBLIC HEALTH
AND
MOORHEAD SCHOOL DISTRICT**

The Moorhead School District, hereinafter referred to as the "School" and Clay County Public Health, Moorhead, Minnesota hereinafter referred to as the "Provider" enter into this agreement for the period July 1, 2009 through June 30, 2010. These dates allow the school district to cover the fiscal year. Provider services will be requested starting two weeks prior to the first day of classes, throughout the school academic year and lasting two weeks after the last day of classes.

Whereas the Provider is a certified health care provider in Clay County and; Whereas the Provider has authorized the development of school health services and; Whereas the School wishes to purchase such services from the Provider; Now, therefore, in consideration of the mutual understandings and agreements set forth, the School and Provider agree as follows:

I. PROVIDER RESPONSIBILITIES:

1. Provide nursing services as a back-up in the School as requested.
2. Provide nursing consultation per phone or in person to the School as requested.
3. Assist with immunizations as requested by the school.
4. Assistance with communicable disease control as requested by the School.
5. The public health nurse shall provide the above services to the school district. The day of the week and the length of time spent in the school may vary according to the activity planned and requested by the school.

II. SCHOOL RESPONSIBILITIES:

The school shall appoint a health service aide in each building to assist the public health nurse. The aide shall at all times remain the employee and agent of the School. The School shall cooperate with all reasonable requests of the Provider in connection with the furnishings of the above service.

The School shall provide ample space for the public health nurse to care for students. The space shall be appropriate for the activity provided.

The School will give 48 hours (or more if possible) notice to Provider when services are needed to provide back-up for scheduled days off for the school nurse (e.g. for attendance at conferences, vacation days).

No person or persons shall on the ground of race, color, national origin, handicap, age, sex, or religion, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program service or benefit advocated, authorized, or provided by this Department.

III. STAFF:

The Provider shall make every reasonable effort to maintain sufficient staff, facilities and equipment to deliver the above mentioned services. The Provider shall notify the School if ever the Provider will be unable to provide the required quality or quantity of purchased services. Upon notification, School and Provider shall determine whether such inability will require a modification or cancellation of the contract.

IV. RECORDS:

1. Individual school health records will be maintained by the school health aide and kept on file in the School in accordance with school policy.
2. Necessary health forms will be provided by the School.
3. The School is responsible to comply with the Data Practices Act which includes notification of data collected, release of information and safeguarding the record.

V. COST OF SERVICES:

The School agrees to pay the Provider, upon receipt of the bill, \$37.00 per hour spent by the public health nurse on school premises and consultation hours in the Provider's office, up to a maximum of \$1,850.00 per year or 50 hours. The cost of supplies shall be in addition to this amount. The Provider will bill the School monthly specifying the dates and number of hours service was provided, and the amount being billed. The bill will be payable upon receipt.

VI. INDEMNIFICATION:

The School hereby agrees, to the extent permitted by law, to at all times indemnify provider against any and all claims, suits, actions, debts, damages, costs, charges and expenses, including court costs and attorneys fees, and against all liability, losses, and damages of any nature whatever, that provider shall or may at any time sustain or be put to by reason of the performance by provider of its obligations under this agreement, with the exception of any claims, suits, actions, debts, damages, costs, charges, expenses, liability and/or negligence of the provider, its officers, employees and agents.

School Superintendent

(date)

Chair, School Board

(date)

Director of Nursing, Clay County Public Health

(date)

Administrator, Clay County Public Health

(date)

ADDENDUM TO AGREEMENT

This Addendum is effective on upon execution, and amends and/or is made part of the Agreement by and between Clay County Public Health ("Agency") and Moorhead Public Schools (Business Associate") dated July 1, 2009, ("Agreement").

Agency and Business Associate agree to modify the Agreement, in order to comply with the Administrative Simplification requirements of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as set forth in Title 45, Parts 160 and 164 of the Code of Federal Regulations (the "CFR"). In the event of conflicting terms or conditions, this Addendum shall supersede the Agreement.

1. Definitions. Capitalized terms not otherwise defined in the Agreement shall have the meanings given to them in Title 45, Parts 160 and 164 of the CFR and are incorporated herein by reference.
2. Use and Disclosure of Protected Health Information. Business Associate shall use and/or disclose Protected Health Information ("PHI") only to the extent necessary to satisfy Business Associate's obligations under the Agreement.
3. Prohibition on Unauthorized Use or Disclosure of PHI. Business Associate shall not use or disclose any PHI received from or on behalf of Agency, except as permitted or required by the Agreement, as required by law or as otherwise authorized in writing by Agency. Business Associate shall comply with: (a) Title 45, Part 164 of the CFR; (b) State laws, rules and regulations applicable to PHI not preempted pursuant to Title 45, Part 160, Subpart B of the CFR; and (c) Agency's health information privacy and security policies and procedures.
4. Business Associate's Operations. Business Associate may use PHI it creates or receives for or from Agency only to the extent necessary for Business Associate's proper management and administration or to carry out Business Associate's legal responsibilities. Business Associate may disclose such PHI as necessary for Business Associate's proper management and administration or to carry out Business Associate's legal responsibilities only if:
 - (a) The disclosure is required by law; or
 - (b) Business Associate obtains reasonable assurance, evidenced by written contract, from any person or organization to which Business Associate shall disclose such PHI that such person or organization shall:
 - (i) Hold such PHI in confidence and use or further disclose it only for the purpose for which Business Associate disclosed it to the person or organization or as required by law; and
 - (ii) Notify Business Associate (who shall in turn promptly notify Agency) of any instance of which the person or organization becomes aware in which the confidentiality of such PHI was breached.
5. PHI Safeguards. Business Associate shall develop, implement, maintain and use appropriate administrative, technical and physical safeguards to prevent the improper use or disclosures of any PHI received from or on behalf of Agency.

6. Electronic Health Information Security and Integrity. Business Associate shall develop, implement, maintain and use appropriate administrative, technical and physical security measures in compliance with Section 1173(d) of the Social Security Act, Title 42, Section 1320d-2(d) of the United States Code and Title 45, Part 142 of the CFR to preserve the integrity and confidentiality of all electronically maintained or transmitted Health Information received from or on behalf of Agency pertaining to an Individual. Business Associate shall document and keep these security measures current.
7. Protection of Exchanged Information in Electronic Transactions. If Business Associate conducts any Standard Transaction for or on behalf of Agency, Business Associate shall comply, and shall require any subcontractor or agent conducting such Standard Transaction to comply, with each applicable requirement of Title 45, Part 162 of the CFR. Business Associate shall not enter into or permit its subcontractors or agents to enter into any Trading Partner Agreement in connection with the conduct of Standard Transactions for or on behalf of Agency that: (a) changes the definition, Health Information condition or use of a Health Information element or segment in a Standard; (b) adds any Health Information elements or segments to the maximum defined Health Information set; (c) uses any code or Health Information elements that are either marked "not used" in the Standard's Implementation Specification or are not in the Standard's Implementation Specification(s); or (d) changes the meaning or intent of the Standard's Implementation Specification(s).
8. Subcontractors and Agents. Business Associate shall require each of its subcontractors or agents to whom Business Associate may provide PHI received from, or created or received by Business Associate on behalf of Agency to agree to written contractual provisions that impose at least the same obligations to protect such PHI as are imposed on Business Associate by the Agreement.
9. Access to PHI. Business Associate shall provide access, at the request of Agency, to PHI in a Designated Record Set, to Agency or, as directed by Agency, to an Individual in order to meet the requirements under Title 45, Part 164, Subpart E, Section 164.524 of the CFR and applicable State law. Business Associate shall provide access in the time and manner set forth in Agency's health information privacy and security policies and procedures.
10. Amending PHI. Business Associate shall make any amendment(s) to PHI in a Designated Record Set that Agency directs or agrees to pursuant to Title 45, Part 164, Subpart E, Section 164.526 of the CFR at the request of Agency or an Individual, and in the time and manner set forth in Agency's health information privacy and security policies and procedures.
11. Accounting of Disclosures of PHI.
 - (a) Business Associate shall document such disclosures of PHI and information related to such disclosures as would be required for Agency to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with Title 45, Part 164, Subpart E, Section 164.528 of the CFR.
 - (b) Business Associate agrees to provide Agency or an Individual, in time and manner set forth in Agency's health information privacy and security policies and procedures, information collected in accordance with Section 11(a) above, to permit Agency to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with Title 45, Part 164, Subpart E, Section 164.528 of the CFR.

12. Access to Books and Records. Business Associate shall make its internal practices, books and records relating to the use and disclosure of PHI received from or on behalf of Agency available to Agency and to DHHS or its designee for the purpose of determining Agency's compliance with the Privacy Rule.
13. Reporting. Business Associate shall report to Agency any use or disclosure of PHI not authorized by the Agreement or in writing by Agency. Business Associate shall make the report to Agency's Privacy Official not less than 24 hours after Business Associate learns of such unauthorized use or disclosure.
14. Business Associate's report shall at least: (a) identify the nature of the unauthorized use or disclosure; (b) identify the PHI used or disclosed; (c) identify who made the unauthorized use or received the unauthorized disclosure; (d) identify what Business Associate has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure; (e) identify what corrective action Business Associate has taken or shall take to prevent future similar unauthorized use or disclosure; and (f) provide such other information, including a written report, as reasonably requested by Agency's Privacy Official.
15. Mitigation. Business Associate agrees to mitigate, to the extent practicable, any harmful effect that is known to Business Associate of a use or disclosure of PHI by Business Associate in violation of the requirements of the Agreement.
16. Termination for Cause. Upon Agency's knowledge of a material breach by Business Associate, Agency shall:
 - (a) Provide an opportunity for Business Associate to cure the breach or end the violation and terminate if Business Associate does not cure the breach or end the violation within the time specified by Agency.
 - (b) Immediately terminate the Agreement if Business Associate has breached a material term of the Agreement and cure is not possible.
 - (c) If neither termination nor cure is feasible, Agency shall report the violation to the Secretary.
17. Return or Destruction of Health Information.
 - (a) Except as provided in Section 16(b) below, upon termination, cancellation, expiration or other conclusion of the Agreement, Business Associate shall return to Agency or destroy all PHI received from Agency, or created or received by Business Associate on behalf of Agency. This provision shall apply to PHI that is in the possession of subcontractors or agents of Business Associate. Business Associate shall retain no copies of the PHI.
 - (b) In the event that Business Associate determines that returning or destroying the PHI is infeasible, Business Associate shall provide to Agency notification of the conditions that make return or destruction infeasible. Upon verification by Agency that the return or destruction of PHI is infeasible, Business Associate shall extend the protections of the Agreement to such PHI and limit further uses and disclosure of PHI to those purposes that make the return or destruction infeasible, for so long as Business Associate maintains such PHI.

18. **Automatic Amendment.** Upon the effective date of any amendment to the regulations promulgated by DHHS with respect to PHI, the Agreement shall automatically amend such that the obligations imposed on Business Associate as a Business Associate remain in compliance with such regulations.

IN WITNESS WHEREOF, each of the undersigned has caused this Addendum to be duly executed in its name and on its behalf effective as of July 1, 2009.

AGENCY

Signed: _____

Print Name: Kathy McKay

Title: Public Health Administrator

Date: _____

BUSINESS ASSOCIATE

Signed: _____

Print Name: _____

Title: _____

Date: _____



Office of Learner Support Services
Moorhead Area Public Schools

LSS.10.007

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: September 10, 2009

RE: Autism Dialogue

Today it is estimated that 1 in 150 children is diagnosed within the range of Autism Spectrum Disorders (ASD). ASD refers to neurologically based disorders that affect the way a child communicates, interacts with other people, and perceives and reacts to the world. Each child might display a different combination of characteristics, ranging from mild to severe.

Jill Skarvold, Maribeth Plankers and Janet Olson will present information about the trends in ASD within the District, training support for teachers as well as how we are serving students identified on the Autism Spectrum in the Moorhead Schools.


JS:ca



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.078 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: September 8, 2009

SUBJECT: Major Magnitude Field Trip Request – Band Trip to Italy

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School band students to travel to Italy during spring break of 2011. Students will be funding the trip using their own resources, which will include fundraising efforts. The estimated cost per student is \$2,900.00

Doug Engstrom will be in attendance at the September 14, 2009 School Board meeting to present the request to the board.

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School band students to travel to Italy during spring break of 2011.

WAK:mde
Attachment

Moorhead Senior High School

Instrumental Music

Douglas C. Engstrom, Director of Bands
2300 - 4th Avenue South
Moorhead, MN 56560
218-284-2431
e-mail: dengstrom@moorhead.k12.mn.us
fax: 218-284-2333

Code: 632.2

Category: Administrative Procedures of Moorhead Schools

Section: 600 EDUCATION PROGRAMS

Name: Major Magnitude Field Trip Request Form

Date Adopted: 1/8/2001

Date Revised:

Dates Reviewed:

Policy:

Administrative Policy of the Moorhead Public Schools

District Code: 632.2 Major Magnitude

Date Adopted: 01/08/01 Field Trip

Revised: Request Form

Section I
Preliminary Approval

Field Trip Request Name: BAND TOUR Type of Trip: Curricular Co-curricular

Date of Request: 7/2009 School Board Presentation Date: _____

Staff/Advisor Requesting DOUG ENGSTROM Phone/Extension: # 2431

Purpose of the Trip:

WIND ENSEMBLE PERFORMANCE TOUR OF ITALY. THE TOUR

WOULD INCLUDE (3) PROMOTED CONCERTS. THE ENSEMBLE WOULD
ALSO HAVE THE OPPORTUNITY TO TOUR CULTURAL SITES.

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

standards: THE STUDENTS WILL GAIN EXPERIENCE IN PERFORMING

IN A VARIETY OF CONCERT SITUATIONS, PROMOTED CONCERTS

MAY INCLUDE SCHOOL AUDITORIUMS, CONCERT HALLS, CHURCHES

OR OUTDOOR STAGES. THESE PERFORMANCES PARTIALLY FULFILL
THE GRADUATION STANDARDS OF ARTS PERFORMANCE; ANALYSIS.

Trip Destination:

ROME, ITALY

Date of Trip Departure: SPRING BREAK-2011 Return Date: _____

Number of School Days Involved: 0 Number of Students Involved: 60 (APPROX.)

☒ Attached trip itinerary (activities planned, approximate time lines,
accommodations, transportation plans);

☒ Attached accommodation plans for any student with IEP/504 plan;
THERE ARE NO STUDENTS WITH AN IEP/504 PLAN.

☒ Attached funding plans (trip anticipated expenses, approximate cost to the
district, student's individual costs, and fund raising plans);
TRIP WILL BE COMPLETELY FUNDED BY THE STUDENTS.

☒ Attached plans for parental notification and approval;
PARENTAL NOTIFICATION WILL BE MADE AFTER APPROVAL.

☒ Attached list of accompanying staff. Number of Chaperones needed.
WILL BE DETERMINED DURING THE 2009-2010 SCHOOL YEAR.

Authorization Signature of Building Principal:

Shelby

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: IICA).

- _____ 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 IICA-A Section I) 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: _____

Moorhead High School
Doug Engstrom, Director
Performance Tour of Italy
March 2011

Inclusions – 8 Day Tour

June 1, 2009

Transportation

Round-trip airfare from Minneapolis/St. Paul to Rome, Italy
Air taxes and fuel surcharges (estimated at \$324.00)
Transportation via deluxe motorcoach for all transfers and touring in Europe
Round-trip hydro boat transfer to Naples/Capri/Sorrento

Accommodations & Meals

Accommodations in superior three-star hotels – 6 nights
Sorrento area – 2, Rome – 4
Continental breakfasts – 6
Dinners – 6

Performances

Promoted concerts – 3
Naples area
Rome area
Rome area

Sightseeing & Activities

All sightseeing as shown in itinerary
City tours with local guides in Capri, Pompeii, Ancient Rome, Baroque Rome, Vatican City
Attractions: Pompeii Archeological Site, Montecassino Abbey, Coliseum, St. Peter's Basilica, Vatican Museums and Sistine Chapel, National Instrument Museum

Additional Inclusions

Services of a Gateway Tour Manager throughout tour upon arrival in Italy
English-speaking European guide throughout tour (one per coach)
Gratuities to European drivers and local guides
All taxes and gratuities on inclusive services
Pre-departure meeting
Tour manual

Moorhead High School

Performance Tour of Italy

March 2011

Proposed Itinerary – 8 Day Tour

June 1, 2009

Day One

Depart U.S.A.

Departure Depart from Minneapolis today for your performance tour of Italy. Dinner and a breakfast snack will be served on this overnight flight.

Meals In-flight dinner

Day Two

Arrive Rome – Sorrento

Arrival Arrive in Rome, Italy, clear customs and claim your luggage. Meet your Gateway Tour Manager and your English-speaking European guide, who will be with you for your entire tour to handle travel and performance arrangements.

Sorrento Travel south to Sorrento, a village located on the Naples Gulf known for green hills, blue waters and a city center which is still untouched by progress.

Meals In-flight breakfast snack; dinner
Overnight Sorrento area

Day Three

Sorrento – Capri – Naples area

Capri Travel by hydro boat to the island of Capri. Capri is an [HYPERLINK "http://en.wikipedia.org/wiki/Italy"](http://en.wikipedia.org/wiki/Italy) \o "Italy" Italian island off the [HYPERLINK "http://en.wikipedia.org/wiki/Sorrentine_Peninsula"](http://en.wikipedia.org/wiki/Sorrentine_Peninsula) \o "Sorrentine Peninsula" Sorrentine Peninsula, on the south side of the [HYPERLINK "http://en.wikipedia.org/wiki/Gulf_of_Naples"](http://en.wikipedia.org/wiki/Gulf_of_Naples) \o "Gulf of Naples" Gulf of Naples. Capri has been a popular resort area for hundreds of years. The island features a lovely harbor, a panoramic promenade lined with villas, and limestone masses called "Sea Stack" which stand out of the sea. This is a wonderful place to explore and relax.

♪ **Promoted Concert** Perform a promoted concert in the Naples area.

Promoted concert venues may include school or community auditoriums, concert halls, churches or outdoor stages. Concerts may be independent, comprise part of a concert series, benefit a local charity or include a local ensemble. Typical lengths range from 45-90 minutes. Audiences are attracted through promotion. Promotion varies by location and may include posters and flyers, event listings, invitations and press releases to radio stations and newspapers.

Meals

Continental breakfast; dinner

Overnight

Sorrento area

Day Four

Sorrento – Pompeii – Rome

- Pompeii** Professional guides will take you on a tour of Pompeii, the “Forgotten City”. The entire city was completely buried during a catastrophic eruption of [HYPERLINK "http://en.wikipedia.org/wiki/Mount_Vesuvius"](http://en.wikipedia.org/wiki/Mount_Vesuvius) \o "Mount Vesuvius" Mount Vesuvius [HYPERLINK "http://en.wikipedia.org/wiki/August_24"](http://en.wikipedia.org/wiki/August_24) \o "August 24" the year [HYPERLINK "http://en.wikipedia.org/wiki/79"](http://en.wikipedia.org/wiki/79) \o "79" 79 AD. Ash and pumice preserved the city which remained hidden for nearly 1,700 years. Since its rediscovery, excavation has provided an extraordinarily detailed insight into the life of a city at the height of the [HYPERLINK "http://en.wikipedia.org/wiki/Roman_Empire"](http://en.wikipedia.org/wiki/Roman_Empire) \o "Roman Empire" Roman Empire.
- Montecassino Abbey** Depart Sorrento and travel north. Stop at Montecassino Abbey, an incredible fortress atop a hill which can be seen for many miles. Built in 549 AD, the abbey has withstood wars, earthquakes and reconstruction.
- Rome** Arrive in the “Eternal City” of Rome and check into your hotel.
- Meals** Continental breakfast; dinner
Overnight Rome

Day Five

Rome

- Ancient Rome Tour** A Roman city guide will bring you to the famed Coliseum (entrance included), through the ancient Roman Forum and over the Palatine Hill.
- ♪ **Promoted Concert** Perform a promoted concert in Rome or the surrounding area.
- Meals** Continental breakfast; dinner
Overnight Rome

Day Six

Rome

- Vatican City Tour** Nestled within the city of Rome, the Vatican is the smallest country in the world. A guided tour includes St. Peter’s Basilica, the Vatican Museums and the Sistine Chapel, with ceilings adorned by Michelangelo’s restored masterpieces. Please wear or bring clothing to cover your shoulders for your visit to St. Peter’s Basilica.
- ♪ **Promoted Concert** Perform a promoted concert in Rome or the surrounding area.
- Meals** Continental breakfast; dinner
Overnight Rome

Day Seven

Rome

Baroque Rome Tour While the Renaissance left its mark in Rome, it was the florid and fanciful creations of the 17th-century High Baroque period that defined the modern appearance of the Eternal City. Stunning examples include the Piazza Navona – featuring Bernini's Fountain of the Moor, Fountain of Neptune and Fountain of the Four Rivers – and the Trevi Fountain, where tossing a coin over your shoulder will ensure your eventual return to Rome. For a rest, we'll stop at the Spanish Steps, former site of the Spanish Embassy and an eighteenth-century meeting place for artists, models and poets. Finally, visit the Pantheon, a magnificent and stunningly preserved domed building dating from 125 AD.

National Instrument Museum Visit the National Instrument Museum and see the history of European music as told through 800 rare musical instruments. These Renaissance and Baroque instruments were collected by Italian opera singer, Evan Gorgo, nearly one hundred years ago and donated to the state.

Meals Continental breakfast; Farewell dinner
Overnight Rome

Day Eight

Depart Rome – Arrive Minneapolis/St. Paul

Departure Transfer to the airport for your return journey. You will arrive in the United States later this afternoon. Welcome Home!

Meals Continental breakfast; in-flight meals

This is a sample itinerary and is subject to change. Performance venues may be subject to availability and/or acceptance.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.027R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: September 8, 2009

SUBJECT: Moorhead High School Hall of Honor

The Moorhead High School Hall of Honor recognizes alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Alumni are recognized for their outstanding accomplishments while at Moorhead High School as well as achievements following graduation. Alumni may not be considered for nomination until ten years following their graduation from Moorhead High School.

Faculty, staff and other community members are recognized for their contributions to Moorhead High School. Individuals may not be current employees of the school district and may not be considered for nomination until five years following their completion of employment with the district.

Beginning with eight inaugural members in 2004, 29 members have been inducted into the Hall of Honor. This fall the five 2009 members to the Hall of Honor will be recognized at an induction ceremony on September 26. Information about this year's inductees is attached.

The nomination form is also attached. Nominations may also be submitted on the district's Web site. The Hall of Honor committee has reviewed nominations and conducted research of records to select outstanding candidates. Hall of Honor committee members are Curt Borgen, Gene Boyle, Pam Gibb, Don Hulbert, Donna Richards, Karin Schumacher, and Matt Valan.

The administration of Moorhead Area Public Schools expresses appreciation for the hard work of committee members to continue to make the Moorhead High School Hall of Honor a reality.

Corporate sponsors of the Moorhead High School Hall of Honor are Moorhead Public Service, State Bank and Trust and Gate City Bank.

LAK:mde
Attachments

Moorhead High School Hall of Honor

Nomination Form

Membership in the Moorhead High School Hall of Honor will consist of alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Alumni will be recognized for their outstanding accomplishments while at Moorhead High School as well as achievements following graduation. Alumni may not be considered for nomination until ten years following their graduation from Moorhead High School. Faculty, staff and other community members will be recognized for their contributions to Moorhead High School. The individual must not be a current employee of the school district and may not be considered for nomination until five years following his or her completion of employment with the district.

Nominations are accepted continuously throughout the year. Nominations received after Jan. 15 of the induction year will be considered for future recognition. Nominations previously received are kept to be considered for future recognition.

Please provide as much of the following information as possible.

Check the appropriate category / categories:

Alumnus/Alumna _____ Former Faculty/Staff _____ Other _____

Name of Nominee _____
(First) (MI) (Last) (Maiden Name)

Graduation Year _____ Retirement Year _____

Present Address _____
(Street) (City) (State) (Zip Code)

Work Phone () _____ Home Phone () _____

E-mail Address _____

Attach a statement as to why you feel this person should be inducted into the Hall of Honor. Please consider the following criteria as a guideline in recommending the nominee:

Alumnus / Alumna:

- Successful activities/academic endeavors while at Moorhead High School
- Demonstrates qualities of character and leadership
- Attained achievement in at least one of the following areas: personal and/or professional life, community service, or the demonstration that education is a lifelong experience

Former Faculty / Staff or Other Community Member

- Brought credit to or made significant contribution to Moorhead High School through personal endeavor and leadership

Supporting documents and additional letters of recommendation are strongly encouraged with the application.

Person making nomination:

Name _____

Address _____

Home Phone () _____

Work Phone () _____

E-mail _____

Return Nomination Form to:

Moorhead High School

Hall of Honor

2300 4th Avenue South

Moorhead, MN 56560

Date Received _____

Moorhead High School Hall of Honor

2009 Inductees



Louise Dovre Bjorkman

Louise Bjorkman graduated from Moorhead High School in 1978. During high school she was active in band, orchestra, drama and Z Club, and she was valedictorian. Bjorkman graduated from Luther College in 1982. She earned her Juris Doctorate from the University of Minnesota Law School where she was elected to the Law Review. Bjorkman was a partner and attorney with Rider, Bennett, Egan & Arundel from 1985-98. She was appointed to the Second Judicial District Court in September 1998 by Governor Arne Carlson. She was elected in 2000 and served until 2005. From 2005-08, Bjorkman worked as a partner at Larson King, L.L.P. In June 2008, she was appointed to the Court of Appeals by Governor Tim Pawlenty. Her current term expires Jan. 3, 2011. Bjorkman is a member of the American Bar Association, Tort Trial and Insurance Practice Section; Minnesota State Bar Association; Minnesota Women Lawyer's Advisory Committee; and Minnesota Supreme Court Appellate Rules Committee.



Robert L. Bonawitz

Robert Bonawitz graduated from Moorhead High School in 1955. He participated in wrestling, football, language club and Lettermen's Club. Bonawitz earned bachelor's and master's degrees from the University of Minnesota and an MBA from the University of St. Thomas in 1981. Bonawitz negotiated government and commercial contracts, including classified military projects, for Control Data Corporation. From 1975-77, Bonawitz was associate director of operations and visitor services for the Minnesota Zoological Gardens. He returned to Control Data Corporation in 1977. From 1986-92 he worked as director for contracts and business development for Empros Systems International, a division of Control Data Corp. Bonawitz was president and owner of Orca, Inc., a machine tool company, from 1992 until retiring in 2000. Since retiring, Bonawitz has spent time teaching, counseling as a member of SCORE, consulting and volunteering.



Ron Gadberry

Ron Gadberry graduated from Hillsboro (N.D.) High School in 1954 and from Concordia College, Moorhead. He earned a master's degree from South Dakota State University. Gadberry's 48-year education career included 19 years as a physical education and health teacher and coach in Moorhead. While at Moorhead High School, Gadberry served as wrestling head coach for 18 years. During that time, the wrestling team won 207 duals, nine district championships, six subregional championships and nine regional championships, including seven consecutive regional championships from 1975 to 1981. Gadberry coached four state individual champions, two runners-up and 11 placewinners. Gadberry was named Minnesota Regional Coach of the Year four times and was selected to the Minnesota Wrestling Coaches Hall of Fame. Gadberry was nominated five times for national Wrestling Coach of the Year and was a finalist in 2000 and 2003.

Moorhead High School Hall of Honor

2009 Inductees



Dean Hornbacher

Dean Hornbacher graduated from Moorhead High School in 1963. While at Moorhead High he was involved in the concert choir and Wig and Sig Drama Club. Hornbacher graduated from the University of North Dakota in 1967. While attending high school and college, Hornbacher worked as a part-time clerk at Ted's Supervalu and Northport Clothiers. He began his career at Hornbacher's Foods in 1967 and has been president and chief operating officer of Hornbacher's Foods since 1980. In 1999 Hornbacher received the Governor's Award for the Arts from North Dakota Governor Ed Schafer. He received the Grocer of the Year award from the North Dakota Grocer's Association in 2004, the Lions Club International Foundation's Melvin Jones Fellow award for humanitarian services in 2006, and the Vocational Training Center's Directors Award for support of workers with disabilities in 2007.



Mary Ylvisaker Nilsen

Mary Nilsen graduated from Moorhead High School in 1956. Her involvement there included band, orchestra, Spud staff, Cho Kio, Language Club, Debate, Declamation, Writers' Club, National Honor Society and Quill and Scroll. She earned her bachelor's degree from Concordia College, Moorhead, a master's degree in writing from the University of Iowa, and in 1994 a master's degree from Harvard Divinity School. She is an Enneagram instructor and spiritual director. In 1990 she established Zion Publishing. Nilsen is the author or co-author of several books, Christian education curricula, and articles and book reviews in a variety of journals. Nilsen has taught writing at the University of Iowa, the Iowa Summer Writing Festival, Collegeville Institute and several seminaries.

Moorhead High School Hall of Honor

2004 Inductees

Bernice Marks Christenson
Beverly Pfeifer Lynch
Margaret Newton
Ada Comstock Notestein
Ronald Offutt
Roger Pitsenbarger
Thomas Setter
Rein Uritam

2005 Inductees

Fred L. Behling
Patrick Benedict
Allan D. Carlson
Byron K. Gigler
Alan R. Hopeman
Warren G. Magnuson

2006 Inductees

Matt Cullen
George R. Hanson
Fred B. Scheel
Jeremy R. Torstveit

2008 Inductees

Paula W. Bauck
Julie A. Buckley
Olaus J. Murie
Phil Seljevold
Hartvick "Shocky" Strand

2007 Inductees

Mary Jane Grinaker
Scott Isensee
Morrie Lanning
Jeffrey J. Molldrem
Thomas C. Proehl
T. L. Solien



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.028R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: September 8, 2009

SUBJECT: Opening Enrollment

Attached is a copy of the opening enrollment figures for September 8, 2009. The opening enrollment table provides information about the elementary and secondary schools and also provides information regarding off-site educational programs. The opening projection is attached as well as class size information.

Preliminary opening day K-12 enrollment is 5,452. This number represents an increase of 10 students compared to last year's opening figure of 5,442. Class size numbers as well as budget projections are based on November enrollment.

The largest class is 12th grade at 492 and the smallest class is 8th grade at 381. The 12th grade enrollment includes students in the high school and alternative education sites. This year's kindergarten class is 420 students.

It is expected that the enrollment will fluctuate over the next few days and weeks before stabilizing in October and November. An updated enrollment report and projection will be presented to the School Board in November.

LAK:mde
Attachments

MOORHEAD AREA PUBLIC SCHOOLS
ENROLLMENT
September 8, 2009

| | K | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Self* | Total K-5 Enrollment |
|-----------------------------------|---------|---------|---------|---------|----------|----------|----------|-------|---------|-----|---------|----|-------|----------------------|
| Robert Asp Elementary | 24 | 24 | 24 | 12 | 13 | 27 | 28 | 28 | 28 | 25 | 30 | 30 | | |
| | 25 | 21 | 24 | 12 | 13 | 27 | 28 | 29 | 28 | 26 | 30 | 30 | | |
| | 22 | 22 | 25 | 24 | 27 | 27 | 28 | | 27 | | | | | |
| | 138 | | 121 | | 134 | | 141 | | 134 | | 120 | | | |
| Ellen Hopkins Elementary | 25 | 24 | 21 | 22 | 24 | 24 | 30 | 30 | 26 | 28 | 27 | 28 | 0 | |
| | 24 | 24 | 21 | 21 | 26 | | 28 | | 26 | | 27 | 27 | | |
| | SI | 25 | 26 | | 18 | 10 | 17 | 12 | 20 | 8 | 10 | 19 | | |
| | | | | | 18 | 10 | | | | 10 | 16 | | | |
| | | | | | 17 | 11 | | | 10 | 8 | 10 | | | |
| 148 | | 138 | | 122 | | 130 | | 116 | | 154 | | 0 | 808 | |
| SG Reinertsen Elementary | 24 | 24 | 25 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | 30 | 29 | | |
| | 24 | 21 | 25 | 24 | 26 | 26 | 28 | 29 | 29 | 29 | 30 | 30 | | |
| | 22 | 19 | 25 | 25 | 26 | 26 | 28 | 28 | 29 | | 30 | | | |
| | 134 | | 149 | | 157 | | 170 | | 144 | | 149 | | | |
| Total Enrollment - District | 420 | | 408 | | 413 | | 441 | | 394 | | 423 | | 0 | 2499 |
| Average Class Size - District | 23.3 | | 24.7 | | 25.8 | | 28.8 | | 26.6 | | 29.5 | | | |
| | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total | | | | | | |
| Horizon Middle School^ | 399 | 403 | 377 | N/A | N/A | N/A | N/A | 1179 | | | | | | |
| Moorhead High School | N/A | N/A | N/A | 440 | 378 | 409 | 445 | 1672 | | | | | | |
| Red River ALC | N/A | 0 | 0 | 1 | 13 | 12 | 46 | 72 | | | | | | |
| Excel Program - Middle School | 0 | 0 | 0 | N/A | N/A | N/A | N/A | 0 | | | | | | |
| Excel Program - High School | N/A | N/A | N/A | 0 | 0 | N/A | N/A | 0 | | | | | | |
| Outreach Program | N/A | 0 | 1 | 6 | 1 | 2 | 0 | 10 | | | | | | |
| Detention Center & Shelter Care | 1 | 0 | 3 | 2 | 9 | 4 | 1 | 20 | | | | | | |
| Total Enrollment by Grade | 400 | 403 | 381 | 449 | 401 | 427 | 492 | 2953 | | | | | | |
| TOTAL K-12 ENROLLMENT | | | | | | | | 5452 | | | | | | |
| Early Intervention Services (EIS) | | | | | | | | 143 | | | | | | |
| K+ Program | | | | | | | | 119 | | | | | | |

*Indicates self-contained classroom

Shaded cells indicate multi-age classroom

SI = Spanish Immersion

^12 sections in grades 6, 7, and 8

Enrollment Opening Day
2009-10 School Year

| | Actual | Projected | Variance | Sep 8, 2009 |
|--------------|--------|-----------|----------|-------------|
| Kindergarten | 420 | 380 | 40 | 402 |
| Grade 1 | 408 | 419 | -11 | 407 |
| Grade 2 | 413 | 408 | 5 | 439 |
| Grade 3 | 441 | 443 | -2 | 406 |
| Grade 4 | 394 | 414 | -20 | 430 |
| Grade 5 | 423 | 442 | -19 | 379 |
| Grade 6 | 400 | 397 | 3 | 411 |
| Grade 7 | 403 | 413 | -10 | 382 |
| Grade 8 | 381 | 382 | -1 | 434 |
| Grade 9 | 449 | 454 | -5 | 417 |
| Grade 10 | 401 | 427 | -26 | 448 |
| Grade 11 | 427 | 448 | -21 | 485 |
| Grade 12 | 492 | 470 | 22 | 402 |
| Total K-12 | 5452 | 5497 | -45 | 5442 |
| Total K-5 | 2499 | 2506 | -7 | 2463 |
| Total 6-8 | 1184 | 1192 | -8 | 1227 |
| Total 9-12 | 1769 | 1799 | -30 | 1752 |

Opening Enrollment by Building

| | | | | |
|--|------|---|---|------|
| Robert Asp | 788 | - | - | 761 |
| Hopkins | 808 | - | - | 816 |
| Reinertsen | 817 | - | - | 886 |
| Probstfield Kindergarten | 86 | - | - | 0 |
| Horizon Middle School | 1179 | - | - | 1195 |
| Moorhead High School | 1672 | - | - | 1659 |
| Red River Area Learning Center/ Alternative | 102 | - | - | 125 |
| Total K-12 | 5452 | - | - | 5442 |
| Early Childhood Special Education | 143 | - | - | 162 |
| Total Pre K - 12 | 5595 | - | - | 5604 |
| K + | 119 | - | - | 0 |

Sep 8, 2009

The following chart provides information regarding the average class sizes at each grade level. The district annual plan provides for class sizes within the following parameters:

Student to Teacher Ratios

| | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 |
|--------------------|-------|-------|-------|-------|-------|-------|-------|
| Grade Level | | | | | | | |
| Elem K-3 | 25:1 | 25:1 | 25:1 | 25:1 | 25:1 | 25:1 | 25:1 |
| Elem 4-5 | 29:1 | 29:1 | 29:1 | 29:1 | 29:1 | 29:1 | 29:1 |
| Middle School | 30:1 | 30:1 | 30:1 | 30:1 | 30:1 | 30:1 | 33:1 |
| High School | 30:1 | 30:1 | 30:1 | 30:1 | 30:1 | 30:1 | 36:1 |

Secondary staffing for elective classes will require a student enrollment of 20.

Average Class Size

| | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | Projected 09-10 |
|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Average Class Size | Average Class Size | Average Class Size | Average Class Size | Average Class Size | Average Class Size | Average Class Size |
| Kindergarten | 21 | 23 | 22 | 23 | 22 | 22 | 22 |
| Grade 1 | 22 | 24 | 24 | 24 | 24 | 24 | 24 |
| Grade 2 | 23 | 24 | 25 | 23 | 23 | 24 | 25 |
| Grade 3 | 24 | 25 | 25 | 25 | 26 | 25 | 28 |
| Grade 4 | 24 | 25 | 26 | 25 | 25 | 27 | 28 |
| Grade 5 | 26 | 26 | 26 | 28 | 26 | 29 | 28 |
| Grade 6 | 27 | 26 | 29 | 30 | 27 | 29 | 32 |
| Grade 7 | 29 | 29 | 26 | 25 | 30 | 27 | 34 |
| Grade 8 | 30 | 26 | 26 | 26 | 27 | 31 | 32 |
| District Average K-3 | 23 | 24 | 24 | 24 | 24 | 23 | 25 |
| District Average K-5 | 24 | 25 | 25 | 24 | 23 | 25 | 26 |
| District Average 6-8 | 29 | 27 | 27 | 27 | 28 | 29 | 33 |

S-NA - BOS
28 Sept 2009

INDEPENDENT SCHOOL DISTRICT #152

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

September 28, 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. **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

SCHOOL BOARD AGENDA - September 28, 2009

PAGE 2

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 Donations - Page 5
- C. HUMAN RESOURCES MATTERS - Nielsen
 - (1) Approval of Change in Contracts - Page 6
 - (2) Approval of Resignations - Page 7
 - (3) Approval of Family/Medical Leaves - Page 8
 - (4) Approval of Extended Leave of Absence - Page 9
 - (5) Approval of New Employees - Pages 10
- D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

- 3. **MAJOR MAGNITUDE FIELD TRIP REQUEST - CHOIR TRIP TO SAN ANTONIO, TEXAS:** Kazmierczak
Pages 11-20

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School choir students to travel to San Antonio, Texas from March 16, 2010 through March 21, 2010.

Moved by _____ Seconded by _____
Comments _____

- 4. **2008-09 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT:** Kovash
Pages 21-27

SCHOOL BOARD AGENDA - September 28, 2009

PAGE 3

Suggested Resolution: Move to direct administration to print and prepare the final copies of the 2008-2009 Annual Report on Curriculum, Instruction and Student Achievement for the district's Web site and prepare a summary report for mailing to all district households by October 15, 2009.

Moved by _____ Seconded by _____
Comments _____

5. **CERTIFICATION OF 2009 PAYABLE 2010 PROPOSED PROPERTY TAX LEVY:**

Kazmierczak

Pages 28-30

Suggested Resolution: Move to approve the Maximum for the 2009 Payable 2010 Proposed Property Tax Levy.

Moved by _____ Seconded by _____
Comments _____

6. **FIRST READING OF POLICIES:** Kovash

Pages 31-50

The School Board will conduct a first reading of the following policies: Name and Legal Status of MAPS (101), State and Federal Law Prohibiting Discrimination (102), School Board Legal Status (201), Open and Closed School Board Meetings (211), School Board Meeting Agendas (213), Moorhead Area School District Committees (230), and School Superintendent (310).

7. **COMMITTEE REPORTS**

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

9. **ADJOURNMENT**

SCHOOL BOARD AGENDA - September 28, 2009**PAGE 4**CALENDAR OF EVENTS

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|----------------------------------|---------------|--------------------------------|----------------|
| Activities Council | September 29 | 7 am | Conf Rm |
| Staff Prof Dev Before/After Schl | September 30 | | |
| Joint Powers Committee | October 1 | 7 am | Dilw City Hall |
| Long Range/Strategic Plng Com | October 1 | 3:45 pm | PCE |
| Horizon PTAC | October 1 | 6:30 pm | Media Center |
| Staff Development Com | October 5 | 3:30 pm | PCE |
| Asp PTAC | October 5 | 6:30 pm | Media Center |
| Reinertsen PTAC | October 5 | 6:30 pm | Media Center |
| High School PTAC | October 5 | 7 pm | Conf Rm |
| Continuing Educ Com | October 6 | 6:45 am | Village Inn |
| Hopkins PTAC | October 6 | 6:30 pm | Media Center |
| Indian Education Parent Com | October 7 | 5 pm | PCE |
| Instr & Curr Advisory Com | October 8 | 7 am | PCE |
| Health/Safety/Wellness Com | October 8 | 9:30 am | PCE |
| Staff Development Com | October 8 | 3:30 pm | PCE |
| Supt's Advisory Council | October 8 | 7 pm | PCE |
| Kind P/T Confs (day) | October 9, 12 | | |
| K-12 P/T Confs (evening) | October 12 | 5-8:30 pm | |
| RRALC Family Night | October 12 | 5-8:30 pm | RRALC |
| School Board | October 12 | 7 pm | PCE |
| K-12 P/T Confs (day/evening) | October 13 | 8-11 am, 12-4 pm, 5-8:30 pm | |
| Title I Parent Adv Com | October 20 | 5:30-7 pm | PCE |
| Staff Prof Dev Before/After Schl | October 21 | | |
| Interagency Early Interv Com | October 21 | 12 pm | FSC |
| EIS Parent/Child Discovery Night | October 22 | 5:30 pm | PCE |
| School Board | October 26 | 7 pm | PCE |
| Spec Ed Parent Adv Com | October 27 | 12 pm | PCE |
| Technology Committee | October 27 | 3:45 pm | PCE |
| Activities Council | October 27 | 7 am | PCE |



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.082 C

TO: Lynne A. Kovash, Superintendent
FROM: Wayne A. Kazmierczak, Assistant Superintendent
DATE: September 22, 2009
SUBJECT: Donations

Moorhead Area Public Schools has received the following donations:

- 60 children's books have been received from the Curriculum Materials Center and Livingston Lord Library at Minnesota State University Moorhead. The books were nominated for the 2009 Comstock Book Award and the Wanda Gag Book Award; the awards emphasize the importance of reading aloud to children in our electronic age and are sponsored by the Comstock Reading Aloud Initiative. The books will be added to the media center collection at S.G. Reinertsen Elementary School and are valued at \$1,027.
- Tracy and James Snyder donated a medium-sized, lightweight Quickie wheelchair that can be used for transporting students or as a back-up wheelchair. The used wheelchair is valued at \$200.
- Dawn and Larry Pappenfus donated a medium-sized Rifton gait trainer that can be used as a walker or a standing support. The used gait trainer is valued at \$200.
- The employees at the Moorhead Hornbacher's donated snack items to the district's three elementary schools. 120 boxes of mostly graham crackers were distributed earlier this month. The donation is valued at approximately \$350.
- Courtyard by Marriott donated approximately 120 office chairs for use throughout the district. The estimated value of the used chairs is \$6,000.
- The City of Moorhead has donated surplus electronics equipment including four (4) security cameras, a matrix switcher, and a camera controller. The estimated value of this equipment is \$1,000.

Suggested Resolution: Move to accept the included donations and direct administration to send a thank you.

WAK:mde



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.027

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: September 22, 2009
RE: Change in Contract

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

| | |
|----------------|---|
| Lindsay Weaver | Physical Education Teacher, S. G. Reinertsen Elementary, from .214 FTE to .333 FTE, effective beginning of the 2009-2010 school year. (Addition of 3 rd grade class) |
| Denise Young | Paraprofessional, EIS, Probstfield to K+ Paraprofessional, Robert Asp Elementary, effective September 9, 2009. (New program) |
| Susan Young | Food & Nutrition Computer Operator/Dishwasher, Robert Asp Elementary 2 hours per day to Food & Nutrition Server, Robert Asp Elementary, 2.75 hours per day, effective September 14, 2009. (Replaces Leisha Allen) |
| Susan Nichols | Food & Nutrition Computer Operator, Robert Asp Elementary, 2.75 hours per day, effective September 4, 2009. (Replaces Kathy Pederson) |

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Lindsay Weaver, Denise Young, Susan Young and Susan Nichols as presented.

RN:smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.026

TO: Lynne A. Koyash, Superintendent
FROM: Ron Nelson, Director of Human Resources
DATE: September 22, 2009
RE: Resignations

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

Victor Rios Bus Driver, Transportation, effective June 8, 2009.

Kathy Pederson Food Service Computer Operator, Robert Asp Elementary, effective September 3, 2009.

SUGGESTED RESOLUTION: Move to approve the resignation of Victor Rios and Kathy Pederson as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.029

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nelson, Director of Human Resources
DATE: September 22, 2009
RE: Family/Medical Leave

Carla Smith Teacher, Horizon Middle School, beginning on or about November 4, 2009 for approximately eight weeks.

Maggie Thoreson Teacher, Ellen Hopkins Elementary, beginning on or about January 8, 2009 through approximately March 10, 2010.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Carla Smith and Maggie Thoreson pursuant to Article 38 of the Teachers' Master Agreement.

RN:smw





Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.030

TO: Lynne A. Kovash, Superintendent
FROM: Ron Hansen, Director of Human Resources
DATE: September 22, 2009
RE: Extended Leave of Absence

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

Michelle Bonitto Teacher, High School, effective December 4, 2009.

SUGGESTED RESOLUTION: Move to approve the Extended Leave of Absence for Michelle Bonitto as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.028

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: September 22, 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.

| | |
|--------------------|---|
| Carol Moeckel | Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, \$9.00 per hour, effective September 8, 2009. (Replaces Valdete Hajdari) |
| Heather Karels | Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, \$9.00 per hour, effective September 8, 2009. (Replaces Joanne Miller) |
| Rebecca Maki | Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, \$9.00 per hour, effective September 8, 2009. (Replaces Rose Husel) |
| Mike Kieselbach | 9 th Grade Football, High School .060 (9) effective for the 2009-2010 season. (addition due to large number of players) |
| Dongmei Shi | Lunchroom Supervisor, K+ program, Ellen Hopkins Elementary, effective September 8, 2009. (New program) |
| Barbara Bustamante | Breakfast/Lunchroom Supervisor, S. G. Reinertsen Elementary, effective September 11, 2009. (Replaces Rhonda Barrows) |
| Darlene Jahnig | Bus Driver, Transportation, 7 hours per day, \$13.07 per hour, effective August 31, 2009. (Replaces Victor Rios) |


SUGGESTED RESOLUTION: Move to approve the employment of Carol Moeckel, Heather Karels, Rebecca Maki, Mike Kieselbach, Dongmei Shi, Barbara Bustamante and Darlene Jahnig as presented.



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.083 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: September 23, 2009

SUBJECT: Major Magnitude Field Trip Request – Choir Trip to San Antonio, Texas

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School choir students to travel to San Antonio, Texas from March 16, 2010 through March 21, 2010. Students will be funding the trip using their own resources, which will include fundraising efforts.

Kathie Brekke will be in attendance at the September 28, 2009 School Board meeting 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 San Antonio, Texas from March 16, 2010 through March 21, 2010.

WAK:mde
Attachment

Major Magnitude Field Trip Request Form

Administrative Procedure: 632.2

Section: 600 EDUCATION PROGRAMS

Date Adopted: 1/8/2001

Date Revised:

Dates Reviewed:

Administrative Policy of the Moorhead Public Schools

District Code: 632.2 Major Magnitude

Date Adopted: 01/08/01 Field Trip
Revised: Request Form

Section I

Preliminary Approval

Field Trip Request Name: Choir Tour Type of Trip: Curricular Co-curricular
Date of Request: 9/16/09 School Board Presentation Date: 9/28/09
Staff/Advisor Requesting Kathie Brekke Phone/Extention: 2434
Purpose of the Trip: A Cappella + Chorale would tour San Antonio performing in various locations.

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

Students will gain understanding of music and culture connections as well as tie in some musical selections + the history of the area.

Trip Destination: San Antonio Texas

Date of Trip Departure: 3/16/10 Return Date: 3/21/10

Number of School Days Involved: 0 Number of Students Involved: 67

- ☒ Attached trip itinerary (activities planned, approximate time lines, accommodations, transportation plans);
- ☒ Attached accommodation plans for any student with IEP/504 plan; None needed at this time.
- ☒ Attached funding plans (trip anticipated expenses, approximate cost to the district, student's individual costs, and fund raising plans); Trip funded by students
- ☒ Attached plans for parental notification and approval; Parental notification will be made after approval.
- ☒ Attached list of accompanying staff. Number of Chaperones needed for the trip _____

Kathie Brekke, Sharon Brekke, 2 to 4 other adults.

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: _____

Moorhead High School
Kathrine Brekke, Director
Performance Tour of San Antonio
March 16 – 21, 2010

Inclusions

September 16, 2010

Transportation

Round-trip deluxe motorcoach transportation between Moorhead and San Antonio
Motorcoach drivers' hotel accommodations and gratuities

Accommodations & Meals

Accommodations in a three-star hotel in the greater San Antonio area – 3 nights
Breakfasts – 3
Dinners – 3

Performances

Public performance – 1
Arneson River Theater
Clinic – 1
School exchange concert – 1

Sightseeing & Activities

Alamo
IMAX Theater
Paseo del Rio Riverwalk Cruise
Mission San Jose
Six Flags Fiesta Texas
Shopping at the El Mercado
Tower of the Americas

Additional Inclusions

Services of a Gateway Tour Manager throughout your tour upon arrival in San Antonio
One free trip for every 20 paying passengers including airfare, based on double occupancy rate
All taxes and gratuities on inclusive services
Tour manual

Non-Inclusions

Porterage of luggage at hotels
Storage facilities at your hotel
Instrument or equipment rental
Surcharges for fuel or tax increases
Individual travel insurance (optional)
Gratuities for Gateway Tour Manager (at your discretion)

Price

Price based on 70 passengers traveling

Price per person

| | Four per room | Three per room | Two per room | One per room |
|------------------|---------------|----------------|--------------|--------------|
| Total Tour Price | \$893.00 | \$932.00 | \$1,010.00 | \$1,244.00 |

The price is subject to the guidelines in the "Terms and Conditions." The land prices are based on vendor rates available on 9/16/09 and are subject to increases imposed by vendors. The prices and events in this proposal can only be confirmed upon receipt of a tour application and booking of activities. The price is subject to change according to the number of passengers.

Please Note: Your initial invoices will show an estimated distribution of passengers at the quad, triple, double and single room rates, resulting in an estimated total balance. When we receive your final rooming list we will adjust your invoice to reflect your actual distribution and actual final balance. Your final balance must be paid in full 45 days prior to departure.

San Antonio Optional Activities

The Alamo

In 1836, 189 defenders fell after repeated attacks by Mexican General Santa Anna's army. Mission San Antonio Valero, also known as The Alamo, was established in 1718 as the city's first mission. The chapel, one of the most photographed facades in the nation, and the Long Barrack are all that remain of the original fort. The museum contains relics and mementos from the Republic of Texas and offers narration on the fall of the Alamo.

Brooks Air Force Base

Chosen for its favorable climate, ready supply of water, and transportation facilities, San Antonio was chosen in 1917 to be home to this year-round training site. Hanger 9, the museum for Brooks Air Force Base, is the oldest in the Air Force and the only original building on the air force base. Its exhibits contain the history of the base, the development of manned flight and the evolution of aerospace medicine. Base tours also available.

Buckhorn Saloon and Museum

More than just a normal museum, the Buckhorn Museum is five museums in one: horns, fins, feathers, the Hall of Texas History Wax Museum, and regular special exhibits unlike anything seen in any other museums in the world. Visit the 120 year old bar before visiting the museum as talking while in the museum is encouraged. The Curio Store boasts its one-of-a-kind souvenirs.

Guenther House

The house is located on a bend of the river at the foot of King William, one of the oldest historical districts in Texas. Carl Hilmar Guenther, founder of the successful Pioneer Flour Mills, began building this elegant home in 1860, and his son completed the design in 1902. The restored house offers a museum displaying mill memorabilia. Of interest to collectors are the Dresden china anniversary plates made in Germany until WWII.

Imax Theatre at the Rivercenter

"ALAMO. . . The Price of Freedom" is a 45-minute docudrama about the 13-day siege and fall of the Alamo, the important figures who played significant roles in the battle, and the 189 defenders who fought and died. The IMAX screen is six stories tall, ten times larger than a conventional movie screen.

La Villita

La Villita, Spanish for "little town," is the original settlement of "Old San Antonio." It's one square block in the heart of downtown San Antonio, alive with artists and craftsmen, shops and restaurants. Located on the east bank of the San Antonio River, La Villita was developed in the mid to late 19th century as a settlement adjacent to Mission San Antonio de Valero (The Alamo). Today, La Villita is an active arts and crafts community amidst beautifully landscaped grounds and historic buildings.

Market Square

From morning until dusk, Market Square is alive with activity including mariachis serenades and beautiful folklore dancers. Visitors browse through the 32 shops at "El Mercado," an area patterned to an authentic Mexican market – the largest one outside of Mexico. In addition, there are 80 specialty shops in Farmers Market Plaza.

Natural Bridge Caverns

River Walk (Paseo del Rio)

The Paseo del Rio, in the heart of downtown, is the pride of the city. Lush green foliage lines the banks of this peaceful jade-green, historic river. Cobblestone walkways lead visitors to the river-level restaurants and shops. The river bubbles to the surface grounds of Incarnate Work College and flows to downtown, threading its way through the city one level below the hustle and bustle of city streets. Riverboat cruises offered daily.

San Antonio Zoological Gardens and Aquarium

One of the premier zoos in the country, the San Antonio Zoo exhibits over 3,500 animals of 750 species. The conservation programs with flamingo, rhino, leopard, and more are recognized around the world. No matter what time of the year you visit, you will find something new to see and do.

Schlitterbahn Waterpark

Located 30 miles northwest of San Antonio in New Braunfels, Schlitterbahn Waterpark invites you to try the world's first surf-machine, blast uphill on water, or try any of the other water rides in this 60 acre "Tubing Capital of the World"!

Seaworld San Antonio

The world's largest marine-life adventure park is 4 parks in one: marine animal park, rides and slides park, water park and show park with more than 25 shows, educational exhibits, rides and family attractions.

Splashtown San Antonio

With 18 acres of cool, clean water, this water park has something for everyone. More than 50 rides, including a 7-story luge and the largest wave pool in Southern Texas.

"The Texas Adventure"

An action-packed multi-media show portraying Texas Independence with the Alamo drama as its centerpiece. Utilizing an array of state-of-the-art special effects found only in a few theme parks, the "Encoutarium F/X Theatre" format surrounds visitors with an environment that recreates the touch and feel of being present as history was made.

Tower of the Americas

The Tower, 750 feet tall, offers a panoramic view of San Antonio and the surrounding area. Glass-walled elevators ascend over 500 feet to the restaurant and observation level. It was the theme structure for HemisFair in 1968 and symbolizes the progress made by the confluence of civilizations in the Western Hemisphere.

Located in the beautiful Texas Hill Country 30 miles north of San Antonio, Natural Bridge Caverns is Texas' largest commercial cavern. Guided tours travel through immense underground chambers that hold the temperature of 70 degrees Fahrenheit and a 99% humidity year-round. Your guide will teach you about sinkholes, Pluto's Anteroom, and fried egg Stalagmites.

NRH20

The North Richland Hills water park houses the world's longest uphill watercoaster. Float in the endless river, plummet down water slides, catch a wave in the NRH20 ocean, or just relax in the shade. NRH20's mission is to provide good, clean fun!



Moorhead High School Performance Tour of San Antonio March 16 – 21, 2010

Proposed Itinerary

Day One – Tuesday, March 16, 2010

Depart Depart Moorhead High School this evening to begin your journey to San Antonio. (Approximate drive time is 20 hours without stops, 1345 miles). You will be traveling through the night to arrive in San Antonio tomorrow.

Day Two – Wednesday, March 17, 2010

Arrival Welcome to San Antonio! Upon arrival, meet your Gateway Tour Manager.

IMAX Theatre Time will be spent viewing "The Alamo – The Price of Freedom," at the IMAX Theatre. The film depicts the 13 day siege and fall of the Alamo.

Alamo Take a self-guided tour of the old mission where a small band of Texans held out for thirteen days against the centralist army of General Antonio López de Santa Anna. Although the Alamo fell in the early morning hours of March 6, 1836, the death of the Alamo defenders has come to symbolize courage and sacrifice for the cause of liberty.

Hotel Your Gateway Tour Manager will assist with hotel check-in.

Dinner Included

Day Three – Thursday, March 18, 2010

Breakfast Included

🎵 Clinic Participate in a clinic in San Antonio or the surrounding area. *Clinics are often held in churches, school auditoriums or rehearsal spaces. Ensembles perform selections of their repertoire and receive instruction from a respected local music director. Typical lengths range from 45-60 minutes per ensemble. There are no audiences.*

**Six Flags
Fiesta Texas** Spend the day at Six Flags Fiesta Texas, a 1,200 acre theme park celebrating Texan cultures and music through four themed areas: German, 50's Rock n Roll, 1920's southwest, and Hispanic. The park is the home of the world famous "Rattler" roller coaster, one of the world's tallest and fastest wooden coasters.

Dinner Included



Day Four – Friday, March 19, 2010

Breakfast Included

**🎵 School Exchange
Concert**

Participate in a school exchange concert in San Antonio or the surrounding area. *School exchange concerts are held in rehearsal rooms or auditoriums at local schools. Audiences are comprised of students at the local school, ranging from members of one ensemble to larger segments of the student body.*

Mission San Jose Founded in 1720 by Fray Antonio Margil de Jesús, Mission San José became the largest Texas Mission. A visitor in 1777 referred it as the "Queen of the Missions." The church's carvings are among its most notable features and the famous "Rose Window" is considered one of the finest pieces of Spanish Colonial ornamentation in the country.

El Mercado Spend free time browsing through the Mexican marketplace

Dinner Included

Day Five – Saturday, March 20, 2010

Breakfast Included

Check out Check out of your hotel this morning. Your Gateway tour manager will assist with check out logistics.

**Paseo del Rio
Cruise**

Take a narrated cruise along the pride of San Antonio, the Paseo del Rio, otherwise known as the Riverwalk. The cruise will meander past the many shops and quaint restaurants along the river.

**🎵 Public
Performance**

Perform for the public at Arneson River Theatre, located on the Riverwalk. *Public performances occur in spaces or locations that attract the general public. Indoor venues may include museums, aquariums and shopping centers. Outdoor venues may include bandstands, park gazebos, courtyards, monuments, town squares and theme parks. Gateway obtains advance authorization and secures a performance time. Typical lengths range from 30-60 minutes. Audiences are ambient, comprised of people visiting the site.*

Free time Enjoy free time this afternoon to explore the Riverwalk area.

Dinner Included

Depart Board the motorcoaches for your journey home.

Day Six – Sunday, March 21, 2010

Arrive Arrive back at Moorhead High School this afternoon.

This is a sample itinerary and is subject to change. Performance venues may be subject to availability and/or acceptance.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.032R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: September 22, 2009

SUBJECT: 2008-2009 Annual Report on Curriculum, Instruction and Student Achievement

Attached is the draft copy of the 2008-2009 Annual Report on Curriculum, Instruction and Student Achievement, a report from the Instruction and Curriculum Advisory Committee (ICAC) reviewing the past year's accomplishments in student achievement. The report has been reviewed by the Instruction and Curriculum Advisory Committee.

Also attached is a copy of the state requirements for the report. These requirements are mandated through legislative action. The report will be distributed in electronic form on the Internet, with printed copies available through the Superintendent's office. Also included is a one page summary providing the notice of the electronic reporting that will be mailed to all households by October 15, 2009.

The drafts need to be approved for final distribution. At the October 12 meeting, the School Board will receive the final summary of the annual report which will then be mailed to all district households. A paper copy of the annual report will be presented to the board and then placed on the Web site. The 2009 Legislature removed the requirement that districts submit a copy of their annual report to the Minnesota Department of Education. The rest of the requirements remain the same as previous years.

Suggested Resolution: Move to direct administration to print and prepare the final copies of the 2008-2009 Annual Report on Curriculum, Instruction and Student Achievement for the district's Web site and prepare a summary report for mailing to all district households by October 15, 2009.

LAK:mde
Attachments

DRAFT
OUR *Students,*



OUR *Future*

*2008-09 Annual Report on Curriculum,
Instruction and Student Achievement
Moorhead Area Public Schools
Independent School District 152*

Instruction and Curriculum Advisory Committee

The Instruction and Curriculum Advisory Committee provides a forum where parents, community members and school officials can work together to evaluate, review and plan the district's academic programming.

The committee helps ensure that there is continuous improvement in what is taught in each and every subject area for students in grades K-12.

Community members are either recommended by various groups including principals, parents, etc., or they can volunteer on their own.

All terms are for two years. Members can be re-appointed.

People interested in serving on the Instruction and Curriculum Advisory Committee should express interest to a building principal or should call 284-3310.

2008-09 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

| | | |
|--|--|---|
| Charlie Fisher 2009 <i>Rep: Gifted/Talented Teacher</i> | Jakob Lindaas 2009 <i>Rep: Senior Class</i> | Bill Tomhave 2010 <i>Rep: Higher Education</i> |
| Mary Flesberg 2010 <i>Rep: Secondary Teacher</i> | Donna Norquay 2010 <i>Rep: Minorities</i> | Kristine Thompson 2010 <i>Rep: School Board</i> |
| Pamela Gibb, Secretary 2010 <i>Rep: District Communications</i> | Chizuko Shastri 2009 <i>Rep: Moorhead High Parent</i> | Michael Thrasher 2009 <i>Rep: School Board</i> |
| Dana Haagenson 2009 <i>Rep: Hopkins Parent</i> | Seiko Shastri 2009 <i>Rep: Sophomore Class</i> | Kris Valan 2009 <i>Rep: Higher Education</i> |
| Russ Henegar 2009 <i>Rep: Principal</i> | Teresa Shume 2010 <i>Rep: Hopkins Parent</i> | Coralie Wai 2009 <i>Rep: Moorhead High Parent</i> |
| Laurie Johnson 2010 <i>Rep: Robert Asp Parent</i> | Terri Smith 2009 <i>Rep: Horizon Parent</i> | Trudy Wilmer 2010 <i>Rep: Horizon Parent</i> |
| Judy Kotta 2010 <i>Rep: Moorhead High Parent</i> | Faye Smiley-Aakre 2009 <i>Rep: Minorities</i> | John Wirries, Chair 2010 <i>Rep: Reinertsen Parent</i> |
| Lynne Kovash 2009 <i>Rep: Administration</i> | | |

Curriculum and Instruction Goals of Moorhead Area Public Schools

These student performance goals establish broad curriculum expectations for Moorhead Area Public Schools that encompass the Minnesota Academic Standards and the federal No Child Left Behind Act.

Goal 1

All students will be required to demonstrate essential skills as determined at each grade level and in the Minnesota

Academic Standards to participate in lifelong learning.

Goal 2

Each student will have the opportunity to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

Visit the district Web site at www.moorhead.k12.mn.us for a complete copy of School Board Policy 601.

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2008-09 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Review curriculum and instruction implications of the district's strategic plan through school and committee updates.
- Review district test results and the district's testing program, including a review of progress toward goals and information about the assessment advisory committee and the Demographic and Assessment Reporting System (DARS).
- Review the implications of the No Child Left Behind requirements and the district's continuous improvement efforts.
- Review the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitor the implementation of the Minnesota Academic Standards.
- Continue to monitor compensatory education programs including Elementary and Secondary Education Act, English as a Second Language, Migrant Education, and Indian Education.
- Review proposals for curricular additions or deletions.
- Review online learning and Project Lead the Way implementation at Moorhead High School.
- Review community-based concerns related to instruction and curriculum.

Measuring Student Progress

Minnesota Academic Standards

Minnesota adopted academic standards in the areas of language arts, mathematics, the arts, social studies and science. These standards will be reviewed and revised on a cyclical basis both at the state and district levels.

The standards provide a summary description of what students know or are able to do within a particular subject area and at a particular grade level.

Grade-level benchmarks specify the academic knowledge and skills that schools must offer and students must achieve to satisfactorily complete a state standard.

Moorhead has incorporated the standards for language arts, math, social studies and science. Other district developed standards have been incorporated into the K-12 curriculum. The new mathematics standards are being implemented. This includes algebra for all eighth-grade students by 2010-11.

Measuring Achievement

The Moorhead Area Public Schools uses a variety of methods to measure student progress and determine whether our students are meeting their learning goals. Those methods include:

- NWEA Measures of Academic Progress (MAP)
- Minnesota Basic Skills Test (BST)
- Minnesota Comprehensive Assessments (MCA-II)
- MCA-II / GRAD
- AIMSweb
- Various Literacy Assessments
- In-class Unit and Skills Assessments
- Common Assessments
- College Admissions Tests

Among the Highlights

Measures of Academic Progress

The MAP assessments are taken each fall and spring by students in grades 2-9 to measure students' academic progress in reading and mathematics skills.

Minnesota Comprehensive Assessments-II

The MCA-IIs measure academic knowledge in the skills of language arts and mathematics. Students in grades 3-8, 10 and 11 participate in the MCA-II tests in the areas of reading and mathematics. In 2008-09, students in grades 5 and 8 and high school biology students took the MCA-II in the area of science. Results of these tests help the district make decisions about curriculum and assist in determining progress on standards. Refer to page 13 for more information.

MCA-II / GRAD

The MCA-II/GRAD is a set of high school tests in reading, mathematics and writing that all students entering grade 8 in 2005-06 or later must pass to graduate from a public high school in Minnesota. These tests measure proficiency on the Minnesota Academic Standards and other essential skills. The GRAD (Graduation-Required Assessments for Diploma) component of the MCA-II replaced the Basic Skills Tests, which is the graduation requirement in place for students who entered grade 8 in 2004-05 or earlier.

Examples of Excellence

- In 2009, Moorhead High School was ranked in the top 1,500 U.S. high schools by Newsweek based on Advanced Placement test participation. Only the top 5 percent of public high schools made the list based on this measurement.
- In 2008-09, Moorhead High School students earned more than \$1.3 million in scholarships.
- In 2008-09, Moorhead High School student Rachel Clausen was named one of 20 Presidential Scholars in the Arts in the national recognition program administered by the U.S. Department of Education to honor the nation's most distinguished graduating high school seniors. Clausen is the second student from Moorhead High to be named a Presidential Scholar.
- The Moorhead High School boys hockey team placed second in the 2009 state boys hockey tournament.
- The Moorhead High School team of Jordan Newhouse and Luke Halvorson placed first in Minnesota to qualify for the National Automotive Technology Competition. They placed fourth out of 30 teams from around the country.
- Moorhead High School student Jakob Lindaas received the Minnesota State High School League Class AA Triple "A" award for 2009 for excelling in the arts, athletics and academics.
- The Moorhead High School boys cross country team placed third at the 2008 state cross country tournament.
- The Moorhead High School Economics Challenge Team placed second in the 2009 state Economics Challenge, and Moorhead High student Timothy Lillehaugen received the Minnesota Economics Student of the Year award.

Measuring Student Progress

Grades K-5: District-Wide Testing for 2009-10

| Tests | Grades Tested | Dates | Objectives/Uses |
|--|---|---|--|
| Minnesota Comprehensive Assessments-II (MCA-IIs) in: Math | 3-5 | April 13 & 15, 2010 | To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress |
| Reading | 3-5 | April 20 & 22, 2010 | |
| Science | 5 | April 26-May 21, 2010 | |
| NWEA Measures of Academic Progress (MAP) | 2-5 | Fall and spring, all students Sept. 21-Oct. 2, 2009 April 26-May 21, 2010 Winter, selected students Jan. 4-22, 2010 | To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting |
| Test of Emerging Academic English (TEAE) | English language learners in K-5 | March 8-16, 2010 March 22-26, 2010 | To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades K-5. ELLs take TEAE and reading MCA-II in grades 3-5. For K-2, reading and writing is assessed with a teacher observation rating. |
| Mathematics Test for English Language Learners (MTELL) | English language learners in 3-5 | Same as math MCA-IIs above | Optional test to replace math MCA-IIs for ELLs |
| Minnesota Student Oral Language Observation Matrix (MN SOLOM) | English language learners in K-5 | March 8-16, 2010 March 22-26, 2010 | To demonstrate growth in listening and speaking skills using a teacher observation matrix |
| Minnesota Test of Academic Skills (MTAS) | Specific special education students in 3-5 as identified in IEP | March 29-April 30, 2010 (reading and math) March 29-May 21, 2010 (science) | To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II |
| AIMSweb Indicators of Early Literacy/Oral Reading Fluency Skills | K-5 | September 2009 / January 2010 / May 2010 | To determine a student's level of proficiency with early literacy and reading skills |
| Various Literacy Assessments | K-5 selected students | Throughout the school year | To determine a student's reading level and skills |
| Common Math Assessment | K-1 | Mid year and end year progress reports | To determine a student's level of proficiency with early numeracy and math skills |
| National Assessment of Educational Progress (NAEP) | 4 | Odd-numbered years as determined by Minnesota Department of Education | Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds |
| Special Education test as applicable | Specific students in all grades | As needed | To assess student needs for referral and special help; to assist with classroom placements and course adjustments |
| Entrance tests for students new to the district | Specific students in all grades | | |

Measuring Student Progress

Grades 6-8: District-Wide Testing for 2009-10

| Tests | Grades Tested | Dates | Objectives/Uses |
|---|---|--|--|
| Minnesota Comprehensive Assessments-II (MCA-IIs) in: | | | To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress |
| Math | 6-8 | April 13 & 15, 2010 | |
| Reading | 6-8 | April 20 & 22, 2010 | |
| Science | 8 | April 26-May 21, 2010 | |
| NWEA Measures of Academic Progress (MAP) | 6-8 | Fall and spring, all students Sept. 21-Oct. 12, 2009 April 26-May 21, 2010 Winter, selected students Jan. 4-22, 2010 | To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting |
| Test of Emerging Academic English (TEAE) | English language learners in 6-8 | March 8-16, 2010 March 22-26, 2010 | To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 6-8. ELLs take TEAE and reading MCA-II in grades 6-8. |
| Mathematics Test for English Language Learners (MTLELL) | English language learners in 6-8 | Same as math MCA-IIs above | Optional test to replace math MCA-IIs for ELLs |
| Minnesota Student Oral Language Observation Matrix (MN SOLOM) | English language learners in 6-8 | March 8-16, 2010 March 22-26, 2010 | To demonstrate growth in listening and speaking skills using a teacher observation matrix |
| Minnesota Test of Academic Skills (MTAS) | Specific special education students in 6-8 as identified in IEP | March 29-April 30, 2010 (reading and math) March 29-May 21, 2010 (science) | To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II |
| AIMSweb Reading Comprehension (MAZE-CBM) | 6 | September 2009 / January 2010 / May 2010 | To determine a student's level of proficiency with reading comprehension skills |
| EXPLORE | 8 | Oct. 9, 2009 | To provide information and assist in counseling individual college-bound students; norm-referenced achievement tests in reading/language arts, math, science, and social studies; career inventory |
| Common Math Assessment | 6-8 | Throughout year as determined by PLCs, grade level and middle school teams | To determine a student's level of proficiency with math skills |
| National Assessment of Educational Progress (NAEP) | 8 | Late January 2010-early March 2010 as determined by MDE | Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds |
| Special Education test as applicable | Specific students in all grades | As needed | To assess student needs for referral and special help; to assist with classroom placements and course adjustments |
| Entrance tests for students new to the district | Specific students in all grades | | |

Measuring Student Progress

Grades 9-12: District-Wide Testing for 2009-10

| Tests | Grades Tested | Dates | Objectives/Uses |
|---|--|--|--|
| Basic Skills Tests in: Writing Reading Mathematics | Senior+ status students who have not passed one or more of the tests | Nov. 3-5, 2009 April 20-22, 2010 July 20, 2010 (writing only) | To ensure minimum competency in the areas of mathematics, reading and writing; required for graduation in Minnesota for students entering 8th grade in 2004-05 or earlier |
| Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading | 10 | April 13 & 14, 2010 | To provide information about instruc- tion of the Minnesota Academic Stan- dards and help schools and teachers determine program improvements and individual student progress; reading and math MCA-II/GRAD required for graduation in Minnesota for students in grade 12 and below |
| Mathematics | 11 | April 13 & 14, 2010 | |
| Science | Biology students | April 26-May 21, 2010 | |
| GRAD Test of Written Composition | 10-12 who have not passed | Nov. 3, 2009, April 20, 2010 | To ensure minimum competency in writing; required for graduation |
| | 9 | April 13, 2010 | |
| NWEA Measures of Academic Progress (MAP) | 9 | Fall and spring, all students Sept. 21-Oct. 12, 2009 April 26-May 21, 2010 Winter, selected students Jan. 4-22, 2010 | To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting |
| Test of Emerging Academic English (TEAE) | English language learners 9-12 | March 8-16, 2010 March 22-26, 2010 | To demonstrate growth in reading/writ- ing and to assess progress in acquir- ing the academic English language in grades 9-12. ELLs take TEAE and reading MCA-II in grade 10. |
| Mathematics Test for English Language Learners (MTELL) | English language learners in 11 | Same as mathematics MCA-IIs above | Optional test to replace math MCA-IIs for ELLs |
| Minnesota Student Oral Language Observation Matrix (MN SOLOM) | English language learners 9-12 | March 8-16, 2010 March 22-26, 2010 | To demonstrate growth in listening and speaking skills using a teacher observation matrix |
| Minnesota Test of Academic Skills (MTAS) | Specific special education students in 9-12 as identified in IEP | March 29-April 30, 2010 (reading and math) March 29-May 21, 2010 (science) | To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II |
| Special Education test as applicable | Specific students in all grades | As needed | To assess student needs for referral and special help; to assist with class- room placements and course adjust- ments |
| Entrance tests for students new to the district | Specific students in all grades | | |

Continued on page 8

Community Survey Results

Survey results indicate residents pleased with quality of education

In June 2009, Moorhead Area Public Schools conducted a community perceptions study. The study, which was conducted by Decision Resources, involved a random sample survey of 300 school district residents.

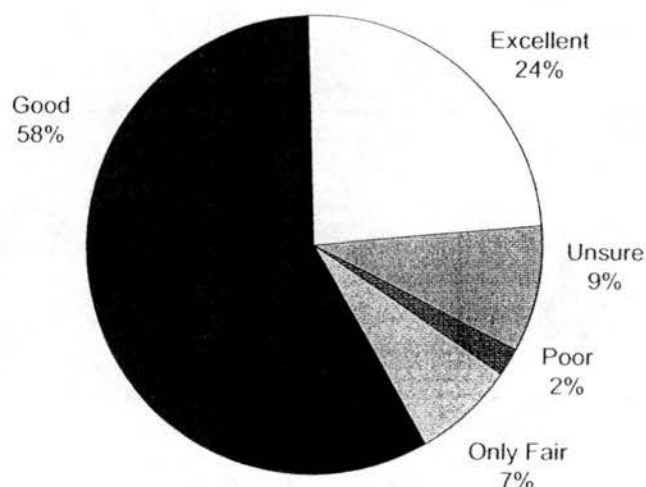
Of the survey respondents, 68 percent had no school-aged children, 28 percent had school-aged children in the

Moorhead Area Public Schools, and 4 percent had school-aged children enrolled in other options.

Results from the survey are included on pages 8-10 and will serve as a baseline for future community perception studies.

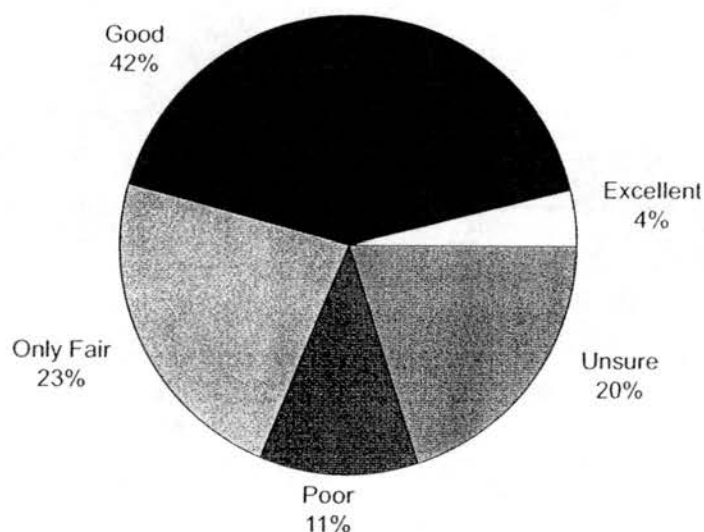
Quality of Education

Respondents were asked how they would rate the quality of the education provided by the Moorhead Area Public Schools — excellent, good, only fair or poor.



District Financial Management

Respondents were asked how they would rate the financial management of the Moorhead Area Public Schools — excellent, good, only fair or poor.



Continued from page 7

Grades 9-12: District-Wide Testing for 2009-10

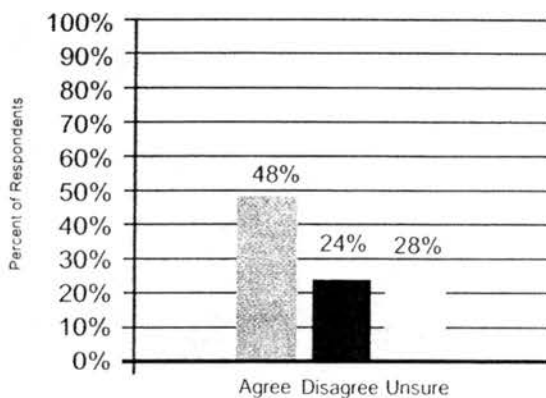
| Tests | Grades Tested | Dates | Objectives/Uses |
|--|----------------------------------|--|--|
| PLAN (pre ACT) | 10 | Oct. 29, 2009 | To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test |
| PSAT (pre SAT) | 11 (optional) | October 2009 | |
| ACT | 11–12 (optional but recommended) | Various Saturdays and locations throughout the year | |
| SAT / SAT II | 11–12 (optional) | | |
| Armed Services Vocational Aptitude Battery (ASVAB) | 11–12 (optional) | November 2009 | To determine students' vocational aptitude and interests |
| Common Math Assessment | 9-12 | Throughout year as set by PLCs and grade level teams | To determine a student's level of proficiency with math skills |
| Advanced Placement Exams | 10, 11, 12 | May 3-7, 2010 May 10-14, 2010 | To determine college credit related to student scores for students enrolled in AP coursework |

Community Survey Results

Majority of residents feel district provides good value for investment

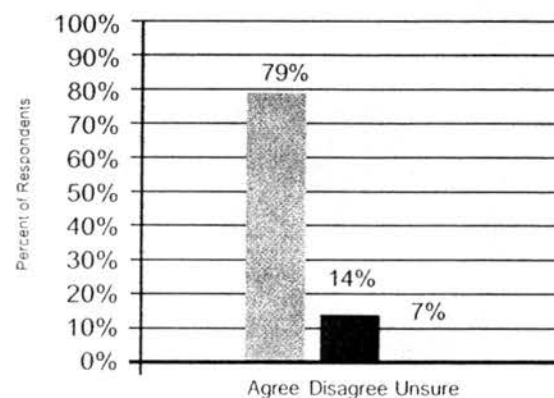
Spend Effectively / Efficiently

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: During the last couple of years, the Moorhead Area Public School District administration and board have spent tax money effectively and efficiently.



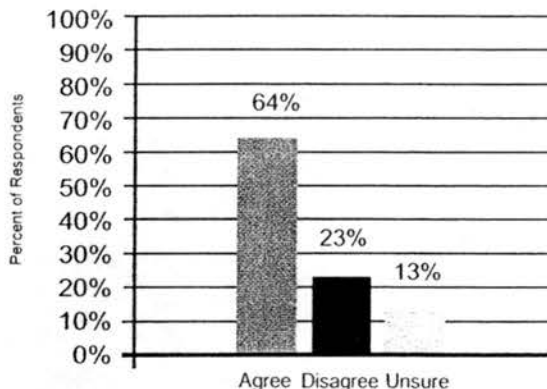
Good Value for Investment

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: Our community receives a good value from its investment in local public schools.



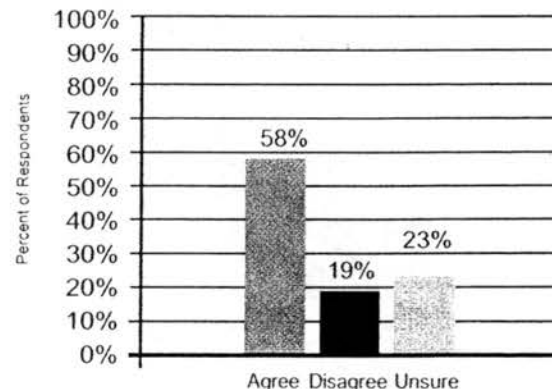
Good Community Involvement

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: The Moorhead Area Public Schools board and administration do a good job of involving community leaders, parents and interested citizens in decisions about the schools.



Tax Increase as Last Resort

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: When the Moorhead Area Public Schools ask voters to approve a referendum, it is only as a last resort after the administration and board have considered all other budget alternatives.

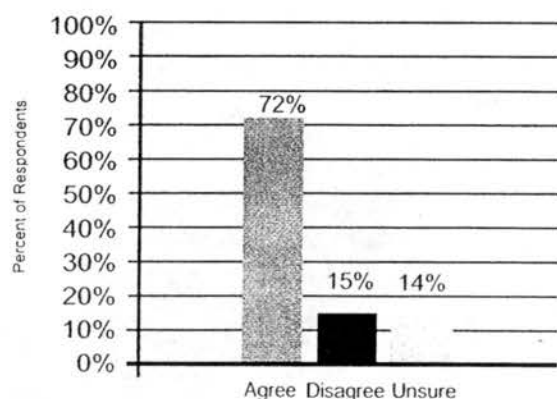


Community Survey Results

Instructional staff receives positive job performance rating

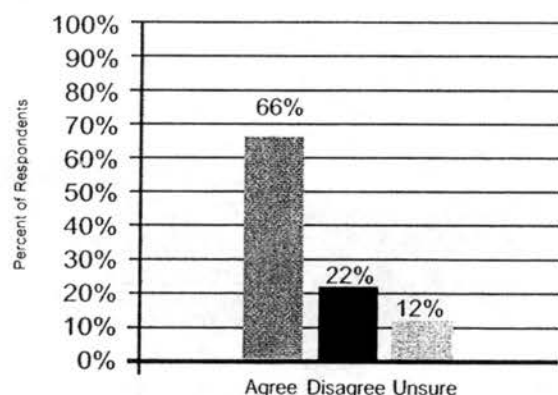
Demonstrates Accountability

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: The Moorhead Area Public School District is held accountable enough for the quality of education provided to their students.



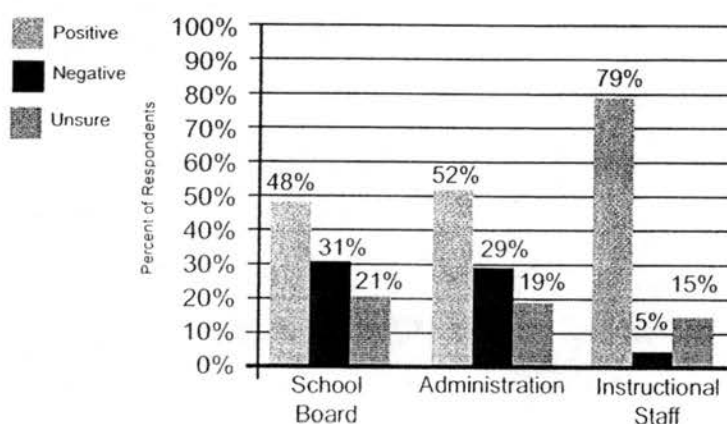
Good Investment and Would Support Referendum

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: The Moorhead Area Public Schools are a good investment, and I would support a referendum to protect that investment.



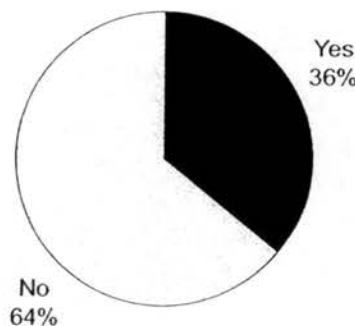
Job Performance Ratings

Respondents were asked three separate questions about how they would rate the performance of the Moorhead Area Public School District's School Board, administration, and teachers and instructional staff. According to Decision Resources, all three groups received favorable ratings considering their very different roles as elected officials, administrators and instructors.

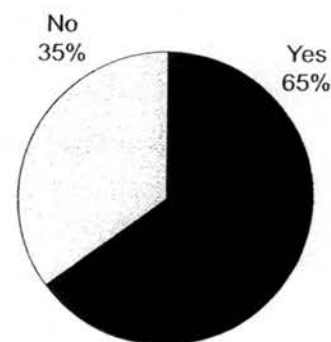


Community Education Programs

Respondents were asked if they or any members of their household used any of the Community Education programs offered by the district during the past year and whether they or any members of their household used any of the Community Education programs anytime in the past. According to Decision Resources, participation rates in Community Education programs are much higher than for other school districts in Minnesota.



Household participation during past year



Household participation in the past

No Child Left Behind Act

District focuses on continuous improvement

At the center of the No Child Left Behind Act, the federal education law, are several measures focusing on student achievement and accountability. The federal law requires states to develop academic standards and test students' progress toward achieving the standards.

Adequate Yearly Progress (AYP) is the level of improvement that school districts and schools must achieve each year as determined under the No Child Left Behind Act (NCLB). School districts have until 2013-14 to achieve 100 percent proficiency for all students in all subgroups.

In Minnesota, three areas determine whether a school district or school has made Adequate Yearly Progress. Those areas include participation and proficiency for eight specific subgroups of students and attendance or graduation rate for all students. Subgroups include students with limited English

proficiency (LEP), students with special education needs, students receiving free or reduced lunch, and students who are White, Black, Asian/Pacific Islander, American Indian, and Hispanic.

Results of the Minnesota Comprehensive Assessments-II are used to determine whether a school meets the participation and proficiency requirements.

No Child Left Behind requires that students are tested in grades 3-8 and in high school. Minnesota uses the Minnesota Comprehensive Assessments-II to meet this requirement.

Additionally, NCLB requires annual tests for science once in grades 3-5, once in grades 6-8 and once in grades 9-12.

The No Child Left Behind Act is in the reauthorization process at the federal legislative level.

What are SMART Goals?

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

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

| SMART Goal | Indicators | Measure | Targets |
|---|--|--|---|
| Specific & strategic, measurable, attainable, results-based, time-bound | Standards & objectives (weak areas for students) | Tools we'll use to determine where students are now and whether they are improving | The attainable performance level we would like to see |

SMART Goals are

Strategic and Specific

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

Measurable

- resulting in real measurable student achievement results

Attainable

- manageable and feasible with the resources at hand

Results-Based

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

Time-Bound

- have a clearly defined time frame for accomplishment

(from Concernius & O'Neill, 2002)

Adequate Yearly Progress

Schools meet majority of AYP Requirements

Moorhead Area Public Schools made Adequate Yearly Progress in 2006 and 2007, but did not make AYP based on 2008 and 2009 MCA-II results. The school district has 38 eligible groups and met 71.1 percent of the requirements for AYP under No Child Left Behind as outlined below.

All schools did not make AYP because of performance by students in specific subgroups as outlined below. Ellen Hopkins Elementary is in the third year of not making AYP. Moorhead High School, Horizon Middle School and Robert Asp Elementary are in the fourth year of not making AYP.

Schools met the requirements for Adequate Yearly Progress under No Child Left Behind as follows:

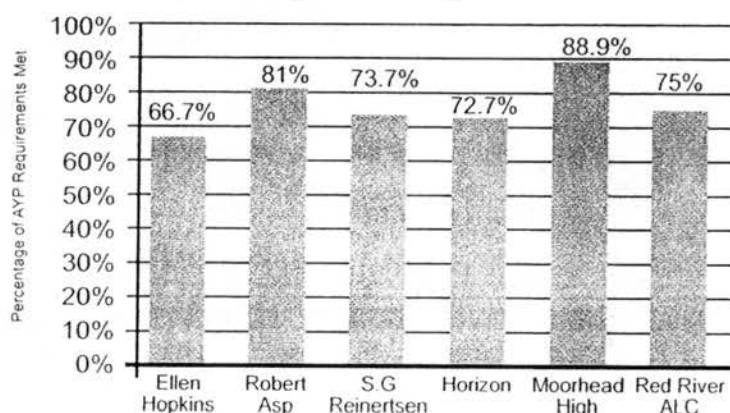
- Ellen Hopkins Elementary has 21 eligible groups and met 66.7 percent of the requirements for AYP.
- Robert Asp Elementary has 21 eligible groups and met 81 percent of the requirements for AYP.
- S.G. Reinertsen Elementary has 19 eligible groups and met 73.7 percent of the requirements for AYP.
- Horizon Middle School has 33 eligible groups and met 72.7 percent of the requirements for AYP.
- Moorhead High School has 18 eligible groups and met

88.9 percent of the requirements for AYP.

- Red River Area Learning Center has four eligible groups and met 75 percent of the requirements for AYP.

Moorhead Area Public Schools will continue to work with the continuous improvement plan to focus on increasing achievement for all students.

AYP Requirements Met by Schools



Adequate Yearly Progress

"Yes" means made AYP in that area.
"No" means did not make AYP in that area. A "-" means the subgroup was too small to count toward AYP. Subgroup size for participation is 40 or more students; subgroup size for proficiency is 20 or more students. "N/A" means not applicable for AYP.

Participation / Proficiency by Student Subgroup

| | | All | American Indian | Asian | Hispanic | Black | White | Limited English Proficient | Special Education | Free / Reduced Lunch | Attendance | Graduation |
|--------------------------------|---------|-----------|-----------------|-----------|-----------|-----------|-----------|----------------------------|-------------------|----------------------|------------|------------|
| | | | | | | | | | | | | |
| Moorhead School District | Reading | Yes / Yes | Yes / No | Yes / Yes | Yes / No | Yes / Yes | Yes / Yes | Yes / No | Yes / No | Yes / No | Yes | Yes |
| | Math | Yes / Yes | Yes / No | Yes / Yes | Yes / No | Yes / No | Yes / Yes | Yes / No | Yes / No | Yes / No | | |
| Ellen Hopkins Elementary | Reading | Yes / Yes | - | - | - / No | - | Yes / Yes | - / No | Yes / No | Yes / No | Yes | N/A |
| | Math | Yes / Yes | - | - | - / Yes | - | Yes / Yes | - / No | Yes / No | Yes / No | | |
| Robert Asp Elementary | Reading | Yes / Yes | - | - | - / No | - | Yes / Yes | - / Yes | Yes / No | Yes / No | Yes | N/A |
| | Math | Yes / Yes | - | - | - / Yes | - | Yes / Yes | - / Yes | Yes / No | Yes / Yes | | |
| S.G. Reinertsen Elementary | Reading | Yes / Yes | - | - | - | - | Yes / Yes | - / No | Yes / No | Yes / No | Yes | N/A |
| | Math | Yes / Yes | - | - | - | - | Yes / Yes | - / No | Yes / No | Yes / Yes | | |
| Horizon Middle School | Reading | Yes / Yes | - / No | - / Yes | Yes / Yes | Yes / Yes | Yes / Yes | Yes / No | Yes / No | Yes / No | Yes | N/A |
| | Math | Yes / Yes | - / Yes | - / Yes | Yes / No | Yes / No | Yes / Yes | Yes / No | Yes / No | Yes / No | | |
| Moorhead High School | Reading | Yes / Yes | - | - | - | - | Yes / Yes | - / Yes | Yes / Yes | Yes / Yes | N/A | Yes |
| | Math | Yes / Yes | - | - | - | - | Yes / Yes | - | Yes / No | Yes / No | | |
| Red River Area Learning Center | Reading | - / Yes | - | - | - | - | - | - | - | - | Yes | N/A |
| | Math | Yes / No | - | - | - | - | - | - | - | - | | |

Minnesota Comprehensive Assessments

MCA results assist school district in determining curriculum

Beginning in 2005-06, students in grades 3-8, 10 and 11 took the Minnesota Comprehensive Assessments-II (MCAs) to determine their progress toward the state's academic standards.

On the MCA-IIs, student performance is broken down into four achievement levels with level four indicating exceeding the standards. Students who score in level three are considered meeting state standards. Students scoring in level two partially meet the standards, and students scoring in level one do not meet the standards. Students in levels three and four are considered to be proficient.

The MCA-II tests measure students' progress toward high

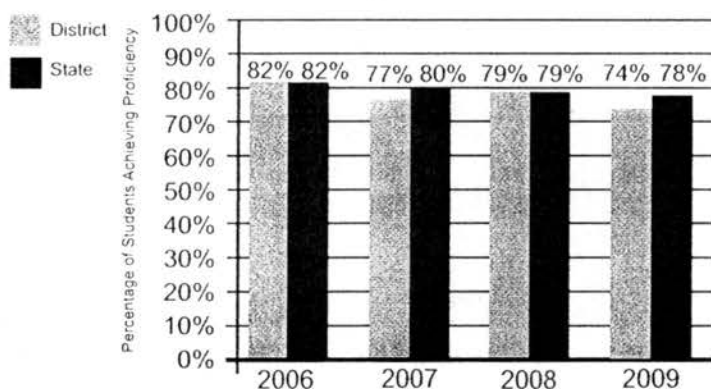
academic standards. Students in grade 12 and younger will be required to pass the MCA-II/GRAD, which will be taken at the high school level.

The administrative and teaching staff continue to develop programs to address achievement levels of all students. The Measures of Academic Progress or MAP assessment provides information on the progress that individual students make toward meeting grade-level benchmarks.

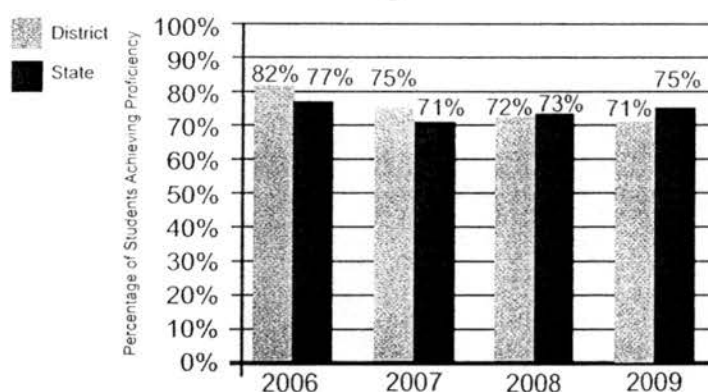
Teachers at all levels will be developing and using districtwide common assessments to measure achievement in each grade level.

2007 MCA-II reading results include English language learners' scores. In 2006 ELLs could take the TEAE assessment instead of the MCA-II.

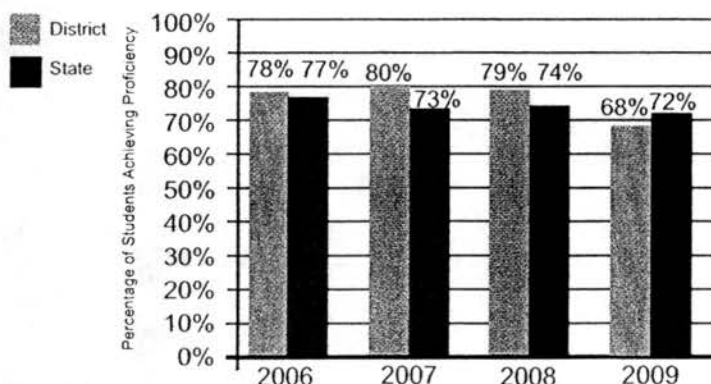
Minnesota Comprehensive Assessments-II
District Reading – Grade 3



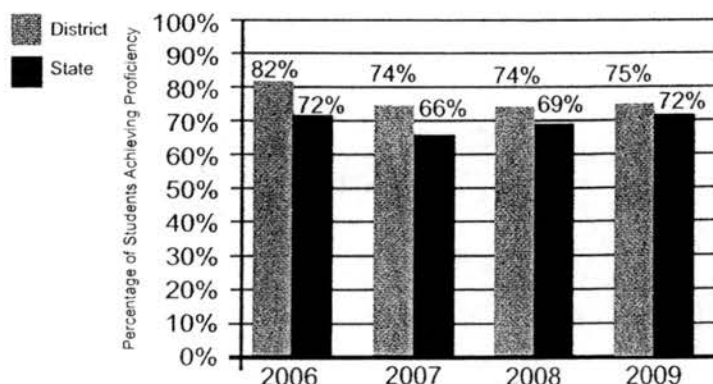
Minnesota Comprehensive Assessments-II
District Reading – Grade 4



Minnesota Comprehensive Assessments-II
District Reading – Grade 5



Minnesota Comprehensive Assessments-II
District Reading – Grade 6



Continuous Improvement Process

Priorities of district's strategic plan focus on student achievement

After a year-long planning process, the strategic plan for the Moorhead Area Public Schools was adopted by the School Board on August 27, 2007. The strategic plan outlines six priority areas with goals and strategies identified for each priority. The priority areas will be addressed in the coming years. The plan will be examined regularly and priority areas and timelines may change according to the needs of the district.

During 2007-08 progress was made in several areas of the strategic plan, but all six priorities areas continued to be

a focus for 2008-09. In 2009-10 measurable goals will be developed.

The priority areas and goals are:

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

- 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.

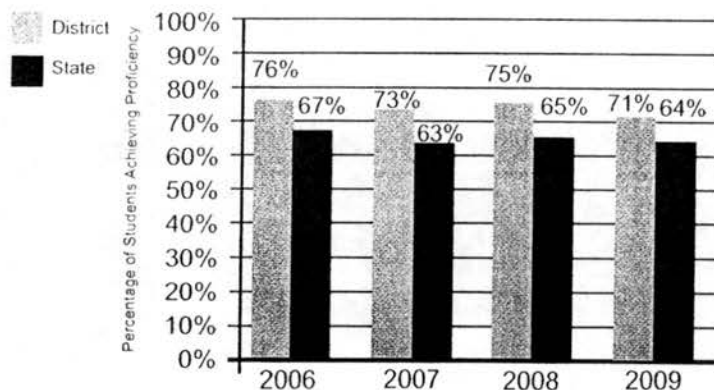
Priority Area 2: Enhance curriculum and instructional experiences to meet the needs of all learners.

- Identify the needs of all learners and related needs for programming and services.
- Improve student achievement.

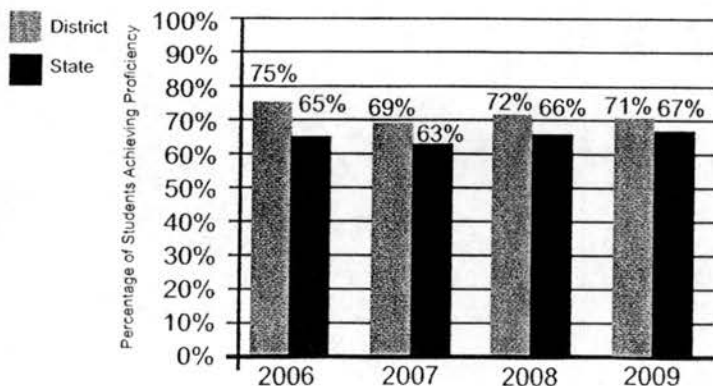
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2007 MCA-II reading results include English language learners' scores. In 2006 ELLs could take the TEAE assessment instead of the MCA-II.

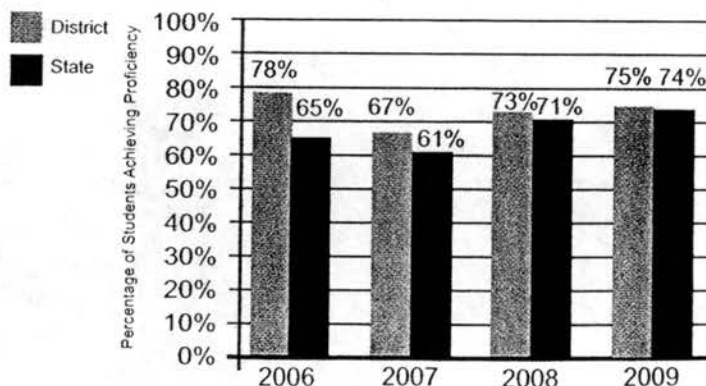
Minnesota Comprehensive Assessments (MCA-II) District Reading – Grade 7



Minnesota Comprehensive Assessments (MCA-II) District Reading – Grade 8



Minnesota Comprehensive Assessments (MCA-II) District Reading – Grade 10



Continuous Improvement Process

Priorities of district's strategic plan focus on student achievement

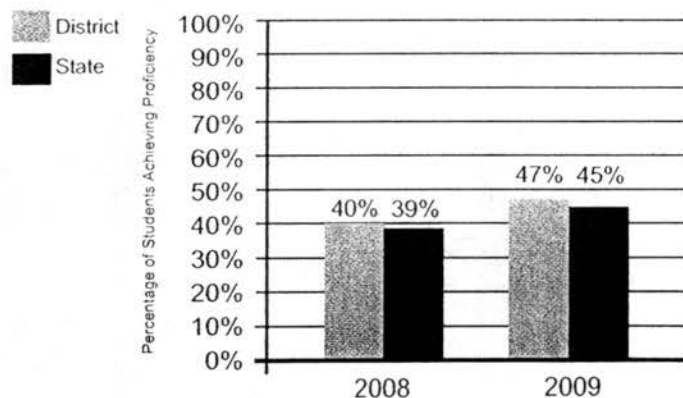
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- Identify strategies to support diverse learners to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

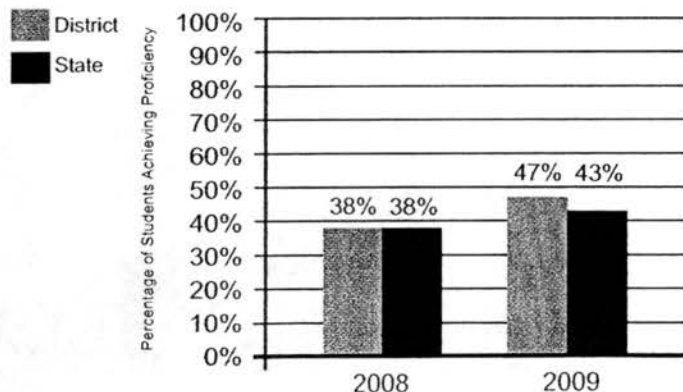
Priority Area 3: Promote a safe, healthy and respectful learning environment.

- 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

Minnesota Comprehensive Assessments (MCA-II) District Science – Grade 5



Minnesota Comprehensive Assessments (MCA-II) District Science – Grade 8



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.

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

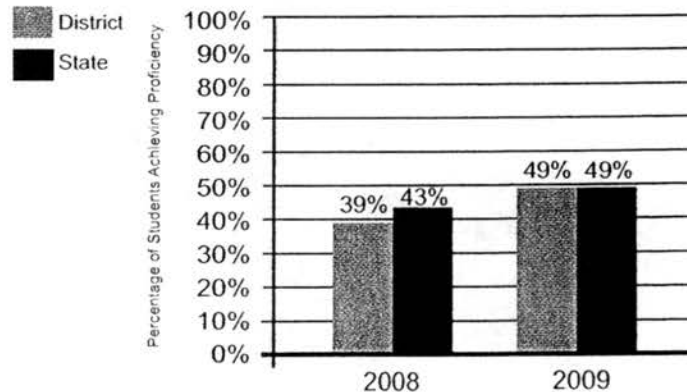
Priority Area 5: Promote arts and 21st century learning, thinking and life skills.

- 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.

- 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.

Minnesota Comprehensive Assessments (MCA-II) District Science – High School



Improving Student Achievement

District Academic Goals

Moorhead Area Public Schools updated a needs assessment and AYP Improvement Plan in 2005 and will be updating the plan again during 2009-10. The district will use the plan to strengthen performance targets across the following indicators:

- **Curriculum:** Provide additional staff development in promising practices and research basis of math curriculum across instructional levels, ensure rigor for all students, especially for learners at risk, and investigate research-based approaches to accelerated skill development.
- **Instruction:** Increase instructional time in math; staff development in differentiated instruction and foster collaboration with Learner Support Services staff.
- **Assessment and Use of Results Improvement:** Explore instructional strategies that support at-risk learners; use diagnostic assessment to trigger early intervention and to demonstrate incremental growth.
- **Professional Development:** Use student achievement data to determine focus of staff development, provide sustained support of new initiatives and provide teacher math coach.
- **Engaging Families and Community:** Develop more support for parents and provide family involvement activities more closely aligned with instructional goals and priorities.
- **Leadership:** Develop focused strategic plan that addresses the needs of at-risk learners, implement SMART schools model, examine core instruction and time committed in the areas of math and reading for at-risk learners.
- **Planning and Resources:** Improve availability of computers to students and families, update materials for support teachers and integrate curriculum with technology.

Performance Targets for 2008-09

Reading

We will improve reading achievement for all students by 4 percent from 75 percent proficient to 79 percent proficient as evidenced by the state accountability tests by June 2009.

Progress toward goal:

- 72 percent of students were proficient.

Mathematics

We will improve mathematics achievement for all students by 5 percent from 67 percent to 72 percent proficient on the state accountability tests by June 2009.

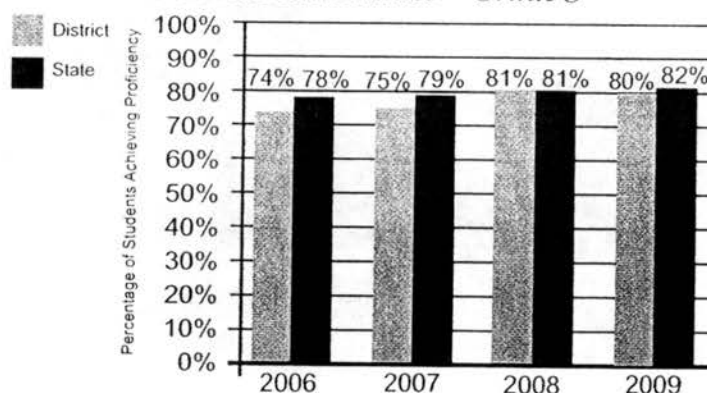
Progress toward goal:

- 62 percent of students were proficient.

In 2007 English language learners could take the MTELL assessment instead of the math MCA-II. 2006 MCA-II math results include ELLs' scores.

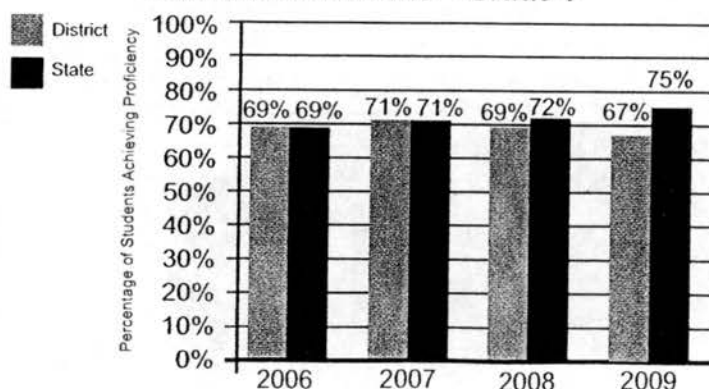
Minnesota Comprehensive Assessments-II

District Mathematics – Grade 3



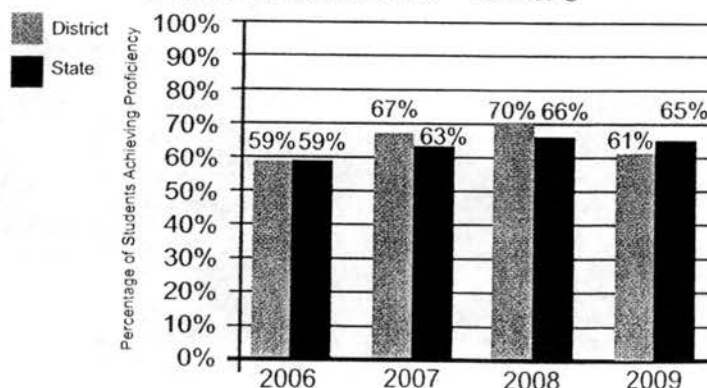
Minnesota Comprehensive Assessments-II

District Mathematics – Grade 4



Minnesota Comprehensive Assessments-II

District Mathematics – Grade 5



Improving Student Achievement

District Academic Goals

Vocabulary Expansion

In the area of vocabulary expansion, the district's subscores will be at or above the state average at all grade levels in the American Indian, Limited English Proficient (LEP) and Special Education subgroups by June 2009.

Progress toward goal:

- The Special Education subgroup exceeded state average by 1 percent. The other two subgroups were 3 percent below state average.

Performance Targets for 2009-10

Reading

We will improve reading achievement for all students by 7 percent from 72 percent proficient to 79 percent proficient as evidenced by the state accountability tests by June 2010.

Mathematics

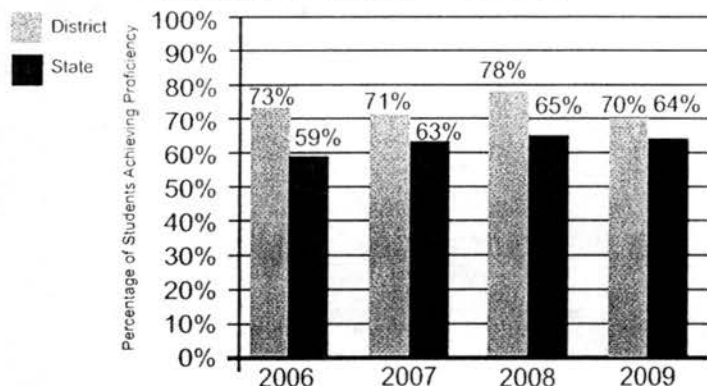
We will improve mathematics achievement for all students by 9 percent from 62 percent to 71 percent proficient on the state accountability tests by June 2010.

Vocabulary Expansion

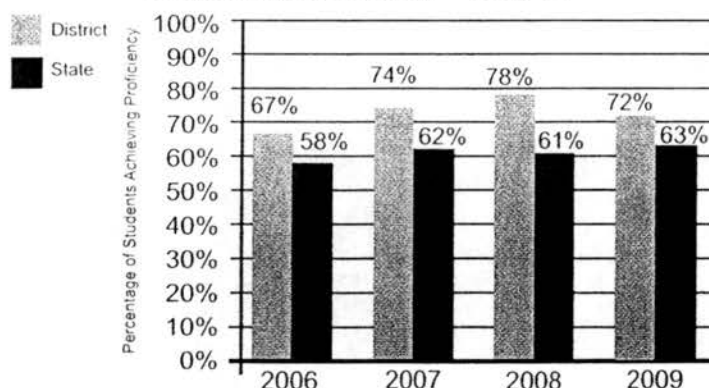
In the area of vocabulary expansion, the district's subscores will be at or above the state average at all grade levels in the American Indian, Hispanic, Black, Free and Reduced, Limited English Proficient (LEP) and Special Education subgroups by June 2010.

In 2007 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

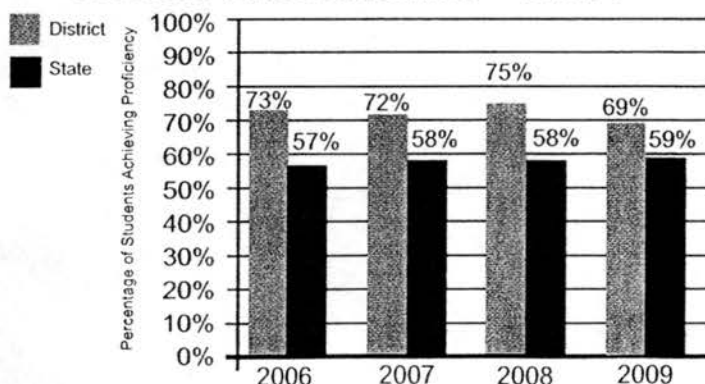
Minnesota Comprehensive Assessments-II
District Mathematics – Grade 6



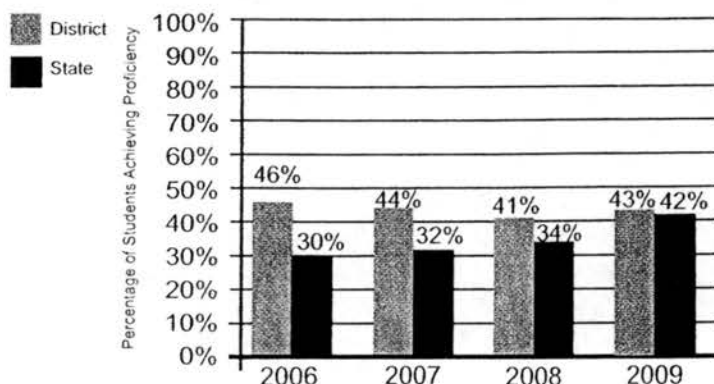
Minnesota Comprehensive Assessments-II
District Mathematics – Grade 7



MCA-II District Mathematics – Grade 8



MCA-II District Mathematics – Grade 11



Ellen Hopkins Elementary School



Ellen Hopkins Elementary School
2020 11th St. S., Moorhead, MN 56560
(218) 284-4300

Principal: Dr. Mary Jo Schmid

Original Construction: 1957-58
Most Recent Remodeling: 2004
Square Footage: 111,005

Attendance Rate (2008-09) 95.68%

Enrollment by Grade (October 2008)

| | |
|------------------------------------|-----|
| • Kindergarten | 138 |
| • Grade 1 | 123 |
| • Grade 2 | 138 |
| • Grade 3 | 119 |
| • Grade 4 | 161 |
| • Grade 5 | 121 |
| • Self-contained Special Education | 4 |
| • Total | 804 |

Diversity of Student Population (2008-09)

| | |
|-------------------|-------|
| • American Indian | 3.7% |
| • Asian | 1.0% |
| • Hispanic | 10.9% |
| • Black | 4.0% |
| • White | 80.3% |

Percentage of Students Eligible for Free or Reduced-Price Lunch 40%

Percentage of Students Receiving Learner Support Services

| | |
|---------------------------|-----|
| Special Education | 16% |
| English Language Learners | 9% |

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2008-09

Goal 1

By the end of the 2008-09 school year, using Measures of Academic Progress (MAP) data, 65 percent of students in grades 2-5 will meet or exceed their growth target in reading.

Progress toward goal:

- 57.1 percent of students in grades 2-5 met or exceeded their growth target in reading.

Goal 2

By the end of the 2008-09 School Year, using the Measure of Academic Progress (MAP) data, 70 percent of students in grades 2-5 will meet or exceed their growth target in math.

Progress toward goal:

- 60.4 percent of students in grades 2-5 met or exceeded their growth target in math.

School Improvement Goals for 2009-10

Goal 1

The Ellen Hopkins Elementary School staff will increase the math proficiency of Hopkins students who are economically disadvantaged so that 55 percent will demonstrate math proficiency on the MCA-II by May 2010.

Goal 2

The Ellen Hopkins Elementary School staff will increase reading proficiency of Hopkins students who are economically disadvantaged so that 60 percent will demonstrate mathematics proficiency on the MCA-II by May 2010.

Goal 3

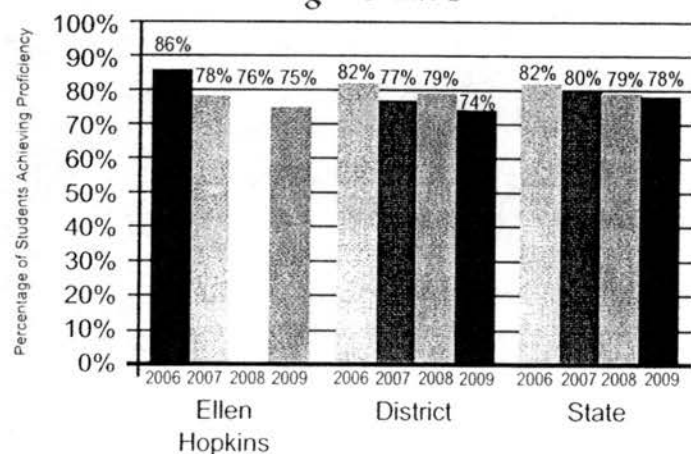
The Ellen Hopkins Elementary School staff will create an effective learning environment using the PBIS model for improved student behavior for all Hopkins students so that 60 percent will demonstrate improved behavior as demonstrated by reduced behavioral referrals by May 2010.

Ellen Hopkins Elementary School

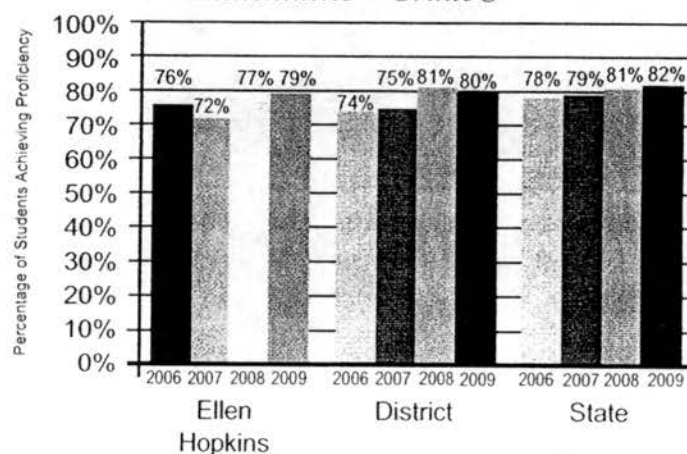
2007 MCA-II reading results include English language learners' scores.
In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007 English language learners could take the MTLEL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

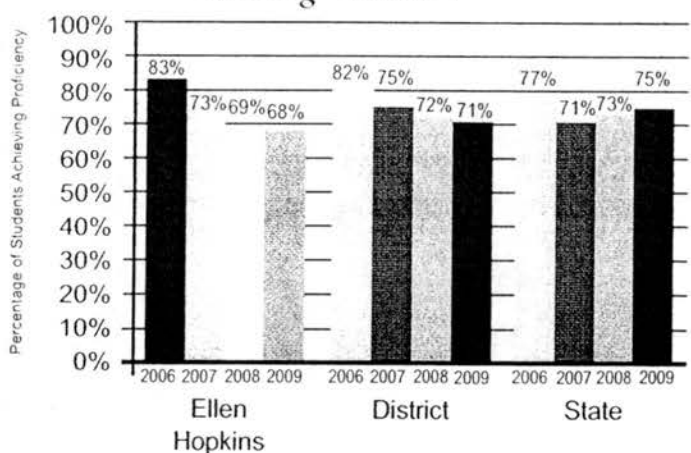
Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 3



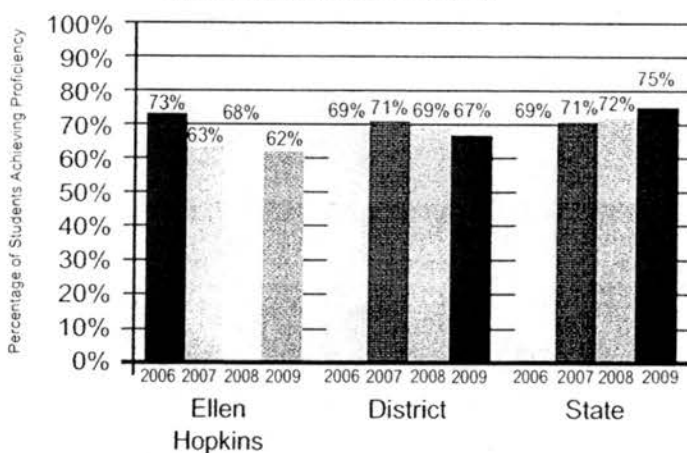
Minnesota Comprehensive Assessments (MCA-II)
Mathematics – Grade 3



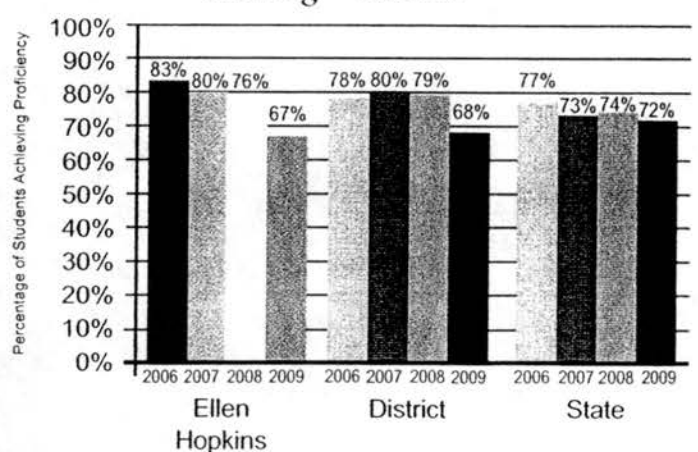
Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 4



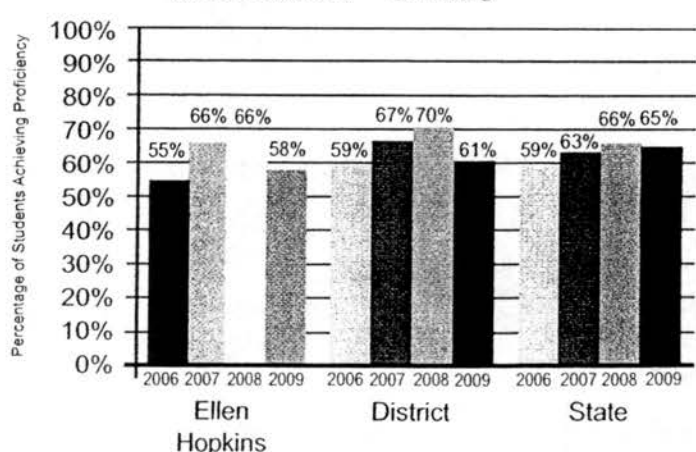
Minnesota Comprehensive Assessments (MCA-II)
Mathematics – Grade 4



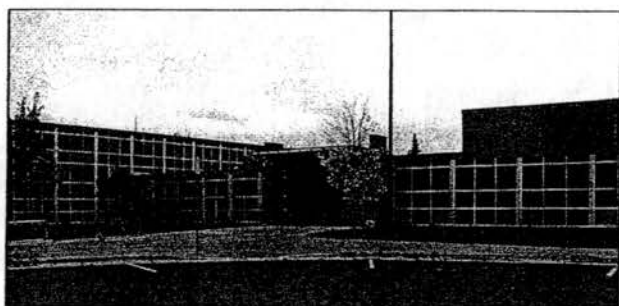
Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II)
Mathematics – Grade 5



Robert Asp Elementary School



Robert Asp Elementary School
910 11th St. N., Moorhead, MN 56560
(218) 284-6300

Principal: Kevin Kopperud

Original Construction: 1957-58
Most Recent Remodeling: 2004
Square Footage: 98,510

Attendance Rate (2008-09) 95.78%

Enrollment by Grade (October 2008)

| | |
|------------------------------------|-----|
| • Kindergarten | 119 |
| • Grade 1 | 126 |
| • Grade 2 | 133 |
| • Grade 3 | 144 |
| • Grade 4 | 118 |
| • Grade 5 | 113 |
| • Self-contained Special Education | 0 |
| • Total | 753 |

Diversity of Student Population (2008-09)

| | |
|-------------------|-------|
| • American Indian | 3.9% |
| • Asian | 2.4% |
| • Hispanic | 12.8% |
| • Black | 3.3% |
| • White | 77.6% |

Percentage of Students Eligible for Free or Reduced-Price Lunch 39%

Percentage of Students Receiving Learner Support Services

| | |
|---------------------------|-----|
| Special Education | 15% |
| English Language Learners | 8% |

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2008-09

Goal 1

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

Progress toward goal:

- 55.7 percent of students in grades 2-5 met the growth target in reading.

Goal 2

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

Progress toward goal:

- 61.3 percent of students in grades 2-5 met the growth target in math.

Goal 3

In the area of mathematics, Robert Asp Elementary will increase proficiency by 5 percent to meet the 100 percent proficiency target by 2013-14 on the MCA-II/MTLL.

Progress toward goal:

- Proficiency decreased 1 percent, from 66 percent proficient to 65 percent proficient.

Goal 4

The Limited English Proficient subgroup will improve performance from 41 percent proficient to 50 percent proficient and/or meet the index target on math MCA-II/MTLL by May 2009.

Progress toward goal:

- Proficiency decreased 2 percent, from 41 percent proficient to 39 percent proficient.

School Improvement Goals for 2009-10

Goal 1 – Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 65 percent to 72 percent on the 2010 MCA-II math assessment.

Goal 2 – Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 69 percent to 75 percent on the 2010 MCA-II reading assessment.

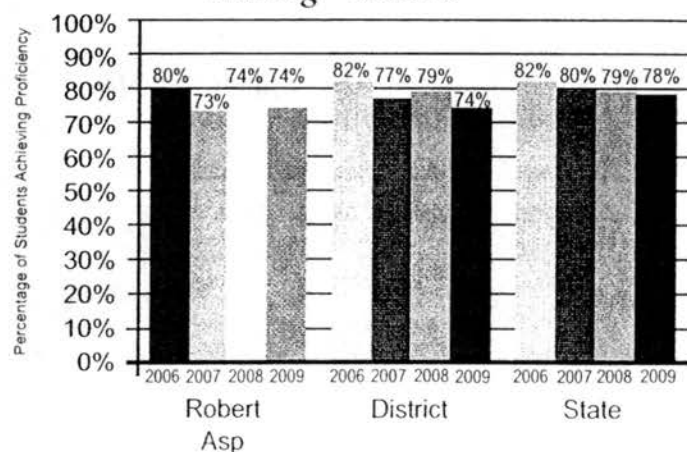
Goal 3 – Robert Asp Elementary will decrease the number of students missing 11 or more school days by 6 percent from the previous school year using the daily attendance record.

Robert Asp Elementary School

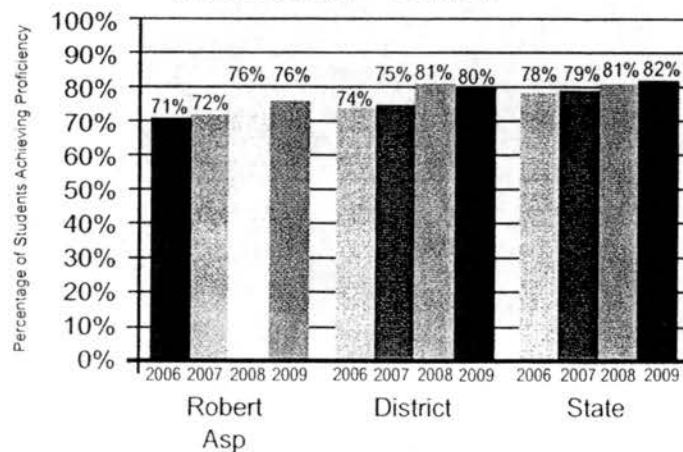
2007 MCA-II reading results include English language learners' scores.
In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

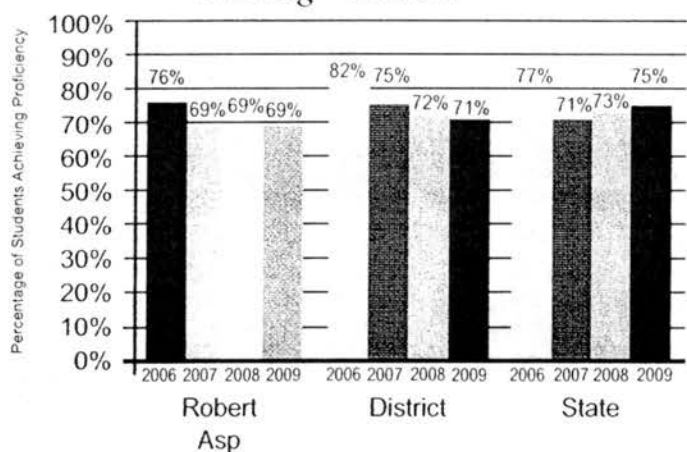
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 3



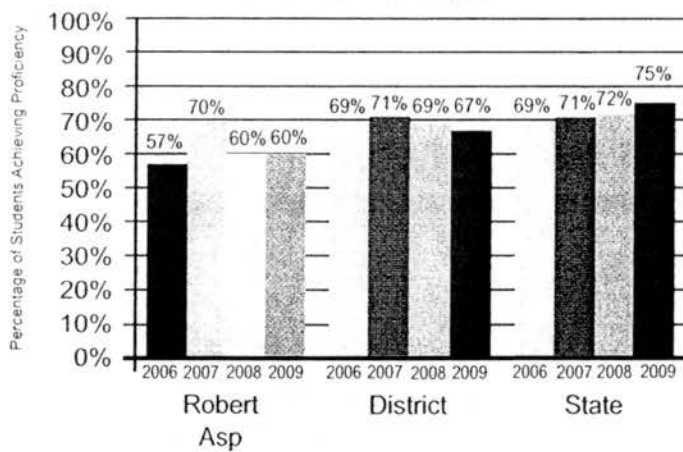
Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 3



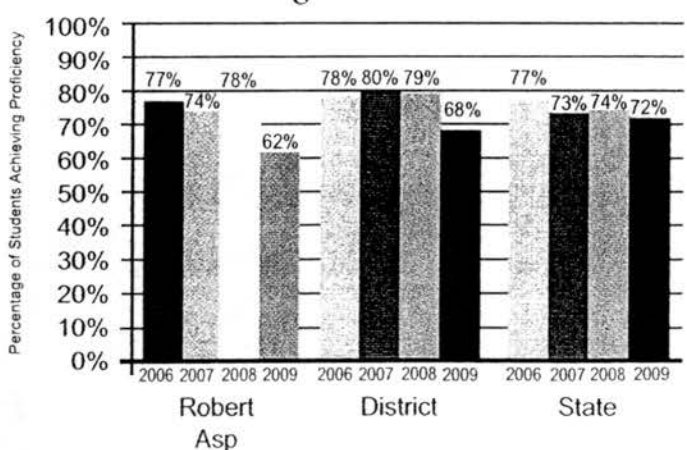
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 4



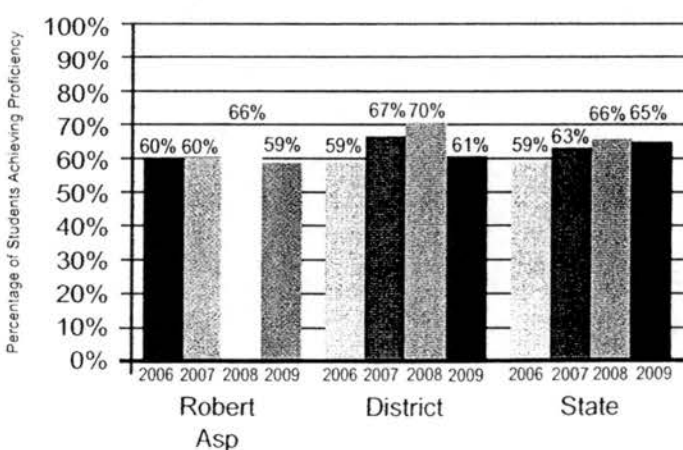
Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 4



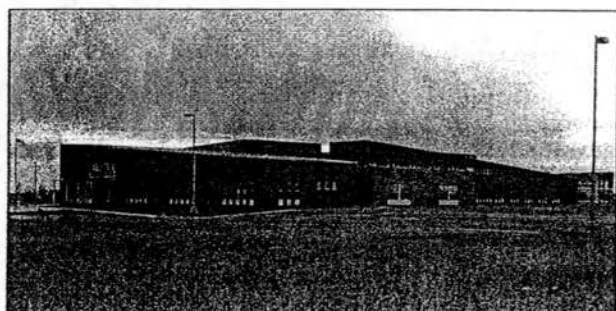
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 5



S.G. Reinertsen Elementary School



S.G. Reinertsen Elementary School

1201 40th Ave. S.,
Moorhead, MN 56560
(218) 284-5300

Principal: Anne Moyano

Original Construction: 2004

Square Footage: 103,600

Attendance Rate (2008-09) 96.67%

Enrollment by Grade (October 2008)

| | |
|------------------------------------|-----|
| • Kindergarten | 140 |
| • Grade 1 | 156 |
| • Grade 2 | 159 |
| • Grade 3 | 138 |
| • Grade 4 | 142 |
| • Grade 5 | 145 |
| • Self-contained Special Education | 0 |
| • Total | 880 |

Diversity of Student Population (2008-09)

| | |
|-------------------|-------|
| • American Indian | 3.4% |
| • Asian | 0.6% |
| • Hispanic | 4.2% |
| • Black | 4.5% |
| • White | 87.3% |

Percentage of Students Eligible for
Free or Reduced-Price Lunch 29%

Percentage of Students Receiving Learner Support Services

| | |
|---------------------------|-----|
| Special Education | 14% |
| English Language Learners | 6% |

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2008-09

Goal 1

In the spring of 2009, 68 percent of students will meet their reading growth target on the Measures of Academic Progress (MAP).

Progress toward goal:

- 63 percent of students met their reading growth target.

Goal 2

In the spring of 2009, 72 percent of students will meet their math growth target on the Measures of Academic Progress (MAP).

Progress toward goal:

- 72.5 percent of students met their mathematics growth target.

School Improvement Goals for 2009-10

Goal 1

S.G. Reinertsen Elementary staff will improve student math skills and knowledge so that 80 percent of grades 3-5 students demonstrate proficiency on the 2010 MCA-II mathematics assessment.

Goal 2

S.G. Reinertsen Elementary staff will improve student reading skills and knowledge so that 82 percent of grades 3-5 students demonstrate proficiency on the 2010 MCA-II reading assessment.

Goal 3

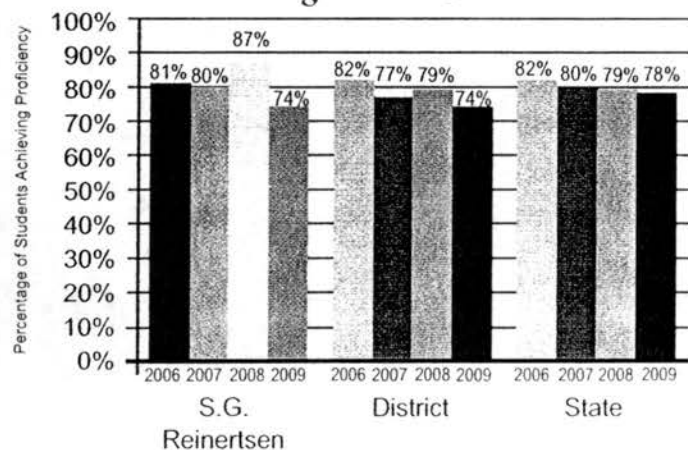
100 percent of S.G. Reinertsen Elementary students, when interviewed, will correctly state the three school rules. When incident reports are totaled on May 14, 2010, 80 percent of Reinertsen students will have received no major incident reports for the year.

S.G. Reinertsen Elementary School

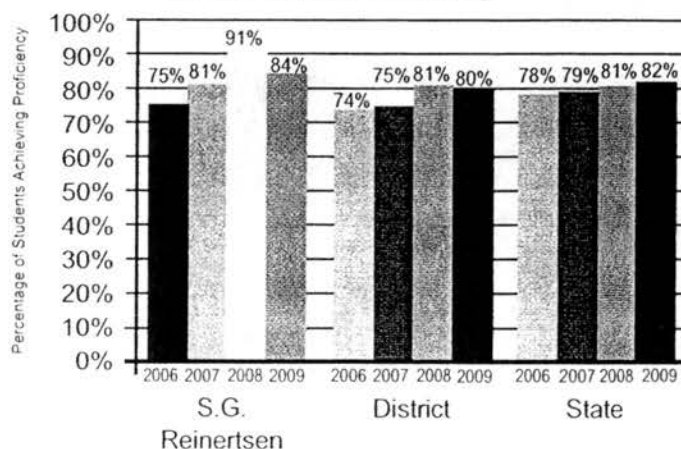
2007 MCA-II reading results include English language learners' scores.
In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

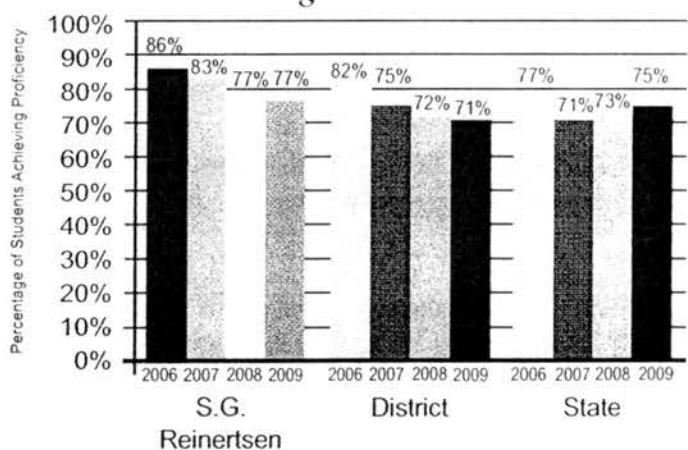
Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 3



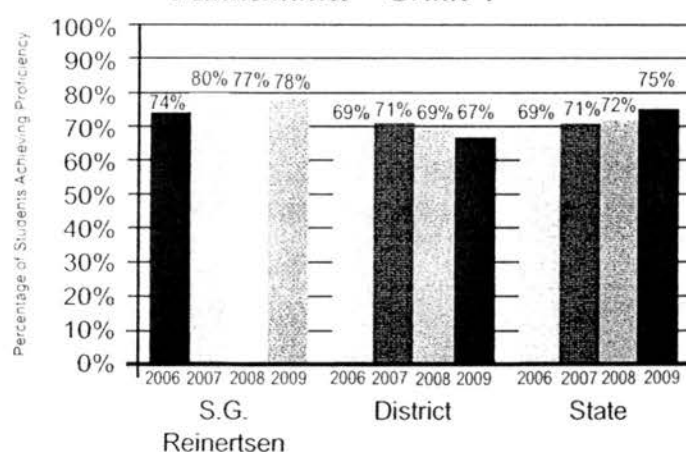
Minnesota Comprehensive Assessments (MCA-II)
Mathematics – Grade 3



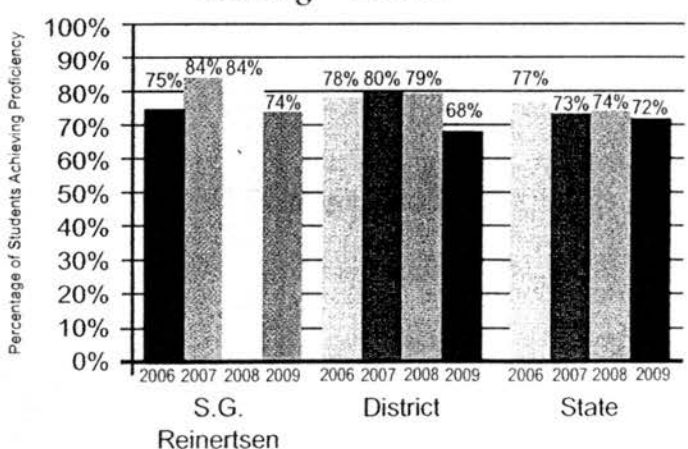
Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 4



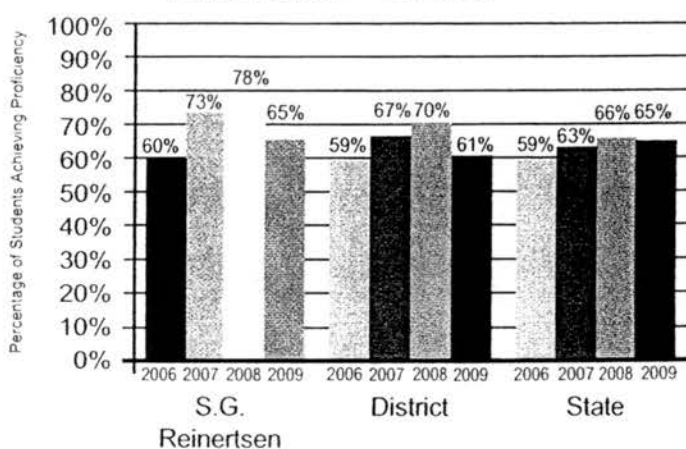
Minnesota Comprehensive Assessments (MCA-II)
Mathematics – Grade 4



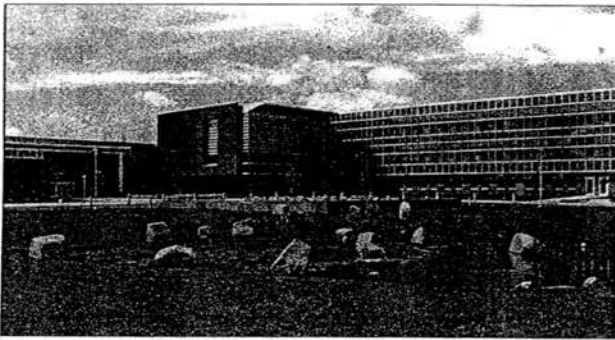
Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II)
Mathematics – Grade 5



Horizon Middle School



Horizon Middle School

3601 12th Ave. S., Moorhead, MN 56560
(218) 284-7300

Principal: Lori Lockhart
Assistant Principal: Matt Naugle

Original Construction: 2004
Square Footage: 238,000

Attendance Rate (2008-09) 95.08%

Enrollment by Grade (October 2008)

| | |
|-----------|-------|
| • Grade 6 | 404 |
| • Grade 7 | 367 |
| • Grade 8 | 405 |
| • Total | 1,176 |

Diversity of Student Population (2008-09)

| | |
|-------------------|-------|
| • American Indian | 2.8% |
| • Asian | 2.5% |
| • Hispanic | 7.4% |
| • Black | 3.9% |
| • White | 83.4% |

Percentage of Students Eligible
for Free or Reduced-Price Lunch 30%

Percentage of Students Receiving Learner Support Services

| | |
|---------------------------|-----|
| Special Education | 13% |
| English Language Learners | 6% |

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2008-09

Goal 1

All students at Horizon Middle School will make targeted growth in reading as projected by the Fall 2008 Measures of Academic Progress (MAP) scores on the Spring 2009 MAP assessments.

Progress toward goal:

- 53.5 percent of students made targeted growth in reading.

Goal 2

All students at Horizon Middle School will make targeted growth in mathematics as projected by the Fall 2008 Measures of Academic Progress (MAP) scores on the Spring 2009 MAP assessments.

Progress toward goal:

- 59.5 percent of students made targeted growth in math

School Improvement Goals for 2009-10

Goal 1

Horizon Middle School will increase the percent of students proficient on the 2009-2010 mathematics MCA-II by 5 percent.

Goal 2

Horizon Middle School will increase the percent of students proficient on the 2009-2010 reading MCA-II by 5 percent.

Goal 3

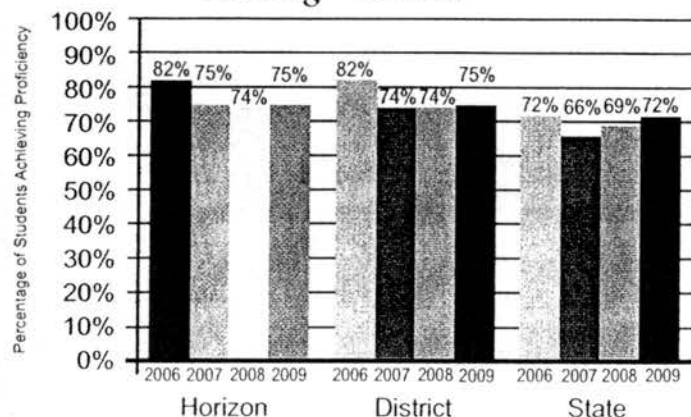
Horizon Middle School will identify and offer differentiated supports to students identified in underperforming subgroups (free and reduced, special education and limited English proficient) according to data (academic, attendance, discipline, etc.) to achieve the 2009-2010 Adequate Yearly Progress index point.

Horizon Middle School

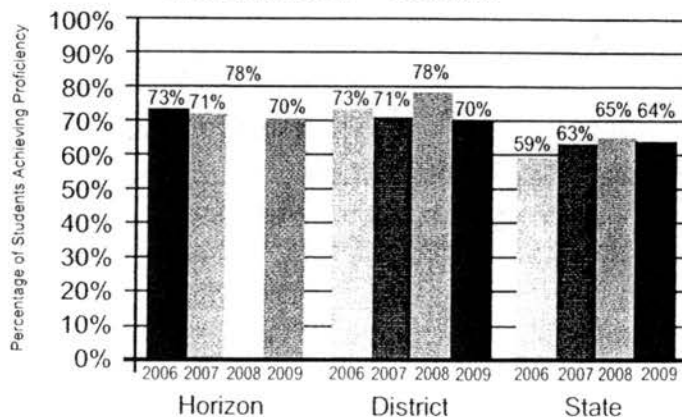
2007 MCA-II reading results include English language learners' scores.
In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007 English language learners could take the MTELL assessment instead of
the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

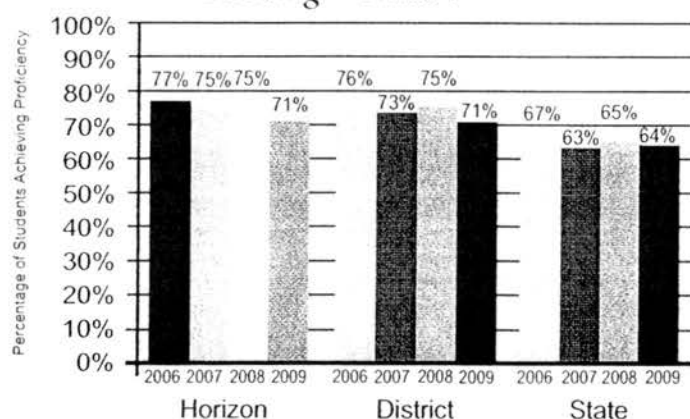
Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 6



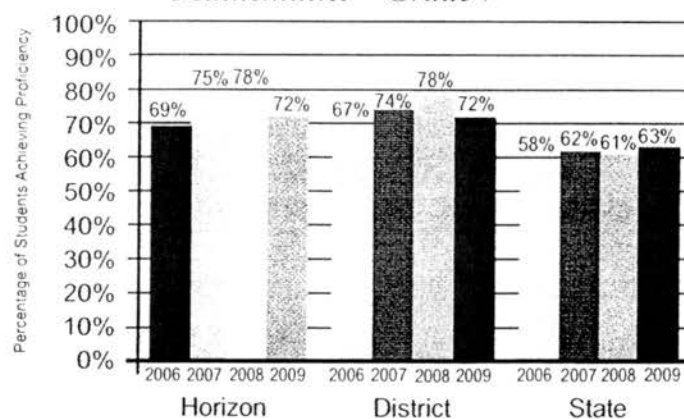
Minnesota Comprehensive Assessments (MCA-II)
Mathematics – Grade 6



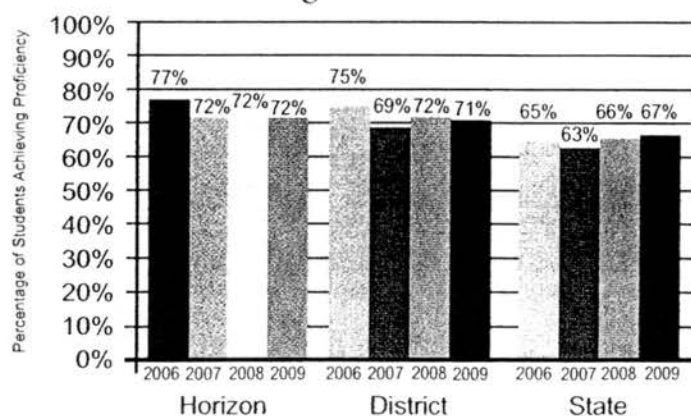
Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 7



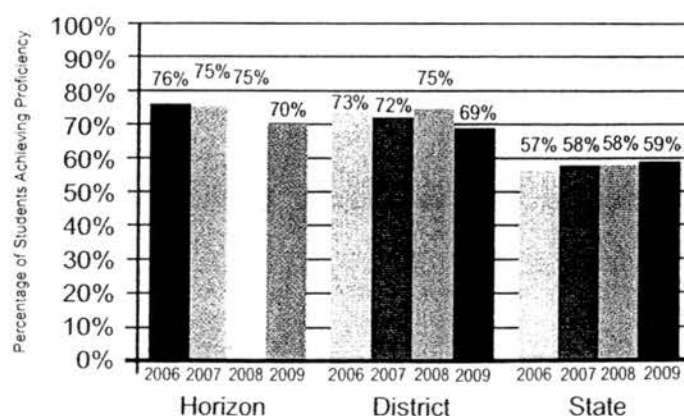
Minnesota Comprehensive Assessments (MCA-II)
Mathematics – Grade 7



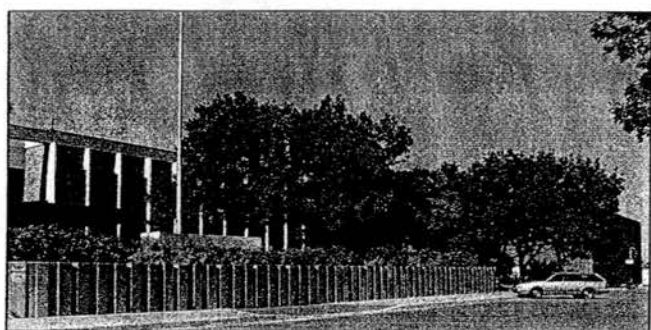
Minnesota Comprehensive Assessments (MCA-II)
Reading – Grade 8



Minnesota Comprehensive Assessments (MCA-II)
Mathematics – Grade 8



Moorhead High School



Moorhead High School

2300 4th Ave. S., Moorhead, MN 56560
(218) 284-2300

Principal: Gene Boyle

Assistant Principals: Russ Henegar and Dave Lawrence

Original Construction: 1967
Most Recent Remodeling: 2004
Square Footage: 361,797

Attendance Rate (2008-09) 93.24%

Graduation Rate (2008-09) 95.71%

Enrollment by Grade (October 2008)

| | |
|------------|-------|
| • Grade 9 | 383 |
| • Grade 10 | 429 |
| • Grade 11 | 444 |
| • Grade 12 | 374 |
| • Total | 1,630 |

Diversity of Student Population (2008-09)

| | |
|-------------------|-------|
| • American Indian | 2.1% |
| • Asian | 1.7% |
| • Hispanic | 6.9% |
| • Black | 2.6% |
| • White | 86.8% |

Percentage of Students Eligible
for Free or Reduced-Price Lunch 24%

Percentage of Students Receiving Learner Support Services

| | |
|---------------------------|-----|
| Special Education | 14% |
| English Language Learners | 4% |

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2008-09

Goal 1 – Students proficient on the MCA-II reading assessment will exceed the state percentage of students achieving proficiency by 7 percent.

Progress toward goal:

- Proficiency was 3.1 percent above the state average and 1.2 percent increase over the school's 2008 results.

Goal 2 – Students proficient on the MCA-II mathematics assessment will exceed the state percentage of students achieving proficiency by 9 percent.

Progress toward goal:

- Proficiency was 1.89 percent above the state average and 0.6 percent increase over the school's 2008 results.

Goal 3 – Students will improve by .1 point on the ACT composite.

Progress toward goal:

- The composite score increased by .1 point meeting the goal.

Goal 4 – Participation on the ACT by seniors will increase to 80 percent.

Progress toward goal:

- 69 percent of the seniors participated.

School Improvement Goals for 2009-10

Goal 1 – Students proficient on the MCA-II reading assessment will exceed the state percentage of students achieving proficiency by 5 percent.

Goal 2 – Students proficient on the MCA-II mathematics assessment will exceed the state percentage of students achieving proficiency by 6 percent.

Goal 3 – Students will improve by .2 point on the ACT composite.

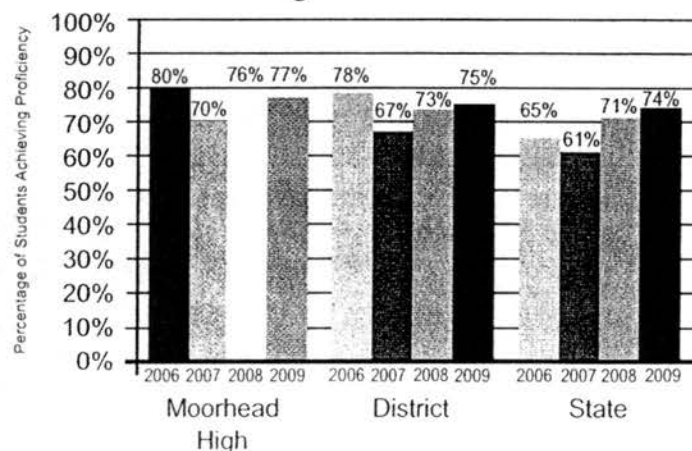
Goal 4 – Participation on the ACT and WorkKeys by seniors will increase to 80 percent.

Moorhead High School

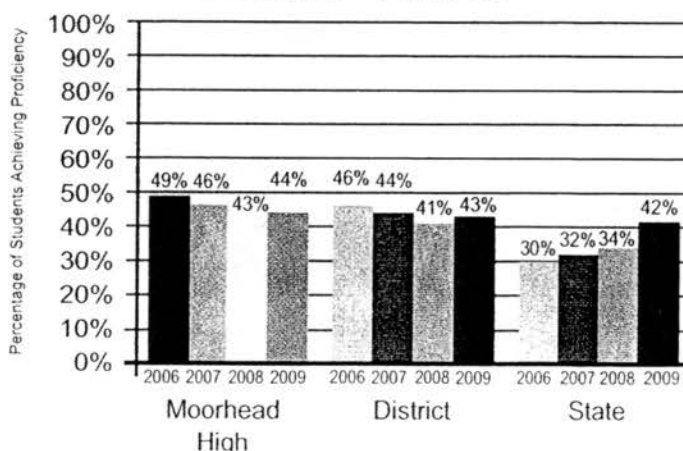
2007 MCA-II reading results include English language learners' scores.
In 2006 the ELLs could take the TEAE assessment instead of the MCA-II.

In 2007 English language learners could take the MTELL assessment instead of the mathematics MCA-II. 2006 MCA-II math results include ELLs' scores.

Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 10



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 11

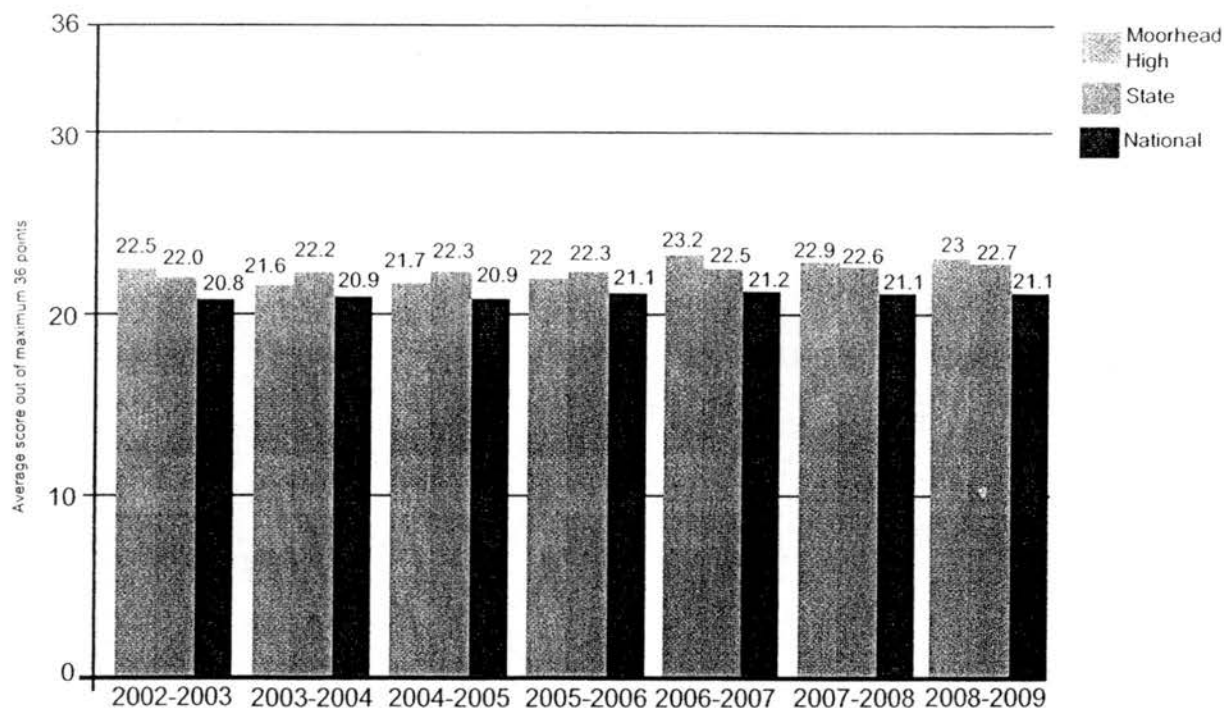


ACT Average Scores from 2002-2003 to 2008-2009

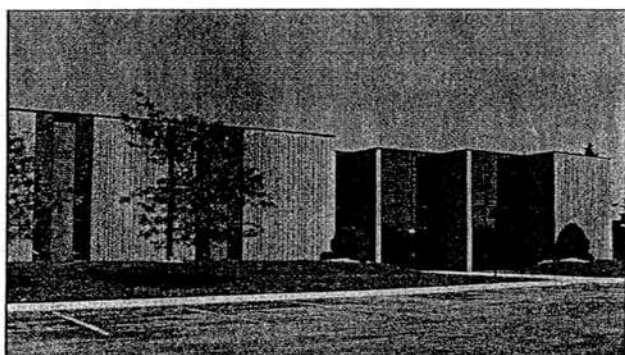
The American College Test or ACT is the admissions test most widely required by colleges in the Midwest. The test has a point range from 1-36.

Number of Moorhead High students taking the test each year:

2002-03: 251
2003-04: 282
2004-05: 296
2005-06: 246
2006-07: 287
2007-08: 289
2008-09: 249



Red River Area Learning Center



Red River Area Learning Center
1100 32nd Ave. S., Moorhead, MN 56560
(218) 284-2200

Program Manager:
Deb Pender-Tileraas

Schools develop improvement goals based on the greatest learning needs of the students in that particular school. The Red River Area Learning Center has goals related to the learning environment, intervention processes, family involvement, and school climate. Outlined here are student achievement goals.

School Improvement Goals for 2008-09

Goal 1 – All students enrolled in the Red River ALC during 2008-09 will attend school 90 percent of the time (minimum).

Progress toward goal:

- Attendance rate exceeded the goal of 90 percent.

Goal 2 – The Red River Area Learning Center will demonstrate adequate yearly progress in student achievement as measured on the MCA-II. 100% of the ALC students will demonstrate positive growth toward attainment of the Minnesota Academic Standards and local graduation requirements in the areas of reading and mathematics.

Progress toward goal:

- Red River ALC met 75 percent of the requirements for AYP. The requirement not met was mathematics proficiency. However, the percentage of students who met or exceeded individual growth targets increased, and all 2009 graduates met the graduation requirements of algebra, geometry and algebra II.

Goal 3 – 100% of the ALC students will participate in statewide testing.

Progress toward goal:

- Red River ALC met AYP for participation in statewide testing, but did not have 100 percent of students participate.

School Improvement Goals for 2009-10

Goal 1 – All students enrolled in the Red River ALC during 2009-10 will attend school 92 percent of the time (minimum).

Goal 2 – The Red River Area Learning Center will demonstrate adequate yearly progress in student achievement as measured on the MCA-II. 100% of the ALC students will demonstrate positive growth toward attainment of the Minnesota Academic Standards and local graduation requirements in the areas of reading and mathematics.

Goal 3 – 100% of the ALC students will participate in statewide testing.

Goal 4 – Red River ALC will have 90 percent of parents indicate satisfaction on a parent survey administered during second semester of the 2009-10 school year.

Attendance Rate (2008-09) 96.84%

Enrollment by Grade (October 2008)

| | |
|------------|----|
| • Grade 6 | 0 |
| • Grade 7 | 0 |
| • Grade 8 | 0 |
| • Grade 9 | 10 |
| • Grade 10 | 18 |
| • Grade 11 | 28 |
| • Grade 12 | 38 |
| • Total | 94 |

Diversity of Student Population (2008-09)

| | |
|-------------------|-------|
| • American Indian | 16.1% |
| • Asian | 1.8% |
| • Hispanic | 32.1% |
| • Black | 7.1% |
| • White | 42.9% |

Percentage of Students Eligible for Free or Reduced-Price Lunch 78%

Percentage of Students Receiving Learner Support Services

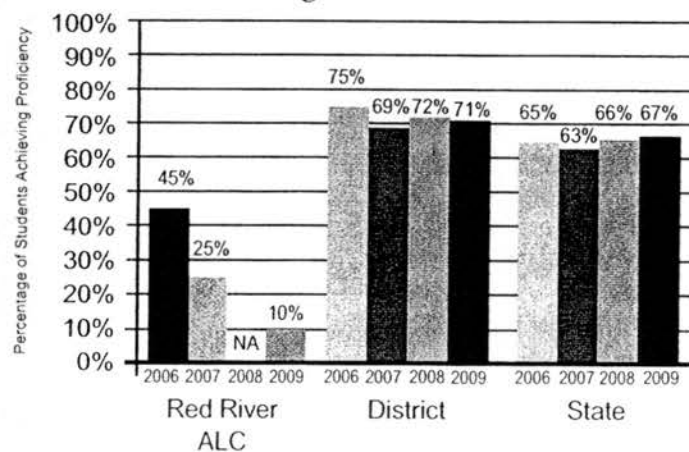
| | |
|---------------------------|-----|
| Special Education | 5% |
| English Language Learners | 33% |

Red River Area Learning Center

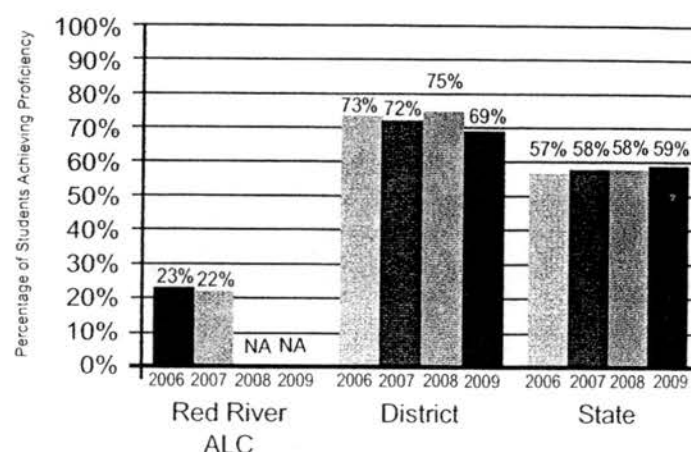
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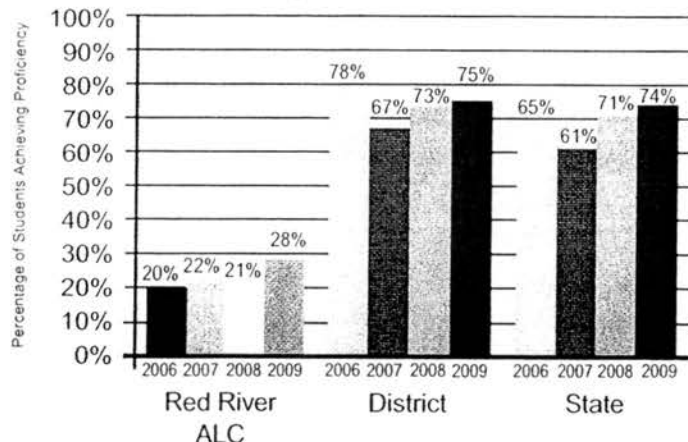
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 8



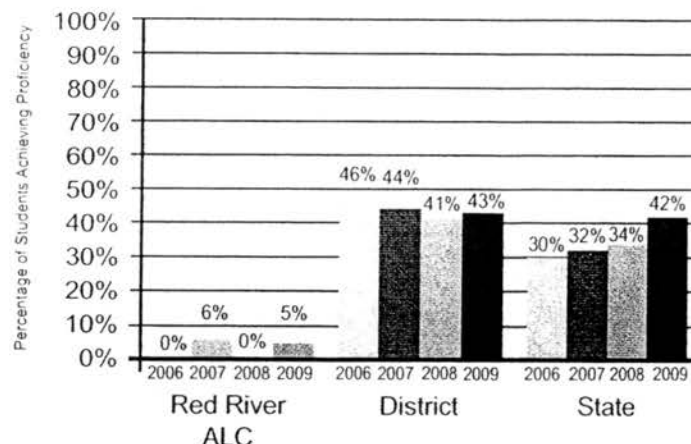
Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 8



Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 10



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 11





Moorhead Area Public Schools
Independent School District 152

2410 14th St. S., Moorhead, MN 56560
www.moorhead.k12.mn.us

2009 School Board

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Cindy Fagerlie, Clerk • Karin Dulski, Treasurer
Sonia Mayo Hohnadel, Director • Mike Siggerud, Director • Bill Tomhave, Director

Administration

Lynne A. Kovash
Superintendent

Wayne Kazmierczak
Assistant Superintendent

The Annual Report on Curriculum, Instruction and Student Achievement is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district Web site at www.moorhead.k12.mn.us.

Photos in this publication were taken during the 2008-09 school year.

Designed and edited by Pamela J. Gibb.

Moorhead Area Public Schools, ISD 152, is an equal opportunity educator and employer.

120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT.

Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the following terms have the meanings given them.

(a) "Instruction" means methods of providing learning experiences that enable a student to meet state and district academic standards and graduation requirements.

(b) "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills.

Subd. 2. **Adopting policies.** A school board shall have in place an adopted written policy that includes the following:

(1) district goals for instruction including the use of best practices, district and school curriculum, and achievement for all student subgroups;

(2) a process for evaluating each student's progress toward meeting academic standards and identifying the strengths and weaknesses of instruction and curriculum affecting students' progress;

(3) a system for periodically reviewing and evaluating all instruction and curriculum;

(4) a plan for improving instruction, curriculum, and student achievement; and

(5) an education effectiveness plan aligned with section 122A.625 that integrates instruction, curriculum, and technology.

Subd. 3. **District advisory committee.** Each school board shall establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards. A district advisory committee, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include teachers, parents, support staff, students, and other community residents. The district may establish building teams as subcommittees of the district advisory committee under subdivision 4. The district advisory committee shall recommend to the school board rigorous academic standards, student achievement goals and measures, assessments, and program evaluations. Learning sites may expand upon district evaluations of instruction, curriculum, assessments, or programs. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

Subd. 4. **Building team.** A school may establish a building team to develop and implement an education effectiveness plan to improve instruction, curriculum, and student achievement. The

team shall advise the board and the advisory committee about developing an instruction and curriculum improvement plan that aligns curriculum, assessment of student progress in meeting state and district academic standards, and instruction.

Subd. 5. **Report.** (a) By October 1 of each year, the school board shall use standard statewide reporting procedures the commissioner develops and adopt a report that includes the following:

- (1) student achievement goals for meeting state academic standards;
- (2) results of local assessment data, and any additional test data;
- (3) the annual school district improvement plans including staff development goals under section 122A.60;
- (4) information about district and learning site progress in realizing previously adopted improvement plans; and
- (5) the amount and type of revenue attributed to each education site as defined in section 123B.04.

(b) The school board shall publish a summary of the report in the local newspaper with the largest circulation in the district, by mail, or by electronic means such as the district Web site. If electronic means are used, school districts must publish notice of the report in a periodical of general circulation in the district. School districts must make copies of the report available to the public on request.

(c) The title of the report shall contain the name and number of the school district and read "Annual Report on Curriculum, Instruction, and Student Achievement." The report must include at least the following information about advisory committee membership:

- (1) the name of each committee member and the date when that member's term expires;
- (2) the method and criteria the school board uses to select committee members; and
- (3) the date by which a community resident must apply to next serve on the committee.

Subd. 6. **Student evaluation.** The school board annually shall provide high school graduates or GED recipients who receive a diploma or its equivalent from the school district with an opportunity to report to the board on the following:

- (1) the quality of district instruction, curriculum, and services;
- (2) the quality of district delivery of instruction, curriculum, and services;
- (3) the utility of district facilities; and
- (4) the effectiveness of district administration.

Subd. 7. **Periodic report.** Each school district shall periodically ask affected constituencies about their level of satisfaction with school. The district shall include the results of this evaluation in the report required under subdivision 5.

Subd. 8. **Biennial evaluation; assessment program.** At least once every two years, the district report shall include an evaluation of the district testing programs, according to the following:

- (1) written objectives of the assessment program;
- (2) names of tests and grade levels tested;
- (3) use of test results; and
- (4) student achievement results compared to previous years.

History: 1996 c 412 art 7 s 4; 1Sp1997 c 4 art 5 s 12; 1998 c 397 art 6 s 124; art 11 s 3; 2000 c 254 s 2; 2003 c 130 s 12; 1Sp2005 c 5 art 2 s 6-11; 2006 c 263 art 7 s 1; 2009 c 96 art 2 s 6

2008-09 Checklist***Annual Report on Curriculum, Instruction and Student Achievement***

The school board shall publish a summary of the report in the local newspaper with the largest circulation in the district, by mail, or by electronic means such as the district Website. If electronic means are used, school districts must publish notice of the report in a periodical of general circulation in the district. School districts must make copies of the report available to the public on request.

_____ The public report is titled "*Annual Report on Curriculum, Instruction and Student Achievement*" and contains district name and number.

_____ The report is approved by the district Board of Education **by October 1** of each year.

The report includes the following:

_____ Student achievement goals for meeting state academic standards;

_____ Results of local assessment data, and any additional test data;

_____ Annual school district improvement plans including staff development goals under section 122A.60;

_____ Information about district and learning site progress in realizing previously adopted improvement plans;

_____ If a district has a site decision-making agreement, the report includes information about the amount and type of revenue attributed to each site as defined in section 123B.04;

_____ District advisory committee information provides: names, date terms expire, membership criteria and application date; and

_____ Basic Skills Tests (BSTs) are reported if nine or more students have not met the BST requirements.

OTHER REPORTING REQUIREMENTS

_____ A biennial review of the district testing program that includes:

- written objectives of testing program;
- names of tests and grade levels tested;
- use of test results; and
- student achievement results compared to previous years.

_____ Constituent surveys are reported on a periodic basis.

Moorhead Area Public Schools

Summary of the 2008-09 Annual Report on Curriculum, Instruction and Student Achievement

Our Students, Our Future

Moorhead Area Public Schools continues to focus on our students and the skills they will need for the future with this year's theme "Our Students, Our Future." The district's strategic plan includes reference to 21st century skills — the knowledge, skills and expertise students should master to succeed in work and life in the 21st century.

Our students have the potential to make our community a better place. They have already demonstrated this with projects such as Fill the Dome and sandbagging efforts during the 2009 flood. This is why Moorhead Area Public Schools must focus on our students. Our community depends upon well-educated students.

Our district's annual report highlights test scores and district progress toward improvement goals from the past year and goals for this year. The full report is available on the district's Web site at www.moorhead.k12.mn.us or in the Superintendent's Office. It includes information on student progress and improvement goals for each school. This brief summary demonstrates our district's commitment to improving student achievement.

Sincerely,



Lynne A. Kovash
Superintendent of Schools

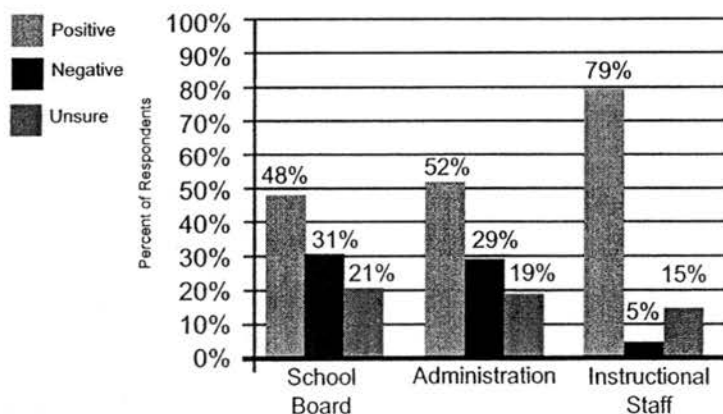
Full annual report available online

This notice of the district's Annual Report on Curriculum, Instruction and Student Achievement is distributed to the community as required by **Minnesota Statute, Chapter 120B, Subd. 5.**

Additional information about student achievement, assessment data and school improvement goals is included in the complete report, which is available on the district's Web site at www.moorhead.k12.mn.us or in the Superintendent's Office.

Instructional staff receives positive job performance rating on district survey

Respondents to the district's community perceptions survey were asked three separate questions about how they would rate the performance of the district's School Board, administration, and teachers and instructional staff. According to Decision Resources, all three groups received favorable ratings considering their very different roles as elected officials, administrators and instructors.

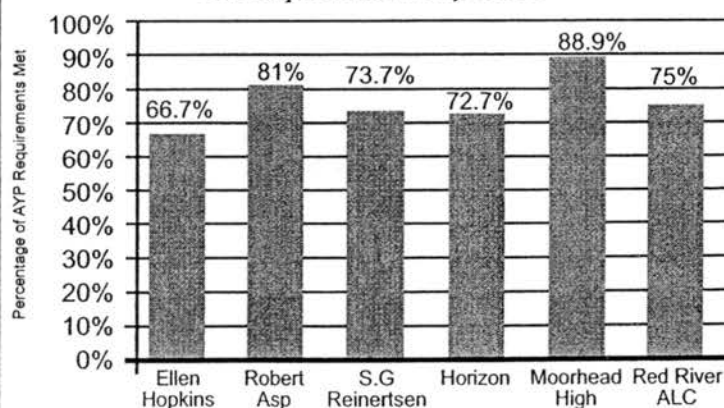


Schools meet majority of AYP requirements

Moorhead Area Public Schools made Adequate Yearly Progress in 2006 and 2007, but did not make AYP based on 2008 and 2009 MCA-II results. The school district met 71.1 percent of the requirements for AYP under No Child Left Behind.

Although the schools did not make AYP, the schools met the majority of the AYP requirements.

AYP Requirements Met by Schools



2008-09 Curriculum and Instruction Advisory Committee: Charlie Fisher, Mary Flesberg, Pamela Gibb, Dana Haagenson, Russ Henegar, Laurie Johnson, Judy Kotta, Lynne Kovash, Jakob Lindaas, Donna Norquay, Chizuko Shastri, Seiko Shastri, Teresa Shume, Terri Smith, Faye Smiley-Aakre, Bill Tomhave, Kristine Thompson, Michael Thrasher, Kris Valan, Coralie Wai, Trudy Wilmer and John Wirries (Chair).

Survey results indicate residents pleased with quality of education

In June 2009, Moorhead Area Public Schools conducted a community perceptions study. The study, which was conducted by Decision Resources, involved a random sample survey of 300 school district residents.

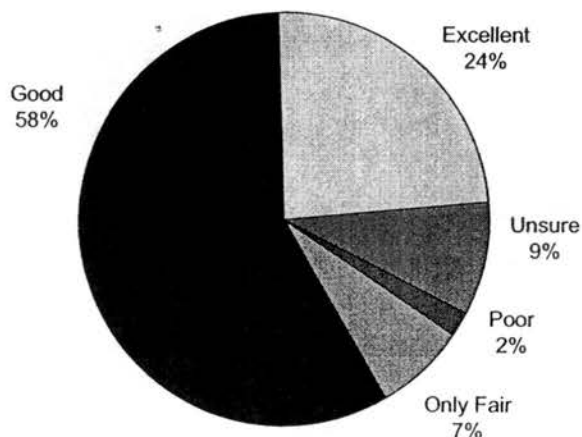
Of the survey respondents, 68 percent had no school-

aged children, 28 percent had school-aged children in the Moorhead Area Public Schools, and 4 percent had school-aged children enrolled in other options.

Results from the survey will serve as a baseline for future community perception studies.

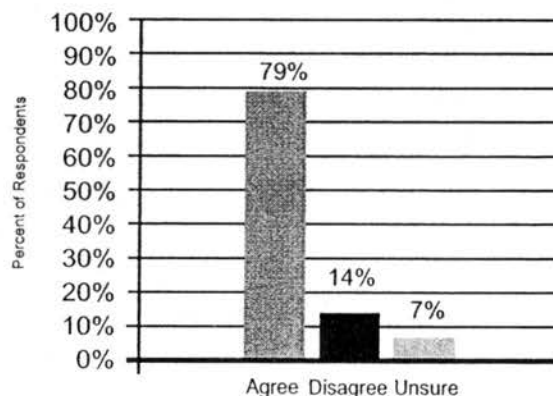
Quality of Education

Respondents were asked how they would rate the quality of the education provided by the Moorhead Area Public Schools — excellent, good, only fair or poor.



Good Value for Investment

Respondents were asked whether they strongly agreed, agreed, disagreed, strongly disagreed or didn't know in response to this statement: Our community receives a good value from its investment in local public schools.



**ECRWSS
POSTAL PATRON**



2008 School Board
 Bill Tomhave, Chair
 Kristine Thompson, Vice Chair
 Cindy Fagerlie, Clerk
 Karin Dulski, Treasurer
 Lisa Erickson, Director
 Carol Ladwig, Director
 Mike Sigerud, Director
Administration
 Lynne A. Kovash
 Superintendent
 Wayne Kazmierczak
 Assistant Superintendent

Moorhead Area Public Schools
 Independent School District 152
 2410 14th St. S.
 Moorhead, MN 56560
www.moorhead.k12.mn.us



27


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Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.081 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: September 22, 2009

SUBJECT: Certification of 2009 Payable 2010 Proposed Property Tax Levy

The school board is required to certify to the county auditor the school district's preliminary 2009 Payable 2010 Property Tax Levy by September 30, 2009. Attached is page 23 of the Levy Limitation and Certification document from the Minnesota Department of Education. Please note line 16 (Maximum). Certifying the preliminary levy in this manner allows for changes that are often made for a variety of reasons such as changes to Health and Safety projects or a change to our projected enrollment figures.

The school district portion of the property tax levy has decreased by 3.73% from a year ago to \$8,907,500. Last year's levy amount was \$9,252,783. Keep in mind that the figures presented here are preliminary and could change in the coming weeks.

School districts are no longer required to hold a separate Truth-in-Taxation hearing or continuation hearing. We are required to discuss the levy and the budget at a regularly scheduled board meeting and allow the public to speak; this will occur at the December 14, 2009 board meeting at 7:00 p.m. We will adopt the final levy certification at this same board meeting.

Suggested Resolution: Move to approve the Maximum for the 2009 Payable 2010 Proposed Property Tax Levy.

WAK:mde
Attachment

| LEVY CATEGORY | MAXIMUM LEVY BEFORE OFFSETS | OFFSET ADJUSTMENTS (B) | TACONITE ADJUSTMENTS | MAXIMUM LEVY LIMITATIONS | PROPOSED CERTIFIED LEVY |
|--|--------------------------------|---------------------------|-------------------------|-----------------------------|----------------------------|
| (1) GENERAL--RMV VOTER JOBZ EXEMPT | | | | | |
| (2) GENERAL--RMV OTHER JOBZ EXEMPT | 493,524.97 | | | 493,524.97 | |
| (3) GENERAL--NTC VOTER JOBZ EXEMPT | | | | | |
| (4) GENERAL--NTC OTHER JOBZ EXEMPT | 1,448,304.11 | | | 1,448,304.11 | |
| (5) COMMUNITY SERV--NTC OTHER JOBZ EXEMPT | 411,051.45 | | | 411,051.45 | |
| (6) GEN DEBT SERV--VOTER JOBZ NONEXEMPT | 6,034,462.42 | | | 6,034,462.42 | |
| (7) GEN DEBT SERV--OTHER JOBZ NONEXEMPT | | | | | |
| (8) OPEB/PENSION--VOTER JOBZ NONEXEMPT | | | | | |
| (9) OPEB/PENSION--OTHER JOBZ NONEXEMPT | 520,157.00 | | | 520,157.00 | |
| (10) TOTAL LEVY | 8,907,499.95 | | | 8,907,499.95 | |
| (11) GENERAL ADJUST OFFSET CARRIED FORWARD | | | | | |
| (12) DEBT SERVICE OFFSET CARRIED FORWARD | | | | | |

- A) TRUTH IN TAXATION CATEGORIES: VOTER APPROVED LEVIES = (1)+(3)+(6)+(8)
ALL OTHER LEVIES = (2)+(4)+(5)+(7)+(9)
- B) OFFSETTING ADJUSTMENTS USED TO ENSURE THE MAXIMUM LEVY LIMITATION
IN EACH LEVY CATEGORY IS NOT LESS THAN ZERO. IF THERE IS NOT ENOUGH LEVY
AUTHORITY WITHIN THE GENERAL & COMMUNITY SERVICE FUNDS, OR IN THE GENERAL
DEBT SERVICE FUND, A NEGATIVE BALANCE WILL BE CARRIED FORWARD TO PAY 2011.
- C) SCHOOL DISTRICTS CERTIFYING THE MAXIMUM LEVY LIMITATION FOR ALL
CATEGORIES FOR THE PROPOSED LEVY SHOULD INDICATE "MAXIMUM" IN THE
SPACE PROVIDED ON LINE (16) AT THE RIGHT.
- D) SCHOOL DISTRICTS CERTIFYING LESS THAN THE MAXIMUM LEVY LIMITATION FOR
ANY CATEGORY MUST CERTIFY A DOLLAR AMOUNT FOR EACH OF LINES (1)-(15) AND
COMPLETE THE APPROPRIATE SECTIONS OF PAGES 24 THROUGH 32 AS NEEDED TO
DOCUMENT THE SPECIFIC AMOUNTS CERTIFIED FOR EACH LEVY COMPONENT.
- E) THE SCHOOL DISTRICT MUST SUBMIT THE COMPLETED ORIGINAL OF THIS FORM TO
THE HOME COUNTY AUDITOR BY SEPTEMBER 30, 2009. A DUPLICATE COPY MUST
BE SUBMITTED TO MINNESOTA DEPT OF EDUCATION, PROGRAM FINANCE DIVISION,
1500 HIGHWAY 36 WEST, ROSEVILLE, MN 55113, BY OCTOBER 7, 2009.

/(13) TOTAL CERTIFIED ON REFER
MARKET VALUE = (1)+(2) =

/(14) TOTAL CERTIFIED ON NET
CAPACITY = (3)+(4)
+(5)+(6)+(7)+(8)+(9) =

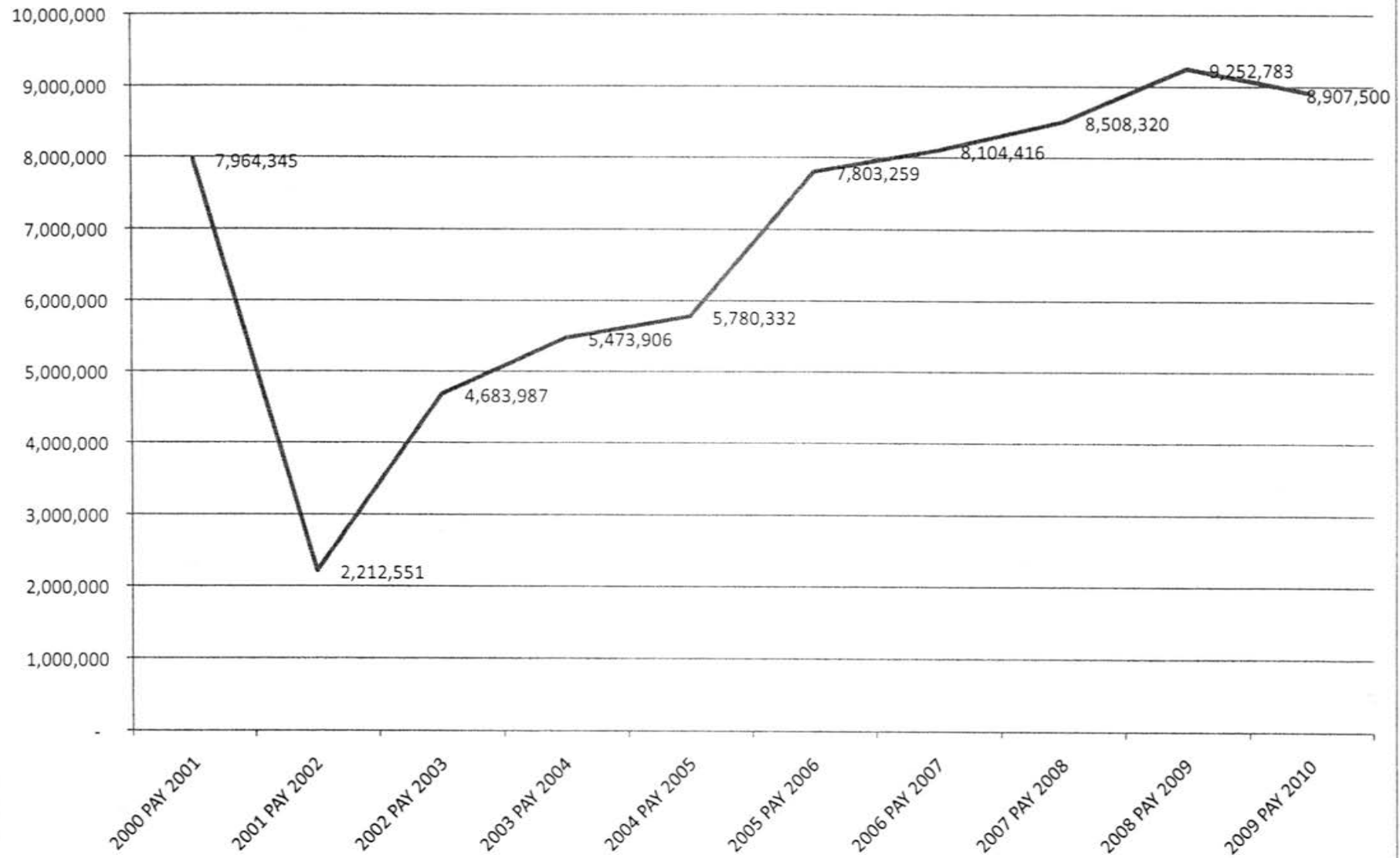
/(15) GRAND TOTAL CERTIFIED
LEVY = (13)+(14) =

/(16) TO CERTIFY MAXIMUM LEVY FOR
PROPOSED TYPE "MAXIMUM" HERE **MAXIMUM**

THE CERTIFIED LEVY LISTED ABOVE IS THE LEVY VOTED
BY THE SCHOOL BOARD FOR TAXES PAYABLE IN 2010.

SIGNATURE OF
SCHOOL BOARD CLERK _____

Tax Levy - 10-Year History





Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.033R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: September 22, 2009

SUBJECT: First Reading of Policies

Attached please find the following policies: Name and Legal Status of MAPS (101), State and Federal Law Prohibiting Discrimination (102), School Board Legal Status (201), Open and Closed School Board Meetings (211), School Board Meeting Agendas (213), Moorhead Area School District Committees (230), and School Superintendent (310), for your review.

LAK:mde
Attachments

Name and Legal Status of Moorhead Area Public Schools

| | |
|--------------------------|------------------------------------|
| Type: | School Board Policy |
| Section: | 100 SCHOOL DISTRICT |
| Code: | 101 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005, 09/16/2009, 09/17/2009 |
| Reviewed Date(s): | 10/10/2005 |
| Attached Files: | No files. |

I. PURPOSE

It is a primary principle of this nation that the public welfare demands an educated and informed citizenry. The power to provide public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status, boundaries, and name of this school district.

II. GENERAL STATEMENTS ~~OF POLICY~~ ON LEGAL STATUS

A. The Moorhead Area Public Schools is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district was created for educational purposes. The legislature has the authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions. The school district has only the powers conferred on it by the legislature; however, the school district's authority to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

B. Relationship to Other Entities - The Moorhead Area Public Schools is a separate legal entity. It is coordinate with and not subordinate to the county(ies) in which it is situated or provides services. The school district is not subservient to municipalities within its territory.

C. Funds - The Moorhead Area Public Schools, through its School Board, has the authority to raise funds for the operation and maintenance of its schools and school property and to manage and expend such funds as applicable to law. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

D. Raising Funds - Moorhead Area Public Schools shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses. The school district may issue bonds in accordance with the provisions of Minnesota Stat. Ch. 475, or other applicable law. And the school district has the authority to accept gifts and donations for school purposes, subject to applicable law.

E. Property - Moorhead Area Public Schools may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law. The school district shall manage its property in a manner consistent of supporting the educational functions of the district. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission. School district officials

hold school property as trustees for the use and benefit of students, taxpayers, and the community.

F. Contracts - Moorhead Area Public Schools is empowered to enter into contracts in the manner provided by law. The school district has the authority to enter into installment purchases and leases with an option to purchase, pursuant to Minnesota Stat. 465.71 or other applicable law. The school district has the authority to make contracts with other governmental agencies and units for the purchase, lease, or other acquisition of equipment, supplies, materials, and other property, including real property.

G. Employment Contracts - Moorhead Area Public Schools has the authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

H. Textbooks, Educational Materials, and Studies - Moorhead Area Public Schools through its School Board and administration, has the authority to determine what textbooks, educational materials, and studies should be pursued. The school district shall establish and apply the school curriculum.

I. Actions and Suits - Moorhead Area Public Schools has the authority to sue and to be sued.

III. GENERAL STATEMENTS OF POLICY ON THE NAME OF THE SCHOOL DISTRICT

A. Pursuant to statute, the official name of the school district is Independent School District No. 152. However, the school district is often referred to by other informal names (Moorhead Public Schools, Moorhead Area Public Schools, Moorhead Independent School District 152, etc.) In order to avoid confusion and to encourage consistence in school district letterheads, signage, publications and other materials, the name Moorhead Area Public Schools will be used to refer to the school district.

B. In official communications and on school district ballots, the school district shall be referred to as Independent School District 152 Moorhead Area Public Schools, but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document executed in the past, present or future.

Legal References:

~~Minnesota Constitution, Article 13, Section 1~~

~~Minnesota Statute Ch. 475 (Debt of Defined Municipalities)~~

~~Minnesota Statute, Ch. 123B (School Districts, Powers & Duties)~~

~~Minnesota Statute, 465.035 (Public Corporation, Conveyance or Lease of Land)~~

~~Minnesota Statutes, 465.71; 471.345; 471.6161; and 471.64 (Municipal Rights, Powers, Duties of Political Subdivisions)~~

~~Minnesota Statute, Ch. 179A (Public Employment Labor Relations)~~

~~Minnesota Statute 123A.55 (Classes, Number)~~

~~Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)~~

~~Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)~~

~~Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)~~

~~Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)~~

~~State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)~~

Cross References:

Moorhead School Board Policy 601: Curriculum and Instruction Goals for Moorhead Area Public Schools

Moorhead School Board Policy 834: Public Gifts to the School District

State and Federal Law Prohibiting Discrimination

| | |
|--------------------------|--|
| Type: | School Board Policy |
| Section: | 100 SCHOOL DISTRICT |
| Code: | 102 |
| Adopted Date: | 4/24/1984 |
| Revised Date(s): | 09/12/2005, 09/16/2009 |
| Reviewed Date(s): | 10/22/1990, 03/13/1995, 12/13/1999, 02/09/2004, 09/12/2005 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to outline the ~~district's~~ Moorhead Area Public Schools responsibility in complying with state and federal law regarding discrimination.

II. GENERAL STATEMENT ~~OF POLICY~~

Moorhead Area Public Schools shall comply with federal and state law prohibiting discrimination and with the requirements imposed by or pursuant to regulations issued thereto, to the end that no person in the Moorhead Area Public Schools shall on the grounds of race, color, national origin, creed, religion, sex, marital status, age, limited English proficiency, sexual orientation, status with regard to public assistance, family care leave status, veteran status, or disability be excluded from any educational program or activity, or in employment, or recruitment, consideration, or selection therefore, including hiring, discharge, promotion, compensation, facilities or privileges of employment, whether full time or part time, under an educational program or activity for which the school is responsible. The Moorhead Area Public Schools ~~District~~ also makes reasonable accommodations for disabled employees and students.

Any inquiries concerning this policy may be referred to:

Office of the Superintendent
Probstfield Center for Education
2410 14th Street South
Moorhead, MN 56560
(218) 284-3330

The school district prohibits the harassment of any individuals for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the district's internal procedures for addressing complaints of harassment, please refer to the district's policy on harassment and violence.

Legal References:

29 U.S.C. 794 et. seq. (B 504 of Rehabilitation Act of 1973, Title I and Title V of the Americans with Disabilities Act of 1990)
Minnesota Statute 123B.03 (Background Checks)
Minnesota Statute 43A.11 (Veteran's Preference)
Title VII. of the Civil Rights Act of 1964
Equal Pay Act of 1963
Age Discrimination in Employment Act of 1967

Civil Rights Act of 1991

Minnesota Statute 363 (Minnesota Human Rights Act)

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

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

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

Cross References:

Moorhead School Board Policy 401: Equal Employment Opportunity Statement

Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity

Moorhead School Board Policy 404: Employment Disability Nondiscrimination

Moorhead School Board Policy 410: Employment of Faculty and Staff

Moorhead School Board Policy 411: Veteran's Preference Hiring

Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

School Board Legal Status

| | |
|-------------------|------------------------------------|
| Type: | School Board Policy |
| Section: | 200 SCHOOL BOARD |
| Code: | 201 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005, 09/16/2009, 09/17/2009 |
| Reviewed Date(s): | 10/10/2005 |
| Attached Files: | No files. |

I. PURPOSE

~~The care, management and control of the schools is vested by statutory and constitutional authority in the School Board of the Moorhead Area Public Schools. The School Board carries out the mission of the school district with diligence, prudence, and dedication to the ideas of providing the finest public education possible.~~ The purpose of this policy is to define the authority, duties and powers of the School Board in carrying out its the school district's mission.

II. GENERAL STATEMENT

A. The School Board is the governing body of the Moorhead Area Public Schools. As such, the School Board has the responsibility for the care, management, and control over public schools in the school district. Generally, elected members of the School Board have binding authority only when acting as a School Board legally in session, except where specific authority is provided to School Board members or officers individually. Generally, the School Board is not bound by any action or statement on the part of an individual School Board member unless the action is specifically directed or authorized by the School Board.

III. DEFINITION

A. "School Board" means the governing body of the school district.

IV. SCHOOL BOARD'S ORGANIZATION, MEMBERSHIP, POWERS AND DUTIES

A. The membership of the School Board consists of seven elected directors. The term of office is four years. Regular elections are conducted every two (~~odd-even~~-ending) years. A School Board vacancy shall be filled by School Board appointment at a regular or special meeting, entered by resolution in the minutes and shall continue until the next regular district election. All elections to fill vacancies shall be for the unexpired term. If less than two years remain in the unexpired term, the appointed person shall serve the remainder of the unexpired term.

The Superintendent serves as an ex-officio member of the School Board. The majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the School Board.

B. The School Board has powers and duties as specified by statute. The School Board's authority includes implied powers in addition to specific powers granted by the legislature. The School Board exercises

administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character. The School Board shall superintend and manage the schools of the district; adopt rules for the organization, government and instruction; prescribe textbooks and course of study; and make and authorize contracts. The School Board shall have the general charge of the business of the school district, its facilities, property and of the interest of the schools. The School Board, among other duties shall perform the following in accordance with applicable law:

1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
2. conduct the business of the schools and pay indebtedness and proper expenses;
3. make and authorize contracts;
4. employ and contract with necessary qualified teachers and discharge the same for cause;
5. manage the schools; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts;
6. provide services to promote the health of its pupils;
7. provide school buildings and erect needed buildings;
8. purchase, sell and exchange school district property and equipment as deemed necessary by the School Board for school purposes;
9. provide for payment of claims against the school district and prosecute and defend actions by or against the school district, in all proper cases;
10. employ and discharge necessary employees and contract for other services;
11. provide for transportation of pupils to and from schools as governed by statute; and
12. procure insurance against liability of the school district, its officers and employees.

C. The School Board, at its discretion, may perform the following:

1. provide library facilities, public evening schools, adult and continuing education programs, ~~summer school programs, intercession class of flexible school years and extended year and extended day programs;~~
2. furnish school lunches for pupils and others on such terms as the School Board determines;
3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
4. lease rooms or buildings for school purposes;
5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;

6. authorize cocurricular and extracurricular activities;
7. receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose; and
8. perform other acts as the School Board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References:

Minnesota Statute, 123A.22 (Cooperative Centers for Vocational Education)
Minnesota Statute, 123B.02 (General Powers of Independent School Districts)
Minnesota Statute, 123B.09 (Boards of Independent School Districts)
Minnesota Statute, 123B.14 (Officers of Independent School Districts)
Minnesota Statute, 123B.23 (Liability Insurance; Officers and Employees)
Minnesota Statute, 123B.49 (Extracurricular Activities; Insurance)
Minnesota Statute, 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)
Minnesota Statute, 123B.85 (Definitions)

Cross Reference:

Moorhead School Board Policy 101: Name and Legal Status of Moorhead Area Public Schools

Open and Closed School Board Meetings

| | |
|-------------------|------------------------|
| Type: | School Board Policy |
| Section: | 200 SCHOOL BOARD |
| Code: | 211 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005, 09/17/2009 |
| Reviewed Date(s): | 10/10/2005 |
| Attached Files: | No files. |

I. PURPOSE

The School Board of the Moorhead Area Public Schools will conduct its business under a presumption of openness in the belief that openness produces better programs, more efficiency in administration of programs and an organization more responsive to public interest and less susceptible to private interest. At the same time the School Board recognizes and respects the privacy rights of individuals as provided by law. There are certain expectations to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing the meeting of the School Board. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at School Board meetings, while also protecting the individual's right to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

Except as otherwise expressly provided by statute, all meetings of the School Board, including executive sessions and work sessions, shall be open to the public. Meetings will be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum ~~or more members~~ of the School Board, or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or to receive information as a group on issues relating to the official business of the School Board. The term does not include a chance or social gathering.

IV. OPEN MEETINGS AND NOTIFICATION PROCEDURES

A. Types of Meetings:

1. Regular Meetings - At the first regular meeting in July, the School Board will adopt a schedule of regular meetings of the School Board for the following fiscal year. The schedule will be kept on file in Superintendent's office. If the School Board decides to hold a regular meeting at a place and time different from the one stated in the schedule, a notice like that for a special meeting will be given. School Board agendas are posted on the district Web site at www.moorhead.k12.mn.us prior to meetings. Members of the press or interested persons may file a request at the district office for notification and copies of the agenda of regular and special meetings. Requests for such notices will expire June 30~~th~~ and require refiling each year.

2. Special Meetings- A written notice of the time, date, place and purpose of meeting will be posted at least

three (3) days prior to the date of the meeting at the Probstfield Center for Education. The notice will also be mailed to those who have requested notification of the district's meetings, including the official newspaper of the district, three days prior to the date of the meeting.

3. Emergency Meetings - An emergency meeting is a special meeting called because of circumstances that, in the judgment of the School Board, require immediate consideration. Notice of the emergency meeting shall be given by telephone, e-mail or any other method used to notify the members of the School Board. Posted or published notice of an emergency meeting shall not be required, however the Board Secretary will make good faith efforts to provide notice of the emergency meeting to each news medium that has requested notification and given a telephone and/or fax number. The information will include the subject of the meeting. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.

4. Recessed or Continued Meetings - If a meeting is recessed or is a continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mail notice is necessary.

5. Actual Notice - If a person receives actual notice of a meeting of the School Board at least 24 hours before the meeting, all notice requirements are satisfied with respect to that person regardless of the method of receipt of notice.

B. Votes - The votes of School Board members shall be recorded in the School Board minutes and available to the public during normal business hours at the Superintendent's office.

C. Agenda and Written Materials - In any open meeting, a copy of the agenda and any printed materials relating to the agenda items prepared or distributed by the School Board or its employees and distributed to or available to all School Board members shall be available at the meeting for inspection by the public while the School Board considers the subject matter. This does not apply to materials not classified by law as public, or materials relating to agenda items of a closed meeting.

D. Data - Meetings may not be closed merely because the data to be discussed is not public data. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the School Board's authority and is reasonably necessary to conduct the business or agenda item before the School Board. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting regardless of form, shall be public.

V. CLOSED MEETING PROCEDURES

A. Labor Negotiations - The School Board may by a majority vote in a public meeting, decide to hold a closed meeting to consider labor negotiations strategies or developments or discussion and review of labor negotiation proposals. The time and place of the closed meeting will be announced at the public meeting. The proceedings shall be ~~tape~~ electronically recorded, and the ~~tape~~ recording preserved for two years after the contract discussed at the meeting is signed. The recording shall be available to the public only after all labor contracts are signed by the School Board for the current budget period. A written roll of School Board members and other's present at the closed meeting shall be available to the public after the closed meeting.

B. Sessions closed by Bureau of Mediation Services - All negotiations, mediation sessions, and hearings between the School Board and its employees or their respective representatives are public meetings except when otherwise provided by the Commissioner of the Bureau of Mediation Services. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at

least three years after the date of the meeting. The recording is not available to the public.

C. Preliminary Consideration of Charges - The School Board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the School Board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

D. Performance Evaluations - The School Board may close a meeting to evaluate the performance of an individual who is subject to its authority. The School Board shall identify the individual to be evaluated prior to closing a meeting and at its next open meeting shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

E. Attorney-Client Meeting - A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the School Board needs advice about the level of general legal advice, i.e. regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant policy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

F. Dismissal Hearing - A hearing on the dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent or guardian requests an open hearing. To the extent a teacher or student dismissal hearing is held before the School Board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

G. Coaches: Opportunity to Respond

a. If the School Board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within 14 days of that decision.

b. If the coach requests the reasons for the nonrenewal, the School Board must give the coach the reasons in writing within 10 days of receiving the request.

c. On the request of the coach, the School Board must provide the coach with a reasonable opportunity to respond to the reasons at a School Board meeting.

d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.

e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

H. Meetings to Discuss Certain Not Public Data - Any portion of a meeting must be closed if the following types of data are discussed: data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults; and active investigative data collected or created by a law enforcement agency; or educational data, health data, medical data, welfare data, or mental health data that are not public data or an individual's personal medical records. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

I. Purchase and Sale of Property

a. The School Board may close a meeting:

(1) to determine the asking price for real or personal property to be sold by the school district.

(2) to review confidential or nonpublic appraisal data; and

(3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.

b. Before closing the meeting, the School Board must identify on the record the particular real or personal property that is the subject of the closed meeting.

c. The closed meeting must be electronically tape recorded at the expense of the school district. The recording must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the School Board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the recording. A list of School Board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.

d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the School Board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

J. Security Matters

a. The School Board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.

b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.

c. Before closing a meeting, the School Board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.

d. The closed meeting must be electronically recorded at the expense of the school district and the recording

must be preserved for at least four years.

HK. Other Meetings - Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

HL. Procedures for Closing a Meeting - The School Board shall provide notice of a closed meeting just as for an open meeting. A School Board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the School Board shall state for the record the specific authority permitting the meeting to be closed and describe the subject to be discussed. Only labor-negotiation closed meetings are taped.

Legal References:

Minnesota Statute, 122A.40 Subd. 14 (Employment; Contracts; Termination Teacher Discharge Hearing)
Minnesota Statute, 121A.47 Subd. 5 (Exclusion and Expulsion Procedures Student Dismissal Hearing)
Minnesota Statute, Ch. 13 (Minnesota Government Data Practices Act)
Minnesota Statute, 179A.14, Subd. 3 (Labor Negotiations)
Minnesota Statute Ch. 13D-04 (Open Meeting Law)
Minn. Stat. 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Department of Administration Advisory Opinion 04-004 (February 3, 2004)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. Ap. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 71 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 719 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 42 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), rev. denied. (Minn. 1993)

Cross References:

Moorhead School Board Policy 210: School Board Meeting Rules of Order
Moorhead School Board Policy 212: School Board Public Hearings
Moorhead School Board Policy 214: School Board Meeting Minutes
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 504: Protection and Privacy of Student Records

School Board Meeting Agendas

| | |
|--------------------------|------------------------|
| Type: | School Board Policy |
| Section: | 200 SCHOOL BOARD |
| Code: | 213 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005, 09/16/2009 |
| Reviewed Date(s): | 10/10/2005, 09/16/2009 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to provide procedures for the preparation of the School Board of the Moorhead Area Public Schools meeting agenda and to ensure that the School Board can accomplish its business as efficiently and expeditiously as possible.

II. GENERAL STATEMENT OF POLICY

It is the policy of the Moorhead School Board that the School Board meetings shall be conducted in a manner to allow the School Board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon. In order for a more efficient administration of School Board meetings, the School Board may use a consent agenda for the passage of non-controversial items or items of a similar nature.

III. PROCEDURES

A. It shall be the responsibility of the School Board Chair and/or Vice-Chair and Superintendent to develop, prepare and arrange the order of items for the tentative School Board meeting agenda for each School Board meeting.

B. Persons wishing to place an item on the agenda must make a request to the School Board Chair or Superintendent in a timely manner. The Chair and Superintendent shall determine whether to place the matter on the tentative agenda.

C. The tentative agenda and supporting documents shall be sent to School Board members three (3) days prior to a regular scheduled School Board meeting.

D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the School Board meeting shall include a description of the matter.

E. At least one copy of any printed materials relating to the agenda items of the meeting prepared or distributed by or at the direction of the School Board or its employees and a) distributed at the meeting to all members of the governing body; b) distributed before the meeting to all members; or c) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the School Board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

IV. CONSENT AGENDAS

A. The Superintendent, in consultation with the School Board Chair and/or Vice-Chair, may place items on the consent agenda. By using a consent agenda the School Board has consented to the consideration of certain items as a group under one motion. When a consent agenda is used, an appropriate amount of discussion time will be allowed to review any item upon request.

B. Consent items are those which usually do not require discussion or explanation prior to School Board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, approval of the previous minutes, approval of bills, approval of grants, resignations, etc.

C. Items may be removed from the consent agenda by a timely request by an individual School Board member for independent consideration or by request from the public at the School Board meeting. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the School Board. An item removed from the consent agenda will be discussed and acted on separately immediately following the consideration of the consent agenda.

D. Consent agenda items are approved en masse by one vote of the School Board. The consent agenda items are recorded separately in the minutes.

Legal References:

Minnesota Statute, 123B.09, Subd. 7 (~~Boards of Independent~~ School Board Powers Districts)

Minnesota Statute, 13D.01, Subd. 6 (Open Meeting Law)

Cross References:

Moorhead School Board Policy 201: School Board Legal Status

Moorhead School Board Policy 210: School Board Meeting Rules of Order

Moorhead School Board Policy 214: School Board Meeting Minutes

Moorhead Area School District Committees

| | |
|--------------------------|------------------------|
| Type: | School Board Policy |
| Section: | 200 SCHOOL BOARD |
| Code: | 230 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005, 09/17/2009 |
| Reviewed Date(s): | 10/10/2005 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to provide for the structure and operation of committees of the School Board of Moorhead Area Public Schools and Moorhead Area Public Schools.

II. GENERAL STATEMENT ~~OF POLICY~~

A. It is the policy of the School Board to designate district committees, School Board committees, ad hoc committees, task forces, etc. when it is determined that a committee meeting process facilitates the mission of the school district, completion of a required task and/or is mandated by law.

B. All committees of the Moorhead Area Public Schools are advisory in nature to the School Board and have only such authority as specified by the School Board. (When appropriate, they need to clarify in any dealings with the public that their powers are only advisory to the School Board.) The School Board retains the right to limit, create, or abolish any district committee, subcommittee, ad hoc committee, School Board committee, or task force as it deems appropriate.

C. All district committees, subcommittees, ad hoc committees, School Board committees, task forces, etc. must be in compliance with the Minnesota Open Meeting Laws, designate a secretary to record the minutes, must act only within the guidelines and mission for which it is established, and take action based on majority vote or consensus.

III. DISTRICT COMMITTEES

A. District-Wide Standing Committees - The School Board has determined certain district-wide standing committees facilitate the operation of the School Board and the school district. These committees have a specific purpose established by law or by the School Board; most involve parents, students, and/or members of the community to comprise a cross section of various stake holders within the district, include school staff and an administrator/supervisor; have defined terms; set meetings dates to be included in the school calendar; and give a presentation to the School Board or file a year-end report with the Superintendent.

Standing Committee agendas and minutes are disseminated to all School Board members. Two School Board members are appointed to each of the district's Standing Committees at the first regular School Board meeting in July. The following Standing Committees may include, but are not limited to:

1. Activities Council Advisory Committee
2. Community Education Advisory Council

3. ~~District Student Assistance Advisory~~ Safe and Healthy Learners Committee
4. Human Rights Committee
5. Instruction and Curriculum Advisory Committee (ICAC)
6. Long Range/Strategic Planning Committee (~~SPE~~)
7. Policy Review Committee

B. Administrative Committees - These committees are recognized by the School Board and serve in an advisory capacity to the School Board and administration. They serve a specific area, program, or segment of the district; involve members of the staff and others as needed; may or may not include an appointed School Board member designee or liaison; review the purpose/task for the establishment of the committee; record and communicate minutes to appropriate people; may meet for a specific purpose until a task is completed; and/or complete a written report of activities for the Superintendent when task is completed.

The School Board appoints, as needed, members of the School Board to the following Administrative Committees at the first School Board meeting in July. The following Administrative Committees may include, but are not limited to:

1. Calendar Committee
2. Continuing Education Committee
3. Early Childhood Advisory Council
4. Health/Safety/Wellness Committee
5. Indian Education/JOM Parent Committee
6. Legislative Committee
7. Minnesota State High School League
8. Sabbatical Leave Committee
9. Staff Development Committee
10. Superintendent Advisory Committee (SAC)
11. Technology Committee
12. Title I Parent Advisory Committee

C. 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. Term lengths are established by the community committees.

Representatives are appointed by the School Board. Their responsibilities are to serve as a representative of the school district either in a voting or non-voting capacity; and to communicate committee information to the School Board and appropriate persons. The following Community Committee groups may include, but are not limited to:

1. Clay County Joint Powers Committee
2. Clay County Joint Powers Collaborative Committee (CCJPC)
3. Interagency Early Intervention Committee (IEIC)

D. Parent Teacher Advisory Committees - School buildings housing student instructional programs shall have a Parent-Teacher Advisory Committee (PTAC). This building committee is a volunteer group comprised of the principal, teachers, counselors, and parents of students attending that school who are committed to supporting and promoting educational programs, staff, and students.

School Board members will be appointed to attend the PTAC meetings as adopt-a-school liaisons at the first regular School Board meeting in July.

PTACs are requested to have a representative to serve on the district's Instruction and Curriculum Advisory Committee (ICAC), Long Range/Strategic Planning Committee (SPC), and the Superintendent's Advisory Committee (SAC).

IV. SCHOOL BOARD COMMITTEES

The School Board may appoint at the first regular meeting in July or as needed the following School Board committees, subcommittees, ad-hoc committees, task forces, etc. The following School Board committees may include, but are not limited to:

1. Negotiation Committee
2. MSBA Legislative Liaison
3. School Board Goals Subcommittees

Cross References:

Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee

Moorhead School Board Policy 233: Policy Review Committee

Moorhead School Board Policy 234: ~~District Care Team Committee~~ Safe and Healthy Learners Committee

Moorhead School Board Policy 235: Human Rights Committee

Moorhead School Board Policy 236: Activities Council Advisory Committee

Moorhead School Board Policy 237: Community Education Advisory Council

School Superintendent

| | |
|--------------------------|-----------------------------|
| Type: | School Board Policy |
| Section: | 300 DISTRICT ADMINISTRATION |
| Code: | 310 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005, 09/17/2009 |
| Reviewed Date(s): | 10/10/2005 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the Superintendent and the overall responsibility of that position within the school district specifically and the community at large. An employment contract, a position description, and the use of an approved instrument to evaluate performance will be used.

II. GENERAL STATEMENT OF POLICY

A. The School Board of the Moorhead Area Public Schools shall employ a Superintendent who shall serve as an ex-officio nonvoting member of the School Board and as chief executive officer ~~to conduct the daily operations~~ of the school district.

B. The Superintendent's contract shall be used to formalize the employment relationship and to identify and clarify all conditions of employment with the Superintendent.

C. The specific duties for which the Superintendent is accountable shall be set forth in a position description for the Superintendent and shall be measured by a performance appraisal instrument approved by the School Board in consultation with the Superintendent. The School Board shall use the instrument to periodically evaluate the performance of the Superintendent. The results of the evaluation will be placed in the Superintendent's personnel file and confirmation the evaluation has been completed announced at a School Board meeting.

III. QUALIFICATIONS AND SELECTION

A. The School Board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Department of Education and qualifications established in the job description for the Superintendent position. State and federal equal employment and non-discrimination requirements shall be observed throughout the recruitment and selection process.

B. The School Board shall consider professional preparation, experience, skill and demonstrated competence of qualified applicants in making a final decision.

C. A process for recruitment, screening, and interviewing of candidates shall be developed by the School Board.

D. The School Board shall provide the contract for the Superintendent and specifically identify all

conditions of employment mutually agreed upon with the Superintendent. In so doing, the School Board shall observe all requirements of state and federal law and School Board policy.

IV. GENERAL RESPONSIBILITIES

A. The Superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the School Board.

B. The Superintendent may delegate ~~responsibilities~~ authority to other school district personnel, but shall continue to be ~~accountable~~ responsible for actions taken under such delegation.

C. Where responsibilities are not specifically prescribed, nor School Board policy applicable, the Superintendent shall use personal and professional judgment subject to review by the School Board.

Legal References:

Minnesota Statute 123B.143 (Superintendent)

Cross References:

Moorhead School Board Policy 301: School District Administration

Moorhead School Board Policy 311: Superintendent Contract, Duties and Evaluation

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

October 8, 2009

5:00 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. **APPROVAL OF RESOLUTION APPOINTING ELECTION JUDGES:** Kovash
Pages 3-5

Suggested Resolution: Move to approve the Resolution Appointing Election Judges for the November 3, 2009 School District Special Election.

Moved by _____ Seconded by _____
Comments _____

3. **ADJOURNMENT**

S-Met-BOS
8 Oct 2009

SCHOOL BOARD AGENDA - October 8, 2009**PAGE 2****CALENDAR OF EVENTS**

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|----------------------------------|---------------|--------------------------------|--------------|
| Kind P/T Confs (day) | October 9, 12 | | |
| K-12 P/T Confs (evening) | October 12 | 5-8:30 pm | |
| RRALC Family Night | October 12 | 5-8:30 pm | RRALC |
| School Board | October 12 | 7 pm | PCE |
| K-12 P/T Confs (day/evening) | October 13 | 8-11 am, 12-4 pm, 5-8:30 pm | |
| Title I Parent Adv Com | October 20 | 5:30-7 pm | PCE |
| Staff Prof Dev Before/After Schl | October 21 | | |
| Interagency Early Interv Com | October 21 | 12 pm | FSC |
| EIS Parent/Child Discovery Night | October 22 | 5:30 pm | PCE |
| School Board | October 26 | 7 pm | PCE |
| Spec Ed Parent Adv Com | October 27 | 12 pm | PCE |
| Technology Committee | October 27 | 3:45 pm | PCE |
| Activities Council | October 27 | 7 am | PCE |
| General Election | November 3 | 7 am-8 pm | |

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

Pursuant to due call and notice thereof, a special meeting of the School Board of Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, was duly held in said school district on October 8, 2009, at 5:00 o'clock p.m. for the purpose, in part, of adopting a resolution appointing election judges.

Member _____ moved the adoption of the following Resolution:

**RESOLUTION APPOINTING ELECTION JUDGES
FOR THE NOVEMBER 3, 2009
SCHOOL DISTRICT SPECIAL ELECTION**

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

1. The individuals specified on EXHIBIT A attached hereto, each of whom is qualified to serve as an election judge, are hereby appointed as judges of election for the school district's special election on November 3, 2009, to act as such at the polling places or combined polling places listed on said exhibit.
2. The election judges appointed by the City of Moorhead and the City of Dilworth for the municipal elections in those cities are also appointed as election judges of the School District's special election, to act as such at the individual city precincts located in the school district. Their names are incorporated in this resolution as though fully set forth herein.
3. The election judges shall act as clerks of election, count the ballots cast and submit the results to the school board for canvass in the manner provided for other school district elections.

The motion for the adoption of the foregoing resolution was duly seconded by
_____. On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

EXHIBIT A

POLLING PLACES AND COMBINED POLLING PLACES

Sabin Community Center
(Sabin City)

Sabin Community Center
(Elmwood, Kurtz, Glyndon, Alliance
and Holy Cross Townships)

Georgetown Community Center
(Georgetown, Kragnes, Morken,
Moland Townships and Georgetown
City.)

Clay County Courthouse
(Oakport and Moorhead Townships)

ELECTION JUDGES

Head Election Judge: Grace Lammers
Arlene Dickelman
Maria Roesch

Head Election Judge: Renee Mikkelson
Joan Kritzberger
Mary Larson

Head Election Judge: Phyllis Kukowski
Wescott Tommerdahl
Marjorie Kukowski

Head Election Judge: Jim Surma
Marcia Norman
Eunice Stensland

S-MQ - BOS
12 Oct 2009

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

October 12, 2009
7:00 p.m.

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

ATTENDANCE:

| | |
|---------------------------|---------------------------|
| Karin Dulski _____ | Mike Siggerud _____ |
| Lisa Erickson _____ | Kristine Thompson _____ |
| Cindy Fagerlie _____ | Bill Tomhave _____ |
| Sonia Mayo Hohnadel _____ | Dr. Lynne A. Kovash _____ |

AGENDA

1. **CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. 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 boys golf team for placing fifth in the 2009 state golf tournament. Team members are Bryant Buckellew, Nick Olsgaard, Ben Welle, Tyler Rustad, Micah Megorden and Evan Johnson. Head coach is Eric Tollefson and the assistant coach is Jim MacFarlane.

***** We Are Proud** of Moorhead High School student Natalie Huckle for being named a Commended Student in the 2010 National Merit Scholarship Program. Nationwide about 34,000 Commended Students are being recognized for placing among the top five percent of more than 1.5 million students who entered the 2010 National Merit Scholarship Program.

***** We Are Proud** of Dr. Mary Jo Schmid, principal at Ellen Hopkins Elementary School, for being appointed to the Board of School Administrators by Governor Tim

SCHOOL BOARD AGENDA - October 12, 2009

PAGE 2

Pawlenty. Her four-year term expires Jan. 7, 2013. The 10-member Board of School Administrators is responsible for licensing school administrators, approval of higher education programs and continuing education courses for school administrators, and the enforcement of the code of ethics for school administrators.

- 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 September 14 and September 28, 2009 Meeting Minutes - Pages 6-14
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
(1) Approval of October Claims - Page 15
- C. HUMAN RESOURCES MATTERS - Nielsen
(1) Approval of Parental Leaves - Page 16
(2) Approval of New Employees - Page 17
(3) Approval of Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination - Pages 18-19
- D. LEARNER SUPPORT SERVICES MATTERS - Skarvold
(1) Approval of Early Learning Center Health Tech/Office Assistant Position - Pages 20-23

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

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - October 12, 2009

PAGE 3

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.)

Community Education Update - Winterfeldt

Page 24

4. **STAFF DEVELOPMENT REPORT**: Kovash

Pages 25-27

Suggested Resolution: Move to approve the Staff Development Report for the 2008-09 school year as presented and direct administration to submit the signed assurances to the Minnesota Department of Education as required.

Moved by _____ Seconded by _____

Comments _____

5. **H1N1 UPDATE**: Nielsen

Pages 28-32

6. **APPROVAL OF POLICY**: Kovash

Pages 33-35

Suggested Resolution: Move to approve the policy, Name and Legal Status of Moorhead Area Public Schools (101), as presented.

Moved by _____ Seconded by _____

Comments _____

7. **APPROVAL OF POLICY**: Kovash

Pages 36-38

Suggested Resolution: Move to approve the policy, State and Federal Law Prohibiting Discrimination (102), as presented.

Moved by _____ Seconded by _____

Comments _____

8. **APPROVAL OF POLICY**: Kovash

Pages 39-42

Suggested Resolution: Move to approve the policy, School Board Legal Status (201), as presented.

SCHOOL BOARD AGENDA - October 12, 2009

PAGE 4

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF POLICY**: Kovash
Pages 43-48

Suggested Resolution: Move to approve the policy, Open and Closed School Board Meetings (211), as presented.

Moved by _____ Seconded by _____
Comments _____

10. **APPROVAL OF POLICY**: Kovash
Pages 49-51

Suggested Resolution: Move to approve the policy, School Board Meeting Agendas (213), as presented.

Moved by _____ Seconded by _____
Comments _____

11. **APPROVAL OF POLICY**: Kovash
Pages 52-55

Suggested Resolution: Move to approve the policy, Moorhead Area Public School District Committees (230), as presented.

Moved by _____ Seconded by _____
Comments _____

12. **APPROVAL OF POLICY**: Kovash
Pages 56-58

Suggested Resolution: Move to approve the policy, School Superintendent (310), as presented.

Moved by _____ Seconded by _____
Comments _____

13. **COMMITTEE REPORTS**

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

15. **ADJOURNMENT**

SCHOOL BOARD AGENDA - October 12, 2009**PAGE 5**CALENDAR OF EVENTS

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|----------------------------------|-------------|--------------------------------|----------------|
| K-12 P/T Confs (day/evening) | October 13 | 8-11 am, 12-4 pm, 5-8:30 pm | |
| Title I Parent Adv Com | October 20 | 5:30-7 pm | PCE |
| Staff Prof Dev Before/After Schl | October 21 | | |
| Interagency Early Interv Com | October 21 | 12 pm | FSC |
| EIS Parent/Child Discovery Night | October 22 | 5:30 pm | PCE |
| School Board | October 26 | 7 pm | PCE |
| Spec Ed Parent Adv Com | October 27 | 12 pm | PCE |
| Technology Committee | October 27 | 3:45 pm | PCE |
| Activities Council | October 27 | 7 am | PCE |
| Asp PTAC | November 2 | 6:30 pm | Media Center |
| Reinertsen PTAC | November 2 | 6:30 pm | Media Center |
| MHS PTAC | November 2 | 7 pm | Conf Rm |
| Continuing Educ Com | November 3 | 3:30 pm | PCE |
| Election Day | November 3 | 7 am-8 pm | |
| Staff Prof Dev Before/After Schl | November 4 | | |
| Indian Educ Parent Com | November 4 | 5 pm | PCE |
| Joint Powers Committee | November 5 | 7 am | Dilw City Hall |
| Horizon PTAC | November 5 | 6:30 pm | Media Center |
| School Board | November 9 | 7 am | PCE |
| Hopkins PTAC | November 10 | 6:30 pm | Media Center |
| Instr and Curr Adv Com | November 12 | 7 am | PCE |
| Health/Safety/Wellness Com | November 12 | 9:30 am | PCE |
| Early Chldhd Advisory Com | November 12 | 6:30 pm | PCE |

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 14, 2009
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Sonia Mayo Hohnadel, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

MEMBER ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

APPROVAL OF AGENDA: Hohnadel moved, seconded by Tomhave, to approve the agenda as presented. Motion carried 7-0.

WE ARE PROUD:

*** **We Are Proud** of the Moorhead High boys and girls track team members who qualified for state. They are Matt Nicolai, Joe Dooher, Derrick Nelson, Matthias Valan, John Bye, Brendan Johnson, Wes Anderson, Ashley Heinze and alternates Jakob Lindaas and Tim Lillehaugen. Individual place winners are Matt Nicolai, Joe Dooher, Derrick Nelson and Matthias Valan, 9th place in the 4 x 800 relay, John Bye, 6th place in the 300 meter hurdles and 9th place in the 110 meter hurdles, Brendan Johnson, 16th place in pole vault, Wes Anderson, 14th place in long jump, and Ashley Heinze, 18th place in 200 meter run. The boys and girls track coaches are Jon Moe, Justin Gall, Tom Dooher, Jeremy Blake, Tony Spandl, Josh Ihrke, Dennis Nelson, and Lindsay Buchholz.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the August 10, 2009 special meeting minutes and the August 10 and August 24, 2009 regular meeting minutes as presented.

Claims - Approve the August Claims, subject to audit, in the amount of \$580,486.20.

| | |
|-------------------------|--------------|
| General Fund: | \$925,053.91 |
| Food Service Fund: | \$33,402.62 |
| Community Service Fund: | \$10,615.19 |
| Debt Service Fund: | \$450.00 |
| TOTAL | \$969,521.72 |

Change in Contracts

Rose Husel - Computer Operator/Dishroom, Ellen Hopkins Elementary, 1.75 hours per day to

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Assistant Food & Nutrition Server, Ellen Hopkins Elementary 2.75 hours per day, \$9.30 (replaces Tanya Smith).

Megan Ramsey - Homeless Liaison, Red River Area Learning Center, B21 (5) \$16.02 per hour, 8 hours per day, 182 days per year, effective September 1, 2009 (new grant position).

Aura Lee Mohror - Paraprofessional, .50 FTE and Teacher, .50 FTE, Red River Area Learning Center, to 1.00 FTE Teacher, Red River Area Learning Center, BA+20 (1) \$34,839.00, effective September 1, 2009 (replaces Pat Babolian).

Jessica Zimmerman- Paraprofessional, Ellen Hopkins Elementary to Elementary Teacher, Ellen Hopkins Elementary, 1.00 FTE, BA (0) \$30,823.00, effective September 1, 2009 (additional classroom).

Alison Hajric - Elementary Music Teacher, District .80 FTE to Elementary Music Teacher, Robert Asp Elementary, 1.00 FTE, effective 2009-2010 school year (replaces Melissa Wiese).

Tiffany Gress - .45 Language Facilitator, Horizon Middle School, B32 (0-3) \$19.95 per hour from Non-Aligned to Noncertified Sign Language Interpreter \$24.48 per hour, T.C.I. effective September 4, 2009.

Connie Coyle - Language Facilitator, Horizon Middle School, .50 FTE, B32 (0-3) \$19.95 per hour from Non-Aligned to Noncertified Sign Language Interpreter \$24.48 per hour T.C.I. effective September 4, 2009.

Resignations

Jessica Hansen - Food & Nutrition Server, S.G. Reinertsen Elementary, effective August 27, 2009.

Rebecca Flores - Lunchroom Supervisor, Horizon Middle School, effective August 31, 2009.

Family/Medical Leaves

Pat Frahm - Paraprofessional, Moorhead High School, effective September 1, 2009 for the 2009-2010 school year.

Stephenie Herbranson - Teacher, S.G. Reinertsen Elementary, effective August 26, 2009 for approximately four weeks.

Cassandra Waggoner - Speech/Language Pathologist, Robert Asp Elementary, effective August 24, 2009 for eight weeks.

Other Leave

Richard Rauenhorst - Paraprofessional, Horizon Middle School, effective September 1, 2009.

New Employees

Daniel Kostaska - Math Teacher, Red River Area Learning Center, 1.00 FTE BA+30 (6) \$42,977.00, effective beginning of 2009-2010 school year (replaces Mary Broberg).

Nandini Katti - Science Teacher, Red River Area Learning Center, .75 FTE MA (0) \$27,228.00, effective beginning of 2009-2010 school year (replaces Kathy Askegaard).

Joelle Hofer - K+ Teacher, Ellen Hopkins Elementary, \$25.23 per hour, 8 hours per day,

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177 days per year, effective beginning of 2009-2010 school year (new program).
Deb Dawson - K+ Teacher, Robert Asp Elementary, \$25.23 per hour, 8 hours per day, 177 days per year, effective beginning of 2009-2010 school year (new program).
Ann Wilson - K+ Teacher, S.G. Reinertsen Elementary/Probstfield, \$25.23 per hour, 5 hours per day, 177 days per year, effective beginning of 2009-2010 school year (new program).
Julie Viou - Attendance Secretary, Moorhead High School, B21 (3) \$14.68 per hour, 8 hours per day, 186 days per year, effective September 1, 2009 (replaces Patsy Knutson).
Audra Hart - Administrative Assistant, Learner Support Services, B23 (3) \$15.70 per hour, 8 hours per day, 217 days for the 2009-2010 school year, effective September 9, 2009 (replaces Kathy Reiniger).
Shila Tobosa - Principal's Secretary, Horizon Middle School, B22 (3) \$15.16 per hour, 8 hours per day, 216 days per year, effective August 27, 2009 (replaces Linda Rundquist).
Kathryn Becher - Secretary, Red River Area Learning Center, B21 (3) \$14.68 per hour, 8 hours per day, 216 days per year, effective August 25, 2009 (replaces JoAnn Spiering).
Jill Meyer - Paraprofessional, Moorhead High School, B21 (0-2) \$14.05 per hour, 6.5 hours per day, 186 days per year, effective September 1, 2009 (replaces James Johnson).
Ramelley Day - Paraprofessional, Horizon Middle School, B21 (3) \$14.26 per hour, 6.5 hours per day, 186 days per year, effective September 1, 2009 (replaces David Desmond).
Adam Sorenson - Paraprofessional, Moorhead High School, B21 (3) \$14.26 per hour, 6.5 hours, 186 days per year, effective September 1, 2009 (replaces Kathleen Shasky).
Colleen Hoffman - Paraprofessional, Ellen Hopkins Elementary, B21 (3) \$14.26 per hour, 6.5 hours per day, 186 days per year, effective September 1, 2009 (replaces Leah Gonzalez).
Janine Davis - Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) \$14.05 per hour, 6.5 hours per day, 186 days per year, effective September 1, 2009 (replaces Jessica Zimmerman).
Jan Wegge-Schlick - Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) \$14.05 per hour, 3.25 hours per day, 186 days per year, effective September 1, 2009 (replaces Marian Kadrie).
Rhonda Barrows - Paraprofessional, Red River Area Learning Center, B21 (3) \$14.26 per hour, 3.25 hours per day, 186 days per year, effective September 1, 2009 (replaces Aura Lee Mohror).
Barbara Mohs - Security/Supervision, Horizon Middle School B21 (3) \$14.26 per hour, 7 hours per day, 186 days per year, effective September 1, 2009 (replaces Sandy Arntson).
Britta Dwyer - Home School Liaison, Red River Area Learning Center, B21 (4) \$15.76 per hour, 6.4 hours per day, 182 days per year, effective August 25, 2009 (replaces Deanna Monson).
Christy Revering - ABE Secretary, A12 (0) \$13.60 per hour, 23 hours per week, 40 weeks per year, effective September 9, 2009 (replaces Nancy Nessa).
Brian Kanarr - Food & Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009 (replaces Barb Kline).
Virginia Almaraz - Food & Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009 (replaces Lottie Lutgen).
Leisha Allen - Food & Nutrition Server, Robert Asp Elementary, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009 (replaces Richard Wickie).
Ashley Kaltvedt - Food & Nutrition Server, Horizon Middle School, 2.75 hours per day, \$9.00

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per hour, effective August 31, 2009 (replaces Heartland employee).
Sonia Kolstoe - Food & Nutrition Server, Horizon Middle School, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009 (replaces Heartland employee).
LuAnn Janssen - Food & Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009 (replaces Janice Conrade).
Susan Young - Computer Operator/Dishwasher, Robert Asp Elementary, 2.75 hours per day, \$9.00 per hour, effective August 31, 2009 (replaces Robert Garcia).
Rebecca Maki - Computer Operator/Dishwasher, Ellen Hopkins Elementary, 1.75 hours per day, \$9.00 per hour, effective August 31, 2009 (replaces Rose Husel).
Zikri Ahmed - Security/Lunchroom Monitor, Horizon Middle School, 4 hours per day, \$9.00 per hour, effective September 8, 2009 (vacant position 08-09).
Kipper Rowland - Lunchroom Supervisor, Robert Asp Elementary, 2.5 hours per day, \$9.00 per hour, effective September 8, 2009 (replaces Kim Shorey).
Renee Forsmark - Computer Operator/Dishwasher, S.G. Reinertsen Elementary, 1.75 hours per day, \$9.00 per hour, effective September 4, 2009 (replaces Jessica Hanson).
Sara Foltz - Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) \$14.05 per hour, 6.5 hours per day, 186 days per year (replaces Abe Perez).
Sarah Bitzer - Lunchroom Supervisor, S.G. Reinertsen Elementary, 2.25 hours per day, \$9.00 per hour, effective September 8, 2009 (replaces Sue Ellingson).
Jennifer Weleski - Paraprofessional, K+ program, Probstfield Center for Education, B21 (0-2) \$14.05 per hour, 4 hours per day (new program).

Clay County Public Health Agreement and Addendum to Agreement Renewal - Early Childhood Screening Services - Approve the Clay County Public Health Agreement and Addendum to Agreement renewal allowing Moorhead Schools to contract for early childhood screening services at a rate of \$37 per hour for ECS screening days.

Clay County Public Health Agreement and Addendum to Agreement Renewal - Nursing Services - Approve to approve the agreement and addendum with Clay County Public Health for nursing services at a rate of \$37 per hour.

Motion carried 7-0.

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

Autism Spectrum Disorders (ASD) - Jill Skarvold, Director of Learner Support Services, and Maribeth Plankers and Janet Olson, Autism Consultants, presented information about the trends in ASD within the school district, training support for teachers as well as how the district is serving students identified on the autism spectrum in Moorhead Schools.

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ASD refers to neurologically based disorders that affect the way a child communicates, interacts with people, and perceives and reacts to the world. Each child might display a different combination of characteristics, ranging from mild to severe. It is estimated that 1 in 150 children are diagnosed within the range of ASD.

MAJOR MAGNITUDE FIELD TRIP REQUEST - BAND TRIP TO ITALY: Siggerud moved, seconded by Fagerlie, to approve the Major Magnitude Field Trip request for Moorhead High School band students to travel to Italy during spring break of 2011. Motion carried 7-0.

MOORHEAD HIGH SCHOOL HALL OF HONOR: Gene Boyle, Moorhead High School Principal, reported the Moorhead High School (MHS) Hall of Honor was established to recognize alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Beginning with eight inaugural members in 2004, 29 members have been inducted into the Hall of Honor. This fall, five members will be recognized at an induction ceremony on September 26. The MHS Hall of Honor 2009 inductees are Louise Dovre Bjorkman, Robert L. Bonawitz, Ron Gadberry, Dean Hornbacher, and Mary Ylvisaker Nilsen.

The Hall of Honor Committee reviewed nominations and conducted research of records to select outstanding candidates. The Hall of Honor Committee members are Curt Borgen, Gene Boyle, Pam Gibb, Don Hulbert, Donna Richards, Karin Schumacher, Bob Remark, and Matt Valan. Corporate sponsors of the MHS Hall of Honor are Moorhead Public Service, State Bank and Trust and Gate City Bank.

OPENING ENROLLMENT: Kovash presented enrollment information noting the preliminary opening day K-12 enrollment was 5,452. This number represents an increase of 10 students compared to last year's opening figure of 5,442. Class size numbers as well as budget projections are based on November enrollment.

The largest class is 12th grade at 492 and the smallest class is 8th grade at 381. The 12th grade enrollment includes students in the high school and alternative education sites. This year's kindergarten class is 420 students. The enrollment is expected to fluctuate over the next few days and weeks before stabilizing in October and November. An updated enrollment report and projection will be presented to the School Board in November.

COMMITTEE REPORTS: Brief reports were heard regarding the Health/Safety/Wellness Committee, Horizon PTAC, Instruction and Curriculum Advisory Committee, Early Childhood Parent Advisory Committee, and Joint Powers Committee meetings. Chair Thompson noted some board members and administration attended the MSBA Fall Area meeting in Fergus Falls.

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OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Board members were reminded to contact Michelle with their plans to attend the MHS Hall of Honor ceremony, homecoming parade and the "Say Yes to Youth" breakfast. Board members were also asked to return their ballots for the MSBA Delegate Assembly election prior to September 29. Kovash noted MSBA and the Minnesota State Legislature announced the "Legislators Back to School Program" will kick off the week of Monday, September 14. Kovash stated she had scheduled meetings with local legislators to discuss back to school information.

CLOSE PUBLIC MEETING: Tomhave moved, seconded by Erickson, to close the public meeting at 8:32 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

The meeting recessed at 8:32 p.m. and reconvened at 8:39 p.m.

Dulski left the meeting at 8:59 p.m. and returned at 9:01 p.m.

OPEN PUBLIC MEETING: Hohnadel moved, seconded by Tomhave to open the public meeting at 9:15 p.m. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:15 p.m.

Cindy Fagerlie, Clerk

**REGULAR MEETING
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PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Sonia Mayo Hohnadel, Mike Siggerud, Bill Tomhave, and Lynne Kovash.

MEMBER ABSENT: Kristine Thompson.

CALL TO ORDER: Vice Chair Erickson called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Kovash recommended the agenda proceed with revisions to pages 14-20.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Donations - Accept donations as follows: 60 children's books received from the Curriculum Materials Center and Livingston Lord Library at Minnesota State University Moorhead. The books will be added to the media center collection at S.G. Reinertsen Elementary School and are valued at \$1,027; Tracy and James Snyder donated a medium-sized, lightweight Quickie wheelchair used for transporting students or as a back-up wheelchair. The used wheelchair is valued at \$200; Dawn and Larry Pappenfus donated a medium-sized Rifton gait trainer used as a walker or a standing support. The used gait trainer is valued at \$200; employees at Moorhead Hornbacher's donated snack items to three district elementary schools. 120 boxes of mostly graham crackers were distributed earlier this month. The donation is valued at approximately \$350; Courtyard by Marriott donated approximately 120 office chairs for district use. The estimated value of the used chairs is \$6,000; and the City of Moorhead donated surplus electronics equipment including four (4) security cameras, a matrix switcher, and a camera controller. The estimated value of the equipment is \$1,000.

Change in Contracts

Lindsay Weaver - Physical Education Teacher, S. G. Reinertsen Elementary, from .214 FTE to .333 FTE, effective beginning of the 2009-2010 school year (addition of third grade class).

Denise Young - Paraprofessional, EIS, Probstfield to K+ Paraprofessional, Robert Asp Elementary, effective September 9, 2009 (new program).

Susan Young - Food and Nutrition Computer Operator/Dishwasher, Robert Asp Elementary, 2 hours per day to Food and Nutrition Server, Robert Asp Elementary, 2.75 hours per day, effective September 14, 2009 (replaces Leisha Allen).

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Susan Nichols - Food and Nutrition Computer Operator, Robert Asp Elementary, 2.75 hours per day, effective September 4, 2009 (replaces Kathy Pederson).

Resignations

Victor Rios - Bus Driver, Transportation, effective June 8, 2009.

Kathy Pederson - Food Service Computer Operator, Robert Asp Elementary, effective September 3, 2009.

Family/Medical Leaves

Carla Smith - Teacher, Horizon Middle School, beginning on or about November 4, 2009 for approximately eight weeks.

Maggie Thoreson - Teacher, Ellen Hopkins Elementary, beginning on or about January 8, 2009 through approximately March 10, 2010.

Extended Leave of Absence

Michelle Bonitto - Teacher, Moorhead High School, effective December 4, 2009.

New Employees

Carol Moeckel - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, \$9.00 per hour, effective September 8, 2009 (replaces Valdete Hajdari).

Heather Karels - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, \$9.00 per hour, effective September 8, 2009 (replaces Joanne Miller).

Rebecca Maki - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, \$9.00 per hour, effective September 8, 2009 (replaces Rose Husel).

Mike Kieselbach - 9th Grade Football, High School .060 (9) effective for the 2009-2010 season. (addition due to large number of players).

Dongmei Shi - Lunchroom Supervisor, K+ program, Ellen Hopkins Elementary, effective September 8, 2009 (new program).

Barbara Bustamante - Breakfast/Lunchroom Supervisor, S. G. Reinertsen Elementary, effective September 11, 2009 (replaces Rhonda Barrows).

Darlene Jahnig - Bus Driver, Transportation, 7 hours per day, \$13.07 per hour, effective August 31, 2009 (replaces Victor Rios).

Motion carried 6-0.

MAJOR MAGNITUDE FIELD TRIP REQUEST - CHOIR TRIP TO SAN ANTONIO,

TEXAS: Siggerud moved, seconded by Hohnadel, to approve the Major Magnitude Field Trip request for Moorhead High School choir students to travel to San Antonio, Texas from March 16, 2010 through March 21, 2010. Motion carried 6-0.

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2008-09 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT

ACHIEVEMENT: Hohnadel moved, seconded by Siggerud, to direct administration to print and prepare the final copies of the 2008-2009 Annual Report on Curriculum, Instruction and Student Achievement for the district's Web site and prepare a summary report for mailing to all district households by October 15, 2009. Motion carried 6-0.

CERTIFICATION OF 2009 PAYABLE 2010 PROPOSED PROPERTY TAX LEVY: Dulski moved, seconded by Tomhave, to approve the Maximum for the 2009 Payable 2010 Proposed Property Tax Levy. Motion carried 6-0.

FIRST READING OF POLICIES: The School Board conducted a first reading of the following policies: Name and Legal Status of MAPS (101), State and Federal Law Prohibiting Discrimination (102), School Board Legal Status (201), Open and Closed School Board Meetings (211), School Board Meeting Agendas (213), Moorhead Area School District Committees (230), and School Superintendent (310).

COMMITTEE REPORTS: Brief reports were heard regarding the Safe and Healthy Learners Committee, Reinertsen PTAC, Policy Review Committee, Community Education Advisory Council meetings and also the MHS Hall of Honor Induction Ceremony.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash noted the MREA Nominations for Board of Directors and Legislative Action Committee were due October 16. Kovash requested board members to contact Michelle if they were interested in attending the April National School Boards Association Conference in Chicago and the November MREA Conference in Alexandria.

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


Cindy Fagerlie, Clerk



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.085 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: October 6, 2009

SUBJECT: October Claims

The October claims are as follows:

| | |
|------------------------|----------------|
| General Fund | \$1,085,061.20 |
| Food Service Fund | \$105,125.33 |
| Community Service Fund | \$23,018.07 |
| TOTAL | \$1,213,204.60 |

Suggested Resolution: Move to approve the October claims, subject to audit, in the amount of \$1,213,204.60.

WAK:mde



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.033

TO: Lynne A. Kovash, Superintendent
FROM: Ron Wiesner, Director of Human Resources
DATE: October 6, 2009
RE: Parental Leave

The administration requests Parental Leave for the following person:

| | |
|-------------------|--|
| Nicole Wiesner | ABE Teacher, Probstfield Center for Education, effective October 19, 2009 until January 1, 2010. |
| Katherine Bormann | DCD Teacher, High School, effective September 1 for approximately six weeks. |

SUGGESTED RESOLUTION: Move to approve the request for Parental Leave for Nicole Wiesner and Katherine Bormann pursuant to Article 39, Section 1 of the Teachers' Master Agreement.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.032

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: October 6, 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.

| | |
|----------------|--|
| Kim Melton | Paraprofessional, High School, B21 (0), \$14.05 per hour, 6.5 hours per day, effective October 6, 2009. (Tuition student) |
| Ansley Cameron | Music Teacher, S. G. Reinertsen Elementary, BA (0) \$9,170.61, .33 FTE, effective October 12, 2009. (Replaces Alison Hajric) |

SUGGESTED RESOLUTION: Move to approve the employment of Kim Melton and Ansley Cameron as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.032

TO: Lynne A. Kovash, Superintendent

FROM: Ron  Nielsen, Director of Human Resources

DATE: October 5, 2009

RE: Statement of Assurance of Compliance with State and Federal Law Prohibiting
Discrimination

Attached please find the statement of compliance with state and federal law prohibiting discrimination. The second part of the assurance is completed on the Department of Education web site.

The Assurance of Compliance with State and Federal Law Prohibiting Discrimination needs to be submitted annually by November 15.

SUGGESTED RESOLUTION: Move to approve the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination.

RN/jal

GENERAL INFORMATION AND INSTRUCTIONS: Pursuant to Minnesota Statutes, section 127A.42, subd. 3, each school board shall annually submit to the Commissioner of Education a statement of compliance with state and federal laws prohibiting discrimination and provide the designated supporting information to assure that statement. Complete this form as directed and return it to the above address by November 15. Retain a copy for your files.

IDENTIFICATION INFORMATION

| | | | |
|---|-------------------------------------|---|---------------------------------------|
| School District Name Moorhead Area Public Schools | | District Number 152 | |
| Name of District Contact Person Ron Nielsen | Title Human Resource Dir. | Telephone Number (218) 284 - 3350 | FAX Number (218) 284 - 3353 |

STATEMENT OF ASSURANCE

The undersigned hereby affirm that the above named school district is in compliance with the following state and federal laws prohibiting discrimination:

1. Minnesota Statute, section 363.03, Minnesota Human Rights Act, which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age.
2. Title VI of the Civil Rights Act of 1964 (42 USC 2000d., et. seq.; 34 CFR Part 100), which provides that 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 otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.
3. Title VII of the Civil Rights Act of 1964 (42 USC 2000e., et. seq.; P.L. 88-352), as amended by the Equal Employment Opportunity Act of 1972 (P.L. 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.
4. Title IX of the Education Amendments of 1972 (20 USC, Section 1681; 34 CFR Part 106), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.
5. The Age Discrimination in Employment Act of 1967 (29 USC, Section 621; 42 USC Section 6101; 29 CFR Part 860), which prohibits discrimination on the basis of age (over 40 years).
6. Minnesota Statute, section 121A.04, which prohibits sex discrimination in athletic programs.
7. Minnesota Statute, section 121A.03, which requires school districts to have a policy prohibiting sexual/racial/religion harassment and violence which applies to students, teachers, administrators and other school personnel.
8. Minnesota Rules, Chapter 3535, relating to equality of educational opportunity and school desegregation, and prohibition of discriminatory practices.
9. Section 504 of the Rehabilitation Act of 1973 34 C.F.R. part 104, prohibiting discrimination on the basis of disability.
10. American with Disabilities Act 42 U.S.C. § 12101, et seq., also prohibiting discrimination on the basis of disability.
11. Minnesota Rules, part 3500.0550 relating to Inclusive Educational Program Plan.
12. Equal Education Opportunities and Transportation of Students (20 U.S.C. § 1703).
13. Title VII of the Civil Rights Act of 1964 Pregnancy Discrimination Act (within Title VII) 42 U.S.C. § 2000 e(k).
14. Fair Housing Act 42 U.S.C. § 3601 et seq. 24 C.F.R. part 100.
15. Age Discrimination Act 42 U.S.C. § 6101, 6102; 45 C.F.R. part 100.
16. Prohibition of Discrimination Based on Blindness (20 U.S.C. § 1684).
7. May 25, 1970, Office of Civil Rights Memorandum, "Identification of Discrimination and Denial of Service on the Basis of National Origin".
8. August 1975, Office of Civil Rights Memorandum, "Identification of Discrimination in the Assignment of Children to Special Education Programs".

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal and state financial assistance extended after the date hereof to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), including installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date. The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statute, section 127A.42, subd. 3 and agreements made in this assurance. This assurance is binding on the district and the persons whose signatures appear below and who are authorized to sign on behalf of the district.

Furthermore, the undersigned hereby affirm that there is a copy of each of these laws in each building in the district and that the information given on page two and three of this form is accurate and complete.

Signature - School District Superintendent

Date

Signature - President or Chairperson of School Board

Date

Signature - Clerk of School Board

Date



Office of Learner Support Services
Moorhead Area Public Schools

LSS.10.008

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: October 6, 2009

RE: Health Tech/Office Assistant

Attached is a proposal for an increase of 1 FTE Health Tech/Office Assistant in the Early Learning Center (ELC) to begin mid-October. This position will be reevaluated at the end of the 0910 school year.

With the addition of 4 kindergarten classes and a K+ program at the Probstfield Early Learning Center along with the young children served through other Early Learning Center programs, this position is needed to meet student health needs and to carry out functions necessary to be done with over 250 students in Early Learning Center programs.

SUGGESTED RESOLUTION: Move to approve the 1 FTE Health Tech/Office Assistant beginning October, 2009.

JS:ca

Attachment

MOORHEAD AREA PUBLIC SCHOOLS
Moorhead, Minnesota

2009-2010 Budget
(Year)

PROPOSAL FORM

NAME OF BUILDING: Probstfield Early Childhood Programs

TOPICS OF PROPOSAL: 1 FTE Health Tech & Office Assistant

SUBMITTED BY: Jill Skarvold

DATE: 10-4-10

DATE TO BE IMPLEMENTED: 10-17-09

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED

PERSON RESPONSIBLE TO
RECOMMEND TO SUPERINTENDENT: Jill Skarvold

Recommendation (by person responsible):

Approve X Disapprove Hold Refer to Cabinet

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

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

1. Describe the proposal for funding: Addition of 1FTE Health Tech & Office Assistant. The position will be reevaluated at the end of the current school year.
2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school).

A Health Tech&Office Assistant is needed at the Probstfield Early Learning Center. With the addition this fall of 4 sections of Kindergarten and 1 section of K+, the number of young children in the building has increased to a level that requires one FTE for a position that would combine health tech responsibilities and other office assistant duties. This is necessary in order to cover responsibilities carried out in a school office. At this time, there are over 200 children who are part of the early learning programs/classes at Probstfield Center for Education.

This position is needed to primarily serve as a health tech within the building however, there are also other duties necessary to be carried out as a result of having kindergarten in the building: daily media check-in/check-out, early arrivals, parents requesting info or assistance from the office secretary. Furthermore, in order to serve the 12 month Early Intervention Services Program without extending the work calendar of the office secretary beyond 206 days, the office secretary works on a stretch calendar that has the total number of days stretched across 12 months. This results in 206 days that the Probstfield Early Learning Center office is not covered during the regular school year. Prior to this year, supervisors covered the office as necessary, however it is important to realize that this resulted in them not doing the duties for which they are primarily responsible when they needed to cover the office. But most importantly, with the high number of children in the building, someone is needed to attend to health needs and to be available to intervene when a health need arises, to monitor medications, and to carry out the directions of the school nurse. (The school nurse is covering more than 2400 of students in 3 elementary buildings in addition to over 250 students in EIS and Kindergarten at PCE).

Planning for these needs has been discussed since the spring of 2009 by the team overseeing the movement of K and K+ classrooms at PCE. Initially, coverage was going to be done by Reinertsen staff for the kindergarten functions that have resulted because of locating 4 sections at Probstfield. However, the level needed for health tech, media, and additional general office coverage can not adequately be done with the current staff at Reinertsen or PCE. With the reduction last spring in media/library staff and the number of classrooms this fall at Reinertsen, there is not time in the Reinertsen media assistant's time to travel to and from PCE. This is also true of the health tech, with one important additional consideration: if a health tech is needed immediately, it is not possible for the staff from Reinertsen or for the elementary school nurse to get to PCE immediately. Of course the current staff at PCE are jumping in to cover those health needs, but after just one month of school, that health coverage is being done piecemeal by whomever can be accessed.

Staffing has been maximized and has exceeded what can be done adequately. The health needs of young children require that there be someone on site to assist and to carry out the direction from the school nurse. (Note: coverage for other tasks that are necessary due to the K and K+ classrooms at PCE are being absorbed by existing staff. This proposal only identifies those tasks not able to be adequately covered.)

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

- Health coverage is being done piecemeal with any staff who can be found to cover sick children or injuries.
- Need for consistent communication between health tech and elementary school nurse as well as having health routines/procedures be done as directed.
- Media check-in and check-out is being done piecemeal on a day to day basis.
- There is no coverage available for the office when the Early Learning Center secretary is not working (either due to illness/leave, when not a scheduled work day, or even just at lunch). This results in not being responsive to parents and others who need assistance from the secretary.
- Without this 1.0 FTE health tech/office assistant, there is not equity for students/parents at the "satellite" building for Reinertsen.

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

Continue as is, with services to children diminished. Continue to piecemeal health services and coverage for office. Have media assistant from Reinertsen travel to PCE (travel costs will be incurred as well as cutting some type of services further at Reinertsen).

5. Estimate the cost implications of this proposal.

ESTIMATED COST \$16,416 NET DISTRICT COST * See below

Comments on budgetary items:

1. F.T.E. : 1 FTE beginning mid October. 2009
Secretary Contract B21 Est Total Cost Salary \$14,400 Est Total Cost Benefits \$2016

* A percentage of this position will be able to be reimbursed through special education since students with disabilities who have identified health needs and require health support/services can be served by this position. A Time Sampling will be done monthly to determine the percentage of time that is attributed to special education. This percentage of salary will then be reimbursed through special education aids.
2. Equipment, remodeling, site improvement, etc.: A work station will need to be added.
3. Review by Business Office before Superintendent's approval: Reviewed in COT October 4, 2009
6. Space implications (short/long range): Use of small office area next to Early Learning Center Secretary in Probsfield.
7. Equity implications: position needed to provide equity in support for Kindergarten programs.
8. Technology implications.
Computer & phone will be needed.
9. Suggested timelines for implementations.
October 2009
10. Who has been involved in this decision?
Jill Skarvold, Sarah King, Anne Moyano, Lauri Winterfeldt, Kim Bushaw, Christy Elias
11. Other comments:



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.043R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2009

SUBJECT: October 12 School Board Dialogue

Lauri Winterfeldt will provide up update related to the Community Education program.

LAK:mde



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.035R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2009

SUBJECT: Staff Development Report

Attached is a copy of the school district Staff Development Report for the 2008-09 school year. Highlights of the report will be shared with the board. This report has been completed in compliance with Minnesota Statute 122A.60 and will be included as a part of the report to the legislature.

School districts using state staff development revenue under Minn.Stat. 126C.10, subd. 2 and Minn. Stat. 122A.61 must use the state's designated reporting format to submit a copy of their annual staff development report to the Commissioner of Education. Districts are required to report the staff development activities and expenditures for the district and their school sites. All districts, including those not reserving funds, must complete a program report.

Each school site is mandated to complete a report on the 25 percent set aside funds for their building. Information from each of the site reports has been incorporated into the district report.

Suggested Resolution: Move to accept the Staff Development Report for the 2008-09 school year as presented and direct administration to submit the signed assurances to the Minnesota Department of Education as required.

LAK:mde
Attachment

Staff Development Report Statement of Assurances

General Information and Instructions: School districts using state staff development revenue under M.S. §126C.10 subd. 2, and M.S. §12A.61 must complete the forms in the Staff Development Planning and Reporting System (online at <http://education.state.mn.us>) and submit a copy of a signed Statement of Assurances (this form) to the Professional Development Team at MDE by October 15, 2007. A program report must be completed by all districts, including those not reserving funds. Please complete this page, including all required signatures, and fax or mail to MDE:

MDE-Staff Development Reporting
1500 Highway 36 West
Roseville, MN 55113

FAX: 651-582-8517

District Contact Information

District Name: MOORHEAD PUBLIC SCHOOL DISTRICT 0152-01 District Number: 0152-01
Address: 2410 14th St. S.
City: Moorhead State: MN Zip: 56560
Current District Staff Development Chair: Lynne Kovash E-mail: lkovash@moorhead.k12.mn.us

On behalf of the school district identified above, we assure the Minnesota Department of Education that the district is in compliance with the allocations for staff development allocations; two percent reserved revenue and any additional funding legislation related to:

*Revenue Expenditures * Staff Development Planning * Staff Development Outcomes

I hereby certify that the program information provided online is complete and accurate, that the district will abide by the statement of assurances, and that records will be maintained at the district to verify program development, participation and expenditures.

District Goals for improving student achievement for 2008-2009 were:

The purpose of the district staff development plan is to continually improve student achievement in mathematics. To accomplish this, all district staff will increase their knowledge of using data and improving instruction for all students through reflection, collaboration and the use of research based practices.

The purpose of the district staff development plan is to continually improve student achievement in reading and language arts. To accomplish this, all district staff will increase their knowledge of using data and improving instruction for all students through reflection, collaboration and the use of research based practices.

Early Intervention Services staff will work to implement a process to report required child outcome data to the state.

Robert Asp staff will review and analyze student data for the purpose of progress monitoring and to investigate and incorporate effective instructional practices that improve student learning in the area of reading.

Robert Asp staff will review and analyze student data for the purpose of progress, monitoring and to investigate and incorporate effective instructional practices that improve student learning in the area of mathematics.

Hopkins staff members will share responsibility, collaborate and take action to facilitate increased student achievement in reading.

Hopkins staff members will share responsibility, collaborate, and take action to facilitate increased student achievement in Math.

SGR staff will work together to improve mathematics instruction, through goal-setting, increased use of math software and AVMR and Math Recovery training.

SGR staff will work together to improve reading instruction strategies through goal-setting, progress monitoring, using PALS strategies, the Florida Center for Reading Research and Daily Five.

Horizon Middle School teachers and support staff will receive support, particularly in the areas of reading and math, in reaching our student goal.

The staff at Moorhead High School will share data from previous years on student participation, established student participation goal and urged all students to take all assessments seriously.

The staff at Moorhead High School will work together to increase awareness, on the part of all teachers, of the need to focus more attention on reading and vocabulary activities in all courses.

The staff development goal at Moorhead High School is to increase math teachers awareness of need to improve and develop skills in meeting student needs.

All staff at RRALC will collaborate on the use of techniques to improve participation on the MCA II.

Licensed staff at Red River Area Learning Center will meet with the Truancy Intervention Team weekly to develop capacity to intervene effectively with students that have excessive absences.

RRALC staff will develop proficiency in data driven decision making related to instruction in reading/language., ie. MCA II, MAP, grades, common assessment and related instructional strategies.

Person(s) in the building were identified to train teachers to use data to monitor and adjust delivery and instruction. As a building we began to establish a guaranteed and viable CORE curriculum. Departments developed their Essential Outcomes and will continue to extract our teacher and student benchmarks, content and skills and assessments (formative and summative) that measure student proficiency.

A new teacher mentor program was developed and monthly inservice was provided based upon ongoing survey's of need.

A homework and grading committee/study group was formed in which 'guiding principles' were developed on 1) how we define homework and 2) how we 'weigh' homework. This lead to a building-wide homework and grading policy. Lesson study was part of staff development.

Early Intervention services staff will work to implement a process to report required child outcome data to the state.

Focus on student awareness of the different assessment ACT strands and assist students to improve.

Licensed staff at Red River Area Learning Center will meet with the Truancy Intervention Team weekly to develop capacity to intervene effectively with students that have excessive absences

RRALC staff will develop proficiency in data driven decision making related to instruction in reading/language and mathematics., ie. MCA II, MAP, grades, common assessment and related instructional strategies.

All staff at RRALC will collaborate on the use of techniques to improve participation on the MCA

Superintendent

Date

Staff Development Chair

Date



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.034

TO: Lynne A. Kovash, Superintendent
FROM: Ron ~~Nielsen~~, Director of Human Resources
DATE: October 6, 2009
RE: H1N1 Update

Attached are surveillance guidelines for both students and staff that the district will utilize in addressing any H1N1 absences. These forms will be discussed with the School Board at the meeting on October 12, 2009. Also, the monitoring system that tracks student absenteeism will be shared with the School Board at the meeting.

Moorhead Area Public Schools
H1N1 Student Surveillance Guidelines

| | Activity Data | Action Steps |
|---------|---|--|
| Phase 1 | <ul style="list-style-type: none"> • Normal student absentee rates | <ul style="list-style-type: none"> • Preventive measures <ul style="list-style-type: none"> - hand washing - covering coughs - avoiding direct contact - sanitizing high contact areas |
| Phase 2 | <ul style="list-style-type: none"> • Student absentee rates of 5% or higher by school building • 3 or more students with influenza like illness* from the same classroom. | <ul style="list-style-type: none"> • Continue preventive measures • Increase observation • Place ill students in isolation until they are taken home • Monitor outbreaks in neighboring schools/counties |
| Phase 3 | <ul style="list-style-type: none"> • Student absentee rates of 10% or higher by school building | <ul style="list-style-type: none"> • Continue preventive measures • Isolate ill students until taken home • Conduct active screening and send home students as needed • Consult with Public Health Department • Consider suspension of large group activities/extracurricular activities • Conduct alternative methods of educational delivery • Send high risk students home • Consider selective school closure if high absentee rates continue or spread to other schools |

* Fever of 100 F or higher and cough or sore throat

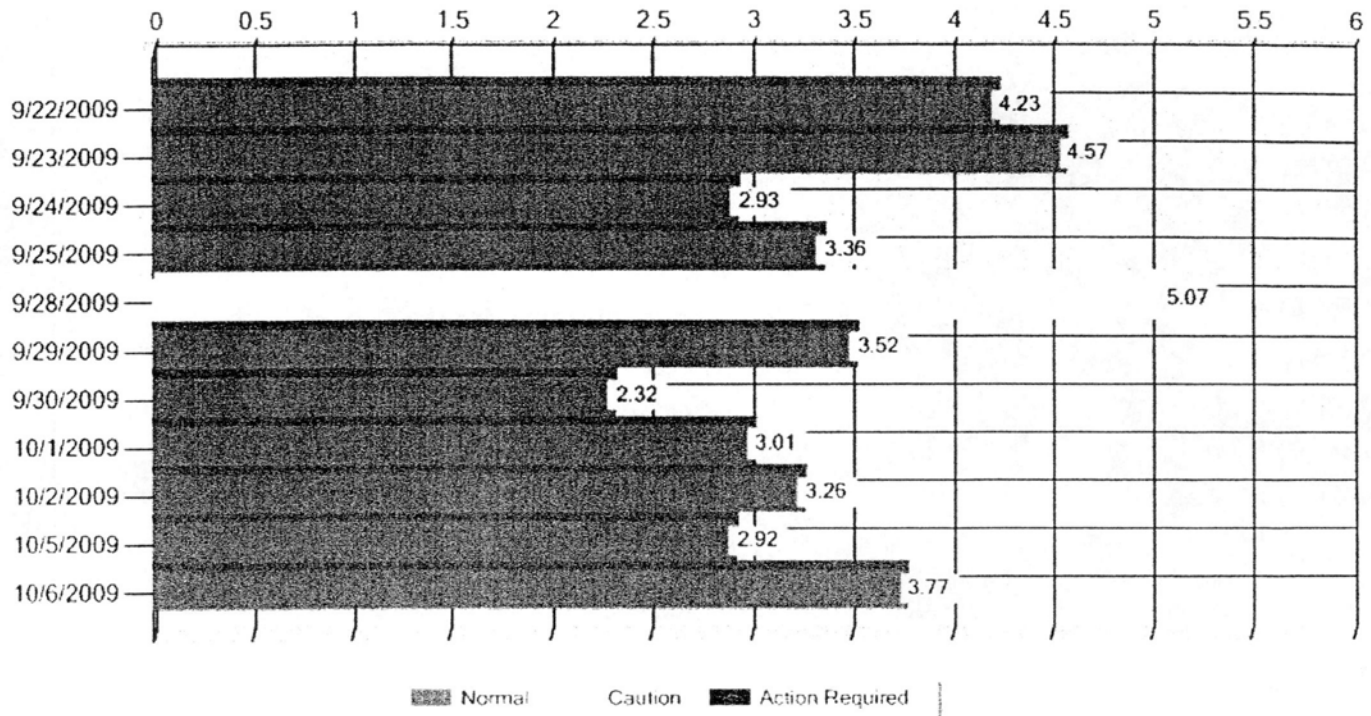
Moorhead Area Public Schools

H1N1 Staff Surveillance Guidelines

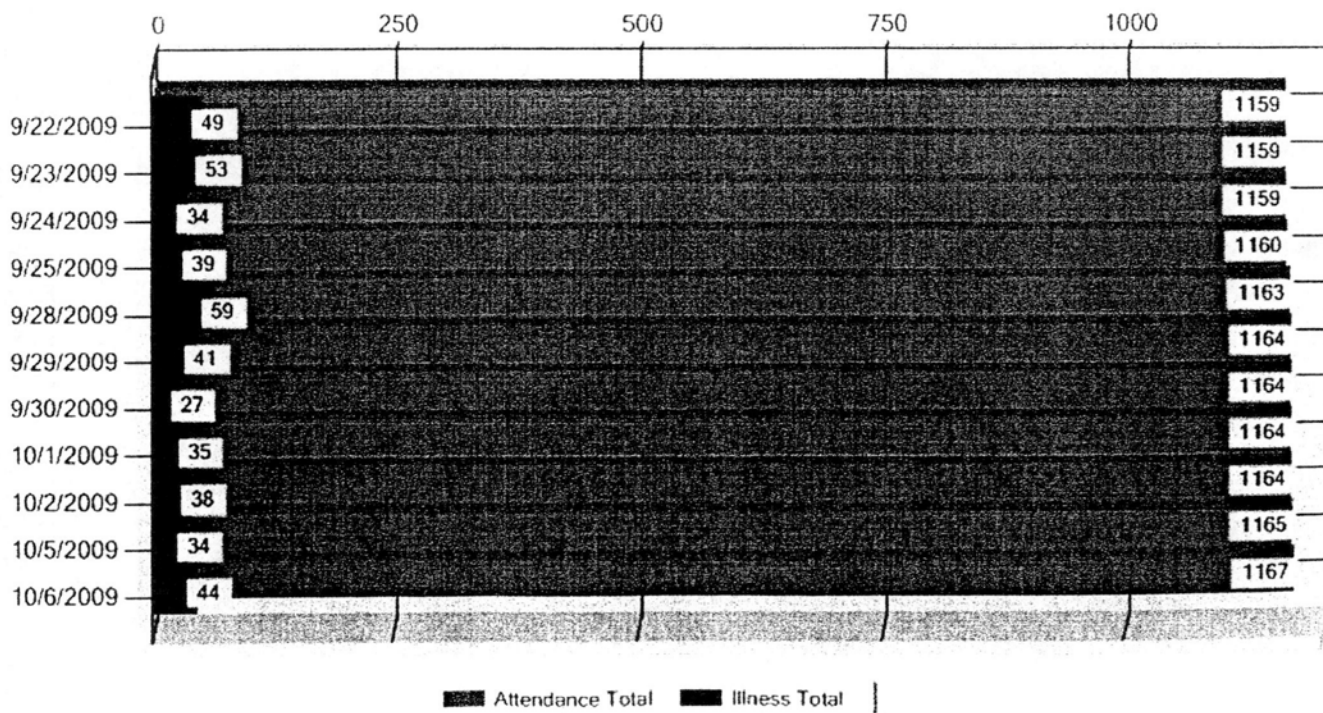
| | Activity Data | Action Steps |
|---------|--|--|
| Phase 1 | <ul style="list-style-type: none"> • Normal staff absentee rates of 10% or less | <ul style="list-style-type: none"> • Preventive measures <ul style="list-style-type: none"> - hand washing - covering coughs - avoiding direct contact - sanitizing high contact areas • Teacher preparation of alternate delivery of lessons |
| Phase 2 | <ul style="list-style-type: none"> • Absenteeism rates of 40 teachers or more or five or more openings not filled by substitute teachers • Absenteeism rates of 15 or more paraprofessionals or five or more openings not filled by substitute paraprofessionals | <ul style="list-style-type: none"> • Continue preventive measures • Monitor absentee reasons for teachers and paraprofessionals to determine action steps • Consider suspending staff development activity during school day, in and out of district • Advertise for and hire more substitute teachers and paraprofessionals |
| Phase 3 | <ul style="list-style-type: none"> • Absenteeism rates of 55 teachers or more or 10 or more openings not filled by substitute teachers • Absenteeism rates of 20 or more paraprofessionals or 10 or more openings not filled by substitute paraprofessionals • Absenteeism rates of one or more principals per building | <ul style="list-style-type: none"> • Continue preventive measures • Monitor absentee reasons for teachers and paraprofessionals to determine action steps • Suspend all staff development activities • Placement of management staff as needed • Placement of teaching staff as needed • Placement of paraprofessional staff in classrooms with teachers monitoring multiple classrooms • Advertise for and hire more substitute teachers and paraprofessionals • Consider selective school closure based on circumstances • Suspend all personal leave |

Horizon Middle School (9/22/2009 - 10/6/2009)

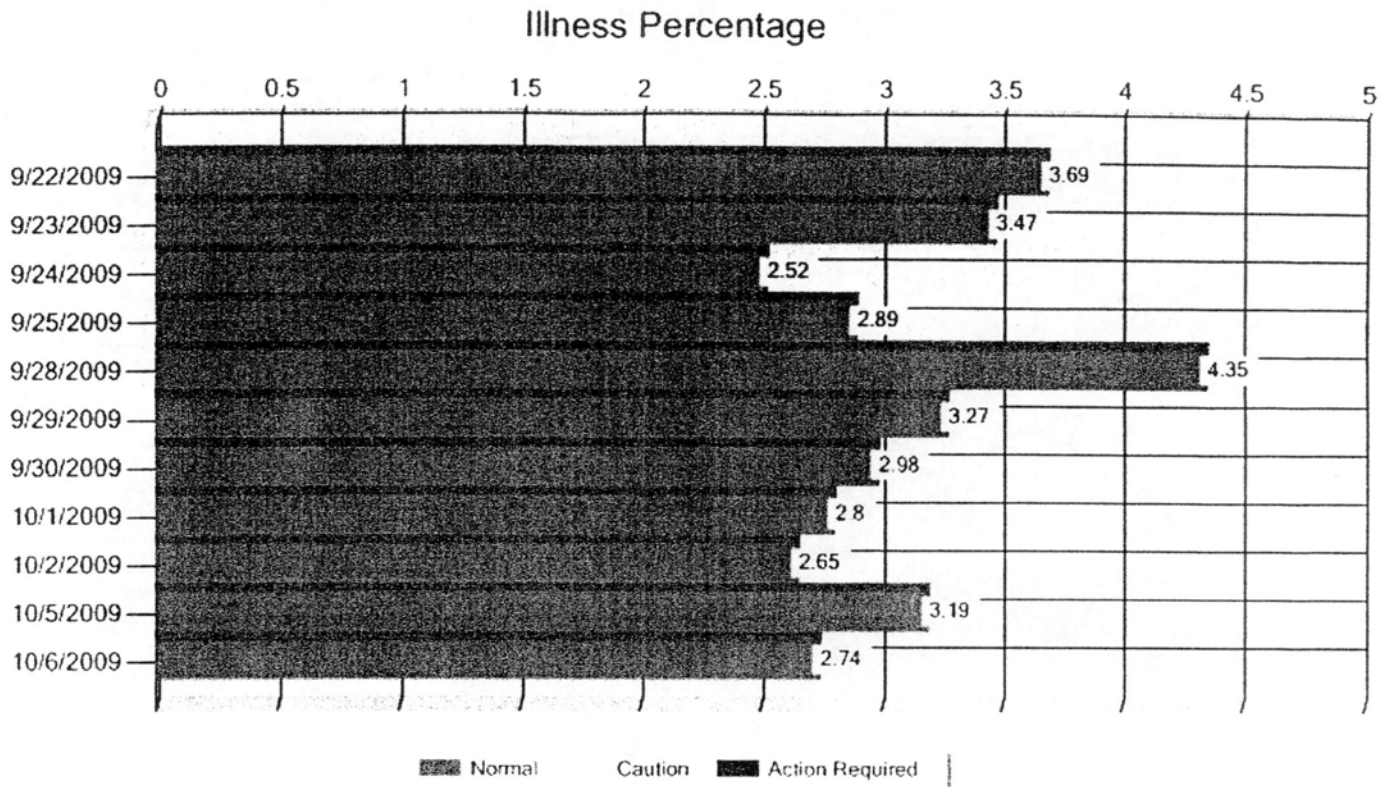
Illness Percentage



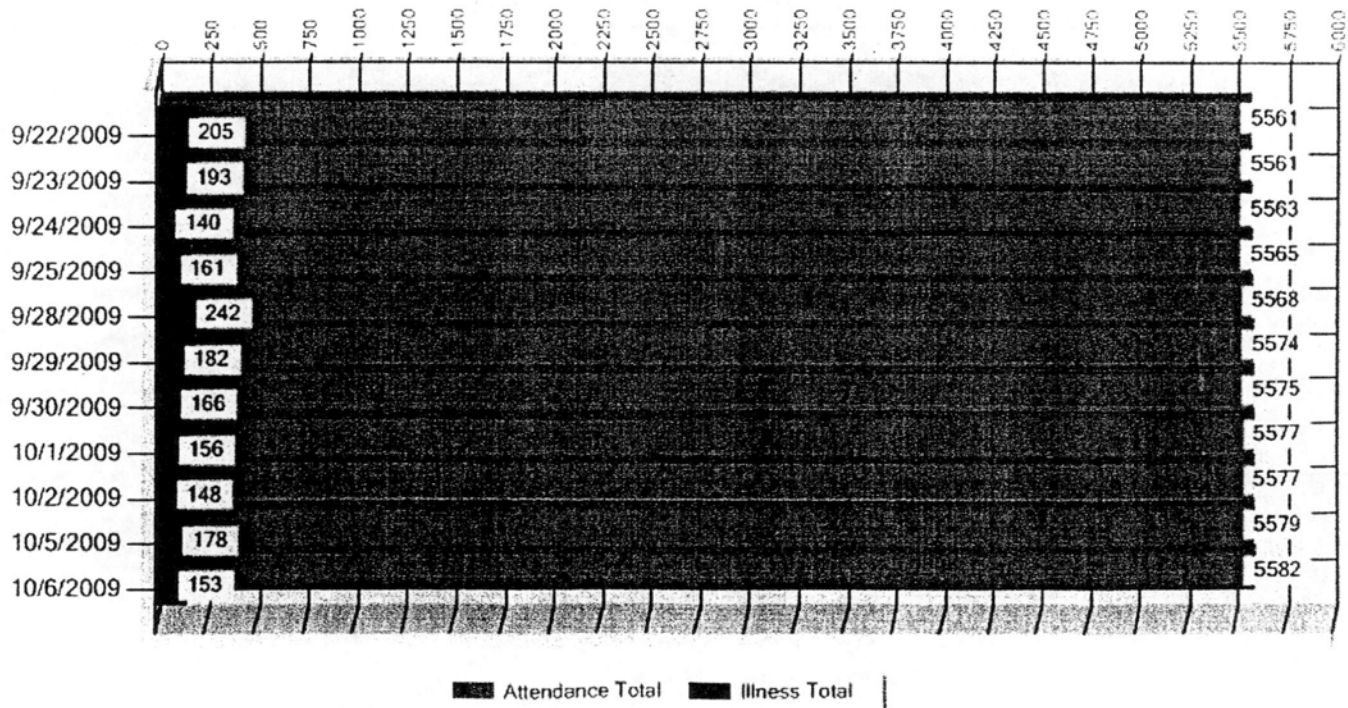
Illness Total / Attendance Total



District (All Schools) (9/22/2009 - 10/6/2009)



Illness Total / Attendance Total





Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.036R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Name and Legal Status of Moorhead Area Public Schools (101).

Suggested Resolution: Move to approve the policy, Name and Legal Status of Moorhead Area Public Schools (101), as presented.

LAK:mde
Attachment

Name and Legal Status of Moorhead Area Public Schools

| | |
|--------------------------|------------------------------------|
| Type: | School Board Policy |
| Section: | 100 SCHOOL DISTRICT |
| Code: | 101 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005, 09/16/2009, 09/17/2009 |
| Reviewed Date(s): | 10/10/2005 |
| Attached Files: | No files. |

I. PURPOSE

It is a primary principle of this nation that the public welfare demands an educated and informed citizenry. The power to provide public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status, boundaries, and name of this school district.

II. GENERAL STATEMENTS ~~OF POLICY~~ ON LEGAL STATUS

A. The Moorhead Area Public Schools is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district was created for educational purposes. The legislature has the authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions. The school district has only the powers conferred on it by the legislature; however, the school district's authority to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

3. Relationship to Other Entities - The Moorhead Area Public Schools is a separate legal entity. It is coordinate with and not subordinate to the county(ies) in which it is situated or provides services. The school district is not subservient to municipalities within its territory.

C. Funds - The Moorhead Area Public Schools, through its School Board, has the authority to raise funds for the operation and maintenance of its schools and school property and to manage and expend such funds as is applicable to law. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

D. Raising Funds - Moorhead Area Public Schools shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses. The school district may issue bonds in accordance with the provisions of Minnesota Stat. Ch. 475, or other applicable law. And the school district has the authority to accept gifts and donations for school purposes, subject to applicable law.

E. Property - Moorhead Area Public Schools may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law. The school district shall manage its property in a manner consistent of supporting the educational functions of the district. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission. School district officials

hold school property as trustees for the use and benefit of students, taxpayers, and the community.

F. Contracts - Moorhead Area Public Schools is empowered to enter into contracts in the manner provided by law. The school district has the authority to enter into installment purchases and leases with an option to purchase, pursuant to Minnesota Stat. 465.71 or other applicable law. The school district has the authority to make contracts with other governmental agencies and units for the purchase, lease, or other acquisition of equipment, supplies, materials, and other property, including real property.

G. Employment Contracts - Moorhead Area Public Schools has the authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

H. Textbooks, Educational Materials, and Studies - Moorhead Area Public Schools through its School Board and administration, has the authority to determine what textbooks, educational materials, and studies should be pursued. The school district shall establish and apply the school curriculum.

I. Actions and Suits - Moorhead Area Public Schools has the authority to sue and to be sued.

III. GENERAL STATEMENTS OF POLICY ON THE NAME OF THE SCHOOL DISTRICT

A. Pursuant to statute, the official name of the school district is Independent School District No. 152. However, the school district is often referred to by other informal names (Moorhead Public Schools, Moorhead Area Public Schools, Moorhead Independent School District 152, etc.) In order to avoid confusion and to encourage consistence in school district letterheads, signage, publications and other materials, the name Moorhead Area Public Schools will be used to refer to the school district.

B. In official communications and on school district ballots, the school district shall be referred to as Independent School District 152 Moorhead Area Public Schools, but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document executed in the past, present or future.

Legal References:

~~Minnesota Constitution, Article, 13, Section 1~~

~~Minnesota Statute Ch. 475 (Debt of Defined Municipalities)~~

~~Minnesota Statute, Ch. 123B (School Districts, Powers & Duties)~~

~~Minnesota Statute, 465.035 (Public Corporation, Conveyance or Lease of Land)~~

~~Minnesota Statutes, 465.71; 471.345; 471.6161; and 471.64 (Municipal Rights, Powers, Duties of Political Subdivisions)~~

~~Minnesota Statute, Ch. 179A (Public Employment Labor Relations)~~

~~Minnesota Statute 123A.55 (Classes, Number)~~

~~Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)~~

~~Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)~~

~~Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)~~

~~Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)~~

~~State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)~~

Cross References:

Moorhead School Board Policy 601: Curriculum and Instruction Goals for Moorhead Area Public Schools

Moorhead School Board Policy 834: Public Gifts to the School District



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.037R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2009

SUBJECT: Approval of Policy

Attached please find the policy, State and Federal Law Prohibiting Discrimination (102).

Suggested Resolution: Move to approve the policy, State and Federal Law Prohibiting Discrimination (102), as presented.

LAK:mde
Attachment

State and Federal Law Prohibiting Discrimination

| | |
|--------------------------|--|
| Type: | School Board Policy |
| Section: | 100 SCHOOL DISTRICT |
| Code: | 102 |
| Adopted Date: | 4/24/1984 |
| Revised Date(s): | 09/12/2005, 09/16/2009 |
| Reviewed Date(s): | 10/22/1990, 03/13/1995, 12/13/1999, 02/09/2004, 09/12/2005 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to outline the ~~district's~~ Moorhead Area Public Schools responsibility in complying with state and federal law regarding discrimination.

II. GENERAL STATEMENT ~~OF POLICY~~

Moorhead Area Public Schools shall comply with federal and state law prohibiting discrimination and with the requirements imposed by or pursuant to regulations issued thereto, to the end that no person in the Moorhead Area Public Schools shall on the grounds of race, color, national origin, creed, religion, sex, marital status, age, limited English proficiency, sexual orientation, status with regard to public assistance, family care leave status, veteran status, or disability be excluded from any educational program or activity, or in employment, or recruitment, consideration, or selection therefore, including hiring, discharge, promotion, compensation, facilities or privileges of employment, whether full time or part time, under an educational program or activity for which the school is responsible. The Moorhead Area Public Schools ~~District~~ also makes reasonable accommodations for disabled employees and students.

Any inquiries concerning this policy may be referred to:

Office of the Superintendent
Probstfield Center for Education
2410 14th Street South
Moorhead, MN 56560
(218) 284-3330

The school district prohibits the harassment of any individuals for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the district's internal procedures for addressing complaints of harassment, please refer to the district's policy on harassment and violence.

Legal References:

29 U.S.C. 794 et. seq. (B 504 of Rehabilitation Act of 1973, Title I and Title V of the Americans with Disabilities Act of 1990)
Minnesota Statute 123B.03 (Background Checks)
Minnesota Statute 43A.11 (Veteran's Preference)
Title VII. of the Civil Rights Act of 1964
Equal Pay Act of 1963
Age Discrimination in Employment Act of 1967

Civil Rights Act of 1991

Minnesota Statute 363 (Minnesota Human Rights Act)

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

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

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

Cross References:

Moorhead School Board Policy 401: Equal Employment Opportunity Statement

Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity

Moorhead School Board Policy 404: Employment Disability Nondiscrimination

Moorhead School Board Policy 410: Employment of Faculty and Staff

Moorhead School Board Policy 411: Veteran's Preference Hiring

Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 570: Prohibition of Harassment and Violence



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.038R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2009

SUBJECT: Approval of Policy

Attached please find the policy, School Board Legal Status (201).

Suggested Resolution: Move to approve the policy, School Board Legal Status (201), as presented.

LAK:mde
Attachment

School Board Legal Status

| | |
|-------------------|------------------------------------|
| Type: | School Board Policy |
| Section: | 200 SCHOOL BOARD |
| Code: | 201 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005, 09/16/2009, 09/17/2009 |
| Reviewed Date(s): | 10/10/2005 |
| Attached Files: | No files. |

I. PURPOSE

~~The care, management and control of the schools is vested by statutory and constitutional authority in the School Board of the Moorhead Area Public Schools. The School Board carries out the mission of the school district with diligence, prudence, and dedication to the ideas of providing the finest public education possible.~~ The purpose of this policy is to define the authority, duties and powers of the School Board in carrying out ~~its~~ the school district's mission.

II. GENERAL STATEMENT

A. The School Board is the governing body of the Moorhead Area Public Schools. As such, the School Board has the responsibility for the care, management, and control over public schools in the school district. Generally, elected members of the School Board have binding authority only when acting as a School Board legally in session, except where specific authority is provided to School Board members or officers individually. Generally, the School Board is not bound by any action or statement on the part of an individual School Board member unless the action is specifically directed or authorized by the School Board.

II. DEFINITION

A. "School Board" means the governing body of the school district.

V. SCHOOL BOARD'S ORGANIZATION, MEMBERSHIP, POWERS AND DUTIES

A. The membership of the School Board consists of seven elected directors. The term of office is four years. Regular elections are conducted every two (~~odd~~even-ending) years. A School Board vacancy shall be filled by School Board appointment at a regular or special meeting, entered by resolution in the minutes and shall continue until the next regular district election. All elections to fill vacancies shall be for the unexpired term. If less than two years remain in the unexpired term, the appointed person shall serve the remainder of the unexpired term.

The Superintendent serves as an ex-officio member of the School Board. The majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the School Board.

3. The School Board has powers and duties as specified by statute. The School Board's authority includes implied powers in addition to specific powers granted by the legislature. The School Board exercises

administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character. The School Board shall superintend and manage the schools of the district; adopt rules for the organization, government and instruction; prescribe textbooks and course of study; and make and authorize contracts. The School Board shall have the general charge of the business of the school district, its facilities, property and of the interest of the schools. The School Board, among other duties shall perform the following in accordance with applicable law:

1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
 2. conduct the business of the schools and pay indebtedness and proper expenses;
 3. make and authorize contracts;
 4. employ and contract with necessary qualified teachers and discharge the same for cause;
 5. manage the schools; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts;
 5. provide services to promote the health of its pupils;
 7. provide school buildings and erect needed buildings;
 3. purchase, sell and exchange school district property and equipment as deemed necessary by the School Board for school purposes;
 9. provide for payment of claims against the school district and prosecute and defend actions by or against the school district, in all proper cases;
 10. employ and discharge necessary employees and contract for other services;
 11. provide for transportation of pupils to and from schools as governed by statute; and
 12. procure insurance against liability of the school district, its officers and employees.
- C. The School Board, at its discretion, may perform the following:
1. provide library facilities, public evening schools, adult and continuing education programs, ~~summer school programs, intercession class of flexible school years and extended year and extended day programs;~~
 2. furnish school lunches for pupils and others on such terms as the School Board determines;
 3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
 4. lease rooms or buildings for school purposes;
 5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;

6. authorize cocurricular and extracurricular activities;
7. receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose; and
8. perform other acts as the School Board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References:

Minnesota Statute, 123A.22 (Cooperative Centers for Vocational Education)
Minnesota Statute, 123B.02 (General Powers of Independent School Districts)
Minnesota Statute, 123B.09 (Boards of Independent School Districts)
Minnesota Statute, 123B.14 (Officers of Independent School Districts)
Minnesota Statute, 123B.23 (Liability Insurance; Officers and Employees)
Minnesota Statute, 123B.49 (Extracurricular Activities; Insurance)
Minnesota Statute, 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)
Minnesota Statute, 123B.85 (Definitions)

Cross Reference:


Moorhead School Board Policy 101: Name and Legal Status of Moorhead Area Public Schools



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.039R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent 

DATE: October 6, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Open and Closed School Board Meetings (211).

Suggested Resolution: Move to approve the policy, Open and Closed School Board Meetings (211), as presented.

LAK:mde
Attachment

Open and Closed School Board Meetings

| | |
|-------------------|------------------------|
| Type: | School Board Policy |
| Section: | 200 SCHOOL BOARD |
| Code: | 211 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005, 09/17/2009 |
| Reviewed Date(s): | 10/10/2005 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to provide guidelines to assure the rights of the public to be present at School Board meetings, while also protecting the individual's right to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT ~~OF POLICY~~

The School Board of the Moorhead Area Public Schools will conduct its business under a presumption of openness in the belief that openness produces better programs, more efficiency in administration of programs and an organization more responsive to public interest and less susceptible to private interest. At the same time the School Board recognizes and respects the privacy rights of individuals as provided by law. There are certain expectations to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing the meeting of the School Board. Except as otherwise expressly provided by statute, all meetings of the School Board, including executive sessions and work sessions, shall be open to the public. Meetings will be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum ~~or more members~~ of the School Board, or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or to receive information as a group on issues relating to the official business of the School Board. The term does not include a chance or social gathering.

IV. OPEN MEETINGS AND NOTIFICATION PROCEDURES

A. Types of Meetings:

1. Regular Meetings - At the first regular meeting in July, the School Board will adopt a schedule of regular meetings of the School Board for the following fiscal year. The schedule will be kept on file in Superintendent's office. If the School Board decides to hold a regular meeting at a place and time different from the one stated in the schedule, a notice like that for a special meeting will be given. School Board agendas are posted on the district Web site at www.moorhead.k12.mn.us prior to meetings. Members of the press or interested persons may file a request at the district office for notification and copies of the agenda of regular and special meetings. Requests for such notices will expire June 30~~th~~ and require refiling each year.

2. Special Meetings- A written notice of the time, date, place and purpose of meeting will be posted at least

three (3) days prior to the date of the meeting at the Probstfield Center for Education. The notice will also be mailed to those who have requested notification of the district's meetings, including the official newspaper of the district, three days prior to the date of the meeting.

3. Emergency Meetings - An emergency meeting is a special meeting called because of circumstances that, in the judgment of the School Board, require immediate consideration. Notice of the emergency meeting shall be given by telephone, e-mail or any other method used to notify the members of the School Board. Posted or published notice of an emergency meeting shall not be required, however the Board Secretary will make good faith efforts to provide notice of the emergency meeting to each news medium that has requested notification and given a telephone and/or fax number. The information will include the subject of the meeting. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.

4. Recessed or Continued Meetings - If a meeting is recessed or is a continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mail notice is necessary.

5. Actual Notice - If a person receives actual notice of a meeting of the School Board at least 24 hours before the meeting, all notice requirements are satisfied with respect to that person regardless of the method of receipt of notice.

B. Votes - The votes of School Board members shall be recorded in the School Board minutes and available to the public during normal business hours at the Superintendent's office.

C. Agenda and Written Materials - In any open meeting, a copy of the agenda and any printed materials relating to the agenda items prepared or distributed by the School Board or its employees and distributed to or available to all School Board members shall be available at the meeting for inspection by the public while the School Board considers the subject matter. This does not apply to materials not classified by law as public, or materials relating to agenda items of a closed meeting.

D. Data - Meetings may not be closed merely because the data to be discussed is not public data. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the School Board's authority and is reasonably necessary to conduct the business or agenda item before the School Board. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting regardless of form, shall be public.

V. CLOSED MEETING PROCEDURES

A. Labor Negotiations - The School Board may by a majority vote in a public meeting, decide to hold a closed meeting to consider labor negotiations strategies or developments or discussion and review of labor negotiation proposals. The time and place of the closed meeting will be announced at the public meeting. The proceedings shall be ~~tape~~ electronically recorded, and the ~~tape~~ recording preserved for two years after the contract discussed at the meeting is signed. The recording shall be available to the public only after all labor contracts are signed by the School Board for the current budget period. A written roll of School Board members and other's present at the closed meeting shall be available to the public after the closed meeting.

B. Sessions closed by Bureau of Mediation Services - All negotiations, mediation sessions, and hearings between the School Board and its employees or their respective representatives are public meetings except when otherwise provided by the Commissioner of the Bureau of Mediation Services. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at

least three years after the date of the meeting. The recording is not available to the public.

C. Preliminary Consideration of Charges - The School Board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the School Board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

D. Performance Evaluations - The School Board may close a meeting to evaluate the performance of an individual who is subject to its authority. The School Board shall identify the individual to be evaluated prior to closing a meeting and at its next open meeting shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

E. Attorney-Client Meeting - A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the School Board needs advice about the level of general legal advice, i.e. regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant policy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

F. Dismissal Hearing - A hearing on the dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent or guardian requests an open hearing. To the extent a teacher or student dismissal hearing is held before the School Board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

G. Coaches; Opportunity to Respond

1. If the School Board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within 14 days of that decision.

2. If the coach requests the reasons for the nonrenewal, the School Board must give the coach the reasons in writing within 10 days of receiving the request.

3. On the request of the coach, the School Board must provide the coach with a reasonable opportunity to respond to the reasons at a School Board meeting.

4. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.

e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

H. Meetings to Discuss Certain Not Public Data - Any portion of a meeting must be closed if the following types of data are discussed: data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults; and active investigative data collected or created by a law enforcement agency; or educational data, health data, medical data, welfare data, or mental health data that are not public data or an individual's personal medical records. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

I. Purchase and Sale of Property

a. The School Board may close a meeting:

(1) to determine the asking price for real or personal property to be sold by the school district.

(2) to review confidential or nonpublic appraisal data; and

(3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.

b. Before closing the meeting, the School Board must identify on the record the particular real or personal property that is the subject of the closed meeting.

c. The closed meeting must be electronically recorded at the expense of the school district. The recording must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the School Board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the recording. A list of School Board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.

d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the School Board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

J. Security Matters

a. The School Board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.

b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.

c. Before closing a meeting, the School Board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.

d. The closed meeting must be electronically recorded at the expense of the school district and the recording

must be preserved for at least four years.

HK. Other Meetings - Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

HL. Procedures for Closing a Meeting - The School Board shall provide notice of a closed meeting just as for an open meeting. A School Board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the School Board shall state for the record the specific authority permitting the meeting to be closed and describe the subject to be discussed. ~~Only labor-negotiation closed meetings are taped.~~

Legal References:

Minnesota Statute, 122A.40 Subd. 14 (~~Employment; Contracts; Termination~~ Teacher Discharge Hearing)
Minnesota Statute, 121A.47 Subd. 5 (~~Exclusion and Expulsion Procedures~~ Student Dismissal Hearing)
Minnesota Statute, Ch. 13 (Minnesota Government Data Practices Act)
Minnesota Statute, 179A.14, Subd. 3 (Labor Negotiations)
Minnesota Statute Ch. 13D-01 (Open Meeting Law)
Minn. Stat. 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Department of Administration Advisory Opinion 04-004 (February 3, 2004)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 71 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 719 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 42 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), rev. denied. (Minn. 1993)

Cross References:

Moorhead School Board Policy 210: School Board Meeting Rules of Order
Moorhead School Board Policy 212: School Board Public Hearings
Moorhead School Board Policy 214: School Board Meeting Minutes
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 504: Protection and Privacy of Student Records



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.040R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2009

SUBJECT: Approval of Policy

Attached please find the policy, School Board Meeting Agendas (213).

Suggested Resolution: Move to approve the policy, School Board Meeting Agendas (213), as presented.

LAK:mde
Attachment

School Board Meeting Agendas

| | |
|-------------------|------------------------|
| Type: | School Board Policy |
| Section: | 200 SCHOOL BOARD |
| Code: | 213 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005, 09/16/2009 |
| Reviewed Date(s): | 10/10/2005, 09/16/2009 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to provide procedures for the preparation of the School Board of the Moorhead Area Public Schools meeting agenda and to ensure that the School Board can accomplish its business as efficiently and expeditiously as possible.

II. GENERAL STATEMENT OF POLICY

It is the policy of the Moorhead School Board that the School Board meetings shall be conducted in a manner to allow the School Board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon. In order for a more efficient administration of School Board meetings, the School Board may use a consent agenda for the passage of non-controversial items or items of a similar nature.

III. PROCEDURES

A. It shall be the responsibility of the School Board Chair and/or Vice-Chair and Superintendent to develop, prepare and arrange the order of items for the tentative School Board meeting agenda for each School Board meeting.

B. Persons wishing to place an item on the agenda must make a request to the School Board Chair or Superintendent in a timely manner. The Chair and Superintendent shall determine whether to place the matter on the tentative agenda.

C. The tentative agenda and supporting documents shall be sent to School Board members three (3) days prior to a regular scheduled School Board meeting.

D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the School Board meeting shall include a description of the matter.

E. At least one copy of any printed materials relating to the agenda items of the meeting prepared or distributed by or at the direction of the School Board or its employees and a) distributed at the meeting to all members of the governing body; b) distributed before the meeting to all members; or c) ~~available in the meeting room to all members shall be~~ available in the meeting room for inspection by the public while the School Board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

IV. CONSENT AGENDAS

A. The Superintendent, in consultation with the School Board Chair and/or Vice-Chair, may place items on the consent agenda. By using a consent agenda the School Board has consented to the consideration of certain items as a group under one motion. When a consent agenda is used, an appropriate amount of discussion time will be allowed to review any item upon request.

B. Consent items are those which usually do not require discussion or explanation prior to School Board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, approval of the previous minutes, approval of bills, approval of grants, resignations, etc.

~~C. Items may be removed from the consent agenda by a timely request by an individual School Board member for independent consideration or by request from the public at the School Board meeting. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the School Board. An item removed from the consent agenda will be discussed and acted on separately immediately following the consideration of the 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.

D. Consent agenda items are approved en masse by one vote of the School Board. The consent agenda items are recorded separately in the minutes.

Legal References:

Minnesota Statute, 123B.09, Subd. 7 (~~Boards of Independent~~ School Board Powers Districts)
Minnesota Statute, 13D.01, Subd. 6 (Open Meeting Law)

Cross References:

Moorhead School Board Policy 201: School Board Legal Status
Moorhead School Board Policy 210: School Board Meeting Rules of Order
Moorhead School Board Policy 214: School Board Meeting Minutes



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.041R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: October 6, 2009

SUBJECT: Approval of Policy

Attached please find the policy, Moorhead Area Public School District Committees (230).

Suggested Resolution: Move to approve the policy, Moorhead Area Public School District Committees (230), as presented.

LAK:mde
Attachment

Moorhead Area School District Committees

| | |
|--------------------------|------------------------|
| Type: | School Board Policy |
| Section: | 200 SCHOOL BOARD |
| Code: | 230 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005, 09/17/2009 |
| Reviewed Date(s): | 10/10/2005 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to provide for the structure and operation of committees of the School Board of Moorhead Area Public Schools and Moorhead Area Public Schools.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the School Board to designate district committees, School Board committees, ad hoc committees, task forces, etc. when it is determined that a committee meeting process facilitates the mission of the school district, completion of a required task and/or is mandated by law.

B. All committees of the Moorhead Area Public Schools are advisory in nature to the School Board and have only such authority as specified by the School Board. (When appropriate, they need to clarify in any dealings with the public that their powers are only advisory to the School Board.) The School Board retains the right to limit, create, or abolish any district committee, subcommittee, ad hoc committee, School Board committee, or task force as it deems appropriate.

C. All district committees, subcommittees, ad hoc committees, School Board committees, task forces, etc. must be in compliance with the Minnesota Open Meeting Laws, designate a secretary to record the minutes, must act only within the guidelines and mission for which it is established, and take action based on majority vote or consensus.

III. DISTRICT COMMITTEES

A. District-Wide Standing Committees - The School Board has determined certain district-wide standing committees facilitate the operation of the School Board and the school district. These committees have a specific purpose established by law or by the School Board; most involve parents, students, and/or members of the community to comprise a cross section of various stake holders within the district, include school staff and an administrator/supervisor; have defined terms; set meetings dates to be included in the school calendar; and give a presentation to the School Board or file a year-end report with the Superintendent.

Standing Committee agendas and minutes are disseminated to all School Board members. Two School Board members are appointed to each of the district's Standing Committees at the first regular School Board meeting in July. The following Standing Committees may include, but are not limited to:

1. Activities Council Advisory Committee
2. Community Education Advisory Council

3. ~~District Student Assistance Advisory~~ Safe and Healthy Learners Committee
4. Human Rights Committee
5. Instruction and Curriculum Advisory Committee (ICAC)
6. Long Range/Strategic Planning Committee (~~SPC~~)
7. Policy Review Committee

B. Administrative Committees - These committees are recognized by the School Board and serve in an advisory capacity to the School Board and administration. They serve a specific area, program, or segment of the district; involve members of the staff and others as needed; may or may not include an appointed School Board member designee or liaison; review the purpose/task for the establishment of the committee; record and communicate minutes to appropriate people; may meet for a specific purpose until a task is completed; and/or complete a written report of activities for the Superintendent when task is completed.

The School Board appoints, as needed, members of the School Board to the following Administrative Committees at the first School Board meeting in July. The following Administrative Committees may include, but are not limited to:

1. Calendar Committee
2. Continuing Education Committee
3. Early Childhood Advisory Council
4. Health/Safety/Wellness Committee
5. Indian Education/JOM Parent Committee
6. Legislative Committee
7. Minnesota State High School League
8. Sabbatical Leave Committee
9. Staff Development Committee
10. Superintendent Advisory Committee (SAC)
11. Technology Committee
12. Title I Parent Advisory Committee

C. 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. Term lengths are established by the community committees.

Representatives are appointed by the School Board. Their responsibilities are to serve as a representative of the school district either in a voting or non-voting capacity; and to communicate committee information to the School Board and appropriate persons. The following Community Committee groups may include, but are not limited to:

- 1. Clay County Joint Powers Committee
- 2. Clay County Joint Powers Collaborative Committee (CCJPC)
- 3. Interagency Early Intervention Committee (IEIC)

D. Parent Teacher Advisory Committees - School buildings housing student instructional programs shall have a Parent-Teacher Advisory Committee (PTAC). This building committee is a volunteer group comprised of the principal, teachers, counselors, and parents of students attending that school who are committed to supporting and promoting educational programs, staff, and students.

School Board members will be appointed to attend the PTAC meetings as adopt-a-school liaisons at the first regular School Board meeting in July.

PTACs are requested to have a representative to serve on the district's Instruction and Curriculum Advisory Committee (ICAC), Long Range/Strategic Planning Committee (SPC), and the Superintendent's Advisory Committee (SAC).

IV. SCHOOL BOARD COMMITTEES

The School Board may appoint at the first regular meeting in July or as needed the following School Board committees, subcommittees, ad-hoc committees, task forces, etc. The following School Board committees may include, but are not limited to:

1. Negotiation Committee
2. MSBA Legislative Liaison
3. School Board Goals Subcommittees

Cross References:

Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee

Moorhead School Board Policy 233: Policy Review Committee

Moorhead School Board Policy 234: ~~District Care Team Committee~~ Safe and Healthy Learners Committee

Moorhead School Board Policy 235: Human Rights Committee

Moorhead School Board Policy 236: Activities Council Advisory Committee


Moorhead School Board Policy 237: Community Education Advisory Council



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.042R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent 

DATE: October 6, 2009

SUBJECT: Approval of Policy

Attached please find the policy, School Superintendent (310).

Suggested Resolution: Move to approve the policy, School Superintendent (310), as presented.

LAK:mde
Attachment

School Superintendent

| | |
|-------------------|-----------------------------|
| Type: | School Board Policy |
| Section: | 300 DISTRICT ADMINISTRATION |
| Code: | 310 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005, 09/17/2009 |
| Reviewed Date(s): | 10/10/2005 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the Superintendent and the overall responsibility of that position within the school district specifically and the community at large. An employment contract, a position description, and the use of an approved instrument to evaluate performance will be used.

II. GENERAL STATEMENT OF POLICY

- A. The School Board of the Moorhead Area Public Schools shall employ a Superintendent who shall serve as an ex-officio nonvoting member of the School Board and as chief executive officer to conduct the daily operations of the school district.
3. The Superintendent's contract shall be used to formalize the employment relationship and to identify and clarify all conditions of employment with the Superintendent.
2. The specific duties for which the Superintendent is accountable shall be set forth in a position description for the Superintendent and shall be measured by a performance appraisal instrument approved by the School Board in consultation with the Superintendent. The School Board shall use the instrument to periodically evaluate the performance of the Superintendent. The results of the evaluation will be placed in the Superintendent's personnel file and confirmation the evaluation has been completed announced at a School Board meeting.

II. QUALIFICATIONS AND SELECTION

- A. The School Board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Department of Education and qualifications established in the job description for the superintendent position. State and federal equal employment and non-discrimination requirements shall be observed throughout the recruitment and selection process.
3. The School Board shall consider professional preparation, experience, skill and demonstrated competence of qualified applicants in making a final decision.
2. A process for recruitment, screening, and interviewing of candidates shall be developed by the School Board.
1. The School Board shall provide the contract for the Superintendent and specifically identify all

conditions of employment mutually agreed upon with the Superintendent. In so doing, the School Board shall observe all requirements of state and federal law and School Board policy.

IV. GENERAL RESPONSIBILITIES

A. The Superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the School Board.

B. The Superintendent may delegate ~~responsibilities~~ authority to other school district personnel, but shall continue to be ~~accountable~~ responsible for actions taken under such delegation.

C. Where responsibilities are not specifically prescribed, nor School Board policy applicable, the Superintendent shall use personal and professional judgment subject to review by the School Board.

Legal References:

Minnesota Statute 123B.143 (Superintendent)

Cross References:

Moorhead School Board Policy 301: School District Administration

Moorhead School Board Policy 311: Superintendent Contract, Duties and Evaluation

S-119-1365
26 Oct 2009

INDEPENDENT SCHOOL DISTRICT #152

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

October 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 _____ | Mike Siggerud _____ |
| Lisa Erickson _____ | Kristine Thompson _____ |
| Cindy Fagerlie _____ | Bill Tomhave _____ |
| Sonia Mayo Hohnadel _____ | Dr. Lynne A. Kovash _____ |

AGENDA

1. CALL TO ORDER

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. 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.

SCHOOL BOARD AGENDA - October 26, 2009

PAGE 2

- A. SUPERINTENDENT MATTERS - Kovash
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
- C. HUMAN RESOURCES MATTERS - Nielsen
 - (1) Approval of Resignations - Page 4
 - (2) Approval of Change in Contract - Page 5
 - (3) Approval of New Employees - Page 6
- D. LEARNER SUPPORT SERVICES MATTERS - Skarvold
 - (1) Approval of Affiliation Agreement with Northland Community and Technical College - Pages 7-14

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

Moved by _____ Seconded by _____
Comments _____

- 3. **OPERATING LEVY REFERENDUM UPDATE:** Kazmierczak
Pages 15-19
- 4. **2009-2010 SCHOOL CALENDAR:** Kovash
Pages 20-22
- 5. **DISTRICT LEVEL IMPROVEMENT PLAN:** Kovash
Page 23

Suggested Resolution: Move to agree to the assurances for Title I School Improvement and authorize Lynne Kovash as the Local Education Agency (LEA) representative.

Moved by _____ Seconded by _____
Comments _____

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

SCHOOL BOARD AGENDA - October 26, 2009**PAGE 3**CALENDAR OF EVENTS

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|----------------------------------|-------------|-------------|----------------|
| Spec Ed Parent Adv Com | October 27 | 12 pm | PCE |
| Technology Committee | October 27 | 3:45 pm | PCE |
| Activities Council | October 27 | 7 am | PCE |
| Asp PTAC | November 2 | 6:30 pm | Media Center |
| Reinertsen PTAC | November 2 | 6:30 pm | Media Center |
| MHS PTAC | November 2 | 7 pm | Conf Rm |
| Continuing Educ Com | November 3 | 3:30 pm | PCE |
| Election Day | November 3 | 7 am-8 pm | |
| Staff Prof Dev Before/After Schl | November 4 | | |
| Indian Educ Parent Com | November 4 | 5 pm | PCE |
| Joint Powers Committee | November 5 | 7 am | Dilw City Hall |
| Horizon PTAC | November 5 | 6:30 pm | Media Center |
| School Board | November 9 | 7 am | PCE |
| Hopkins PTAC | November 10 | 6:30 pm | Media Center |
| Instr and Curr Adv Com | November 12 | 7 am | PCE |
| Health/Safety/Wellness Com | November 12 | 9:30 am | PCE |
| Early Chldhd Advisory Com | November 12 | 6:30 pm | PCE |
| Policy Review Committee | November 16 | 7 pm | PCE |
| Community Ed Adv Council | November 17 | 6:30 pm | PCE |
| Staff Prof Dev Before/After Schl | November 18 | | |
| Interagency Early Interv Com | November 18 | 12 pm | FSC |
| Safe and Healthy Learners Com | November 23 | 3 pm | PCE |
| School Board | November 23 | 7 pm | PCE |
| Activities Council | November 24 | 7 am | MHS |
| Technology Committee | November 24 | 3:45 pm | PCE |



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.035

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nickerson, Director of Human Resources
DATE: October 20, 2009
RE: Resignations

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

Annette Keeler Paraprofessional, Ellen Hopkins Elementary, effective October 30, 2009.
Deborah Forsberg Paraprofessional, Robert Asp Elementary, effective November 30, 2009.

SUGGESTED RESOLUTION: Move to approve the resignation of Annette Keeler and Deborah Forsberg as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.037

TO: Lynne A. Kovash, Superintendent
FROM: Ron Kishen, Director of Human Resources
DATE: October 20, 2009
RE: Change in Contract

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

Rhonda Barrows Paraprofessional, Red River Area Learning Center, from 3.25 hours per day to 4 hours per day, effective September 29, 2009.

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Rhonda Barrows as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.036

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nelson, Director of Human Resources
DATE: October 20, 2009
RE: New Employee

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

| | |
|-------------------|---|
| Patricia Renstrom | Paraprofessional, S. G. Reinertsen Elementary, B21 (3) \$14.26 per hour, 6.5 hours per day, effective October 12, 2009. (Tuition student) |
| Marysol Quintero | Paraprofessional, EIS, B21 (0-2) \$14.05 per hour, 6.5 hours per day, effective October 26, 2009. (Replaces Deb Dawson) |
| Nezira Ahmed | Paraprofessional, EIS, B21 (0-2) \$14.05 per hour, 6.5 hours per day, effective, October 26, 2009. (Replaces Denise Young) |

SUGGESTED RESOLUTION: Move to approve the employment of Patricia Renstrom, Marysol Quintero and Nezira Ahmed as presented.



Office of Learner Support Services
Moorhead Area Public Schools

LSS.10.009

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: October 12, 2009

RE: Affiliation Agreement

Attached is an affiliation agreement with the Northland Community and Technical College for the Moorhead Area Public School District to serve as a clinical education experience center for the preparation of Occupational Therapists. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide field experiences for pre-service service providers.

Moorhead Area Public Schools would provide occupational therapy students of the Northland Community and Technical College an opportunity to complete a clinical education experience with Occupational Therapists licensed by the state of Minnesota.

SUGGESTED RESOLUTION: Move to approve the affiliation agreement with Northland Community and Technical College for Occupational Therapy students.

JS:ca

Attachment

STATE OF MINNESOTA
MINNESOTA STATE COLLEGE AND UNIVERSITIES
MEMORANDUM OF AGREEMENT

BETWEEN
NORTHLAND COMMUNITY AND TECHNICAL COLLEGE
AND
MOORHEAD PUBLIC SCHOOLS

This Agreement is entered into between the Board of Trustees of the Minnesota State College and Universities, on behalf of **NORTHLAND COMMUNITY AND TECHNICAL COLLEGE** (hereinafter "the College/University") and **MOORHEAD PUBLIC SCHOOLS, 2410 14TH ST SOUTH, MOORHEAD, MN 56560** (hereinafter "the Facility"). This Agreement, and any amendments and supplements thereto, shall be interpreted pursuant to the Laws of the State of Minnesota.

WITNESSETH THAT:

WHEREAS, the College/University has established the HEALTH & HUMAN SERVICE PROGRAMS listed in I.A. below for qualified students preparing for and/or engaged in health and human service careers; and

WHEREAS, the Board of Trustees of the Minnesota State College and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements regarding academic programs and has delegated this authority to the College/University; and

WHEREAS, the Facility has suitable facilities for the educational needs of the listed health and human service career program(s) of the College/University; and

WHEREAS, it is in the general interest of the Facility to assist in educating persons to be qualified or better qualified personnel; and

WHEREAS, the College/University and the Facility are desirous of cooperating to furnish a clinical experience/internship ("clinical experience") program for students enrolled in the College/University.

NOW, THEREFORE, It Is Mutually Agreed By And Between The Parties:

I. COLLEGE/UNIVERSITY RESPONSIBILITIES

- A. The College/University, which is accredited by the North Central Association of Colleges and Secondary Schools, is responsible for offering the following programs: **Cardiovascular Technology, Child Care Education, Clinical Laboratory Technology, Emergency Medicine Technician, Fire Technology, Health Information Technology, Medical Assisting, Nurse Assistant, Nurse Refresher, Nursing, AS, Occupational Therapy Assistant, Paramedicine, Phlebotomy, Pharmacy Technology, Diploma & AAS, Physical Therapist Assistant, AAS, Practical Nursing, Diploma & AAS, Radiologic Technology, Respiratory Care Practitioner, Surgical Technology.** The programs are approved or accredited by the following agencies:

| | |
|----------------------------------|--|
| Cardiovascular Technology | Commission on Accreditation of Allied Health Programs (CAAHEP) |
| Clinical Laboratory Technology | National Accrediting Agency for Clinical Laboratory Science (NAACLS) |
| Emergency Medicine Technician | Minnesota Emergency Medical Services Regulatory Board |
| Health Information Technology | American Health Information Management Association (AHIMA) |
| Medical Assisting | Commission on Accreditation of Allied Health Programs (CAAHEP) |
| Nursing, AS | Minnesota Board of Nursing |
| Nurse Assistant | MN Department of Health |
| Nurse Refresher | Minnesota Board of Nursing and North Dakota Board of Nursing |
| Occupational Therapy Assistant | Accreditation Council for OT Education |
| Paramedicine | Minnesota Emergency Medical Services Regulatory Board |
| | Commission on Accreditation of Allied Health Programs (CAAHEP) |
| Pharmacy Technology | American Society of Health-System Pharmacists |
| Physical Therapist Assistant | Commission on Accreditation in Physical Therapist Education |
| Phlebotomy | Minnesota State Colleges and Universities |
| Practical Nursing, Diploma & AAS | Minnesota Board of Nursing |
| Radiologic Technology | Joint Review Committee on Education and Radiologic Technology (JRCERT) |
| Respiratory Care Practitioner | Commission on Accreditation of Allied Health Programs (CAAHEP) |
| Surgical Technology | Commission on Accreditation of Allied Health Programs (CAAHEP) |

- B. The College/University will assume responsibility for the supervision of its students during the clinical experience at the Facility. The College/University will provide its faculty to effectively implement the clinical experience at the Facility or collaborate with the Facility to appoint clinical experience supervisor(s). The clinical experience faculty so assigned or appointed will hold current licensure, registration or certification valid in the State of Minnesota and/or North Dakota.
- C. The College/University faculty will be responsible for planning, directing and evaluating the students' learning experience. The College/University faculty will attend the Facility's orientation for clinical experience instructors as deemed necessary by the College/University and the Facility.
- D. The College/University will provide the Facility, at its request, with objectives for the clinical experience program. Implementation of those objectives will be accomplished by the College/University in cooperation with the Facility's designated representative(s).
- E. The College/University will provide the Facility with a list of the students who are participating in the clinical experience program, the units within the Facility where they are assigned, and the dates of each student's participation in the program.
- F. The College/University will inform its faculty and students of the Facility's policies and regulations which relate to the clinical experience at the Facility.
- G. The College/University will inform its faculty and the students who are participating in the clinical experience program that they are encouraged to carry their own health insurance and are responsible

for carrying their own professional liability insurance if professional liability insurance is not provided by the College/University.

- H. The College/University will maintain a record of students' health screening data and current immunization dates and shall obtain student permission to submit data regarding their health status to the Facility.

II. FACILITY RESPONSIBILITIES

- A. The Facility will have current accreditation by the Joint Commission on Accreditation of Health Care Organizations or any other appropriate and required accrediting body.
- B. The Facility is responsible for the safety and quality of care provided to its patients by the students who are participating in the clinical experience program at the Facility.
- C. The Facility will provide the College/University access to its policies and regulations which relate to the clinical experience.
- D. The Facility will permit the College/University faculty and students to use its patient care and patient service facilities for clinical instruction according to a mutually-approved plan.
- E. The Facility will allow a reasonable amount of Facility staff time for orientation and joint conferences with College/University faculty, for planning with College/University faculty, evaluating student performance, and for such other assistance as shall be mutually agreeable.
- F. When available, physical space such as offices, conference rooms and classrooms of the Facility may be used by the College/University faculty and students who are participating in the clinical experience program.
- G. The College/University faculty and students participating in the clinical experience program will be permitted to use the Facility's library in accordance with the Facility's policies.
- H. The Facility will make locker or cloak room facilities available for the College/University faculty and students during assigned clinical experience program hours. These facilities may be shared by other faculty and students.
- I. The Facility assumes no responsibility for the cost of meals, uniforms, housing, parking or health care of College/University faculty and students who are participating in the clinical experience program. The Facility will permit College/University faculty and students who are participating in the clinical experience program to use any cafeteria on the same basis as employees of the Facility. The Facility will permit College/University faculty to use Facility parking spaces under the same policies governing Facility personnel.
- J. The Facility recognizes that it is the policy of the College/University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals, regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The Facility agrees to adhere to this policy in implementing this Agreement.

III. MUTUAL RESPONSIBILITIES

- A. The College/University and the Facility assume joint responsibility for the orientation of the College/University faculty to Facility policies and regulations before the College/University assigns its faculty to the Facility.
- B. Personnel of the College/University and the Facility will communicate regarding planning, development, implementation, and evaluation of the clinical experience program. The communication may include but not be limited to:
 - 1. Communication to familiarize Facility personnel with the clinical experience program's philosophy, goals and curriculum;
 - 2. Communication to familiarize the College/University faculty with the Facility's philosophy, policy and program expectations;
 - 3. Communication to keep both parties and the parties' personnel who are assigned to the clinical experience program informed of changes in philosophy, policies and any new programs which are contemplated;
 - 4. Communication about jointly planning and sponsoring inservice or continuing education programs (if appropriate);
 - 5. Communication to identify areas of mutual need or concern;
 - 6. Communication to seek solutions to any problems which may arise in the clinical experience program; and
 - 7. Communication to facilitate evaluation procedures which may be required for approval or accreditation purposes or which might improve patient care or the College/University's health and human service programs curriculum.

IV. REQUIREMENTS OF STUDENTS

- A. Each student will be required, as a condition for participation in the clinical experience program, to submit the results of a health screening to the College/University and, if requested, to the Facility, to verify that no health problems exist which would jeopardize student or patient welfare. The health screening shall be limited to a TB test or chest x-ray, verification of immunity for rubeola, rubella and mumps, tetanus-diphtheria, varicella, and Hepatitis B or a signed waiver of immunization.

A list of those students with verification of the TB test results, the required immunization and/or waiver may, at the request of the Facility, be provided to the Facility.

- B. Students participating in the clinical experience program are encouraged to carry their own health insurance.
- C. Students participating in the clinical experience program are responsible for carrying their own professional liability insurance if professional liability insurance is not provided by the College/University.

V. EMERGENCY MEDICAL CARE AND INFECTIOUS DISEASE EXPOSURE

- A. Any emergency medical care available at the Facility will be available to College/University faculty and students. College/University faculty and students will be responsible for payment of all charges attributable to their individual emergency medical care at either the Facility or the College/University.
- B. Any College/University faculty member or student who is injured or becomes ill while at the Facility shall immediately report the injury or illness to the Facility and receive treatment (if available) at the Facility as a private patient or obtain other appropriate treatment as they choose. Any hospital or medical costs arising from such injury or illness shall be the sole responsibility of the College/University faculty member or student who receives the treatment and not the responsibility of the Facility or the College/University.
- C. The Facility shall follow, for College/University faculty and students exposed to an infectious disease at the Facility during the clinical experience program, the same policies and procedures which the Facility follows for its employees.
- D. College/University faculty and students contracting an infectious disease during the period of time they are assigned to or participating in the clinical experience program must report the fact to their College/University and to the Facility. Before returning to the Facility, such a College/University faculty member or student must submit proof of recovery to the College/University or Facility, if requested.

VI. LIABILITY

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The College/University's liability shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes, Section 3.732 et seq., and other applicable law.

VII. TERM OF AGREEMENT

This Agreement is effective on the later of **November 30, 2009**, or when fully executed, and shall remain in effect until **November 29, 2014**. This Agreement may be terminated by either party at any time upon sixty (60) days written notice to the other party. Termination by the Facility shall not become effective with respect to students then participating in the clinical experience program.

VIII. FINANCIAL CONSIDERATION

- A. The College/University and the Facility shall each bear their own costs associated with this Agreement and no payment is required by either the College/University or the Facility to the other party, except that, where applicable, the Facility shall pay the tuition and other educational fees of students it places in the clinical experience program.
- B. The Facility is not required to reimburse the College/University faculty or students for any services rendered to the Facility or its patients pursuant to this Agreement.

IX. AMENDMENTS

Any amendment to this Agreement shall be in writing and signed by authorized officers of each party.

X. ASSIGNMENT

Neither the College/University nor the Facility shall assign or transfer any rights or obligations under this Agreement without the prior written consent of the other party.

XI. STATE AUDIT

The books, records, documents, and accounting procedures and practices of the Facility relevant to this Agreement shall be subject to examination by the College/University and the Legislative Auditor.

XII. VOTER REGISTRATION (When Applicable)

The Facility shall provide nonpartisan voter registration services and assistance, using forms provided by the College/University, to employees of the Facility and the public as required by Minnesota Statutes, Chapter 201.162.

XIII. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

The Facility agrees that in fulfilling the duties of this Agreement, the Facility is responsible for complying with the Americans with Disabilities Act, 42 U.S.C. Chapter 12101, *et seq.*, and any regulations promulgated to the Act. The College/University IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

XIV. GOVERNMENT DATA PRACTICES ACT

The Facility must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by the College/University in accordance with this contract, and as it applies to all data, created collected, received, stored, used, maintained, or disseminated by the Facility in accordance with this contract. The civil remedies of Minnesota Statutes Section 13.08, apply to the release of the data referred to in this Article by either the Facility or the College/University.

In the event the Facility receives a request to release the data referred to in this Article, the Facility must immediately notify the College/University. The College/University will give the Facility instructions concerning the release of the data to the requesting party before the data is released.

XII. OTHER PROVISIONS (attach additional page(s) if necessary)

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

APPROVED:

1. FACILITY

| |
|---------------------------|
| By (authorized signature) |
| Title |
| Date |

| |
|---------------------------|
| By (authorized signature) |
| Title |
| Date |

2. NORTHLAND COMMUNITY AND TECHNICAL COLLEGE

| |
|---------------------------|
| By (authorized signature) |
| Title |
| Date |

| |
|---------------------------|
| By (authorized signature) |
| Title |
| Date |


MnSCU011
9/27/200, rev. 03/27/03; rev. 8/27/03; rev. 5/25/04;
rev. 2/3/05 (added Nursing, AS, PN, Diploma);
rev. 7/15/05 (added Phlebotomy)
rev. 9/01/06 (added Physical Therapist Assistant)
rev. 11/14/06 (section IV, paragraph A)
rev. 4/19/07 (section I, paragraph H)
rev. 5/28/09 (page 2 deleted seeking accreditation)



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.086 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: October 20, 2009

SUBJECT: Operating Levy Referendum Update

At the School Board meeting on Monday, October 26, 2009, an update on the upcoming operating levy referendum will be presented. The latest information available will be provided as the district enters the final week before the election on November 3, 2009.

Among the topics of the presentation will be the attached chart showing Moorhead Area Public Schools' (MAPS) average revenue per student compared to the state average. For example, for the current school year, the state average revenue per student including operating levy referendum revenue is \$8,006 while MAPS' revenue per student is \$6,838, a difference of \$1,168. Without a successful referendum election, this difference will grow to a projected \$1,328 for the 2010-11 school year. Also attached to this memo is information related to Minnesota Property Tax Refund and Deferral Programs. This information was provided to us by the district's financial advisors, Ehlers and Associates, Inc.

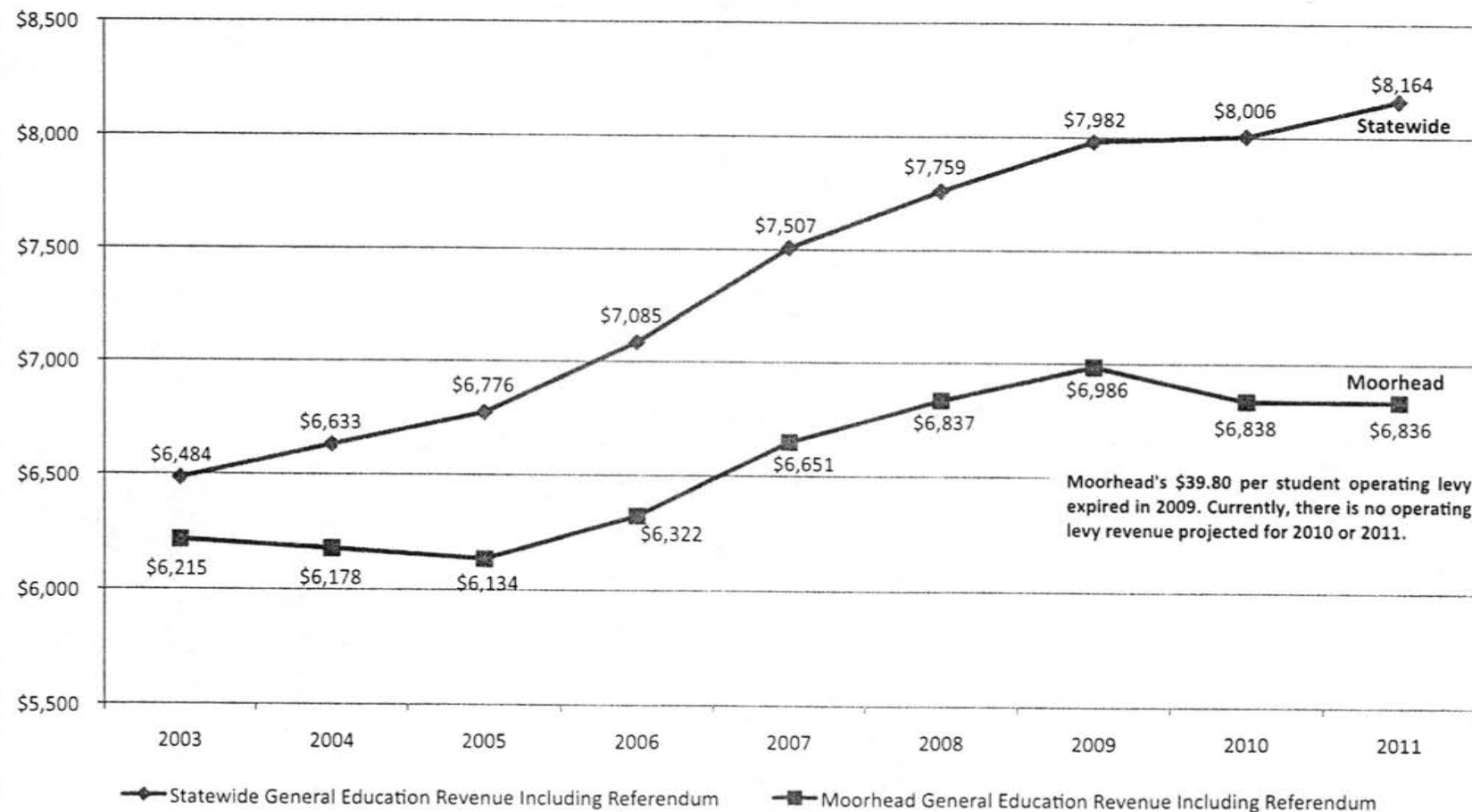
WAK:mde
Attachments

STATEWIDE COMPARED TO MOORHEAD

K-12 Education Revenue Per Student (ADM) Including Referendum

Constant Dollars, FY 2003-2011

Source: Minnesota Department of Education



Minnesota Property Tax Refund and Deferral Programs

1. Minnesota Property Tax Refund ("Circuit Breaker")
 - Available to all owners of homestead property - both residential and agricultural (the refund on agricultural homestead property is based on the taxes paid on only the house, garage, and one acre)
 - Similar credit available to renters, based on estimated rent attributed to property taxes
 - For 2008 taxes, annual income must be less than \$96,940 for homeowners and \$52,300 for renters (income limits are higher if you have dependents)
 - Refund is based on total property taxes and income
 - Maximum refund is **\$2,310** for homeowners and \$1,490 for renters
 - Additional taxes associated with a bond issue or referendum levy **may increase the refund by as much as 80 percent of the additional taxes**
 - To determine eligibility, fill out state tax form M1-PR
2. Targeted Homeowners Property Tax Refund
 - Available for all homestead properties (residential and agricultural) with a gross property tax increase of at least 12% and \$100 over the prior year
 - Refund is 60 percent of the amount by which the tax increase exceeds the greater of 12% or \$100; maximum refund is \$1,000 per taxpayer
 - Particularly beneficial in the **first year of a new bond issue or referendum levy** - many property owners will qualify, due to the relatively large tax increase
 - To determine eligibility, fill out state tax form M1-PR (same form as refund #1)
3. Senior Citizen Property Tax Deferral Program
 - Allows homeowners 65 years or older with a household income of \$60,000 or less to defer a portion of the property taxes on their homes
 - Taxes to be paid in any year are limited to 3% of total household income for the year before entering the program; this amount does not change in future years
 - Additional taxes are not forgiven, but are deferred
 - State charges interest of up to 5% per year on all deferred taxes, and attaches a lien to the property
 - Deferred taxes (plus interest charges and filing fees) must be paid if the property is sold or transferred, the homeowners die, the property no longer qualifies as a homestead, or the homeowner voluntarily withdraws
 - Forms and information available at www.taxes.state.mn.us or from County Auditor



Moorhead School District No. 152

Proposed Operating Referendum

Estimated Impact on Property Taxes and State Property Tax Refund

October 16, 2009

| Type of Property | Taxable Market Value | Gross Property Tax Increase | State Tax Refund (Range) | Net Tax Increase (Range) |
|---|----------------------|-----------------------------|--------------------------|--------------------------|
| Residential Homestead | \$100,000 | \$183 | \$0 - \$150 | \$33 - \$183 |
| | 125,000 | 228 | 0 - 180 | 48 - 228 |
| | 150,000 | 274 | 0 - 220 | 54 - 274 |
| | 175,000 | 320 | 0 - 260 | 60 - 320 |
| | 200,000 | 365 | 0 - 300 | 66 - 365 |
| | 250,000 | 457 | 0 - 289 | 167 - 457 |
| | 300,000 | 548 | 0 - 301 | 247 - 548 |
| | 350,000 | 639 | 0 - 283 | 357 - 639 |
| Agricultural Homestead (HGA Value = \$100,000) | \$200,000 | \$183 | \$0 - \$140 | \$43 - \$183 |
| | 300,000 | 183 | 0 - 140 | 43 - 183 |
| | 400,000 | 183 | 0 - 140 | 43 - 183 |
| | 600,000 | 183 | 0 - 140 | 43 - 183 |

If the proposed operating referendum is approved, all taxpayers will pay additional taxes estimated at the amounts shown in the first column. As a direct result of this property tax increase, some taxpayers will qualify for an increase in the State Property Tax Refund, up to the maximum amount shown in the second column; the amount of the refund will depend on the taxpayer's taxable income and their total property tax bill. The last column shows the range of possible net tax increases (the gross property tax increase, minus the state refund amount).

Moorhead School District No. 152
Proposed Operating Referendum
Estimated Impact on State Property Tax Refund, by Income

October 16, 2009

| Residential Homestead Property | | | | | | | | | | |
|---|----------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Taxable Market Value of Property | | \$100,000 | \$125,000 | \$150,000 | \$175,000 | \$200,000 | \$250,000 | \$300,000 | \$350,000 | \$400,000 |
| Est. Tax Impact of Operating Referendum | | \$183 | \$228 | \$274 | \$320 | \$365 | \$457 | \$548 | \$639 | \$731 |
| Income | | Additional State Tax Refund Resulting from Tax Impact of Operating Referendum | | | | | | | | |
| City of Dilworth | \$10,000 | \$140 | \$180 | \$220 | \$260 | \$87 | \$0 | \$0 | \$0 | \$0 |
| | 20,000 | 122 | 179 | 193 | 228 | 262 | 0 | 0 | 0 | 0 |
| | 30,000 | 105 | 135 | 165 | 195 | 225 | 115 | 0 | 0 | 0 |
| | 40,000 | 105 | 135 | 165 | 195 | 225 | 233 | 0 | 0 | 0 |
| | 50,000 | 0 | 134 | 152 | 179 | 206 | 251 | 0 | 0 | 0 |
| | 60,000 | 0 | 0 | 151 | 179 | 207 | 251 | 78 | 0 | 0 |
| | 70,000 | 0 | 0 | 0 | 128 | 187 | 228 | 274 | 0 | 0 |
| | 80,000 | 0 | 0 | 0 | 0 | 157 | 228 | 274 | 0 | 0 |
| | 90,000 | 0 | 0 | 0 | 0 | 0 | 228 | 53 | 0 | 0 |
| City of Moorhead | \$10,000 | \$160 | \$180 | \$220 | \$260 | \$300 | \$0 | \$0 | \$0 | \$0 |
| | 20,000 | 140 | 157 | 192 | 228 | 263 | 100 | 0 | 0 | 0 |
| | 30,000 | 120 | 135 | 165 | 195 | 225 | 289 | 0 | 0 | 0 |
| | 40,000 | 71 | 135 | 165 | 195 | 225 | 273 | 109 | 0 | 0 |
| | 50,000 | 0 | 88 | 151 | 179 | 207 | 257 | 268 | 0 | 0 |
| | 60,000 | 0 | 0 | 14 | 178 | 206 | 266 | 301 | 18 | 0 |
| | 70,000 | 0 | 0 | 0 | 0 | 153 | 224 | 274 | 258 | 0 |
| | 80,000 | 0 | 0 | 0 | 0 | 0 | 232 | 274 | 283 | 0 |
| | 90,000 | 0 | 0 | 0 | 0 | 0 | 177 | 274 | 0 | 0 |
| Agricultural Homestead Property | | | | | | | | | | |
| Taxable Market Value of Property* | | \$200,000 | \$300,000 | \$400,000 | \$600,000 | | | | | |
| Est. Tax Impact of Operating Referendum | | \$183 | \$183 | \$183 | \$183 | | | | | |
| Income | | Add'l. State Refund Resulting from Operating Referendum | | | | | | | | |
| Georgetown Township | \$10,000 | \$140 | \$140 | \$140 | \$140 | | | | | |
| | 20,000 | 122 | 122 | 122 | 122 | | | | | |
| | 30,000 | 105 | 105 | 105 | 105 | | | | | |
| | 40,000 | 0 | 0 | 0 | 0 | | | | | |
| | 50,000 | 0 | 0 | 0 | 0 | | | | | |
| | 60,000 | 0 | 0 | 0 | 0 | | | | | |
| | 70,000 | 0 | 0 | 0 | 0 | | | | | |
| | 80,000 | 0 | 0 | 0 | 0 | | | | | |
| | 90,000 | 0 | 0 | 0 | 0 | | | | | |
| Moorhead Township | \$10,000 | \$140 | \$140 | \$140 | \$140 | | | | | |
| | 20,000 | 122 | 122 | 122 | 122 | | | | | |
| | 30,000 | 88 | 88 | 88 | 88 | | | | | |
| | 40,000 | 0 | 0 | 0 | 0 | | | | | |
| | 50,000 | 0 | 0 | 0 | 0 | | | | | |
| | 60,000 | 0 | 0 | 0 | 0 | | | | | |
| | 70,000 | 0 | 0 | 0 | 0 | | | | | |
| | 80,000 | 0 | 0 | 0 | 0 | | | | | |
| | 90,000 | 0 | 0 | 0 | 0 | | | | | |

* For all agricultural homestead property examples, the taxable market value of the house, garage, and one acre is estimated at \$100,000.

* For all agricultural homestead property examples, the taxable market value of the house, garage, and one acre is estimated at \$100,000.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.048R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: October 21, 2009

SUBJECT: 2009-10 School Calendar

Moorhead High School and district administration made changes to the attached 2009-10 school calendar to equalize the number of days in the quarters and semester after feedback from staff.

The changes in the number of days are reflected in the following information:

| | Current | Proposed |
|-----------|---------|----------|
| Quarter 1 | 40 days | 43 days |
| Quarter 2 | 40 days | 43 days |
| Quarter 3 | 44 days | 42 days |
| Quarter 4 | 47 days | 43 days |

The inequity in the number of days per quarter occurred with the change from the before Labor Day start date to the later start date. The rationale for more days at the end of the year was due to interruptions in the school day for testing, missed emergency days and scheduling. However, some of the classes held only on a quarter basis would lose curriculum time.

As the high school administration explored interruptions to the normal school day, the first quarter also has many interruptions to the school day, including class pictures, mathematics field testing, class meetings, the PLAN test, GRAD retests, and the general start of the school year routine.

The second and third quarter do not appear to have planned major interruptions. However, the MAP test will be given to 9th grade in the middle of the school year. The fourth quarter will have the written composition test, MCA II Reading and Mathematics, MAP tests, AP tests and the Minnesota Student Health Survey.

The new ending quarter dates for the 2009-10 school year will be as follows:

| | |
|-----------|-------------------|
| Quarter 1 | November 11, 2009 |
| Quarter 2 | January 27, 2010 |
| Quarter 3 | April 1, 2010 |
| Quarter 4 | June 3, 2010 |

This change will also affect the end of the quarters for Red River Area Learning Center and the elementary schools.

The information will be disseminated to students and parents through newsletters, Web site announcements and daily bulletins.

LAK:mde
Attachment

| | | | | | |
|---------------------|------|-----------------|------|------------------|------|
| July 2009 | | August | | September | |
| 1 | 2 | 3 | 3 | 4 | 5 |
| 6 | 7 | 8 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 20 | 21 | 22 | 23 | 24 | 25 |
| 27 | 28 | 29 | 30 | 31 | |
| October | | November | | December | |
| 1 | 2 | 2 | 3 | 4 | 5 |
| 5 | 6 | 7 | 8 | (9) | 9 |
| (12) | (13) | (14) | (15) | (16) | 17 |
| 19 | 20 | (21) | 22 | 23 | 24 |
| 26 | 27 | 28 | 29 | 30 | |
| January 2010 | | February | | March | |
| 1 | 2 | 1 | 2 | 3 | 4 |
| 4 | 5 | 6 | 7 | 8 | 9 |
| 11 | 12 | (13) | 14 | 15 | (16) |
| (18) | (19) | 20 | 21 | 22 | 23 |
| 25 | 26 | (27) | 28 | 29 | |
| April | | May | | June 2010 | |
| 1 | (2) | 3 | 4 | 5 | 6 |
| 5 | 6 | (7) | 8 | 9 | 10 |
| 12 | 13 | 14 | 15 | 16 | 17 |
| 19 | 20 | (21) | 22 | 23 | 24 |
| 26 | (27) | 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 4, 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 accordingly.

Payroll Dates:

July 31, 2009
 August 31
 September 30
 October 30
 November 30
 December 22
 January 29, 2010
 February 26
 March 31
 April 30
 May 28
 June 30

2009-2010 SCHOOL CALENDAR


| 2009 | | 2010 continued.... | |
|-------------|------------|---------------------------|-------------|
| Aug. | 4-6 | Jan. | 27 |
| | 31 | Feb. | 10 |
| Sept. | 1 | | 15 |
| | 1 | | 16, 18 |
| | 2-4 | March | 5 |
| | 3 | | 8-16 |
| | 7 | | 10, 24 |
| | 8 | | 15, 16 |
| | 16, 30 | | 15, 16 |
| Sept. | 21-Oct. 2 | | 17 |
| Sept. | 21-Oct. 12 | | 18-19 |
| Oct. | 9, 12 | | 22-26 |
| | 12, 13 | | 29-April 30 |
| | 13 | | 29-May 21 |
| | 14 | April | 1 |
| | 15-16 | | 2 |
| | 21 | | 7, 21 |
| Nov. | 3 | | 13 |
| | 3-5 | | 13, 14 |
| | 4, 18 | | 13, 15 |
| | 11 | | 20 |
| | 26-27 | | 20, 22 |
| Dec. | 1 | | 20-22 |
| | 2 | | 27 |
| | 2, 16 | | 26-May 21 |
| | 23 | | |
| | | May | 31 |
| Jan. | 4 | June | 3 |
| | 13, 27 | | 4 |
| | 18 | | 6 |
| | 19 | | |



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.047R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent 

DATE: October 19, 2009

SUBJECT: District Level Improvement Plan

Attached is the draft of the District Level Improvement Plan. This plan is a requirement of the No Child Left Behind Act and the district AYP status. Highlights of this plan will be reviewed with the board.

The District Level Improvement Plan has been reviewed by staff and will be reviewed by the Instruction and Curriculum Advisory Committee in November. The district plan must be submitted to Kathy Hartman, AYP Coordinator at Lakes Country Service Cooperative, by November 2 for feedback. Final submission of the plan to the Minnesota Department of Education is required by November 10.

Robert Asp and Ellen Hopkins Elementary Schools are also required to have a School Level Improvement Plan as they are Title I schools. The district plan includes unified goals and activities from the two mandated school plans.

The improvement plans will be available on the district Web site. In addition, each school in the district has developed a School Level Improvement Plan. These plans will also be posted on the district Web site. Progress on School Level Improvement Plans will be shared with the board later in the school year.

Suggested Resolution: Move to agree to the assurances for Title I School Improvement and authorize Lynne Kovash as the Local Education Agency (LEA) representative.

LAK:mde
Attachment

I. General Information and Instructions:

Improvement plans are due **November 10, 2009**. Please send one copy electronically to khartman@lcsc.org and one hard copy with signatures and dated by November 10, 2009 to Kathy Hartman, Lakes Country Service Cooperative, 1001 E. Mt. Faith, Fergus Falls, MN 56537. For questions call Kathy Hartman at 218-739-3273.

**DISTRICT or CHARTER SCHOOL (Multiple Sites)
IDENTIFICATION INFORMATION**

| | |
|---|---|
| District Name and Number: Moorhead Area Public Schools 152 | Phone: 218-284-3330 |
| Superintendent/Director: Dr. Lynne A. Kovash | Fax: 218-284-3333 |
| Site Address: 2410 14 th St. South, Moorhead, MN 56560 | Email: lkovash@moorhead.k12.mn.us |

District Improvement Team Members (for additional members, please attach names to plan)

Improvement Team Members

Improvement Team Roles

| | |
|---------------------|--|
| 1. Ken Appel | Robert Asp teacher rep – General Ed |
| 2. Diana Johnson | Robert Asp teacher rep – Title I |
| 3. Charlene Lien | Robert Asp teacher rep – Title I/Sp Ed |
| 4. Katie Oster | Robert Asp teacher rep – Sp Ed |
| 5. Joshua St. Louis | Robert Asp teacher rep – General Ed |
| 6. Sara Williams | Robert Asp teacher rep – Sp Ed |
| 7. Debra Booth | Hopkins teacher rep – Title I |
| 8. Diana Cobbs | Hopkins teacher rep – General Ed |
| 9. Sarah Doran | Hopkins teacher rep – ELL |
| 10. Heidi Moe | Hopkins teacher rep – Title I/Sp Ed |
| 11. Mary Colson | Horizon teacher rep – General Ed |
| 12. Melissa Edsness | Secondary Teacher Coach - Math |
| 13. Jeff Ekre | Horizon teacher rep – General Ed |
| 14. Kathy Evenson | Horizon teacher rep – General Ed |
| 15. Mary Kelsch | Horizon teacher rep – General Ed |

AYP (In Need of Improvement) Stages 2009-2010 School Year

* Any district in Continuing In Need of Improvement must complete Appendix B (1.2, 2.1, 2.2)

** Any district in Corrective Action must complete Appendix C (3.1, 3.2)

Please Check the AYP stage that applies:

- In Need of Improvement X 1.1 ☐ 1.2
- Cont. In Need of Improvement ☐ 2.1 ☐ 2.2
- Corrective Action ☐ 3.1 ☐ 3.2

This document meets requirements for the District Improvement and Annual Measurable Achievement Objective (AMAO) Plans

X Yes ☐ No

District Improvement Team Members (continued)

| Improvement Team Members | Improvement Team Roles |
|---------------------------------|--|
| 16. Christy Leier | Horizon teacher rep – General Ed |
| 17. Justin McKenzie | Horizon teacher rep – General Ed |
| 18. Sharon Nelson | Horizon teacher rep – General Ed |
| 19. Marilyn Proulz | Horizon teacher rep – General Ed |
| 20. Karen Taylor | Horizon teacher rep – General Ed |
| 21. Jennifer Garcia | MHS teacher rep – General Ed |
| 22. Karen Krebsbach | MHS teacher rep – General Ed |
| 23. Maribeth Plankers | MHS teacher rep – Special Ed |
| 24. Audrey Shafer Erickson | MHS teacher rep – General Ed |
| 25. Corey Zimmerman | MHS teacher rep – General Ed |
| 26. Vicki Breneman | Elementary teacher coach - Math |
| 27. Robin Grooters | Elementary Title I and Special Ed Faciliator |
| 28. Kim Englund | SGR teacher rep – General Ed |
| 29. Wendy Rheault | SGR teacher rep – General Ed |
| 30. Mary Stich | SGR teacher rep – General Ed |
| 31. Anne Moyano | SGR administration |
| 32. Mary Jo Schmid | Hopkins administration |
| 33 Kevin Kopperud | Asp administration |
| 34. Lori Lockhart | Horizon administration |
| 35. Gene Boyle | High school administration |
| 36. Sarah King | District coordinator |
| 37. Lynne Kovash | Superintendent |

IMPROVEMENT PLAN ASSURANCES

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

1. The identified district will create or revise a current improvement plan with input of AYP Coordinators, teachers, and parents as outlined in P.L. 107-110, Section 1116.
2. The improvement plan will be developed and/or revised within 90 days of identification and shall cover a two-year period.
3. The district identified for AYP status will reserve and spend at least 10% of the district's Title I, Part A allocation for professional development activities related to carrying out the initiatives of the improvement plan in the current school year.
4. The district will ensure that all teachers teaching core content classes meet the requirements of highly qualified.
5. District and school improvement funds/resources will supplement and not supplant state and local funds.
6. A notice of district AYP status must be provided to **all** parents/guardians of enrolled students before the beginning of the school year.
7. If a recipient of a Title I School Improvement Grant (CFDA #84.377A), the corrective action plan goals, strategies and activities must be aligned.
8. The district must maintain the improvement plan and related documentation to be available upon request by MDE as needed, including compliance requirements.
9. If updating an *In Need of Improvement* plan (stages 1.2, 2.1, 2.2) Appendix B of this application must be completed; a district in Corrective Action must complete Appendix C.

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

(Signature of Superintendent Director)

(Date)

(Signature of LEA Representative)

(Date)


LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of _____ (District Name) has authorized

_____ (Name) at a monthly meeting on _____ (date) to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2009-10. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this improvement plan. The district ensures that its designee(s) will participate as a member of the improvement team and work in collaboration with the education service cooperative and/or MDE providing technical assistance through the AYP Statewide System of Support.

(Signature of Superintendent Director)

(Date)

| | | | |
|--|---|--|-----------|
|  | School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266 | DISTRICT LEVEL IMPROVEMENT PLAN | 2009-2010 |
|--|---|--|-----------|

Title I districts identified as not making adequate yearly progress (AYP) for two consecutive years are required to develop (or revise) and implement an improvement plan based on the eight elements prescribed under PL 107-110 Section 1116:

Eight elements to be included in the needs improvement plan:

1. Ensure all students are proficient in core academic subjects by 2013-2014
2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency
3. LEA will incorporate strategies based on scientifically based research to strengthen core academic subjects
4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development
5. Address the fundamental teaching and learning needs in the district
6. Promote effective parent involvement strategies
7. Incorporate extended day and extended school year activities as appropriate
8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA

This can be accomplished as follows:

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

II. EXECUTIVE SUMMARY INTRODUCTION:

The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world. Each day approximately 5,400 students learn and thrive in the classrooms, hallways and playgrounds of Moorhead Area Public Schools.

The district is best known for three things: the superior academic achievement of its students, its far-reaching extracurricular activities, and its efficiency in operating costs.

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

Besides addressing the needs of K-12 students, the district also provides educational, social and recreational opportunities for learners of all ages.

Learning in Moorhead begins at birth with a wide range of Early Childhood Family Education classes for parents and children, birth through age five. Early Intervention Services provides special education services to children, birth through age five, in the district.

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

The Moorhead School District, which covers 216 square miles along the Red River, is 34 miles long and 9.5 miles wide. The district includes the cities of Moorhead, Georgetown and Sabin. The district's budget exceeds \$50 million.

The school district's demographics in 2008-09 were as follows: American Indian, 3.0%; Asian, 2 %; Hispanic, 9 %; Black, 4 %; White, 843 %; LEP, 7.0%; Special Education, 14%; and Free and Reduced Lunch, 32 %. The attendance rate was 95% while the graduation rate for Moorhead Area Public Schools is 88 %.

The 2004 Quality Indicators Survey, the 2004-05 District AYP Intervention Plan and AMAO plans have guided staff development efforts and aided in the development of district and building level SMART goals and instructional improvements over the years. Moorhead School District was given the status of "Needs Improvement" in August 2009. The district not making Annual Measurable Achievement Objectives (AMAO) and is required to continue an improvement plan. The AMAO improvement plan has been incorporated with the AYP improvement plan for the 2009-10 school year.

Based on the 2009 Minnesota State Assessment results, the district did not meet targets for attendance, graduation, participation and proficiency on all tests and in all subgroups.

III. NEEDS ASSESSMENT:

In preparation for developing an Improvement Plan, the district has reviewed and analyzed its student achievement data and determined areas for further work and improvement. The information was revised in August 2009 with input from principals and staff at all schools. All schools participate in data analysis for school data to develop goals and working plans for the 2009-10 school year. The school district will use the electronic version of the Quality Indicators Survey to look at district wide as well as school wide data to continue assessment of needs in many areas.

Each school team examined data and developed school goals and action plans to carry out the school goals. The goals for each school are based upon an examination of the Minnesota State Assessment data. Each school has a developed action plan based upon each of the goals and may include additional assessment data for monitoring of progress during the year.

IV. ELEMENTS SECTION:

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

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

Identify actions that have the greatest likelihood of improving the achievement of children in meeting Minnesota's achievement standards

Address the following:

a) Identify challenges that have prevented the district from making adequate progress.

There are many barriers that have prevented Moorhead Area Public School students from making adequate yearly progress. The staff has worked collaboratively over the years to examine student assessment data and well as additional data related to student achievement.

Specifically for LEP students the issues of second language acquisition have presented barriers to learning and making academic progress. In October 2007, 431 students have been served in the English Language Learners program. There are at least 12 different languages outside of English spoken in our schools. Communication with parents is another barrier that needs to be addressed. One of the major difficulties in communicating with parents is the lack of availability of interpreters and support in the various languages.

Limited educational experiences and background are additional factors that have prevented the district from making adequate progress in subgroups, along with high rates of student mobility, homeless and inconsistent attendance. Moorhead School District had 145 students homeless during the school year with the addition of 713 displaced students due to flooding. Some of the students were not only homeless but were evacuated from their doubled- up sites. Of the 145 students, 69 were females and 76 were males. The ethnic demographics were as follows:

40% Hispanic
22% African American
22% Native American
21% White

The social emotional needs of students represents an additional educational barrier to making progress. The flooding in the Red River Valley continued to be a key point during the time of testing. Students missed essentially three weeks of school in March. They had one week in school and state testing began the next week. Families and community members were also bracing for a 2nd crest.

District and school leaders discussed requesting for a waiver related to flood impact, but in reviewing past data we found scores were not improving and state assessment data was stagnant and not improving. The team determined the best course of action was to work with the scores and outside expert resources to improve scores and continue to look for evidenced based practices to improve achievement for all students.

b) Identify the fixed targets that are appropriately set for all students to be on track for 100% proficiency by 2013-2014 in reading and math.

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

Page where identified: _____

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

Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v), consistent with adequate yearly progress as defined under section 1111(b)(2)

Address the following:

District NCLB Data Report

Section: III - AYP Targets and Measures

District: MOORHEAD PUBLIC SCHOOL DISTRICT (0152-01)

| PROFICIENCY - Math | District Target | Rate | AYP Status | State Target | Rate | AYP Status |
|--------------------|-----------------|-------|------------|--------------|-------|------------|
| All | 68.83 | 73.04 | A | 70.43 | 72.64 | A |
| Am Indian | 61.74 | 46.99 | B | 70.55 | 54.19 | B |
| Asian | 55.79 | 78.26 | A | 70.43 | 69.46 | A-SH2 |
| Hispanic | 65.11 | 43.65 | B | 71.68 | 52.60 | B |
| Black | 63.15 | 52.38 | B | 70.79 | 46.59 | B |
| White | 68.56 | 77.11 | A | 70.14 | 78.04 | A |
| LEP | 65.85 | 28.08 | B | 71.82 | 50.69 | B |
| Special | 68.12 | 48.92 | B | 71.24 | 49.06 | B |
| FRP | 64.97 | 50.50 | B | 71.32 | 57.06 | B |

| PROFICIENCY - Reading | District Target | Rate | AYP Status | State Target | Rate | AYP Status |
|-----------------------|-----------------|-------|------------|--------------|-------|------------|
| All | 75.80 | 81.18 | A | 77.21 | 80.08 | A |
| Am Indian | 68.18 | 50.00 | B | 76.61 | 63.35 | A-SH2 |
| Asian | 64.21 | 76.67 | A | 76.91 | 71.33 | A-SH2 |
| Hispanic | 71.62 | 58.38 | B | 77.11 | 60.58 | B |
| Black | 69.80 | 67.48 | A-SH1 | 77.05 | 57.94 | B |
| White | 75.53 | 84.74 | A | 77.15 | 85.42 | A |
| LEP | 71.81 | 43.35 | B | 77.24 | 53.51 | B |
| Special | 74.10 | 56.47 | B | 77.19 | 54.27 | B |
| FRP | 73.55 | 62.00 | B | 77.27 | 65.09 | B |

Using the data above the following targets will need to be made each year by each subgroup to meet the specified goal of 100% proficient.

| | | |
|-----------------|-------------|------|
| American Indian | Mathematics | 9.1 |
| Hispanic | Mathematics | 9.48 |
| | Reading | 7.8 |
| Black | Mathematics | 7.63 |
| | Reading | 8.4 |
| LEP | Mathematics | 9.8 |
| | Reading | 9.2 |
| Special Ed. | Mathematics | 10.1 |
| | Reading | 9.1 |
| Free/Reduced | Mathematics | 8.5 |
| | Reading | 6.9 |

a) Provide annual MCA-II measurable goals for identified student group(s).

Reading

We will improve reading achievement for all students by 7 percent from 72 percent proficient to 79 percent proficient as evidenced by the state accountability tests by June 2010.

Mathematics

We will improve mathematics achievement for all students by 9 percent from 62 percent to 71 percent proficient on the state accountability tests by June 2010.

Vocabulary Expansion

In the area of vocabulary expansion, the district's subscores will be at or above the state average at all grade levels in the American Indian, Hispanic, Black, Free and Reduced, Limited English Proficient (LEP) and Special Education subgroups by June 2010.

b) Describe the process of tracking goal progress over the two years of the plan.

• Identify assessment(s) used to track progress toward these goals

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

AIMSweb

Measures of Academic Progress from Northwest Evaluation Association

MCA II

Explore and Plan Tests

Other common assessments

Quarterly reports will be made to the school board to track the progress on the goals.

• Describe alignment between the various assessments used to measure progress (if using assessment(s) other than MCA-II)

NWEA has conducted studies to link the RIT scale to the proficiency levels with the Minnesota Comprehensive Assessment II (MCA – II).

Using this information with NWEA assessments, Moorhead Schools can monitor their students' progress toward the proficiency standards.

Staff members at Moorhead Public Schools are able to utilize data from our district assessments to predict how students will do on the state assessment MCAs. As a result, we have a better indication of kids who are at risk and need more support.

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

Page where identified: _____

3. Incorporate strategies based on scientifically based research to strengthen core academic subjects

Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency

Address the following:

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

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

Elementary teachers utilize a strong research based instructional mathematics program, Everyday Mathematics. The district mathematics committee, based upon response from teachers, decided to purchase the 2007 edition of the program, providing additional resources and supplements for instruction. It is also important to provide assistance and support to all staff in the form of professional development to have a strong foundational support of teaching. The elementary mathematics coach works with teams of teachers, individual teachers and new teachers to continue to develop their capacity and skills in teaching in a rich mathematics environment. The district mathematics committee has developed a pacing guide to assist with the alignment of the curriculum to the Minnesota Academic Standards and the test specifications. The district mathematics curriculum committee and grade level teachers have collaborated to continue to align the curriculum with the standards. They have studied and developed processes to align the new revised mathematics standards and develop targets from each of the standards.

- Middle, High School and Alternative Learning Center teachers have worked together to align state standards at each grade level. The district used a vertical team process to align the 6-12 curriculum with the new standards and expectations for Algebra in the 8th grade. Curriculum resources were purchased to reflect the alignment of the state standards and expectations for all students. The new secondary curriculum materials are being implemented in the 2009-10 school year.
- The elementary math coach will collaborate with all teachers on the fidelity of using Everyday Math and provide further study to teachers on using Marzano's Vocabulary Strategies in grades K-12. This collaboration will also provided alignment and coordination with the district literacy committee.

Teaching staff members will continue to develop strategies to teach academic vocabulary. The elementary staff has identified strategic vocabulary words in the area of mathematics to be explicitly taught to all students. Marzano and Pickering (2005) developed a 6-step process to teach vocabulary. Teachers continue to use this process to teach mathematics vocabulary. In addition, staff have identified and will teach reading vocabulary following this same 6-step process outlined by Marzano and Pickering.

- The Elementary Mathematics Coach has completed training as a Mathematics Recovery Teacher Leader and teacher leaders are being trained in every school to support classroom instruction in mathematics. The coach will continue to work with staff at each school to implement research-based intervention strategies for targeted students. Advantage Math, a part of the Math Recovery model is being implemented in every school in the district.

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


- Reading Recovery Model is implemented in the elementary schools in the district. Reading Recovery is cited in the "What Works Clearinghouse" as a research-based strategy. One school in the district is in the 3rd year of implementing Literacy Collaborative. The Literacy Collaborative through the Ohio State University is a balanced literacy approach to instruction with Reading Recovery as a foundation. This approach to teaching literacy is being implemented and researched to determine the feasibility of expanding the program district wide, with the necessary funds for implementation. The elementary schools also are collaborating with The Minnesota Reading Corps and AmeriCorps Early Literacy Corps to provide tutoring for students.

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

1. A clear definition of "literacy" and its key component skills, identified in research done by the University of Minnesota and the University of Oregon. The component skills include rhyming, letter naming and vocabulary comprehension.

2. Innovative assessment tools, designed by education experts at the University of Minnesota. These tools enable teachers to frequently and accurately measure how well children are learning the component skills needed to read. The ability to evaluate component skills allows instructors to tailor instruction to each child's precise needs.

- The district is a pilot site for Response to Intervention (RtI) through the Minnesota Department of Education. The school subscribes to a Problem Solving Model which uses a pyramid of interventions to address student needs. As a part of this model the school uses AimsWeb as a benchmark and progress monitoring system to track student progress through formative assessment and to guide instruction.
- Each elementary school has a part time Instructional Reading Coach. The coach works with staff at the school to implement research-based intervention strategies in reading for targeted students. Over the past five years, the school district has implemented a model of professional development using a coaching model to assist teachers with instructional practices in the school district. The coaching model has provided the district with a model of staff development that has increased learning for teachers and has contributed to increasing student achievement scores as measured by NWEA and MCA II.

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- A form of block scheduling is used at the elementary schools to allow opportunities for staff collaboration, flexible grouping and differentiation. It includes an uninterrupted block of time for reading and mathematics instruction.
- Each elementary school participates in the Early Risers Program from the University of Minnesota. It is a multi- component program that targets elementary-aged children, 6-12 years of age, who are experiencing early adjustment difficulties which may be linked to later risky behaviors, such as substance use.
- Strategies are identified through data analysis of NWEA MAP, AIMSweb, MCA-II and TEAE assessment results. For example, in the Demographic Assessment and Reporting System (DARS), individual student scores will be linked to data ladders (standards) to provide teachers with information for differentiating instruction. The learning locator numbers associated with MCA-II scores link to the Perspective for Educators website through Pearson, to assist teachers with content differentiation and instructional strategies aligned with state standards.
- A team of teachers (3 classroom teachers & ELL teacher) from one elementary school attended a three-part Sheltered Instruction Observation Protocol (SIOP) training through Lakes Country Service Cooperative in 2007-2008, and a follow up SIOP training (same 2 classroom teachers & one literacy coach) on November 24, 2008.
- At the Middle School, teacher teams, which include teachers, have been studying all students who are not proficient or who are partially proficient on the MCA-II or MTELL. The teacher teams are engaged in the same process as the elementary teachers in using learning locator numbers linked to suggested instructional strategies needed.
- At the High School, many of the same efforts of looking at data and linking appropriate instructional strategies to student needs are taking place. Math & Reading coaches work with teacher teams to implement instructional strategies; assist in development of co-teaching models in ELL and Special Education classes; and facilitate teams working on vertical alignment of curriculum.

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

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

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

In the *Similar Students, Different Results* study, an analysis was based on survey data of 4,700 K-5 classroom teachers (80 percent response rate or more at each school) and all principals in 237 California elementary schools from 137 different school districts across the state. All the schools

chosen for the study have high levels of student poverty and English language learners (ELLs) as well as low parent education levels. The study found that there are four interrelated broad school practices that differentiate the lower from the higher performing elementary schools: **(1) hiring teachers who possess specific qualities and experience; (2) using assessment data to improve instruction; (3) implementing a horizontally and vertically aligned, standards-based curriculum; and (4) setting high standards for student learning.** (Williams, T.; Perry, M.; Oregon, I.; Brazil, N.; Hakuta, K.; Haertel, E.; Kirst, M.; Levin, J. 2007)

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

- The school district has implemented a process of collaborative research and study groups (PLCs) to provide professional development opportunities to explore and identify instructional strategies.
- Collaborative team planning and problem solving are being used to determine instructional programming for all students.
- Strategies are identified through data analysis of NWEA MAP, AIMSweb and MCA-II. For example, in the District Assessment Reporting System (DARS) individual student scores will be linked to data ladders (standards) to provide teachers with information for differentiating instruction. The learning locators numbers affiliated with the Perspective for Educators Website through Pearson has been disseminated to teachers and parents to assist with instructional strategies tied to the MCA-II scores.
- The school has links with outside community agencies and higher education institutions such as The Ohio State University, Minnesota Literacy Council, Lakes Country Service Cooperative, Minnesota State University Moorhead, Concordia College and the University of Minnesota.
- School teams and the building principals/administrators participated in SMART Training and annual DATA analysis for district, school and classroom goal setting. A data retreat was held in August to examine data, goals and progress toward goals from the previous year.

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


Page where identified: _____

4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development

Address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119

Address the following:

- a) **Describe the high quality professional development supported by the 10% set-aside of the district Title I funds to meet the needs of the instructional staff.**

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- The Title I funds have been aligned with the targeted need areas. Professional Development for staff is one of the highest needs. In order to provide the professional development for individual teachers and groups of the teachers the district has employed instructional coaches and teacher leadership to provide assistance, research and modeling for classroom teachers. The school also uses a collaborative model for all teachers to be a part of a learning community to further enhance their skills and knowledge in teaching mathematics and reading.
- The district has also provided time for sustained staff development through one-hour staff development hours on Wednesday. Building leadership teams have established a school improvement/staff development plan for the school year for staff collaboration.
- In addition, four approaches will comprise the staff development set-aside for teachers engaged in supporting at-risk learners.
 - Assessment: staff providing supplemental support to at-risk students will receive additional training in diagnostic and progress monitoring assessment in both reading and mathematics.
 - Strategies and Materials: staff providing supplemental supports to at-risk students will receive additional training in the implementation of supplementary materials to support students' learning in reading and mathematics in conjunction with planning within learning communities.
 - Model: staff providing supplemental supports to at-risk students will receive additional training through coaching regarding how to analyze assessment data of at-risk learners to enable learning communities to better serve all learners. The instructional coaches will provide support to all teachers in using data to drive instruction. Coaching will emphasize how to differentiate instruction for children at risk, intervention supports and how to interpret assessment information to inform instruction.
- The school continues to evaluate the effectiveness of the staff development plan through teacher feedback, student achievement data and follow-up survey data.
- The evaluation will be based on the following data collected by staff working within the district and externally by district administration.
 - MCA-II results of each subgroup
 - TEAE results of the ELL group
 - Measures of Academic Progress (MAP) scores for grades 2-9
 - AIMSweb results for grades K-6
 - Mathematics assessment based on Everyday Math for K-1

b) Explain how the professional development plan will directly address the academic achievement challenges that caused the district to be identified.

The professional development/school improvement plans for each school(attached) are the driving force action in the 2009/10 school year. These plans are based on collaborative goals setting and other ideas from Mazano and waters. Marzano and Waters(2009) in *District Leadership that works* describes specific actions for school district leaders to improve student achievement.

- Ensuring collaborative goal setting
- Establishing nonnegotiable goals for achievement and instruction

- Creating board alignment with and support of district goals
- Monitoring achievement and instructional goals
- Allocating resources to support the goals for achievement and instruction

The academic challenges that caused the district to be identified are varied and encompass the total educational system. As a district we will set high achievement for all students as a goal. Our mission statement guides us to develop the maximum potential of every learner to thrive in a changing world. Each school must examine the factors affecting student achievement and address the factor in a comprehensive aligned way throughout the district. Each school had addressed the specific academic needs through an examination of assessment data.

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

Page where identified: _____

5. Address the fundamental teaching and learning needs in the district

Address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement

Address the following:

a) Identify fundamental teaching and learning needs in the area(s) cited that contributed to the identification of needs improvement status.

- Professional development in research based practice instruction – Moorhead staff/leadership believe that improved instruction for all students needs to be addressed through improving instructional practices and strengthening curriculum alignment. The following are research-based strategies and/or organizational structures that are enabling staff to address the needs of ALL learners, including the diverse needs of ELL.
 - The elementary schools have studied and are implementing the Marzano and Pickering (2005) 6-step process to teach vocabulary, last year vocabulary in mathematics; this year to include an agreed upon reading vocabulary.
 - Mathematics and Reading Coaches are integrally involved in teacher learning communities, planning, and development of strategies for use in the classroom. The math coach has become trained in Math Recovery and she will continue to work with staff to implement research-based intervention strategies for targeted learners.
 - Robert Asp Elementary is in its second year of implementing Literacy Collaborative. The Literacy Collaborative, through Ohio State University, is a balanced literacy approach to instruction with Reading Recovery as a foundation.
 - Elementary schools utilize the Daily 5 for classroom literacy instruction.
 - The elementary schools are in their second year of collaborating with the Minnesota Reading Corps and AmeriCorps Early Literacy Corps to provide tutoring for selected students, who are determined, by analyzing testing/screening data, to be below benchmark expectations.

- A form of block scheduling is used at the elementary schools to allow opportunities for staff collaboration, flexible grouping and differentiation. It includes an uninterrupted block of time for reading and mathematics instruction.
- Each elementary school participates in the Early Risers Program from the University of Minnesota. It is a multi- component program that targets elementary-aged children, 6-12 years of age, who are experiencing early adjustment difficulties which may be linked to later risky behaviors, such as substance use.
- The district is a pilot site for Response to Intervention (RtI) through the Minnesota Department of Education. This Problem Solving Model uses a pyramid of interventions to address student needs of increasing severity. As part of this model, the district uses AIMSweb as a benchmark and progress monitoring system to track student progress through formative assessment and to guide instruction.
- Strategies are identified through data analysis of NWEA MAP, AIMSweb, MCA-II and TEAE assessment results. For example, in the Demographic Assessment and Reporting System (DARS), individual student scores will be linked to data ladders (standards) to provide teachers with information for differentiating instruction. The learning locator numbers associated with MCA-II scores link to the Perspective for Educators website through Pearson, to assist teachers with content differentiation and instructional strategies aligned with state standards.
- A team of teachers (3 classroom teachers & ELL teacher) from one elementary school attended a three-part Sheltered Instruction Observation Protocol (SIOP) training through Lakes Country Service Cooperative in 2007-2008, and a follow up SIOP training (same 2 classroom teachers & one literacy coach) on November 24, 2008.
- At the Middle School, teacher teams, which include teachers, have been studying all students who are not proficient or who are partially proficient on the MCA-II or MTELL. The teacher teams are engaged in the same process as the elementary teachers in using learning locator numbers linked to suggested instructional strategies needed.
- At the High School, many of the same efforts of looking at data and linking appropriate instructional strategies to student needs are taking place. Math & Reading coaches work with teacher teams to implement instructional strategies; assist in development of co-teaching models in ELL and Special Education classes; and facilitate teams working on vertical alignment of curriculum.

b) Describe teaching and learning needs that will be addressed such as choice of instructional programs and materials, use of instructional time, improved use of assessments, etc.

The district continues to provide support to schools and staff members to identify instructional materials and programs to best meet the needs of all students, use instructional time to enhance learning for all students.

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

Page where identified: _____

6. Promote effective parent involvement strategies

Include strategies to promote effective parental involvement in the school.


Address the following:

a) Identify new strategies that will be used to increase parent involvement.

- Teachers use the Home Links through Everyday Math to provide parent involvement in the area of mathematics. The Mathematics coach will be providing parents the opportunity to have a math resource manual for home. Parents are allowed to check out math manuals for the school year to keep at home.
- PowerSchool is a tool for parents to use to track attendance and lunch accounts.
- The Title I Parent Coordinator is planning a resource night at school in the library. Parents will be able to use computers at the library, learn about homework opportunities, teach parents how to use powerschool, and provide opportunities for increased parental-school connections.
- The district uses interpreters to assist with parent communication.
- Parent Teacher Conferences in the fall and spring continue to be a strong means for parent communication, setting student goals and monitoring student progress. On going communication with parents is encouraged and supported at the district level.
- The Early Risers Program provides a connection with home and school for "at-risk" students. Family Support is a support, consultation, and empowerment intervention that is individually tailored to address unique sources of parent, child, and family needs. The program begins with a process of child and family needs and strengths assessment, initiates further strengths--building through goal setting and strategic planning, and accesses formal and informal community resources and professional services through a negotiated contract with the participants. The incipient goal of Family Support is to reduce parent/family-level risk by remedying the conditions that produce or perpetuate stress in the lives of families and adversely affect parents' capacity to nurture and support their child's health development.
- Student homework folders/planners in grades 1 through 5 provide additional home school communication, and provide a vehicle for reporting progress.
- Parent involvement nights will be held in elementary schools. Many of the sessions will be held to provide support and assistance to parents in core academic areas.
- The Title I Parent Coordinator is constructing a parent survey to be given at spring conferences. The survey will evaluate the effectiveness of parental involvement strategies. The school partners with community agencies to provide services for parents.

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

Leaders in the area of research regarding parent involvement (Epstein) describe parent involvement and the relationship to academic achievement:

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

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

c) If Continuing in Need of Improvement or Corrective Action, describe process to evaluate parent involvement strategies.

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

Page where identified: _____

7. Incorporate extended day and extended school year activities as appropriate

Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year

Address the following if providing extended day activities:

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

Extended day programs are provided at the elementary schools through targeted services. The program supports the goals of the school through supplementing mathematics and reading instruction and using scientifically based research strategies to improve student learning in the area of mathematics, reading, and vocabulary.

An extended year program is held in the summer. In the summer of 2009 the program was three weeks in August. The academic programming was based upon the needs of the student during the school year and extended the learning and supplemental services from after school programming.

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

- The Boost Up program is provided for selected students before school. The Boost Up program is

a sensory motor program to enhance academic achievement.

- Students are identified for targeted services based upon needs as indicated through MAP assessment and teacher recommendation.
- Each student has an individual continual learning program to supplement instruction in the classroom in grades 2-5. All students' progress is monitored through AimsWeb.
- The Early Risers program is a part of the Extended Day program.
- The STARS program is an additional extended summer program focusing on three subgroups: migrant students, homeless students and Native American students.
- Programming for secondary students provides for credit acquisition and skills attainment.

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

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

~OR~

Describe the rationale if the district is not providing extended day activities.

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

Page where identified: _____

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

Describe the responsibilities of the state educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the state educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A

Address the following:

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

- The AYP Regional Support Team from Lakes Country Service Cooperative will assist the school in developing the district and school improvement plans.
The Getting Started workshop provided the initial information to start and develop the AYP plan for the school.
- Members of the team attended the August Data Retreat.
- Representative from Lakes Country Service Cooperative met with the building Robert Asp Improvement Team on 10-1-09 to review the school improvement plan revision process. The representatives also met staff members from Hopkins Elementary School to develop the school improvement plans.

b) After consultation with the regional service cooperatives or SEA, identify the technical assistance that will be provided specific to the district stage of *In Need of Improvement*.

- The district will request technical assistance with the District Improvement Plan.
- The district will request technical assistance in the area of examination of data, Lesson Study, and Literacy researched based practice.
- The district will request assistance with parent involvement strategies through MDE and Title I initiatives.

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

Page where identified: _____

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

All of the teachers in this district teaching core content classes are highly qualified:

☒ **X** Yes
☐ No

If no, a district must identify each teacher in the district that did not meet the federal highly qualified requirements and answer the questions below:

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

VI. DISTRICT IMPROVEMENT ACTION PLAN

Provide or attach the district improvement action plan with a timeline outlining the implementation of the plan over a minimum of two years. The plan must proficiently address all the elements; however, a quality plan will focus on a maximum of (3-5) goals (within these elements based on a comprehensive needs assessment). Utilize the format provided on the next two pages related to the identified student group area(s). Please use one box per activity.

District Improvement Action Plan for AYP


| | | | |
|--|--|---|--|
| AYP GOAL | We will improve reading achievement for all students by 7 percent from 72 percent proficient to 79 percent proficient as evidenced by the state accountability tests by June 2010. | | |
| INTENDED AUDIENCE | All staff members with representative committee for gathering information and data | | |
| ACTIVITIES/STRATEGIES | MEASUREMENT | DATE or TIMELINE | |
| Screening and assessment data analysis to determine specific educational needs and strategies to use from a district perspective for teaching reading, K-12. | Baseline measurements used track progress of individual student | August 2009 and quarterly through the school year | |
| Continue and refine RtI process at every grade level and site. | | | |
| A District Wide Literacy Group is formed with representatives from each building. The group will be facilitated by a teacher leader with specific duties: Examine and implement research based practices district wide for teaching reading Develop a K-12 alignment for every grade level with the essential skills and knowledge incoming and outgoing. Further examination of data to develop strategies and interventions within an RtI framework | Increased achievement in the area of reading for all students – growth and raised achievement | October 2009 | |
| Ongoing analysis of data and refinement of strategies to support ELL, American Indian, Black, Special Ed and FRP subgroups. Progress monitoring for students below district benchmarks. | | September 2009 and ongoing | |
| Training in Sheltered Instruction Observational Protocol (SIOP) for reading coaches, ESL and selected classroom teachers from each school. | | August 2009 | |
| Expand training in SIOP to additional teacher and administrative groups | | June 2010 | |
| Continued peer coaching through instructional coaches. | | | |
| Continued refinement of strategic interventions and support for students at the secondary level with RtI Levels of service and problem solving in place at each school. | | June 2010 | |
| RATIONALE | | | |

Analysis of assessment data, determining appropriate strategies for reading & language for ELL is critical for making progress in reading & language.

Because English Language Learners' achievement is the responsibility of all teachers, SIOP training provides a structure and explicitness in teaching that is key to ELL achievement. This training will benefit all students in subgroups.

District Improvement Action Plan for AYP

| | | | |
|--|--|------------------|--|
| AYP GOAL | We will improve mathematics achievement for all students by 9 percent from 62 percent to 71 percent proficient on the state accountability tests by June 2010. | | |
| INTENDED AUDIENCE | All staff members with representative committee for gathering information and data | | |
| ACTIVITIES/STRATEGIES | MEASUREMENT | DATE or TIMELINE | |
| Instruction regarding the alignment of Everyday Math and Math Recovery will be provided to all elementary teachers | Increased teacher knowledge | August 2009 | |
| Classroom and Learner Support staff will be provided training in Advantage Math Recovery strategies. Training will be completed for classroom Math Intervention Specialists in every school. The secondary staff along with elementary staff will continue to work on mathematics strategies and alignment AVMR training to additional staff with math specialists in every school. | Increased achievement in the area of reading for all students – growth and raised achievement | August 2009 | |
| Screening and assessment data analysis to determine specific educational needs and strategies to use from a district perspective. | | August 2009 | |
| Training in Sheltered Instruction Observational Protocol (SIOP) for mathematics coaches, ESL and select classroom teachers from each school. | | August 2009 | |
| Lesson Study and vertical teams will meet to further define research based practice, instructional strategies and essential outcomes. | | January 2010 | |
| RATIONALE | | | |
| Professional development in the area of mathematics is important to increasing achievement for all students . | | | |


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| District Improvement Action Plan for AYP | | | |
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| AYP GOAL | Vocabulary Expansion In the area of vocabulary expansion, the district's sub scores will be at or above the state average at all grade levels in the American Indian, Hispanic, Black, Free and Reduced, Limited English Proficient (LEP) and Special Education subgroups by June 2010. | | |
| INTENDED AUDIENCE | All staff members | | |
| ACTIVITIES/STRATEGIES | | MEASUREMENT | DATE or TIMELINE |
| <p>A District Wide Literacy Group is formed with representatives from each building. The group will be facilitated by a teacher leader with specific duties:</p> <ul style="list-style-type: none">Examine and implement research based practices district wide for teaching reading and vocabulary instructionDevelop a K-12 alignment for every grade level with the essential Skills, vocabulary and knowledge incoming and outgoing.Further examination of data to develop strategies and interventions within an RtI framework <p>Grade level and vertical teams will review and refine methods for vocabulary instruction</p> <p>Lists will be determined for each grade level and aligned vertically.</p> | | | |
| RATIONALE | | | |
| Increased understanding and knowledge of content area vocabulary will lead to increased achievement in mathematics and reading. | | | |

Appendix Attachments

Appendix A: Scoring Rubrics

Appendix B: Updating District In Need of Improvement Plan Addendum

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Appendix C: District Corrective Action Addendum [§1116(c)(10)(C)]

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Appendix A: Scoring Rubrics


A Rubric for District Improvement Plans

| The essential requirements in the school or district improvement applications have been incorporated (general information, executive summary, needs assessment, highly qualified teachers and improvement action plan) | |
|---|--|
| <i>Completed</i> | <i>Not Completed</i> |
| <input type="checkbox"/> General and contact information is included <input type="checkbox"/> Area(s) for identification are included <input type="checkbox"/> Overview of improvement plan for 2009-2010 school year is provided <input type="checkbox"/> Demographics are included in executive summary <input type="checkbox"/> Elements are addressed and easily located in the plan <input type="checkbox"/> Comprehensive needs assessment summary for 2009-2010 school year is provided <input type="checkbox"/> Highly Qualified Teachers section is completed on the plan <input type="checkbox"/> District improvement action plan is included with all sections completed | <input type="checkbox"/> General information is not correct or incomplete <input type="checkbox"/> Area(s) for identification are not included <input type="checkbox"/> Overview of improvement plan for 2009-2010 school year is incomplete <input type="checkbox"/> Demographics are not included in plan <input type="checkbox"/> Elements are not provided or are incomplete <input type="checkbox"/> Comprehensive needs assessment summary is not provided or incomplete for 2009-2010 school year <input type="checkbox"/> Highly Qualified Teachers section is incomplete <input type="checkbox"/> District improvement action plan is not included or incomplete |

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

| 1. Ensure all students are proficient in core academic subjects by 2013-2014 | | |
|---|---|---|
| Distinguished | Proficient | Needs Revision |
| <input type="checkbox"/> Challenges preventing the school or district from not making AYP are identified; actions, including policies and practices, are evident in the plan to address barriers <input type="checkbox"/> Targets are specific, clear, measurable and appropriately identified for all students to be on track for 100% proficiency by 2013-2014 in reading and math | <input type="checkbox"/> Challenges preventing the school or district from not making AYP are identified <input type="checkbox"/> Targets are identified for all students to be on track for 100% proficiency by 2013-2014 in reading and math | <input type="checkbox"/> Challenges preventing the school or district from not making AYP are not identified or not clearly presented <input type="checkbox"/> Targets are not provided or are unclear |


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A Rubric for District Improvement Plans
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| 2. Establish annual measurable goals for continuous and substantial progress to achieve proficiency | | |
|--|---|--|
| Distinguished | Proficient | Needs Revision |
| <input type="checkbox"/> Annual measurable goals for identified student group(s) are clearly identified via SMART goals <input type="checkbox"/> Goals are documented for identified student groups and plans for implementation and evaluation are evident | <input type="checkbox"/> Annual measurable goals for identified student group(s) are clearly identified <input type="checkbox"/> Goals for identified student group(s) are established and a means of tracking progress is provided over 2 years of plan | <input type="checkbox"/> Goals are not measurable <input type="checkbox"/> Goals are not identified for targeted student group(s) |

A Rubric for District Improvement Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)


| 3. Incorporate strategies based on scientifically based research to strengthen core academic subjects | | |
|---|--|---|
| Distinguished | Proficient | Needs Revision |
| <input type="checkbox"/> Strategies are identified and an action plan is detailed for implementation of each identified strategy <input type="checkbox"/> Strategies are aligned to the performance goals and specific activities and timelines are provided for each strategy <input type="checkbox"/> Sources of scientifically-based research are identified and evidence is linked to cited area(s) | <input type="checkbox"/> Strategies are identified for each performance goal <input type="checkbox"/> Strategies are aligned to the performance goals <input type="checkbox"/> Sources of scientifically-based research are identified regarding cited area(s) | <input type="checkbox"/> Strategies are not identified <input type="checkbox"/> Strategies are not aligned to the performance goals <input type="checkbox"/> Sources of research are not identified |

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A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)


| 4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development | | |
|---|--|--|
| Distinguished | Proficient | Needs Revision |
| <input type="checkbox"/> All teachers participate in high quality professional development linked directly to student achievement including cited area(s) <input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff to address district identification area(s) <input type="checkbox"/> Schedules provide time for opportunities to participate in high quality professional development in an aligned, planned manner <input type="checkbox"/> Professional development provides clearly organized, job-embedded collaboration to improve classroom practice | <input type="checkbox"/> Teachers participate in high quality professional development <input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff | <input type="checkbox"/> Little or no description is provided about professional development <input type="checkbox"/> Use of 10% Title I set aside is unclear |

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A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

| 5. Address the teaching and learning needs in the district | | |
|--|---|--|
| Distinguished | Proficient | Needs Revision |
| <input type="checkbox"/> A comprehensive needs assessment process is used to identify and review teaching and learning needs <input type="checkbox"/> Teaching and learning needs are aligned to identified areas for improvement and are supported by scientifically research based strategies | <input type="checkbox"/> A needs assessment process is used to identify teaching and learning needs <input type="checkbox"/> Teaching and learning needs are aligned to identified areas for improvement | <input type="checkbox"/> A needs assessment process to identify teaching and learning needs is incomplete or missing <input type="checkbox"/> Little or no alignment of teaching and learning needs to identified areas for improvement |

| | | | |
|--|---|--|-----------|
|  | School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266 | DISTRICT LEVEL IMPROVEMENT PLAN | 2009-2010 |
|--|---|--|-----------|

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)


| 6. Promote effective parent involvement strategies | | |
|---|--|--|
| Distinguished | Proficient | Needs Revision |
| <input type="checkbox"/> Strategies are identified that are effective based on research and best practice and an evaluation process is evident <input type="checkbox"/> Strategies are identified to inform families about continuous academic progress, especially in cited area(s) | <input type="checkbox"/> Strategies are identified that are effective based on research and best practice (and include a process for evaluation when completing Appendix B or C) <input type="checkbox"/> Strategies are identified and linked to improving student learning in cited area(s) | <input type="checkbox"/> Strategies are not identified or unclear to promote effective parent involvement <input type="checkbox"/> Strategies are not identified or are not linked with improving learning in cited area(s) |

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

| 7. Incorporate extended day and extended school year activities as appropriate | | |
|---|--|---|
| Distinguished | Proficient | Needs Revision |
| <input type="checkbox"/> Goals are clearly stated, measurable and align with improvement goals <input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) and result in student achievement <input type="checkbox"/> Highly Qualified staff is trained in the area(s) they are servicing for the extended day program | <input type="checkbox"/> Goals are provided or align to improvement goals <input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) <input type="checkbox"/> Staff is trained and prepared for the extended day program | <input type="checkbox"/> Goals are vague or not provided <input type="checkbox"/> Activities have no correlation to cited area(s) <input type="checkbox"/> Little or no training is provided to staff |

REMINDER: For districts not providing extended day activities, please provide rationale in the plan.

| | | | |
|--|---|--|-----------|
|  | School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266 | DISTRICT LEVEL IMPROVEMENT PLAN | 2009-2010 |
|--|---|--|-----------|

A Rubric for District Improvement Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

| 8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including technical assistance provided by the LEA | | |
|--|--|---|
| Distinguished | Proficient | Needs Revision |
| <input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance in the implementation of the plan | <input type="checkbox"/> Evidence of LEA/SEA coordination and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA coordination and technical assistance in the implementation of the plan | <input type="checkbox"/> Little or no evidence of LEA/SEA support in development of the plan <input type="checkbox"/> Little or no evidence of LEA/SEA inclusion in the implementation of the plan |

S-NA-BOS
9 Nov 2009

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

November 9, 2009
7:00 p.m.

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

ATTENDANCE:

| | |
|---------------------------|---------------------------|
| Karin Dulski _____ | Mike Siggerud _____ |
| Lisa Erickson _____ | Kristine Thompson _____ |
| Cindy Fagerlie _____ | Bill Tomhave _____ |
| Sonia Mayo Hohnadel _____ | Dr. Lynne A. Kovash _____ |

AGENDA

1. **CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. 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.

SCHOOL BOARD AGENDA - November 9, 2009

PAGE 2

- A. **SUPERINTENDENT MATTERS - Kovash**
 - (1) Approval of October 8, 2009 Special Meeting Minutes and October 12 and 26, 2009 Regular Meeting Minutes - Pages 5-12
- B. **ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak**
 - (1) Approval of November Claims - Page 13
 - (2) Approval of Lakes Country Perkins Consortium Funding - Pages 14-15
 - (3) Acceptance of Donations - Pages 16-17
- C. **HUMAN RESOURCES MATTERS - Nielsen**
 - (1) Approval of Other Leave - Page 18
 - (2) Approval of Change in Contracts - Page 19
 - (3) Approval of Family/Medical Leave - Page 20
 - (4) Approval of Terminations - Page 21
 - (5) Approval of New Employees - Page 22
 - (6) Acceptance of Clay County and Dakota Medical Foundation Grant - Pages 23-24
- D. **LEARNER SUPPORT SERVICES MATTERS - Skarvold**
 - (1) Approval of University of South Dakota Student Internship Agreement - Pages 25-30

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.)

Moorhead High School Goals and Mathematics Remediation Plan for GRAD Assessment - Boyle
Pages 31-34

- 4. **WORLD LANGUAGES TASK FORCE FINDINGS:** Kovash
Pages 35-56

Suggested Resolution: Move to accept the findings from the World Languages Task Force and direct administration to develop a feasibility and implementation plan.

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - November 9, 2009
PAGE 3

5. **MAJOR MAGNITUDE FIELD TRIP REQUEST - CHOIR TRIP TO CHICAGO, ILLINOIS:** Kazmierczak
Pages 57-67

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School choir students to travel to Chicago, Illinois January 15, 2010 through January 18, 2010.

Moved by _____ Seconded by _____
Comments _____

6. **CANVASS ELECTION RESULTS AND ELECTION RESOLUTION:** Kovash
Pages 68-74

Suggested Resolution: Move to approve the Resolution Canvassing Returns of Votes of Independent School District #152 Special Election, as presented.

Moved by _____ Seconded by _____
Comments _____

7. **ENROLLMENT PROJECTIONS:** Kazmierczak
Pages 75-76

8. **COMMITTEE REPORTS**

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

10. **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 and M.S. 13D.05, Subdivision 3, for the purpose of conducting the Superintendent's annual evaluation.

Moved by _____ Seconded by _____
Comments _____

11. **OPEN PUBLIC MEETING:** Thompson

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

Moved by _____ Seconded by _____
Comments _____

12. **ADJOURNMENT**

SCHOOL BOARD AGENDA - November 9, 2009**PAGE 4****CALENDAR OF EVENTS**

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|----------------------------------|----------------|-------------|----------------|
| Asp PTAC | November 2 | 6:30 pm | Media Center |
| Reinertsen PTAC | November 2 | 6:30 pm | Media Center |
| MHS PTAC | November 2 | 7 pm | Conf Rm |
| Continuing Educ Com | November 3 | 3:30 pm | PCE |
| Election Day | November 3 | 7 am-8 pm | |
| Staff Prof Dev Before/After Schl | November 4 | | |
| Indian Educ Parent Com | November 4 | 5 pm | PCE |
| Joint Powers Committee | November 5 | 7 am | Dilw City Hall |
| Horizon PTAC | November 5 | 6:30 pm | Media Center |
| School Board | November 9 | 7 am | PCE |
| Hopkins PTAC | November 10 | 6:30 pm | Media Center |
| Instr and Curr Adv Com | November 12 | 7 am | PCE |
| Health/Safety/Wellness Com | November 12 | 9:30 am | PCE |
| Early Chldhd Advisory Com | November 12 | 6:30 pm | PCE |
| Policy Review Committee | November 16 | 7 pm | PCE |
| Community Ed Adv Council | November 17 | 6:30 pm | PCE |
| Staff Prof Dev Before/After Schl | November 18 | | |
| Interagency Early Interv Com | November 18 | 12 pm | FSC |
| Safe and Healthy Learners Com | November 23 | 3 pm | PCE |
| School Board | November 23 | 7 pm | PCE |
| Activities Council | November 24 | 7 am | MHS |
| Technology Committee | (November 24 | 3:45 pm | PCE |
| No School | November 26-27 | | |
| (Thanksgiving Holiday) | | | |

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 8, 2009
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Sonia Mayo Hohnadel, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

MEMBER ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 5:01 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

APPROVAL OF AGENDA: Hohnadel moved, seconded by Tomhave, to approve the agenda as presented. Motion carried 7-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

APPROVAL OF RESOLUTION APPOINTING ELECTION JUDGES: Tomhave moved, seconded by Siggerud, to approve the Resolution Appointing Election Judges for the November 3, 2009 School District Special Election. A roll call vote was taken; motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 5:04 p.m.

Cindy Fagerlie, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 12, 2009
PAGE 1**

MEMBERS PRESENT: Lisa Erickson (7:02 p.m.), Cindy Fagerlie, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Lynne Kovash.

MEMBERS ABSENT: Karin Dulski and Sonia Mayo Hohnadel.

CALL TO ORDER: Chair Thompson called the meeting to order at 7:01 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

APPROVAL OF AGENDA: Fagerlie moved, seconded by Tomhave, to approve the agenda as presented. Motion carried 4-0.

Erickson joined the meeting at 7:02 p.m.

WE ARE PROUD:

*** **We Are Proud** of the Moorhead High School boys golf team for placing fifth in the 2009 state golf tournament. Team members are Bryant Buckellew, Nick Olsgaard, Ben Welle, Tyler Rustad, Micah Megorden and Evan Johnson. Head coach is Eric Tollefson and the assistant coach is Jim MacFarlane.

*** **We Are Proud** of Moorhead High School student Natalie Huckle for being named a Commended Student in the 2010 National Merit Scholarship Program. Nationwide about 34,000 Commended Students are being recognized for placing among the top five percent of more than 1.5 million students who entered the 2010 National Merit Scholarship Program.

*** **We Are Proud** of Dr. Mary Jo Schmid, principal at Ellen Hopkins Elementary School, for being appointed to the Board of School Administrators by Governor Tim Pawlenty. Her four-year term expires Jan. 7, 2013. The 10-member Board of School Administrators is responsible for licensing school administrators, approval of higher education programs and continuing education courses for school administrators, and the enforcement of the code of ethics for school administrators.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the September 14 and 28, 2009 regular meeting minutes as presented.

Claims - Approve the October Claims, subject to audit, in the amount of \$1,213,204.60.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 12, 2009
PAGE 2**

| | |
|-------------------------|----------------|
| General Fund: | \$1,085,061.20 |
| Food Service Fund: | \$105,125.33 |
| Community Service Fund: | \$23,018.07 |
| TOTAL | \$1,213,204.60 |

Parental Leaves

Nicole Wiesner - ABE Teacher, Probstfield Center for Education, effective October 19, 2009 until January 1, 2010.

Katherine Bormann - DCD Teacher, High School, effective September 1 for approximately six weeks.

New Employees

Kim Melton - Paraprofessional, High School, B21 (0), \$14.05 per hour, 6.5 hours per day, effective October 6, 2009 (tuition student).

Ansley Cameron - Music Teacher, S. G. Reinertsen Elementary, BA (0) \$9,170.61, .33 FTE, effective October 12, 2009 (replaces Alison Hajric).

State of Assurance of Compliance with State and Federal Law Prohibiting Discrimination - Approve the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination.

Early Learning Center Health Tech/Office Assistant Position - Approve the 1 FTE Health Tech/Office Assistant beginning October, 2009. This position will be reevaluated at the end of the 2009-10 school year.

Motion carried 5-0.

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

Community Education Update - Lauri Winterfeldt, Director of Community Education, presented information regarding enrollment trends, revenue, number of registrants, cost per registrant, number of classes per registrant, number enrolled in online classes, percentage of classes cancelled, and number of classes offered for the years 2007-2009. She provided information about ideas being pursued to reach participants including use of social media. Choices classes for adults with disabilities are again being included in the catalog.

STAFF DEVELOPMENT REPORT: Tomhave moved, seconded by Siggerud, to approve the Staff Development Report for the 2008-09 school year as presented and direct administration to

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 12, 2009
PAGE 3**

submit the signed assurances to the Minnesota Department of Education as required. Motion carried 5-0.

H1N1 UPDATE: Nielsen provided information on surveillance guidelines for both students and staff that the district will utilize in addressing any H1N1 absences. Information was also presented regarding the monitoring system that tracks student absenteeism.

Siggerud left the meeting at 7:41 p.m.; returned at 7:44 p.m.

APPROVAL OF POLICY: Erickson moved, seconded by Tomhave, to approve the policy, Name and Legal Status of Moorhead Area Public Schools (101), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Siggerud, to approve the policy, State and Federal Law Prohibiting Discrimination (102), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Fagerlie, to approve the policy, School Board Legal Status (201), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Erickson, to approve the policy, Open and Closed School Board Meetings (211), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Siggerud, to approve the policy, School Board Meeting Agendas (213), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Fagerlie, to approve the policy, Moorhead Area Public School District Committees (230), as presented. Motion carried 5-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Erickson, to approve the policy, School Superintendent (310), as presented. Motion carried 5-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Instruction and Curriculum Advisory Committee, S.G. Reinertsen PTAC, Staff Development Committee, Activities Council, Moorhead High School PTAC, and Superintendent's Advisory Council.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Thompson requested board members to contact her if they were interested in attending the National School Boards Association Annual Conference in Chicago on April 10-12, 2010. Tomhave and Hohnadel noted interest in attending the conference.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 12, 2009
PAGE 4**

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:08 p.m.

Cindy Fagerlie, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 26, 2009
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Sonia Mayo Hohnadel, Mike Siggerud, Kristine Thompson, and Dr. Lynne A. Kovash.

MEMBER ABSENT: Bill Tomhave.

CALL TO ORDER: Chair Thompson called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: Jeff Offutt, 3814 4th Street South, stated on behalf of 400 education representatives and Education Moorhead, to fully support the school district's November 3 operating levy referendum.

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

Resignations

Annette Keeler - Paraprofessional, Ellen Hopkins Elementary, effective October 30, 2009.

Deborah Forsberg - Paraprofessional, Robert Asp Elementary, effective November 30, 2009.

Change in Contract

Rhonda Barrows - Paraprofessional, Red River Area Learning Center, from 3.25 hours per day to 4 hours per day, effective September 29, 2009.

New Employees

Patricia Renstrom - Paraprofessional, S. G. Reinertsen Elementary, B21 (3) \$14.26 per hour, 6.5 hours per day, effective October 12, 2009 (tuition student).

Marysol Quintero - Paraprofessional, EIS, B21 (0-2) \$14.05 per hour, 6.5 hours per day, effective October 26, 2009 (replaces Deb Dawson).

Nezira Ahmed - Paraprofessional, EIS, B21 (0-2) \$14.05 per hour, 6.5 hours per day, effective, October 26, 2009 (replaces Denise Young).

Affiliation Agreement with Northland Community and Technical College - Approve the affiliation agreement with Northland Community and Technical College for occupational therapy students.

Motion carried 6-0.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 26, 2009
PAGE 2**

OPERATING LEVY REFERENDUM UPDATE: Kazmierczak provided information regarding the upcoming operating levy referendum. Topics of his presentation included the district's average revenue per student compared to the state average. For example, for the current school year, the state average revenue per student including operating levy referendum revenue is \$8,006, while Moorhead Area Public Schools' revenue per student is \$6,838, a difference of \$1,168. Without a successful referendum election, this difference will grow to a projected \$1,328 for the 2010-11 school year. Kazmierczak also reviewed information provided by Ehlers and Associates, Inc. regarding the Minnesota Property Tax Refund and Deferral Programs that are available to all owners of homestead property.

2009-2010 SCHOOL CALENDAR: Kovash presented information regarding changes made by Moorhead High School and district administration to the 2009-10 school calendar to equalize the number of days in the quarters and semester after feedback from staff.

The inequity in the number of days per quarter occurred with the change from the before Labor Day start date to the after Labor Day start date. The rationale for more days at the end of year was due to interruptions in the school day for testing, missed emergency days and scheduling. However, some of the classes held only on a quarter basis would lose curriculum time. The new ending quarter dates for 2009-10 will be Quarter 1 - November 11, 2009; Quarter 2 - January 27, 2010; Quarter 3 - April 1, 2010; and Quarter 4 - June 3, 2010. Calendar changes will be disseminated to students and parents through newsletters, Web site announcements and daily bulletins.

DISTRICT LEVEL IMPROVEMENT PLAN: Kovash presented information regarding the draft District Level Improvement Plan. This plan is a requirement of the No Child Left Behind Act and the district Adequate Yearly Progress (AYP) status.

The District Level Improvement Plan has been reviewed by staff and will be reviewed by the Instruction and Curriculum Advisory Committee in November. The district plan must be submitted to Kathy Hartman, AYP Coordinator at Lakes Country Service Cooperative, by November 2 for feedback and final submission of the plan to the Minnesota Department of Education is required by November 10.

Robert Asp and Ellen Hopkins Elementary Schools are also required to have a School Level Improvement Plan as they are Title I schools. The district plan includes unified goals and activities from the two mandated school plans.

The improvement plans will be available on the district Web site. In addition, each school in the district has developed a School Level Improvement Plan. These plans will also be posted on the district Web site. Progress on School Level Improvement Plans will be shared with the board

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
OCTOBER 26, 2009
PAGE 3**

later in the school year.

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

COMMITTEE REPORTS: Brief reports were heard regarding the Early Childhood Advisory Committee and the Health/Safety/Wellness Committee meetings. Thompson noted she had attended the Bison Best Robotics event on October 23-24 at the FargoDome.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Nielsen provided a brief update regarding H1N1 as it relates to staff and student attendance. The average absentee rate for students for the week of October 19 was 5.26 percent with some buildings having higher percentage of absenteeism than others.

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

Cindy Fagerlie, Clerk



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.087 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: November 3, 2009

SUBJECT: November Claims

The November claims are as follows:

| | |
|------------------------|--------------|
| General Fund | \$852,375.78 |
| Food Service Fund | \$121,404.82 |
| Community Service Fund | \$23,587.21 |
| TOTAL | \$997,367.81 |

Suggested Resolution: Move to approve the November claims, subject to audit, in the amount of \$997,367.81.

WAK:mde



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.088 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent *W. Kazmierczak*

DATE: November 3, 2009

SUBJECT: Lakes Country Perkins Consortium Funding

Moorhead Area Public Schools has been approved for funding by the Lakes Country Perkins Consortium as attached for the following:

Travel for Mary Flesberg and Kathy Salvevold to attend the Minnesota Business Educators, Inc. (MBEI) Fall Conference in Moorhead on October 1 and 2, 2009 up to \$439 for registration and substitute costs.

Suggested Resolution: Move to accept \$439 from the Lakes Country Perkins Consortium for conference registration and substitute costs associated with the Minnesota Business Educators, Inc. (MBEI) Conference.

WAK:mde
Attachment



Lakes Country Service Cooperative

Jeremy Kovash, Executive Director

1001 E. Mount Faith | Fergus Falls, MN 56537

Phone: (218) 739-3273 | Fax: (218) 739-2459 | www.lcsc.org

OCT 15 2009

October 14, 2009

To: Mary Flesberg and Kathi Salvevold
Moorhead High School

From: Inger Wegener
Career and Technical Education Specialist

RE: APPROVED TRAVEL REQUEST

The following request for travel has been approved for funding by the Lakes Country Perkins Consortium:

Travel: Mary Flesberg and Kathi Salvevold to attend to MBEI Fall Conference, Moorhead, MN, October 1 & 2, 2009. Registration fee and substitute reimbursement not to exceed \$439.00

Your total award is \$439.00. You may proceed with the implementation of these activities, with assurances for the above detailed financial support from the Lakes Country Perkins Consortium. You are to request reimbursement from the Lakes Country Perkins Consortium at Lakes Country Service Cooperative **by sending an invoice (format of your choice)**, to my attention at the address above. All expenses must be claimed within 30 days of completion of the activity, no later than November 15, 2009. Please feel free to contact me at 1-800-739-3273, if you have any questions about your award.

Congratulations on your travel award! I hope that you will find that this award will contribute to the mathematics and technical skill attainment in students at Moorhead High School.

CC Lynne Kovash, Superintendent
Gene Boyle, Principal

15

Service Cooperative Board of Directors

Chairperson • David Schornack, Perham
Mike Boen, Pelican Rapids - At Large
Barry Bergem, Battle Lake

Vice Chairperson • Norman Kolstad, Underwood
Supt. Scott Monson, Morris
Nancy Dashner, Frazee - Vergas

Clerk • Robert Block, Otter Tail County
Dr. Rachel Grieger, New York Mills
Dr. William Tomhave, Moorhead

Treasurer • Tom Kummrow, Fergus Falls
Supt. Philip Jensen, Hawley
Kathryn Ouren, Pelican Rapids
Hal Leland, Fergus Falls

AN EQUAL OPPORTUNITY EMPLOYER



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.091 C

TO: Dr. Lynne A. Kovash, Superintendent
FROM: Wayne A. Kazmierczak, Assistant Superintendent
DATE: November 3, 2009
SUBJECT: Donations

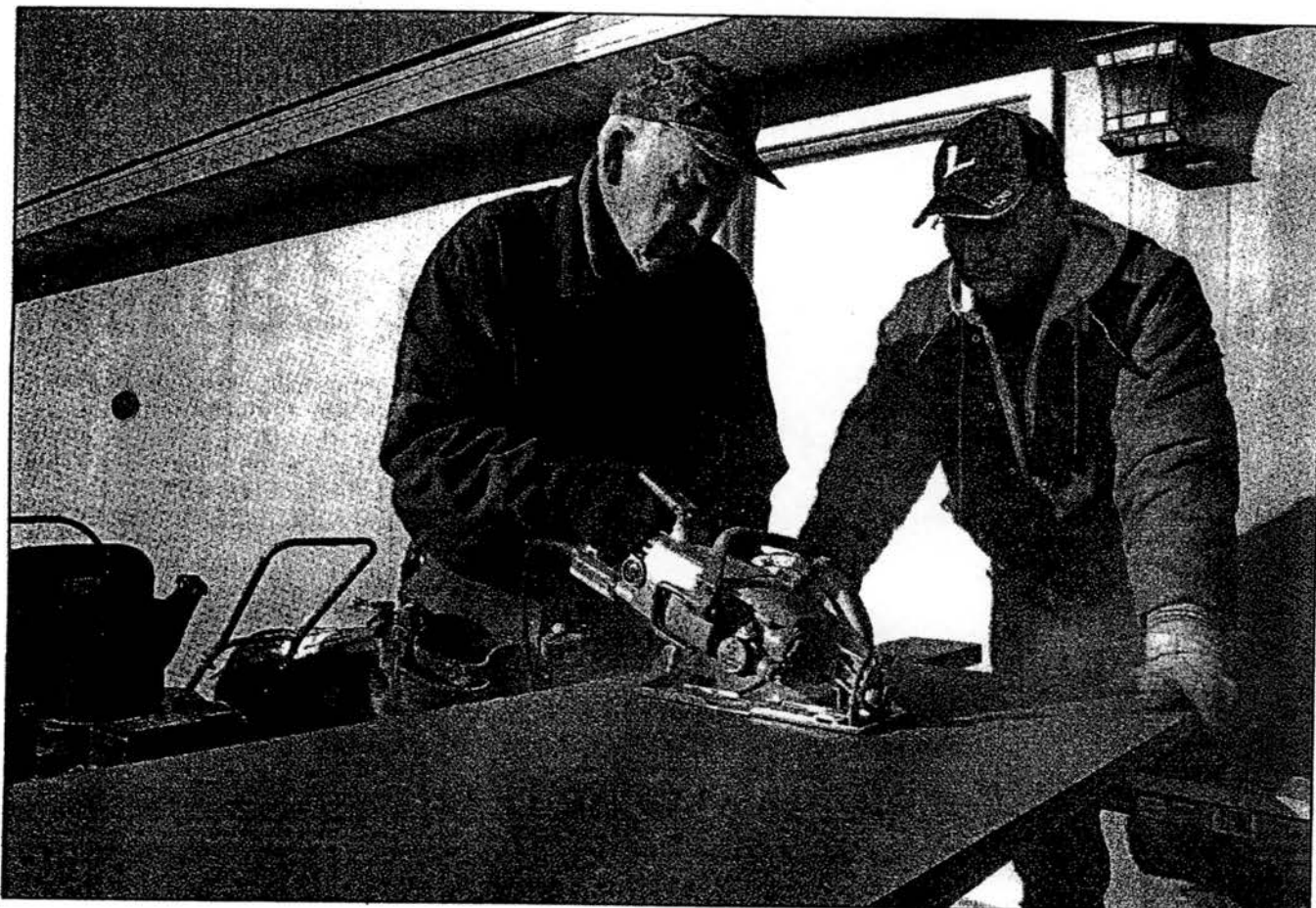
Moorhead Area Public Schools has received the following donations:

- A violin has been donated by Andrea Stordahl. The violin is a Mathias Thoma, model MT160 and is valued at \$1,200.
- Helping Hands from the Lutheran Church of the Good Shepherd in Moorhead donated the labor to build cabinets for Red River Area Learning Center. The cabinets contain 90 cubicles that are used by students to store books and other school supplies. The value of the donated labor is \$2,000 (see attached picture/caption for additional information).
- Carmen Bowden donated a medium-sized Rifton gait trainer that can be used as a walker or a standing support. The used gait trainer is valued at \$200.
- The City of Moorhead has donated surplus computer equipment. The three (3) donated servers have an estimated value of \$6,000.

Suggested Resolution: Move to accept the included donations and direct administration to send a thank you.

WAK:mde
Attachment

A cut above




Carrie Snyder / The Forum

Dust flies as Ed Foss, left, saws a piece of wood Thursday with the help of Dave Johnson outside Lutheran Church of the Good Shepherd in Moorhead. The two are members of a group of men called Helping Hands, which is building lockers that will be installed in the Red River Area Learning Center. Helping Hands has been involved with other projects such as Habitat for Humanity, building wheelchair ramps and yard work.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.040

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen,  Director of Human Resources
DATE: November 2, 2009
RE: Other Leave

The administration requests Other Leave for the following person:

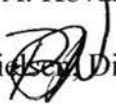
Lana Suomala Registrar, Red River Area Learning Center, effective October 28, 2009 for an undetermined amount of time.

SUGGETED RESOLUTION: Move to approve the Other Leave for Lana Suomala as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.042

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen  Director of Human Resources
DATE: November 2, 2009
RE: Change in Contract

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

| | |
|-----------------|---|
| Sarah Bitzer | Lunchroom Supervisor, S. G. Reintersen Elementary from 2.25 hours per day to 3 hours per day, effective October 27, 2009. (decrease hours of Barb Bustamante) |
| Barb Bustamante | Lunchroom Supervisor, S. G. Reinertsen Elementary, from 3 hours per day to 1.5 hours per day, effective October 26, 2009. |

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Sarah Bitzer and Barb Bustamante as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.043

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: November 2, 2009
RE: Family/Medical Leave

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

Jean Moe Spanish Teacher, High School, effective October 28, 2009 for an undetermined period of time.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Jean Moe pursuant to Article 39, Section 1 of the Teachers' Master Agreement.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.046

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: November 4, 2009
RE: Terminations

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

Ashley Kaltvedt Food & Nutrition Server, Horizon Middle School, effective November 3, 2009.
Renee Fosmark Food & Nutrition Server, S. G. Reinertsen Elementary, effective October 31, 2009.

SUGGESTED RESOLUTION: Move to approve the termination of Ashley Kaltvedt and Renee Fosmark as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.041

TO: Lynne A. Koyash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: November 2, 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.

| | |
|-----------------|--|
| Kathleen Evert | Health Technician, Early Learning Center, Probstfield Center for Education, B21 (0-2) \$14.43 per hour, 6.5 hours per day, effective November 10, 2009. (New Position) |
| Jennifer Hanson | Lunchroom Supervisor, S. G. Reinertsen Elementary, 2.25 hours per day, \$9.00 per hour, effective October 30, 2009. (New position) |
| Leah Tvedt | Computer Operator/Dishwasher, Robert Asp Elementary, 2 hours per day, \$9.00 per hour, effective October 19, 2009. (Replaces Susan Young) |
| Jeanna Life | Computer Operator/Dishwasher, S. G. Reinertsen Elementary, 1.75 hours per day, \$9.00 per hour, effective November 5, 2009. (Replaces Renee Fosmark) |

SUGGESTED RESOLUTION: Move to approve the employment of Kathleen Evert, Jennifer Hanson, Leah Tvedt and Jeanna Life as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.044

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen *RN* Director of Human Resources
DATE: November 2, 2009
RE: Clay County and Dakota Medical Foundation grant

Moorhead Area Public Schools has been issued a check in the amount of \$1,062.00 from Clay County on behalf of Dakota Medical Foundation for hand sanitizers. The money is to be used to "prevent the spread of the H1N1 flu by providing hand sanitizers to schools in Dakota Medical Foundation's Minnesota service area counties".

The district is appreciative of this gift and will put the money to good use in combating the flu. The letter from Clay County Public Health and ~~a copy of the check~~ is attached.

SUGGESTED RESOLUTION: Move to accept the check in the amount of \$1,062.00 from Clay County on behalf of Dakota Medical Foundation for hand sanitizers.

Attachment



Public Health
Prevent. Promote. Protect.

Clay County Public Health

715 11th Street North, Suite 303 • Moorhead, MN 56560
Main Desk (218) 299-5220 • Fax (218) 299-7205
Clinic/WIC (218) 299-7777 • Fax (218) 291-5875

October 22, 2009

Lynne Kovash
2410 14 St S
Moorhead, MN 56560

OCT 26 2009

OCT 27 2009

Dear Lynne,

We are pleased to provide you with a check for hand sanitizers from Dakota Medical Foundation (DMF). DMF recently awarded unsolicited grants to Clay County Public Health on behalf of 12 counties in MN and Fargo/Cass Public Health on behalf of 22 North Dakota counties.

This check is to be used to "To prevent the spread of the H1N1 flu by providing hand sanitizers to schools in DMF's MN service area counties". The Clay County Schools are being issued a check based on \$.1955 per school child enrolled reported to us. Each school should use these dollars for hand sanitizers in their schools.

We will be reporting the outcome of this project to Dakota Medical Foundation. They ask that we provide copies of invoices. We ask that you provide this and a brief statement of how the dollars were used, by November 20 to me for compilation and presentation of this report to DMF.

If you want to e-mail or send a "Thank You" to DMF Board of Directors here is their contact information.

Dakota Medical Foundation
4152 30th Avenue South, Ste 102
Fargo, ND 58104-8403
Or
Deb Watne
debwatne@dakmed.org

Thank you for your work on this project! If you have any questions please do not hesitate to call me at 218-299-7185 or gina.nolte@co.clay.mn.us.

Sincerely,

Gina Nolte
Director of Health Promotion
Clay County Public



Office of Learner Support Services
Moorhead Area Public Schools

LSS.10.010

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: November 2, 2009

RE: University of South Dakota Student Internship Agreement

Attached is a student internship agreement with the University of South Dakota (USD) for Moorhead Area Public School District to serve as a clinical education experience center for students enrolled in the USD Department of Communications Sciences and Disorders. Moorhead Area Public School Policy 921 supports the agreements with universities and colleges to provide field experiences for pre-service teachers and related services staff.

Moorhead Area Public Schools would provide USD students an opportunity to work in a teaching-learning situation cooperatively with a certified speech-language pathologist during the 2009-2010 school year.

SUGGESTED RESOLUTION: Move to approve the Student Internship Agreement with the University of South Dakota for the 2009-2010 school year.

JS:ca

Attachment



The University of South Dakota

DEPARTMENT OF COMMUNICATION DISORDERS
Speech-Language-Hearing Center
USD Scottish Rite Children's Clinics, Vermillion-Sioux Falls
414 East Clark Street • Vermillion, SD 57069
605-677-5474 • 605-677-5767 fax
dcom@usd.edu • www.usd.edu/dcom

Dr. Lynn Kovash - Superintendent
Moorhead Area Public Schools
2410 14th Street South
Moorhead MN 56560

27 October 2009

Dear Dr. Kovash:

The University of South Dakota Department of Communication Sciences and Disorders is requesting an internship (student teaching) placement for a graduate student in Speech-Language Pathology. Three copies of the affiliation agreement we use when we initiate these agreements are with this letter. If the provisions are acceptable, please obtain the approval you require, sign each copy and return them to me. I will get the administrative signatures at The University of South Dakota and return to you a fully signed copy.

If there are any issues or clarifications you need, please contact me and we will work them out to our mutual satisfaction. Thank you for your assistance with this part of the process. Placements such as this are vital to the education of future professionals.

I have sent information about the specific student to Pat Sullivan if you wish to review it.

Again, thank you.

Solveig Sperati Korte, M.A., CCC-SLP
Internship Coordinator
Communication Sciences and Disorders
The University of South Dakota
414 E. Clark
Vermillion SD 57069
skorte@usd.edu
605-677-6206

CLINICAL PLACEMENT AFFILIATION AGREEMENT

Department of Communication Sciences and Disorders

The University of South Dakota

414 East Clark Street

Vermillion, SD 57069

The University of South Dakota's Communication Sciences and Disorders Department and the
Site Name:

Moorhead Area Public Schools

2410 14th Street South

Moorhead MN 56560

hereby agree to participate jointly in a cooperative clinical education program for University trainees in Speech-Language Pathology, Audiology, or both. This program will involve the selection and placement of graduate students into community-based clinical programs with supervision being provided by professional staff of the site agency or program. This agreement includes observations by undergraduate and graduate students.

In the interest of mutual understanding and cooperation, the University program and the site agency agree to the following:

I. The University training program agrees to:

- a) Select graduate students who are in good standing and have appropriate academic and clinical preparation for the placement.
- b) Provide information to the site, if requested, describing academic and clinical preparation and background of the trainee relative to ASHA requirements for the Certificate of Clinical Competence.
- c) Provide liaison contacts between the training program and the site agency throughout each semester that a trainee is placed with that agency. These contacts may include electronic communications, telephone consultations, and/or site visitations.
- d) Provide general information about the expectations of the placement.
- e) Provide evaluation instruments to be used by the supervisor(s)/preceptor(s).

II. The Clinical Education site agency or program agrees to:

- A. Provide ongoing clinical supervision of the trainee by a member of their professional staff who holds a current Certificate of Clinical Competency from the American Speech Language and Hearing Association in the area in which the student will do practicum (Speech Language Pathology or Audiology). As discussed below, supervision should be appropriate to the level of training, education, experience, and competence of the student and will meet both departmental and ASHA Council for Clinical Certification (CFCC) requirements and criteria:

USD Department of Communication Disorders Supervision Policy:

All clinical supervision must meet the following criteria:

- A minimum of 25% real-time, direct supervision of assessments/intervention per client with this amount increased upwards based on individual's experience and competency level (i.e., supervision often exceeds 50-75% for beginning clinical practica, especially for those disorders with which the student has had little experience. It then decreases over time with experience, as warranted).
- For diagnostic evaluations, a minimum of 50% real-time, direct supervision is required (again, frequently beginning at a higher level unless the student is familiar with the disorder/diagnostic procedure). For fourth-year externs in Audiology, this requirement may be waived depending upon skill level of the extern; however, supervision should never be less than 25%.

ASHA CFCC Supervision Criteria (Audiology):**From Audiology CFCC Standard III: Program of Study**

Applicants for certification must complete a program of graduate study that includes ... supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in Standard IV. The supervision must be provided by individuals who hold the Certificate of Clinical Competence (CCC) in the appropriate area of practice.

Implementation: Supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience, and competence. Supervisors must hold a current CCC in the appropriate area of practice. The supervised activities must be within the scope of practice of audiology to count towards certification.

ASHA CFCC Supervision Criteria (Speech-Language Pathology):**From Speech-Language Pathology CFCC Standard IV-E:**

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation: Direct supervision must be in real time and must never be less than 25% of the student's total contact with each client/patient and must take place periodically throughout the practicum. These are minimum requirements and should be adjusted upward if the student's level of knowledge, experience, and competence warrants. A supervisor must be available to consult as appropriate for the client's/patient's disorder with a student providing clinical services as part of the student's clinical education. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence.

All observation and clinical practicum hours used to meet Standard IV-C must be supervised by individuals who hold a current CCC in the professional area in which the observation and practicum hours are being obtained. Only the supervisor who actually observes the student in a clinical session is permitted to verify the credit given to the student for the clinical practicum hours.

- B. Provide a copy of credentials of supervisors/preceptors indicating current ASHA certification and licensure/teacher certification as appropriate for the setting.

- C. Approve major decisions by student clinicians regarding evaluation and management of clients before they are implemented or communicated to the client or family of the client.
- D. Evaluate the quality of clinical work and professional traits and attitudes of each trainee by way of clinical skills evaluation tools provided by the University practicum education program. Other evaluation tools may be added to these, if desired. Evaluations must occur no less than twice per semester (e.g., midterm and final).
- E. Promptly notify the University program coordinator of any problems that might exist in the placement.
- F. Hold harmless and indemnify the State of South Dakota, the South Dakota Board of Regents, The University of South Dakota, their officers, agents or employees from any and against any and all actions, suits, damages, liability, or other proceedings that may arise as a result of its performance of this contract. Nothing herein requires the Clinical Placement Site to be responsible for any action, suit, damage, liability, or other proceeding that may arise as a result of the negligence, misconduct, error or omission of the State of South Dakota, the South Dakota Board of Regents, The University of South Dakota, their officers, agents, or employees.

STATE LIABILITY COVERAGE

The University of South Dakota does not insure with commercial liability insurance providers, but as an entity of the State of South Dakota, participates in the Public Entity Pool for Liability, a self insured liability program established by state law. This is a tort liability coverage program for employees of the State and provides for payment of valid tort claims against employees. The coverage amount is \$1,000,000 per accident, act, error, omission or event, which results in damages and arises within the scope of the employee's duties, and for which the employee is legally obligated to pay. Certificate of coverage is available upon request.

STUDENT INSURANCE

Students participating under this clinical program carry liability insurance coverage for acts of negligence and malpractice in the amounts of \$1,000,000 for each Incident or Occurrence and \$3,000,000 in the Aggregate. Certificate of coverage is available upon request and will be provided with each placement.

FUNDING OUT PROVISION

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the State. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

DISCRIMINATION PROVISION

It is mutually agreed that there shall be no discrimination on the basis of a person's race, color, creed, religion, national origin, ancestry, citizenship, gender, sexual orientation, age, or disability.

GOVERNING LAW PROVISION

This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

TERM AND TERMINATION

This general agreement will commence on the signing date and continue for one (1) year from the signing date and be renewed automatically for successive one (1) year periods unless terminated in writing by either party according to the provisions set forth below.

- a. Either party may terminate this agreement with or without cause upon forty-five (45) days advance written notice.
- b. If a student is in a placement during the time of termination, s/he will be allowed to complete the full placement.

PROTECTED HEALTH INFORMATION

The University will direct its students to comply with the policies and procedures of Clinical Site, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR parts 160 and 164. Solely for the purpose of defining the students' role in relation to the use and disclosure of Clinical Site's protected health information, the trainees are defined as members of the Clinical Site's workforce, as that term is defined by 45 CFR 150.103, when engaged in activities pursuant to this Agreement. Nevertheless, the students are not and shall not be considered to be employees of the Clinical Site.

Site Representative

James W. Abbott
President
The University of South Dakota

Date

Date

Teri James Bellis, Ph.D., CCC-A, FAAA, F-ASHA
Professor and Chair
Department of Communication Sciences and Disorders
Director, USD Speech and Hearing Clinics

Date



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.051R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 4, 2009

SUBJECT: Dialogue

Moorhead High School Principal Gene Boyle will present information regarding Moorhead High School goals and progress toward the goals. Information will also be presented on the Mathematics Remediation Plan for the GRAD Assessment as attached.

LAK:mde
Attachment

PLC Team Meeting Feedback Sheet

Course/Class of PLC Focus _____

Meeting Room # _____ Meeting Leader _____

Department: _____

Meeting Date: _____

Team Members

Present: _____

Team Members

Absent: (list reason) _____

Meeting Topics/Objectives:

Outcomes/Products/Decisions Made:

Questions/Concerns:

Administrator: _____

Date: _____

GRAD Testing General Information

The Graduation-Required Assessments for Diploma (GRAD) are the state tests that fulfill Minnesota's high school graduation requirement for students who first entered grade 8 in 2005-06 or later. These tests measure student performance on essential skills in Writing, Reading and Mathematics for success in the 21st century. If a student does not satisfy the graduation requirement for an assessment during the first administration, there will be retest opportunities available. The GRAD is first administered as follows:

- Writing: Grade 9
- Reading: Grade 10
- Mathematics: Grade 11

Written Composition GRAD Test - Initial Test Administered in 9th Grade (Passing Test is a Graduation Requirement).

Test Date is Tuesday, April 13, 2010 - Please plan accordingly and schedule to be sure to be in school on this day!

Retesting Dates for students who have not passed the GRAD Written Composition.

Tuesday, November 3, 2009 - 8:25 a.m. MHS Study Hall (Grade 10-12)

Tuesday, April 20, 2010 - 8:25 a.m. MHS Study Hall (Grade 12 only!)

Tuesday, July 20, 2010 - Time and location TBD (Grade 10-12)

Reading GRAD Test - Initial Test Administered in 10th Grade (Passing Test is a Graduation Requirement).

Test Dates are Tuesday, April 13 and *Wednesday, April 14th, 2010 - Please plan accordingly and schedule to be sure to be in school on these days!

*On Wednesday, April 14th we will begin testing at 8:25. This is our normal late start collaboration day, please note this change in schedule and make sure all students that are testing are at school for the 8:25 start time.

Retesting Process

Students who do not pass the Reading GRAD will have multiple opportunities to take the GRAD retest on a computer during retest windows (see schedule below). Students can not retest in consecutive months for the same test.

Reading GRAD Retesting Dates

All testing will be administered in the basement computer lab in the media center. All tests will begin at 8:25.

Tuesday, October 6, 2009

Wednesday, November 4, 2009

Wednesday, January 13, 2010

Thursday, February 4, 2010

Wednesday, March 3, 2010

Wednesday, April 7, 2010 (this session is reserved for Seniors only)

Tuesday, May 4, 2010

33
Take note of tests given on Wednesdays. This is our normal late start collaboration day. Students that register to retest on those days will be expected to be in the lab no later than 8:25

Math GRAD Test - Initial Test Administered in 11th Grade -

• Test Dates are Tuesday, April 13 and *Wednesday, April 14th, 2010 - Please plan accordingly and schedule to be sure to be in school on these days!

*On Wednesday, April 14th we will begin testing at 8:25. This is our normal late start collaboration day, please note this change in schedule and make sure all students that are testing are at school for the 8:25 start time.

State Law passed in May of 2009 states that:

Students who do not pass the Mathematics GRAD are eligible to receive a high school diploma if they:

Retest at least twice (unless you pass on the first retest)

Remediation

If students do not pass their first Math retest they **must complete one (1)** of the following approved remediation options.

. Fulfill the district/state requirement by passing three (3) math courses.

. Be enrolled in a Math course during senior year.

. Attend sessions of remedial Math (arranged with Math teacher).

. Attend Summer School Math remediation course.

Retesting Process

Students who do not pass the Math GRAD will have multiple opportunities to take the GRAD retest on a computer during retest windows (see schedule below). Students can not retest in consecutive months for the same test.

GRAD Math Retesting dates

Testing will be administered in the basement computer lab in the media center. All tests will begin at 8:25.

Wednesday, October 7, 2009

Thursday, November 5, 2009

Wednesday, December 9, 2009

Thursday, January 12, 2010

Wednesday, February 3, 2010

Thursday, March 4, 2010

Thursday, April 6, 2010 (this session is reserved for Seniors only)

Wednesday, May 5, 2010

Take note of tests given on Wednesdays. This is our normal late start collaboration day. Students that wish to retest on those days will be expected to be in the lab no later than 8:25.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.052R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: November 4, 2009

SUBJECT: World Languages Task Force Findings

Mary Thrond, World Languages Task Force Coordinator, will present the attached findings from the World Languages Task Force at the November 9 School Board meeting. The report will include the findings of the task force as well as a video on world cultures.

District administration will review the recommendations and determine the feasibility as well as implementation of the recommendations from the report.

Suggested Resolution: Move to accept the findings from the World Languages Task Force and direct administration to develop a feasibility and implementation plan.

LAK:mde
Attachment

Moorhead Public Schools World Languages Task Force

Findings

November 9, 2009

John Rassias, Dartmouth College

“Perhaps we can invigorate language learning for reasons of humanity...Language should not be an instrument of war but an instrument of peace” (Rassias, 2005).

What we did

- Since June the task force met monthly and bimonthly
- We reviewed the literature of world language learning
- We listened to our current language students
- We visited two model schools in St. Louis Park and Eden Prairie on September 15, 2009
- We interviewed subject matter experts in the field
- We called in a community focus group on October 1, 2009
- We conducted an on-line survey with alumni
- We ranked our priorities of recommendations

What we learned

- Language learning is an innate human capability and, as such, cognitive ability.
- If a child functions in one language he is already a viable candidate to function in two
- Ability to function in the native language expands a student's capacity to learn others (Jensen, Sandrock, & Franklin, 2007).

We looked at realistic expectations

- Learning a language is a lifelong activity. In schools across the U.S., native speakers are required to take English, math, and science from kindergarten through 12th grade. Yet the public, and most students, does not accept that learning another language will take just as long (Jensen, Sandrock, & Franklin, 2007).

An early start will ensure a higher level of fluency

- If a student is to attain a high level of fluency in a foreign language, the earliest possible start for the study of language will maximize the time and intensity required. A well articulated program will flow across levels without interruptions (Rosenbusch, 1995).

- Studies of bilingualism and cognition reveal that children who begin to study language in their early years reap cognitive, academic and attitudinal benefits (Shrum & Glisan, 2005).
- Evidence indicates that immersion students perform better than their non-immersion counterparts in metacognitive processing, analysis, synthesis and evaluation (Shrum & Glisan, 2005).

- Furthermore, research shows that children who have studied language score higher on standardized tests of basic skills in English, math, and social studies than those who have not studied language (Rosenbusch, 1995).

Measures of Academic
Progress Assessment Data Fall 2004
Reading Normative Data
Average Mean Rit Score

| Grade | Spanish Immersion | Moorhead | National Mean |
|-------|-------------------|----------|---------------|
| 2 | 168 | 176 | 177.7 |
| 3 | 196 | 192 | 188.7 |
| 4 | 204.7 | 200 | 198 |
| 5 | 213.7 | 208 | 205.2 |

Measures of Academic
Progress Assessment Data Fall 2004
Mathematics Normative Data
Average Mean Rit Score

| Grade | Spanish Immersion | Moorhead | National Mean |
|-------|-------------------|----------|---------------|
| 2 | 176 | 180 | 177.6 |
| 3 | 201 | 194 | 189.7 |
| 4 | 206.9 | 204 | 200.4 |
| 5 | 221.2 | 213 | 208.9 |

What current students shared with us about the value of studying languages.

- One stated that he understands his own language and culture better now. He is able to more easily recognize patterns and connections in music, math and history.
- Another commented that she valued the intangible. She understands culture better and finds editing in English easier.
- A student found her immersion experience to be invaluable but was sad it could not continue.
- Another student found that learning another language made him feel more open-minded toward other cultures.

What we learned from our alumni

- “Studying languages is now more important than it ever has been before.” 2007 grad
- “I believe that few fields of study are more important than foreign languages. Languages are perspectives; each is a separate window onto the same landscape, and the more one knows, the more profound will be one’s perspective. Failing to invest in foreign language study is investing in failure.” 2003 grad
- “Knowing more than one language has both personal and professional benefits.” 1999 grad

Our focus group from the community

- Would like to see a local language education program that could go toe-to-toe with any other school in Minnesota
- Recommend that all students receive broad exposure to world languages in the elementary years to include immersion opportunities, heritage language opportunities, and ties to culture, history and government
- Recommend a robust bridge program from the K-5 Spanish immersion program to Middle School.
- Want to see a variety of languages offered including core classes taught in a world language at the Middle School
- Recommend a focused language learning experience at High School which will lead to fluency.
- Want exchange programs, on-line interactive programs and partnerships with local colleges and language camps for high school students.
- Ideally envision an International Baccalaureate degree option

Our site visits

- St. Louis Park created a bridge program for immersion students in Middle School by offering Language Arts and Social Studies in Spanish with native teachers and an Amity International intern.
- They delayed the immersion students taking their health requirement until high school.

Eden Prairie added a FLES program to their elementary schools

- Presenting the expansion of their World Language program as a research-based decision, they cited extensive research that showed that overall academic achievement improves when children begin consistently learning a second language early in life.
- Nearly 90% of over a thousand parents surveyed concurred and supported the idea.

FLES: an elementary school language program that is taught three to five times per week for 20 minutes to an hour. Its goals are to:

- Develop functional proficiency in the second language
- Provide a meaningful context for teaching listening and speaking, some reading and writing
- Build understanding and appreciation of the target cultures (Curtain & Dahlberg, 2004).

Eden Prairie

Added Spanish to the elementary curriculum by rotating Art, Music, and Physical Education to provide teachers with prep time.

Students receive 45 minutes of language instruction every four days.

What we learned about funding and development

- In 2008 the U.S. Department of Education awarded more than \$2.2 million in grants to help increase the number of Americans learning a foreign language. St. Louis Park received one of those grants.
- Glastonbury, Connecticut has had a K-12 world languages program since 1954. Their curriculum and Kentucky's K-12 curriculum are available on-line.

What we recommend

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

- A strong, well-articulated K-12 World Languages Program
- FLES available for all students
- K-5 Spanish Immersion Program continues
- Strong bridge program available for immersion students in Middle School
- High school language credit begins in Middle School
- High School language program 1-6, including AP in 3-4 languages
- *International Baccalaureate* magnet school

Works Cited

- Curtain, H., & Dahlberg, C.A. (2004). *Key concepts for success: Elementary and middle school foreign languages* (pp. xiv-xv). Boston: Pearson Education, Inc.
- Jensen, J. , Sandrock, P. & Franklin, J. (2007). *The essentials of world languages, grades k-12: Effective curriculum, instruction, and assessment*. Alexandria, VA: ASCD.
- Rassias, J.A. (2005, March 28). "Our 'moat mentality' on foreign languages." *The Boston Globe*.
- Report from the Joint National Committee for Languages and the National Council for Languages and International Studies*. (2009).
- Rosenbusch, M. H. (1995). *Guidelines for starting an elementary school foreign language program*. (ERIC Document Reproduction Service No. ED 383227).
- Shrum, J.L. & Glisan, E. W. (2004). *Teacher's Handbook: Contextualized Language Instruction*. Boston: Thomson Heinle.



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.089 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent *W. Kazmierczak*

DATE: November 3, 2009

SUBJECT: Major Magnitude Field Trip Request – Choir Trip to Chicago, Illinois

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School choir students to travel to Chicago, Illinois January 15, 2010 through January 18, 2010. Students will be funding the trip using their own resources, which will include fundraising efforts. This field trip, if approved, will be taken instead of the field trip to San Antonio, Texas that received School Board approval on September 28, 2009. A lack of student interest and concerns over the total cost of the trip were the primary reasons for this change.

Kathie Brekke will be in attendance at the November 9, 2009 School Board meeting 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 Chicago, Illinois January 15, 2010 through January 18, 2010.

WAK:mde
Attachment

Major Magnitude Field Trip Request Form

Administrative Procedure: 632.2

Section: 600 EDUCATION PROGRAMS

Date Adopted: 1/8/2001

Date Revised:

Dates Reviewed:

Administrative Policy of the Moorhead Public Schools

District Code: 632.2 Major Magnitude

Date Adopted: 01/08/01 Field Trip
Revised: Request Form

Section I

Preliminary Approval

Field Trip Request Name: Choir Trip Type of Trip: Curricular Co-curricular
Date of Request: Oct. 29, 2009 School Board Presentation Date: _____
Staff/Advisor Requesting Kathie Brekke Phone/Extention: 2434
Purpose of the Trip: A performing tour for the choir

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

Students in both Choirs will perform at schools along the I-94 corridor, take in a performance in Chicago as well as the Shedd Aquarium.

Trip Destination: Chicago, Ill

Date of Trip Departure: Jan 15, 2010 Return Date: Jan. 18, 2010

Number of School Days Involved: 1 Number of Students Involved: 40-50

☒ Attached trip itinerary (activities planned, approximate time lines, accommodations, transportation plans);

☐ Attached accommodation plans for any student with IEP/504 plan;

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

☐ Attached plans for parental notification and approval;

☒ Attached list of accompanying staff. Number of Chaperones needed for the trip 2
Another adult plus myself.

Authorization Signature of Building Principal: *A. James Boyle*

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: _____

Moorhead High School

Performance Tour of Chicago

January 15 – 18, 2010

Proposed Itinerary

Day One – Friday, January 15, 2010

Depart Depart Moorhead High School this morning to begin your journey to Chicago.
(Approximate drive time is 10 hours without stops, 642 miles).

🎵 Clinic Participate in a clinic in Minneapolis or the surrounding area.
Clinics are often held in churches, school auditoriums or rehearsal spaces. Ensembles perform selections of their repertoire and receive instruction from a respected local music director. Typical lengths range from 45-60 minutes per ensemble. There are no audiences.

🎵 School Exchange

Concert Participate in a school exchange concert in Minneapolis or the surrounding area.
School exchange concerts are held in rehearsal rooms or auditoriums at local schools. Audiences are comprised of students at the local school, ranging from members of one ensemble to larger segments of the student body.

Arrival Welcome to Chicago! Upon arrival, meet your Gateway Tour Manager.

Hotel Your Gateway Tour Manager will assist with hotel check-in.

Day Two – Saturday, January 16, 2010

Breakfast Included

Shedd Aquarium The Shedd Aquarium is known as “The World’s Aquarium” as it is the world’s largest indoor ocean environment. The facility hosts nearly 8,000 aquatic animals including seahorses, dolphins, and sharks. Take a voyage into the Oceanarium and Amazon Rising and be touched by the beauty of the aquatic world and Shedd’s conservation efforts to ensure its survival.

Magnificent Mile Michigan Avenue is Chicago’s famous shopping street. Take time to visit the shops and restaurants.

Navy Pier Spend time shopping and exploring at Navy Pier. Navy Pier was originally designed as a shipping and recreational facility and has evolved into a

premiere family entertainment center.

Dinner This is one stop you can't miss, Ed Debevic's.

Blue Man Group Attend a performance of the Blue Man Group.

Day Three – Sunday, January 17, 2010

Breakfast Included

Check out Check out of your hotel. Your Gateway Tour Manager will assist with check out logistics.

Sears Tower Visit the Sears Tower in downtown Chicago; the world's tallest building towering 1,454 feet over the city. The observation deck on the 103rd floor is open for your visit.

Depart Board the motorcoach and travel to the Wisconsin Dells.

Hotel Check in at the Kalahari Resort. Your Gateway Tour Manager will assist with hotel check-in.

Waterpark

Each person will receive a wristband for unlimited use of the indoor water park, located at the hotel.

Day Four – Monday, January 18, 2010

Breakfast Included

Check out Check out of your hotel. Your Gateway Tour Manager will assist with check out logistics.

Depart

Depart Wisconsin Dells and travel back to Moorhead

Arrive

Arrive at Moorhead High School this evening

This is a sample itinerary and is subject to change. Performance venues may be subject to availability and/or acceptance.

Moorhead High School
Kathrine Brekke, Director
Performance Tour of Chicago
January 15 – 18, 2010

Inclusions

October 29, 2009

Transportation

Round-trip deluxe motorcoach transportation between Moorhead and Chicago
Motorcoach driver's hotel accommodations and gratuities

Accommodations & Meals

Accommodations in a three-star hotel in the greater Chicago area – 2 nights
Accommodations in a three-star hotel in the Wisconsin Dells area – 1 night
Breakfasts – 3
Dinners – 1

Performances

Clinic – 1 (to be arranged by Moorhead High School)
School exchange concert – 1 (to be arranged by Moorhead High School)

Sightseeing & Activities

Blue Man Group (based on a \$59.00 ticket value)
Shedd Aquarium
Sears Tower
Free time at Navy Pier
Shopping at Water Tower Place and along the Magnificent Mile
Kalahari unlimited water park wristband

Chicago Optional Activities

Adler Planetarium & Astronomy Museum

Visit the first planetarium built in the Western Hemisphere. Enjoy seeing over 2,000 astronomical and other scientific artifacts. Learn about the Milky Way, the dawn of space age, cyber space, and the solar system.

Art Institute of Chicago

View collections dating from 3,000 BC through the 1990's by visiting the museum. The Art Institute is both a school and museum, located on Michigan Avenue. The museum has more than 300,000 works of art in its ten departments, including collections of architecture, photography, textile, and sculpture.

Chicago Cubs

Take part in America's favorite pastime! Catch a game at Wrigley Field. Don't miss your chance to see your favorite players in action.

Chicago Symphony Orchestra

Attending a performance of the Chicago Symphony Orchestra in Orchestra Hall makes a musician's tour to Chicago complete. The life-long exploration of classical music is rich with rewards; experience the CSO's 110 musicians at the peak of their profession in this world-class ensemble.

Chicago White Sox

Come join the White Sox at their newly named field, the U.S. Cellular Field. Watch players such as Jim Thome and Paul Konerko perform their best.

Drury Lane Dinner Theater

You will enjoy great food and a show when you come to the Drury Lane Theater. They present many Broadway musicals such as *Singin' in the Rain* and *I Do, I Do!* The theater occasionally hosts Vegas-style pop concerts.

The Field Museum

Part of The Field Museum's mission statement is "the accumulation and dissemination of knowledge, and the preservation and exhibition of objects illustrating art, archaeology, science and history." Visitors to the Field Museum can certainly see this accumulation in exhibits such as The Grainger Hall of Gems – a dazzling collection of jewels, gems, and a Tiffany stained glass window, The Life Over Time exhibit that is home to "Sue," the world's largest, most complete and best preserved *Tyrannosaurus Rex*, and the cultural exhibit of Africa that gives insight into the cultures and environment of the vast continent.

John G. Shedd Aquarium

The Shedd Aquarium is known as "The World's Aquarium" as it is the world's largest indoor ocean environment. The facility hosts nearly 8,000 aquatic animals including seahorses, dolphins, and sharks. Take a voyage into the Oceanarium and Amazon Rising and be touched by the beauty of the aquatic world and Shedd's conservation efforts to ensure its survival.

Lincoln Park

Lincoln Park is the largest park in Chicago. You will not get bored there with the many things to do including a zoo, beaches, and a conservatory. Lincoln Park Zoo is the home to

Museum of Science and Industry

This hands-on adventure exhibits life on a farm, a U-505 submarine, genetics and coding, coal mining, the AIDS war, animated industrial gears and much more. Visit the Henry Crown Space Center Omnimax Theater to view *Coral Reef Adventure* or another featured educational film.

Navy Pier

Chicago's Navy Pier is fifty acres of enjoyment. You can see the Chicago skyline from the 15-story Ferris Wheel, take in a show at the IMAX Theatre, or visit the Chicago Children's Museum. Navy Pier has been a landmark since its opening in 1916.

Pheasant Run Resort's Dinner Theatre

Pheasant Run Theatre offers outstanding live theater. The newly renovated Mainstage theatre offers stadium seating and many other features to enhance your entertainment experience. Fall marks the beginning of their full theatre season, and runs well into the summer.

Sears Tower Skydeck

You'll see the best view and the best overview of Chicago, 1,353 feet above street level. The view is amazing! You can see up to 50 miles on a clear day – imagine seeing Michigan, Indiana, Illinois and Wisconsin just by walking around the Skydeck. Recent transformations give you museum-quality exhibits, interactive kiosks, and high-powered telescopes, all internationally friendly.

Spirit of Chicago

Board Chicago's most entertaining lakefront cruise ship for a lunch or dinner experience you'll never forget! Enjoy dining, dance bands, a festive show and a narrated tour of Chicago's breathtaking skyline.

Blue Man Group

Theater in an indescribable percussionist-drama form, you need to see this to believe it! Blue Man Group is best known for its award-winning theatrical productions which showcase their unique style of music played on a variety of invented instruments. Critics describe them as "visually stunning" and "musically powerful."

PAGE

more than 1,000 animals. The zoo is one of the last zoos in the country that does not charge for admission.

Michigan Avenue

This strip is not nicknamed the "Magnificent Mile" for nothing. Thriving within a one-mile area of tree-lined streets, from the Chicago River north to the Water tower, visitors can enjoy exclusive retail establishments, prestigious boutiques, critically acclaimed restaurants, and luxurious accommodations. Beverly Hills' Rodeo Drive, New York City's Fifth Avenue, and The Mall of America combined cannot compare!

Additional Inclusions

Services of a Gateway Tour Manager throughout your tour upon arrival in Chicago

One free trip for every 20 paying passengers, based on double occupancy rate

All taxes and gratuities on inclusive services

Tour manual

Non-Inclusions

Porterage of luggage at hotels

Storage facilities at your hotel

Instrument or equipment rental

Surcharges for fuel or tax increases

Individual travel insurance (optional)

Gratuities for Gateway Tour Manager (at your discretion)

Price

Price based on 50 passengers traveling (48 paying, [REDACTED] based on double occupancy)

Price per person

| | Four per room | Three per room | Two per room | One per room |
|------------------|---------------|----------------|--------------|--------------|
| Total Tour Price | \$431.00 | \$464.00 | \$531.00 | \$731.00 |

The price is subject to the guidelines in the "Terms and Conditions." The land prices are based on vendor rates available on 10/26/09 and are subject to increases imposed by vendors. The prices and events in this proposal can only be confirmed upon receipt of a tour application and booking of activities. The price is subject to change according to the number of passengers.

Please Note: Your initial invoices will show an estimated distribution of passengers at the quad, triple, double and single room rates, resulting in an estimated total balance. When we receive your final rooming list we will adjust your invoice to reflect your actual distribution and actual final balance. Your final balance must be paid in full 45 days prior to departure.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.050R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: November 4, 2009

SUBJECT: Canvass Election Returns and Election Resolution

Attached please find the Resolution Canvassing Returns of Votes of Independent School District #152 Special Election and supporting documents for the November 3, 2009 election. This election was held in conjunction with the cities of Moorhead and Dilworth.

Suggested Resolution: Move to approve the Resolution Canvassing Returns of Votes of Independent School District #152 Special Election, as presented.

LAK:mde
Attachments

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

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, was duly held in said school district on November 9, 2009, at 7:00 o'clock p.m. for the purpose, in part, of canvassing a special election.

The following members were present:

and the following were absent:

Member _____ moved the adoption of the following resolution:

**RESOLUTION CANVASSING RETURNS OF
VOTES OF INDEPENDENT SCHOOL DISTRICT #152 SPECIAL ELECTION**

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

1. It is hereby found, determined and declared that the special election of the voters of this school district held on November 3, 2009, was in all respects duly and legally called and held.
2. As specified in the attached Abstract and Return of Votes Cast, at said election a total of 8,334 voters of the school district voted on the question of increasing the referendum revenue authorization of the school district for taxes payable in 2010 and thereafter (SCHOOL DISTRICT BALLOT QUESTION 1), of which 4,077 voted in favor, 4,194 voted against the same, and there were 62 completely blank or defective ballots. Said proposition, having not received the approval of at least a majority of such votes, is hereby declared to have failed.

3. The clerk is hereby directed to certify the results of the election to the county auditors of each county in which the school district is located in whole or in part. The clerk is also directed to report the results of the referendum revenue authorization election to the Commissioner of Education within fifteen (15) days of the date hereof.

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.

STATE OF MINNESOTA)
)SS
COUNTY OF CLAY)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to canvassing the results of a special election of said school district, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this _____ day of _____, 2009.

Clerk

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

ABSTRACT AND RETURN OF VOTES CAST
SPECIAL ELECTION
NOVEMBER 3, 2009

| | | |
|----|--|--------|
| 1. | Total number of persons registered at 7:00 a.m.: | 22,894 |
| 2. | Total number of new registrants on election day: | 629 |

| | | |
|----|---|-------|
| 3. | Total number of signatures on the polling place roster: | 8,082 |
| 4. | Total number of accepted regular, military and overseas absentee ballots: | 252 |
| 5. | Total number of persons voting in the special election: (add: 3 + 4 = 5) | 8,334 |

| | | |
|-----|--|-------|
| 6. | Total number of completely defective ballots in the ballot box: | 0 |
| 7. | Total number of spoiled ballots in the spoiled ballot envelope: | 47 |
| 8. | Total number of completely blank ballots* in the ballot box (unvoted): | 0 |
| 9. | Total number of unused ballots returned to the Clerk: | 4,060 |
| 10. | Total number of duplicate ballots** returned to the Clerk: | 8 |

- * Denotes ISD #152 paper ballots only.
** Denotes City of Moorhead precincts only.
*** Denotes Cities of Moorhead and Dilworth precincts only.

SUMMARY OF ELECTION TOTALS

SCHOOL DISTRICT BALLOT QUESTION 1
PROPOSITION ON INCREASING REFERENDUM REVENUE AUTHORIZATION

| | |
|---|-------|
| YES | 4,077 |
| NO | 4,194 |
| Completely Blank Ballots*/Undervotes*** | 62 |
| Completely Defective Ballots | 0 |
| TOTAL BALLOTS COUNTED FOR THIS QUESTION | 8,333 |

- * Denotes ISD #152 paper ballots only.
- ** Denotes City of Moorhead precincts only.
- *** Denotes Cities of Moorhead and Dilworth precincts only.

SCHOOL BOARD SPECIAL ELECTION – Tuesday, November 3, 2009
VOTE TOTALS of Precincts/Polling Places

18 of 18 Precincts/Polling Places

| Precincts/ Polling Places | W1P1 | W1P2 | W1P3 | W2P1 | W2P2 | W2P3 | W3P1 | W3P2 | W3P3 | W4P1 | W4P2 | W4P3 | W4P4 | Dilworth City | Georgetown Com Center | Sabin Com Cntr (City) | Sabin Com Cntr (Twnshps) | Clay County Courthouse | TOTAL |
|------------------------------|------|------|------|------|------|------|------|------|-------|-------|------|------|------|------------------|--------------------------|--------------------------|-----------------------------|---------------------------|-------|
| YES | 237 | 217 | 135 | 208 | 275 | 366 | 351 | 137 | 753 | 400 | 329 | 363 | 17 | 43 | 33 | 22 | 34 | 157 | 4,077 |
| NO | 431 | 370 | 166 | 137 | 202 | 390 | 288 | 96 | 602 | 346 | 222 | 343 | 29 | 159 | 75 | 39 | 104 | 195 | 4,194 |
| TOTAL VOTES | 668 | 587 | 301 | 345 | 477 | 756 | 639 | 233 | 1,355 | 1,075 | 551 | 706 | 46 | 202 | 108 | 61 | 138 | 352 | 8,271 |

SCHOOL BOARD SPECIAL ELECTION – Tuesday, November 3, 2009
SCHOOL DISTRICT BALLOT QUESTION 1 - APPROVAL OF SCHOOL DISTRICT REFERENDUM REVENUE AUTHORIZATION

TOTALS OF PRECINCT SUMMARY STATEMENTS

| Precincts/ Polling Places | W1P1 | W1P2 | W1P3 | W2P1 | W2P2 | W2P3 | W3P1 | W3P2 | W3P3 | W4P1 | W4P2 | W4P3 | W4P4 | Dilworth City | Georgetown Com Center | Sabin Com Cntr (City) | Sabin Com Cntr (Twnshps) | Clay County Courthouse | TOTAL |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------------------|--------------------------|--------------------------|-----------------------------|---------------------------|--------|
| Persons Reg at 7 a.m. | 1,541 | 1,465 | 1,174 | 1,329 | 1,791 | 1,738 | 1,539 | 1,465 | 2,387 | 1,792 | 2,034 | 1,725 | 93 | 521 | 347 | 237 | 445 | 1,271 | 22,894 |
| New Registrants | 32 | 46 | 22 | 19 | 61 | 65 | 40 | 43 | 89 | 36 | 79 | 66 | 3 | **** | 5 | 6 | 4 | 13 | 629 |
| Signatures on Roster | 652 | 551 | 301 | 339 | 475 | 742 | 619 | 209 | 1,328 | 731 | 543 | 702 | 46 | 195 | 108 | 60 | 135 | 346 | 8,082 |
| Absentee Ballots | 19 | 40 | 11 | 7 | 11 | 17 | 24 | 33 | 32 | 18 | 10 | 9 | 0 | 10 | 1 | 1 | 3 | 6 | 252 |
| Total Persons Voting | 671 | 591 | 312 | 346 | 486 | 759 | 643 | 242 | 1,360 | 749 | 553 | 711 | 46 | 205 | 109 | 61 | 138 | 352 | 8,334 |
| Defective Ballots | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Spoiled Ballots | 4 | 1 | 4 | 3 | 9 | 11 | 2 | 3 | 4 | 0 | 2 | 3 | 0 | **** | 0 | 0 | 1 | 0 | 47 |
| Blank Ballots* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 | 0 | 0 | 0 | 0 |
| Unused Ballots | 144 | 247 | 295 | 358 | 316 | 149 | 179 | 387 | 66 | 167 | 255 | 93 | 54 | **** | 192 | 140 | 264 | 754 | 4,060 |
| Duplicate Ballots** | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 0 | 2 | 0 | **** | N/A | N/A | N/A | N/A | 8 |
| Undervotes*** | 3 | 4 | 11 | 1 | 9 | 3 | 4 | 9 | 5 | 3 | 2 | 5 | 0 | 3 | N/A | N/A | N/A | N/A | 62 |
| Total Ballots Counted | 671 | 591 | 312 | 346 | 486 | 759 | 643 | 242 | 1,360 | 749 | 553 | 711 | 46 | 205 | 108 | 61 | 138 | 352 | 8,333 |

* Denotes ISD 152 paper ballots only.

** Denotes City of Moorhead precincts only.

*** Denotes Cities of Moorhead and Dilworth.


**** Information not available from the City of Dilworth.



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.090 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: November 3, 2009

SUBJECT: Enrollment Projections

Attached are the enrollment projections based on November 1, 2009 actual enrollment. These data, along with historical and projected Average Daily Membership (ADM), will be used for planning and staffing determinations in the coming months. The November 2, 2009 enrollment figure of 5,396 is 24 students below the projection of 5,420 made in November 2008. Compared to actual enrollment of 5,365 from November 1, 2008, the current year November 1 figure represents an increase of 31 students.

The secondary grade with the largest enrollment is 12th with 476 students; the secondary grade with the smallest enrollment is 8th with 384 students. The elementary grade with the largest enrollment is 3rd with 440 students; the elementary grade with the smallest enrollment is 4th with 391 students.

WAK:mde
Attachment

MOORHEAD AREA PUBLIC SCHOOLS COHORT PROJECTIONS

NOVEMBER 2009

| November-09 | | | | | | | | | | | | | |
|----------------|--------------------------|--------|-------|--------|-------|---------|----------------------|-------|-------|-------|-------|---------------|-----------------------------------|
| Wtd Avg Method | ACTUAL NOV. 1 ENROLLMENT | | | | | 11/2/09 | PROJECTED ENROLLMENT | | | | | Nov. 08 Proj. | Variance /b/ Actual and Projected |
| | 04/05 | 05/06 | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | | |
| Kindergarten | 403 | 378 | 421 | 381 | 397 | 417 | 385 | 390 | 390 | 395 | 395 | 385 | 32 |
| Grade 1 | 353 | 411 | 401 | 432 | 405 | 402 | 425 | 393 | 398 | 398 | 403 | 415 | -13 |
| Grade 2 | 357 | 360 | 414 | 393 | 428 | 407 | 404 | 427 | 394 | 399 | 399 | 403 | 4 |
| Grade 3 | 351 | 368 | 359 | 415 | 398 | 440 | 414 | 411 | 435 | 401 | 407 | 431 | 9 |
| Grade 4 | 388 | 359 | 380 | 358 | 417 | 391 | 464 | 437 | 434 | 459 | 424 | 401 | -10 |
| Grade 5 | 340 | 391 | 372 | 388 | 381 | 417 | 397 | 471 | 444 | 440 | 465 | 432 | -15 |
| Grade 6 | 418 | 353 | 422 | 374 | 401 | 397 | 433 | 412 | 489 | 461 | 457 | 394 | 3 |
| Grade 7 | 444 | 419 | 367 | 423 | 377 | 405 | 401 | 437 | 416 | 494 | 465 | 406 | -1 |
| Grade 8 | 413 | 446 | 431 | 373 | 429 | 384 | 407 | 403 | 440 | 418 | 497 | 383 | 1 |
| Grade 9 | 444 | 438 | 463 | 436 | 399 | 446 | 376 | 399 | 394 | 430 | 409 | 448 | -2 |
| Grade 10 | 487 | 446 | 430 | 465 | 445 | 395 | 451 | 380 | 404 | 399 | 435 | 403 | -8 |
| Grade 11 | 420 | 461 | 460 | 422 | 482 | 419 | 378 | 432 | 364 | 386 | 382 | 447 | -28 |
| Grade 12 | 458 | 422 | 461 | 447 | 406 | 476 | 412 | 372 | 425 | 358 | 380 | 471 | 5 |
| Grades K-4 | 1852 | 1876 | 1975 | 1979 | 2045 | 2057 | 2093 | 2058 | 2050 | 2052 | 2027 | 2035 | 22 |
| Grades K-5 | 2192 | 2267 | 2347 | 2367 | 2426 | 2474 | 2489 | 2529 | 2494 | 2492 | 2493 | 2467 | 7 |
| Grades K-6 | 2610 | 2620 | 2769 | 2741 | 2827 | 2871 | 2922 | 2941 | 2983 | 2953 | 2950 | 2861 | 10 |
| Grades 1-3 | 1061 | 1139 | 1174 | 1240 | 1231 | 1249 | 1243 | 1231 | 1227 | 1199 | 1209 | 1249 | 0 |
| Grades 4-6 | 1146 | 1103 | 1174 | 1120 | 1199 | 1205 | 1294 | 1320 | 1366 | 1359 | 1346 | 1227 | -22 |
| Grades 5-6 | 758 | 744 | 794 | 762 | 782 | 814 | 830 | 883 | 933 | 901 | 922 | 826 | -12 |
| Grades 6-8 | 1275 | 1218 | 1220 | 1170 | 1207 | 1186 | 1241 | 1252 | 1345 | 1373 | 1418 | 1183 | 3 |
| Grades 7-8 | 857 | 865 | 798 | 796 | 806 | 789 | 808 | 840 | 855 | 912 | 961 | 789 | 0 |
| Grades 7-12 | 2666 | 2632 | 2612 | 2566 | 2538 | 2525 | 2425 | 2423 | 2442 | 2486 | 2568 | 2558 | -33 |
| Grades 9-12 | 1809 | 1767 | 1814 | 1770 | 1732 | 1736 | 1617 | 1583 | 1587 | 1574 | 1607 | 1769 | -33 |
| Grades K-12 | 5276 | 5252 | 5381 | 5307 | 5365 | 5396 | 5348 | 5364 | 5425 | 5438 | 5518 | 5419 | -23 |
| +/- Prior Yr | -31 | -24 | 129 | -74 | 58 | 31 | -48 | 16 | 62 | 13 | 79 | | |
| % +/- | -0.58% | -0.45% | 2.46% | -1.38% | 1.09% | 0.58% | -0.89% | 0.30% | 1.15% | 0.24% | 1.46% | | |

S-NA-1305

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

November 23, 2009
7:00 p.m.

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

ATTENDANCE:

| | |
|---------------------------|---------------------------|
| Karin Dulski _____ | Mike Siggerud _____ |
| Lisa Erickson _____ | Kristine Thompson _____ |
| Cindy Fagerlie _____ | Bill Tomhave _____ |
| Sonia Mayo Hohnadel _____ | Dr. Lynne A. Kovash _____ |

AGENDA

1. CALL TO ORDER

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. 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 Eunhae Park, who was awarded the Emerson Scholarship to Interlochen Center for the Arts. The award is determined by audition and is based on the student's musical ability. This prestigious scholarship is given to one student in each state to attend the Interlochen Summer Arts Camp. Moorhead High School has had an Emerson Scholarship winner three of the past four years. Park is the concertmaster of the Moorhead High School Chamber Orchestra under the direction of Jon Larson.

***** We Are Proud** of Moorhead High School student Maija Lindaas for earning second place in the Minnesota Music Educators Association High School

SCHOOL BOARD AGENDA - November 23, 2009

PAGE 2

Composition Contest with her composition "Violets Blue." Lindaas plays cello in the Moorhead High School Chamber Orchestra and is a member of the Chorale. She is a student of Jon Larson and Kathie Brekke.

***** We Are Proud** of Moorhead High School art teachers Grady Carlson and Michael Dunn who received awards in the Bismarck (N.D.) Art Galleries and Association 65th Annual Fall Art Exhibition. Carlson was the recipient of three Gallery Awards, including Honorable Mention for his oil painting "Mr. President," University of Mary Clairmont Center Gallery Selection for his oil painting "Harvest Trail Near Washburn," and Bismarck State College Else Forde Gallery Selection for his oil painting "Burning Coal Veins." Dunn was also the recipient of three Gallery Awards, including Juror's Choice, University of Clairmont Center Gallery Selection, and First Lady's Choice for his oil painting "Along the Red." More than 350 entries from across the nation competed in this competition.

- E. Matters Presented by Citizens/Other Communications (Non-Agenda Items)
(Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. CONSENT AGENDA

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

- A. SUPERINTENDENT MATTERS - Kovash
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
- C. HUMAN RESOURCES MATTERS - Nielsen
 - (1) Approval of Change in Contract - Page 5
 - (2) Approval of Family/Medical Leave - Page 6
 - (3) Approval of Resignations - Page 7
 - (4) Approval of Rescission of Resignation - Page 8
 - (5) Approval of New Employees - Page 9

SCHOOL BOARD AGENDA - November 23, 2009

PAGE 3

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

- (1) Approval of American Indian Education Transmittal of Resolution Renewal -
Pages 10-15

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

Moved by _____ Seconded by _____
Comments _____

3. **MAJOR MAGNITUDE FIELD TRIP REQUEST - CHOIR TRIP TO CHICAGO, ILLINOIS:** Kazmierczak
Pages 16-21

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School choir students to travel to Chicago, Illinois January 15, 2010 through January 18, 2010.

Moved by _____ Seconded by _____
Comments _____

4. **FIRST READING OF POLICIES:** Kovash
Pages 22-63

The School Board will conduct a first reading of the following policies: Mission Statement 104, School Board Meeting Minutes 214, Comparable Worth Review Process 403, Chemical Use and Abuse 420, Family and Medical Leave 422, Employee Copyrights /Royalties 440, Student Parental, Family and Marital Status Nondiscrimination 503, Medication 532, Wellness 536, Corporal Punishment 552, Prohibition of Harassment and Violence 570, Student Teachers and Interns 921, and Research Studies 922.

5. **SUPERINTENDENT'S ANNUAL EVALUATION:** Thompson
6. **COMMITTEE REPORTS**
7. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**
8. **ADJOURNMENT**

SCHOOL BOARD AGENDA - November 23, 2009**PAGE 4****CALENDAR OF EVENTS**

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|----------------------------------|----------------|-------------|----------------|
| Activities Council | November 24 | 7 am | MHS |
| Technology Committee | (November 24 | 3:45 pm | PCE |
| No School | November 26-27 | | |
| (Thanksgiving Holiday) | | | |
| Continuing Educ Com | December 1 | 6:45 am | Village Inn |
| Grds 9-12 P/T Confs | December 1 | 5-8:30 pm | MHS/RRALC |
| Staff Prof Dev Before/After Schl | December 2 | | |
| Indian Educ Parent Com | December 2 | 5 pm | PCE |
| Joint Powers Committee | December 3 | 7 am | Dilw City Hall |
| Horizon PTAC | December 3 | 7 pm | Media Center |
| Asp PTAC | December 7 | 6:30 pm | Media Center |
| High School PTAC | December 7 | 7 pm | Conf Rm |
| Staff Development Com | December 8 | 3:30 pm | PCE |
| Hopkins PTAC | December 8 | 6:30 pm | Media Center |
| Instr and Curr Adv Com | December 10 | 7 am | PCE |
| School Board | December 14 | 7 pm | PCE |
| Staff Prof Dev Before/After Schl | December 16 | | |
| Interagency Early Interv Com | December 16 | 12 pm | FSC |
| Superintendent's Adv Council | December 17 | 7 pm | PCE |
| Technology Committee | December 22 | 3:45 pm | PCE |
| Winter Break Begins | December 23 | | |
| K-12 Classes Resume | January 4 | | |



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.052

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: November 17, 2009
RE: Change in Contract

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

Leah Tvedt Computer Operator/Server, Robert Asp Elementary 2 hours per day to Horizon Middle School 2.75 hours per day, effective November 16, 2009. (Replaces Ashley Kaltvedt)

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Leah Tvedt as presented.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.050

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: November 17, 2009
RE: Family/Medical Leave

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

Tessa Petrowske COTA, High School, effective on or about April 18, 2010 for six weeks.

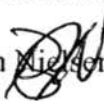
SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Tessa Petrowske pursuant to Article IX, Section 3 of the T.C.I. Master Agreement.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.053

TO: Lynne A. Kpvash, Superintendent
FROM: Ron , Director of Human Resources
DATE: November 17, 2009
RE: Resignation

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

| | |
|---------------|--|
| Anna Luttio | Food & Nutrition worker, S. G. Reinertsen Elementary, effective November 10, 2009. |
| Thomas Dooher | Cross Country Coach, High School, effective November 9, 2009. |

SUGGESTED RESOLUTION: Move to approve the resignation of Anna Luttio and Thomas Dooher as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.054

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: November 18, 2009
RE: Rescission of Resignation

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

James MacFarlane Head Girls Hockey Coach, High School effective for the 2009-2010 girls
hockey season.

SUGGESTED RESOLUTION: Move to rescind the resignation of James MacFarlane as presented.

RN:smw



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.051

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

| | |
|----------------|--|
| Renee Betz | Food and Nutrition Worker, S. G. Reinertsen Elementary, 2.75 hours per day, \$9.00 per hour, effective November 16, 2009. (Replaces Anna Luttio) |
| Stacey Swanson | Food & Nutrition Worker, High School, 2.75 hours per day, \$9.00 per hour, effective November 11, 2009. (Replaces Angela Reed) |

SUGGESTED RESOLUTUION: Move to approve the employment of Renee Betz and Stacey Swanson as presented.



Office of Learner Support Services
Moorhead Area Public Schools

LSS.10.011

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: November 17, 2009

RE: American Indian Education Transmittal of Resolution Renewal

Attached is the American Indian Education Transmittal of Resolution renewal form. Moorhead Area Public Schools has ten or more American Indian children enrolled in the district and therefore required to submit the Parent Committee Roster, the Parent Committee Resolution and the Transmittal of Resolution form to the Minnesota Department of Education by December 1, 2009.

SUGGESTED RESOLUTION: Move to approve the American Indian Education Transmittal of Resolution for submission to the Minnesota Department of Education by December 1, 2009.

JS:ah

Attachment

AMERICAN INDIAN EDUCATION
TRANSMITTAL OF RESOLUTION AND
PARENT COMMITTEE ROSTER

ED-02011-09

12-15-__

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

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

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

In order to comply with MS 124D.78, please complete 1) Transmittal Form, 2) Parent Roster, 3) Parent Committee Resolution and supportive documents, as applicable, by **December 15th** of each school year. If assistance is needed in completion of these forms, please call (651) 582-8862.

IDENTIFICATION INFORMATION

| | | | |
|-------------------------------------|--------------------------|--------------------------|-----------------|
| School District Name | Moorhead School District | District Number and Type | ISD #152 |
| Name of Person Completing This Form | Sarah King | Title | Program Manager |
| | | Telephone Number | 218 1284-3724 |

RESOLUTION/PARENT COMMITTEE INFORMATION

Check all applicable items and attach the requested information:

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

☒ Resolution is attached:

Date passed by Parent Committee: 11 04 2009

Date presented to Local School Board: _____

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

☒ Concurrence
☐ Non-Concurrence

Recommendations are

☒ Included
☐ Non Included

with the attachment.

☐ Resolution is NOT attached. If not attached, explain: _____

☐ School Board Response is NOT attached. Explain: _____

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

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

☐ Staff Development on American Indian history and culture ☐ Other(explain): _____

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

Signature - Superintendent of School District/Authorized Representative

Date

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

ED-02011-08
Page 2

PARENT COMMITTEE MEMBERSHIP ROSTER

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

| NAME OF COMMITTEE MEMBER | AREA OF REPRESENTATION | AMERICAN INDIAN? | |
|---|------------------------|------------------|----|
| | | YES | NO |
| 1. Chairperson (include address, city and zip code): Willie Little Owl 522 3rd Ave S #106 Mpls, MN 55402 | Parent | ✓ | |
| 2. Jodi Rogers 1002-Betsy Blvd. #301 St Paul, MN 55106 | Parent | ✓ | |
| 3. Shunille Indhomone | Parent | ✓ | |
| 4. Patene Chabrener | Parent | ✓ | |
| 5. Zoe Little Owl | Student Rep | ✓ | |
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Moorhead Indian Education Resolution 09-10

November 4, 2009

| Recommendations for Concurrence | Who's Responsible | Timeline | Resources Needed | Progress |
|--|--|-----------------------|--|--|
| 1. Staff Development/Curriculum Integration <input checked="" type="checkbox"/> Continue to explore funding sources to purchase additional American Indian curricular materials. | Principals, Assistant Superintendent of Teaching & Learning (Lynne), Media Specialists, Indian Education Staff (Faye, Donna & Sarah) | Ongoing | Funds, coordination with department and library/media selection personnel, prioritize list of needed materials. | Continued American Indian Staff Development during MLK Workshop. Discussions/planning for an Indian Education document section on the Extranet under Teaching & Learning as a way to provide American Indian curriculum information/resources to staff. Library purchases of books for students with American Indian content. Success for the Future grant funding for purchase of Indian Education related materials for RRALC English Classes. |
| 2. Special Education/Alternative Programs <input checked="" type="checkbox"/> Carefully monitor the potential of overrepresentation of American Indian students being referred for Special Education and Alternative Education Programs; review the process of pre-referral. <input checked="" type="checkbox"/> The percentage of American Indian students being placed in alternative school classes needs to be monitored. Procedures for determining transfer in and out of alternative programs need to be consistent while also taking into account individual student needs. | Special Education Director (Jill Skarvold), Alternative Education Director (Deb Pender), Principals, Indian Education Staff (Sarah, Donna, Faye) Special Education Director (Jill Skarvold), Alternative Education Director (Deb Pender), Principals, Indian Education Staff (Sarah, Donna, Faye) | Ongoing Yearly | Yearly student counts and No Child Left Behind data compilations; continued staff development on reducing bias. Child Study Facilitator support & Principal support, continued Staff Development on Reducing Bias | The continued emphasis on careful consideration of exclusionary factors in prereferral and referral process and ongoing staff development regarding reducing bias in Special Education assessment along with the academic interventions and support have reduced the numbers of referrals with exclusionary factors. Child study teams are more careful of exclusionary factors. Teachers/parents continue to contact Indian Education Staff before assessments begin. Hiring of 4 tutors for American Indian students: 2 at the High School, 1 at the Middle School, and 1 at the Alternative School through the Success for the Future funds and United Way funds. Training for tutors is ongoing and includes American Indian cultural awareness training, MIEA and JOM workshops. Addition of American Indian tutors frees up more time for Indian Education Liaison to attend more student meetings. |
| 3. Collaboration: School, Community, Organiz. <input checked="" type="checkbox"/> Continued collaboration with school and community organizations.. | Indian Education Staff (Sarah, Donna, Faye), Specific Program Directors | Quarterly meetings | Materials for parents, technology assistance, computer access/training for parents. Conversations between organizations on possible ways to collaborate. | Cultural Diversity Resources offered computer classes. Discussion of possible computer access times for parents w/ students. Information on area American Indian related events at the Colleges other area organizations sent out to staff and American Indian parents. American Indian related community Education classes continue to be offered. Continued collaboration with Fargo/West Fargo Indian Education programs to offer joint events with Moorhead. |

| Recommendations for Concurrence | Who's Responsible | Timeline | Resources Needed | Progress |
|--|--|--|---|--|
| 4. Curricular & Extra Curricular <input checked="" type="checkbox"/> Regular review and discussion of proportions of American Indian students in co-curricular and extracurricular activities. <input checked="" type="checkbox"/> Promotion, recruitment & support for American Indian student participation. <input checked="" type="checkbox"/> Search for funding/scholarship support for fees and find creative solutions to transportation issues. <input checked="" type="checkbox"/> Activity options for students who don't start out in activities in Elementary school and/or who move into the District from other schools; Offer a greater variety of activities, and culturally related activities. | <p>Co-curricular and extracurricular Activities Directors, Indian Education Staff (Sarah, Donna, & Faye),</p> <p>Principals, Activity Directors, Indian Education Staff (Sarah, Donna, & Faye), American Indian Parent Committee</p> <p>Administration, Principals, Activity Directors, Indian Education Staff (Sarah, Donna, & Faye), Transportation Director</p> <p>Principals, Activity Directors, Coaches, Indian Education Parent Committee, Indian Education Staff (Sarah, Donna, & Faye), Community Education Director (Laurie Winterfeldt)</p> | <p>Yearly and Ongoing</p> <p>Ongoing, and particularly before new activities begin</p> <p>Yearly meeting & ongoing as needed</p> <p>Yearly meeting & ongoing as needed</p> | <p>Department and Administration support. Technical support for data collection.</p> <p>Power School information on students' activity enrollment; Activities flyers, activity dates, timelines, and specifications, Newsletters, flyers or other media as needed; Indian Education web page.</p> <p>Resources such as fees and transportation. Creative solutions to barriers.</p> <p>Continued collaboration with other groups to offer American Indian related activities. updating of list of community members willing to teach & share talents. Creative solutions to barriers.</p> | <p>Ongoing discussions with staff and American Indian parents on issues and possible program offerings. A Culture Club and Ojibwe language class has been added.</p> <p>Ongoing discussions, improving data collection processes. Success for the Future grant provides funding for field trip to White Earth Career Fair, Festival of Nations, tri-college Pow-wow, and White Earth Sugarbush Camp, Graduation celebration. Circle of Courage Classes and Positive Behavior Interventions based on Dr. Martin Brokenleg's work implemented at the alternative school.</p> <p>Staff referral of students to Moorhead Healthy Community Initiative for activity scholarships continues. PTAC support of students unable to participate due to financial difficulty.</p> <p>Several American Indian culturally related Community Education classes were offered. Winter Gathering in cooperation w/ Fargo Indian Education and Daughters of the Earth. Success for the Future Grant funds have added an Ojibway language class, after school homework club & culture club.</p> |
| 5. Curriculum Evaluation <input checked="" type="checkbox"/> American Indian Education Committee representation on each specific subject area Curriculum Review Committee. | <p>Assistant Superintendent of Teaching & Learning (Lynne), Curriculum Review Committee, Committee Chairpersons, Indian Education Staff (Faye, Donna, & Sarah)</p> | <p>Follow curriculum review cycle and as needed.</p> | <p>Copy of Screening tools, screening tool results forwarded to American Indian Parent Committee and Human Rights Committee for review. Reducing Bias Staff Development., Notice of Specific Curriculum Review Committee meeting dates/timelines and contact information for Curriculum Review Committee Chairpersons, Access to curriculum being reviewed and in use.</p> | <p>Continued Indian Education representation on the ICAC and Human Rights Committees;</p> <p>Appropriate and ongoing staff development relating to American Indian Culture and Reducing Bias.</p> <p>Information sent out to staff on curriculum evaluation techniques and assistance dealing with American Indian related curricular materials. Addition of a document page on the extranet to help teachers access information.</p> |
| 3. Middle School & Secondary Education <input checked="" type="checkbox"/> Secondary Administration, Middle School Administration, Alternative School Administration, Staff, and Indian Education Representative(s) need to meet to discuss issues and solutions. <input checked="" type="checkbox"/> Strengthen connections with local and tribal colleges to expand, promote, and encourage post secondary options for American Indian Students. <input checked="" type="checkbox"/> Coordinate services between area High School, Alternative School, and the YES program Including pre-referral and entrance procedures. | <p>Secondary Principal (Gene Boyle), Secondary Counselor, Indian Education Staff (Sarah, Donna, & Faye)</p> <p>Superintendent of Teaching & Learning (Lynne), Middle School, Secondary & Alternative School Principals, Indian Ed. Staff (Sarah, Donna, & Faye)</p> <p>Indian Ed. Staff (Sarah, Donna, & Faye), Assistant Superintendent of Teaching & Learning (Lynne), Secondary, Middle & Alternative School Principals, YES Coordinator</p> | <p>Biannually</p> <p>Initial meeting with ongoing process</p> <p>Initial meeting with ongoing process</p> | <p>Outreach and collaborative meetings.</p> | <p>Discussions have increased with addition of American Indian tutors at each site. Hiring of 4 tutors for American Indian students: 2 at the High School, 1 at the Middle School, and 1 at the Alternative School through the Success for the Future funds and United Way funds. Training for tutors is ongoing and includes American Indian cultural awareness training, MIEA, and JOM workshops. Tutoring programs have shown success for students.</p> <p>American Indian High school and Alternative school students attend a White Earth sponsored career fair, Festival of Nations, tri-college Pow-wow, and White Earth Sugarbush Camp, and Graduation celebration with funds provided through the Success for the Future grant.</p> <p>After school homework club added through Success for the Future Grant</p> <p>Discussions continue.</p> |


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



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.092 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: November 3, 2009

SUBJECT: Major Magnitude Field Trip Request – Choir Trip to Chicago, Illinois

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School choir students to travel to Chicago, Illinois January 15, 2010 through January 18, 2010. Students will be funding the trip using their own resources, which will include fundraising efforts. The proposal was tabled at the November 9, 2009 board meeting so that additional details could be finalized.

Kathie Brekke will be in attendance at the November 23, 2009 School Board meeting 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 Chicago, Illinois January 15, 2010 through January 18, 2010.

WAK:mde
Attachment

Major Magnitude Field Trip Request Form

Administrative Procedure: 632.2

Section: 600 EDUCATION PROGRAMS

Date Adopted: 1/8/2001

Date Revised:

Dates Reviewed:

Administrative Policy of the Moorhead Public Schools

District Code: 632.2 Major Magnitude

Date Adopted: 01/08/01 Field Trip
Revised: Request Form

Section I

Preliminary Approval

Field Trip Request Name: Choir Trip Type of Trip: Curricular Co-curricular

Date of Request: Oct. 29, 2009 School Board Presentation Date: _____

Staff/Advisor Requesting Kathie Bretke Phone/Extension: 2434

Purpose of the Trip: A performing tour for the choir

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

Students in both Choirs will perform at schools along the I-94 corridor, take in a performance in Chicago as well as the Shedd Aquarium. (See attached proposed itinerary.)

Trip Destination: Chicago, Ill

Date of Trip Departure: Jan 15, 2010 Return Date: Jan 18, 2010

Number of School Days Involved: 1 Number of Students Involved: 40-50

☒ Attached trip itinerary (activities planned, approximate time lines, accommodations, transportation plans);

☐ Attached accommodation plans for any student with IEP/504 plan;

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

☐ Attached plans for parental notification and approval;

☒ Attached list of accompanying staff. Number of Chaperones needed for the trip 2
Another adult plus myself.

Authorization Signature of Building Principal: *H. Jane Boyle*

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: _____

**Moorhead High School
Performance Tour of Chicago
January 15 – 18, 2010**

Proposed Itinerary

Day One – Friday, January 15, 2010

Depart 7:30 a.m. Depart Moorhead High School in concert dress

♪ **School Exchange Concert in Choir Room**

Fergus Falls High School 8:30-9:00 a.m.

Depart for Alexandria (About 50 minutes)

Using our host schools feedback we will discuss and adjust our performance
As stated in standard 1 Benchmark 2: Revise performance based on artistic intent and using multiple sources of critique and feedback.

♪ **School Exchange Concert in Choir Room**

Alexandria High School 10:00-10:30 a.m.

Depart for Sauk Centre, MN 11:45 (about 30 minutes)

Analyze and adjust our performance

♪ **School Exchange Concert**

Sauk Centre Schools 11:30 p.m.

12:00 Bring a sack lunch and eat on the bus

Assess our performance and host performance on bus

Depart for St. Michael/Albertville Schools (1 hr. 20 minutes)

Analyze and adjust our performance

♪ **School Exchange Concert**

St. Michael/Albertville Schools 2:00 p.m.

2:45 p.m. leave for Chicago with a dinner stop (8 hours with a dinner stop)

Analyze and adjust our performance

Arrival 11:00 p.m. Welcome to Chicago—check in to hotel for the night.

Day Two – Saturday, January 16, 2010

Breakfast Included

Shedd Aquarium 10:00a.m. -12:30 p.m.

The Shedd Aquarium is known as “The World’s Aquarium

Lunch on your own

♪ **Concert 2:30 p.m. Pacific Garden Mission** S Canal Street, Chicago, IL
Students will perform for culturally diverse population at the Mission
A service project or tour will be a part of this experience.

Dinner Ed Debevic's (included)

Blue Man Group Attend a multi media performance in accordance with
Standard 1 Artistic Foundations: Benchmark 1: "Analyze how the elements
of music including melody, rhythm, harmony, dynamics, tone color,
textures, form and their related concepts are combined to communicate
meanings in the performance of or response to music."

Benchmark 2: "Evaluate how the elements and related concepts, such as
repetition, pattern, balance, and emphasis are used in the performance.

Students will complete a written concert critique on this performance.

Day Three – Sunday, January 17, 2010

Breakfast Included

Depart at 9:00 a.m. Visit historic sites as the Sears Tower, the Art Institute of
Chicago, Hancock Building and more pending weather.

Departure 1:30 Board the motor coach and travel to the Wisconsin Dells.
Dinner in Madison, WI

Hotel 5:30 p.m. Check in at the Kalahari Resort and water park.

Day Four – Monday, January 18, 2010

Breakfast Included

Check out Check out of your hotel.

Depart Depart Wisconsin Dells and travel back to Moorhead

Arrive Arrive at Moorhead High School this evening

This itinerary is subject to change pending confirmation from some venues.

The following standards will be addressed during this tour via discussion, observation, written critique and performance:

3. Analyze how the characteristics of a variety of genres and styles contribute to the creation of, performance of, or response to music.

3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.

9.3.1.3.1

1. Rehearse and perform an existing single work or multiple works of music from a variety of contexts and styles alone and within small or large groups.

9.3.1.3.2

2. Revise performance based on artistic intent, and using multiple sources of critique and feedback.

9.3.1.3.3

3. Justify artistic intent, including how audience and occasion influence performance choices.

4. Artistic Process: Respond or Critique

1. Respond to or critique a variety of creations and performances

1. Analyze, interpret and evaluate a variety of musical works or performances by applying self-selected criteria within the traditions of the art form.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.057R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: November 17, 2009

SUBJECT: First Reading of Policies

Attached please find the following policies: Mission Statement 104, School Board Meeting Minutes 214, Comparable Worth Review Process 403, Chemical Use and Abuse 420, Family and Medical Leave 422, Employee Copyrights/Royalties 440, Student Parental, Family and Marital Status Nondiscrimination 503, Medication 532, Wellness 536, Corporal Punishment 552, Prohibition of Harassment and Violence 570, Student Teachers and Interns 921, and Research Studies 922, for your review.

LAK:mde
Attachments

Mission Statement

| | |
|-------------------|--|
| Type: | School Board Policy |
| Section: | 100 SCHOOL DISTRICT |
| Code: | 104 |
| Adopted Date: | 11/11/1986 |
| Revised Date(s): | 06/12/2006 |
| Reviewed Date(s): | 07/24/1990, 01/23/1995, 05/10/1999, 08/27/2001, 06/12/2006 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to establish a clear statement for which the Moorhead Area Public Schools exists.

II. GENERAL STATEMENT

The Moorhead School Board believes that a mission statement is important. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The School Board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the school district the School Board governs, the purposes it serves, the constituencies it should consider and the results it intends to produce.

III. MISSION STATEMENT

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

IV. REVIEW

The School Board will review the school district's mission every two years, or when members of the board change. The School Board will conduct a comprehensive review of the school district's mission, including beliefs and values of the community, every five to seven years.

Legal References:

Minn. Stat. 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)

Minn. Rule Parts 3501.0010-3501.0180

Minn. Rule Parts 3501.0200-3501.0270

Cross Reference:

Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools

School Board Meeting Minutes

| | |
|-------------------|---------------------|
| Type: | School Board Policy |
| Section: | 200 SCHOOL BOARD |
| Code: | 214 |
| Adopted Date: | 8/27/2001 |
| Revised Date(s): | 10/10/2005 |
| Reviewed Date(s): | 10/10/2005 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the School Board of the Moorhead Area Public Schools and publication of its official proceedings.

II. GENERAL STATEMENT ~~OF POLICY~~

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The Clerk, working with the Board Secretary, shall maintain permanent records of the School Board, including records of the minutes of School Board meetings and other required records of the School Board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded and maintained on file in the Superintendent's office and available for inspection by members of the public during regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a School Board meeting shall be approved or modified by the School Board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter should be separately recorded.

2. Recordings of closed meetings shall be preserved by the school district for the following time periods:

a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.

b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.

c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.

d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.

e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.

3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or as governed by applicable law, with the following exceptions:

a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.

b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.

c. Recordings of any other closed meetings shall be classified and/or released as required by court order.

4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3 above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.

5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:

a. The date of the closed meeting;

b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of property, educational data, etc.); and

c. The classification of the data.

6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3 above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

A. The School Board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceeding occurred.

B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. It shall include the date, time, place, type of meeting, and names of School Board members in attendance. It will include the substance of all official actions taken by the School Board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the School Board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the School Board, the proceedings to be published will reflect that fact.

C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the School Board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

Legal References:

Minnesota Statute, 123B.09 Subd.10 (Publishing Proceedings)

Minnesota Statute, 123B.14, Subd. 7 (Clerk Records of Meetings)

Minnesota Statute, 331A.01 (Definitions)

Minn. Stat. 331A.05, Subd. 8 (Notice Regarding Published Summaries)

Minn. Stat. 331A.08, Subd. 3 (Publication of Proceedings)

Minnesota Statute, 13D.01, Subds. 4-6 (Open Meeting Law)

Op. Atty. Gen 161-1-20, December 17, 1970

Ketterer V. Independent School District No. 1, 248 MNinn. 212, 79 N.W. 2d 428 (1956)

Cross References:

Moorhead School Board Policy 210: School Board Meeting Rules of Order

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

Moorhead School Board Policy 504: Protection and Privacy of Student Records

Comparable Worth Review Process

| | |
|-------------------|------------------------|
| Type: | School Board Policy |
| Section: | 400 EMPLOYEE/PERSONNEL |
| Code: | 403 |
| Adopted Date: | 2/11/2002 |
| Revised Date(s): | 04/10/2006 |
| Reviewed Date(s): | 04/10/2006 |
| Attached Files: | No files. |

New title: Comparable Worth/Pay Equity Review Process

I. PURPOSE:

The purpose of this policy is to outline a review process for all new and existing job descriptions in order to ensure that the Moorhead Area Public Schools is able to pass all tests outlined by the state of Minnesota guidelines on comparable worth/pay equity. The intent of the state of Minnesota comparable worth legislation is to equalize the pay of female and male dominated jobs at equal levels of responsibility and authority in the organization through the development of local norms.

II. ~~POLICY~~: GENERAL STATEMENT

The Moorhead Area Public Schools will establish procedures to evaluate all new job descriptions and all existing job descriptions which experience a substantial change in order to pass all tests outlined by the ~~s~~State of Minnesota guidelines on comparable worth/pay equity.

III. PROCEDURES:

The Comparable Worth Committee, composed of the Superintendent, Assistant Superintendent of ~~Teaching and Learning~~, Assistant Superintendent of ~~Business Services~~, and Director of Human Resources will ensure that the policy of the School Board is followed and that the Moorhead Area Public Schools will remain in compliance with the laws of the ~~s~~State of Minnesota in regard to comparable worth/pay equity. (Refer to Administrative Procedure 403.1)

Legal References:

Minnesota Statute 471.991 (Definitions)
Minnesota Statute 471.992 (Equitable Compensation Relationships)
Minnesota Statute 471.993 (Compensation Relationships of Positions)
Minnesota Statute 471.994 (Job Evaluation System)

Chemical Use and Abuse

| | |
|--------------------------|------------------------|
| Type: | School Board Policy |
| Section: | 400 EMPLOYEE/PERSONNEL |
| Code: | 420 |
| Adopted Date: | 10/28/2002 |
| Revised Date(s): | 10/13/2008 |
| Reviewed Date(s): | 04/10/2006, 10/13/2008 |
| Attached Files: | No files. |

I. PURPOSE

The Moorhead School Board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The Moorhead School Board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the Moorhead Area Public Schools in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT

- A. Use of controlled substances, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies and respect to Drug-Free Workplace/Drug-Free School.
- B. It is the policy of this school district to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.
- C. Each school administrator shall establish a plan for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- D. It will be the responsibility of the Superintendent or designee to collaborate with community agencies to address chemical abuse in the district and community.
- E. The school district shall establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.

III. DEFINITIONS

- A. "Chemical abuse" means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student's normal function in academic, school, or social activities is chronically impaired.
- B. "Chemicals" includes but is not limited to alcohol, toxic substances, and controlled substances as defined in the school district's Drug-Free Workplace/Drug-Free School policy.

C. "School location" includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school-sponsored or school-approved activity, event or functions, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

IV. STUDENTS

A. Instruction

1. Every school shall provide an instructional program in chemical abuse and the prevention of chemical dependency. The school district may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.
2. Each school shall have age-appropriate and developmentally-based activities that:
 - a. address the consequences of violence and the illegal use of drugs, as appropriate;
 - b. promote a sense of individual responsibility;
 - c. teach students that most people do not illegally use drugs;
 - d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
 - e. teach students about the dangers of emerging drugs;
 - f. engage students in the learning process; and
 - g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
3. Each school shall have activities that involve families, community members and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.
4. Each school shall disseminate drug and violence prevention information within the school and to the community.
5. Each school shall have professional development and training for, and involvement of, school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.
6. Each school shall have drug and violence prevention activities that may include the following:
 - a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
 - b. The hiring and mandatory training, based on scientific research, of school security personnel who

interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.

c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.

d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.

e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

B. Reports of Chemical Use/Abuse

1. In the event that a school district employee knows that a student is abusing, possessing, transferring, distributing or selling chemicals in a school location.

a. The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.

b. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.

c. The administrator will notify law enforcement officials, the student's counselor, and the chemical preassessment team.

d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with School Board policies regarding search and seizure.

e. The Moorhead Area Public Schools will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.

2. If a school district employee has reason to believe that a student is abusing, possessing, transferring, distributing or selling chemicals:

a. The employee shall notify the building administrator or school counselor shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the students or parents, or providing a meeting between professional school staff and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.

b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.

3. Students involved in the abuse, possession, transfer, distribution or sale of chemicals shall be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56, and proposed for expulsion.

4. Searches by school district officials in connection with the abuse, possession, transfer, distribution or sale of chemicals will be conducted in accordance with School Board policies related to search and seizure.

C. Preassessment Team

1. The school district shall have a chemical abuse preassessment team designated by the Superintendent or designee. The team will be composed of teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as the school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others.

2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents/guardians with information about school and community services in connection with chemical abuse.

D. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn. Stat. 13.32 and applicable federal law and regulations.

2. Destruction of Records

a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents/guardians with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.

b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents/guardians with such information, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.

c. This section shall govern destruction of records notwithstanding provisions of the Records Management Act, Minn. Stat. 138.163.

E. Consent

Any minor may give effective consent for medical, mental and other health services to determine the

presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

V. EMPLOYEES

A. The Superintendent or designee shall undertake and maintain a drug-free awareness and prevention program to inform employees, students and others about:

1. The dangers and health risks of chemical abuse in the workplace/school.
2. The school district's drug-free workplace/drug-free school policy.
3. Any available drug or alcohol counseling, treatment, rehabilitation, re-entry and/or assistance programs available to employees and/or students.

B. The Superintendent or designee shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act of 1988 within ten (10) days after receiving notice of a conviction of an employee for a violation of a criminal drug statute occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the Superintendent.

Legal References:

Minnesota Statute 13.32 (Educational Data)
Minnesota Statute 121A.25-121A.29 (Chemical Abuse)
Minnesota Statute 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minnesota Statute 138.163 (Records Management Act)
Minnesota Statute 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. 7101-7165 (Safe and Drug-Free Schools and Communities Act)
41 U.S.C. 701-707 (Drug-Free Workplace Act)
34 C.F.R. Part 85 (Government-wide Requirements for Drug-Free Workplace)

Cross References:

Moorhead School Board Policy 234: Safe and Healthy Learners Committee
Moorhead School Board Policy 421: Employee Drug and Alcohol Testing
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 553: Crisis Intervention and Student Support
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 Students Person
Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches

Family and Medical Leave

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|-------------------|--|
| Type: | School Board Policy |
| Section: | 400 EMPLOYEE/PERSONNEL |
| Code: | 422 |
| Adopted Date: | 6/11/2001 |
| Revised Date(s): | 10/13/2008 |
| Reviewed Date(s): | 02/28/2005, 02/13/2006, 06/11/2007, 01/14/2008, 10/13/2008 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to delineate the provisions of the federal Family and Medical Leave Act (FMLA) and the parenting leave provisions under state of Minnesota law for employees of the Moorhead Area Public Schools; provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act and parenting leave as required by state statute.

II. GENERAL STATEMENT

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the Family and Medical Leave Act of 1993 (FMLA) and consistent with the requirements of the Minnesota Parenting Leave laws.

III. DEFINITIONS

A. "Active duty" or "call to active duty" means a federal call to active duty as a member of the reserve components (Army National Guard, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve, and Coast Guard Reserve) or a retired member of the regular Armed Forces or reserve component in support of a contingency operation. For purposes of this policy, active duty or call to active duty status does not include members of the regular Armed Forces.

B. "Contingency operation" means a military operation that is designated by the Secretary of Defense as an operation in which members of the Armed Forces are or may become involved in military actions, operations, or hostilities against an enemy of the United States or against an opposing military force or which results in the call or order to, or retention on, active duty of members of the uniformed services under federal law or any other provision of law during a war or during a national emergency declared by the President or Congress.

C. "Covered military member" means the employee's spouse, son, daughter, or parent on active duty or call to active duty status.

D. "Covered servicemember" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness incurred in the line of duty while on active duty that may render the servicemember

medically unfit to perform the duties of his or her office, grade, rank, or rating.

E. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee's fulfillment of his or her National Guard or Reserve military service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

F. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

G. "Quantifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
2. to attend military events and related activities of a covered military member;
3. to address issues related to childcare and school activities of a covered military member's child;
4. to address financial and legal arrangements for a covered military member;
5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
6. to spend up to five days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
7. to attend post-deployment activities related to a covered military member; and
8. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave

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

- a. birth of the employee's child and to care for such child;
- b. placement of an adopted or foster child with the employee;
- c. to care for the employee's spouse, son, daughter, or parent with a serious health condition; and/or
- d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job.
- e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on active duty, or notified of an impending call to order to active duty, in the reserve component of the Armed Forces or a retired member of the regular Armed Forces or reserve component in support of a contingency operation.

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

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.

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

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

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

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

the date of the request or as soon as practicable under the circumstances.

78. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present certification from a health care provider indicating that the employee is able to return to work.

89. Requests for leave shall be made to the employee's supervisor and forwarded to the Department of Human Resources for processing. When leave relates to an employee's spouse, son, daughter, or parent being on active duty, or notified of an impending call or order to active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. Employees must give 30 days written notice of a leave of absence where practicable. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

10. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status in support of a contingency operation and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.

911. During the period of a leave permitted under this policy (which does not exceed a total of 12 work weeks in the applicable 12 month period), the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required to reimburse the school district for the cost of the health plan premiums paid by the school district.

102. 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.

The school district shall comply with written notice requirements as set forth in federal regulations.

143. Employees returning from a leave permitted under this policy (which does not exceed a total of 12 work weeks in the applicable 12 month period) are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

~~12. An employee who does not return after leave may, in some situations, be required to reimburse the school district for the cost of the health plan premiums paid by it.~~

~~13. The provisions of this policy are intended to comply with the Family and Medical Leave Act of 1993 (FMLA) and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the Act and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.~~

14. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

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

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

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall only be available during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A and IV.C. above.

3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.

4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.

5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.

6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.

7. The provisions of Paragraphs IV.A.6., IV.A.9., IV.A.11., IV.A.12., and IV.A.13. above shall apply to leaves under this section.

V. OTHER

A. The provisions of this policy are intended to comply with applicable law, including FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

HYI. DISSEMINATION OF POLICY

A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.

B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References:

Minnesota Statute 181.940-181.944 (Parenting Leave)

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

29 C.F.R. Part 825 (Family and Medical Leave Act of 1993)

Cross Reference:

Moorhead School Board Policy 423: Health Examination

Employee Copyrights/Royalties

| | |
|-------------------|------------------------------------|
| Type: | School Board Policy |
| Section: | 400 EMPLOYEE/PERSONNEL |
| Code: | 440 |
| Adopted Date: | 9/26/1994 |
| Revised Date(s): | 12/12/2005 |
| Reviewed Date(s): | 12/14/1998, 11/12/2001, 12/12/2005 |
| Attached Files: | No files. |

New title: Employee Publications, Instructional Materials, Inventions, and Creations

I. PURPOSE

The purpose of this policy is to identify and reserve the proprietary rights of Moorhead Area Public Schools District to certain publications, instructional materials, inventions, and creations employees may develop or create, or assist in developing or creating, while employed by the school district.

II. GENERAL STATEMENT OF POLICY

~~The Moorhead School Board supports and encourages staff members to publish or develop materials related to the educational profession and wishes to establish the principle of rewarding creativity by the staff. The School Board does not wish to become an entrepreneur in either publishing or manufacturing enterprises, yet if there is a commercial return on the investment of district funds, the School Board wishes to receive a return on that investment.~~

~~It is suggested that staff members who desire to develop products make such action known to the Superintendent, or designee, prior to the time such work is started so that proper procedures can be established to assure that district interests and the interests of staff members are protected. Any educationally related idea or product which can be copyrighted or patented (developed by an employee) will be the sole property of Moorhead Area Public Schools unless there is a prior written agreement which clearly defines ownership in a different matter.~~

III. REGULATIONS

~~Materials developed by staff on their own time on their own equipment:~~

~~Rights to copyrights or patents of books, materials, computer software or templates, materials posted on web sites, devices, etc. developed by staff members of Moorhead Area Public Schools on their own time will be vested in the employee and be copyrighted or patented and/or marketed, if at all, in their name.~~

~~Materials developed by staff on their own time on school district-owned resources:~~

~~The ownership of materials developed by an employee on their own time, using district resources, shall be with the employee. The institution shall be reimbursed out of the royalties for an amount agreed upon by the institution and the employee. Fair market value is used for any facilities, personnel or resources, except those considered part of the normal academic environment including~~

library facilities:

If the employee is developing materials on their own time, but using district resources, the following should occur:

- a. notify the Superintendent or designee of their plans
- b. keep a log which includes dates and hours worked on the project, activities engaged in and school district resources involved.

Materials developed by staff on school time:

Rights to copyrights or patents of books, materials, computer software or templates, materials posted on web sites, devices, etc. developed or produced solely for the district and at district expense will be vested in the district and will be copyrighted or patented and/or marketed, if at all, in its name.

In the event that any of these products have commercial appeal, the Superintendent, or designee, is authorized to secure copyrights, patents, etc. to ensure the ownership of the product by the district. The Superintendent, or designee, is authorized to negotiate with appropriate agencies for the production and distribution of products with commercial appeal.

In an effort to stimulate the innovative and creative development of specific materials and/or programs, 30% of the proceeds will be distributed to the creator(s) of the material(s) or program(s). The remaining 70% will be retained by the School Board. A portion of the royalties will be used to provide any necessary user support of the marketed product and/or continuation of product development.

The district shall have six months in which to assess the commercial viability and patentability of the product. If the district judges the discovery not to be copyrightable and/or marketable, or decides not to pursue a copyright or market the product, all rights will revert to the employee.

Nonecopyrighted Materials:

Software programs or templates, materials or web sites, etc. that have been developed by an individual on their own time using either their own or district equipment, may have value for use throughout the district in a curricular area or as a teacher productivity tool. In order to stimulate the innovative and creative development of such materials, a fund will be established by the Superintendent which will compensate employees for products that have a district-wide appeal.

The appropriateness of the software for district-wide use will be determined by a committee made up of representatives from the appropriate curriculum committee, the Assistant Superintendent of Teaching and Learning, and other appropriate representatives as determined by the Assistant Superintendent of Teaching and Learning. If the software or web sites are determined to have merit for district wide use, the district will pay the developer for their work. The amount paid is based on the complexity of the program as well as the extent of district application. Payment will be made using a tiered system ranging from simple to complex programs based on established criteria.

If the district decides to copyright and/or market the product, the district would receive 70% and the developer(s) 30% of any royalties generated by sales of the product as outlined under the above area.

Unless the employee develops, creates or assists in developing or creating a publication, instructional

material, computer program, invention or creation entirely on the employee's own time and without the use of any school district facilities or equipment, the employee shall immediately disclose and, on demand of the school district, assign any rights to publications, instructional materials, computer programs, materials posted on websites, inventions or creations which the employee develops or creates or assists in developing or creating during the term of employee's employment and for one year thereafter. In addition, employees shall sign such documents and perform such other acts as may be necessary to secure the rights of the school district relating to such publications, instructional materials, computer programs, materials posted on websites, inventions and/or creations, including domestic and foreign patents and copyrights.

III. NOTICE OF POLICY

The school district shall give employees notice of this policy by such means as are reasonably likely to inform them of this policy.

Legal References:

17 U.S.C. 101 *et seq.* (Copyrights)

Minn. Stat. 181.78 (Agreements; Terms Relating to Inventions)

Cross Reference:

Moorhead School Board Policy 441: Employee Use of Facilities for Private Gain

Student Parental, Family and Marital Status Nondiscrimination

| | |
|--------------------------|---------------------|
| Type: | School Board Policy |
| Section: | 500 STUDENTS |
| Code: | 503 |
| Adopted Date: | 2/11/2002 |
| Revised Date(s): | 04/10/2006 |
| Reviewed Date(s): | 04/10/2006 |
| Attached Files: | No files. |

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT ~~OF POLICY~~

A. Moorhead Area Public Schools provides equal educational opportunity for all students and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

B. Moorhead Area Public Schools will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

C. Moorhead Area Public Schools may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

D. Moorhead Area Public Schools will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.

E. It is the responsibility of every school district employee to comply with this policy.

F. The Moorhead School Board has designated the Assistant Superintendent ~~of Teaching and Learning~~ as its Title IX Coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the building administrator and/or Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant

Secretary for Civil Rights of the United States Department of Education. Any further inquiry or complaint should be referred to the district's School Superintendent and/or the district's human rights officer.

H. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in district policy.

Legal References:

Minnesota Statute 363.01 *et seq.* (Minnesota Human Rights Act)
20 U.S.C. 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References:

Moorhead School Board Policy 501: ~~Student~~ Equal Educational Opportunity
Moorhead School Board Policy 502: Student Disability Nondiscrimination
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 578: ~~Bullying~~ Prohibiting Intimidation and Bullying

Medication

| | |
|--------------------------|--|
| Type: | School Board Policy |
| Section: | 500 STUDENTS |
| Code: | 532 |
| Adopted Date: | 10/24/1989 |
| Revised Date(s): | 06/12/2006 |
| Reviewed Date(s): | 11/23/1993, 01/12/1998, 11/12/2001, 06/12/2006 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering medication to students at school.

II. GENERAL STATEMENT OF POLICY

The intent of this procedure is to assure safe administration of medications in school for those students who may require medication during the school day. This procedure applies to both prescription medication or medicine that may be purchased without a prescription. The school district's licensed school nurse, trained health assistant, building administrator, teacher or other trained staff will administer medication in accordance with law and school district procedures.

III. REQUIREMENTS

1. No prescription medication or medicine that may be purchased without a prescription will be administered during the school day by school personnel unless prescribed by a licensed prescriber and an authorization is signed by the student's parent or guardian. An oral request must be submitted in writing within two school days. (Refer to Administrative Procedure 532.1.)
2. Administration of medication by school personnel must be done according to the written order of a licensed prescriber and the written authorization of a parent or guardian. Authorization forms for administration of medication are available at the building administrator's office or health office of each school. New request forms must be submitted on an annual basis or whenever there is a change in medication, dosage, or frequency of medication.
3. Prescription medication must be brought to school in a container with a label prepared by a pharmacist. Medication that may be purchased without a prescription must be brought to school in the original container labeled with the student's name and dosage.
4. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the medication.
5. The building administrator in each building shall direct the licensed school nurse to ensure that the procedural safeguards and records contained in this policy and required by law are followed prior to administration of any drugs or medicine. Unless the licensed prescriber authorizes otherwise, injected medications will be given by the licensed school nurse or other trained staff.

6. When the student can demonstrate proper administration of the medication and if the student, his/her parent/guardian, physician and licensed school nurse, agree it is appropriate for the student to self-administer the medication, the student will be allowed to carry and self-administer the medication. Prior to any self-medication program, the student needs to be knowledgeable about his/her specific health condition and the medications used to manage his/her condition. Questions regarding any student observed by school personnel self-administering medication should be referred to the school nurse.

7. The administration of medication to pupils on field trips, and during extracurricular activities shall be done as follows:

- If the student is to self-administer medication, the same procedure shall be in effect as for the regular school day.
- Any medication to be administered to a pupil while on a field trip or during extracurricular activities will be kept in the possession of an adult assigned to administer the medication and accompanying a student on the trip.
- All medication must be clearly marked with the student's name, the medication name, and directions as to the dosage, time and method of administration.

8. For each student whose health condition requires a prescribed emergency medication, a written Emergency Plan will be formulated by the parent, student, teacher and licensed school nurse. The plan shall include the written order of the student's physician and should identify which trained school personnel can give emergency medication to the student.

IV. SPECIFIC EXCEPTIONS

1. Special health treatments such as catheterization, tracheotomy suctioning, and gastrostomy feeding do not constitute administration of drugs or medicine. Such treatments are delegated medical functions. The treatments require a physician's written order, written parent permission and should be included in the student's Individualized Health Plan.

2. Medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:

- a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
- b. the inhaler is properly labeled for that student; and
- c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year.

The school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

3. Medications that are not governed by this policy include:

- a. medications that are used off school grounds;

- b. medications that are used in connection with athletics or extracurricular activities; or
 - c. medications that are used in connection with activities that occur before or after the regular school day.
4. Prescription nonsyringe injectors of epinephrine, consistent with state law, if the parent and prescribing medical professional annually inform the pupil's school in writing that:
- a. the pupil may possess the epinephrine; or
 - b. the pupil is unable to possess the epinephrine and requires immediate access to nonsyringe injectors of epinephrine that the parent provides, properly labeled, to the school for the pupil as needed.
5. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the district has received a written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The district may revoke a student's privilege to possess and use nonprescription pain relievers if the district determines that the student is abusing the privilege. This section does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.

Legal References:

Minnesota Statute 13.32 (Student Health Data)
Minnesota Statute 121A.22 (Administration of Drugs and Medicine)
Minnesota Statute 121A.21 (Hiring of Health Personnel)
Minnesota Statute 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minnesota Statute 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minnesota Statute 121A.2205 (Possession and Use of Nonsyringe Injectors of Epinephrine)
Minnesota Statute 151.212 (Label of Prescription Drug Containers)
20.U.S.C. 1400, *et seq.* (IDEA)
29 U.S.C. 794 *et seq.* (Section 504)

Cross Reference:

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

Wellness

Type: School Board Policy
Section: 500 STUDENTS
Code: 536
Adopted Date: 5/22/2006
Revised Date(s):
Reviewed Date(s):
Attached Files: No files.

I. PURPOSE

The purpose of this policy is to assure a school environment at the Moorhead Area Public Schools that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT ~~OF POLICY~~

A. The Moorhead School Board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.

B. The school environment will promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.

C. 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.

D. The Moorhead Area Public Schools encourages the involvement of administration, 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.

E. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.

F. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

G. Qualified food and nutrition program personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. GUIDELINES

A. Foods and Beverages

1. Foods and beverages made available by the Moorhead Area Public Schools (including school

stores, vending machines and a la carte cafeteria items) will meet or exceed current USDA Dietary Guidelines for Americans in accordance with nutrition and portion size standards. (See Administrative Procedure 536.1.)

2. School district food and nutrition personnel will take every measure to ensure that student access to foods and beverages that meet or exceed all federal, state, and local laws and guidelines.
3. School district food and nutrition personnel shall adhere to all federal, state, and local food safety and security guidelines.
4. The Moorhead Area Public Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-priced school meals.
5. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
7. The school district will discourage sharing food and beverages given concerns about allergies and restrictions on students' diets.
8. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.
9. The school district will provide to the extent possible, a breakfast program to help meet nutritional needs and enhance student's abilities to learn.

B. School Food and Nutrition Program/Personnel

1. The Moorhead Area Public School District will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.
2. The Moorhead Area Public Schools shall designate the food and nutrition director to be responsible for the school district's food and nutrition program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available throughout the district to ensure food and beverage choices will meet or exceed current USDA Dietary Guidelines for Americans.
3. As part of the Moorhead Area Public School's responsibility to operate a food and nutrition program, the school district will provide continuing professional development for all food and nutrition personnel in schools.

C. Nutrition Education and Promotion

1. The Moorhead Area Public Schools will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;

b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and

c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.

2. 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.

3. 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.)

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities; (See Administrative Procedure 536.1.)

2. Opportunities for physical activity may be incorporated into other subject lessons, where appropriate; and

3. Classroom teachers may provide short physical activity breaks between lessons or classes, as appropriate.

E. Communications with Parents

1. The Moorhead Area Public Schools recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.

2. The Moorhead Area Public Schools will support parents' efforts to provide a healthy diet and daily physical activity for their children.

3. The Moorhead Area Public Schools encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

4. The Moorhead Area Public Schools will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. IMPLEMENTATION AND MONITORING

A. ~~After approval by the Moorhead School Board, the~~ The wellness policy, as approved by the Moorhead School Board, will be implemented throughout the school district.

B. Moorhead Area Public Schools food and nutrition personnel will ensure compliance with the school's food and nutrition program and will report to the food and nutrition program administrator.

C. The Moorhead Area Public School's food service director will provide an annual report to the Superintendent setting forth the nutrition guidelines and procedures for selection of foods in the food and nutrition program made available throughout the district.

D. The Superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the School Board.

Legal References:

42 U.S.C. 1751 *et seq.* (Richard B. Russell National School Lunch Act)

42 U.S.C. 1771 *et seq.* (Child Nutrition Act of 1966)

P.L. 108-265 (2004) 204 (Local Wellness Policy)

7 U.S.C. 5341 (Establishment of Dietary Guidelines)

7 C.F.R. 210.10 (School Lunch Program Regulations)

7 C.F.R. 220.8 (School Breakfast Program Regulations)

Cross References:

Moorhead School Board Policy 425: Health and Safety Protection

Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions

Moorhead School Board Policy 532: Medication

Moorhead School Board Policy 540: Student Activities

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

Moorhead School Board Policy 573: Tobacco-Free Environment

Moorhead School Board Policy 601: Curriculum and Instructional Goals of Moorhead Area Public Schools

Moorhead School Board Policy 544: Activities FundRaising

Corporal Punishment

| | |
|-------------------|---------------------|
| Type: | School Board Policy |
| Section: | 500 STUDENTS |
| Code: | 552 |
| Adopted Date: | 2/11/2002 |
| Revised Date(s): | 04/10/2006 |
| Reviewed Date(s): | 04/10/2006 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is to describe limitations on corporal punishment of students.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the Moorhead Area Public Schools shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

III. EXCEPTIONS

School district employees may use reasonable force when it is necessary under the circumstances to correct or restrain a student ~~only when necessary to~~ or prevent the child from injuring him or herself, others or property or to prevent bodily harm or death to another.

IV. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References:

Minnesota Statute 123B.25 (Actions Against Districts and Teachers)
Minnesota Statute 121A.58 (Corporal Punishment)
Minnesota Statute 121A.582 (Student Discipline; Reasonable Force)
Minnesota Statute 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

Cross Reference:

Moorhead School Board Policy 551: Student Discipline

Prohibition of Harassment and Violence

| | |
|--------------------------|---|
| Type: | School Board Policy |
| Section: | 500 STUDENTS |
| Code: | 570 |
| Adopted Date: | 5/27/1986 |
| Revised Date(s): | 10/13/2008 |
| Reviewed Date(s): | 05/01/1990, 09/14/1993, 06/09/1997, 07/09/2001, 04/11/2005, 02/13/2006, 04/09/2007, 02/11/2008, 10/13/2008 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy 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.

II. GENERAL STATEMENT

A. It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, national origin, racial or sexual harassment and violence.

B. 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 Moorhead School Board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)

C. 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.

D. 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.

III. RELIGIOUS, RACIAL, NATIONAL ORIGIN, AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment; Definition

(1) Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually

motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- (a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
- (b) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- (c) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

(2) Sexual harassment may include but is not limited to:

- (a) unwelcome verbal harassment or abuse;
- (b) unwelcome pressure for sexual activity;
- (c) unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- (d) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- (e) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- (f) unwelcome behavior or words directed at an individual or group because of gender.

B. Racial Harassment; Definition

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- (1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- (2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- (3) otherwise adversely affects an individual's employment or academic opportunities.

C. National Origin Harassment; Definition

National origin harassment consists of physical or verbal conduct which is related to an individual's place of birth or any of the individual's lineal ancestors, when the conduct:

- (1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic

environment;

(2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance;

(3) otherwise adversely affects an individual's employment or academic opportunities.

D. Religious Harassment; Definition

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

(1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;

(2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

(3) otherwise adversely affects an individual's employment or academic opportunities.

E. Sexual Violence; Definition

(1) Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts.

Intimate parts, as defined in Minnesota Statute Section 609.341, include the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.

(2) Sexual violence may include, but is not limited to:

(a) touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

(b) coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;

(c) coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or

(d) threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

F. Racial Violence; Definition

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

G. Sexual Orientation; Definition

Sexual orientation means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. Sexual orientation does not include a physical or sexual attachment to children by an adult.

H. National Origin Violence: Definition

National origin violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to the individual's place of birth or any of the individual's lineal ancestors.

I. Religious Violence: Definition

Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

J. Assault: Definition

Assault is:

- (1) an act done with intent to cause fear in another of immediate bodily harm or death;
- (2) the intentional infliction of or attempt to inflict bodily harm upon another; or
- (3) the threat to do bodily harm to another with present ability to carry out the threat.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of religious, racial, sexual orientation, national origin, or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial, sexual orientation, national origin, or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use Administrative Procedure 570.1 available from the administrator of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the school district's Human Rights Officer (Director of Human Resources) or the Superintendent.

B. ~~In Each School Building.~~ In each school building. The building administrator is the person responsible for receiving oral or written reports of religious, racial, sexual orientation, national origin, or sexual harassment or violence at the building level. Any adult school district personnel who receives a report of religious, racial, national origin, or sexual harassment or violence shall inform the building administrator immediately.

C. Upon receipt of a report, the building administrator must notify the school district Human Rights Officer (Director of Human Resources) immediately, without screening or investigating the report. The building administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building administrator to the Human Rights Officer (Director of Human Resources). If the report was given verbally, the building administrator shall personally reduce it to written form within 24 hours and forward it to the Human Rights Officer (Director of Human Resources). Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the building administrator. If the complaining involves the building administrator, the complaint shall be made or filed directly with the Superintendent or the school district Human Rights Officer (Director of

Human Resources) by the reporting party or complainant.

D. ~~In the District.~~ In the district. The Moorhead School Board hereby designates the Director of Human Resources as the school district Human Rights Officer to receive reports or complaints of religious, racial, sexual orientation, national origin, or sexual harassment or violence. If the complaint involves the Human Rights Officer (Director of Human Resources), the complaint shall be filed directly with the Superintendent.

E. The school district shall conspicuously post the name of the Human Rights Officer (Director of Human Resources), including mailing address and telephone number with this policy throughout each school building in areas accessible to pupils and staff.

F. Submission of a good faith complaint or report of religious, racial, sexual orientation, national origin, or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.

G. Use of formal reporting forms is not mandatory.

H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

V. INVESTIGATION

A. By authority of the school district, the Human Rights Officer (Director of Human Resources), upon receipt of a report or complaint alleging religious, racial, sexual orientation, national origin, or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all facts and surrounding circumstances.

D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial, sexual orientation, national origin, or sexual harassment or violence.

E. The investigation will be completed as soon as practicable. The school district Human Rights Officer (Director of Human Resources) shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed

directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violation of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon receipt of a report, 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. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial, sexual orientation, national origin, or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statute 626.556 may be applicable.

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff.

B. A summary of this policy (Appendix A) shall be given to each school district employee in the employee handbook and independent contractor at the time of entering into the person's contract.

C. A summary of this policy (Appendix A) shall appear in each school's student handbook.

D. The content of this policy will be discussed annually with students and employees.

E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

F. This policy shall be reviewed by the Human Rights Officer (Director of Human Resources) at least annually for compliance with state and federal law.

Legal References:

Minnesota Statute 120B.232 (Character Development Education)
Minnesota Statute 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minnesota Statute Chapter 363A (Minnesota Human Rights Act)
Minnesota Statute 626.556 *et seq.* (Reporting of Maltreatment of Minors)
42 U.S.C. 2000e *et seq.* (Title VII of the Civil Rights Act)

Cross References:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 401: Equal Employment Opportunity Statement
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 551: Student Discipline

APPENDIX A

*****ATTENTION*****

MOORHEAD AREA PUBLIC SCHOOL DISTRICT 152 POLICY AGAINST RELIGIOUS, RACIAL, SEXUAL ORIENTATION, NATIONAL ORIGIN, AND SEXUAL HARASSMENT AND VIOLENCE

1. 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.

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. 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.

Student Teachers and Interns

| | |
|--------------------------|--|
| Type: | School Board Policy |
| Section: | 900 COMMUNITY RELATIONS |
| Code: | 921 |
| Adopted Date: | 10/10/1972 |
| Revised Date(s): | 02/13/2006 |
| Reviewed Date(s): | 11/26/1991, 03/11/1996, 11/13/2000, 02/13/2006 |
| Attached Files: | No files. |

I. PURPOSE

The purpose of this policy is designed to support the training and development of new educators through agreements between accredited teacher education institutions and the Moorhead Area Public Schools.

For the purpose of this policy, "student teachers" and "interns" are those college/university-enrolled students assigned to Moorhead Area Public School professional staff for the purposes of furthering the education of the student and fulfill a requirement of the college/university that he/she train under the supervision of a certified/licensed professional for a period of time. This policy will include, but is not be limited to:

1A. Student teachers assigned to all classroom programs including Area Learning Center (ALC), Learner Support, Speech/Language.

2B. Interns who have received an undergraduate degree and are enrolled in university courses requiring supervised practical training, including school social work interns, school psychology interns, and administrative interns.

II. GENERAL STATEMENT OF POLICY

Moorhead Area Public Schools will accept student teachers/interns only at times and in numbers appropriate for the well-being of Moorhead Area Public Schools students. When placing student teachers in the Moorhead Area Public School District, each local college/university will work with the building administrators. A formal contract will be made between the district and university. Colleges and universities outside the local area should contact the Human Resources Department of Teaching and Learning for copies of a student teaching contract. The Human Resources Department of Teaching and Learning will contact building administrators regarding available placement of student teachers.

Each college/university is to send a copy of all student teacher assignments for Moorhead Area Public Schools to the Human Resources Department and building administrator's office prior to the beginning of the district's semester in which the student teacher is to start. The respective college/university will also be required to have the appropriate criminal background check conducted on each student teacher prior to the time the student teacher begins his/her assignment with the Moorhead Area Public Schools. A notarized copy of the results of that background check will be sent to the Director of Human Resources. Moorhead Area Public Schools will retain the option of

refusing or terminating any student teaching assignment as a consequence of information available from the background check.

Please refer to Administrative Procedures 921.1 ~~and 921.2~~ for guidelines ~~and application~~.

Cross References:

Moorhead School Board Policy 413: Employment Background Checks

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

Research Studies

| | |
|-------------------|--|
| Type: | School Board Policy |
| Section: | 900 COMMUNITY RELATIONS |
| Code: | 922 |
| Adopted Date: | 3/11/1980 |
| Revised Date(s): | 02/13/2006 |
| Reviewed Date(s): | 01/26/1991, 03/11/1996, 05/08/2000, 02/13/2006 |
| Attached Files: | No files. |

I. PURPOSE

A. The purpose of this policy is to provide guidelines for individuals and/or organizations to conduct educational research in Moorhead Area Public Schools. It is the intention of the Moorhead School Board that all research projects carried out in the district shall be approved in advance by the Superintendent or his/her designee. ~~B. Only those studies which will have an apparent value to the school district will be approved.~~ ~~C. All persons, Moorhead Area Public School employees as well as personnel from outside the district, wishing to conduct research in the Moorhead Area Public Schools must make a written request to the Department of Teaching and Learning Superintendent's office using the Research Study Request Form (922.1).~~

II. GENERAL STATEMENT OF POLICY

A. Topics needing study should be kept on file by the ~~Assistant Superintendent of Teaching and Learning in the Superintendent's office~~. Staff members and graduate students should be encouraged to submit topics for possible study.

B. Research Study Request

1. The researcher will submit a Research Request Form to the Superintendent or designee for his/her consideration and action.

2. All research requests are reviewed by the ~~Assistant Superintendent of Teaching and Learning or designee~~ and routed to appropriate departments/buildings. Within one week, departments or building administrators should take action on the request and return the form to the ~~Department of Teaching and Learning Superintendent's office~~.

3. Upon approval, the researcher shall conduct the research in a professional manner and to assure the anonymity and rights of individual students, schools or staff members in reporting results.

Federal regulations require that when human subjects are to be involved in research there must be adequate protection of their rights and welfare. Consideration shall include the following:

- 1) An explanation of procedures and their purpose
- 2) A description of any attendant discomforts or risks
- 3) A description of any reasonable benefits expected
- 4) An offer to respond to inquiries on procedures

5) Instruction of the right to withdraw consent and to discontinue participation at any time without prejudice to the subject.

Permission from the research institution's Institution Research Board (IRB) is required when human subjects are involved in research.

4. Curriculum assessment or building assessment for the purpose of curriculum development and/or program evaluation are exempt from completing and following the research request process but requires approval of the ~~Assistant Superintendent of Teaching and Learning~~ or designee.

5. All publications resulting from studies in the schools should acknowledge the contribution of Moorhead Area Public Schools except for anonymous research projects. The researcher shall agree to provide at least one bound copy of the completed study to the school district. No release of findings will be made until a copy is on file in the ~~Department of Teaching and Learning~~ school district offices.

6. Research requests will be kept on file for a minimum of three years.

Legal Reference:

45 C.F.R. 46 (Protection of Human Subjects)

Cross Reference:

Moorhead School Board Policy 440: ~~Employee Copyrights/Royalties~~ Employee Publications, Instructional Materials, Inventions, and Creations

Moorhead School Board Policy 504: Protection and Privacy of Student Records

5-19-05
14 Dec 2009

INDEPENDENT SCHOOL DISTRICT #152

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

December 14, 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 _____ | Dr. Lynne A. Kovash _____ |

AGENDA

I. **CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent
- C. Approval of Meeting Agenda

Moved by _____ Seconded by _____
Comments _____

- D. "We Are Proud"

We Are Proud of Superintendent Lynne Kovash for completing her doctoral degree in Educational Leadership from the University of North Dakota. Dr. Kovash's dissertation is titled: School District Leadership: Systems, Strategies and Structures.

We Are Proud of Moorhead High School student Jonathan Herberg who was recognized at an Eagle Scout court of honor ceremony on Dec. 12. Herberg's Eagle Scout service project was to construct 254 permanent flag holders for veterans' graves at Sunset Memorial Gardens Cemetery in Fargo. Herberg has participated in national youth leadership training and belongs to the Order of the Arrow, serving as the Charter #5 Chief. His community service includes garden helper at Sunset Memorial Gardens, walker for Riding on Angel's Wings, helping at the Dorothy Day Food Pantry, helping at the Fargo Air-Sho, trail clearing and other service projects at Camp Wilderness, clearing trails at Johnson Park in Moorhead, and international tree planting in Washburn, N.D. Herberg's scout leader is Jonathan Nelson of Troop

SCHOOL BOARD AGENDA - December 14, 2009

PAGE 2

635.

We Are Proud of the Moorhead High School Music Department for being selected as a finalist in the GRAMMY Signature Schools Program, offered through the National Association of Recording Artists and the Recording Academy. This is the 11th consecutive year that the Moorhead High School Music Department has been recognized as one of the top 100 music programs in the nation. Moorhead High School music faculty are Doug Engstrom, Kathie Brekke and Jon Larson.

The GRAMMY Signature Schools program recognizes excellence and commitment in public school music programs and honors school music students, teachers, principals, and schools districts that promote and preserve music education as a key part of their curriculum.

- 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 November 9 and 23, 2009 Regular Meeting Minutes - Pages 8-15
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
 - (1) Approval of December Claims - Page 16
- C. HUMAN RESOURCES MATTERS - Nielsen
 - (1) Approval of Change in Contracts - Page 17
 - (2) Approval of Family/Medical Leave - Page 18
 - (3) Approval of Resignations - Page 19
 - (4) Approval of Termination of Employment - Page 20
 - (5) Approval of Extension of Other Leave of Absence - Page 21
 - (6) Approval of Early Retirement - Page 22
 - (7) Approval of New Employees - Page 23

SCHOOL BOARD AGENDA - December 14, 2009

PAGE 3

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

(1) Approval of Early Risers Program Grant Amendment - Pages 24-32

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.)

Horizon Middle School - School Improvement Goals Update - Lockhart

Pages 33-34

4. FISCAL YEAR 2009 AUDIT REPORT: Kazmierczak

Pages 35-48

Suggested Resolution: Move to accept the fiscal year 2009 school district audit report as presented by Brian Stavenger, Eide Bally LLP.

Moved by _____ Seconded by _____

Comments _____

5. CERTIFICATION OF FINAL 2009 PAYABLE 2010 PROPERTY TAX LEVY:

Kazmierczak

Pages 49-50

Suggested Resolution: Move to approve the certification of the final 2009 Payable 2010 Property Tax Levy in the amount of \$8,907,499.95,

Moved by _____ Seconded by _____

Comments _____

6. APPROVAL OF POLICY: Kovash

Pages 51-52

Suggested Resolution: Move to approve the policy, Mission Statement 104, as presented.

Moved by _____ Seconded by _____

Comments _____

7. APPROVAL OF POLICY: Kovash

Pages 53-56

SCHOOL BOARD AGENDA - December 14, 2009

PAGE 4

Suggested Resolution: Move to approve the policy, School Board Meeting Minutes 214, as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY:** Kovash
Pages 57-58

Suggested Resolution: Move to approve the policy, Comparable Worth Review Process 403, as presented.

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF POLICY:** Kovash
Pages 59-64

Suggested Resolution: Move to approve the policy, Chemical Use and Abuse 420, as presented.

Moved by _____ Seconded by _____
Comments _____

10. **APPROVAL OF POLICY:** Kovash
Pages 65-71

Suggested Resolution: Move to approve the policy, Family and Medical Leave 422, as presented.

Moved by _____ Seconded by _____
Comments _____

11. **APPROVAL OF POLICY:** Kovash
Pages 72-75

Suggested Resolution: Move to approve the policy, Employee Copyrights/Royalties 440, as presented.

Moved by _____ Seconded by _____
Comments _____

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

SCHOOL BOARD AGENDA - December 14, 2009

PAGE 5

Suggested Resolution: Move to approve the policy, Student Parental, Family and Marital Status Nondiscrimination 503, as presented.

Moved by _____ Seconded by _____
Comments _____

13. **APPROVAL OF POLICY**: Kovash
Pages 79-82

Suggested Resolution: Move to approve the policy, Medication 532, as presented.

Moved by _____ Seconded by _____
Comments _____

14. **APPROVAL OF POLICY**: Kovash
Pages 83-87

Suggested Resolution: Move to approve the policy, Wellness 536, as presented.

Moved by _____ Seconded by _____
Comments _____

15. **APPROVAL OF POLICY**: Kovash
Pages 88-89

Suggested Resolution: Move to approve the policy, Corporal Punishment 552, as presented.

Moved by _____ Seconded by _____
Comments _____

16. **APPROVAL OF POLICY**: Kovash
Pages 90-98

Suggested Resolution: Move to approve the policy, Prohibition of Harassment and Violence 570, as presented.

Moved by _____ Seconded by _____
Comments _____

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

Suggested Resolution: Move to approve the policy, Student Teachers and Interns 921, as presented.

SCHOOL BOARD AGENDA - December 14, 2009

PAGE 6

Moved by _____ Seconded by _____
Comments _____

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

Suggested Resolution: Move to approve the policy, Research Studies 922, as presented.

Moved by _____ Seconded by _____
Comments _____

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**

SCHOOL BOARD AGENDA - December 14, 2009
PAGE 7

CALENDAR OF EVENTS

| <u>Event</u> | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|----------------------------------|-------------|-------------|--------------|
| Staff Prof Dev Before/After Schl | December 16 | | |
| Interagency Early Interv Com | December 16 | 12 pm | FSC |
| Superintendent's Adv Council | December 17 | 7 pm | PCE |
| Technology Committee | December 22 | 3:45 pm | PCE |
| Winter Break Begins | December 23 | | |
| | | | |
| K-12 Classes Resume | January 4 | | |
| Asp PTAC | January 4 | 6:30 pm | Media Center |
| Reinertsen PTAC | January 4 | 6:30 pm | Media Center |
| MHS PTAC | January 4 | 7 pm | Conf Rm |
| Continuing Educ Com | January 5 | 3:30 pm | PCE |
| Indian Educ Parent Com | January 6 | 5 pm | PCE |
| Joint Powers Committee | January 7 | 7 am | PCE |
| Early Chldhd Advisory Com | January 7 | 6:30 pm | PCE |
| Horizon PTAC | January 7 | 7 pm | Media Center |
| School Board | January 11 | 7 pm | PCE |
| Hopkins PTAC | January 12 | 6:30 pm | Media Center |
| Staff Prof Dev Before/After Schl | January 13 | | |
| Instr and Curr Adv Com | January 14 | 7 am | PCE |

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 9, 2009
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Sonia Mayo Hohnadel, Mike Siggerud (7:04 p.m.), Kristine Thompson, Bill Tomhave, and Dr. Lynne A. Kovash.

MEMBERS ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Kovash recommended the agenda proceed with revisions to pages 2, 4, 22, 23, 60, 61 and 76 and the addition of pages 20.5 and 21.5.

APPROVAL OF AGENDA: Tomhave 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 Hohnadel, to approve the following items on the Consent Agenda:

Minutes - Approve the October 8, 2009 special meeting minutes and the October 12 and 26, 2009 regular meeting minutes as presented.

Claims - Approve the November Claims, subject to audit, in the amount of \$997,367.81.

| | |
|-------------------------|--------------|
| General Fund: | \$852,375.78 |
| Food Service Fund: | \$121,404.82 |
| Community Service Fund: | \$23,587.21 |
| TOTAL | \$997,367.81 |

Lakes Country Perkins Consortium Funding - Accept \$439 from the Lakes Country Perkins Consortium for conference registration and substitute costs associated with the Minnesota Business Educators, Inc. (MBEI) Conference.

Donations - Accept the following donations: a Mathias Thoma violin (model MT160) from Andrea Stordahl valued at \$1,200; Helping Hands from the Lutheran Church of the Good Shepherd donated the labor to build cabinets for Red River Area Learning Center for a value of \$2,000; a medium-sized Rifton gait trainer (walker of a standing support) from Carmen Bowden valued at \$200; and surplus computer equipment from the City of Moorhead valued at approximately \$6,000 and direct administration to send a thank you to donors.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 9, 2009
PAGE 2**

Other Leave

Lana Suomala - Registrar, Red River Area Learning Center, effective October 28, 2009 for an undetermined amount of time.

Change in Contract

Sarah Bitzer - Lunchroom Supervisor, S.G. Reinertsen Elementary from 2.25 hours per day to 3 hours per day, effective October 27, 2009 (decrease hours of Barb Bustamante).

Barb Bustamante - Lunchroom Supervisor, S.G. Reinertsen Elementary, from 3 hours per day to 1.5 hours per day, effective October 26, 2009.

Family/Medical Leave

Jean Moe - Spanish Teacher, Moorhead High School, effective October 28, 2009 for an undetermined period of time.

Resignation

Conrad Bernard - Custodian, Ellen Hopkins Elementary and S.G. Reinertsen Elementary, effective November 9, 2009.

Terminations

Ashley Kaltvedt - Food & Nutrition Server, Horizon Middle School, effective November 3, 2009.

Renee Fosmark - Food & Nutrition Server, S.G. Reinertsen Elementary, effective October 31, 2009.

Extended Leave of Absence

Charles Gulsvig - Physical Education Teacher, Moorhead High School, effective November 12, 2009.

New Employees

Kathleen Evert - Health Technician, Early Learning Center, Probstfield Center for Education, B21 (0-2) \$14.43 per hour, 6.5 hours per day, effective November 10, 2009 (new position).

Jennifer Hanson - Lunchroom Supervisor, S.G. Reinertsen Elementary, 2.25 hours per day, \$9.00 per hour, effective October 30, 2009 (new position).

Leah Tvedt - Computer Operator/Dishwasher, Robert Asp Elementary, 2 hours per day, \$9.00 per hour, effective October 19, 2009 (replaces Susan Young).

Jeanna Life - Computer Operator/Dishwasher, S.G. Reinertsen Elementary, 1.75 hours per day, \$9.00 per hour, effective November 5, 2009 (replaces Renee Fosmark).

Olivia Stephenson - Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) \$14.05 per hour, 6.5 hours per day, effective November 6, 2009 (replaces Annette Keeler).

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
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Clay County and Dakota Medical Foundation Grant - Accept the check in the amount of \$1,062 from Clay County on behalf of Dakota Medical Foundation for hand sanitizers.

University of South Dakota Student Internship Agreement - Approve the Student Internship Agreement with the University of South Dakota for the 2009-2010 school year.

Motion carried 6-0.

Siggerud joined the meeting at 7:04 p.m.

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.)

Moorhead High School Goals and Mathematics Remediation Plan for GRAD Assessment - Gene Boyle, Moorhead High School principal, provided information regarding the high school's academic goals of increasing proficiency in math by 6 percent over the state average and in reading by 5 percent over the state average; and improving ACT participation to 80 percent and increasing the composite score by 2 percent. The professional learning communities have been challenged to adopt and identify two of four goal areas and develop specific strategies to achieve these goals.

Dave Lawrence, Moorhead High School assistant principal, provided general information regarding the Graduation-Required Assessments for Diploma (GRAD) Testing. The GRAD are state tests that fulfill Minnesota's high school graduation requirement for students who first entered grade 8 in 2005-06 or later. These tests measure student performance on essential skills in writing, reading, and mathematics for success in the 21st century. If a student does not satisfy the graduation requirement for an assessment during the first administration, there will be retest opportunities available. The GRAD is first administered as follows: Writing: Grade 9; Reading: Grade 10; and Mathematics: Grade 11.

WORLD LANGUAGES TASK FORCE FINDINGS: Mary Thrond, World Languages Task Force Coordinator, presented findings from the World Languages Task Force. Thrond reported since June the task force met monthly and bimonthly, reviewed literature of world language learning, listened to current language students, visited two model schools in St. Louis Park and Eden Prairie, interviewed subject matter experts in the field, called in a community focus group, conducted an online survey with alumni, learned about funding and development, and ranked their priorities of recommendations. The World Languages Task Force recommended the following findings: a strong, well-articulated K-12 World Languages Program; FLES (an elementary school language program that is taught three to five times per week for 20 minutes to

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an hour) available for all students; K-5 Spanish Immersion Program continues; strong bridge program available for immersion students at Horizon Middle School; high school language credit begin in middle school; high school language program 1-6, including advanced placement in 3-4 languages; and International Baccalaureate magnet school.

Erickson moved, seconded by Siggerud, to accept the findings from the World Languages Task Force and direct administration to develop a feasibility plan and implementation strategy. Motion carried 7-0.

MAJOR MAGNITUDE FIELD TRIP REQUEST - CHOIR TRIP TO CHICAGO,

ILLINOIS: Discussion was held related to specific performances, educational value of the trip and how the trip relates to course content and graduation standards. Board members recommended the item be tabled for staff to further review and determine specific details of the field trip. The item will be brought back to the November 23 board meeting.

Siggerud left the meeting at 8:44 p.m. and returned at 8:56 p.m.

David Schuman, 201 37th Avenue South, offered some feedback on what he thought was a poor job of selling the levy and why he voted "no" on the levy. He said the district did not convince the community it had exhausted all waste-cutting, efficiency-boosting measures before asking taxpayers for help. He also said the district offered generalities to explain how it would spend the extra \$850 per pupil.

CANVASS ELECTION RESULTS AND ELECTION RESOLUTION: Tomhave moved, seconded by Fagerlie, to approve the Resolution Canvassing Returns of Votes of Independent School District #152 Special Election, as presented. Motion carried 6-0.

The results were 4,077 votes in favor and 4,194 votes against on the question of increasing the referendum revenue authorization of the school district for taxes payable 2010 and thereafter.

Hohnadel left the meeting at 8:51 p.m. and returned at 8:52 p.m.

ENROLLMENT PROJECTIONS: Kazmierczak provided enrollment projections based on November 1, 2009 actual enrollment. These data, along with historical and projected Average Daily Membership (ADM), will be used for planning and staffing determinations in the coming months. The November 2, 2009 enrollment figure of 5,396 is 24 students below the projection of 5,420 made in November 2008. Compared to actual enrollment of 5,365 from November 1, 2008, the current year November 1 figure represents an increase of 31 students.

The secondary grade with the largest enrollment is 12th with 476 students; the secondary grade with the smallest enrollment is 8th with 384 students. The elementary grade with the largest

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enrollment is 3rd with 440 students; the elementary grade with the smallest enrollment is 4th with 391 students.

COMMITTEE REPORTS: Brief reports were heard regarding the Special Education Parent Advisory Committee, Reinertsen PTAC, Activities Council, Moorhead High School PTAC, Joint Powers Committee, and Asp PTAC meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

CLOSE PUBLIC MEETING: Dulski moved, seconded by Hohnadel, to close the public meeting at 9:12 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies and M.S. 13D.05, Subdivision 3, for the purpose of conducting the Superintendent's annual evaluation. Motion carried 7-0.

The meeting recessed at 9:12 p.m. and reconvened at 9:20 p.m.

OPEN PUBLIC MEETING: Hohnadel moved, seconded by Siggerud, to open the public meeting at 10:54 p.m. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 10:55 p.m.

Cindy Fagerlie, Clerk

**REGULAR MEETING
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MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie, Sonia Mayo Hohnadel, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Dr. Lynne A. Kovash.

MEMBER ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

APPROVAL OF AGENDA: Erickson moved, seconded by Hohnadel, to approve the agenda as presented. Motion carried 7-0.

WE ARE PROUD:

We Are Proud of Moorhead High School student Eunhae Park, who was awarded the Emerson Scholarship to Interlochen Center for the Arts. The award is determined by audition and is based on the student's musical ability. This prestigious scholarship is given to one student in each state to attend the Interlochen Summer Arts Camp. Moorhead High School has had an Emerson Scholarship winner three of the past four years. Park is the concertmaster of the Moorhead High School Chamber Orchestra under the direction of Jon Larson.

***** We Are Proud** of Moorhead High School student Maija Lindaas for earning second place in the Minnesota Music Educators Association High School Composition Contest with her composition "Violets Blue." Lindaas plays cello in the Moorhead High School Chamber Orchestra and is a member of the Chorale. She is a student of Jon Larson and Kathie Brekke.

***** We Are Proud** of Moorhead High School art teachers Grady Carlson and Michael Dunn who received awards in the Bismarck (N.D.) Art Galleries and Association 65th Annual Fall Art Exhibition. Carlson was the recipient of three Gallery Awards, including Honorable Mention for his oil painting "Mr. President," University of Mary Clairmont Center Gallery Selection for his oil painting "Harvest Trail Near Washburn," and Bismarck State College Else Forde Gallery Selection for his oil painting "Burning Coal Veins." Dunn was also the recipient of three Gallery Awards, including Juror's Choice, University of Clairmont Center Gallery Selection, and First Lady's Choice for his oil painting "Along the Red." More than 350 entries from across the nation competed in this competition.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

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Change in Contract

Leah Tvedt - Computer Operator/Server, Robert Asp Elementary 2 hours per day to Horizon Middle School 2.75 hours per day, effective November 16, 2009 (replaces Ashley Kaltvedt).

Family/Medical Leave

Tessa Petrowske - COTA, Moorhead High School, effective on or about April 18, 2010 for six weeks.

Resignations

Anna Luttio - Food & Nutrition worker, S.G. Reinertsen Elementary, effective November 10, 2009.

Thomas Dooher - Cross Country Coach, Moorhead High School, effective November 9, 2009.

Rescission of Resignation

James MacFarlane - Head Girls Hockey Coach, Moorhead High School effective for the 2009-2010 girls hockey season.

New Employees

Renee Betz - Food and Nutrition Worker, S.G. Reinertsen Elementary, 2.75 hours per day, \$9.00 per hour, effective November 16, 2009 (replaces Anna Luttio).

Stacey Swanson - Food & Nutrition Worker, Moorhead High School, 2.75 hours per day, \$9.00 per hour, effective November 11, 2009 (replaces Angela Reed).

American Indian Education Transmittal of Resolution Renewal - Approve the American Indian Education Transmittal of Resolution for submission to the Minnesota Department of Education by December 1, 2009.

Motion carried 7-0.

MAJOR MAGNITUDE FIELD TRIP REQUEST - CHOIR TRIP TO CHICAGO,

ILLINOIS: Erickson moved, seconded by Dulski, to approve the Major Magnitude Field Trip request for Moorhead High School choir students to travel to Chicago, Illinois January 15, 2010 through January 18, 2010. Motion carried 70.

FIRST READING OF POLICIES: The School Board conducted a first reading of the following policies: Mission Statement 104, School Board Meeting Minutes 214, Comparable Worth Review Process 403, Chemical Use and Abuse 420, Family and Medical Leave 422, Employee Copyrights/Royalties 440, Student Parental, Family and Marital Status Nondiscrimination 503, Medication 532, Wellness 536, Corporal Punishment 552, Prohibition of Harassment and Violence 570, Student Teachers and Interns 921, and Research Studies 922.

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SUPERINTENDENT'S ANNUAL EVALUATION: Thompson stated that at the November 9 School Board meeting the board conducted its annual superintendent evaluation. All board members were present. During this meeting Superintendent Kovash and the School Board reviewed survey data and collaboratively developed the following goals for the upcoming year: student achievement, organizational effectiveness and community communication and engagement. The survey data illuminated many of Dr. Kovash's strengths. There were no areas of deficiency.

As part of the newly revised evaluation process, Dr. Kovash and the board identified three professionally relevant goals that will be the basis for future formative and summative evaluations. The next formal evaluation will be conducted at the end of the 2009-10 school year.

COMMITTEE REPORTS: Brief reports were heard regarding Hopkins PTAC, Early Childhood Advisory Committee, Policy Review Committee, Community Education Advisory Council, and Safe and Healthy Learners Committee meetings and the field trip with Robert Asp students to the Plains Art Museum art exhibit.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash announced that Robert Asp School tied with Holy Spirit School as the elementary schools with the most food raised for the November 23 Fill the Dome event. Kovash asked board members to return the Lakes Country Service Cooperative Board election ballots to Michelle and also asked board members to contact Michelle with travel plans for the Minnesota School Boards Association Annual Leadership Conference scheduled for January 14-15, 2010 in Minneapolis. Kovash and board members determined together whom to cast their vote for the Minnesota Rural Education Association Board of Directors and the Legislative Action Committee representatives.

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

Cindy Fagerlie, Clerk



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.093 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent *W. Kazmierczak*

DATE: December 7, 2009

SUBJECT: December Claims

The December claims are as follows:

| | |
|------------------------|----------------|
| General Fund | \$1,006,859.75 |
| Food Service Fund | \$122,608.53 |
| Community Service Fund | \$20,253.70 |
| TOTAL | \$1,149,721.98 |

Suggested Resolution: Move to approve the December claims, subject to audit, in the amount of \$1,149,721.98.

WAK:mde



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.058

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: December 7, 2009
RE: Change in Contract

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

Corey Zimmerman Assistant Boys Basketball Coach, High School to Head Boys Basketball Coach, High School, .120 step 11, \$5,715, effective for the 2009-2010 school year. (Replaces Chuck Gulsvig)

Ryan Lyson Sophomore Boys Basketball Coach, High School to Assistant Boys Basketball Coach, High School, .100 step 11, \$4,762, effective for the 2009-2010 school year. (Replaces Ryan Zimmerman)

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Corey Zimmerman and Ryan Lyson as presented.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.060

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nelson, Director of Human Resources
DATE: December 7, 2009
RE: Family/Medical Leave

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

Catherine Johnson 3rd Grade Teacher, S.G.Reinertsen, effective on November 30, 2009 through January 22, 2010.

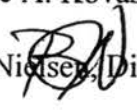
SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Catherine Johnson pursuant to Article 39, Section 1 of the Teachers' Master Agreement.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.059

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nicksen,  Director of Human Resources
DATE: December 7, 2009
RE: Resignation

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

| | |
|---------------|---|
| Angela Caron | Paraprofessional, S.G. Reinertsen Elementary, effective January 15, 2010. |
| Jeanna Life | Breakfast Computer Operator/Dishwasher, S.G.Reinertsen Elementary, effective November 18, 2009. |
| Andrew Larson | Night Custodian, High School, effective December 16, 2009. |
| Rick Eidsness | Head Football Coach, High School, effective December 1, 2009. |

SUGGESTED RESOLUTION: Move to approve the resignation of Angela Caron, Jeanna Life, Andrew Larson and Rick Eidsness as presented.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.056

TO: Dr. Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: December 7, 2009
RE: Termination of Employment

Lynn Miller, Speech Pathologist has been on a one year Medical Leave that expired on November 16, 2009. Based on a physician's statement, she is unable to return to work. Therefore, the district needs to terminate her employment.

SUGGESTED RESOLUTION: Move to terminate the employment of Lynn Miller as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.09.061

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: December 7, 2009
RE: Extension of Other Leave of Absence

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

Mary Bonemeyer Food Service Director, Probstfield Center for Education,
effective January 1, 2010 through June 30, 2010.

SUGGESTED RESOLUTION: Move to approve the extension of Other Leave of Absence for Mary Bonemeyer pursuant to Article VIII, Section 7 of the Supervisors' Master Agreement.

RN:jal



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.062

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: December 9, 2009
RE: Early Retirement

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

Jane Brevik Paraprofessional, Horizon Middle School, effective December 11, 2009.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Jane Brevik as presented.



Department of Human Resources
Moorhead Area Public Schools

Memo HR.10.057

TO: Lynne A. Kovash, Superintendent
FROM: Ron Nielsen, Director of Human Resources
DATE: December 7, 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.

| | |
|---------------------|---|
| Susan Murphy | Paraprofessional, Horizon Middle School, 3.25 hours per day, B21 (0-2) \$14.05 per hour, effective November 23, 2009. (Replaces Deb Forsberg) |
| Maria Almarez | Paraprofessional, Red River Area Learning Center ,B21 (0-2) \$14.05 per hour 2.5 hours per day, effective November 2, 2009. (Replaces time sheet hours from Armando Flores) |
| Greg Salvevold | Assistant Boys Hockey Coach, High School, .100 step 7, \$4,251, effective for the 2009-2010 season. (Replaces Mark Fabian) |
| Todd Holland | Sophomore Boys Basketball Coach, High School, .080 step 0, \$2,685, effective for the 2009-2010 season. (Replaces Ryan Lyson) |
| Stephanie Gruenberg | Computer Operator/Dishroom, S. G. Reinertsen Elementary, 2 hours per day, \$9.00 per hour, effective December 7, 2009. (Replaces Jeanna Life) |
| Mary Jaszgowak | Food & Nutrition Worker, High School, 2.75 hours per day, \$9.00 per hour, effective December 7, 2009. (Replaces Angela Reed) |
| Glenn Wellman | Food and Nutrition Worker, Horizon Middle School, 2.75 hours per day, \$9.00 per hour, effective December 7, 2009. (Replaces Leah Tvedt) |

SUGGESTED RESOLUTUION: Move to approve the employment of Susan Murphy, Maria Almarez, Greg Salvevold, Todd Holland, Stephanie Gruenberg, Mary Jaszgowak and Glenn Wellman as presented.

RN:jal



Office of Learner Support Services
Moorhead Area Public Schools

LSS.10.012

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: November 30, 2009

RE: Early Risers Amendment

Attached is is the Amendment with the University of Minnesota and Moorhead Independent Area School District for the Early Risers Implementation Study. This program with the University of Minnesota began in the fall of 2006. The amendment extends the agreement to August 31, 2010.

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

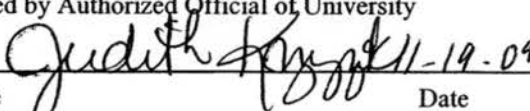
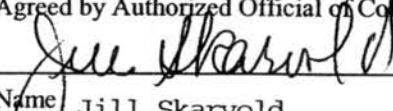
This amendment provides additional funding to the Early Risers program in the of amount of \$30,000.00.

Included with the grant amendment is a copy of the brochure developed by the Moorhead Area Public Schools Early Risers Family Advocates, Nadine Moon, Erica Anderson and Lisa Kasson-Bauer. This brochure identifies the components of the Moorhead Early Riser Program along with the goals of the program.

SUGGESTED RESOLUTION: Move to approve the Amendment that extends to August 31, 2010, with the University of Minnesota and Moorhead Independent Area School District in the amount of \$30,000.00

JS:ca
Attachment

Subaward Amendment

| Prime Awardee | | Subawardee | |
|---|--|---|--|
| Institution/Organization ("University") Name: Regents of the University of Minnesota Address: Sponsored Projects Administration McNamara Alumni Center Suite 450 200 Oak Street SE Minneapolis, MN 55455 | | Institution/Organization ("Collaborator") Name: Independent School District #152 Address: Moorhead Public Schools Probstfield Education Center 2410 14 th Street South Moorhead, MN 56560 EIN No.: | |
| Prime Award No. 5R01-DA016067 | Subaward No. Q6456360112 | Amendment No. 4 | |
| Awarding Agency NIH | CFDA No. 93.279 | | |
| Subaward Period of Performance 09/01/2006-08/31/2010 | Amount Funded this Action: \$30,000 | Est. Total: (if incrementally funded) \$150,012 | |
| Project Title Early Risers Multi-Site Implementation Study | | | |
| Reporting Requirements: [check here if applicable <input type="checkbox"/> see Attachment 4] Remain Unchanged | | | |
| <h2>Amendment(s) to Original Terms and Conditions</h2> <p>This Amendment is entered into by and between the Regents of the University of Minnesota ("The University"), an educational institution existing under the laws of the state of Minnesota, and the Independent School District #152 ("The Collaborator");</p> <p>The University and Collaborator have entered into that Subaward effective 09/30/2004 (the "Subaward"), for services to be performed under the prime agreement between the University and the National Institute of Health (the "Sponsor") and ;</p> <p>The University and Collaborator desire to amend the Subaward to provide additional funding and extend end date.</p> <p>The parties agree to amend the Subaward as follows:</p> <ol style="list-style-type: none"> 1) Extend end date to August 31, 2010. The new period of performance date is 09/01/2006-08/31/2010. 2) Provide additional funds in the amount of \$30,000 for a cumulative total of \$150,012. 3) Budget and Workscope Attached <p>ALL PREVIOUS TERMS AND CONDITIONS REMAIN UNCHANGED.</p> | | | |
| Agreed by Authorized Official of University  Name Judy Krzyzek, Edward Wink, Kevin McKoskey, David Hagen Title Grants Mgr., Assoc. V.P., Mgr., Asst. Dir. | | Agreed by Authorized Official of Collaborator  Name Jill Skarvold Title Director of Learner Support Services | |
| Date 11-19-09 | | Date 11/30/09 | |

**Workscope for Subcontracts for the Early Risers Multi-site Quality of
Implementation Project: Sustainability Phase**

Regional site: Moorhead Public Schools

**Contractual Obligations Between Regional Site and the
University of Minnesota Early Risers "Skills for Success" Prevention Program**

To date the Early Risers Multi-site Quality of Implementation project is proceeding extremely well. We thank all the sites for their cooperation and excellent performance. Given the success achieved, and the cooperation and enthusiasm of our sites, an opportunity to extend the aims of the project appears to have arisen. We believe the project is well positioned to ask an additional question significant to the field of children's mental health promotion and substance use prevention in regards to sustainability. In order to accomplish this, we would like you to consider recruiting new students and their families. Your school would continue working with the new cohort for two years and decide what services the current (cohort 1) Early Risers group needs as we move towards the end of this school year. Pursuant to this goal, we would like to ascertain your interest in continuing the Early Risers Prevention program, what it would look like, who would be enrolled and what resources would be required to continue? If you are interested we would like to assist in the facilitation of that decision and would modify the original workscope as follows.

Revised Workscope

For the final project year, each site agreeing to participate in the sustainability phase will maintain participants recruited in the first through third years of the program. Subcontractors will implement four components (see below) beginning September 1, 2009 and continue through August 31, 2010.

The 15 student participants in the original cohort, plus any participants enrolled in the past three years, are eligible to continue participation in full- or part- at the discretion of the site supervisor and family advocate, in collaboration with the University of Minnesota research staff. Options for continuance with the original cohort of 15 students could include: (a) terminate their participation in the program based on successful outcomes, (b) transition them to a low intensity booster phase that would include Monitoring and Mentoring, as well as Family Support services, but discontinue delivering PEAK Family Nights, Circle of Friends and Summer programming, or (c) maintain them in high-intensity program services that would include continuation of the five intervention components or (d) continue some programming, but refer student to higher level services, such as mental health services or special education.

Sites continuing the Early Risers program would be paid \$10,000.00, per continuing site, for the school year 2009-2010 (September 1, 2009-August 31, 2010).

Workscope for Subcontracts for the Early Risers Multi-site Quality of Implementation Project: Sustainability Phase

Original Workscope

The original contract agreement (Workscope, 2005), stipulated a program of 30 months. This included 2.5 school years and 3 summer programs, run consecutively for 15 enrolled students. Four program components would be continued, including Circle of Friends, PEAK Family Nights, Family Support and Monitoring and Mentoring (see also "Other Requirements" and "Fiscal Operations Obligations"; Summer programming is suspended).

Contractor Obligations: The subcontractor will be responsible for employing one individual ("Family Advocate") at each site who will implement and coordinate five intervention components (Summer Program, Circle of Friends, Monitoring and Mentoring Family Skills Training-- PEAK, and the Family Support Program). This individual will serve as a group facilitator of the social skills curriculum during the Circle of Friends and Summer programs. They will also deliver the Family Skills Training PEAK Program, and serve as home visitors, case managers and family empowerment agents in the Family Support program. The Family Advocate must agree to complete program evaluation forms including organizational, fidelity and outcomes measures pertaining to the implementation of the program. The Family Advocate, as part of their duties, will be required to complete logs and enter program activity data into a computerized data collection website. The Advocate will also be requested to read and consent to participation in the research activities related to understanding the processes that must be in place to fully execute this program. The Family Advocate must attend all Early Risers sponsored training in order to execute the program. The individual will be expected to perform functions within the guidelines of professional and ethical standards of the State of Minnesota.

Summer Program: The Family Advocates will serve the project as superintendents of the summer program who will deliver educational and social skills programming, as well as coordinate (or co-coordinate) any addition programming. Administrative and on site supervision of these individuals will be designated by the site. Responsibilities for the completion of project goals and objectives will be incorporated into the position duties. Other staff that will support these activities will also be required. Staffing to complete the goals of the summer program may include summer counselors, teachers or assistants.

Circle of Friends: The Family Advocates will serve as project leaders and implementers of the Circle of Friends program who will deliver academic and social skills programming. Administrative and on site supervision of these individuals will be designated by the site. Responsibilities for the completion of project goals and objectives will be incorporated into the position duties. Other staff that will support these activities will also be required. Staffing to complete the goals of the Circle of Friends program may include program assistants.

PEAK: The Family Advocate will be responsible for coordinating and delivering a minimum of 5 annual family nights, over two years of programming. The subcontractor will consider strategies to maintain reasonable attendance at the family-focused PEAK program and will consider such incentives such as the purchase of food and transportation service for each evening program. Other staff that will support these

Workscope for Subcontracts for the Early Risers Multi-site Quality of Implementation Project: Sustainability Phase

activities may also be required. Staffing to complete the goals of the PEAK program may include childcare or activity assistants. The subcontractor will be responsible for providing individuals to serve child care needs for parents who attend the PEAK program.

Family Support: The Family Advocate will be responsible for delivering case management and resource support for all families in the Early Risers program. This may include, but is not limited to, activities such as: transportation, home visits, community-visits, the making of referrals, and discussion of child activities. Subcontractors are responsible for additional costs that may be associated for transportation including mileage.

Monitoring and Mentoring: The Family Advocate will be responsible for coordinating, and delivering both Monitoring and Mentoring activities associated with this program element. This includes scheduling visits with students in the Early Risers Program, collecting attendance, behavior and academic records, and recording all contact information via the data collection website.

Other Requirements:

- The site Supervisor (or school principal) will be responsible for observing the delivery of the program and complete a rating from based on those observations
- In addition the subcontractor will be responsible ensuring the Family Advocate deliver and collect outcome measures from teachers and parents on an annual basis.
- The subcontractor will be responsible for payment of fees and services incurred at sites for the maintenance of sites and janitorial support up to budgeted amounts.
- The subcontract will perform background checks on all employees hired in conformance with State statutes.
- The subcontractor will be responsible for transportation of students to and from all programming, as necessary.
- The subcontractor will purchase all food, supplies and materials to support all Early Risers programming.
- The subcontractor will allow scheduled site visits, to monitor progress, observe classroom participation and activities, and to gain more information about site activities.
- The subcontractor will act as paymaster for services provided by all individuals performing services in the Early Risers Program. The subcontractor is also responsible for hiring and paying all fringe, benefits, taxes and other compensations to any and all staff necessary to be employed for carrying out all five Early Risers program elements.
- The Subcontract will assume responsibility for the Professional Conduct of the Family Advocates. This will include liability insurance mandated by the contractor's agency and ongoing supervision regarding a code of conduct expected of the Family Advocate. The Subcontractor will include the Family Advocate in site orientation activities and ongoing organizational and supervisory meetings as necessary.

**Workscope for Subcontracts for the Early Risers Multi-site Quality of
Implementation Project: Sustainability Phase**

Fiscal Operations:

- The subcontractor will create a paymaster system to track and manage the expenses charged to the project for each of the components including payroll charges and other expenses such as field trips and maintenance of sites.
- Charges to Early Risers will be paid as invoices as the University of Minnesota receives them. The subcontractor, as part of the paymaster activities, will track resources and funding mechanisms that, in addition to funding from the University of Minnesota, are used to support program components and personnel.
- For services as paymaster, and other services, the subcontractor will be paid \$10,000.00 (9/1/09-8/31/10), per site, based on the number of Early Risers project participants. Each program related service will be reimbursed by the University of Minnesota up to the amount noted herein.

Reporting Requirements:

The subcontractor is expected to keep records for audit and review of payments made by budget category. The subcontractor will communicate with George Realmuto, MD, and Cindy Stephenson regarding payment and alterations in program implementation. The subcontractor will submit itemized invoices to Gerald August, Ph.D. for review for the operation of the subcontract.

Authorizing Signature
Fiscal Agent

Date

Print Authorizing Signer
Fiscal Agent

Contract Contact Person

Date

Contact Address

Contact Phone

Fund 3002, Dept ID 11961, Project 06456360

OLD PO#Q6456360112, Converted: 0000009310

ISD #152, Moorhead Public Schools

\$10,000 per site x 3 = \$30,000

August, Gerald J

| DETAILED BUDGET FOR INITIAL BUDGET PERIOD | | | | FROM | THROUGH |
|--|-------------------|------------|-------------------|--------------------------------------|-----------------|
| DIRECT COSTS ONLY | | | | 09/01/09 | 8/31/2010 |
| PERSONNEL (Applicant organization only) | | TYPE APPT. | % EFFORT ON PROJ. | DOLLAR AMOUNT REQUESTED (omit cents) | |
| NAME | ROLE ON PROJECT | (months) | | BASE RY REQUESTED | FRINGE BENEFITS |
| | | | | TOTALS | |
| Jill Skarvold | Prin Investigator | 12 | 10% | 0 | 0 |
| TBN | Family Advocate | 12 | 520 hrs | 7,800 | 700 |
| TBN | Family Advocate | 12 | 520 hrs | 7,800 | 700 |
| TBN | Family Advocate | 12 | 520 hrs | 7,800 | 700 |
| SUBTOTALS | | | | 23,400. | 2,100. |
| CONSULTANT COSTS | | | | | 0. |
| EQUIPMENT (Itemize) | | | | | 0. |
| SUPPLIES (Itemize by category) | | | | | 0. |
| TRAVEL | | | | | 0. |
| PATIENT CARE COSTS | | | | | 0. |
| INPATIENT None | | | | | 0. |
| OUTPATIENT None | | | | | 0. |
| ALTERATIONS AND RENOVATIONS (Itemize by category) | | | | | 0. |
| OTHER EXPENSES (Itemize by category) | | | | | |
| Program expenses (1 site) | | | | 1,500 | |
| Program expenses (1 site) | | | | 1,500 | |
| Program expenses (1 site) | | | | 1,500 | |
| CONSORTIUM/CONTRACTUAL COSTS | | | | | 4,500. |
| SUBTOTAL DIRECT COSTS FOR INITIAL BUDGET PERIOD (Item 7a, Face Page) | | | | | 30,000. |
| CONSORTIUM/CONTRACTUAL COSTS | | | | | |
| FACILITIES AND ADMINISTRATIVE | | | | | |
| TOTAL DIRECT COSTS FOR NEXT BUDGET PERIOD | | | | | 30,000. |
| SBIR/STTR Only: FIXED FEE REQUESTED | | | | | |

Mission

The early elementary school years are a time of significant growth for children and a period when they need to acquire healthy development skills. During this time, it is important for children to have opportunities to learn and succeed at school, to receive recognition for their accomplishments, and to form relationships with positive people in their lives. Early Risers is a health promotion program that seeks to teach children important life skills within a consistent and supportive environment provided in the home, school, and community. When working effectively, this support network helps children make good decisions that will result in healthy and successful adjustments.

Goals

- Promote a positive attitude towards school and learning that makes children feel proud, successful, connected and committed
- Provide opportunities for success
- Build self-confidence and self-esteem
- Learn skills to make friends and to be a good friend
- Learn to express feelings, communicate effectively and control anger and frustration
- Support parents' involvement in their child's development

Contact Information

Erica Anderson

Early Risers Family Advocate

Ellen Hopkins Elementary

2020 11th St.S. Moorhead, MN 56560

218-284-4317

eanderson@moorhead.k12.mn.us

Lisa Kasson-Bauer

Early Risers Family Advocate

S.G. Reinertsen Elementary

1201 40th Ave S. Moorhead, MN 56560

218-284-5652

lkassonbauer@moorhead.k12.mn.us

Nadine Moon

Early Risers Family Advocate

Robert Asp Elementary

910 11th St N. Moorhead, MN 56560

218-284-6316

nmoon@moorhead.k12.mn.us

EARLY RISERS

Skills for Success Program



Moorhead Area Public Schools

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

Early Risers Components



Summer Friendship Groups

Children in the Early Risers Program are enrolled in a fun summer friendship group. Every day, children receive one hour each of social skills development, reading enrichment activities and creative arts activities.



School Year Friendship Groups

During the regular school year, children will participate in weekly groups that build on social skills and reading enrichment lessons. Friendship groups help children make new friends, try new activities, and promote their love of reading.

School Support

An Early Risers Family Advocate will help parents identify their child's school needs. They will create an individual plan with the child to make school a more positive experience. Students will have one more person in their corner to encourage and support them to be the best they can.



Family Support

Parents will receive the support of an Early Risers Family Advocate for themselves and their child.

Parents Excited About Kids (PEAK)



Parents or guardians of Early Risers children are invited to participate in two type of PEAK activities, family nights and parent education.

Family Nights:

Two - three times a year, Early Risers families come together for food, fun and friends. Family nights encourage parents to develop supportive relationships with other parents.

Parent Education:

Parents or guardians of Early Risers children are also invited to participate in an ongoing, parent support and training group. These groups offer a unique opportunity for parents to learn and receive support from other parents. Parent Education is designed to inform and energize parents about key parenting challenges, such as effective discipline and enhancing children's listening skills and ability to follow directions.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.076R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: December 8, 2009

SUBJECT: Dialogue

Lori Lockhart, Horizon Middle School Principal, will provide an update regarding progress made on the 2009-10 School Improvement Goals.

LAK:mde
Attachment

Horizon Middle School

2009-2010 School Improvement Goals

| | |
|----------------------------|--|
| Goal 1: Math | <i>"Horizon Middle School will increase the percent of students proficient on the 2009-2010 Math MCA II by 5%."</i> |
| Goal 2: Reading | <i>"Horizon Middle School will increase the percent of students proficient on the 2009-2010 Reading MCA II by 5%."</i> |
| Goal 3: Other | <i>"Horizon Middle School will identify and offer differentiated supports to our students identified in under performing sub groups i.e. Free and Reduced, Special Education and LEP...etc) according to data (academic, attendance, discipline...etc.) in-order to achieve our 2009-2010 Adequate Yearly Progress index point."</i> |

- **Goal #1: Math**
- **Goal #2: Reading:**
- **Goal #3: Under performing sub groups**

DATA:

Goal: Monitor student progress in order to make modifications to programming

- NWEA/MAP testing: Only tested the 6th graders (no current baseline data on 7th or 8th grade via standardized tests in the fall of 09)
- Skills Tutor
- ALT/ILT data and Progress Monitoring

BUILDING CHANGES:

Goal: Allow for the schedule and courses to meet the student's needs (fluid and flexible)

Goal: Create the school and our offerings based upon the result's we see in our students

- Allows for us to get to our students in a pro-active manner
- Adding ILT/ALT class
- Adding STEMS (allows for choice and varying opportunities for students)
- Same schedule
- Clarifying procedures for utilizing Red River and Excel
- Co-Teaching model in 6 of the 9 houses (Special Ed teachers 'push into' Gen Ed class rooms)
- Utilize and incorporate RTI model (Response To Intervention)

STAFF:

Goal: Create the programming we need by utilizing staff in ways that better meet the students learning needs

- Utilizing staff in a creative manner based upon their strengths and our students needs

ADMINISTRATION AND SYSTEMS APPROACH:

Goal: Create better vehicles of communication and processes to implement and utilize a problem-solving model


- Committees are formed with purpose and membership defined.
- Administration has 'divided' up duties and clarified (stream lined) who does what so staff have easy access and clarification of who does what.



Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.095 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: December 7, 2009

SUBJECT: Fiscal Year 2009 Audit Report

At the December 14, 2009 School Board meeting, Brian Stavenger of Eide Bailly LLP will present the district's audit report for the fiscal year ending June 30, 2009. Attached please find an executive summary that will be the basis for Mr. Stavenger's presentation.

Suggested Resolution: Move to accept the fiscal year 2009 school district audit report as presented by Brian Stavenger, Eide Bailly LLP.

WAK:mde
Attachment

EideBailly^{LLP}



INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD AREA PUBLIC SCHOOLS
GENERAL EDUCATION AID RECEIVABLE

| | General Education Aid | | |
|---------|-----------------------|------------|-------------------------------|
| | Receivable | Revenue | Receivable as % of Revenue |
| 6/30/09 | 3,335,134 | 35,791,088 | 9.3% |
| 6/30/08 | 1,716,221 | 35,198,352 | 4.9% |
| 6/30/07 | 3,016,922 | 34,111,978 | 8.8% |
| 6/30/06 | 2,586,742 | 32,589,808 | 7.9% |

In FY09 approximately 90% of aid payments were made in the current fiscal year, with the remaining 10% being paid in the subsequent fiscal year. Beginning in FY10 approximately 73% of aid payments will be made in the current fiscal year, with the remaining 27% being paid in the subsequent fiscal year.

If the new payment structure had been implemented in FY09, the receivable amount would have been approximately \$9.6 million, an increase of over \$6.3 million.

DEBATE

DeBeilly
LLP

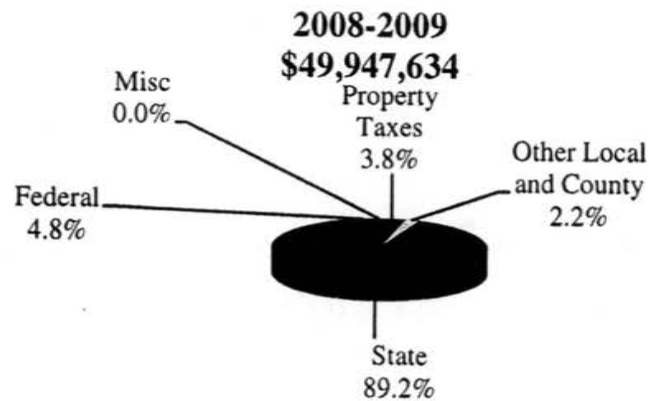
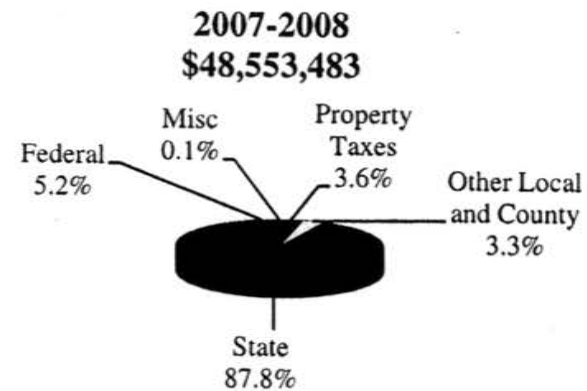
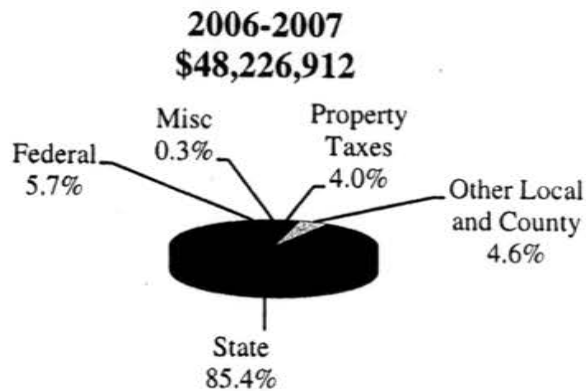
INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD AREA PUBLIC SCHOOLS
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - GENERAL FUND

| | Original Budget | Final Budget | 2009 Actual | Variance With Final Budget | 2008 Actual | 2007 Actual |
|---|---------------------|---------------------|---------------------|-------------------------------|---------------------|---------------------|
| REVENUES | | | | | | |
| State sources | \$ 43,730,172 | \$ 43,810,871 | \$ 44,565,250 | \$ 754,379 | \$ 42,629,959 | \$ 41,208,932 |
| Local levies | 1,735,508 | 1,835,299 | 1,886,821 | 51,522 | 1,744,800 | 1,943,324 |
| Federal sources | 2,803,447 | 2,647,435 | 2,388,519 | (258,916) | 2,513,968 | 2,749,437 |
| Other | 1,846,992 | 1,065,744 | 1,107,044 | 41,300 | 1,664,756 | 2,325,219 |
| | <u>50,116,119</u> | <u>49,359,349</u> | <u>49,947,634</u> | <u>588,285</u> | <u>48,553,483</u> | <u>48,226,912</u> |
| | | | 2.9% Increase | -4.2% Positive | | |
| EXPENDITURES | | | | | | |
| Regular instruction | 23,463,953 | 23,253,765 | 22,226,725 | 1,027,040 | 22,307,953 | 21,364,133 |
| OPEB health insurance | - | (743,428) | (753,861) | 10,433 | - | - |
| District and school administration and support services | 3,622,757 | 3,492,206 | 3,604,830 | (112,624) | 3,521,391 | 3,354,229 |
| Exceptional instruction | 12,784,266 | 12,024,982 | 11,704,159 | 320,823 | 11,870,354 | 11,973,918 |
| Instructional and pupil support services | 7,574,350 | 7,504,654 | 7,690,709 | (186,055) | 7,453,212 | 7,054,060 |
| Other | 5,469,266 | 5,715,329 | 5,509,268 | 206,061 | 5,652,912 | 5,468,142 |
| | <u>52,914,592</u> | <u>51,247,508</u> | <u>49,981,830</u> | <u>1,265,678</u> | <u>50,805,822</u> | <u>49,214,482</u> |
| | | | -1.6% Decrease | 2.5% Positive | | |
| REVENUES OVER (UNDER) EXPENDITURES | <u>(2,798,473)</u> | <u>(1,888,159)</u> | <u>(34,196)</u> | <u>1,859,963</u> | <u>(2,252,339)</u> | <u>(987,570)</u> |
| OTHER FINANCING SOURCES (USES) | | | | | | |
| Issuance of OPEB bonds | - | - | 10,300,000 | 10,300,000 | - | - |
| Transfer of OPEB bonds to trust fund | - | - | (10,300,000) | (10,300,000) | - | - |
| Other | - | - | (102,980) | (102,980) | 54,050 | - |
| | <u>-</u> | <u>-</u> | <u>(102,980)</u> | <u>(102,980)</u> | <u>54,050</u> | <u>-</u> |
| NET CHANGE IN FB | <u>(2,798,473)</u> | <u>(1,888,159)</u> | <u>(137,176)</u> | <u>1,750,983</u> | <u>(2,198,289)</u> | <u>(987,570)</u> |
| FB, BEGINNING OF YEAR | <u>6,314,363</u> | <u>6,314,363</u> | <u>6,314,363</u> | <u>-</u> | <u>8,512,652</u> | <u>9,500,222</u> |
| FB, END OF YEAR | | | | | | |
| Reserved | - | - | 458,819 | 458,819 | 629,521 | 1,815,380 |
| Unreserved - designated | - | - | 2,758,668 | 2,758,668 | 1,811,532 | 1,544,771 |
| Unreserved - undesignated | 3,515,890 | 4,426,204 | 2,959,700 | (1,466,504) | 3,873,310 | 5,152,501 |
| | <u>\$ 3,515,890</u> | <u>\$ 4,426,204</u> | <u>\$ 6,177,187</u> | <u>\$ 1,750,983</u> | <u>\$ 6,314,363</u> | <u>\$ 8,512,652</u> |

Independent School District No. 152

Moorhead Area Public Schools

GENERAL FUND REVENUES BY SOURCE

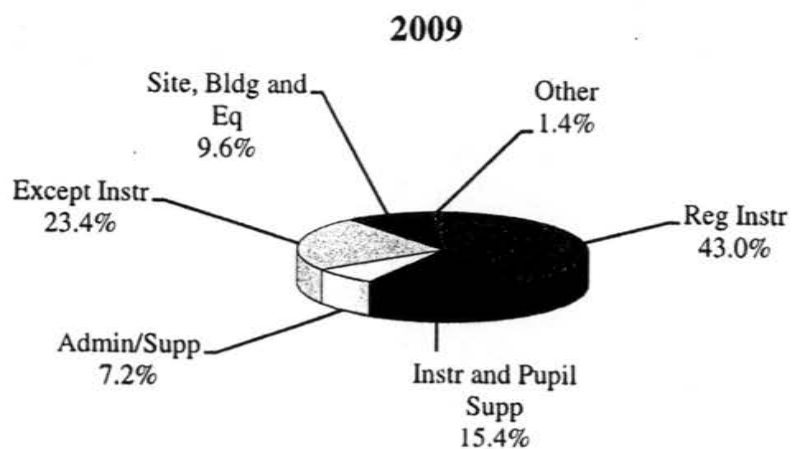
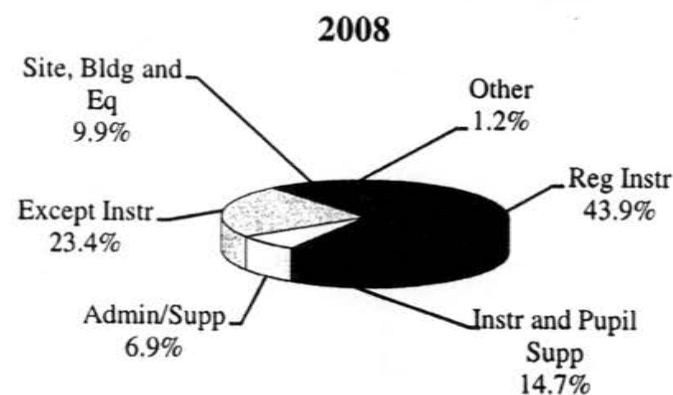
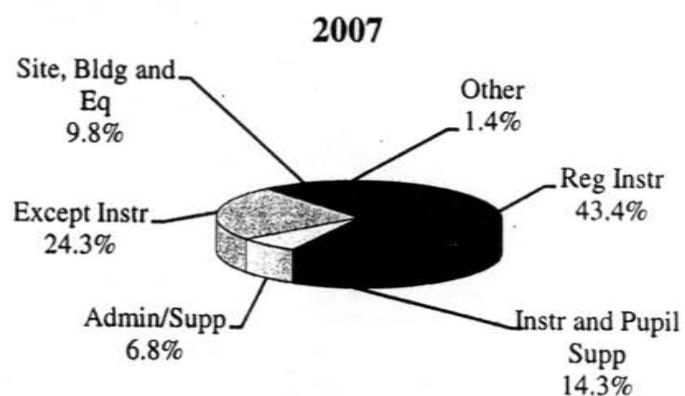


Independent School District No. 152

Moorhead Area Public Schools

GENERAL FUND EXPENDITURES

By Program (excluding OPEB bond issuance in 2009)

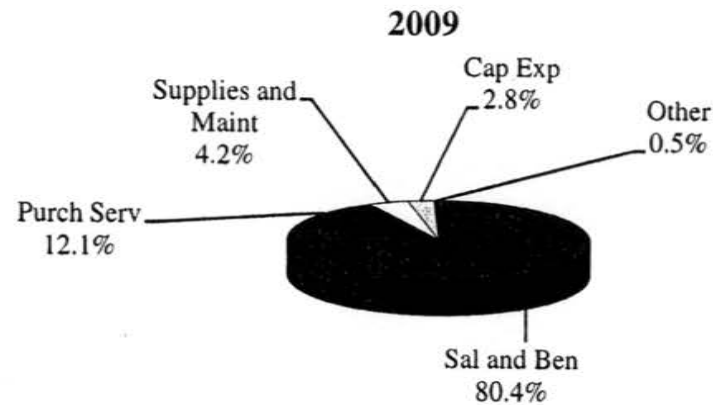
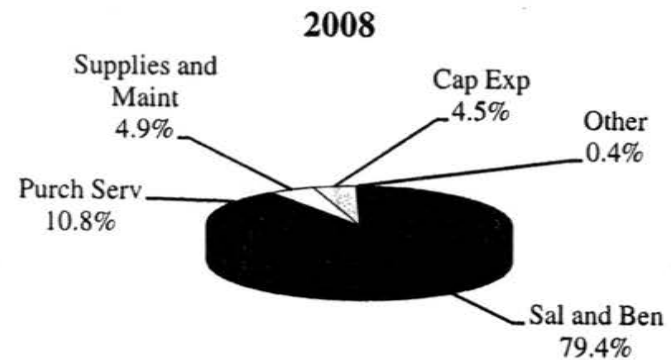
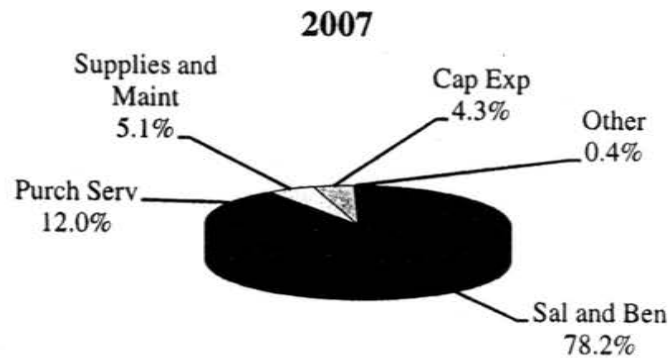


Independent School District No. 152

Moorhead Area Public Schools

GENERAL FUND EXPENDITURES

By Object (excluding OPEB bond issuance in 2009)



INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD AREA PUBLIC SCHOOLS
CHANGES IN FUND BALANCE - GENERAL FUND
YEAR ENDED JUNE 30, 2009

Reserved for deferred maintenance
 Reserved for health and safety
 Reserved for severance pay
 Reserved for operating capital
 Reserved for safe schools
 Unreserved - designated for severance pay
 Unreserved - undesignated

Unreserved-undesignated fund balance as a % of expenditures **
 Total unreserved fund balance as a % of expenditures **
 Total fund balances as a % of expenditures **

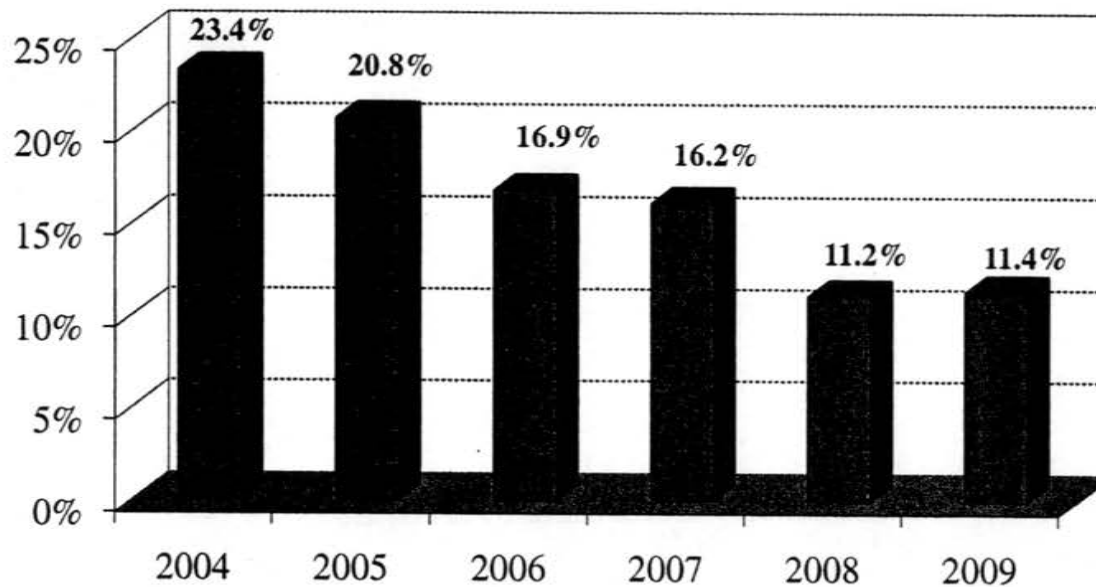
| Fund Balance Beginning of Year | Net Change in Fund Balance | Fund Balance End of Year |
|--------------------------------------|-------------------------------|--------------------------------|
| \$ 155,155 | \$ 50,839 | \$ 205,994 |
| (281,587) | (86,264) | (367,851) |
| 301,709 | (212,263) | 89,446 |
| 454,378 | 78,885 | 533,263 |
| (434) | (1,899) | (2,033) |
| 1,811,582 | 947,136 | 2,758,668 |
| 3,873,310 | (913,610) | 2,959,700 |
| <u>\$ 6,314,363</u> | <u>\$ (137,176)</u> | <u>\$ 6,177,187</u> |
| 8% | | 6% |
| 11% | | 11% |
| 12% | | 12% |

Where would you like to be?

| | |
|------------------------------|------------------|
| 10 % of expenditures: | 4,998,183 |
| 15 % of expenditures: | 7,497,275 |
| 17 % of expenditures: | 8,496,911 |
| 20 % of expenditures: | 9,996,366 |
| 25 % of expenditures: | 12,495,458 |
| 30 % of expenditures: | 14,994,549 |
| 35 % of expenditures: | 17,493,641 |

** Excluding the OPEB bond issuance in 2009

Independent School District No. 152
Moorhead Area Public Schools
GENERAL FUND OPERATING FUND BALANCE
2004 - 2009



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

77

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD AREA PUBLIC SCHOOLS
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - FOOD SERVICE FUND

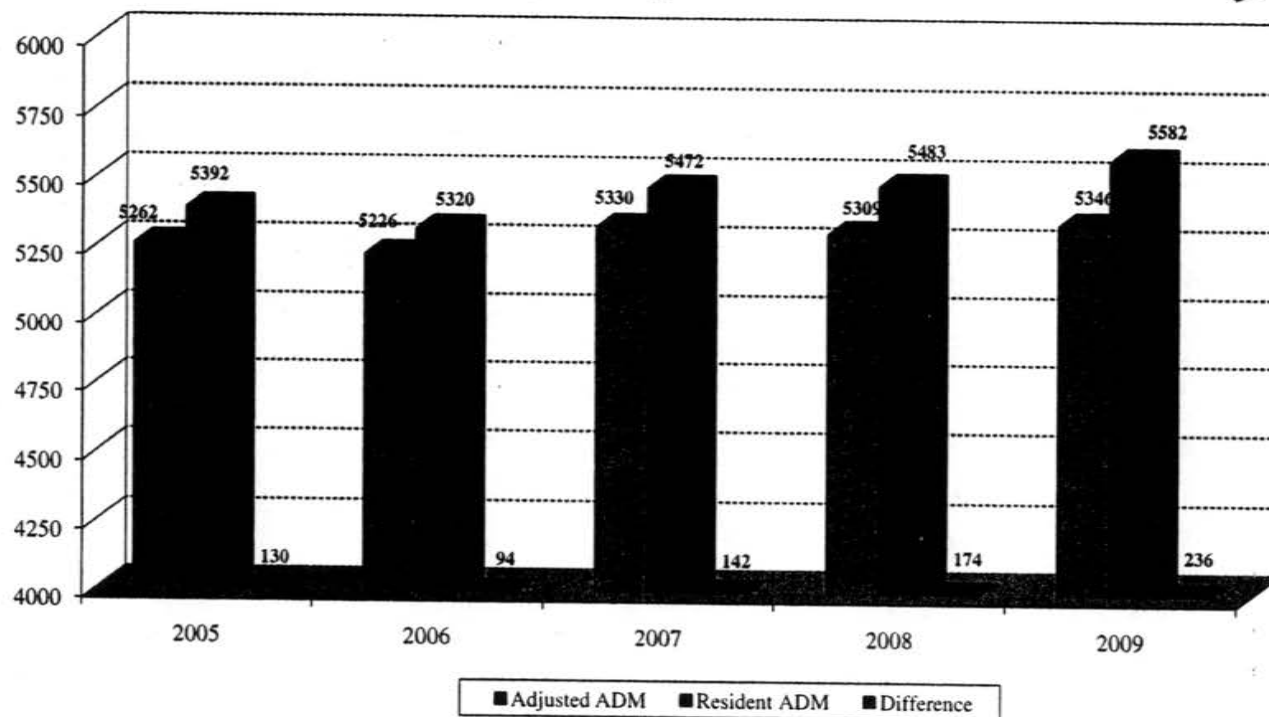
| | Original Budget | Final Budget | 2009 Actual | Variance With Final Budget | 2008 Actual | 2007 Actual |
|---|--------------------|-------------------|-------------------|-------------------------------|-------------------|-------------------|
| REVENUES | | | | | | |
| Sale of food | \$ 970,663 | \$ 891,442 | \$ 897,814 | \$ 6,372 | \$ 874,068 | \$ 859,904 |
| Federal sources | 822,774 | 822,774 | 824,170 | 1,396 | 801,025 | 767,521 |
| State sources | 126,077 | 126,077 | 113,970 | (12,107) | 127,995 | 123,152 |
| Other | 56,746 | 21,659 | 16,353 | (5,306) | 62,540 | 64,086 |
| | <u>1,976,260</u> | <u>1,861,952</u> | <u>1,852,307</u> | <u>(9,645)</u> | <u>1,865,628</u> | <u>1,814,663</u> |
| | | | -0.7% | -0.5% | | |
| | | | Decrease | Negative | | |
| EXPENDITURES | | | | | | |
| Food costs and supplies | 1,209,050 | 1,077,750 | 1,077,003 | 747 | 1,116,955 | 1,029,594 |
| Salaries and benefits | 562,635 | 539,495 | 532,558 | 6,937 | 529,937 | 497,166 |
| Other | 369,872 | 348,052 | 343,068 | 4,984 | 288,533 | 238,881 |
| | <u>2,141,557</u> | <u>1,965,297</u> | <u>1,952,629</u> | <u>12,668</u> | <u>1,935,425</u> | <u>1,765,641</u> |
| | | | 0.9% | 0.6% | | |
| | | | Increase | Positive | | |
| REVENUES OVER (UNDER) EXPENDITURES | (165,297) | (103,345) | (100,322) | 3,023 | (69,797) | 49,022 |
| FB, BEGINNING OF YEAR | <u>454,450</u> | <u>454,450</u> | <u>454,450</u> | <u>-</u> | <u>524,247</u> | <u>475,225</u> |
| FB, END OF YEAR | <u>\$ 289,153</u> | <u>\$ 351,105</u> | <u>\$ 354,128</u> | <u>\$ 3,023</u> | <u>\$ 454,450</u> | <u>\$ 524,247</u> |

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD AREA PUBLIC SCHOOLS
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL - COMMUNITY SERVICE FUND

| | Original Budget | Final Budget | 2009 Actual | Variance With Final Budget | 2008 Actual | 2007 Actual |
|---|--------------------|------------------|------------------|-------------------------------|--------------------|--------------------|
| REVENUES | | | | | | |
| Tuition, fees, and other | \$ 472,975 | \$ 470,757 | \$ 416,415 | \$ (54,342) | \$ 517,077 | \$ 446,496 |
| State aid | 698,030 | 698,030 | 815,769 | 117,739 | 745,350 | 734,868 |
| Local levies | 278,252 | 278,252 | 231,162 | (47,090) | 226,548 | 186,176 |
| | <u>1,449,257</u> | <u>1,447,039</u> | <u>1,463,346</u> | <u>16,307</u> | <u>1,488,975</u> | <u>1,367,540</u> |
| | | | -1.7% | 1.1% | | |
| | | | Decrease | Positive | | |
| EXPENDITURES | | | | | | |
| Salaries and benefits | 996,629 | 1,034,737 | 1,024,060 | 10,677 | 1,130,746 | 1,088,711 |
| Purchased services | 213,326 | 206,841 | 167,636 | 39,205 | 223,869 | 228,951 |
| Other | 118,683 | 133,349 | 146,883 | (13,534) | 137,589 | 135,197 |
| | <u>1,328,638</u> | <u>1,374,927</u> | <u>1,338,579</u> | <u>36,348</u> | <u>1,492,204</u> | <u>1,452,859</u> |
| | | | -10.3% | 2.6% | | |
| | | | Decrease | Positive | | |
| REVENUES OVER (UNDER) EXPENDITURES | 120,619 | 72,112 | 124,767 | 52,655 | (3,229) | (85,319) |
| FB, BEGINNING OF YEAR | (36,539) | (36,539) | (36,539) | - | (33,310) | 52,009 |
| FB, END OF YEAR | <u>\$ 84,080</u> | <u>\$ 35,573</u> | <u>\$ 88,228</u> | <u>\$ 52,655</u> | <u>\$ (36,539)</u> | <u>\$ (33,310)</u> |

Independent School District No. 152 Moorhead Area Public Schools

Average Daily Membership
2005 - 2009



Independent School District No. 152

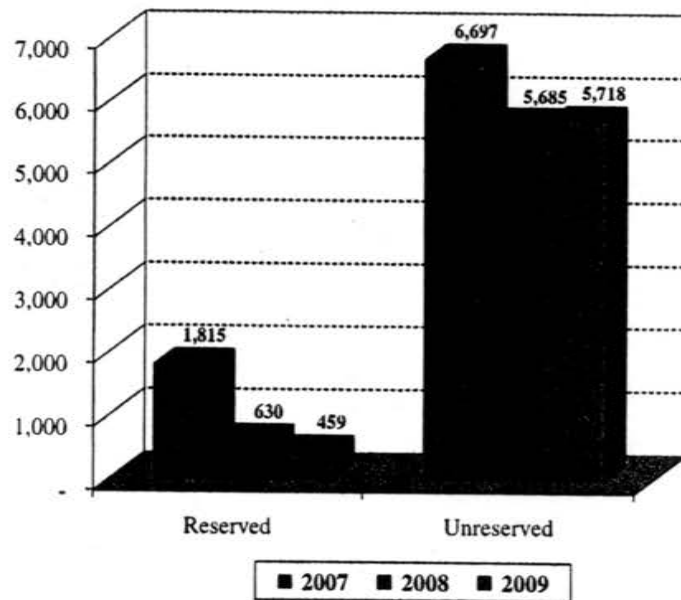
Moorhead Area Public Schools

ENDING FUND BALANCES

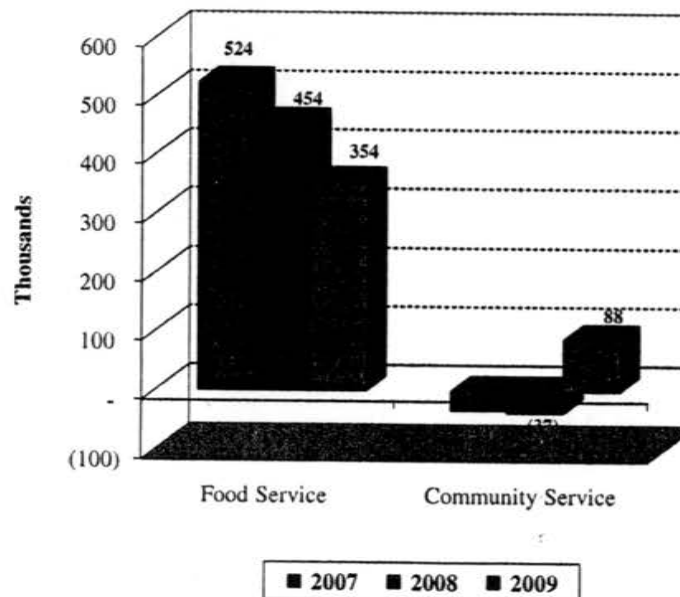
Thousands (000's)



GENERAL FUND



OTHER OPERATING FUNDS

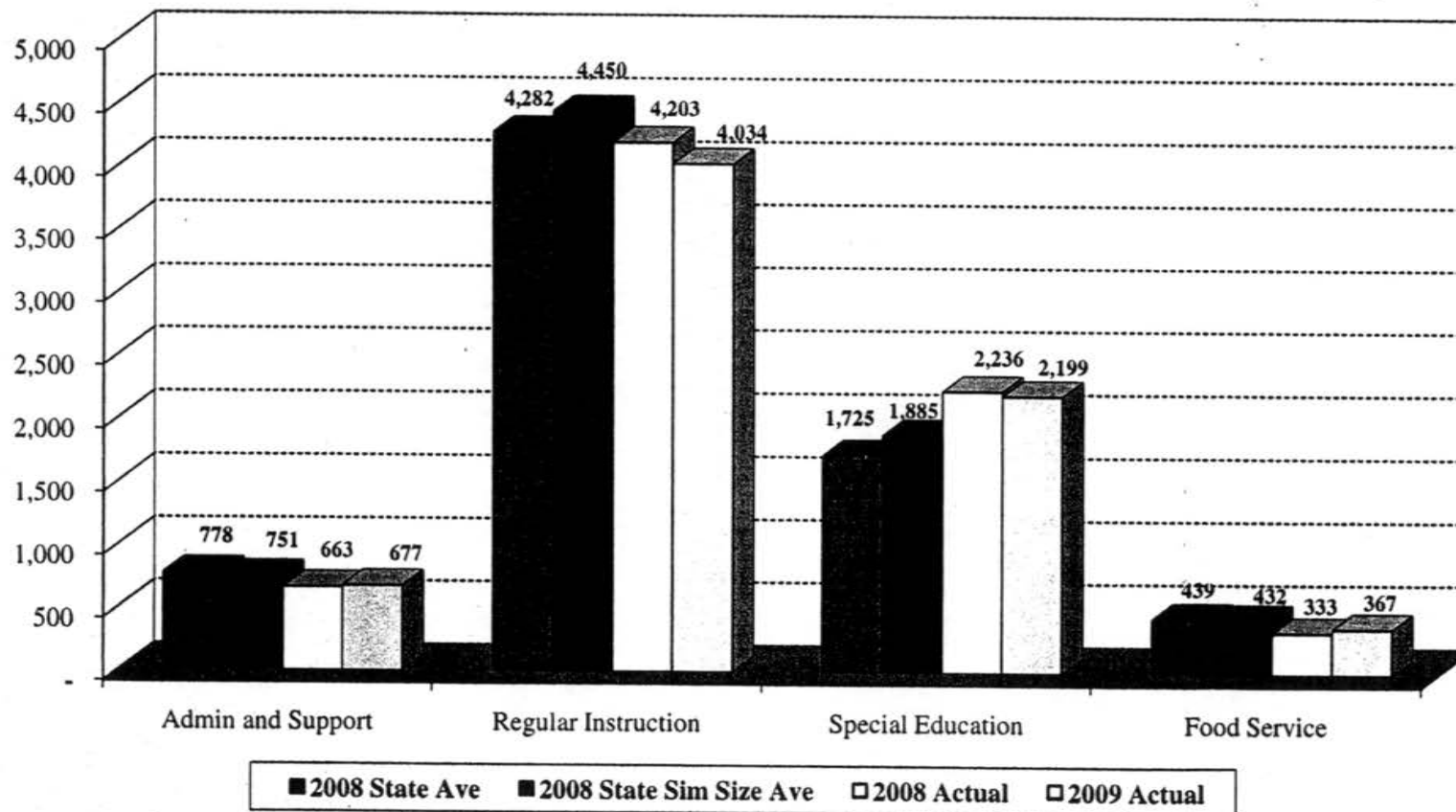


Independent School District No. 152

Moorhead Area Public Schools

COST PER ADM SERVED

(excluding OPEB bond issuance in 2009)






Assistant Superintendent of Schools
Moorhead Area Public Schools

Memo OAS.10.094 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: December 7, 2009

SUBJECT: Certification of Final 2009 Payable 2010 Property Tax Levy

School districts are no longer required to hold a separate Truth in Taxation hearing or continuation hearing. We are required to discuss the levy and the current year's budget at a regularly scheduled board meeting and allow the public to speak; this will occur at the upcoming meeting on December 14, 2009 at 7:00 p.m. The final levy certification will be adopted at the same board meeting.

The School Board approved the preliminary tax levy on September 28, 2009. The next step in the levy certification process requires the School Board to certify the district's final 2009 Payable 2010 Property Tax Levy by December 24, 2009. Attached please find page 23 of the Levy Limitation and Certification document provided by the Minnesota Department of Education. The amount that will be levied for each of the categories and the total levy are listed below:

| | |
|---|-----------------------|
| General – RMV Other Jobz Exempt | 493,524.97 |
| General – NTC Other Jobz Exempt | 1,448,304.11 |
| Community Service – Other Jobz Exempt | 411,051.45 |
| General Debt Service – Voter Jobz Nonexempt | 6,034,462.42 |
| OPEB/Pension – Other Jobz Nonexempt | 520,157.00 |
| Total Levy | <u>\$8,907,499.95</u> |

The total levy represents a 3.73% decrease compared to the total levy from the previous year.

Suggested Resolution: Move to approve the certification of the final 2009 Payable 2010 Property Tax Levy in the amount of \$8,907,499.95.

WAK:mde
Attachment

| LEVY CATEGORY | MAXIMUM LEVY BEFORE OFFSETS | OFFSET ADJUSTMENTS (B) | TACONITE ADJUSTMENTS | MAXIMUM LEVY LIMITATIONS | FINAL CERTIFIED LEVY |
|--|--------------------------------|---------------------------|-------------------------|-----------------------------|-------------------------|
| (1) GENERAL--RMV VOTER JOBZ EXEMPT | | | | | |
| (2) GENERAL--RMV OTHER JOBZ EXEMPT | 493,524.97 | | | 493,524.97 | 493,524.97 |
| (3) GENERAL--NTC VOTER JOBZ EXEMPT | | | | | |
| (4) GENERAL--NTC OTHER JOBZ EXEMPT | 1,448,304.11 | | | 1,448,304.11 | 1,448,304.11 |
| (5) COMMUNITY SERV--NTC OTHER JOBZ EXEMPT | 411,051.45 | | | 411,051.45 | 411,051.45 |
| (6) GEN DEBT SERV--VOTER JOBZ NONEXEMPT | 6,034,462.42 | | | 6,034,462.42 | 6,034,462.42 |
| (7) GEN DEBT SERV--OTHER JOBZ NONEXEMPT | | | | | |
| (8) OPEB/PENSION--VOTER JOBZ NONEXEMPT | | | | | |
| (9) OPEB/PENSION--OTHER JOBZ NONEXEMPT | 520,157.00 | | | 520,157.00 | 520,157.00 |
| (10) TOTAL LEVY | 8,907,499.95 | | | 8,907,499.95 | 8,907,499.95 |
| (11) GENERAL ADJUST OFFSET CARRIED FORWARD | | | | | |
| (12) DEBT SERVICE OFFSET CARRIED FORWARD | | | | | |

- A) TRUTH IN TAXATION CATEGORIES: VOTER APPROVED LEVIES = (1)+(3)+(6)+(8)
ALL OTHER LEVIES = (2)+(4)+(5)+(7)+(9)
- B) OFFSETTING ADJUSTMENTS USED TO ENSURE THE MAXIMUM LEVY LIMITATION
IN EACH LEVY CATEGORY IS NOT LESS THAN ZERO. IF THERE IS NOT ENOUGH LEVY
AUTHORITY WITHIN THE GENERAL & COMMUNITY SERVICE FUNDS, OR IN THE GENERAL
DEBT SERVICE FUND, A NEGATIVE BALANCE WILL BE CARRIED FORWARD TO PAY 2011.
- C) SCHOOL DISTRICTS CERTIFYING THE MAXIMUM LEVY LIMITATION FOR THE FINAL
LEVY MUST CERTIFY THE DOLLAR LIMITATION SHOWN. SCHOOL DISTRICTS MUST
ADOPT THEIR FINAL LEVY ON OR BEFORE DECEMBER 24, 2009.
- D) SCHOOL DISTRICTS CERTIFYING LESS THAN THE MAXIMUM LEVY LIMITATION FOR
ANY CATEGORY MUST CERTIFY A DOLLAR AMOUNT FOR EACH OF LINES (1)-(15) AND
COMPLETE THE APPROPRIATE SECTIONS OF PAGES 24 THROUGH 32 AS NEEDED TO
DOCUMENT THE SPECIFIC AMOUNTS CERTIFIED FOR EACH LEVY COMPONENT.
- E) THE SCHOOL DISTRICT MUST SUBMIT THE COMPLETED ORIGINAL OF THIS FORM TO
THE HOME COUNTY AUDITOR BY DECEMBER 28, 2009. A DUPLICATE COPY MUST
BE SUBMITTED TO MINNESOTA DEPT OF EDUCATION, PROGRAM FINANCE DIVISION,
1500 HIGHWAY 36 WEST, ROSEVILLE, MN 55113, BY JANUARY 7, 2010.

| | |
|--|--------------|
| /(13) TOTAL CERTIFIED ON REFER MARKET VALUE = (1)+(2) = | 493,524.97 |
| /(14) TOTAL CERTIFIED ON NET CAPACITY = (3)+(4) +(5)+(6)+(7)+(8)+(9) = | 8,413,974.98 |
| /(15) GRAND TOTAL CERTIFIED LEVY = (13)+(14) = | 8,907,499.95 |

THE CERTIFIED LEVY LISTED ABOVE IS THE LEVY VOTED
BY THE SCHOOL BOARD FOR TAXES PAYABLE IN 2010.

SIGNATURE OF
SCHOOL BOARD CLERK _____

DATE OF CERTIFICATION _____



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.063R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, Mission Statement 104.

Suggested Resolution: Move to approve the policy, Mission Statement 104, as presented.

LAK:mde
Attachment

Mission Statement

| | |
|-------------------|--|
| Type: | School Board Policy |
| Section: | 100 SCHOOL DISTRICT |
| Code: | 104 |
| Adopted Date: | 11/11/1986 |
| Revised Date(s): | 06/12/2006 |
| Reviewed Date(s): | 07/24/1990, 01/23/1995, 05/10/1999, 08/27/2001, 06/12/2006 |
| Attached Files: | No Documents Found. |

I. PURPOSE

The purpose of this policy is to establish a clear statement for which the Moorhead Area Public Schools exists.

II. GENERAL STATEMENT

The Moorhead School Board believes that a mission statement is important. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The School Board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the school district the School Board governs, the purposes it serves, the constituencies it should consider and the results it intends to produce.

III. MISSION STATEMENT

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

IV. REVIEW

The School Board will review the school district's mission every two years, or when members of the board change. The School Board will conduct a comprehensive review of the school district's mission, including beliefs and values of the community, every five to seven years.

Legal References:

Minn. Stat. 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)

Minn. Rule Parts 3501.0010-3501.0180

Minn. Rule Parts 3501.0200-3501.0270

Cross Reference:

Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.064R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, School Board Meeting Minutes 214.

Suggested Resolution: Move to approve the policy, School Board Meeting Minutes 214, as presented.

LAK:mde
Attachment

School Board Meeting Minutes

Type: School Board Policy
Section: 200 SCHOOL BOARD
Code: 214
Adopted Date: 8/27/2001
Revised Date(s): 10/10/2005
Reviewed Date(s): 10/10/2005
Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the School Board of the Moorhead Area Public Schools and publication of its official proceedings.

II. GENERAL STATEMENT ~~OF POLICY~~

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The Clerk, ~~working with the Board Secretary~~, shall keep and maintain permanent records of the School Board, including records of the minutes of School Board meetings and other required records of the School Board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded and maintained on file in the Superintendent's office and available for inspection by members of the public during regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a School Board meeting shall be approved or modified by the School Board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter should be separately recorded.

2. Recordings of closed meetings shall be preserved by the school district for the following time periods:

a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.

b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.

c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.

d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.

e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.

3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or as governed by applicable law, with the following exceptions:

a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.

b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.

c. Recordings of any other closed meetings shall be classified and/or released as required by court order.

4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3 above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.

5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:

a. The date of the closed meeting;

b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of property, educational data, etc.); and

c. The classification of the data.

6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3 above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

A. The School Board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceeding occurred.

B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. It shall include the date, time, place, type of meeting, and names of School Board members in attendance. It will include the substance of all official actions taken by the School Board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the School Board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the School Board, the proceedings to be published will reflect that fact.

C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the School Board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

Legal References:

Minnesota Statute, 123B.09 Subd.10 (Publishing Proceedings)

Minnesota Statute, 123B.14, Subd. 7 (~~Clerk~~ Records of Meetings)

Minnesota Statute, 331A.01 (Definitions)

Minn. Stat. 331A.05, Subd. 8 (Notice Regarding Published Summaries)

Minn. Stat. 331A.08, Subd. 3 (Publication of Proceedings)

Minnesota Statute, 13D.01, Subds. 4-6 (Open Meeting Law)

Op. Atty. Gen 161-1-20, December 17, 1970

Ketterer V. Independent School District No. 1, 248 MNinn. 212, 79 N.W. 2d 428 (1956)

Cross References:

Moorhead School Board Policy 210: School Board Meeting Rules of Order

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

Moorhead School Board Policy 504: Protection and Privacy of Student Records



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.065R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, Comparable Worth Review Process 403.

Suggested Resolution: Move to approve the policy, Comparable Worth Review Process 403, as presented.

LAK:mde
Attachment

Comparable Worth Review Process

Type: School Board Policy
Section: 400 EMPLOYEE/PERSONNEL
Code: 403
Adopted Date: 2/11/2002
Revised Date(s): 04/10/2006
Reviewed Date(s): 04/10/2006
Attached Files: No Documents Found.

New title: Comparable Worth/Pay Equity Review Process

I. PURPOSE:

The purpose of this policy is to outline a review process for all new and existing job descriptions in order to ensure that the Moorhead Area Public Schools is able to pass all tests outlined by the state of Minnesota guidelines on comparable worth/pay equity.

II. ~~POLICY~~: GENERAL STATEMENT

The intent of the state of Minnesota comparable worth legislation is to equalize the pay of female and male dominated jobs at equal levels of responsibility and authority in the organization through the development of local norms. The Moorhead Area Public Schools will establish procedures to evaluate all new job descriptions and all existing job descriptions which experience a substantial change in order to pass all tests outlined by the ~~s~~State of Minnesota guidelines on comparable worth/pay equity.

III. PROCEDURES:

The Comparable Worth Committee, composed of the Superintendent, Assistant Superintendent of ~~Teaching and Learning~~, Assistant Superintendent of ~~Business Services~~, and Director of Human Resources will ensure that the policy of the School Board is followed and that the Moorhead Area Public Schools will remain in compliance with the laws of the ~~s~~State of Minnesota in regard to comparable worth/pay equity. (Refer to Administrative Procedure 403.1)

Legal References:

Minnesota Statute 471.991 (Definitions)
Minnesota Statute 471.992 (Equitable Compensation Relationships)
Minnesota Statute 471.993 (Compensation Relationships of Positions)
Minnesota Statute 471.994 (Job Evaluation System)



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.066R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, Chemical Use and Abuse 420.

Suggested Resolution: Move to approve the policy, Chemical Use and Abuse 420, as presented.

LAK:mde
Attachment

Chemical Use and Abuse

| | |
|--------------------------|------------------------|
| Type: | School Board Policy |
| Section: | 400 EMPLOYEE/PERSONNEL |
| Code: | 420 |
| Adopted Date: | 10/28/2002 |
| Revised Date(s): | 10/13/2008 |
| Reviewed Date(s): | 04/10/2006, 10/13/2008 |
| Attached Files: | No Documents Found. |

I. PURPOSE

The Moorhead School Board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The Moorhead School Board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the Moorhead Area Public Schools in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT

A. Use of controlled substances, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies and respect to Drug-Free Workplace/Drug-Free School.

B. It is the policy of this school district to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.

C. Each school administrator shall establish a plan for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

D. It will be the responsibility of the Superintendent or designee to collaborate with community agencies to address chemical abuse in the district and community.

E. The school district shall establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.

III. DEFINITIONS

A. "Chemical abuse" means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student's normal function in academic, school, or social activities is chronically impaired.

B. "Chemicals" includes but is not limited to alcohol, toxic substances, and controlled substances as

defined in the school district's Drug-Free Workplace/Drug-Free School policy.

C. "School location" includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school-sponsored or school-approved activity, event or functions, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

IV. STUDENTS

A. Instruction

1. Every school shall provide an instructional program in chemical abuse and the prevention of chemical dependency. The school district may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.
2. Each school shall have age-appropriate and developmentally-based activities that:
 - a. address the consequences of violence and the illegal use of drugs, as appropriate;
 - b. promote a sense of individual responsibility;
 - c. teach students that most people do not illegally use drugs;
 - d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
 - e. teach students about the dangers of emerging drugs;
 - f. engage students in the learning process; and
 - g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
3. Each school shall have activities that involve families, community members and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.
4. Each school shall disseminate drug and violence prevention information within the school and to the community.
5. Each school shall have professional development and training for, and involvement of, school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.
6. Each school shall have drug and violence prevention activities that may include the following:
 - a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.

- b. The hiring and mandatory training, based on scientific research, of school security personnel who interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.
- c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
- d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.
- e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

B. Reports of Chemical Use/Abuse

1. In the event that a school district employee knows that a student is abusing, possessing, transferring, distributing or selling chemicals in a school location.

- a. The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.
- b. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.
- c. The administrator will notify law enforcement officials, the student's counselor, and the chemical preassessment team.
- d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with School Board policies regarding search and seizure.
- e. The Moorhead Area Public Schools will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.

2. If a school district employee has reason to believe that a student is abusing, possessing, transferring, distributing or selling chemicals:

- a. The employee shall notify the building administrator or school counselor shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the students or parents, or providing a meeting between professional school staff and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.

b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.

3. Students involved in the abuse, possession, transfer, distribution or sale of chemicals shall be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56, and proposed for expulsion.

4. Searches by school district officials in connection with the abuse, possession, transfer, distribution or sale of chemicals will be conducted in accordance with School Board policies related to search and seizure.

C. Preassessment Team

1. The school district shall have a chemical abuse preassessment team designated by the Superintendent or designee. The team will be composed of teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as the school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others.

2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents/guardians with information about school and community services in connection with chemical abuse.

D. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn. Stat. 13.32 and applicable federal law and regulations.

2. Destruction of Records

a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents/guardians with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.

b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents/guardians with such information, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.

c. This section shall govern destruction of records notwithstanding provisions of the Records Management Act, Minn. Stat. 138.163.

E. Consent

Any minor may give effective consent for medical, mental and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

V. EMPLOYEES

A. The Superintendent or designee shall undertake and maintain a drug-free awareness and prevention program to inform employees, students and others about:

1. The dangers and health risks of chemical abuse in the workplace/school.
2. The school district's drug-free workplace/drug-free school policy.
3. Any available drug or alcohol counseling, treatment, rehabilitation, re-entry and/or assistance programs available to employees and/or students.

B. The Superintendent or designee shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act of 1988 within ten (10) days after receiving notice of a conviction of an employee for a violation of a criminal drug statute occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the Superintendent.

Legal References:

Minnesota Statute 13.32 (Educational Data)
Minnesota Statute 121A.25-121A.29 (Chemical Abuse)
Minnesota Statute 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minnesota Statute 138.163 (Records Management Act)
Minnesota Statute 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. 7101-7165 (Safe and Drug-Free Schools and Communities Act)
41 U.S.C. 701-707 (Drug-Free Workplace Act)
34 C.F.R. Part 85 (Government-wide Requirements for Drug-Free Workplace)

Cross References:


Moorhead School Board Policy 234: Safe and Healthy Learners Committee
Moorhead School Board Policy 421: Employee Drug and Alcohol Testing
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 553: Crisis Intervention and Student Support
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 Students Person
Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.067R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent 

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, Family and Medical Leave 422.

Suggested Resolution: Move to approve the policy, Family/Medical Leave 422, as presented.

LAK:mde
Attachment

Family and Medical Leave

Type: School Board Policy
Section: 400 EMPLOYEE/PERSONNEL
Code: 422
Adopted Date: 6/11/2001
Revised Date(s): 10/13/2008
Reviewed Date(s): 02/28/2005, 02/13/2006, 06/11/2007, 01/14/2008, 10/13/2008
Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is to delineate the provisions of the federal Family and Medical Leave Act (FMLA) and the parenting leave provisions under state of Minnesota law for employees of the Moorhead Area Public Schools; provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act and parenting leave as required by state statute.

II. GENERAL STATEMENT

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the Family and Medical Leave Act of 1993 (FMLA) and consistent with the requirements of the Minnesota Parenting Leave laws.

III. DEFINITIONS

A. "Active duty" or "call to active duty" means a federal call to active duty as a member of the reserve components (Army National Guard, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve, and Coast Guard Reserve) or a retired member of the regular Armed Forces or reserve component in support of a contingency operation. For purposes of this policy, active duty or call to active duty status does not include members of the regular Armed Forces.

B. "Contingency operation" means a military operation that is designated by the Secretary of Defense as an operation in which members of the Armed Forces are or may become involved in military actions, operations, or hostilities against an enemy of the United States or against an opposing military force or which results in the call or order to, or retention on, active duty of members of the uniformed services under federal law or any other provision of law during a war or during a national emergency declared by the President or Congress.

C. "Covered military member" means the employee's spouse, son, daughter, or parent on active duty or call to active duty status.

D. "Covered servicemember" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious

injury or illness incurred in the line of duty while on active duty that may render the servicemember medically unfit to perform the duties of his or her office, grade, rank, or rating.

E. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee's fulfillment of his or her National Guard or Reserve military service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

F. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

G. "Quantifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
2. to attend military events and related activities of a covered military member;
3. to address issues related to childcare and school activities of a covered military member's child;
4. to address financial and legal arrangements for a covered military member;
5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
6. to spend up to five days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
7. to attend post-deployment activities related to a covered military member; and
8. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave

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

a. birth of the employee's child and to care for such child;

b. placement of an adopted or foster child with the employee;

c. to care for the employee's spouse, son, daughter, or parent with a serious health condition; and/or

d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job.

e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on active duty, or notified of an impending call to order to active duty, in the reserve component of the Armed Forces or a retired member of the regular Armed Forces or reserve component in support of a contingency operation.

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

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.

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

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

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

67. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child or parent, the employee will be required to submit sufficient medical

certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.

78. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present certification from a health care provider indicating that the employee is able to return to work.

89. Requests for leave shall be made to the employee's supervisor and forwarded to the Department of Human Resources for processing. When leave relates to an employee's spouse, son, daughter, or parent being on active duty, or notified of an impending call or order to active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. Employees must give 30 days written notice of a leave of absence where practicable. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

10. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status in support of a contingency operation and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.

911. During the period of a leave permitted under this policy (which does not exceed a total of 12 work weeks in the applicable 12 month period), the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required to reimburse the school district for the cost of the health plan premiums paid by the school district.

102. 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.

The school district shall comply with written notice requirements as set forth in federal regulations.

143. Employees returning from a leave permitted under this policy (which does not exceed a total of 12 work weeks in the applicable 12 month period) are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

~~12. An employee who does not return after leave may, in some situations, be required to reimburse~~

the school district for the cost of the health plan premiums paid by it.

~~13. The provisions of this policy are intended to comply with the Family and Medical Leave Act of 1993 (FMLA) and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the Act and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.~~

14. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

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

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

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall only be available during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A and IV.C. above.

3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.

4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.

5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.

6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.

7. The provisions of Paragraphs IV.A.6., IV.A.9., IV.A.11., IV.A.12., and IV.A.13. above shall

apply to leaves under this section.

V. OTHER

A. The provisions of this policy are intended to comply with applicable law, including FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

HVI. DISSEMINATION OF POLICY

A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.

B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References:

Minnesota Statute 181.940-181.944 (Parenting Leave)

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

29 C.F.R. Part 825 (Family and Medical Leave Act of 1993)

Cross Reference:

Moorhead School Board Policy 423: Health Examination



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.068R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, Employee Copyrights/Royalties 440.

Suggested Resolution: Move to approve the policy, Employee Copyrights/Royalties 440, as presented.

LAK:mde
Attachment

Employee Copyrights/Royalties

Type: School Board Policy
Section: 400 EMPLOYEE/PERSONNEL
Code: 440
Adopted Date: 9/26/1994
Revised Date(s): 12/12/2005
Reviewed Date(s): 12/14/1998, 11/12/2001, 12/12/2005
Attached Files: No Documents Found.

New title: Employee Publications, Instructional Materials, Inventions, and Creations

I. PURPOSE

The purpose of this policy is to identify and reserve the proprietary rights of Moorhead Area Public Schools District to certain publications, instructional materials, inventions, and creations employees may develop or create, or assist in developing or creating, while employed by the school district.

II. GENERAL STATEMENT OF POLICY

~~The Moorhead School Board supports and encourages staff members to publish or develop materials related to the educational profession and wishes to establish the principle of rewarding creativity by the staff. The School Board does not wish to become an entrepreneur in either publishing or manufacturing enterprises, yet if there is a commercial return on the investment of district funds, the School Board wishes to receive a return on that investment.~~

~~It is suggested that staff members who desire to develop products make such action known to the Superintendent, or designee, prior to the time such work is started so that proper procedures can be established to assure that district interests and the interests of staff members are protected. Any educationally related idea or product which can be copyrighted or patented (developed by an employee) will be the sole property of Moorhead Area Public Schools unless there is a prior written agreement which clearly defines ownership in a different matter.~~

III. REGULATIONS

~~Materials developed by staff on their own time on their own equipment:~~

~~Rights to copyrights or patents of books, materials, computer software or templates, materials posted on web sites, devices, etc. developed by staff members of Moorhead Area Public Schools on their own time will be vested in the employee and be copyrighted or patented and/or marketed, if at all, in their name.~~

~~Materials developed by staff on their own time on school district-owned resources:~~

~~The ownership of materials developed by an employee on their own time, using district resources, shall be with the employee. The institution shall be reimbursed out of the royalties for an amount agreed upon by the institution and the employee. Fair market value is used for any facilities,~~

personnel or resources, except those considered part of the normal academic environment including library facilities.

If the employee is developing materials on their own time, but using district resources, the following should occur:

- a. notify the Superintendent or designee of their plans
- b. keep a log which includes dates and hours worked on the project, activities engaged in and school district resources involved.

Materials developed by staff on school time:

Rights to copyrights or patents of books, materials, computer software or templates, materials posted on web sites, devices, etc. developed or produced solely for the district and at district expense will be vested in the district and will be copyrighted or patented and/or marketed, if at all, in its name.

In the event that any of these products have commercial appeal, the Superintendent, or designee, is authorized to secure copyrights, patents, etc. to ensure the ownership of the product by the district. The Superintendent, or designee, is authorized to negotiate with appropriate agencies for the production and distribution of products with commercial appeal.

In an effort to stimulate the innovative and creative development of specific materials and/or programs, 30% of the proceeds will be distributed to the creator(s) of the material(s) or program(s). The remaining 70% will be retained by the School Board. A portion of the royalties will be used to provide any necessary user support of the marketed product and/or continuation of product development.

The district shall have six months in which to assess the commercial viability and patentability of the product. If the district judges the discovery not to be copyrightable and/or marketable, or decides not to pursue a copyright or market the product, all rights will revert to the employee.

Nonecopyrighted Materials:

Software programs or templates, materials or web sites, etc. that have been developed by an individual on their own time using either their own or district equipment, may have value for use throughout the district in a curricular area or as a teacher productivity tool. In order to stimulate the innovative and creative development of such materials, a fund will be established by the Superintendent which will compensate employees for products that have a district-wide appeal.

The appropriateness of the software for district wide use will be determined by a committee made up of representatives from the appropriate curriculum committee, the Assistant Superintendent of Teaching and Learning, and other appropriate representatives as determined by the Assistant Superintendent of Teaching and Learning. If the software or web sites are determined to have merit for district wide use, the district will pay the developer for their work. The amount paid is based on the complexity of the program as well as the extent of district application. Payment will be made using a tiered system ranging from simple to complex programs based on established criteria.

If the district decides to copyright and/or market the product, the district would receive 70% and the developer(s) 30% of any royalties generated by sales of the product as outlined under the above area.

Unless the employee develops, creates or assists in developing or creating a publication, instructional material, computer program, invention or creation entirely on the employee's own time and without the use of any school district facilities or equipment, the employee shall immediately disclose and, on demand of the school district, assign any rights to publications, instructional materials, computer programs, materials posted on websites, inventions or creations which the employee develops or creates or assists in developing or creating during the term of employee's employment and for one year thereafter. In addition, employees shall sign such documents and perform such other acts as may be necessary to secure the rights of the school district relating to such publications, instructional materials, computer programs, materials posted on websites, inventions and/or creations, including domestic and foreign patents and copyrights.

III. NOTICE OF POLICY

The school district shall give employees notice of this policy by such means as are reasonably likely to inform them of this policy.

Legal References:

17 U.S.C. 101 *et seq.* (Copyrights)

Minn. Stat. 181.78 (Agreements; Terms Relating to Inventions)

Cross Reference:


Moorhead School Board Policy 441: Employee Use of Facilities for Private Gain



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.069R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent 

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, Student Parental, Family and Marital Status Nondiscrimination 503.

Suggested Resolution: Move to approve the policy, Student Parental, Family and Marital Status Nondiscrimination 503, as presented.

LAK:mde
Attachment

Student Parental, Family and Marital Status Nondiscrimination

Type: School Board Policy
Section: 500 STUDENTS
Code: 503
Adopted Date: 2/11/2002
Revised Date(s): 04/10/2006
Reviewed Date(s): 04/10/2006
Attached Files: No Documents Found.

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

A. Moorhead Area Public Schools provides equal educational opportunity for all students and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

B. Moorhead Area Public Schools will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

C. Moorhead Area Public Schools may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

D. Moorhead Area Public Schools will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.

E. It is the responsibility of every school district employee to comply with this policy.

F. The Moorhead School Board has designated the Assistant Superintendent of ~~Teaching and Learning~~ as its Title IX Coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the building administrator and/or Title IX

coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. Any further inquiry or complaint should be referred to the district's School Superintendent and/or the district's human rights officer.

H. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in district policy.

Legal References:

Minnesota Statute 363.01 *et seq.* (Minnesota Human Rights Act)

20 U.S.C. 1681-1688 (Title IX of the Education Amendments of 1972)

34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References:

Moorhead School Board Policy 501: ~~Student~~ Equal Educational Opportunity

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 570: Prohibition of Harassment and Violence


Moorhead School Board Policy 578: ~~Bullying-Prohibitiø~~ Intimidation and Bullying



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.070R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent 

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, Medication 532.

Suggested Resolution: Move to approve the policy, Medication 532, as presented.

LAK:mde
Attachment

Medication

| | |
|--------------------------|--|
| Type: | School Board Policy |
| Section: | 500 STUDENTS |
| Code: | 532 |
| Adopted Date: | 10/24/1989 |
| Revised Date(s): | 06/12/2006 |
| Reviewed Date(s): | 11/23/1993, 01/12/1998, 11/12/2001, 06/12/2006 |
| Attached Files: | No Documents Found. |

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering medication to students at school.

II. GENERAL STATEMENT OF POLICY

The intent of this procedure is to assure safe administration of medications in school for those students who may require medication during the school day. This procedure applies to both prescription medication or medicine that may be purchased without a prescription. The school district's licensed school nurse, trained health assistant, building administrator, teacher or other trained staff will administer medication in accordance with law and school district procedures.

III. REQUIREMENTS

1. No prescription medication or medicine that may be purchased without a prescription will be administered during the school day by school personnel unless prescribed by a licensed prescriber and an authorization is signed by the student's parent or guardian. An oral request must be submitted in writing within two school days. (Refer to Administrative Procedure 532.1.)
2. Administration of medication by school personnel must be done according to the written order of a licensed prescriber and the written authorization of a parent or guardian. Authorization forms for administration of medication are available at the building administrator's office or health office of each school. New request forms must be submitted on an annual basis or whenever there is a change in medication, dosage, or frequency of medication.
3. Prescription medication must be brought to school in a container with a label prepared by a pharmacist. Medication that may be purchased without a prescription must be brought to school in the original container labeled with the student's name and dosage.
4. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the medication.
5. The building administrator in each building shall direct the licensed school nurse to ensure that the procedural safeguards and records contained in this policy and required by law are followed prior to administration of any drugs or medicine. Unless the licensed prescriber authorizes otherwise, injected medications will be given by the licensed school nurse or other trained staff.

6. When the student can demonstrate proper administration of the medication and if the student, his/her parent/guardian, physician and licensed school nurse, agree it is appropriate for the student to self-administer the medication, the student will be allowed to carry and self-administer the medication. Prior to any self-medication program, the student needs to be knowledgeable about his/her specific health condition and the medications used to manage his/her condition. Questions regarding any student observed by school personnel self-administering medication should be referred to the school nurse.

7. The administration of medication to pupils on field trips, and during extracurricular activities shall be done as follows:

- If the student is to self-administer medication, the same procedure shall be in effect as for the regular school day.
- Any medication to be administered to a pupil while on a field trip or during extracurricular activities will be kept in the possession of an adult assigned to administer the medication and accompanying a student on the trip.
- All medication must be clearly marked with the student's name, the medication name, and directions as to the dosage, time and method of administration.

8. For each student whose health condition requires a prescribed emergency medication, a written Emergency Plan will be formulated by the parent, student, teacher and licensed school nurse. The plan shall include the written order of the student's physician and should identify which trained school personnel can give emergency medication to the student.

IV. SPECIFIC EXCEPTIONS

1. Special health treatments such as catheterization, tracheotomy suctioning, and gastrostomy feeding do not constitute administration of drugs or medicine. Such treatments are delegated medical functions. The treatments require a physician's written order, written parent permission and should be included in the student's Individualized Health Plan.

2. Medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:

- a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
- b. the inhaler is properly labeled for that student; and
- c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year.

The school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

3. Medications that are not governed by this policy include:

- a. medications that are used off school grounds;

- b. medications that are used in connection with athletics or extracurricular activities; or
 - c. medications that are used in connection with activities that occur before or after the regular school day.
4. Prescription nonsyringe injectors of epinephrine, consistent with state law, if the parent and prescribing medical professional annually inform the pupil's school in writing that:
- a. the pupil may possess the epinephrine; or
 - b. the pupil is unable to possess the epinephrine and requires immediate access to nonsyringe injectors of epinephrine that the parent provides, properly labeled, to the school for the pupil as needed.
5. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the district has received a written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The district may revoke a student's privilege to possess and use nonprescription pain relievers if the district determines that the student is abusing the privilege. This section does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.

Legal References:

Minnesota Statute 13.32 (Student Health Data)
Minnesota Statute 121A.22 (Administration of Drugs and Medicine)
Minnesota Statute 121A.21 (Hiring of Health Personnel)
Minnesota Statute 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minnesota Statute 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minnesota Statute 121A.2205 (Possession and Use of Nonsyringe Injectors of Epinephrine)
Minnesota Statute 151.212 (Label of Prescription Drug Containers)
20 U.S.C. 1400, *et seq.* (IDEA)
29 U.S.C. 794 *et seq.* (Section 504)

Cross Reference:

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.071R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, Wellness 536.

Suggested Resolution: Move to approve the policy, Wellness 536, as presented.

LAK:mde
Attachment

Wellness

Type: School Board Policy
Section: 500 STUDENTS
Code: 536
Adopted Date: 5/22/2006
Revised Date(s):
Reviewed Date(s):
Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is to assure a school environment at the Moorhead Area Public Schools that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

- A. The Moorhead School Board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.
- B. The school environment will promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. 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.
- D. The Moorhead Area Public Schools encourages the involvement of administration, 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.
- E. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- F. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- G. Qualified food and nutrition program personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. GUIDELINES

A. Foods and Beverages

84 Foods and beverages made available by the Moorhead Area Public Schools (including school

stores, vending machines and a la carte cafeteria items) will meet or exceed current USDA Dietary Guidelines for Americans in accordance with nutrition and portion size standards. (See Administrative Procedure 536.1.)

2. School district food and nutrition personnel will take every measure to ensure that student access to foods and beverages that meet or exceed all federal, state, and local laws and guidelines.
3. School district food and nutrition personnel shall adhere to all federal, state, and local food safety and security guidelines.
4. The Moorhead Area Public Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-priced school meals.
5. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
7. The school district will discourage sharing food and beverages given concerns about allergies and restrictions on students' diets.
8. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.
9. The school district will provide to the extent possible, a breakfast program to help meet nutritional needs and enhance student's abilities to learn.

B. School Food and Nutrition Program/Personnel

1. The Moorhead Area Public School District will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.
2. The Moorhead Area Public Schools shall designate the food and nutrition director to be responsible for the school district's food and nutrition program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available throughout the district to ensure food and beverage choices will meet or exceed current USDA Dietary Guidelines for Americans.
3. As part of the Moorhead Area Public School's responsibility to operate a food and nutrition program, the school district will provide continuing professional development for all food and nutrition personnel in schools.

C. Nutrition Education and Promotion

1. The Moorhead Area Public Schools will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;

- b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
- c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.

2. 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.

3. 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.)

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities; (See Administrative Procedure 536.1.)

2. Opportunities for physical activity may be incorporated into other subject lessons, where appropriate; and

3. Classroom teachers may provide short physical activity breaks between lessons or classes, as appropriate.

E. Communications with Parents

1. The Moorhead Area Public Schools recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.

2. The Moorhead Area Public Schools will support parents' efforts to provide a healthy diet and daily physical activity for their children.

3. The Moorhead Area Public Schools encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

4. The Moorhead Area Public Schools will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. IMPLEMENTATION AND MONITORING

A. ~~After approval by the Moorhead School Board, the~~ The wellness policy, as approved by the Moorhead School Board, will be implemented throughout the school district.

B. Moorhead Area Public Schools food and nutrition personnel will ensure compliance with the school's food and nutrition program and will report to the food and nutrition program administrator.

C. The Moorhead Area Public School's food service director will provide an annual report to the Superintendent setting forth the nutrition guidelines and procedures for selection of foods in the food and nutrition program made available throughout the district.

D. The Superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the School Board.

Legal References:

42 U.S.C. 1751 *et seq.* (Richard B. Russell National School Lunch Act)

42 U.S.C. 1771 *et seq.* (Child Nutrition Act of 1966)

P.L. 108-265 (2004) 204 (Local Wellness Policy)

7 U.S.C. 5341 (Establishment of Dietary Guidelines)

7 C.F.R. 210.10 (School Lunch Program Regulations)

7 C.F.R. 220.8 (School Breakfast Program Regulations)

Cross References:

Moorhead School Board Policy 425: Health and Safety Protection

Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions

Moorhead School Board Policy 532: Medication

Moorhead School Board Policy 540: Student Activities

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

Moorhead School Board Policy 573: Tobacco-Free Environment

Moorhead School Board Policy 601: Curriculum and Instructional Goals of Moorhead Area Public Schools

Moorhead School Board Policy 544: Activities FundRaising



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.072R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, Corporal Punishment 552.

Suggested Resolution: Move to approve the policy, Corporal Punishment 552, as presented.

LAK:mde
Attachment

Corporal Punishment

| | |
|-------------------|---------------------|
| Type: | School Board Policy |
| Section: | 500 STUDENTS |
| Code: | 552 |
| Adopted Date: | 2/11/2002 |
| Revised Date(s): | 04/10/2006 |
| Reviewed Date(s): | 04/10/2006 |
| Attached Files: | No Documents Found. |

I. PURPOSE

The purpose of this policy is to describe limitations on corporal punishment of students.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the Moorhead Area Public Schools shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

III. EXCEPTIONS

School district employees may use reasonable force when it is necessary under the circumstances to correct or restrain a student ~~only when necessary to~~ or prevent the ~~child~~ student from injuring him or herself, others or property or to prevent bodily harm or death to another.

IV. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References:

Minnesota Statute 123B.25 (Actions Against Districts and Teachers)
Minnesota Statute 121A.58 (Corporal Punishment)
Minnesota Statute 121A.582 (Student Discipline; Reasonable Force)
Minnesota Statute 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

Cross Reference:

Moorhead School Board Policy 551: Student Discipline



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.073R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, Prohibition of Harassment and Violence 570.

Suggested Resolution: Move to approve the policy, Prohibition of Harassment and Violence 570, as presented.

LAK:mde
Attachment

Prohibition of Harassment and Violence

Type: School Board Policy
Section: 500 STUDENTS
Code: 570
Adopted Date: 5/27/1986
Revised Date(s): 10/13/2008
Reviewed Date(s): 05/01/1990, 09/14/1993, 06/09/1997, 07/09/2001, 04/11/2005, 02/13/2006, 04/09/2007, 02/11/2008, 10/13/2008
Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from ~~religious, racial, national origin, or sexual~~ harassment and violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age. The Moorhead Area Public Schools prohibits any form of ~~religious, racial, sexual orientation, national origin, or sexual~~ harassment and violence because of race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age.

II. GENERAL STATEMENT

A. ~~It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, national origin, racial or sexual harassment and violence.~~

B-~~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,~~ color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age as defined by this policy. (For purposes of this policy, school personnel includes Moorhead School Board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)

~~EB.~~ 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~~ harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age upon any pupil, teacher, administrator or other school personnel.

~~EC.~~ 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; related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is

found to have violated this policy.

~~III. RELIGIOUS, RACIAL, NATIONAL ORIGIN, AND SEXUAL HARASSMENT AND VIOLENCE~~ DEFINED DEFINITIONS

A. Sexual Harassment; Definition

(1) Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

(a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or

(b) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

(c) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

(2) Sexual harassment may include but is not limited to:

(a) unwelcome verbal harassment or abuse;

(b) unwelcome pressure for sexual activity;

(c) unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;

(d) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

(e) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

(f) unwelcome behavior or words directed at an individual or group because of gender.

B. Racial Harassment; Definition

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

(1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;

(2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

(3) otherwise adversely affects an individual's employment or academic opportunities.

C. National Origin Harassment; Definition

National origin harassment consists of physical or verbal conduct which is related to an individual's place of birth or any of the individual's lineal ancestors, when the conduct:

- (1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- (2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance;
- (3) otherwise adversely affects an individual's employment or academic opportunities.

D. Religious Harassment; Definition

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

- (1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- (2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- (3) otherwise adversely affects an individual's employment or academic opportunities.

E. Sexual Violence; Definition

(1) Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statute Section 609.341, include the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.

(2) Sexual violence may include, but is not limited to:

- (a) touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- (b) coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- (c) coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
- (d) threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

F. Racial Violence; Definition

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

G. Sexual Orientation; Definition

Sexual orientation means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. Sexual orientation does not include a physical or sexual attachment to children by an adult.

H. National Origin Violence; Definition

National origin violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to the individual's place of birth or any of the individual's lineal ancestors.

I. Religious Violence; Definition

Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

J. Assault; Definition

Assault is:

- (1) an act done with intent to cause fear in another of immediate bodily harm or death;
- (2) the intentional infliction of or attempt to inflict bodily harm upon another; or
- (3) the threat to do bodily harm to another with present ability to carry out the threat.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of ~~religious, racial, sexual orientation, national origin, or sexual~~ harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute ~~religious, racial, sexual orientation, national origin, or sexual~~ harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use Administrative Procedure 570.1 available from the administrator of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the school district's Human Rights Officer (Director of Human Resources) or the Superintendent.

B. ~~In Each School Building.~~ In each school building. The building administrator is the person responsible for receiving oral or written reports of ~~religious, racial, sexual orientation, national origin, or sexual~~ harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age at the building level. Any adult school district personnel who receives a report of ~~religious, racial, national origin, or sexual~~ harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age shall

inform the building administrator immediately.

C. Upon receipt of a report, the building administrator must notify the school district Human Rights Officer (Director of Human Resources) immediately, without screening or investigating the report. The building administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building administrator to the Human Rights Officer (Director of Human Resources). If the report was given verbally, the building administrator shall personally reduce it to written form within 24 hours and forward it to the Human Rights Officer (Director of Human Resources). Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the building administrator. If the complaining involves the building administrator, the complaint shall be made or filed directly with the Superintendent or the school district Human Rights Officer (Director of Human Resources) by the reporting party or complainant.

D. ~~In the District.~~ In the district. The Moorhead School Board hereby designates the Director of Human Resources as the school district Human Rights Officer to receive reports or complaints of ~~religious, racial, sexual orientation, national origin, or sexual~~ harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age. If the complaint involves the Human Rights Officer (Director of Human Resources), the complaint shall be filed directly with the Superintendent.

E. The school district shall conspicuously post the name of the Human Rights Officer (Director of Human Resources), including mailing address and telephone number with this policy throughout each school building in areas accessible to pupils and staff.

F. Submission of a good faith complaint or report of ~~religious, racial, sexual orientation, national origin, or sexual~~ harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age will not affect the complainant or reporter's future employment, grades or work assignments.

G. Use of formal reporting forms is not mandatory.

H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

V. INVESTIGATION

A. By authority of the school district, the Human Rights Officer (Director of Human Resources), upon receipt of a report or complaint alleging ~~religious, racial, sexual orientation, national origin, or sexual~~ harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all facts and surrounding circumstances.

D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged ~~religious, racial, sexual orientation, national origin, or sexual~~ harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age.

E. The investigation will be completed as soon as practicable. The school district Human Rights Officer (Director of Human Resources) shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violation of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon receipt of a report, 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. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged ~~religious, racial, sexual orientation, national origin, or sexual~~ harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statute 626.556 may be applicable.

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff.

B. A summary of this policy (Appendix A) shall be given to each school district employee in the employee handbook and independent contractor at the time of entering into the person's contract.

C. A summary of this policy (Appendix A) shall appear in each school's student handbook.

D. The content of this policy will be discussed annually with students and employees.

E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

F. This policy shall be reviewed by the Human Rights Officer (Director of Human Resources) at least annually for compliance with state and federal law.

Legal References:

Minnesota Statute 120B.232 (Character Development Education)

Minnesota Statute 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)

Minnesota Statute Chapter 363A (Minnesota Human Rights Act)

Minnesota Statute 626.556 *et seq.* (Reporting of Maltreatment of Minors)

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

Cross References:

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

Moorhead School Board Policy 401: Equal Employment Opportunity Statement

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

Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Moorhead School Board Policy 551: Student Discipline

APPENDIX A

****ATTENTION****

MOORHEAD AREA PUBLIC SCHOOL DISTRICT 152 POLICY AGAINST RELIGIOUS, RACIAL, SEXUAL ORIENTATION, NATIONAL ORIGIN, AND SEXUAL HARASSMENT AND VIOLENCE RELATED TO RACE, COLOR, CREED, RELIGION, NATIONAL ORIGIN, SEX, MARITAL STATUS, DISABILITY, STATUS WITH REGARD TO PUBLIC ASSISTANCE, SEXUAL ORIENTATION, AND AGE

1. 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 related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age 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:~~ race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age:
 - 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. 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 related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age 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 related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age. 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.



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.074R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

LAK

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, Student Teachers and Interns 921.

Suggested Resolution: Move to approve the policy, Student Teachers and Interns 921, as presented.

LAK:mde
Attachment

Student Teachers and Interns

Type: School Board Policy
Section: 900 COMMUNITY RELATIONS
Code: 921
Adopted Date: 10/10/1972
Revised Date(s): 02/13/2006
Reviewed Date(s): 11/26/1991, 03/11/1996, 11/13/2000, 02/13/2006
Attached Files: No Documents Found.

I. PURPOSE

The purpose of this policy is designed to support the training and development of new educators through agreements between accredited teacher education institutions and the Moorhead Area Public Schools.

II. GENERAL STATEMENT OF POLICY

For the purpose of this policy, "student teachers" and "interns" are those college/university-enrolled students assigned to Moorhead Area Public School professional staff for the purposes of furthering the education of the student and fulfill a requirement of the college/university that he/she train under the supervision of a certified/licensed professional for a period of time. This policy will include, but is not be limited to:

1A. Student teachers assigned to all classroom programs including Area Learning Center (ALC), Learner Support, Speech/Language.

2B. Interns who have received an undergraduate degree and are enrolled in university courses requiring supervised practical training, including school social work interns, school psychology interns, and administrative interns.

Moorhead Area Public Schools will accept student teachers/interns only at times and in numbers appropriate for the well-being of Moorhead Area Public Schools students. When placing student teachers in the Moorhead Area Public School District, each local college/university will work with the building administrators. A formal contract will be made between the district and university. Colleges and universities outside the local area should contact the Human Resources Department of ~~Teaching and Learning~~ for copies of a student teaching contract. The Human Resources Department of ~~Teaching and Learning~~ will contact building administrators regarding available placement of student teachers.

Each college/university is to send a copy of all student teacher assignments for Moorhead Area Public Schools to the Human Resources Department and building administrator's office prior to the beginning of the district's semester in which the student teacher is to start. The respective college/university will also be required to have the appropriate criminal background check conducted on each student teacher prior to the time the student teacher begins his/her assignment with the Moorhead Area Public Schools. A notarized copy of the results of that background check will be sent to the Director of Human Resources. Moorhead Area Public Schools will retain the option of

refusing or terminating any student teaching assignment as a consequence of information available from the background check.

Please refer to Administrative Procedures 921.1 ~~and 921.2~~ for guidelines ~~and application~~.

Cross References:

Moorhead School Board Policy 413: Employment Background Checks

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



Superintendent of Schools
Moorhead Area Public Schools

Memo S.10.075R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: December 7, 2009

SUBJECT: Approval of Policy

Attached please the policy, Research Studies 922.

Suggested Resolution: Move to approve the policy, Research Studies 922, as presented.

LAK:mde
Attachment

Research Studies

| | |
|-------------------|--|
| Type: | School Board Policy |
| Section: | 900 COMMUNITY RELATIONS |
| Code: | 922 |
| Adopted Date: | 3/11/1980 |
| Revised Date(s): | 02/13/2006 |
| Reviewed Date(s): | 01/26/1991, 03/11/1996, 05/08/2000, 02/13/2006 |
| Attached Files: | No Documents Found. |

I. PURPOSE

~~A.~~ The purpose of this policy is to provide guidelines for individuals and/or organizations to conduct educational research in Moorhead Area Public Schools.

II. GENERAL STATEMENT OF POLICY

It is the intention of the Moorhead School Board that all research projects carried out in the district shall be approved in advance by the Superintendent or his/her designee. ~~B.~~ Only those studies which will have an apparent value to the school district will be approved. ~~C.~~ All persons, Moorhead Area Public School employees as well as personnel from outside the district, wishing to conduct research in the Moorhead Area Public Schools must make a written request to the ~~Department of Teaching and Learning~~ Superintendent's office using the Research Study Request Form (922.1).

A. Topics needing study should be kept on file by the ~~Assistant Superintendent of Teaching and Learning in the Superintendent's office~~. Staff members and graduate students should be encouraged to submit topics for possible study.

B. Research Study Request

1. The researcher will submit a Research Request Form to the Superintendent or designee for his/her consideration and action.

2. All research requests are reviewed by the ~~Assistant Superintendent of Teaching and Learning or designee~~ and routed to appropriate departments/buildings. Within one week, departments or building administrators should take action on the request and return the form to the ~~Department of Teaching and Learning Superintendent's office~~.

3. Upon approval, the researcher shall conduct the research in a professional manner and to assure the anonymity and rights of individual students, schools or staff members in reporting results.

Federal regulations require that when human subjects are to be involved in research there must be adequate protection of their rights and welfare. Consideration shall include the following:

- 1) An explanation of procedures and their purpose
- 2) A description of any attendant discomforts or risks
- 3) A description of any reasonable benefits expected
- 4) An offer to respond to inquiries on procedures

5) Instruction of the right to withdraw consent and to discontinue participation at any time without prejudice to the subject.

Permission from the research institution's Institution Research Board (IRB) is required when human subjects are involved in research.

4. Curriculum assessment or building assessment for the purpose of curriculum development and/or program evaluation are exempt from completing and following the research request process but requires approval of the ~~Assistant Superintendent of Teaching and Learning~~ or designee.

5. All publications resulting from studies in the schools should acknowledge the contribution of Moorhead Area Public Schools except for anonymous research projects. The researcher shall agree to provide at least one bound copy of the completed study to the school district. No release of findings will be made until a copy is on file in the ~~Department of Teaching and Learning~~ school district offices.

6. Research requests will be kept on file for a minimum of three years.

Legal Reference:

45 C.F.R. 46 (Protection of Human Subjects)

Cross Reference:

Moorhead School Board Policy 440: ~~Employee Copyrights/Royalties~~ Employee Publications, Instructional Materials, Inventions, and Creations

Moorhead School Board Policy 504: Protection and Privacy of Student Records