



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

Copyright Notice:

This material may be protected by copyright law (U.S. Code, Title 17). Researchers are liable for any infringement. For more information, visit www.mnhs.org/copyright.

S-MA-BOS
10 Jan 2011

INDEPENDENT SCHOOL DISTRICT #152

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

January 10, 2011

7:00 p.m.

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

ATTENDANCE:

Lisa Erickson _____	Kristine Thompson _____
Cindy Fagerlie _____	Bill Tomhave _____
Laurie Johnson _____	Trudy Wilmer _____
Mike Siggerud _____	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 cross country team for placing first in the Section 8AA championship meet on Oct. 29 in Fergus Falls. The boys team captured its third straight section championship and qualified for the state tournament. The team placed second at the state tournament on Nov. 6, marking the highest finish ever for the Moorhead boys cross country team. Lukas Gemar and Glen Ellingson completed All-State performances by finishing in the top 25 runners. Team members are Lukas Gemar, Christian Larson, Derrick Nelson, Glen Ellingson, Jacob Geraghty, Ezra Olson, Josh Young, Matthew Lillehaugen and Jarrett Jenni. Head coach is Jeremy Blake, and assistant coach is Dan Dooher.

SCHOOL BOARD AGENDA - January 10, 2011

PAGE 2

We Are Proud of Taylor Janssen, Moorhead High School girls cross country team member, for qualifying for the state tournament. Janssen completed an All-State performance by finishing in the top 25 runners in her race. The girls cross country team is coached by head coach Jeremy Blake and assistant coach Dan Dooher.

- 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 December 13 and December 20, 2010 Special Meeting Minutes and December 13, 2010 Regular Meeting Minutes - Pages 6-15
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
(1) Approval of January Claims - Page 16
(2) Acceptance of Donation - Page 17
- C. HUMAN RESOURCES MATTERS - Hiedeman
(1) Approval of Family/Medical Leave - Page 18
(2) Approval of Resignations - Page 19
(3) Approval of Change in Contract - Page 20
(4) Approval of Other Leave of Absence - Page 21
(5) Approval of New Employees - Page 22
- D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

SCHOOL BOARD AGENDA - January 10, 2011
PAGE 3

3. **ORGANIZATION OF THE SCHOOL BOARD:** Thompson

- A. Oath of Office
- B. Election of Officers

Suggested Resolution: Move to nominate the following slate of officers for the one-year term (2011) on the Moorhead School Board, and cast a unanimous ballot by acclamation:

Chairperson -
Vice-Chair -
Clerk -
Treasurer -

Moved by _____ Seconded by _____
Comments _____

C. Committee Assignments

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

Moved by _____ Seconded by _____
Comments _____

4. **K-5 PROGRESS REPORTS:** Kovash
Pages 23-51

5. **RESOLUTION DIRECTING ADMINISTRATION TO MAKE
RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS
AND REASONS THEREFORE:** Kazmierczak
Pages 52-53

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

Moved by _____ Seconded by _____
Comments _____

6. **2011-12 SCHOOL YEAR KINDER PLUS (K+) FEES:** Kazmierczak
Page 54

SCHOOL BOARD AGENDA - January 10, 2011
PAGE 4

Suggested Resolution: Move to approve the annual Kinder Plus (K+) fees for the 2011-12 school year as follows: Full Fee - \$1,200; Reduced Fee A - \$600; Reduced Fee B - \$300; Reduced Fee C - \$150.

Moved by _____ Seconded by _____
Comments _____

7. **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 _____

8. **OPEN PUBLIC MEETING:** Thompson

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

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF 2010-12 T.C.I. MASTER AGREEMENT:** Kazmierczak
Page 55

Suggested Resolution: Move to approve the T.C.I. Master Agreement for 2010-12 as presented with the cost as follows:

<u>Year</u>	<u>Cost</u>	<u>Percentage Increase</u>
2010-11	\$5,915	2.31%
2011-12	\$5,733	2.19%
TOTAL	\$11,648	4.50%

Moved by _____ Seconded by _____
Comments _____

10. **COMMITTEE REPORTS**

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

12. **ADJOURNMENT**

SCHOOL BOARD AGENDA - January 10, 2011
PAGE 5

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
Hopkins PTAC	January 11	6:30 pm	Media Center
Reinertsen PTAC	January 11	6:30 pm	Media Center
MSBA Leadership Conference	January 12-14		Minneapolis
Instr and Curr Adv Com	January 13	7 am	PCE
Health/Safety/Wellness Com	January 13	9:30 am	PCE
Early Chldhd Adv Com	January 13	6:30 pm	PCE
Interagency Early Interv Com	January 19	12 pm	FSC
School Board	January 24	7 pm	PCE
Activities Council	January 25	7 am	MHS
Technology Committee	January 25	3:45 pm	PCE
Intergovernmental Retreat	January 28	10 am	Marriott

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
DECEMBER 13, 2010
PAGE 1**

MEMBERS PRESENT: Karin Dulski, Lisa Erickson, Cindy Fagerlie (5:47 p.m.), Sonia Mayo Hohnadel, Mike Siggerud, Kristine Thompson, Bill Tomhave, and Dr. Lynne A. Kovash.

MEMBERS ABSENT: None.

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

APPOINTMENT OF CLERK: Thompson moved, seconded by Tomhave, to appoint Sonia Mayo Hohnadel to serve as clerk for the December 13 Special School Board meeting. Motion carried 6-0.

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

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

FOCUS AREAS/DISTRICT IMPROVEMENT PLAN: Eidsness presented information on district support initiatives which include lesson planning training (Sheltered Instructional Observation Protocol (SIOP)), the addition of a district Math Committee (a Literacy Committee is already in place), Professional Learning Community (PLC) support, and observations and accountability (Learning Walks).

PRIORITY AREAS: Kovash provided information related to the High School/Middle School Evaluation Task Force and the Early Learning/K+ Evaluation Task Force was also discussed. The High School/Middle School Evaluation Task Force will focus on developing middle and high school programming to provide continuity for both students, staff and families. The goal will be to provide opportunities for students to be competitive academically while being efficient and maximize sharing of staff and resources between the middle and high school levels. The Early Learning/K+ Evaluation Task Force will focus on developing programming for 3-6 year olds, evaluate existing early childhood programs and implement an inclusive model of early childhood to include 3 year olds through kindergarten.

Kazmierczak reviewed the five operating levy priority areas and the planning efforts. Priority Area #1 is to provide a source of stable and predictable revenue to avoid further reductions. Several payment delay scenarios are possible and also the potential for a reduction in state aid. Priority Area #2 is to provide resources necessary to preserve and improve class sizes in the core academic areas at the secondary level and to preserve and improve class sizes at the

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
DECEMBER 13, 2010
PAGE 2**

elementary level. Priority Area #3 is to repair and replace aging technology equipment and expand student use of and access to technology. Discussion was held to determine what will be completed in 2010-11 through 2013. Priority Area #4 is to provide increased access to world languages. The December 13 recommendation to the board will be to add an introductory Chinese class based on work done by the World Languages Task Force. Priority Area #5 is to increase access to early childhood programs. The Jump Start program will begin in January 2011 to serve an additional 36 at-risk preschool students in collaboration with Head Start. In addition, Kinder Plus (K+) fees will be reduced.

The Operating Levy Priority Areas will be posted on the district's website and will identify progress made to the five priority areas.

SCHOOL BOARD ORGANIZATION: Thompson removed this item from the agenda.

REVIEW OF POLICIES: Due to the lack of time, the review of policies will be held at a meeting in the spring.

OTHER: Thompson said School Board organization of officers would be scheduled for the January 10 School Board meeting. Thompson noted there would not be board representation at the January 13 Instruction and Curriculum Advisory Committee due to the MSBA Leadership Conference.

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

Cindy Fagerlie, Clerk

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
DECEMBER 13, 2010
PAGE 1**

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

MEMBERS ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 7:02 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

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

WE ARE PROUD:

We Are Proud of Nicole Wiesner, Moorhead High School girls soccer head coach, and Ryan DeJong, girls soccer assistant coach, for being honored by the Minnesota Soccer Coaches Association. Wiesner was recognized as the Section 8 Girls Soccer Coach of the Year, and DeJong was named Assistant Girls Soccer Coach of Year for Section 8.

We Are Proud of the Moorhead High School volleyball team for winning the 8AAA section tournament and qualifying for the state tournament. The Spuds lost in the consolation round, finishing the season with a 18-13 record. Cory Gilbertson was named to the All-State Honorable Mention team and Keleigh Van Dyke was named to the Academic All-State team. Team members are Ciara Olsen, Lauren Funk, Abby Tietz, Sarah Gerber, Cory Gilbertson, Stephanie Ussatis, Chalsey Falk, McKinzie Ernst, Taylor Baldwin, Lexi Johnson, Laura Holsen, Maddie Swanson, Tiffany Swanson and Keleigh Van Dyke. Head coach is Char Lien and assistant coaches are Amy Bjerke, Diana Dykema and Michele Johnson.

We Are Proud of Moorhead High School student Garrett Schroeder who received his Eagle Scout rank on Nov. 11. Schroeder's Eagle Scout service project was storm drain education. He worked with River Keepers to mark storm drains and inform residents about how anything that goes down storm drains ends up in the Red River. He led a group of scouts and parents in handing out door hangers with information, and he gave a presentation to the troop about his project and the impact it had on the area. Schroeder's scoutmaster is Jack Sculthorp of Troop 637.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Hohnadel moved, seconded by Siggerud, to approve the following items

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
DECEMBER 13, 2010
PAGE 2**

on the Consent Agenda:

Minutes - Approve the November 8 and 22, 2010 Meeting Minutes.

Claims - Approve the December Claims, subject to audit, in the amount of \$1,020,816.04.

General Fund:	\$883,488.84
Food Fund:	\$125,794.24
Community Service Fund:	\$11,532.96
TOTAL	\$1,020,816.04

Donation - Accept the \$50 donation from Matt and Janelle Leiseth for the Early Childhood Family Education classrooms in honor of their children's birthdays. A thank you letter will be sent from administration.

City of Moorhead Lease Agreement - Approve the lease agreement relating to the agricultural land described as East one-half (E 1/2) of the Northeast Quarter (NE 1/4) of Section 21, Township 140 North, Range 48 West, Clay County, Minnesota, for the period of January 1, 2011 to December 31, 2012, as presented. The school district has been leasing the land to the City of Moorhead which in turn subleases the land to the Sunny Brook Partnership.

Resignations

Karina Hodny - Paraprofessional, EIS, effective December 16, 2010.

Heather Otto - Health Tech, Horizon Middle School, effective December 21, 2010.

David Juarez - Lunchroom Supervisor, Horizon Middle School, effective December 17, 2010.

Janice Conrade - Food & Nutrition Server, S.G. Reinertsen Elementary, effective November 29, 2010.

Rachel Simon - Food & Nutrition Server, Moorhead High School, effective November 22, 2010.

Change in Contracts

Ann Schneider - Health Tech, St. Joseph/Park Christian, increase in hours from 20 per week to 26.5 per week (replace reduction in hours from Kathy Evert).

Kathy Evert - Secretary, Health Tech, Early Learning Center, reduction in hours from 32.5 per week to 26 hours per week.

Yvonne Ralph - Cook Helper to Assistant Cook, Moorhead High School, 7 hours per day, A13 (7) \$15.17 per hour effective December 7, 2010 (replaces Clarice Berntson).

Cindy Noennig - Cook Helper, Temporary Position, Moorhead High School, \$9.90 per hour to Cooks Helper, Permanent position, 5.75 hours per day, A11 (1) \$12.90 per hour, effective December 9, 2010 (replaces Yvonne Ralph).

9 Family/Medical Leaves

Nicole Bolluyt - Teacher, Ellen Hopkins Elementary, effective approximately January 11, 2011

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
DECEMBER 13, 2010
PAGE 3**

for approximately eight weeks.

Sandy Van Dyke - Teacher, S.G. Reinertsen Elementary, effective December 13, 2010 for approximately six weeks.

Erika Thiel - Teacher, Robert Asp Elementary, effective approximately, January 26, 2011 for approximately ten weeks.

New Employees

Kari Prekel - Food & Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$9.00 per hour, effective November 29, 2010 (replaces Amy Stockinger).

Susan Klingman - Food & Nutrition Server, Moorhead High School, 2.75 hours per day, \$9.30 per hour, effective December 9, 2010 (replaces Cindy Noennig).

American Indian Education Transmittal of Resolution Renewal - Approve the Indian Education Transmittal of Resolution for submission to the Minnesota Department of Education by December 15, 2010.

Clay County Interagency Purchase of Services Agreement - Approve the January 1, 2011 to June 30, 2011, renewal agreement with Clay County Social Services in cooperation with Lakeland Mental Health Center to continue mental health services to identified students and their families as part of the Clay County Mental Health and Outreach Treatment Program not to exceed the amount of \$120,276.

Motion carried 7-0.

APPROVAL OF MOORHEAD HIGH SCHOOL COURSE PROPOSALS: Eidsness provided information regarding two course proposals from Moorhead High School. The Science, Technology, Engineering and Math (STEM) departments have proposed adding the final foundational engineering course, Principles of Engineering, required by the Kern Foundation grant the district received in 2009. The district is currently receiving grant funds from the Kern Foundation, which sponsors the Project Lead the Way program. In order for the district to be certified by Project Lead the Way to offer college credit, three foundational courses and one advanced course must be offered to grades 9-12. With the addition of Principles of Engineering, to be implemented in the fall of 2011-12, the district will only need to add an advanced course to fulfill the certification requirement.

The World Language department proposed adding Level I and II Mandarin Chinese. The World Language Task Force, which met throughout 2009-10, recommended the district offer between three and four world language classes at the high school level. Currently only Spanish is offered and in the fall of 2011, Mandarin Chinese would be the second language option for grade 9-12 students.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
DECEMBER 13, 2010
PAGE 4**

Hohnadel moved, seconded by Dulski, to approve the addition of courses Principles of Engineering and Mandarin Chinese at Moorhead High School. Motion carried 7-0.

APPROVAL OF CERTIFICATION OF FINAL 2010 PAYABLE 2011 PROPERTY TAX LEVY: Kazmierczak stated school districts are no longer required to hold a separate Truth in Taxation hearing or continuation hearing. Districts are required to discuss the levy and the current year's budget at a regularly scheduled board meeting and allow the public to speak.

Kazmierczak presented information related to the background on school funding, property tax levies and budgets. He also provided information regarding the district's budget and proposed tax levy for taxes payable in 2011 and requested public comment and question.

Tomhave moved, seconded by Dulski, to approve the certification of the final 2010 Payable 2011 Property Tax Levy in the amount of \$13,580,220.22. Motion carried 7-0.

APPROVAL OF POLICY: Erickson moved, seconded by Fagerlie, to approve the policy, State and Federal Law Prohibiting Discrimination 102, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Dulski moved, seconded by Hohnadel, to approve the policy, School Board Member Development 203, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Hohnadel, to approve the policy, School Board Public Hearings 212, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Fagerlie moved, seconded Erickson, to approve the policy, 'We Are Proud' Guidelines 215, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Dulski moved, seconded by Siggerud, to approve the policy, Out-of-State Travel by School Board Members 216, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Dulski moved, seconded by Siggerud, to delete the policy, Human Rights Committee 235, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Siggerud, to approve the policy, School District Administration 301, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Hohnadel moved, seconded by Thompson, to approve the policy, Equal Employment Opportunity Statement 401, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Dulski moved, seconded by Hohnadel, to approve the policy, Grievance Procedures for Equal Opportunity 402, as presented. Motion carried 7-0.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
DECEMBER 13, 2010
PAGE 5**

APPROVAL OF POLICY: Hohnadel moved, seconded by Erickson, to approve the policy, Employment Disability Nondiscrimination 404, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Dulski moved, seconded by Fagerlie, to approve the policy, Family and Medical Leave 422, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Dulski moved, seconded by Siggerud, to approve the policy, Equal Educational Opportunity 501, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Hohnadel, to approve the policy, Prohibition of Harassment and Violence 570, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Dulski moved, seconded by Siggerud, to approve the policy, Student Dress and Appearance 577, as presented. Motion carried 7-0.

APPROVAL OF MAJOR MAGNITUDE FIELD TRIP REQUEST - CHOIR TRIP TO WASHINGTON, D.C.: Kathie Brekke provided information regarding the choir trip to Washington, D.C. March 13, 2012 through March 18, 2012. Students will be funding the trip using their own resources, which will include fundraising efforts.

Erickson moved, seconded by Hohnadel, to approve the Major Magnitude Field Trip request for Moorhead High School choir students to travel to Washington, D.C. March 13, 2012 through March 18, 2012. Motion carried 7-0.

SUPERINTENDENT'S CONTRACT: Dulski moved, seconded by Hohnadel, to approve the July 1, 2011 - June 30, 2014 Superintendent's Contract for Dr. Lynne A. Kovash. Motion carried 7-0.

The overall settlement is:

	<u>Percent</u>	<u>Cost</u>
2011-2012	2.98%	\$5,192
2012-2013	2.37%	\$4,252
2013-2014	2.35%	\$4,311
Yearly Average	2.57%	\$4,585

SUPERINTENDENT'S ANNUAL EVALUATION: Thompson stated the School Board held the superintendent's annual evaluation in a closed session on November 22. Thompson stated the evaluation was overwhelmingly positive and the board accepted Dr. Kovash's completion and addition of goals. The next evaluation will be held in June or July 2011.

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
DECEMBER 13, 2010
PAGE 6**

COMMITTEE REPORTS: Brief reports were heard regarding the Asp PTAC, Special Education Parent Advisory Committee, Instruction and Curriculum Advisory Committee, Joint Powers Committee, and Continuing Education Committee meeting. Tomhave noted the Intergovernmental Retreat is scheduled for January 28, 2011 at 10 a.m. at the Courtyard by Marriott.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash reported discussion was held with Dilworth-Glyndon-Felton Schools related to boundary changes or a land swap. Discussions regarding this issue have been discussed historically and do not benefit the Moorhead Area Public Schools. Kovash will continue to keep the board informed on the topic. Kovash also noted that the RSVP Metro Youth Partnership request for funding will be further studied and brought back to the board at a later date.

Thompson said it was a sad day due to Dulski and Hohnadel no longer serving on the board. Thompson thanked them for their many years of service and said their insights and work was very appreciative. Thompson said two new board members, Laurie Johnson and Bryce Haugen, will take the Oath of Office at the January 10 board meeting and the composition of board officers will be discussed at the same meeting.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:13 p.m.

Cindy Fagerlie, Clerk

**SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
DECEMBER 20, 2010
PAGE 1**

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Kristine Thompson, Bill Tomhave, and Dr. Lynne A. Kovash.

MEMBERS ABSENT: Karin Dulski and Mike Siggerud.

CALL TO ORDER: Chair Thompson called the meeting to order at 6:45 a.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Kovash recommended the agenda proceed with revisions to pages 1-4 and the addition of pages 6-9.

APPROVAL OF AGENDA: Erickson moved, seconded by Fagerlie, to approve the agenda as revised. Motion carried 4-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

ACCEPTANCE OF SCHOOL BOARD MEMBER RESIGNATION: Tomhave moved to approve the following resolution:

WHEREAS, Bryce Vincent Haugen was elected to a two-year term as a School Board member of Independent School District No. 152 as specified in the November 2, 2010 Special Election.

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

1. That Bryce Vincent Haugen's refusal to serve as a School Board member of Independent School District No. 152 dated December 14, 2010 is hereby accepted and the two-year term is hereby determined to be vacant.

The motion for the adoption of the foregoing resolution was duly seconded by Board Member Fagerlie and upon a roll-call vote being taken thereon, the following voted in favor thereof: Fagerlie, Thompson, Erickson and Tomhave, and the following voted against the same: none.

Whereupon, said Resolution was declared duly passed and adopted. Motion carried 4-0.

RESOLUTION APPOINTING CANDIDATE TO VACANT SCHOOL BOARD POSITION: Fagerlie moved to approve the following resolution:

WHEREAS, the two-year term specified in the November 2, 2010 Special Election has been declared vacant by the School Board.

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

1. Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5, Trudy Wilmer be appointed to serve as a School Board member for the vacant two-year term as specified in the November 2, 2010 Special Election. This term will expire in January 2013.

The motion for the adoption of the foregoing resolution was duly seconded by Board Member Tomhave and upon a roll-call vote being taken thereon, the following voted in favor thereof: Fagerlie, Erickson, Tomhave and Thompson, and the following voted against the same: none.

Whereupon, said Resolution was declared duly passed and adopted. Motion carried 4-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 6:56 a.m.

Cindy Fagerlie, Clerk



Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.11.043 C

TO: Dr. Lynne A. Kovash, Superintendent
FROM: Wayne A. Kazmierczak, Assistant Superintendent
DATE: January 4, 2011
SUBJECT: January Claims

The January claims are as follows:

General Fund	\$951,436.95
Food Fund	\$162,960.25
Community Service Fund	\$9,290.83
TOTAL	\$1,123,688.03

Suggested Resolution: Move to approve the January claims, subject to audit, in the amount of \$1,123,688.03.

WAK:nls



Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.11.041 C

TO: Dr. Lynne A. Kovash, Superintendent
FROM: Wayne A. Kazmierczak, Assistant Superintendent
DATE: January 4, 2010
SUBJECT: Donation

Moorhead Area Public Schools received the following donation:

- Robert and Jill Majkrzak donated \$225 to Early Intervention Services to assist in covering the cost of milk for students in the program.

Suggested Resolution: Move to accept the included donation and direct administration to send a thank you.

WAK:nls



Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.058

TO: Lynne A. Kovash, Superintendent
FROM: Ann Hiedeman, Director of Human Resources
DATE: January 4, 2011
SUBJECT: Family/Medical Leave

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

Amanda Kuehn Speech/Language Pathologist, EIS, effective approximately March 10, 2011
for approximately 7 weeks.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for
Amanda Kuehn pursuant to Article 39, Section 1 of the Teachers' Master Agreement.



Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.058

TO: Lynne A. Kovash, Superintendent
FROM: Ann Hiedeman, Director of Human Resources
DATE: January 4, 2011
SUBJECT: Resignation

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

Michelle Moyano	Lunchroom Supervisor, S. G. Reinertsen Elementary, effective January 4, 2011.
Amber Stogner	Bus Driver, Transportation, effective November 1, 2010.
Kerry Horst	Technical Theatre Director, High School, effective January 7, 2011.

SUGGESTED RESOLUTION: Move to approve the resignation of Michelle Moyano, Amber Stogner and Kerry Horst as presented.



Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.057

TO: Lynne A. Kovash, Superintendent
FROM: Ann Hiedeman, Director of Human Resources
DATE: January 4, 2011
SUBJECT: Change in Contract

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

Bob Stroh Lunchroom Supervisor, S. G. Reinertsen Elementary, increase days per week from two to five at 2.25 hours per day, effective January 5, 2011.
(Replaces Michelle Moyano)

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Bob Stroh as presented.



Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.061

TO: Lynne A. Kovash, Superintendent
FROM: Ann Hiedeman, Director of Human Resources
DATE: January 5, 2011
SUBJECT: Other Leave of Absence

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

Tabitha Talkington Bus Driver, Transportation, effective January 3, 2011 until April 29, 2011.

SUGGESTED RESOLUTION: Move to approve the Other Leave of Absence for Tabitha Talkington pursuant to Article VIII, Section 7 of the Bus Driver/Assistants Master Agreement.



Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.056

TO: Lynne A. Kovash, Superintendent
FROM: Ann Hiedeman, Director of Human Resources
DATE: January 4, 2011
SUBJECT: New Employees

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school district statute and requirements.

Kathy Kunkel	Health Tech, Horizon Middle School, B21 (3) \$14.68 per hour, 6.5 hours per day, effective January 3, 2011. (Replaces Heather Otto)
Michelle Hanson	Paraprofessional, EIS, B21 (3) \$14.26 per hour, 6 hours per day, 4 days per week, effective January 4, 2011. (Replaces Karina Hodny Para position)
Trish Floyd	Paraprofessional, High School, B21 (3) \$14.26 per hour, 6.5 hours per day, effective January 3, 2011. (Replaces Trish Floyd)
Brent Vetter	Bus Driver, Transportation, 5-6 hours per day, \$13.28 per hour, effective January 3, 2011. (Replaces Kayla Skalsky)
Julie Arnold	ESL Teacher, S. G. Reinertsen Elementary, MA (0) \$10,903.30, .50 FTE, effective January 3, 2011. (Replaces Clare Kazmierczak)

SUGGESTED RESOLUTION: Move to approve the employment of Kathy Kunkel, Michelle Hanson, Trish Floyd, Brent Vetter and Julie Arnold as presented.



Office of School Improvement and Accountability
Moorhead Area Public Schools

Memo SIA.11.013 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability^{me}

DATE: January 4, 2011

SUBJECT: Progress Report Update

Vicki Breneman will attend the January 10 School Board meeting to review the updated elementary progress reports.

Vicki has been working with the Elementary Progress Report Committee since last June to revise the progress reports for grades K-5. This committee was formed to update the progress reports to address changes in curriculum standards and convert the report to an electronic format. The new reports will be completed by teachers online, then printed and mailed to K-5 families at the end of January.

MOE:nls
Attachments

S.G. Reinertsen Elementary

Moorhead Area Public Schools

Dr. Lynne A. Kovash, Superintendent of Schools

Anne Moyano, Principal

1201 40th AVE S - Moorhead, MN 56560

218-284-5300 - Fax: 218-284-5333 - www.moorhead.k12.mn.us

Grade: Kindergarten
, Rm. 103

	Midyear	Year End	Total
Present	82.5	86.0	168.5
Absences	1.5	0.0	1.5
Tardies	0.0	0.0	0.0

2010-2011

ELEMENTARY PROGRESS REPORT



Strong Schools, Strong Community

The purpose of this report is to communicate with parents, students and others about the achievement of end of year learning goals. It identifies students' levels of progress toward those goals, areas of strength, and areas where more time and effort are needed.

Elementary Progress Report: Kindergarten

Proficiency Levels in Meeting Standards

Outstanding

- Consistently demonstrates excellent achievement beyond the standards.

Proficient

- Demonstrates solid, proficient achievement of the standards.

Developing

- Is approaching acceptable achievement of the standards.

Limited

- Lacks expected progress toward the standards.

Not Assessed

- This standard has not been addressed at this time.

See Comments

- See teacher comments

	Midyear	End of Year
I. Language Arts: Reading -		
Reads fluently with expression		
Uses strategies to read unfamiliar words		
Understands grade-level written and oral text		
Literary Elements		
II. Language Arts: Writing -		
Writes clearly and effectively		
III. Mathematics -		
Number and Operations		
Algebra		
Measurement		
Geometry		
IV. Science -		
Understands grade-level concepts and ideas		
V. Social Studies -		
Understands grade-level concepts and ideas		
General Comments (Midyear):		
General Comments (End of Year):		

Grade-Level Expectations: Kindergarten

Language Arts: Reading

Reads fluently with expression

- Recognizes upper and lower case letters
- Identifies letter sounds
- Identifies beginning and ending sounds in words

Uses strategies to read unfamiliar words

- Reads sight words

Understands grade-level written and oral text

- Writes or draws a response that shows understanding
- Asks and answers questions

Literary Elements

- Reads and listens to literature for enjoyment
- Identifies main characters, events, and actions
- Retells stories

Language Arts: Writing

Writes clearly and effectively

- Begins to correctly form letters and numbers
- Write first and last name
- Uses letter sounds to write

III. Mathematics

Number and Operations

- Counts to 50
- Counts backward from 20
- Identifies numbers to 31

Algebra

- Recognizes, extends, and creates patterns

Measurement

- Compares and orders objects according to size, length, or weight

Geometry

- Recognizes a variety of shapes
- Sorts objects using characteristics

IV. Science

- Understands grade-level concepts and ideas

V. Social Studies

- Understands grade-level concepts and ideas

Skills Necessary For Learning

The Skills Necessary For Learning are observable behaviors of student learning for all students in all grade levels. They are an important part of the school culture as demonstrated in daily classroom instruction and assessment.

Self-Directed Learner

The ability to be responsible for one's own learning

- Works independently and asks for help when needed
- Organizes materials
- Makes productive use of class time

Quality Producer

The ability to recognize and produce quality performance and products

- Strives to complete work neatly and correctly
- Strives to meet learning goals

Community Contributor

The ability to work with other people

- Works cooperatively with others
- Shows respect and recognizes the feelings of others
- Follows school and classroom rules
- Makes good choices

Effective Communicator

The ability to communicate effectively

- Communicates effectively and clearly through speaking
- Listens attentively to gain understanding
- Observes and makes sense of visual information
- Follows directions

Complex Thinker

The ability to demonstrate critical thinking and problem-solving strategies

- Uses prior knowledge and experiences to solve problems
- Solves problems in different ways
- Explains answers and makes adjustments

Effective and Ethical User of Technology

The ability to use a variety of technologies effectively and ethically

- Uses various technologies to find information and create products
- Uses technology responsibly and ethically

Skills Necessary For Learning -	Midyear	End of Year
Self-Directed Learner <i>The ability to be responsible for one's own learning</i>		
Community Contributor <i>The ability to work with other people</i>		
Complex Thinker <i>The ability to demonstrate critical thinking and problem-solving strategies</i>		
Quality Producer <i>The ability to recognize and produce quality performance and products</i>		
Effective Communicator <i>The ability to communicate effectively</i>		
Effective and Ethical User of Technology <i>The ability to use a variety of technologies effectively and ethically</i>		

S.G. Reinertsen Elementary

Moorhead Area Public Schools

Dr. Lynne A. Kovash, Superintendent of Schools

Anne Moyano, Principal

1201 40th AVE S - Moorhead, MN 56560

218-284-5300 - Fax: 218-284-5333 - www.moorhead.k12.mn.us

Grade: 1
, Rm. 106

	Midyear	Year End	Total
Present	82.0	86.0	168.0
Absences	2.0	0.0	2.0
Tardies	0.0	0.0	0.0

2010-2011

ELEMENTARY PROGRESS REPORT



Strong Schools, Strong Community

The purpose of this report is to communicate with parents, students and others about the achievement of end of year learning goals. It identifies students' levels of progress toward those goals, areas of strength, and areas where more time and effort are needed.

Elementary Progress Report: Grade 1

Proficiency Levels in Meeting Standards

Outstanding

- Consistently demonstrates excellent achievement beyond the standards.

Proficient

- Demonstrates solid, proficient achievement of the standards.

Developing

- Is approaching acceptable achievement of the standards.

Limited

- Lacks expected progress toward the standards.

Not Assessed

- This standard has not been addressed at this time.

See Comments

- See teacher comments

	Midyear	End of Year
I. Language Arts: Reading -		
Reads fluently with expression		
Uses strategies to read unfamiliar words		
Understands grade-level written and oral text		
Literary Elements		
II. Language Arts: Writing -		
Uses the steps of the writing process		
Writes clearly and effectively		
III. Mathematics -		
Number and Operations		
Algebra		
Measurement		
Geometry		
IV. Science -		
Understands grade-level concepts and ideas		
V. Social Studies -		
Understands grade-level concepts and ideas		
General Comments (Midyear):		
General Comments (End of Year):		
VI. Art -		
Understands grade-level concepts and ideas		
Comments (Midyear):		
Comments (End of Year):		
VII. Music -		
Rhythm		
Melody		
Comments (Midyear):		
Comments (End of Year):		
VIII. Physical Education -		
Motor skills		
Fitness level		
Comments (Midyear):		
Comments (End of Year):		

Grade-Level Expectations: Grade 1

Language Arts: Reading

Reads fluently with expression

- Reads aloud grade-level materials smoothly with accuracy and expression

Uses strategies to read unfamiliar words

- Recognizes and figures out new words
- Reads 100 sight words
- Uses known words to solve new words
- Notices when a word doesn't make sense and fixes it

Understands grade-level written and oral text

- Uses what is already known to understand stories
- Uses information from the story to answer questions
- Notices when reading doesn't make sense and rereads
- Makes predictions, retells and summarizes
- Learns the meanings of new words through instruction and reading

Literary Elements

- Reads and listens to literature for enjoyment
- Identifies main characters, events, and author's purpose

Language Arts: Writing

Uses the steps of the writing process

- Develops a plan for various types of writing
- Responds orally to the writing of others
- Attempts to proofread and revise own writing

Writes clearly and effectively

- Writes to communicate and considers the audience
- Writes stories with a beginning, middle, and end
- Writes simple, complete sentences
- Begins to use correct punctuation, capitalization, and spelling

Art

- Uses art elements (color, line, shape, etc.) and principles (balance, repetition, emphasis)
- Learns techniques (cutting, drawing, painting, etc.)
- Views and identifies artwork by famous artists from different cultures

I. Music

- Sings or performs diverse music alone or in groups in tune and with correct rhythm
- Reads, identifies, defines, and composes music symbols and notes
- Identifies, describes, and/or compares music of different historical periods

III. Mathematics

Number and Operations

- Reads, writes and compares numbers to 120
- Counts forward to 120 with and without objects
- Counts backward from 30 with and without objects
- Finds 10 more and 10 less than a given number
- Combines and takes apart numbers to 10
- Models and solves addition and subtraction with objects
- Solves real-world mathematical problems

Algebra

- Recognizes, extends, and creates patterns
- Finds missing numbers in number models, such as $3 + _ = 7$ using objects or numbers

Measurement

- Compares and orders objects according to size, length, or weight
- Tells time to the hour and half-hour
- Identifies pennies, nickels, and dimes

Geometry

- Sorts and describes two- and three-dimensional shapes

IV. Science

- Understands grade-level concepts and ideas

V. Social Studies

- Understands grade-level concepts and ideas

VIII. Physical Education

- Moves in ways that produce different levels of activity
- Understands health benefits of regular exercise

Skills Necessary For Learning

The Skills Necessary For Learning are observable behaviors of student learning for all students in all grade levels. They are an important part of the school culture as demonstrated in daily classroom instruction and assessment.

Self-Directed Learner

The ability to be responsible for one's own learning

- Works independently and asks for help when needed
- Organizes materials
- Makes productive use of class time

Quality Producer

The ability to recognize and produce quality performance and products

- Strives to complete work neatly and correctly
- Strives to meet learning goals

Community Contributor

The ability to work with other people

- Works cooperatively with others
- Shows respect and recognizes the feelings of others
- Follows school and classroom rules
- Makes good choices

Effective Communicator

The ability to communicate effectively

- Communicates effectively and clearly through speaking
- Listens attentively to gain understanding
- Observes and makes sense of visual information
- Follows directions

Complex Thinker

The ability to demonstrate critical thinking and problem-solving strategies

- Uses prior knowledge and experiences to solve problems
- Solves problems in different ways
- Explains answers and makes adjustments

Effective and Ethical User of Technology

The ability to use a variety of technologies effectively and ethically

- Uses various technologies to find information and create products
- Uses technology responsibly and ethically

Skills Necessary For Learning -	Midyear	End of Year
Self-Directed Learner <i>The ability to be responsible for one's own learning</i>		
Community Contributor <i>The ability to work with other people</i>		
Complex Thinker <i>The ability to demonstrate critical thinking and problem-solving strategies</i>		
Quality Producer <i>The ability to recognize and produce quality performance and products</i>		
Effective Communicator <i>The ability to communicate effectively</i>		
Effective and Ethical User of Technology <i>The ability to use a variety of technologies effectively and ethically</i>		

Ellen Hopkins Elementary

Moorhead Area Public Schools

Dr. Lynne A. Kovash, Superintendent of Schools

Mary Jo Schmid, Principal

2020 11TH ST S - Moorhead, MN 56560

218-284-4300 - Fax: 218-284-4333 - www.moorhead.k12.mn.us

Grade: 2

, Rm. 161

	Midyear	Year End	Total
Present	81.0	86.0	167.0
Absences	3.0	0.0	3.0
Tardies	0.0	0.0	0.0

2010-2011

ELEMENTARY PROGRESS REPORT



Strong Schools, Strong Community

The purpose of this report is to communicate with parents, students and others about the achievement of end of year learning goals. It identifies students' levels of progress toward those goals, areas of strength, and areas where more time and effort are needed.

Elementary Progress Report: Grade 2

Proficiency Levels in Meeting Standards

Outstanding

- Consistently demonstrates excellent achievement beyond the standards.

Proficient

- Demonstrates solid, proficient achievement of the standards.

Developing

- Is approaching acceptable achievement of the standards.

Limited

- Lacks expected progress toward the standards.

Not Assessed

- This standard has not been addressed at this time.

See Comments

- See teacher comments

	Midyear	End of Year
I. Language Arts: Reading -		
Reads fluently with expression		
Uses strategies to read unfamiliar words		
Understands grade-level written and oral text		
Literary Elements		
II. Language Arts: Writing -		
Uses the steps of the writing process		
Writes clearly and effectively		
III. Mathematics -		
Number and Operations		
Algebra		
Measurement		
Geometry		
IV. Science -		
Understands grade-level concepts and ideas		
V. Social Studies -		
Understands grade-level concepts and ideas		
General Comments (Midyear):		
General Comments (End of Year):		
VI. Art - Susan Geihl		
Understands grade-level concepts and ideas	Proficient	
Comments (Midyear):		
Comments (End of Year):		
VII. Music -		
Rhythm		
Melody		
Comments (Midyear):		
Comments (End of Year):		
VIII. Physical Education -		
Motor skills		
Fitness level		
Comments (Midyear):		
Comments (End of Year):		

Grade-Level Expectations: Grade 2

Language Arts: Reading

Reads fluently with expression

- Reads aloud grade-level materials smoothly with accuracy and expression

Uses strategies to read unfamiliar words

- Recognizes and figures out new words
- Uses known words to solve new words
- Notices when a word doesn't make sense and fixes it

Understands grade-level written and oral text

- Uses what is already known to understand stories
- Uses information from the story to answer questions
- Notices when reading doesn't make sense and rereads
- Makes predictions, retells and summarizes
- Learns the meaning of new words through instruction and reading

Literary Elements

- Reads and listens to literature for enjoyment
- Identifies main characters, events, and author's purpose

Language Arts: Writing

Uses the steps of the writing process

- Develops a plan for various types of writing
- Responds orally to the writing of others
- Attempts to proofread and revise own writing

Writes clearly and effectively

- Writes to communicate and considers the audience
- Writes stories with a beginning, middle, and end
- Writes three to five complete sentences on a topic
- Uses correct punctuation, capitalization, grammar, and spelling

Art

- Uses art elements (color, line, shape, etc.) and principles (balance, repetition, emphasis)
- Learns techniques (cutting, drawing, painting, etc.)
- Views and identifies artwork by famous artists from different cultures

I. Music

- Sings or performs diverse music alone or in groups in tune and with correct rhythm
- Reads, identifies, defines, and composes music symbols and notes
- Identifies, describes, and/or compares music of different historical periods

III. Mathematics

Number and Operations

- Reads, writes and compares numbers to 1,000
- Finds 100 more and 100 less than a given number
- Uses strategies to generate addition and subtraction facts
- Knows and understands addition facts and related subtraction facts
- Uses mental math to add and subtract two-digit numbers
- Uses and creates graphs and charts
- Solves real-world mathematical problems

Algebra

- Recognizes, extends, and creates patterns
- Finds missing numbers in number models, such as $3 + _ = 7$ using objects or numbers

Measurement

- Compares and orders objects according to size, length, or weight
- Measures length using centimeters and inches
- Tells time to the hour, half-hour, and quarter-hour
- Identifies pennies, nickels, dimes, and quarters; finds combinations of coins for a given amount

Geometry

- Sorts, describes, and compares two- and three-dimensional shapes

IV. Science

- Understands grade-level concepts and ideas

V. Social Studies

- Understands grade-level concepts and ideas

VIII. Physical Education

- Moves in ways that produce different levels of activity
- Understands health benefits of regular exercise

Skills Necessary For Learning

The Skills Necessary For Learning are observable behaviors of student learning for all students in all grade levels. They are an important part of the school culture as demonstrated in daily classroom instruction and assessment.

Self-Directed Learner

The ability to be responsible for one's own learning

- Works independently and asks for help when needed
- Organizes materials
- Makes productive use of class time

Quality Producer

The ability to recognize and produce quality performance and products

- Strives to complete work neatly and correctly
- Strives to meet learning goals

Community Contributor

The ability to work with other people

- Works cooperatively with others
- Shows respect and recognizes the feelings of others
- Follows school and classroom rules
- Makes good choices

Effective Communicator

The ability to communicate effectively

- Communicates effectively and clearly through speaking
- Listens attentively to gain understanding
- Observes and makes sense of visual information
- Follows directions

Complex Thinker

The ability to demonstrate critical thinking and problem-solving strategies

- Uses prior knowledge and experiences to solve problems
- Solves problems in different ways
- Explains answers and makes adjustments

Effective and Ethical User of Technology

The ability to use a variety of technologies effectively and ethically

- Uses various technologies to find information and create products
- Uses technology responsibly and ethically

Skills Necessary For Learning -	Midyear	End of Year
Self-Directed Learner <i>The ability to be responsible for one's own learning</i>		
Community Contributor <i>The ability to work with other people</i>		
Complex Thinker <i>The ability to demonstrate critical thinking and problem-solving strategies</i>		
Quality Producer <i>The ability to recognize and produce quality performance and products</i>		
Effective Communicator <i>The ability to communicate effectively</i>		
Effective and Ethical User of Technology <i>The ability to use a variety of technologies effectively and ethically</i>		

Robert Asp Elementary

Moorhead Area Public Schools

Dr. Lynne A. Kovash, Superintendent of Schools

Kevin Kopperud, Principal

910 11TH ST N - MOORHEAD, MN 56560

218-284-6300 - Fax: 218-284-6333 - www.moorhead.k12.mn.us

Grade: 3
Rm. 157

	Midyear	Year End	Total
Present	82.0	86.0	168.0
Absences	2.0	0.0	2.0
Tardies	0.0	0.0	0.0

2010-2011

ELEMENTARY PROGRESS REPORT



Strong Schools, Strong Community

The purpose of this report is to communicate with parents, students and others about the achievement of end of year learning goals. It identifies students' levels of progress toward those goals, areas of strength, and areas where more time and effort are needed.

Elementary Progress Report: Grade 3

Proficiency Levels in Meeting Standards

Outstanding

- Consistently demonstrates excellent achievement beyond the standards.

Proficient

- Demonstrates solid, proficient achievement of the standards.

Developing

- Is approaching acceptable achievement of the standards.

Limited

- Lacks expected progress toward the standards.

Not Assessed

- This standard has not been addressed at this time.

See Comments

- See teacher comments

	Midyear	End of Year
I. Language Arts: Reading -		
Reads fluently with expression		
Uses strategies to read unfamiliar words		
Understands grade-level written and oral text		
Literary Elements		
II. Language Arts: Writing -		
Uses the steps of the writing process		
Writes clearly and effectively		
III. Mathematics -		
Number and Operations		
Algebra		
Measurement		
Geometry		
Data Analysis		
IV. Science -		
Understands grade-level concepts and ideas		
V. Social Studies -		
Understands grade-level concepts and ideas		
General Comments (Midyear):		
General Comments (End of Year):		
VI. Art -		
Understands grade-level concepts and ideas		
Comments (Midyear):		
Comments (End of Year):		
VII. Music -		
Rhythm		
Melody		
Comments (Midyear):		
Comments (End of Year):		
VIII. Physical Education -		
Motor skills		
Fitness level		
Comments (Midyear):		
Comments (End of Year):		

Grade-Level Expectations: Grade 3

Language Arts: Reading

Reads fluently with expression

- Reads aloud grade-level materials smoothly with accuracy and expression

Uses strategies to read unfamiliar words

- Recognizes and figures out new words
- Uses known words to solve new words
- Notices when a word doesn't make sense and fixes it

Understands grade-level written and oral text

- Uses what is already known to understand what is read
- Uses critical thinking when reading to create and answer questions
- Notices when reading doesn't make sense and rereads
- Predicts, retells, summarizes, and finds main ideas and details
- Learns the meaning of new words through instruction and reading

Literary Elements

- Reads and listens to literature for enjoyment
- Identifies main characters, events, and author's purpose

Language Arts: Writing

Uses the steps of the writing process

- Develops a plan for various types of writing
- Responds orally to the writing of others
- Attempts to proofread and revise own writing

Writes clearly and effectively

- Writes to communicate and considers the audience
- Writes complete paragraphs and stories
- Uses correct punctuation, capitalization, grammar, and spelling

I. Art

- Uses art elements (color, line, shape, etc.) and principles (balance, repetition, emphasis)
- Learns techniques (cutting, drawing, painting, etc.)
- Views and identifies artwork by famous artists from different cultures

I. Music

- Sings or performs diverse music alone or in groups in tune and with correct rhythm
- Reads, identifies, defines, and composes music symbols and notes
- Identifies, describes, and/or compares music of different historical periods

III. Mathematics

Number and Operations

- Compares and orders numbers to 100,000
- Adds and subtracts multi-digit numbers using a choice of math strategies
- Models and represents multiplication and division facts for understanding
- Multiplies two- or three-digit number by one number using different strategies
- Orders and compares fractional models with like denominators to understand numerators and denominators
- Solves real-world mathematical problems

Algebra

- Uses input-output rules with addition, subtraction, and multiplication to solve problems
- Solves problems with unknowns using multiplication and division basic facts ($5 \times n=45$)

Measurement

- Measures distance around objects
- Measures temperature in Fahrenheit and Celsius

Geometry

- Identifies and uses parallel and perpendicular lines to create geometric shapes

Data Analysis

- Collects, displays and interprets data using graphs and tables

IV. Science

- Understands grade-level concepts and ideas

V. Social Studies

- Understands grade-level concepts and ideas

VIII. Physical Education

- Moves in ways that produce different levels of activity
- Understands health benefits of regular exercise

Skills Necessary For Learning

The Skills Necessary For Learning are observable behaviors of student learning for all students in all grade levels. They are an important part of the school culture as demonstrated in daily classroom instruction and assessment.

Self-Directed Learner

The ability to be responsible for one's own learning

- Works independently and asks for help when needed
- Organizes materials
- Makes productive use of class time

Quality Producer

The ability to recognize and produce quality performance and products

- Strives to complete work neatly and correctly
- Strives to meet learning goals

Community Contributor

The ability to work with other people

- Works cooperatively with others
- Shows respect and recognizes the feelings of others
- Follows school and classroom rules
- Makes good choices

Effective Communicator

The ability to communicate effectively

- Communicates effectively and clearly through speaking
- Listens attentively to gain understanding
- Observes and makes sense of visual information
- Follows directions

Complex Thinker

The ability to demonstrate critical thinking and problem-solving strategies

- Uses prior knowledge and experiences to solve problems
- Solves problems in different ways
- Explains answers and makes adjustments

Effective and Ethical User of Technology

The ability to use a variety of technologies effectively and ethically

- Uses various technologies to find information and create products
- Uses technology responsibly and ethically

Skills Necessary For Learning -	Midyear	End of Year
Self-Directed Learner <i>The ability to be responsible for one's own learning</i>		
Community Contributor <i>The ability to work with other people</i>		
Complex Thinker <i>The ability to demonstrate critical thinking and problem-solving strategies</i>		
Quality Producer <i>The ability to recognize and produce quality performance and products</i>		
Effective Communicator <i>The ability to communicate effectively</i>		
Effective and Ethical User of Technology <i>The ability to use a variety of technologies effectively and ethically</i>		

Ellen Hopkins Elementary

Moorhead Area Public Schools

Dr. Lynne A. Kovash, Superintendent of Schools

Mary Jo Schmid, Principal

2020 11TH ST S - Moorhead, MN 56560

218-284-4300 - Fax: 218-284-4333 - www.moorhead.k12.mn.us

Grade: 4

Lindsay Buchholz, Rm. 208

	Midyear	Year End	Total
Present	79.5	86.0	165.5
Absences	4.5	0.0	4.5
Tardies	0.0	0.0	0.0

2010-2011

ELEMENTARY PROGRESS REPORT



Strong Schools, Strong Community

The purpose of this report is to communicate with parents, students and others about the achievement of end of year learning goals. It identifies students' levels of progress toward those goals, areas of strength, and areas where more time and effort are needed.

Elementary Progress Report: Grade 4

Proficiency Levels in Meeting Standards

Outstanding

- Consistently demonstrates excellent achievement beyond the standards.

Proficient

- Demonstrates solid, proficient achievement of the standards.

Developing

- Is approaching acceptable achievement of the standards.

Limited

- Lacks expected progress toward the standards.

Not Assessed

- This standard has not been addressed at this time.

See Comments

- See teacher comments

	Midyear	End of Year
I. Language Arts: Reading -		
Reads fluently with expression		
Uses strategies to read unfamiliar words		
Understands grade-level written and oral text		
Literary Elements		
II. Language Arts: Writing -		
Uses the steps of the writing process		
Writes clearly and effectively		
III. Mathematics -		
Number and Operations		
Algebra		
Measurement		
Geometry		
Data Analysis		
IV. Science -		
Understands grade-level concepts and ideas		
V. Social Studies -		
Understands grade-level concepts and ideas		
General Comments (Midyear):		
General Comments (End of Year):		
VI. Art - Susan Geihl		
Understands grade-level concepts and ideas	Proficient	
Comments (Midyear):		
Comments (End of Year):		
VII. Music -		
Rhythm		
Melody		
Comments (Midyear):		
Comments (End of Year):		
VIII. Physical Education -		
Motor skills		
Fitness level		
Comments (Midyear):		
Comments (End of Year):		

Grade-Level Expectations: Grade 4

Language Arts: Reading

Reads fluently with expression

- Reads aloud grade-level materials smoothly with accuracy and expression

Uses strategies to read unfamiliar words

- Recognizes and figures out new words
- Uses known words to solve new words
- Notices when a word doesn't make sense and fixes it

Understands grade-level written and oral text

- Uses what is already known to understand what is read
- Uses critical thinking when reading to create and answer questions
- Notices when reading doesn't make sense and rereads
- Predicts, retells, summarizes, and finds main ideas and details
- Learns the meaning of new words through instruction and reading

Literary Elements

- Reads and listens to literature for enjoyment
- Identifies main characters, events, and author's purpose

Language Arts: Writing

Uses the steps of the writing process

- Develops a plan for various types of writing
- Responds orally to the writing of others
- Attempts to proofread and revise own writing

Writes clearly and effectively

- Writes to communicate and considers the audience
- Writes multiple paragraphs for reports and stories
- Uses correct punctuation, capitalization, grammar, and spelling

Science

- Understands grade-level concepts and ideas

Social Studies

- Understands grade-level concepts and ideas

Art

- Uses art elements (color, line, shape, etc.) and principles (balance, repetition, emphasis)
- Learns techniques (cutting, drawing, painting, etc.)
- Views and identifies artwork by famous artists from different cultures

III. Mathematics

Number and Operations

- Reads and writes numbers from thousands to thousandths
- Knows multiplication and division facts with understanding
- Multiplies multi-digit numbers using different strategies
- Divides multi-digit numbers by one- or two-digit numbers
- Solves multi-step, real-world mathematical problems using different strategies, including mental math
- Uses fractional models to find equivalent fractions and add and subtract fractions with like denominators

Algebra

- Uses input-output rules using addition, subtraction, multiplication and division to solve problems
- Solves problems with unknowns using multiplication and division

Measurement

- Measures, compares, and classifies angles
- Finds the area of geometric shapes with understanding of multiplying length x width

Geometry

- Describes, classifies, and draws triangles and quadrilaterals
- Uses translations, reflections and rotations to show congruent figures

Data Analysis

- Uses tables, bar graphs, timelines, and Venn diagrams to display data

VII. Music

- Sings or performs diverse music alone or in groups in tune and with correct rhythm
- Reads, identifies, defines, and composes music symbols and notes
- Identifies, describes, and/or compares music of different historical periods

VIII. Physical Education

- Moves in ways that produce different levels of activity
- Understands health benefits of regular exercise

Skills Necessary For Learning

The Skills Necessary For Learning are observable behaviors of student learning for all students in all grade levels. They are an important part of the school culture as demonstrated in daily classroom instruction and assessment.

Self-Directed Learner

The ability to be responsible for one's own learning

- Works independently and asks for help when needed
- Organizes materials
- Makes productive use of class time

Quality Producer

The ability to recognize and produce quality performance and products

- Strives to complete work neatly and correctly
- Strives to meet learning goals

Community Contributor

The ability to work with other people

- Works cooperatively with others
- Shows respect and recognizes the feelings of others
- Follows school and classroom rules
- Makes good choices

Effective Communicator

The ability to communicate effectively

- Communicates effectively and clearly through speaking
- Listens attentively to gain understanding
- Observes and makes sense of visual information
- Follows directions

Complex Thinker

The ability to demonstrate critical thinking and problem-solving strategies

- Uses prior knowledge and experiences to solve problems
- Solves problems in different ways
- Explains answers and makes adjustments

Effective and Ethical User of Technology

The ability to use a variety of technologies effectively and ethically

- Uses various technologies to find information and create products
- Uses technology responsibly and ethically

Skills Necessary For Learning - Lindsay Buchholz	Midyear	End of Year
Self-Directed Learner <i>The ability to be responsible for one's own learning</i>	Consistently Demonstrates	
Community Contributor <i>The ability to work with other people</i>		
Complex Thinker <i>The ability to demonstrate critical thinking and problem-solving strategies</i>		
Quality Producer <i>The ability to recognize and produce quality performance and products</i>		
Effective Communicator <i>The ability to communicate effectively</i>		
Effective and Ethical User of Technology <i>The ability to use a variety of technologies effectively and ethically</i>		

Ellen Hopkins Elementary

Moorhead Area Public Schools

Dr. Lynne A. Kovash, Superintendent of Schools

Mary Jo Schmid, Principal

2020 11TH ST S - Moorhead, MN 56560

218-284-4300 - Fax: 218-284-4333 - www.moorhead.k12.mn.us

Grade: 5
, Rm. 219

	Midyear	Year End	Total
Present	73.0	86.0	159.0
Absences	11.0	0.0	11.0
Tardies	0.0	0.0	0.0

2010-2011

ELEMENTARY PROGRESS REPORT



Strong Schools, Strong Community

The purpose of this report is to communicate with parents, students and others about the achievement of end of year learning goals. It identifies students' levels of progress toward those goals, areas of strength, and areas where more time and effort are needed.

Elementary Progress Report: Grade 5

Proficiency Levels in Meeting Standards

Outstanding

- Consistently demonstrates excellent achievement beyond the standards.

Proficient

- Demonstrates solid, proficient achievement of the standards.

Developing

- Is approaching acceptable achievement of the standards.

Limited

- Lacks expected progress toward the standards.

Not Assessed

- This standard has not been addressed at this time.

See Comments

- See teacher comments

	Midyear	End of Year
I. Language Arts: Reading -		
Reads fluently with expression		
Uses strategies to read unfamiliar words		
Understands grade-level written and oral text		
Literary Elements		
II. Language Arts: Writing -		
Uses the steps of the writing process		
Writes clearly and effectively		
III. Mathematics -		
Number and Operations		
Algebra		
Measurement		
Geometry		
Data Analysis		
IV. Science -		
Understands grade-level concepts and ideas		
V. Social Studies -		
Understands grade-level concepts and ideas		
General Comments (Midyear):		
General Comments (End of Year):		
VI. Art - Susan Geihl		
Understands grade-level concepts and ideas	Proficient	
Comments (Midyear):		
Comments (End of Year):		
VII. Music -		
Rhythm		
Melody		
Comments (Midyear):		
Comments (End of Year):		
VIII. Physical Education -		
Motor skills		
Fitness level		
Comments (Midyear):		
Comments (End of Year):		

Grade-Level Expectations: Grade 5

Language Arts: Reading

Reads fluently with expression

- Reads aloud grade-level materials smoothly with accuracy and expression

Uses strategies to read unfamiliar words

- Recognizes and figures out new words
- Uses known words to solve new words
- Notices when a word doesn't make sense and fixes it

Understands grade-level written and oral text

- Uses what is already known to understand what is read
- Uses critical thinking when reading to create and answer questions
- Notices when reading doesn't make sense and rereads
- Predicts, retells, summarizes, and finds main ideas and details
- Learns the meaning of new words through instruction and reading

Literary Elements

- Reads and listens to literature for enjoyment
- Identifies main characters, events, and author's purpose

Language Arts: Writing

Uses the steps of the writing process

- Develops a plan for various types of writing
- Responds orally to the writing of others
- Attempts to proofread and revise own writing

Writes clearly and effectively

- Writes to communicate and considers the audience
- Writes multiple paragraphs for reports and stories
- Uses correct punctuation, capitalization, grammar, and spelling

Science

- Understands grade-level concepts and ideas

Social Studies

- Understands grade-level concepts and ideas

Art

- Uses art elements (color, line, shape, etc.) and principles (balance, repetition, emphasis)
- Learns techniques (cutting, drawing, painting, etc.)
- Views and identifies artwork by famous artists from different cultures

III. Mathematics

Number and Operations

- Reads and writes decimals from millions to millionths
- Estimates solutions to arithmetic problems
- Divides multi-digit numbers
- Solves multi-step, real-world mathematical problems requiring addition, subtraction, multiplication and division using different strategies, including mental math
- Recognizes, orders, and generates equivalent decimals, fractions, mixed numbers and improper fractions
- Adds and subtracts decimals, fractions, and mixed numbers

Algebra

- Describes and uses patterns of change to solve problems
- Applies the commutative, associative and distributive properties and order of operations to solve problems
- Evaluates and solves equations with variables when the values for the variables are given

Measurement

- Uses formulas to find the area of triangles, parallelograms, and figures that can be separated into triangles
- Understands how to find the volume and surface area of three-dimensional figures

Geometry

- Describes and classifies three-dimensional figures
- Recognizes and draws a two-dimensional model for a three-dimensional figure

Data Analysis

- Creates and analyzes double-bar graphs and line graphs.
- Knows how to create spreadsheet tables and graphs to display data
- Knows and uses the definitions of mean, median, and range for a set of data

VII. Music

- Sings or performs diverse music alone or in groups in tune and with correct rhythm
- Reads, identifies, defines, and composes music symbols and notes
- Identifies, describes, and/or compares music of different historical periods

VIII. Physical Education

- Moves in ways that produce different levels of activity
- Understands health benefits of regular exercise

Skills Necessary For Learning

The Skills Necessary For Learning are observable behaviors of student learning for all students in all grade levels. They are an important part of the school culture as demonstrated in daily classroom instruction and assessment.

Self-Directed Learner

The ability to be responsible for one's own learning

- Works independently and asks for help when needed
- Organizes materials
- Makes productive use of class time

Quality Producer

The ability to recognize and produce quality performance and products

- Strives to complete work neatly and correctly
- Strives to meet learning goals

Community Contributor

The ability to work with other people

- Works cooperatively with others
- Shows respect and recognizes the feelings of others
- Follows school and classroom rules
- Makes good choices

Effective Communicator

The ability to communicate effectively

- Communicates effectively and clearly through speaking
- Listens attentively to gain understanding
- Observes and makes sense of visual information
- Follows directions

Complex Thinker

The ability to demonstrate critical thinking and problem-solving strategies

- Uses prior knowledge and experiences to solve problems
- Solves problems in different ways
- Explains answers and makes adjustments

Effective and Ethical User of Technology

The ability to use a variety of technologies effectively and ethically

- Uses various technologies to find information and create products
- Uses technology responsibly and ethically

Skills Necessary For Learning -	Midyear	End of Year
Self-Directed Learner <i>The ability to be responsible for one's own learning</i>		
Community Contributor <i>The ability to work with other people</i>		
Complex Thinker <i>The ability to demonstrate critical thinking and problem-solving strategies</i>		
Quality Producer <i>The ability to recognize and produce quality performance and products</i>		
Effective Communicator <i>The ability to communicate effectively</i>		
Effective and Ethical User of Technology <i>The ability to use a variety of technologies effectively and ethically</i>		

Ellen Hopkins Elementary

Moorhead Area Public Schools

Dr. Lynne A. Kovash, Superintendent of Schools

Mary Jo Schmid, Principal

2020 11TH ST S - Moorhead, MN 56560

218-284-4300 - Fax: 218-284-4333 - www.moorhead.k12.mn.us

Grade: 5
Rm. 219

	Midyear	Year End	Total
Present	73.0	86.0	159.0
Absences	11.0	0.0	11.0
Tardies	0.0	0.0	0.0

2010-2011

ELEMENTARY PROGRESS REPORT



Strong Schools, Strong Community

The purpose of this report is to communicate with parents, students and others about the achievement of end of year learning goals. It identifies students' levels of progress toward those goals, areas of strength, and areas where more time and effort are needed.

Elementary Progress Report: Grade 5

Proficiency Levels in Meeting Standards

Outstanding

- Consistently demonstrates excellent achievement beyond the standards.

Proficient

- Demonstrates solid, proficient achievement of the standards.

Developing

- Is approaching acceptable achievement of the standards.

Limited

- Lacks expected progress toward the standards.

Not Assessed

- This standard has not been addressed at this time.

See Comments

- See teacher comments

	Midyear	End of Year
I. Language Arts: Reading -		
Reads fluently with expression		
Uses strategies to read unfamiliar words		
Understands grade-level written and oral text		
Literary Elements		
II. Language Arts: Writing -		
Uses the steps of the writing process		
Writes clearly and effectively		
III. Mathematics -		
Number and Operations		
Algebra		
Measurement		
Geometry		
Data Analysis		
IV. Science -		
Understands grade-level concepts and ideas		
V. Social Studies -		
Understands grade-level concepts and ideas		
General Comments (Midyear):		
General Comments (End of Year):		
VI. Art - Susan Geihl		
Understands grade-level concepts and ideas	Proficient	
Comments (Midyear):		
Comments (End of Year):		
VII. Music -		
Rhythm		
Melody		
Comments (Midyear):		
Comments (End of Year):		
VIII. Physical Education -		
Motor skills		
Fitness level		
Comments (Midyear):		
Comments (End of Year):		

Grade-Level Expectations: Grade 5

Language Arts: Reading

Reads fluently with expression

- Reads aloud grade-level materials smoothly with accuracy and expression

Uses strategies to read unfamiliar words

- Recognizes and figures out new words
- Uses known words to solve new words
- Notices when a word doesn't make sense and fixes it

Understands grade-level written and oral text

- Uses what is already known to understand what is read
- Uses critical thinking when reading to create and answer questions
- Notices when reading doesn't make sense and rereads
- Predicts, retells, summarizes, and finds main ideas and details
- Learns the meaning of new words through instruction and reading

Literary Elements

- Reads and listens to literature for enjoyment
- Identifies main characters, events, and author's purpose

Language Arts: Writing

Uses the steps of the writing process

- Develops a plan for various types of writing
- Responds orally to the writing of others
- Attempts to proofread and revise own writing

Writes clearly and effectively

- Writes to communicate and considers the audience
- Writes multiple paragraphs for reports and stories
- Uses correct punctuation, capitalization, grammar, and spelling

Science

- Understands grade-level concepts and ideas

Social Studies

- Understands grade-level concepts and ideas

Art

- Uses art elements (color, line, shape, etc.) and principles (balance, repetition, emphasis)
- Learns techniques (cutting, drawing, painting, etc.)
- Views and identifies artwork by famous artists from different cultures

III. Accelerated Math (Grade 6 Expectations)

Number and Operations

- Compares positive and negative numbers represented in various forms
- Uses ratios to solve real-world mathematical problems
- Finds greatest common factor and least common multiple using prime factorization
- Recognizes, orders, and generates equivalent decimals, percents, fractions, mixed numbers and improper fractions
- Estimates and solves problems using percents, decimals, fractions, and mixed numbers

Algebra

- Represents real-world or mathematical situations using equations and inequalities
- Applies the commutative, associative and distributive properties and order of operations to solve problems
- Evaluates and solves multi-step equations
- Uses patterns tables, graphs and rules to solve problems

Measurement

- Uses formulas to calculate perimeter, area, surface area and volume of two- and three-dimensional figures; explains the formulas and units used to solve
- Chooses units of measurement and ratios to convert weights and capacities

Geometry

- Solves problems using the relationship between angles formed with intersecting lines
- Finds measurements of angles within triangles and other polygons

Data Analysis

- Finds a set of possible outcomes for an experiment using tree diagrams, tables or pictorial representations
- Calculates probability from experiments using ratios, percents, fractions, and decimals to represent results

VII. Music

- Sings or performs diverse music alone or in groups in tune and with correct rhythm
- Reads, identifies, defines, and composes music symbols and notes
- Identifies, describes, and/or compares music of different historical periods

VIII. Physical Education

- Moves in ways that produce different levels of activity
- Understands health benefits of regular exercise

Skills Necessary For Learning

The Skills Necessary For Learning are observable behaviors of student learning for all students in all grade levels. They are an important part of the school culture as demonstrated in daily classroom instruction and assessment.

Self-Directed Learner

The ability to be responsible for one's own learning

- Works independently and asks for help when needed
- Organizes materials
- Makes productive use of class time

Quality Producer

The ability to recognize and produce quality performance and products

- Strives to complete work neatly and correctly
- Strives to meet learning goals

Community Contributor

The ability to work with other people

- Works cooperatively with others
- Shows respect and recognizes the feelings of others
- Follows school and classroom rules
- Makes good choices

Effective Communicator

The ability to communicate effectively

- Communicates effectively and clearly through speaking
- Listens attentively to gain understanding
- Observes and makes sense of visual information
- Follows directions

Complex Thinker

The ability to demonstrate critical thinking and problem-solving strategies

- Uses prior knowledge and experiences to solve problems
- Solves problems in different ways
- Explains answers and makes adjustments

Effective and Ethical User of Technology

The ability to use a variety of technologies effectively and ethically

- Uses various technologies to find information and create products
- Uses technology responsibly and ethically


Skills Necessary For Learning -	Midyear	End of Year
Self-Directed Learner <i>The ability to be responsible for one's own learning</i>		
Community Contributor <i>The ability to work with other people</i>		
Complex Thinker <i>The ability to demonstrate critical thinking and problem-solving strategies</i>		
Quality Producer <i>The ability to recognize and produce quality performance and products</i>		
Effective Communicator <i>The ability to communicate effectively</i>		
Effective and Ethical User of Technology <i>The ability to use a variety of technologies effectively and ethically</i>		



Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.060

TO: Lynne A. Kovash, Superintendent

FROM: Ann Hiedeman, Director of Human Resources 

DATE: January 4, 2011

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

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

This has been an annual process to examine programs and positions in the district and is a reasonable and prudent method to insure revenue and expenditures are in line with one another.

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

AH/smw
Attachment

Member _____ introduced the following resolution and moved its adoption:

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

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

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

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

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

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

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

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

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

NOTE:

* To be used where decrease in expenditure is reason.

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



Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.11.042 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent *WAK*

DATE: January 4, 2011

SUBJECT: 2011-12 School Year Kinder Plus (K+) Fees

Five priority areas were established by the School Board and district administration leading up to the November 2, 2010 operating levy referendum. One of those priorities was **Priority Area #5: To provide increased access to early childhood programs**. It was stated that resources from a successful operating levy would be used to increase access to early childhood programs such as Kinder Plus (K+). This priority area was discussed at the December 13, 2010 School Board work session where the following data were presented:

	2010-11 Annual	2010-11 Monthly	2011-12 Proposed Annual	2011-12 Proposed Monthly
Full Fee	\$2,340	\$260	\$1,200	\$133
Reduced Fee A	\$1,170	\$130	\$600	\$67
Reduced Fee B	\$585	\$65	\$300	\$33
Reduced Fee C	N/A	N/A	\$150	\$17

The proposed K+ fees for the 2011-12 school year represent nearly a 50% reduction compared to the current school year's fees. This reduction would impact revenues by approximately \$75,000-\$90,000 depending on enrollment and the income level of the families participating in the program. Referendum revenue will be used to offset this reduction. A fourth tier of pricing is also proposed with the intention of increasing accessibility for families. The reduced fees are based on federal income eligibility guidelines.

Suggested Resolution: Move to approve the annual Kinder Plus (K+) fees for the 2011-12 school year as follows: Full Fee - \$1,200; Reduced Fee A - \$600; Reduced Fee B - \$300; Reduced Fee C - \$150.


WAK:nls



Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.059

TO: Lynne A. Kovash, Superintendent

FROM: Ann Hiedeman, Director of Human Resources 

DATE: January 4, 2011

SUBJECT: T. C. I. Master Agreement

A new two-year contract was successfully negotiated with T. C. I. Group for the period of July 1, 2010 through June 30, 2012.

Language changes to the new contract were made to the following Articles of the contract:

1. Article IX. Leave Provisions and Vacation, Section 1 and Section 8
2. Article VI. Basic Schedules and Rates of Pay, Section 2
3. Article XI. Seniority, Vacancies and Layoffs, Section 2

The financial settlement for the two-year contract is as follows:

Year	Cost	Percentage Increase
2010-2011	\$5,915	2.31%
2011-2012	\$5,733	2.19%
TOTAL	\$11,648	4.50%

SUGGESTED RESOLUTION: Move to approve the T. C. I. Master Agreement for 2010-2012 as presented with the cost as follows:

Year	Cost	Percentage Increase
2010-2011	\$5,915	2.31%
2011-2012	\$5,733	2.19%
TOTAL	\$11,648	4.50%

5-MG-BOS
24 Jan 2011

INDEPENDENT SCHOOL DISTRICT #152

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

January 24, 2011

7:00 p.m.

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

ATTENDANCE:

Lisa Erickson _____	Kristine Thompson _____
Cindy Fagerlie _____	Bill Tomhave _____
Laurie Johnson _____	Trudy Wilmer _____
Mike Siggerud _____	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 School Board member Lisa Erickson who has been honored by the Minnesota School Boards Association with the President's Award for 2010-2011. The award recognizes those who complete 300 or more hours of attendance at MSBA and NSBA sponsored meetings and activities. Erickson was recognized at the 2011 MSBA Leadership Conference on January 13, 2011.

We Are Proud of Lauren Rood, industrial technology teacher at Moorhead High School, for being named the 2011 Moorhead Teacher of the Year. Rood began teaching at Moorhead High in 2002. He currently teaches automotive classes and some small engines and welding classes. Rood works to keep Moorhead High's automotive program NATEF (National Automotive Technician Education

SCHOOL BOARD AGENDA - January 24, 2011
PAGE 2

Foundation) and state certified. He serves on the advisory committee for the M State automotive program and is on the Education Moorhead member rights committee. Rood is president-elect for Education Moorhead. He was selected as Teacher of the Year by the Education Moorhead Communications Committee.

- 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 - Hiedeman
(1) Approval of Family/Medical Leaves - Page 5
(2) Approval of Parental Leave - Page 6
(3) Approval of Resignation - Page 7
(4) Approval of New Employees - Page 8
- D. LEARNER SUPPORT SERVICES MATTERS - Skarvold
(1) Approval of Migrant Education Grant Renewal - Pages 9-14

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

Moved by _____ Seconded by _____
Comments _____

- 3. JUMP START EARLY LEARNING PROGRAM POSITION PROPOSAL:**
Skarvold
Pages 15-20

SCHOOL BOARD AGENDA - January 24, 2011
PAGE 3

Suggested Resolution: Move to approve 1.0 FTE Early Childhood Teacher for the Jump Start Early Learning Program to begin after February 20, 2011.

Moved by _____ Seconded by _____
Comments _____

4. **SCHOOL AND DISTRICT PROFILES UPDATE:** Kovash
Page 21
5. **FISCAL YEAR 2011 REVISED BUDGET, FISCAL YEARS 2012-13 PROJECTED BUDGETS:** Kazmierczak
Page 22

Suggested Resolution: Move to approve the Fiscal Year 2011 Revised Budget as presented.

Moved by _____ Seconded by _____
Comments _____

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

SCHOOL BOARD AGENDA - January 24, 2011**PAGE 4****CALENDAR OF EVENTS**

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
School Board	January 24	7 pm	PCE
Technology Committee	January 25	3:45 pm	PCE
Intergovernmental Retreat	January 28	10 am	Marriott
Continuing Educ Com	February 1	6:45 am	Village Inn
Horizon PTAC	February 1	6:30 pm	Media Center
Joint Powers Committee	February 3	7 am	City Hall
MHS PTAC	February 7	7 pm	MHS Conf Rm
Asp PTAC	February 7	6:30 pm	Media Center
Staff Development Com	February 8	3:30 pm	MHS Conf Rm
Reinertsen PTAC	February 8	6:30 pm	Media Center
Hopkins PTAC	February 8	6:30 pm	Media Center
Instr and Curr Adv Com	February 10	7 am	PCE
School Board	February 14	7 pm	PCE
Safe and Healthy Learners Com	February 15	3 pm	PCE
Title I Parent Advisory Com	February 15	5:30 pm	PCE
Community Ed Adv Council	February 15	7 pm	PCE
Spec Ed Parent Adv Com	February 22	12 pm	PCE
Technology Committee	February 22	3:45 pm	PCE
School Board	February 28	7 pm	PCE



Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.064

TO: Lynne A. Kovash, Superintendent
FROM: Ann Hiedeman, Director of Human Resources
DATE: January 19, 2011
SUBJECT: Family/Medical Leave

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

Les Schermerhorn Bus Driver, beginning on January 20, 2011 for approximately four to six weeks.
Bethanne Weltmer Interpreter, beginning on or about March 27, 2011 through May 9, 2011.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Les Schermerhorn pursuant to Article 8, Section 4 of the Bus Drivers' Master agreement and for Bethanne Weltmer pursuant to Article 9, Section 3 of the T.C.I. Master Agreement.

AH:jal



Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.066

TO: Dr. Lynne A. Kovash, Superintendent
FROM: Ann Hiedeman, Director of Human Resources *ah*
DATE: January 20, 2011
SUBJECT: Parental Leave

The administration requests Parental Leave for the following person:

Rebecca Lee-Hunt ABE Teacher, Probstfield Center for Education, effective December 28, 2010 for 12 weeks.

SUGGESTED RESOLUTION: Move to approve the request for Parental Leave for Rebecca Lee-Hunt pursuant to Article 39, Section 1 of the Teachers' Master Agreement.



Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.065

TO: Dr. Lynne A. Kovash, Superintendent
FROM: Ann Hiedeman, Director of Human Resources
DATE: January 19, 2011
SUBJECT: Resignation

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


Laura Eglund Secretary, Hopkis Elementary, effective January 18, 2011.

SUGGESTED RESOLUTION: Move to approve the resignation of Laura Eglund as presented.



Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.063

TO: Lynne A. Kovash, Superintendent
FROM: Ann Hiedeman, Director of Human Resources 
DATE: January 18, 2011
SUBJECT: New Employees

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school district statute and requirements.

Ginger Meyer	Noon Monitor, Horizon Middle School, \$9.00 per hour, 2 hours per day, effective January 18, 2011.
James Schechter	Noon Monitor, Horizon Middle School, \$9.00 per hour, 2 hours per day, effective January 18, 2011.

SUGGESTED RESOLUTION: Move to approve the employment of Ginger Meyer and James Schechter as presented.

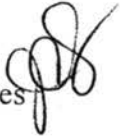
AH:jal



Office of Learner Support Services
Moorhead Area Public Schools

LSS.11.004

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services 

DATE: January 10, 2011

RE: Migrant Education Grant Renewal

The Minnesota Department of Education has approved the current year Migrant Education Identification & Recruitment Grant in the amount of \$30,000.00 to Moorhead Area Public Schools.

The majority of the grant funding is being used to fund a part-time Migrant Liaison to act as a Regional Recruiter to identify Migrant students and families. The Migrant Liaison will actively identify and recruit eligible migrant students and families and connect them to schools.

SUGGESTED RESOLUTION: Move to accept the renewal of the Migrant Education Identification & Recruitment Grant for \$30,000.00 for the 2010-2011 school year.

JS:ca
Attachment

DEC 29 2010

DATE: December 22, 2010

TO: Lynne Kovash, Superintendent
Moorhead Area Public Schools, ISD #152

FROM: Paul Klinge *Paul Klinge*
Grants Specialist
Program Accountability and Improvement

RE: Migrant Education Identification & Recruitment Grant
Grant ID #2010-00296

Dear Superintendent Kovash: enclosed is an executed copy of the Official Grant Awards Notification (OGAN) for Moorhead's Migrant Education Identification & Recruitment Grant. The Grant Award amount is **\$30,000**. We apologize for the long delay in getting this grant finalized. The **actual effective date is July 19, 2010** and if you have been conducting a Migrant Education Identification and Recruitment program, we will reimburse Moorhead for grant eligible expenses going back to July 19, 2010. This grant ends on **June 30, 2011**.

I have enclosed a Financial Reporting Form for your use in requesting reimbursement for grant expenses. I've also enclosed a Budget Revision Request Form in case you need to make any revisions to your original budget. These forms reflect the budget submitted with your application last July.

Again, we apologize for the long delay. We look forward to working with you on this project. If you have any questions, please let me know. Thank you -

Cc: Jill Skarvold, Director of Learner Support Services
Jessie Montano/Noemi Treviño MDE

Enclosures

Executed Official Grant Award Notification
Financial Reporting Form
Budget Revision Request Form

OFFICIAL GRANT AWARD NOTIFICATION

GRANT Awardee Information Organization/Agency Identified Official With Authority/Title Full Address City/State /Zip Phone/ Fax Email	<u>Moorhead Area Schools, ISD #152</u> Lynne Kovash Title: Superintendent 2410 14th Street South Moorhead, MN 56560 Ph: 218-284-3330 Fax: 218-284-2233 <u>lkovash@moorhead.k12.mn.us</u>									
Program Contact Representative/Title Organization/Agency (if different) Address (if different) City/State /Zip Phone/ Fax Email	Jill Skarvold Title: Director of Learner Support Services Ph: 218-284-3715 Fax: 218-284-2233 <u>jskarvold@moorhead.k12.mn.us</u>									
MDE Grant Program Title	Migrant Education Identification & Recruitment Program									
Encumbrance Information Grant Number (if applicable): Funding Source/Legislative Authority: Federal Elementary & Secondary Education Act of 1965, As Amended, Title I Part C Migrant Education Federal Award Year: 2009 CFDA Number: 84.011A DUNS Number: 076510668 UFARS Finance Code: Federal 887 MN Tax ID Number: 8033594 CFMS #: B51868 Vendor ID#: 009152000-00	<table border="1" data-bbox="785 1028 1409 1183"> <thead> <tr> <th>SFY</th> <th>Cost Code (fund-org-appr-cat)</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>300-2526-422-4229</td> <td>\$30,000</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Encumbrance clarification: signature is for current FY year only.</p> <p>Encumbrance <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If No, go to next box)</p> <p>Encumbrance Signature: <u>Geny Kovel</u></p> <p>Encumbrance Date: <u>12/21/10</u></p>	SFY	Cost Code (fund-org-appr-cat)	Amount	11	300-2526-422-4229	\$30,000			
SFY	Cost Code (fund-org-appr-cat)	Amount								
11	300-2526-422-4229	\$30,000								
AWARD PERIOD/TYPE/AMOUNT										
START DATE: July 19, 2010 THROUGH END DATE: June 30, 2011 This is a 1 year grant only.	ACTION TYPE: Original/Initial Award \$30,000 TOTAL Award									
MDE KEY STAFF CONTACT INFORMATION										
AUTHORIZED REPRESENTATIVE Jessie Montano Phone: 651-582-8615 Fax: 651-582-8727 Email: <u>jessie.montano@state.mn.us</u>	PROGRAM SPECIALIST (if different from Auth. Rep.) Noemi Treviño Phone: 651-582-8233 Fax: 651-582-8727 Email: <u>noemi.trevino@state.mn.us</u>									
GRANTS SPECIALIST Paul Klinge Phone: 651-582-8697 Fax: 651-582-8494 Email: <u>paul.klinge@state.mn.us</u>										

Organization/Agency/District: Moorhead Area Schools, ISD #152
\$30,000 **TOTAL Award**

With respect to the terms and conditions of the application materials associated with this award:

1. THIS ACTION IS TO:

Provide technical assistance in identifying and recruiting eligible migrant students in Minnesota to participate in the Migrant Education Program.

2. ADDITIONAL REQUIREMENTS: Awardee/grantee will adhere to detailed Program and Operation Schedules provided in the supplemental forms provided to MDE.

PROGRAM REPORTING:

Program Reporting Forms (PRF) shall be submitted in the form and manner prescribed by MDE. Format, content, and exact due dates will be as follows:

- a. An **Interim Progress Report (IPR)**, including submission of data collected related to the grant project, will be due to MDE **in a manner to be determined by MDE.**
 - b. **Financial Reporting Forms (FRF)** shall be submitted in the form and manner prescribed by MDE according to the following **Payment Schedule:**
 - Payments will be made within 30 days of receipt of request for appropriate expenditures (allowable, allocable and reasonable). Requests may be made no more often than once per month and no less often than quarterly. Note: as source documents may be requested at any time, payments are subject to review and approval of documentation.
 - Payments will be made in a manner to be determined by MDE. There will be no need to build a budget in SERVVS.
 - c. **Final Program Reporting (FPR)** is due 45 days after the ending date of the grant by **August 14, 2011** outlining expenditures for the grant project through **June 30, 2011.** FPR consists of the final financial reporting, final payment requests and final program reports including any data requested and/or other reports. Both the final *FRF* and the *FPR* will be reviewed before approval for final payment is made and before the grant is closed out.
- 3. OTHER FISCAL REQUIREMENTS:** The first invoice for expenditures starting July 19, 2010, for the FY11 Single Source Migrant Education Lending Library Program grant cannot be submitted before August 15, 2010. Invoicing procedures will be communicated to the grantee by MDE.
- a. **Financial (Back-Up/Supporting) Documentation:** is required on all awards of \$50,000 or more, per award. Awardee/grantee must provide MDE with supporting documentation per request. Financial reconciliation will occur on random basis following awardee/grantee submission of a Financial Reporting Form at least once per award period. MDE will provide detailed instructions, identifying object codes to be reviewed and provide a Desk Review form (spreadsheet) that must be completed and returned. Document/information must be sent via pdf or by flash drive.
 - b. **Revisions (Budget and/or Work Plan):** Awardee/grantee must receive prior written approval from MDE for any budgetary realignment of approved line item amounts greater than 10% of the total grant award available for expenditure during the grant period. Total line item deviations exceeding 10% of the award must be approved in

Organization/Agency/District: Moorhead Area Schools, ISD #152

\$30,000

TOTAL Award

writing by MDE prior to expenditure or legal obligation of those funds. Awardee/grantee must support the request with reason for change. Awardee/grantee may not move funds to an unapproved line item without written MDE approval.

- c. **On Site Monitoring Visit:** In the event an on-site monitoring visit is required by MDE, the awardee/grantee shall cooperate with MDE in the provision of the on-site monitoring visit(s) and shall comply with MDE's request for documentation, before, during and/or after.

4. CANCELLATION:

- a. This award may be cancelled by the state or awardee/grantee at any time, with or without cause, upon thirty (30) days' written notice to the other party. In the event of such a cancellation, awardee/grantee shall be entitled to payment, determined on a pro rata basis, for work or services performed to MDE's satisfaction. It is expressly understood and agreed that in the event the reimbursement to the State from federal sources or appropriations by the Minnesota Legislature are not obtained and continued at an aggregate level sufficient to allow for the awardee's/grantee's program to continue operating, the award shall immediately be terminated upon written notice by the MDE to the awardee/grantee. In the event of such termination, awardee/grantee shall be entitled to payment determined on a pro rata basis, for services performed and liabilities already accrued prior to such termination.
- b. MDE may cancel this award immediately if MDE finds that there has been a failure to comply with the provisions of this award, that reasonable progress has not been made or that the purposes for which the funds were awarded have not been or will not be fulfilled. MDE may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

5. AMENDMENTS: (extension, increase, or change in other terms):

- a. Any amendments to this award shall be in writing and shall be executed by the same parties who executed the original award, or their successors in office. An amendment consideration must be requested 45 days prior to the end date of the award period and is valid and effective upon written approval from the MDE authorized representative or delegate. No amendments will be considered on an expired award.

~~~~~

Organization/Agency/District: Moorhead Area Schools, ISD #152

\$30,000

**TOTAL Award**

I, the Program Division Director, by signing below verify that agency policies and procedures were followed in the awarding of this grant and hereby approve this award and attest to the Authorized Representative's review of said documents.

Jessie Montano Jessie Montano 8-25-2010  
Division Director Name & Signature Date

This award notification and release of funds are therefore approved, legal, binding and valid with the following official agency signature:

Alice Seagren  
Signature of MDE's Official with Authority to Sign

Date: 12/21/10

Name: Alice Seagren

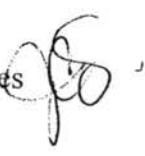
Title: Commissioner



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

LSS.11.005

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services 

DATE: January 18, 2011

RE: Jump Start Early Learning Program

Attached is a proposal to fund 1 FTE Early Childhood Teacher for the Jump Start Early Learning Program to begin in February, 2011. The Jump Start program would be done in partnership with Head Start. The Jump Start program will serve two roles:

- a. For students with disabilities, it will provide a co-taught preschool setting with students who are non-disabled. Special education regulations require that students be educated as much as possible with their non-disabled peers. The Jump Start program will enable 14 students to be served in a setting housed at PCE, thereby reducing the time needed for travel to many sites around the community. Effective / efficient use of staff time and resources as well as providing a quality experience with non-disabled peers will benefit children, staff, and families.
- b. For students at-risk who are unable to be enrolled in Head Start but meet eligibility (those on the Head Start waiting list), the Jump Start program will provide a early learning setting that will enable them to enrich their vocabulary, extend their learning, model constructive and socially appropriate behaviors, and support partnerships with parents.

During the recent referendum, one of the tenants proposed and discussed was the commitment of the District to providing additional and expanded opportunities for early childhood programming. The Jump Start program is one of the opportunities that will enable to the District to begin that commitment. The remainder of the 2010-11 school year, the personnel costs for the Jump Start Early Learning teacher will be covered by Title funding. In the coming years, up to \$50,000 is projected to be budgeted from the revenue generated by the operating levy and other sources of revenue (Title, Special Education, School Readiness).

**SUGGESTED RESOLUTION:** Move to approve 1.0 FTE Early Childhood Teacher for the Jump Start Early Learning Program to begin after February 20, 2011.

JS:ca  
Attachment

**MOORHEAD AREA PUBLIC SCHOOLS**  
**Moorhead, Minnesota**  
**2010-11 Budget**

**PROPOSAL FORM**

**NAME OF BUILDING:** PCE Early Learning Center

**TOPIC OF PROPOSAL:** Jump Start Early Childhood Teacher

**SUBMITTED BY:** Jill Skarvold **DATE:** January 3, 2011

**DATE TO BE IMPLEMENTED:** February, 2010

**PERSON RESPONSIBLE TO**

**RECOMMEND TO SUPERINTENDENT:** Jill Skarvold & Wayne Kazmierczak

**Recommendation (by person responsible):**

**Approve**   X        **Disapprove:**             **Hold:**       

**Date:**           

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

**Complete a description of your program proposal. All areas must be addressed. Your proposal should be as comprehensive as possible and must support the district philosophy.**

1. **Describe the proposal for funding:** Addition of 1 FTE for Early Childhood Teacher for Jump Start Program
2. **Explain in detail the rational or purpose of the proposal. (Please relate, if possible the rational to the previously identified high priority problems of your school.):**  
Currently, Moorhead Area Public Schools serves 170 preschool children with disabilities in Early Intervention Services (EIS). Of those 170 students, 107 students are preschoolers who are between age 3-5. These students are served in 27 different settings throughout the community, including private day cares, preschools, Head Start, and separate special education settings at Probstfield Center of Education. As a result, staff may be serving just 1 or 2 students at a location. Instead of dedicating staff time to direct service to students, approximately 1.5 hrs per day / staff serving students ages 3-5 in settings outside of PCE is lost in travel time. This 1.5 hrs per staff member do nothing to improve the learning outcomes for children and families. Relatedly, the numbers of students qualifying for special education services through EIS is increasing, up 13 students age 3-5 from one year ago. This is equivalent to approximately .75 FTE staff needed for this increase of child count. Instead, there would be a benefit to serve the equivalent number of students in a school setting since that equivalency would be gained by not traveling. The Jump Start program is necessary for the benefit of children to serve them in a way that maximizes the



time that can be provided in direct service to the children rather than losing staff/instructional time to travel between sites.

Whereas, Moorhead Area Public Schools is serving students with disabilities through special education EIS programming, there are a number of other students who are at-risk of starting kindergarten below an expected level in language and numerical understanding, resulting in an achievement gap the first day of school. Research compiled by the National Institute of Early Education Research shows that before kindergarten, approximately 60 percent of low-income children do not know the alphabet and almost 94% of low-income children don't understand numerical sequence. In Moorhead Area Public Schools, 43% of all kindergarten students were at the level expected in the fall of the year (previous year, 47% were at the level expected), requiring some type of interventions for more than half of all students entering kindergarten. Alarming, before school even gets started, a number of students need significant assistance to meet the standards of a kindergarten curriculum.

Yet, over the past decade, pre-school programs that exist across the country have produced dramatic results. A longitudinal study by National Institute for Early Education Research as well as a 2000 National Research Council & Institute of Medicine publication detail the strong evidence that preschool education program produce long term improvements in school success. The lasting effects of preschool programs are noted in improved cognitive abilities, school progress (as defined by not repeating grade, not being placed in special education, and graduating from high school). Importantly, preschool programs focused on directly educating the child had greater effect than multi-purpose programs that delivered a mix of services to children and families.

Importantly, the work by Art Rolnick and Rob Grunewald of the Federal Reserve Bank of Minneapolis, has clearly laid out the importance of investing in young children and providing high quality early childhood education in terms of subsequent educational achievement and lower rates of at-risk behaviors (such as, teen-age pregnancy and drop-out rates). The annual rate of return for providing high quality early childhood programs (preschool) to at-risk students was 16%. Waiting until kindergarten is often too late. Thus, Rolnick concludes that this impact is made with early childhood programs targeting at-risk children. In a 2005 interview, Rolnick indicated that, "if a child starts kindergarten out significantly behind, that's a predictor of how they're going to end up in the third grade, sixth grade and beyond. The good news is the early childhood research tells us that interventions can work, and that investing in a child's early years of development yields a much better return than waiting to invest in later years" (Rolnick, *Best Investment We Can Make*, 2005, from <http://www.childrenofthecode.org/interviews/rolnick.htm>). Similarly, a 2006 by Le, Vi-Nhuan et al. (*School Readiness, Full-Day Kindergarten, and Student Achievement: An Empirical Investigation from*, <http://www.rand.org/pubs/monographs/MG558>) stresses the importance of early childhood programming prior to kindergarten. In the study analysis of 7800 children, the effects of even full-day kindergarten largely disappeared by first grade, with some studies showing that those effects were eliminated by third grade. Hence, it's critical to target at-risk children with high quality early childhood programs that prepare them to have the skills necessary to *begin* kindergarten.

Head Start has built a strong, high-quality pre-K program in Moorhead. However, Head Start is offered to only the poorest and can only serve about half of eligible children. Often Head Start has a list of 40-80 children (depending on the time of the year) who are unable to be served through Head Start, either due to not meeting eligibility criteria or due to the

program being at capacity and not having room for the child. These students who are not being served do not have a disability, but are in need of quality preschool programming. They will be entering Moorhead kindergarten programs in one, two or three years and it is important to the child, to the families, and to the community to help these children be prepared for kindergarten and close the learning gap that will exist otherwise on the first day of school. As indicated, more than half of the students entering Moorhead kindergartens are below the fall benchmark level and need intervention in order to start closing the gap.

As a result, a Jump Start preschool is needed. This preschool program will serve two roles:

- a. For students with disabilities, it will provide a co-taught preschool setting with students who are non-disabled. Special education regulations require that students be educated as much as possible with their non-disabled peers. The Jump Start program will enable 14 students to be served in a setting housed at PCE, thereby reducing the time needed for travel to many sites around the community. Effective / efficient use of staff time and resources as well as providing a quality experience with non-disabled peers will benefit children, staff, and families.
- b. For students at-risk who are unable to be enrolled in Head Start (those on the Head Start waiting list), the Jump Start program will provide a preschool setting for children that will enable them to enrich their vocabulary, extend their learning, model constructive and socially appropriate behaviors, and support partnerships with parents. As indicated above, the long-term effects are very positive.

During the recent referendum, one of the tenants proposed and discussed was the commitment of the District to providing additional and expanded opportunities for early childhood programming. The Jump Start program is one of the opportunities that will enable the District to meet that commitment. The remainder of the 2010-11 school year costs will be covered by Title funding (which has been budgeted). In the coming years, up to \$50,000 is being budgeted from the revenue generated by the operating levy and other sources of revenue (Title, Special Education).

3. **State the negative implications if the proposal is not approved.**
  - Lack of integrated preschool sites for children with disabilities
  - Placement of children in EIS programming at numerous sites throughout the community resulting in staff time being lost to travel time instead of service time (to children)
  - Lack of educational options for preschool children who are at risk of not being prepared for kindergarten
  - At risk children entering kindergarten below the level needed to be successful in kindergarten curriculum
  - Having to wait to intervene with students who are at-risk of learning difficulties
  - Reduced school success and eventually higher drop out rate of students who enter school below the level of typical peers
4. **List alternative actions if this proposal is not approved. It is assumed that any alternative listed is less desirable than the proposal.)**
  - Continue to serve preschool age students with disabilities as doing now (separate, multiple sites)
5. **Estimate the cost implications of this proposal on the following chart.**



### PROPOSAL BUDGET

| PERSONNEL                 | Number Requested | Estimated Cost  | Code to Chg          | Reimbursement   | Net Cost   |
|---------------------------|------------------|-----------------|----------------------|-----------------|------------|
| <b>Administrators:</b>    |                  |                 |                      |                 |            |
| Teachers:                 | 1.0 FTE          | \$16,000        | 185 (District Title) | \$16,000        | \$0        |
| <b>Clerical:</b>          |                  |                 |                      |                 |            |
| <b>Paraprofessionals:</b> |                  |                 |                      |                 |            |
| Other Costs               |                  | Estimated Cost  |                      | Reimbursement   | Net Cost   |
| Fringe Benefits:          |                  | \$4,500         |                      | \$4500          | \$0        |
| <b>Supplies:</b>          |                  |                 |                      |                 |            |
| <b>Capital Outlay:</b>    |                  |                 |                      |                 |            |
| <b>Other Expenses:</b>    |                  |                 |                      |                 |            |
| <b>TOTAL COSTS</b>        |                  | <b>\$20,500</b> |                      | <b>\$20,500</b> | <b>\$0</b> |

**Comments on budgetary items:**

*(notation from page 3: The remainder of the 2010-11 school year costs will be covered by Title funding (which has been budgeted). In the coming years, up to \$50,000 is being budgeted from the revenue generated by the operating levy and other sources of revenue (Title, Special Education) for early education opportunities.*

6. **Equipment, remodeling, site improvement, etc:** N/A
7. **Review by Business Office before Superintendent's approval:** Reviewed December, 2010 as well as presented to School Board Work Session December, 2010. Support given.

8. **Space implications (short/long range):** There is a room that has been designated in the Early Learning Center (ELC) in which to do the co-taught Jump Start classroom. The room is currently being used by the special education students who would be part of the Jump Start class. Whereas this space is appropriate for the current year and upcoming year (2011-12), the limitations for adequate space at the ELC is carefully monitored by staff.
9. **Equity implications:** Jump Start provides opportunities to students at risk for learning difficulties, enabling students of color, of poverty, and with disabilities, to have targeted interventions to "jump start" their learning and be at similar level as their typical peers by the time they are ready to start kindergarten.
10. **Technology implications:** desk station for Jump Start Early Childhood Teacher (computer, phone). The special education staff coteaching with the Jump Start Teacher will already have computer workstation and phone.

**Suggested timelines for implementation:**

- Submit for Board review at January 24, 2011 board meeting
- Advertise for Early Childhood Teacher January 25-30, 2011
- Interview for Early Childhood Teacher February 1-4, 2011
- Begin Jump Start Classroom, February 15, 2011

**Who has been involved in this decision?**

- Jill Skarvold, Director of Learner Support Services
- Robin Grooters, Program Manager, Early Learning
- Wayne Kazmierczak, Assistant Superintendent
- Missy Eidsness, Director of School Improvement and Accountability

**Other comments:**



Office of School Improvement and Accountability  
**Moorhead Area Public Schools**

---

Memo SIA.11.015 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability **ME**

DATE: January 18, 2011

SUBJECT: School and District Profiles Update

We are in the process of updating the School and District Profiles document. The process will be reviewed and discussed with the School Board at the January 24th meeting.


MOE:nls



Assistant Superintendent  
**Moorhead Area Public Schools**

Memo OAS.11.044 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: January 18, 2011

SUBJECT: Fiscal Year 2011 Revised Budget, Fiscal Years 2012-2013 Projected Budgets

At the January 24, 2011 School Board meeting, a revised fiscal year 2011 budget will be presented to the School Board for approval. In addition, projected fiscal year 2012 and 2013 budgets will be discussed. Discussion materials and documents will be finalized following an Executive Finance Committee meeting on January 20.

Suggested Resolution: Move to approve the Fiscal Year 2011 Revised Budget as presented.

WAK:nls

S-MQ-BOS  
14 Feb 11

**INDEPENDENT SCHOOL DISTRICT #152**

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

February 14, 2011

7:00 p.m.

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

**ATTENDANCE:**

|                      |                           |
|----------------------|---------------------------|
| Lisa Erickson _____  | Kristine Thompson _____   |
| Cindy Fagerlie _____ | Bill Tomhave _____        |
| Laurie Johnson _____ | Trudy Wilmer _____        |
| Mike Siggerud _____  | 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 2011 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these candidates. The 2011 Teacher of the Year Building Representatives are:

- GayeLynn Tunheim, SLD teacher at Ellen Hopkins Elementary
- Mari Lourdes Shamdas, English language learners teacher at Robert Asp Elementary
- Sandy Van Dyke, physical education teacher at S.G. Reinertsen Elementary
- Carla Smith, seventh-grade language arts teacher at Horizon Middle School
- Kelsy Jenkins, social studies and reading teacher at Red River Area Learning Center

**SCHOOL BOARD AGENDA - February 14, 2011**  
**PAGE 2**

- 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 January 10 and 24, 2011 Meeting Minutes - Pages 4-13
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak  
(1) Approval of February Claims - Page 14
- C. HUMAN RESOURCES MATTERS - Hiedeman  
(1) Approval of Family/Medical Leave - Page 15  
(2) Approval of Resignations - Page 16  
(3) Approval of New Employees - Pages 17-18  
(4) Approval of Pay Equity Implementation Report - Pages 19-25
- D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

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

3. **UPDATE ON ELLEN HOPKINS ELEMENTARY SCHOOL GOALS:** Kovash  
Page 26

**SCHOOL BOARD AGENDA - February 14, 2011**  
**PAGE 3**

4. **2011-2012 SCHOOL CALENDAR**: Kovash  
Pages 27-29

Suggested Resolution: Move to approve the 2011-2012 School Calendar as presented.

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

5. **COMMITTEE REPORTS**

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

7. **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 \_\_\_\_\_

8. **OPEN PUBLIC MEETING**: Thompson

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

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

9. **ADJOURNMENT**



**SCHOOL BOARD AGENDA - February 14, 2011**  
**PAGE 4**

**CALENDAR OF EVENTS**

| <u>Event</u>                  | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|-------------------------------|-------------|-------------|--------------|
| Safe and Healthy Learners Com | February 15 | 3 pm        | PCE          |
| Title I Parent Advisory Com   | February 15 | 5:30 pm     | PCE          |
| Community Ed Adv Council      | February 15 | 7 pm        | PCE          |
| Spec Ed Parent Adv Com        | February 22 | 12 pm       | PCE          |
| Technology Committee          | February 22 | 3:45 pm     | PCE          |
| School Board                  | February 28 | 7 pm        | PCE          |
| Continuing Educ Com           | March 1     | 3:30 pm     | PCE          |
| Horizon PTAC                  | March 1     | 6:30 pm     | Media Center |
| Reinertsen PTAC               | March 1     | 6:30 pm     | Media Center |
| Indian Educ Parent Com        | March 2     | 5 pm        | PCE          |
| Joint Powers Committee        | March 3     | 7 am        | City Hall    |
| Hopkins PTAC                  | March 7     | 6:30 pm     | Media Center |
| Asp PTAC                      | March 7     | 6:30 pm     | Media Center |
| MHS PTAC                      | March 7     | 7 pm        | MHS          |
| Instr and Curr Adv Committee  | March 10    | 7 am        | PCE          |
| Early Childhood Advisory Com  | March 10    | 6:30 pm     | PCE          |
| School Board                  | March 14    | 7 pm        | PCE          |
| Com Ed Advisory Council       | March 15    | 7 pm        | PCE          |
| Interagency Early Interv Com  | March 16    | 12 pm       | FSC          |
| Policy Review Committee       | March 21    | 7 pm        | PCE          |
| Technology Committee          | March 22    | 3:45 pm     | PCE          |
| School Board                  | March 28    | 7 pm        | PCE          |
| Activities Council            | March 29    | 7 am        | MHS          |

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JANUARY 10, 2011  
PAGE 1**

**MEMBERS PRESENT:** Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Mike Siggerud, Kristine Thompson, Bill Tomhave, Trudy Wilmer, and Dr. Lynne A. Kovash.

**MEMBERS ABSENT:** None.

**CALL TO ORDER:** Chair Thompson called the meeting to order at 7:03 p.m. and led everyone in attendance with the Pledge of Allegiance.

**PREVIEW OF AGENDA:** Superintendent Kovash recommended the agenda proceed with a revision to page 20.

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

**WE ARE PROUD:**

**We Are Proud** of Moorhead High School boys cross country team for placing first in the Section 8AA championship meet on Oct. 29 in Fergus Falls. The boys team captured its third straight section championship and qualified for the state tournament. The team placed second at the state tournament on Nov. 6, marking the highest finish ever for the Moorhead boys cross country team. Lukas Gamar and Glen Ellingson completed All-State performances by finishing in the top 25 runners. Team members are Lukas Gamar, Christian Larson, Derrick Nelson, Glen Ellingson, Jacob Geraghty, Ezra Olson, Josh Young, Matthew Lillehaugen and Jarrett Jenni. Head coach is Jeremy Blake, and assistant coach is Dan Dooher.

**We Are Proud** of Taylor Janssen, Moorhead High School girls cross country team member, for qualifying for the state tournament. Janssen completed an All-State performance by finishing in the top 25 runners in her race. The girls cross country team is coached by head coach Jeremy Blake and assistant coach Dan Dooher.

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** Jesse Atteberry, 1117 22nd Avenue South, expressed his concern regarding the school district not offering all-day kindergarten.

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

**Minutes** - Approve the December 13 and 20, 2010 Special Meeting Minutes and December 13, 2010 Regular Meeting Minutes.

**Claims** - Approve the January Claims, subject to audit, in the amount of \$1,123,688.03.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JANUARY 10, 2011  
PAGE 2**

|                         |                |
|-------------------------|----------------|
| General Fund:           | \$951,436.95   |
| Food Fund:              | \$162,960.25   |
| Community Service Fund: | \$9,290.83     |
| TOTAL                   | \$1,123,688.03 |

Donation - Accept the \$225 donation from Robert and Jill Majkrzak to Early Intervention Services to assist in covering the cost of milk for students in the program.

Family/Medical Leave

Amanda Kuehn - Speech/Language Pathologist, EIS, effective approximately March 10, 2011 for approximately 7 weeks.

Resignations

Michelle Moyano - Lunchroom Supervisor, S.G. Reinertsen Elementary, effective January 4, 2011.

Amber Stogner - Bus Driver, Transportation, effective November 1, 2010.

Kerry Horst - Technical Theatre Director, Moorhead High School, effective January 7, 2011.

Change in Contracts

Bob Stroh - Lunchroom Supervisor, S.G. Reinertsen Elementary, increase days per week from two to five at 2.25 hours per day, effective January 5, 2011 (replaces Michelle Moyano).

Julie Hanson - SEMS/Human Resource Secretary, 4.5 hours per day to SEMS/Community Education Secretary, 8 hours per day, effective January 3, 2011 (replaces 3.5 hours of Julie Joyce-Smith).

Other Leave of Absence

Tabitha Talkington - Bus Driver, Transportation, effective January 3, 2011 until April 29, 2011.

New Employees

Kathy Kunkel - Health Tech, Horizon Middle School, B21 (3) \$14.68 per hour, 6.5 hours per day, effective January 3, 2011 (replaces Heather Otto).

Michelle Hanson - Paraprofessional, EIS, B21 (3) \$14.26 per hour, 6 hours per day, 4 days per week, effective January 4, 2011 (replaces Karina Hodny Para position).

Trish Floyd - Paraprofessional, Moorhead High School, B21 (3) \$14.26 per hour, 6.5 hours per day, effective January 3, 2011 (replaces Trish Floyd).

Brent Vetter - Bus Driver, Transportation, 5-6 hours per day, \$13.28 per hour, effective January 3, 2011 (replaces Kayla Skalsky).

Julie Arnold - ESL Teacher, S.G. Reinertsen Elementary, MA (0) \$10,903.30, .50 FTE, effective January 3, 2011 (replaces Clare Kazmierczak).

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JANUARY 10, 2011  
PAGE 3**

Motion carried 7-0.

**ORGANIZATION OF THE SCHOOL BOARD:** Chair Thompson conducted the Oath of Office Ceremony for School Board members Laurie Johnson, Bill Tomhave and herself elected to the 2011-2015 term, and Trudy Wilmer elected to fill the two-year vacancy for 2011-2013. Newly elected members took their seat on the School Board.

**Election of Officers:** Tomhave moved, seconded by Siggerud, to nominate Kristine Thompson to serve a one-year term (2011) as Chair on the Moorhead School Board. Motion carried 7-0.

Fagerlie moved, seconded by Siggerud, to nominate the following slate of officers for the one-year term (2011) on the Moorhead School Board, and cast a unanimous ballot by acclamation:

Vice-Chair - Lisa Erickson  
Clerk - Cindy Fagerlie  
Treasurer - Bill Tomhave

Motion carried 7-0.

**Committee Assignments:** Erickson moved, seconded by Johnson, to approve the committee assignments as follows:

**DISTRICT-WIDE STANDING COMMITTEES:**

Erickson - Activities Council  
Erickson and Johnson - Community Education Advisory Council  
Thompson and Tomhave - Citizen Finance Advisory Committee  
Wilmer and Fagerlie - Instruction and Curriculum Advisory Committee  
Fagerlie and Erickson - Safe and Healthy Learners Committee  
Siggerud and Tomhave - Long Range/Strategic Planning Committee  
Siggerud and Tomhave - Policy Review Committee

**ADMINISTRATIVE COMMITTEES:**

Thompson - Continuing Education Committee  
Fagerlie - 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  
Fagerlie - Sabbatical Leave Committee  
Thompson and Erickson - Staff Development Committee

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JANUARY 10, 2011  
PAGE 4**

Wilmer - Special Education Parent Advisory Committee  
Siggerud - Technology Committee  
Wilmer - Title I Parent Advisory Committee

**COMMUNITY COMMITTEES:**

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

**ADOPT-A-SCHOOL:**

Tomhave - Ellen Hopkins School  
Johnson - Robert Asp School  
Fagerlie - S.G. Reinertsen School  
Thompson - Horizon Middle School  
Siggerud - Moorhead High School  
Wilmer and Erickson - Red River Area Learning Center

Motion carried 7-0.

**K-5 PROGRESS REPORTS:** Vicki Breneman and Denita Clapp reviewed the updated elementary progress reports. They have been working with the Elementary Progress Report Committee since June to revise the progress reports for grades K-5. This committee was formed to update the progress reports to address changes in curriculum standards and convert the report to an electronic format. The new reports will be completed by teachers online, then printed and mailed to K-5 families the end of January.

**RESOLUTION DIRECTING ADMINISTRATION TO MAKE RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS AND REASONS THEREFORE:**

Tomhave moved, seconded by Wilmer, to direct the administration to recommend reductions in programs and positions as needed to reduce expenditures as a result of declining enrollment and financial limitations. Motion carried 7-0.

**2011-12 SCHOOL YEAR KINDER PLUS (K+) FEES:** Kazmierczak stated five priority areas were established by the School Board and district administration leading up to the November 2, 2010 operating levy referendum. One of those priorities was *Priority Area #5: To provide increased access to early childhood programs*. It was stated that resources from a successful operating levy would be used to increase access to early childhood programs such as Kinder Plus (K+). This priority area was discussed at the December 13 board meeting work session where reduced-fee data was presented. The proposed K+ fees for the 2011-12 school year represent nearly a 50 percent reduction compared to the current school year's fees. This reduction would

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JANUARY 10, 2011  
PAGE 5**

level of the families participating in the program. A fourth tier of pricing is also proposed with the intention of increasing accessibility for families. The reduced fees are based on federal income eligibility guidelines.

Erickson moved, seconded by Tomhave, to approve the annual Kinder Plus (K+) fees for the 2011-12 school year as follows: Full Fee - \$1,200; Reduced Fee A - \$600; Reduced Fee B - \$300; Reduced Fee C - \$150.

Siggerud suggested eliminating the Reduced Fee C (\$150) saying \$150 was not affordable for families already struggling. Discussion was held and comments were received from parents in the audience.

Tomhave moved, seconded by Siggerud, to amend the motion to reduce Fee C to \$0. Motion carried 6-1 (Erickson dissenting).

The original motion, as amended, passed 6-1 (Erickson dissenting).

**CLOSE PUBLIC MEETING:** Tomhave moved, seconded by Fagerlie, to close the public meeting at 8:22 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

The meeting recessed at 8:23 p.m. and reconvened at 8:27 p.m.

**OPEN PUBLIC MEETING:** Fagerlie moved, seconded by Wilmer, to open the public meeting at 8:48 p.m. Motion carried 7-0.

**APPROVAL OF 2010-12 T.C.I. MASTER AGREEMENT:** Tomhave moved, seconded by Erickson, to approve the T.C.I. Master Agreement for 2010-12 as presented with the cost as follows:

| <u>Year</u> | <u>Cost</u> | <u>Percentage Increase</u> |
|-------------|-------------|----------------------------|
| 2010-11     | \$5,915     | 2.31%                      |
| 2011-12     | \$5,733     | 2.19%                      |
| TOTAL       | \$11,648    | 4.50%                      |

Motion carried 7-0.

**COMMITTEE REPORTS:** Brief reports were heard regarding the Joint Powers Committee, Continuing Education Committee, Horizon PTAC, Reinertsen PTAC, Indian Education Parent Committee, and Moorhead High School PTAC meetings. Thompson noted she would attend the Health/Safety/Wellness Committee on January 13 due to board members attending the MSBA



**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JANUARY 10, 2011  
PAGE 6**

Leadership Conference. Siggerud suggested looking at the nature of PTACs due to lack of parental involvement.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Thompson commented on the e-mail received from Patrick Springer, *The Forum*, regarding public service and safety and requested board members to reply if interested. Thompson also provided available dates for a farewell dinner with out-going board members. Thompson reminded board members of the January 28 Intergovernmental Retreat scheduled for 10 a.m. at the Courtyard by Marriott.

**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 9:10 p.m.

---

Cindy Fagerlie, Clerk



**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JANUARY 24, 2011  
PAGE 1**

**MEMBERS PRESENT:** Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Mike Siggerud, Kristine Thompson, Bill Tomhave, Trudy Wilmer, and Dr. Lynne A. Kovash.

**MEMBERS ABSENT:** None.

**CALL TO ORDER:** Chair Thompson called the meeting to order at 7:01 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

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

**WE ARE PROUD:**

**We Are Proud** of Moorhead School Board member Lisa Erickson who has been honored by the Minnesota School Boards Association with the President's Award for 2010-2011. The award recognizes those who complete 300 or more hours of attendance at MSBA and NSBA sponsored meetings and activities. Erickson was recognized at the 2011 MSBA Leadership Conference on January 13, 2011.

**We Are Proud** of Lauren Rood, industrial technology teacher at Moorhead High School, for being named the 2011 Moorhead Teacher of the Year. Rood began teaching at Moorhead High in 2002. He currently teaches automotive classes and some small engines and welding classes. Rood works to keep Moorhead High's automotive program NATEF (National Automotive Technician Education Foundation) and state certified. He serves on the advisory committee for the M State automotive program and is on the Education Moorhead member rights committee. Rood is president-elect for Education Moorhead. He was selected as Teacher of the Year by the Education Moorhead Communications Committee.

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** None.

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

**Family/Medical Leaves**

Les Schermerhorn - Bus Driver, beginning on January 20, 2011 for approximately four to six weeks.

Bethanne Weltmer - Interpreter, beginning on or about March 27, 2011 through May 9, 2011.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JANUARY 24, 2011  
PAGE 2**

Parental Leave

Rebecca Lee-Hunt - ABE Teacher, Probstfield Center for Education, effective December 28, 2010 for 12 weeks.

Resignation

Laura Eglund - Secretary, Hopkins Elementary, effective January 18, 2011.

New Employees

Ginger Meyer - Noon Monitor, Horizon Middle School, \$9.00 per hour, 2 hours per day, effective January 18, 2011.

James Schechter - Noon Monitor, Horizon Middle School, \$9.00 per hour, 2 hours per day, effective January 18, 2011.

Migrant Education Grant Renewal - Accept the renewal of the Migrant Education Identification and Recruitment Grant for \$30,000 for the 2010-11 school year.

Motion carried 7-0.

**JUMP START EARLY LEARNING PROGRAM POSITION PROPOSAL:** Skarvold presented information regarding the proposal to fund 1 FTE Early Childhood Teacher for the Jump Start Early Learning Program beginning February 2011 in partnership with Head Start. She noted during the recent referendum, one of the tenants proposed and discussed was the commitment of the district to provide additional and expanded opportunities for early childhood programming. Personnel costs for the Jump Start Early Learning teacher will be covered by Title I funding for the remainder of the 2010-11 school year.

Erickson moved, seconded by Siggerud, to approve 1.0 FTE Early Childhood Teacher for the Jump Start Early Learning Program to begin after February 20, 2011. Motion carried 7-0.

**SCHOOL AND DISTRICT PROFILES UPDATE:** Eidsness provided information regarding the process of updating the School and District Profiles document. Discussion was held and board members suggested including data that is useful and cut down on the volume of data reported.

**FISCAL YEAR 2011 REVISED BUDGET. FISCAL YEARS 2012-13 PROJECTED**

**BUDGETS:** Kazmierczak provided a budget update that included financial considerations related to the State of Minnesota's projected budget deficit of \$6.2 billion for the next biennium; concerns remain over the aid payment shift (90/10 vs. 70/30 vs. 50/50); hard cuts to education remain a possibility; the state's projected deficit for the 2014-15 biennium of \$5 billion; and the proposed legislative two-year salary freeze for all public school employees. He said the FY11

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
JANUARY 24, 2011  
PAGE 3**

revised budget primary revenue adjustments were due to special education aid and excess cost adjustment from FY10 audit; the accounting of Federal Stimulus (ARRA) based on auditor recommendations from Fall 2010; carry over of federal stimulus funds (ARRA); and Education Jobs Fund (EduJobs) revenue and associated expenditures. The FY11 revised budget primary expenditure adjustments were due to State Educational Record View and Submission (SERVS) reclassification of special education administrative costs; accounting of Federal Stimulus Funds (ARRA) based on auditor recommendations from Fall 2010; EduJobs; and staff development set aside reduction and reclassification.

The FY11 revised budget of the general fund includes revenues of \$50,057,204; expenditures of \$50,487,794; expenditures over revenues (reserved and unreserved) of (\$430,590); and an ending fund balance of \$6,742,233 (unreserved and reserved). The ending fund balance (unreserved and reserved) is 13.35 percent of expenditures.

The Executive Finance Committee recommended the following considerations for FY12 (2011-12 school year): assume no new revenue from the state; budget and staffing decisions forthcoming; impact of referendum (revenue and expenditures); and FY12 preliminary budget will be approved in June. The Executive Finance Committee also recommended the following FY13 (2012-13 school year) considerations: assume no new revenue from the state; no EduJobs revenue; and the next revision will come in June when the FY12 preliminary budget is adopted.

Tomhave moved, seconded by Fagerlie, to approve the Fiscal Year 2011 Revised Budget as presented. Motion carried 7-0.

**COMMITTEE REPORTS:** Brief reports were heard regarding the Hopkins PTAC, Interagency Early Intervention Committee, Executive Finance Committee, and Citizen Finance Advisory Committee meetings. Erickson, Wilmer and Fagerlie briefly reported on the MSBA Leadership Conference and Phase I and Phase II Trainings attended January 11-14.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Thompson requested board members contact Michelle regarding their attendance at the January 28 Intergovernmental Retreat. Kovash reported the elementary progress reports were completed with minor problems.

**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 8:26 p.m.

---

Cindy Fagerlie, Clerk



Assistant Superintendent  
**Moorhead Area Public Schools**

Memo OAS.11.046 C

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Wayne A. Kazmierczak, Assistant Superintendent  
DATE: February 8, 2011  
SUBJECT: February Claims

The February claims are as follows:

|                        |              |
|------------------------|--------------|
| General Fund           | \$874,845.46 |
| Food Fund              | \$94,794.63  |
| Community Service Fund | \$15,794.20  |
| TOTAL                  | \$985,434.29 |

Suggested Resolution: Move to approve the February claims, subject to audit, in the amount of \$985,434.29.

WAK:nls



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

Memo HR.11.073

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: February 7, 2011  
SUBJECT: Family/Medical Leave

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

Diana Anderson      Teacher, Robert Asp Elementary, effective March 15, 2011 for approximately six weeks.

**SUGGESTED RESOLUTION:** Move to approve the request for Family/Medical Leave for Diana Anderson pursuant to Article 39, Section 1 of the Teachers' Master Agreement.



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

Memo HR.11.072

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: February 7, 2011  
SUBJECT: Resignation

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

|                 |                                                                                     |
|-----------------|-------------------------------------------------------------------------------------|
| Cynthia Knutson | Food and Nutrition Server, High School, effective February 11, 2011.                |
| Kari Prekel     | Food and Nutrition Server, S. G. Reinertsen Elementary, effective February 7, 2011. |
| Elaine Black    | Food and Nutrition Server, High School, effective February 3, 2011.                 |
| James Kuebler   | Custodian, S. G. Reinertsen Elementary, effective February 18, 2011.                |

**SUGGESTED RESOLUTION:** Move to approve the resignations of Cynthia Knutson, Kari Prekel, Elaine Black and James Kuebler as presented.



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

Memo HR.11.071

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: February 7, 2011  
SUBJECT: New Employees

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school district statute and requirements.

|                   |                                                                                                                                                         |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Erik Hest         | Paraprofessional, High School, B21 (0-2) \$14.05 per hour, 6.5 hours per day, effective February 7, 2011. (Tuition reimbursement)                       |
| Karen Thom        | Secretary, Ellen Hopkins Elementary, A13 (6) \$14.90, 8 hours per day, effective January 31, 2011. (Replaces Laura Eglund)                              |
| David Teige       | Science Teacher, Red River Area Learning Center, .286 FTE, \$9,101.38, effective January 24, 2011. (Replaces Kim Melander)                              |
| Tyler Otteson     | Math Teacher, Red River Area Learning Center, .286 FTE, \$9,101.38, effective January 24, 2011. (Replaces Kim Melander)                                 |
| Marquis Lee       | Food and Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day, \$9.00 per hour, effective January 27, 2011. (Replaces Janice Conrade)      |
| Estafania Serrata | Food and Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day, \$9.00 per hour, effective January 27, 2011. (Replaces Stephanie Gruenberg) |
| Curtis Tilleraas  | Food and Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day, \$9.00 per hour, effective February 2, 2011. (Replaces Kari Prekel)         |
| Sabrina Martinez  | Food and Nutrition Server, High School, 2.75 hours per day, \$9.00 per hour, effective February 7, 2011. (Replaces Elaine Black)                        |
| Mark Evensen      | Bus Driver, Transportation, 4.5 to 6 hours per day, 5 days per week, \$13.68 per hour, effective January 31, 2011. (Replaces 2/3 of Kayte Carson)       |



Kenton Kolstad      Technical Theater Director, High School, \$9,646.00 effective February 17, 2011 for the remainder of the 2010-2011 school year. (Replaces Kerry Horst)

Amanda Johnson      Secretary, Community Education, .50 FTE, B21 (0-2) \$14.43 per hour, 4 hours per day, effective February 23, 2011. (Replaces .50 of Julie Joyce-Smith)

**SUGGESTED RESOLUTION:** Move to approve the employment of Erik Hest, Karen Thom, David Teige, Tyker Otteson, Marquis Lee, Estafania Serrata, Curtis Tilleraas, Sabrina Martinez, Mark Evensen, Kenton Kolstad and Amanda Johnson as presented.



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

Memo HR.11.069

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: January 31, 2011  
RE: Pay Equity Implementation Report

Attached is the documentation and calculated data for the Pay Equity Implementation Report for 2011. This report is filed every three years, as required by law, with the Department of Employee Relations. To be in compliance the district must be at or above 80% in the following areas:

|                    | <u>Passing</u> | <u>Moorhead</u> |
|--------------------|----------------|-----------------|
| Underpayment Ratio | 80%            | 133.33%         |
| Salary Range Test  | 80%            | 105.86%         |

Suggested Resolution: Move to approve the Pay Equity Implementation Report.

AH:jal

## Compliance Report

Jurisdiction: ISD No. 152 - Moorhead  
2410 - 14th Street South

Report Year: 2011  
Case: 1 - 2011 DATA (Submitted)

Moorhead MN 56560

Contact: Julie LeRoux

Phone: (218) 284-3352

E-Mail: jleroux@moorhead.k12.mn.us

The statistical analysis, salary range and exceptional service pay test results are shown below. Part I is general information from your pay equity report data. Parts II, III and IV give you the test results.

For more detail on each test, refer to the Guide to Pay Equity Compliance and Computer Reports.

### I. GENERAL JOB CLASS INFORMATION

|                                      | Male<br>Classes | Female<br>Classes | Balanced<br>Classes | All Job<br>Classes |
|--------------------------------------|-----------------|-------------------|---------------------|--------------------|
| # Job Classes                        | 16              | 32                | 8                   | 56                 |
| # Employees                          | 26              | 640               | 68                  | 734                |
| Avg. Max Monthly<br>Pay per employee | 5,406.96        | 7,232.18          |                     | 6,920.71           |

### II. STATISTICAL ANALYSIS TEST

A. Underpayment Ratio = 133.33 \*

|                                                  | Male<br>Classes | Female<br>Classes |
|--------------------------------------------------|-----------------|-------------------|
| a. # At or above Predicted Pay                   | 6               | 17                |
| b. # Below Predicted Pay                         | 10              | 15                |
| c. TOTAL                                         | 16              | 32                |
| d. % Below Predicted Pay<br>(b divided by c = d) | 62.50           | 46.88             |

\*(Result is % of male classes below predicted pay divided by % of female classes below predicted pay.)

#### B. T-test Results

Degrees of Freedom (DF) = 664

Value of T = -6.434

a. Avg. diff. in pay from predicted pay for male jobs = (\$46)

b. Avg. diff. in pay from predicted pay for female jobs = \$1,012

III. SALARY RANGE TEST = 105.86 (Result is A divided by B)

A. Avg. # of years to max salary for male jobs = 16.56

B. Avg. # of years to max salary for female jobs = 15.65

IV. EXCEPTIONAL SERVICE PAY TEST = 0.00 (Result is B divided by A)

A. % of male classes receiving ESP 0.00 \*

B. % of female classes receiving ESP 0.00

\*(If 20% or less, test result will be 0.00)

# Job Class Data Entry Verification List

ISD NO. 132 - MOOREHEAD

LGID 902

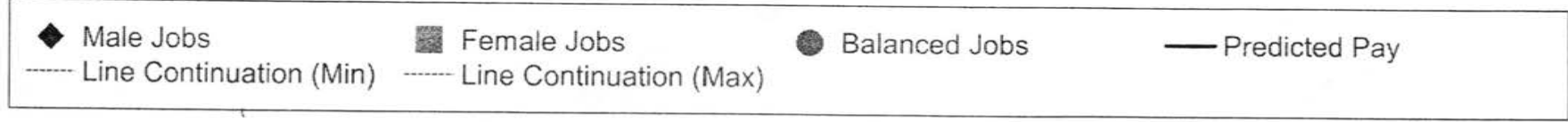
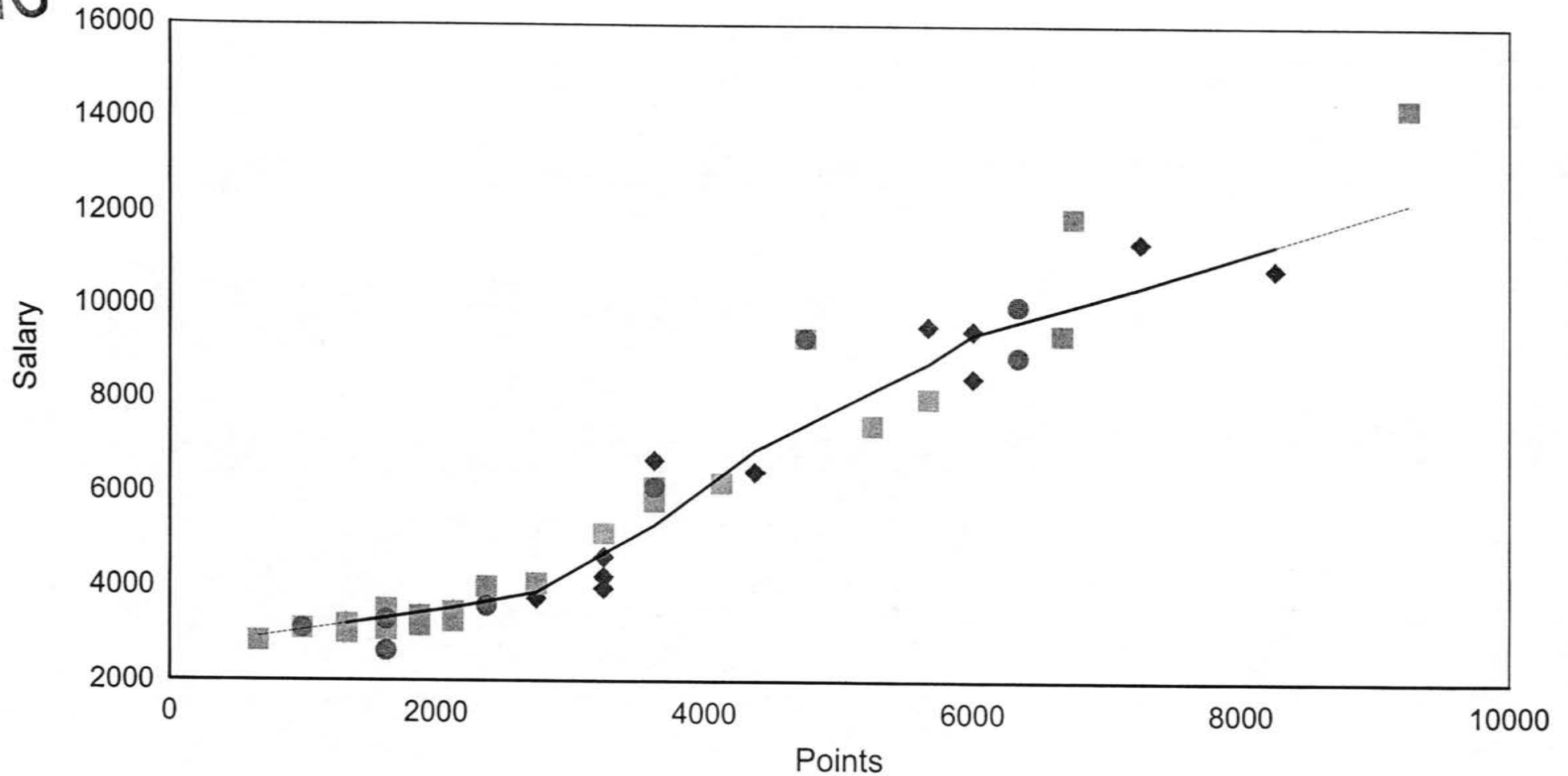
Case: 2011 DATA

| Job Nbr | Class Title                | Nbr Males | Nbr Females | Class Type | Jobs Points | Min Mo Salary | Max Mo Salary | Yrs to Max Salary | Yrs of Service | Exceptional Service Pay |
|---------|----------------------------|-----------|-------------|------------|-------------|---------------|---------------|-------------------|----------------|-------------------------|
| 1       | Food Service - Cook Helper | 0         | 4           | F          | 667         | \$2,201.00    | \$2,836.00    | 18.00             | 0.00           |                         |
| 2       | Secretary-Lib/CE           | 0         | 5           | F          | 1,000       | \$2,357.00    | \$3,099.00    | 16.00             | 0.00           |                         |
| 3       | Custodian                  | 14        | 5           | B          | 1,000       | \$2,373.00    | \$3,113.00    | 16.00             | 0.00           |                         |
| 4       | Custodian - 2nd Night/Deli | 4         | 0           | M          | 1,333       | \$2,440.00    | \$3,222.00    | 17.00             | 0.00           |                         |
| 5       | Secretary -Asst. Elem/Mid  | 0         | 8           | F          | 1,333       | \$2,430.00    | \$3,205.00    | 17.00             | 0.00           |                         |
| 6       | Food Service - Second Co   | 0         | 2           | F          | 1,333       | \$2,368.00    | \$3,003.00    | 18.00             | 0.00           |                         |
| 7       | Food Service - Head Cook   | 0         | 3           | F          | 1,625       | \$2,440.00    | \$3,077.00    | 18.00             | 0.00           |                         |
| 8       | Secretary                  | 0         | 14          | F          | 1,625       | \$2,501.00    | \$3,279.00    | 17.00             | 0.00           |                         |
| 10      | Paraprofessional           | 18        | 128         | F          | 1,625       | \$2,435.00    | \$3,236.00    | 17.00             | 0.00           |                         |
| 11      | Home School Liaison        | 0         | 2           | F          | 1,625       | \$2,726.00    | \$3,517.00    | 18.00             | 0.00           |                         |
| 12      | Hall Monitor               | 1         | 3           | F          | 1,625       | \$2,435.00    | \$3,236.00    | 17.00             | 0.00           |                         |
| 13      | Bus Drivers & Assistants   | 10        | 12          | B          | 1,625       | \$2,215.00    | \$2,635.00    | 0.00              | 20.00          |                         |
| 14      | Custodian - Elem Night/Po  | 2         | 1           | B          | 1,625       | \$2,517.00    | \$3,295.00    | 17.00             | 0.00           |                         |
| 15      | Food Service - Head Cook   | 0         | 1           | F          | 1,875       | \$2,529.00    | \$3,165.00    | 18.00             | 0.00           |                         |
| 16      | Custodian - Special Assign | 1         | 0           | M          | 1,875       | \$2,603.00    | \$3,387.00    | 17.00             | 0.00           |                         |
| 17      | Secretary - Prin/Maint/Reg | 0         | 8           | F          | 1,875       | \$2,590.00    | \$3,370.00    | 17.00             | 0.00           |                         |
| 18      | Custodian - Mechanic       | 1         | 0           | M          | 2,125       | \$2,697.00    | \$3,474.00    | 17.00             | 0.00           |                         |
| 19      | Secretary - Acct/LSS       | 0         | 4           | F          | 2,125       | \$2,681.00    | \$3,456.00    | 17.00             | 0.00           |                         |
| 20      | Food Service - Head Cook   | 0         | 1           | F          | 2,125       | \$2,617.00    | \$3,257.00    | 18.00             | 0.00           |                         |
| 21      | Computer Technicians       | 3         | 3           | B          | 2,375       | \$2,806.00    | \$3,580.00    | 17.00             | 0.00           |                         |
| 22      | Secretary - Confidential   | 0         | 5           | F          | 2,375       | \$3,477.00    | \$3,983.00    | 19.00             | 0.00           |                         |
| 24      | Custodian - Head Elem      | 4         | 0           | M          | 2,750       | \$2,955.00    | \$3,735.00    | 17.00             | 0.00           |                         |
| 25      | COTAs                      | 0         | 3           | F          | 2,750       | \$3,129.00    | \$4,049.00    | 10.00             | 0.00           |                         |
| 63      | Computer Tech-NonAligne    | 2         | 0           | M          | 2,750       | \$3,007.00    | \$3,968.00    | 18.00             | 0.00           |                         |
| 26      | Web/Application Develop    | 1         | 0           | M          | 3,250       | \$3,232.00    | \$4,190.00    | 18.00             | 0.00           |                         |
| 27      | Interpreters               | 0         | 6           | F          | 3,250       | \$4,333.00    | \$5,099.00    | 10.00             | 0.00           |                         |
| 29      | Custodian-Head Sec         | 2         | 0           | M          | 3,250       | \$3,168.00    | \$3,947.00    | 17.00             | 0.00           |                         |
| 31      | Student Resource Asst.     | 1         | 0           | M          | 3,250       | \$3,519.00    | \$4,600.00    | 18.00             | 0.00           |                         |
| 61      | App Systems & Web Dev      | 2         | 0           | M          | 3,250       | \$3,519.00    | \$4,600.00    | 18.00             | 0.00           |                         |
| 34      | Comm Coord & LAN/WAN       | 1         | 1           | B          | 3,625       | \$4,226.00    | \$6,093.00    | 15.00             | 0.00           |                         |
| 35      | Program Coord -Com Ed/I    | 0         | 2           | F          | 3,625       | \$4,226.00    | \$6,093.00    | 15.00             | 0.00           |                         |
| 36      | Early Riser Advocate       | 0         | 3           | F          | 3,625       | \$3,882.00    | \$5,789.00    | 15.00             | 0.00           |                         |
| 62      | Database Systems Archite   | 1         | 0           | M          | 3,625       | \$4,626.00    | \$6,666.00    | 15.00             | 0.00           |                         |
| 37      | Supervisor-Acct. & Food S  | 0         | 2           | F          | 4,125       | \$4,644.00    | \$6,184.00    | 15.00             | 0.00           |                         |
| 38      | Supervisor-Transp/Maint    | 1         | 0           | M          | 4,375       | \$4,788.00    | \$6,422.00    | 15.00             | 0.00           |                         |
| 39      | Teacher-Occupational The   | 1         | 5           | F          | 4,750       | \$4,864.00    | \$9,294.00    | 14.00             | 0.00           |                         |
| 40      | Teacher - Speech           | 1         | 16          | F          | 4,750       | \$4,864.00    | \$9,294.00    | 14.00             | 0.00           |                         |
| 41      | Teacher - Social Worker    | 0         | 4           | F          | 4,750       | \$4,864.00    | \$9,294.00    | 14.00             | 0.00           |                         |
| 42      | Teacher - Psychologist     | 1         | 3           | F          | 4,750       | \$4,864.00    | \$9,294.00    | 14.00             | 0.00           |                         |
| 43      | Teacher - Counselor        | 4         | 7           | B          | 4,750       | \$4,864.00    | \$9,294.00    | 14.00             | 0.00           |                         |
| 44      | Teacher - Media Specialist | 0         | 5           | F          | 4,750       | \$4,864.00    | \$9,294.00    | 14.00             | 0.00           |                         |
| 45      | Teacher - Nurse            | 0         | 2           | F          | 4,750       | \$4,864.00    | \$9,294.00    | 14.00             | 0.00           |                         |
| 46      | Teacher-Physical Therapy   | 0         | 3           | F          | 4,750       | \$4,864.00    | \$9,294.00    | 14.00             | 0.00           |                         |
| 47      | Teacher                    | 77        | 287         | F          | 4,750       | \$4,864.00    | \$9,294.00    | 14.00             | 0.00           |                         |
| 48      | Coord - EC/ABE/Sped/LD/    | 0         | 6           | F          | 5,250       | \$5,487.00    | \$7,416.00    | 16.00             | 0.00           |                         |
| 49      | Principal - Assistant MS   | 1         | 0           | M          | 5,667       | \$6,365.00    | \$9,539.00    | 15.00             | 0.00           |                         |
| 50      | Dir of Library/Media Serv  | 0         | 1           | F          | 5,667       | \$5,790.00    | \$7,984.00    | 16.00             | 0.00           |                         |
| 51      | Principal - Assistant HS   | 2         | 0           | M          | 6,000       | \$7,179.00    | \$9,453.00    | 15.00             | 0.00           |                         |
| 52      | Activities Director        | 1         | 0           | M          | 6,000       | \$6,081.00    | \$8,426.00    | 16.00             | 0.00           |                         |
| 53      | Principal - Elementary     | 1         | 2           | B          | 6,333       | \$7,548.00    | \$9,979.00    | 15.00             | 0.00           |                         |
| 54      | Director - Technology/Corr | 1         | 1           | B          | 6,333       | \$6,393.00    | \$8,894.00    | 16.00             | 0.00           |                         |
| 55      | Dir - LSS, HR, SIA         | 0         | 3           | F          | 6,666       | \$6,727.00    | \$9,365.00    | 16.00             | 0.00           |                         |
| 57      | Principal - Middle Schools | 0         | 1           | F          | 6,750       | \$7,140.00    | \$11,871.00   | 15.00             | 0.00           |                         |
| 58      | Principal - High School    | 1         | 0           | M          | 7,250       | \$8,491.00    | \$11,334.00   | 15.00             | 0.00           |                         |
| 59      | Asst Supt - Business       | 1         | 0           | M          | 8,250       | \$9,321.00    | \$10,779.00   | 17.00             | 0.00           |                         |
| 60      | Superintendent             | 0         | 1           | F          | 9,250       | \$12,505.00   | \$14,241.00   | 0.00              | 2.00           |                         |

Job Number Count: 56

Case : 2011 DATA

22



Predicted Pay Report for ISD No. 152 - Moorhead

1/31/2011

Case : 2011 DATA

| Job Nbr | Job Title                      | Nbr Males | Nbr Females | Total Nbr | Job Type | Job Points | Max Mo Salary | Predicted Pay | Pay Difference |
|---------|--------------------------------|-----------|-------------|-----------|----------|------------|---------------|---------------|----------------|
| 1       | Food Service - Cook Helper     | 0         | 4           | 4         | Female   | 667        | \$2,836.00    | \$2,927.19    | (\$91.19)      |
| 2       | Secretary-Lib/CE               | 0         | 5           | 5         | Female   | 1,000      | \$3,099.00    | \$3,067.11    | \$31.89        |
| 3       | Custodian                      | 14        | 5           | 19        | Balanced | 1,000      | \$3,113.00    | \$3,067.11    | \$45.89        |
| 4       | Custodian - 2nd Night/Delivery | 4         | 0           | 4         | Male     | 1,333      | \$3,222.00    | \$3,207.22    | \$14.78        |
| 5       | Secretary -Asst. Elem/Middle   | 0         | 8           | 8         | Female   | 1,333      | \$3,205.00    | \$3,207.22    | (\$2.22)       |
| 6       | Food Service - Second Cook     | 0         | 2           | 2         | Female   | 1,333      | \$3,003.00    | \$3,207.22    | (\$204.22)     |
| 7       | Food Service - Head Cook Elem  | 0         | 3           | 3         | Female   | 1,625      | \$3,077.00    | \$3,330.17    | (\$253.17)     |
| 8       | Secretary                      | 0         | 14          | 14        | Female   | 1,625      | \$3,279.00    | \$3,330.17    | (\$51.17)      |
| 10      | Paraprofessional               | 18        | 128         | 146       | Female   | 1,625      | \$3,236.00    | \$3,330.17    | (\$94.17)      |
| 11      | Home School Liaison            | 0         | 2           | 2         | Female   | 1,625      | \$3,517.00    | \$3,330.17    | \$186.83       |
| 12      | Hall Monitor                   | 1         | 3           | 4         | Female   | 1,625      | \$3,236.00    | \$3,330.17    | (\$94.17)      |
| 13      | Bus Drivers & Assistants       | 10        | 12          | 22        | Balanced | 1,625      | \$2,635.00    | \$3,330.17    | (\$695.17)     |
| 14      | Custodian - Elem Night/Pool    | 2         | 1           | 3         | Balanced | 1,625      | \$3,295.00    | \$3,330.17    | (\$35.17)      |
| 15      | Food Service - Head Cook Midd  | 0         | 1           | 1         | Female   | 1,875      | \$3,165.00    | \$3,435.25    | (\$270.25)     |
| 16      | Custodian - Special Assignment | 1         | 0           | 1         | Male     | 1,875      | \$3,387.00    | \$3,435.25    | (\$48.25)      |
| 17      | Secretary - Prin/Maint/Registr | 0         | 8           | 8         | Female   | 1,875      | \$3,370.00    | \$3,435.25    | (\$65.25)      |
| 18      | Custodian - Mechanic           | 1         | 0           | 1         | Male     | 2,125      | \$3,474.00    | \$3,540.51    | (\$66.51)      |
| 19      | Secretary - Acct/LSS           | 0         | 4           | 4         | Female   | 2,125      | \$3,456.00    | \$3,540.51    | (\$84.51)      |
| 20      | Food Service - Head Cook HS    | 0         | 1           | 1         | Female   | 2,125      | \$3,257.00    | \$3,540.51    | (\$283.51)     |
| 21      | Computer Technicians           | 3         | 3           | 6         | Balanced | 2,375      | \$3,580.00    | \$3,622.61    | (\$42.61)      |
| 22      | Secretary - Confidential       | 0         | 5           | 5         | Female   | 2,375      | \$3,983.00    | \$3,622.61    | \$360.39       |
| 24      | Custodian - Head Elem          | 4         | 0           | 4         | Male     | 2,750      | \$3,735.00    | \$3,863.98    | (\$128.98)     |
| 25      | COTAs                          | 0         | 3           | 3         | Female   | 2,750      | \$4,049.00    | \$3,863.98    | \$185.02       |
| 63      | Computer Tech-NonAligned       | 2         | 0           | 2         | Male     | 2,750      | \$3,968.00    | \$3,863.98    | \$104.02       |
| 26      | Web/Application Developer      | 1         | 0           | 1         | Male     | 3,250      | \$4,190.00    | \$4,673.26    | (\$483.26)     |
| 27      | Interpreters                   | 0         | 6           | 6         | Female   | 3,250      | \$5,099.00    | \$4,673.26    | \$425.74       |
| 29      | Custodian-Head Sec             | 2         | 0           | 2         | Male     | 3,250      | \$3,947.00    | \$4,673.26    | (\$726.26)     |
| 31      | Student Resource Asst.         | 1         | 0           | 1         | Male     | 3,250      | \$4,600.00    | \$4,673.26    | (\$73.26)      |
| 61      | App Systems & Web Dev          | 2         | 0           | 2         | Male     | 3,250      | \$4,600.00    | \$4,673.26    | (\$73.26)      |
| 34      | Comm Coord & LAN/WAN           | 1         | 1           | 2         | Balanced | 3,625      | \$6,093.00    | \$5,274.38    | \$818.63       |
| 35      | Program Coord -Com Ed/Titlte V | 0         | 2           | 2         | Female   | 3,625      | \$6,093.00    | \$5,274.38    | \$818.63       |
| 36      | Early Riser Advocate           | 0         | 3           | 3         | Female   | 3,625      | \$5,789.00    | \$5,274.38    | \$514.63       |
| 62      | Database Systems Architect     | 1         | 0           | 1         | Male     | 3,625      | \$6,666.00    | \$5,274.38    | \$1,391.63     |
| 37      | Supervisor-Acct. & Food Servic | 0         | 2           | 2         | Female   | 4,125      | \$6,184.00    | \$6,348.40    | (\$164.40)     |
| 38      | Supervisor-Transp/Maintenance  | 1         | 0           | 1         | Male     | 4,375      | \$6,422.00    | \$6,885.88    | (\$463.88)     |

## Predicted Pay Report for ISD No. 152 - Moorhead

1/31/2011

Case : 2011 DATA

| Job<br>Nbr | Job Title                     | Nbr<br>Males | Nbr<br>Females | Total<br>Nbr | Job<br>Type | Job<br>Points | Max Mo<br>Salary | Predicted<br>Pay | Pay<br>Difference |
|------------|-------------------------------|--------------|----------------|--------------|-------------|---------------|------------------|------------------|-------------------|
| 39         | Teacher-Occupational Therapy  | 1            | 5              | 6            | Female      | 4,750         | \$9,294.00       | \$7,661.40       | \$1,632.60        |
| 40         | Teacher - Speech              | 1            | 16             | 17           | Female      | 4,750         | \$9,294.00       | \$7,661.40       | \$1,632.60        |
| 41         | Teacher - Social Worker       | 0            | 4              | 4            | Female      | 4,750         | \$9,294.00       | \$7,661.40       | \$1,632.60        |
| 42         | Teacher - Psychologist        | 1            | 3              | 4            | Female      | 4,750         | \$9,294.00       | \$7,661.40       | \$1,632.60        |
| 43         | Teacher - Counselor           | 4            | 7              | 11           | Balanced    | 4,750         | \$9,294.00       | \$7,661.40       | \$1,632.60        |
| 44         | Teacher - Media Specialist    | 0            | 5              | 5            | Female      | 4,750         | \$9,294.00       | \$7,661.40       | \$1,632.60        |
| 45         | Teacher - Nurse               | 0            | 2              | 2            | Female      | 4,750         | \$9,294.00       | \$7,661.40       | \$1,632.60        |
| 46         | Teacher-Physical Therapy      | 0            | 3              | 3            | Female      | 4,750         | \$9,294.00       | \$7,661.40       | \$1,632.60        |
| 47         | Teacher                       | 77           | 287            | 364          | Female      | 4,750         | \$9,294.00       | \$7,661.40       | \$1,632.60        |
| 48         | Coord - EC/ABE/Sped/LD/ALC    | 0            | 6              | 6            | Female      | 5,250         | \$7,416.00       | \$8,055.55       | (\$639.55)        |
| 49         | Principal - Assistant MS      | 1            | 0              | 1            | Male        | 5,667         | \$9,539.00       | \$8,748.55       | \$790.45          |
| 50         | Dir of Library/Media Services | 0            | 1              | 1            | Female      | 5,667         | \$7,984.00       | \$8,748.55       | (\$764.55)        |
| 51         | Principal - Assistant HS      | 2            | 0              | 2            | Male        | 6,000         | \$9,453.00       | \$9,379.01       | \$73.99           |
| 52         | Activities Director           | 1            | 0              | 1            | Male        | 6,000         | \$8,426.00       | \$9,379.01       | (\$953.01)        |
| 53         | Principal - Elementary        | 1            | 2              | 3            | Balanced    | 6,333         | \$9,979.00       | \$9,854.69       | \$124.31          |
| 54         | Director - Technology/Comm Ed | 1            | 1              | 2            | Balanced    | 6,333         | \$8,894.00       | \$9,854.69       | (\$960.69)        |
| 55         | Dir - LSS, HR, SIA            | 0            | 3              | 3            | Female      | 6,666         | \$9,365.00       | \$10,330.37      | (\$965.37)        |
| 57         | Principal - Middle Schools    | 0            | 1              | 1            | Female      | 6,750         | \$11,871.00      | \$10,450.52      | \$1,420.48        |
| 58         | Principal - High School       | 1            | 0              | 1            | Male        | 7,250         | \$11,334.00      | \$10,390.83      | \$943.17          |
| 59         | Asst Supt - Business          | 1            | 0              | 1            | Male        | 8,250         | \$10,779.00      | \$11,303.03      | (\$524.03)        |
| 60         | Superintendent                | 0            | 1              | 1            | Female      | 9,250         | \$14,241.00      | \$12,215.62      | \$2,025.38        |

Job Number Count: 56



## Part A: Jurisdiction Identification

Jurisdiction: ISD No. 152 - Moorhead  
2410 - 14th Street South

Jurisdiction Type: School

Moorhead MN 56560

Contact: Julie LeRoux

Phone: (218) 284-3352

E-Mail: jleroux@moorhead.k12.mn.us

## Part B: Official Verification

1. The job evaluation system used measured skill, effort responsibility and working conditions and the same system was used for all classes of employees.

The system used was: Consultant's System

Description: Decision Band Method

2. Health Insurance benefits for male and female classes of comparable value have been evaluated and:

There is a difference and the maximum salaries reported include the monthly amount paid by the employer for health insurance.

3. An official notice has been posted at:

Probstfield Center for Education  
(prominent location)

informing employees that the Pay Equity Implementation Report has been filed and is available to employees upon request. A copy of the notice has been sent to each exclusive representative, if any, and also to the public library.

The report was approved by:

Moorhead School Board

(governing body)

Kristine Thompson

(chief elected official)

Board Chair

(title)

## Part C: Total Payroll

\$32,337,623.53

is the annual payroll for the calendar year just ended December 31.

- ☒ Checking this box indicates the following:

- signature of chief elected official
- approval by governing body
- all information is complete and accurate, and
- all employees over which the jurisdiction has final budgetary authority are included

Date Submitted: 01/31/2011



Office of School Improvement and Accountability  
**Moorhead Area Public Schools**

---

Memo SIA.11.017 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability *ME*

DATE: February 8, 2011

SUBJECT: Update on Ellen Hopkins Elementary School Goals

Dr. Mary Jo Schmid will provide an update related to Ellen Hopkins Elementary School goals at the February 14 School Board meeting. Dr. Schmid's presentation will include updates related to school improvement, community school supplies and Spanish Immersion multi-age classrooms.

MOE:nls



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.081R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: February 8, 2011

SUBJECT: 2011-2012 School Calendar

The attached draft proposal of the 2011-2012 School Calendar was developed through a consensus process by the school district's Calendar Committee. The committee consists of teachers, staff, administration and community members. The committee reviewed the parameters for school district calendars, contract language and feedback from district staff and community to develop the working draft. The committee's decision-making process provided for input and review by all school district staff.

Suggested Resolution: Move to approve the 2011-2012 School Calendar as presented.

LAK:mde  
Attachments

| July 2011    |      | August   |    | September |    |
|--------------|------|----------|----|-----------|----|
|              | 1    | 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        | 30 |
| October      |      | November |    | December  |    |
| 3            | 4    | 5        | 6  | 7         | 8  |
| 10           | 11   | 12       | 13 | 14        | 15 |
| (17)         | (18) | (19)     | 20 | 21        | 22 |
| 24           | 25   | 26       | 27 | 28        | 29 |
| 31           |      |          |    |           |    |
| January 2012 |      | February |    | March     |    |
| (2)          | 3    | 4        | 5  | 6         | 7  |
| 9            | 10   | (11)     | 12 | 13        | 14 |
| (16)         | 17   | 18       | 19 | 20        | 21 |
| 23           | 24   | (25)     | 26 | 27        | 28 |
| 30           | 31   |          |    |           |    |
| April        |      | May      |    | June 2012 |    |
| 2            | 3    | (4)      | 5  | (6)       | 7  |
| (9)          | 10   | (11)     | 12 | 13        | 14 |
| 16           | 17   | 18       | 19 | 20        | 21 |
| 23           | (24) | (25)     | 26 | 27        | 28 |
| 30           |      |          |    |           |    |

|                          |                                                                  |
|--------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> | Professional Development/ No School for Students                 |
| <input type="checkbox"/> | Prof. Dev. (morning) / Teacher Work Day (afternoon) / No Classes |
| [ ]                      | K-12 Prof. Dev. 1 Hour Before or After School                    |
| { }                      | K-5 Prof. Development 1 Hour After School                        |
| ○                        | No School                                                        |
| ( )                      | P/T Conference (Varies by Bldg.)                                 |
| —                        | Teacher Comp. Time                                               |
| < ^ >                    | Teacher Work Time / PD / Comp (Varies by Grade)                  |

**Emergency Makeup Days:**  
June 1, 4, 5, 6, 7, 8 & beyond  
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 29, 2011      February 29  
August 31          March 30  
September 30      April 30  
October 31          May 31  
November 30        June 29  
December 21  
January 31, 2012

## 2011-2012 SCHOOL CALENDAR

| 2011  |            | 2012 continued... |             |
|-------|------------|-------------------|-------------|
| Aug.  | 9-11       | Jan.              | 23-Feb. 3   |
|       | TBD        | Feb.              | 1, 15       |
|       | TBD        |                   | 8, 22       |
|       | 26, 29     |                   | 13, 16      |
|       | 30         |                   | 20          |
|       | 30         | March             | 2           |
|       | 30         |                   | 5, 6        |
|       | 31-Sept. 2 |                   | 5, 6        |
| Sept. | 1          |                   | 7           |
|       | 2          |                   | 8-9         |
|       | 5          |                   | 14, 28      |
|       | 6          |                   | 21          |
|       | 14, 28     |                   | 26-May 18   |
|       | 21         |                   | Fall-May 18 |
| Sept. | 28-Oct. 18 |                   | 26-May 18   |
| Oct.  | 5          |                   | 28          |
|       | 12, 26     | April             | 4, 25       |
|       | 17, 18     |                   | 6           |
|       | 17, 18     |                   | 9           |
|       | 19         |                   | 11          |
|       | 20-21      |                   | 17          |
| Nov.  | 2          |                   | 17, 18      |
|       | 2, 16      |                   | 17, 19      |
|       | 4          |                   | 24          |
|       | 9, 30      |                   | 24          |
|       | 23         |                   | 24          |
|       | 24-25      |                   | 24          |
|       | 30         |                   | 24          |
| Dec.  | 6          |                   | 24          |
|       | 14         | April             | 30-May 25   |
|       | 22         | May               | 2, 9        |
|       |            |                   | 16, 23      |
| Jan.  | 3          |                   | 28          |
|       | 3-13       |                   | 31          |
|       | 11, 25     | June              | 1           |
|       | 16         |                   | 3           |
|       | 20         |                   |             |

**Moorhead Area Public Schools  
2011-2012 Calendar • DRAFT 2.8.11**

| Month         | Student Instruc. Days | Prof. Develop Hrs                    | Teacher Work Hrs              | MHS Conf (beyond school day) | MHS Conf (during day) | MHS Conf Comp Days | K-8 Conf (beyond school day) | K-8 Conf (during day)                         | K-8 Conf Comp Days | PD Comp Day                     | Non Contract Vacation |
|---------------|-----------------------|--------------------------------------|-------------------------------|------------------------------|-----------------------|--------------------|------------------------------|-----------------------------------------------|--------------------|---------------------------------|-----------------------|
| August        | 0                     | 10.5                                 | 3.5                           |                              |                       |                    |                              |                                               |                    |                                 |                       |
| September     | 19                    | 15 (K-5) /<br>16 (6-12)              |                               |                              |                       |                    |                              |                                               |                    | 2 hrs Sept. 2 (K-5)             | 1                     |
| October       | 18                    | 3 (K-5) /<br>2 (6-12)                |                               | 17, 18                       | Oct. 19 (a.m.)        | Oct. 19 (p.m.)     | 17, 18                       | Oct. 19                                       |                    |                                 | 2                     |
| November      | 19                    | 4 (K-5) /<br>2 (6-12)                |                               |                              |                       | Nov. 23            |                              |                                               | Nov. 23            |                                 | 2                     |
| December      | 15                    | 1                                    |                               | Dec. 6                       |                       |                    |                              |                                               |                    | Dec. 22                         | 6                     |
| January       | 20                    | 5.5                                  | 3.5                           |                              |                       |                    |                              |                                               |                    |                                 |                       |
| February      | 20                    | 4 (K-5) /<br>2 (6-12)                |                               | 13, 16                       |                       |                    |                              |                                               |                    |                                 | 1                     |
| March         | 19                    | 3 (K-5) /<br>5.5 (6-8) /<br>9 (9-12) |                               |                              |                       | Mar 8              | 5, 6                         | Mar 7<br>K-5: a.m.<br>and p.m. /<br>6-8: a.m. | Mar 8              | Mar 9                           |                       |
| April         | 19                    | 3 (K-5) /<br>8 (6-12)                |                               | April 24                     |                       |                    |                              |                                               |                    | April 9 (K-5)                   | 1                     |
| May           | 22                    | 4 (K-5)                              |                               |                              |                       |                    |                              |                                               |                    |                                 | 1                     |
| June          | 0                     | 3.5 (6-8)                            | 3 (K-5) /<br>3.5 (6-12)       |                              |                       | June 1 (p.m.)      |                              |                                               |                    | 4 hrs (K-5)<br>June 1           |                       |
| Totals (days) | 171                   | 53 hrs (K-5) /<br>56 hrs (6-12)      | 10 hrs (K-5) /<br>10.5 (6-12) | 3                            | 0.5                   | -3                 | 2                            | 2 / 1.5                                       | -2                 | 27 hrs (K-5) /<br>14 hrs (6-12) | 14                    |

(1 built-in storm day)

Contractual considerations:

**77 teaching contract days:**

Note: Teacher day consists of 7 hrs.

**83 Total Contract days**

Contract states: 177 days plus 6 workshop days

70 student instructional days + 9 PD + 4 Conference

**Kindergarten**

**8:20-10:50**

**Kindergarten**

**12:20-2:50**

**Elementary**

**8:25-2:50**

**Horizon**

**7:45-2:15**

**Moorhead High**

**8:25-3:30**

S-MG-BOS  
28 Feb 2011

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

February 28, 2011  
7:00 p.m.

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

**ATTENDANCE:**

|                      |                           |
|----------------------|---------------------------|
| Lisa Erickson _____  | Kristine Thompson _____   |
| Cindy Fagerlie _____ | Bill Tomhave _____        |
| Laurie Johnson _____ | Trudy Wilmer _____        |
| Mike Siggerud _____  | Dr. Lynne A. Kovash _____ |

**AGENDA**

**1. CALL TO ORDER**

- A. Pledge of Allegiance
- B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent
- C. Appointment of Clerk

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

- D. Approval of Meeting Agenda

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

- E. "We Are Proud"

**We Are Proud** of the Horizon Middle School Sixth-Grade Knowledge Master Team for placing second in the state in the winter Knowledge Master Open held Jan. 18. Sixteen other sixth-grade teams from Minnesota participated in this semi-annual competition. Nationally, the Horizon team placed 26th out of 250 participating schools.

**SCHOOL BOARD AGENDA - February 28, 2011**  
**PAGE 2**

Team members are Hailen Ackerman, Christian Carlson, Preston Degerman, Madi Dierling, Konner Doucette, Alex Dougherty, Jacob Halvorson, Morgan Hansen, Jessica Heazlett, Hannah Hendrickson, Katherine Riendeau, Trevor Schmidt, Ethan Smith, Claire Twedt, Mysha Wenzel, Linka Wintersteen and Caroline Wirries. The team is coached by Lois Brown.

The Knowledge Master Open was designed to stimulate enthusiasm for learning and recognition for academic accomplishment. The 100 challenging questions require higher-level thinking skills and cover 14 curriculum areas. Scores are based on a combination of speed and accuracy.

**We Are Proud** of Horizon Middle School student Sam Wallert for winning the Horizon Geography Bee held Jan. 13. Second place went to Luke Lillehaugen, and third place was earned by Nick Wiesmann. Wallert has taken a qualifying test for the opportunity to compete in the Minnesota State Geographic Bee in April. Janelle Frost-Geiser and Lois Brown coordinate the Geography Bee.

**We Are Proud** of the following winners of the Grade Level Spelling Bees held at Horizon on Jan. 19 and 20:

Grade 6 Spelling Bee: Hailen Ackerman

Grade 7 Spelling Bee: Alex Huff and Alex Volk (tied for first place)

Grade 8 Spelling Bee: Elisabet Samonides-Hamrick

**We Are Proud** of the following winners of the Moorhead District Spelling Bee held Feb. 3 at Horizon Middle School:

1st Place: Sam Wallert

2nd Place: Ethan Smith

3rd Place: Hailen Ackerman

Wallert and Smith advanced to the Region IV Spelling Bee in Fergus Falls on Feb. 22. At the Region IV Spelling Bee, Wallert was one of five finalists who qualified to advance to the Multi-Region State Spelling Bee on March 8. The Spelling Bee coordinator is Lois Brown.

- F. **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.)



**SCHOOL BOARD AGENDA - February 28, 2011**  
**PAGE 3**

**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 - Hiedeman
  - (1) Approval of Early Retirements - Pages 6-7
  - (2) Approval of Return from Leaves of Absence - Page 8
  - (3) Approval of Resignations - Page 9
  - (4) Approval of Family/Medical Leave - Page 10
  - (5) Approval of New Employee - Page 11
- D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

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

**3. HORIZON MIDDLE SCHOOL SCHEDULE MODIFICATION: Kovash**  
Pages 12-15

Suggested Resolution: Move to approve Horizon Middle School's modified schedule as presented.

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

**4. SCHOOL AND DISTRICT PROFILES UPDATE - DISTRICT DEMOGRAPHICS:**  
Kovash  
Pages 16-23

**SCHOOL BOARD AGENDA - February 28, 2011**

**PAGE 4**

5. **SCHEDULE JOINT TRI-CITY SPECIAL SCHOOL BOARD MEETING:** Kovash  
Page 24

Suggested Resolution: Move to schedule a Joint Tri-City Special School Board meeting for Monday, March 21, 2011 at the Bluestem Center for the Arts for the purpose of continuing discussion related to on-time graduation rates.

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

Comments \_\_\_\_\_

6. **FLOOD PREPARATIONS:** Kovash  
Pages 25--26

7. **COMMITTEE REPORTS**

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

9. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - February 28, 2011**  
**PAGE 5**

**CALENDAR OF EVENTS**

| <u>Event</u>                 | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|------------------------------|-------------|-------------|--------------|
| Continuing Educ Com          | March 1     | 3:30 pm     | PCE          |
| Horizon PTAC                 | March 1     | 6:30 pm     | Media Center |
| Reinertsen PTAC              | March 1     | 6:30 pm     | Media Center |
| Indian Educ Parent Com       | March 2     | 5 pm        | PCE          |
| Joint Powers Committee       | March 3     | 7 am        | City Hall    |
| Hopkins PTAC                 | March 7     | 6:30 pm     | Media Center |
| Asp PTAC                     | March 7     | 6:30 pm     | Media Center |
| MHS PTAC                     | March 7     | 7 pm        | MHS          |
| Instr and Curr Adv Committee | March 10    | 7 am        | PCE          |
| Early Childhood Advisory Com | March 10    | 6:30 pm     | PCE          |
| School Board                 | March 14    | 7 pm        | PCE          |
| Com Ed Advisory Council      | March 15    | 7 pm        | PCE          |
| Interagency Early Interv Com | March 16    | 12 pm       | FSC          |
| Policy Review Committee      | March 21    | 7 pm        | PCE          |
| Technology Committee         | March 22    | 3:45 pm     | PCE          |
| School Board                 | March 28    | 7 pm        | PCE          |
| Activities Council           | March 29    | 7 am        | MHS          |



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

Memo HR.11.074

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: February 22, 2011  
SUBJECT: Early Retirement

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

|                   |                                                                                                                   |
|-------------------|-------------------------------------------------------------------------------------------------------------------|
| Patricia Sullivan | Child Study Facilitator, District, effective at the end of the 2010-2011 school year.                             |
| Debra Knutson     | Art Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year.                            |
| Jane Taylor       | Grade 6 Language Arts Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year.          |
| Kay Schindler     | DCD Teacher, High School, effective at the end of the 2010-2011 school year.                                      |
| Cheryl Keenan     | Grade 6 Math Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year.                   |
| Joslyn Larson     | Elementary Teacher, S. G. Reinertsen Elementary, effective at the end of the 2010-2011 school year.               |
| Linda Johnson     | Elementary Gifted and Talented Teacher, District, effective at the end of the 2010-2011 school year.              |
| Denita Clapp      | Technology Integrationist, District, effective at the end of the 2010-2011 school year.                           |
| Bert Chamberlain  | Physical Education Teacher, Robert Asp Elementary, effective at the end of the 2010-2011 school year.             |
| Linda Davis       | Speech Language Pathologist, EIS and Ellen Hopkins Elementary, effective at the end of the 2010-2011 school year. |

|                  |                                                                                                             |
|------------------|-------------------------------------------------------------------------------------------------------------|
| Terry DeVries    | Learner Support Services Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year. |
| Diane Lee Falk   | Elementary Teacher, Robert Asp Elementary, effective at the end of the 2010-2011 school year.               |
| Mary Diane Allen | Grade 8 Science Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year.          |
| Cheryl Olson     | Elementary Teacher, Robert Asp Elementary, effective at the end of the 2010-2011 school year.               |
| Kevin Kopperud   | Principal, Robert Asp Elementary, effective June 30, 2011.                                                  |

**SUGGSTED RESOLUTION:** Move to approve the Early Retirement of Patricia Sullivan, Debra Knutson, Jane Taylor, Kay Schindler, Cheryl Keenan, Joslyn Larson, Linda Johnson, Denita Clapp, Bert Chamberlain, Linda Davis, Terry DeVries, Diane Lee Falk, Mary Diane Allen and Cheryl Olson and Kevin Kopperud as presented.



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

Memo HR.11.0075

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: February 22, 2010  
SUBJECT: Return from Leave of Absence

The administration requests the approval of return from One Year Leave of Absence for the following people:

Paula Frazee-Sperling      Elementary Teacher, Ellen Hopkins Elementary, effective with the 2011-2012 school year.

Lisa Karch      Elementary School Counselor, S. G. Reinertsen Elementary, effective with the 2011-2012 school year.

**SUGGESTED RESOLUTION:** Move to approve the Return from Leave of Absence for Paula Frazee-Sperling and Lisa Karsch as presented.



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

Memo HR.11.076

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: February 22, 2011  
SUBJECT: Resignations

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

|                        |                                                                                      |
|------------------------|--------------------------------------------------------------------------------------|
| Natalie Van Valkenburg | Elementary Teacher, Robert Asp Elementary, effective June 3, 2011.                   |
| Mark Rivenburg         | Bus Driver, Transportation, effective February 16, 2010.                             |
| Estafina Serrata       | Food and Nutrition Server, S. G. Reinertsen Elementary, effective February 17, 2011. |
| Sabrina Martinez       | Food and Nutrition Server, S G. Reinertsen Elementary, effective February 23, 2011.  |
| Marquis Lee            | Food and Nutrition Server, S. G. Reinertsen Elementary, effective February 14, 2011. |
| Pam Tangen             | Food and Nutrition Server, Ellen Hopkins Elementary, effective February 25, 2011.    |

**SUGGESTED RESOLUTION:** Move to approve the resignation of Natalie Van Valkenburg, Mark Rivenburg, Estafina Serrata, Sabrina Martinez, Marquis Lee and Pam Tangen as presented.





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

Memo HR.11.073

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: February 7, 2011  
SUBJECT: Family/Medical Leave

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

Diana Anderson      Teacher, Robert Asp Elementary, effective March 15, 2011 for  
approximately six weeks.

**SUGGESTED RESOLUTION:** Move to approve the request for Family/Medical Leave for Diana Anderson pursuant to Article 39, Section 1 of the Teachers' Master Agreement.



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

Memo HR.11.078

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: February 22, 2011  
SUBJECT: New Employee

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school district statute and requirements.

Kali Muchow      Paraprofessional, Horizon Middle School, B21 (0-2) \$14.05 per hour, 6.5 hours per day, effective February 22, 2011. (New position, tuition reimbursement)

**SUGGESTED RESOLUTION:** Move to approve the employment of Kali Muchow as presented.



Office of School Improvement and Accountability  
**Moorhead Area Public Schools**

Memo SIA.11.019 R

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Missy Eidsness, Director of School Improvement and Accountability *me*  
DATE: February 24, 2011  
SUBJECT: Horizon Middle School Schedule Modification

Attached is an overview of the proposed schedule modification at Horizon Middle School. Lori Lockhart and Jeremy Larson, Principal and Assistant Principal at Horizon, will attend the February 28 School Board meeting to discuss the schedule in further detail and provide needed clarification.

Suggested Resolution: Move to approve the Horizon Middle School's modified schedule as presented.

MOE:nls  
Attachment

The district identified five Operating Levy Priority Areas for the levy that was passed in November 2010.

1. To preserve and improve class sizes in the core academic areas at the secondary level;
2. To provide a stable source of revenue to avoid further staff reductions;
3. To repair and replace aging technology equipment;
4. To provide increased access to world languages;
5. To provide increased access to early childhood programs.

In order to reduce class sizes at Horizon Middle School for the 2011-12 school year, it is proposed to change the current schedule so that all teachers will teach five out of six periods. This is a change from the current structure, which is outlined below.

- Core teachers (Math, Social Studies, Language Arts and Science) teach four periods, have one period of prep and have one period of Team Time/Advanced Learning Time/Individual Learning Time (ALT/ILT).
- 5<sup>th</sup> Core teachers (Music, STEM, P.E., Art, World Language and Theatre Arts) teach five periods and have one period of prep.

By having all teachers teach five sections, an average class size reduction of approximately six students is anticipated. In the current six-period-day model, each teacher would have five sections of the content area they teach and a prep period. The six-period-day model would eliminate ALT/ILT intervention time as well as Team Time for each grade level. The alternative to this model is the modified block schedule.

The modified block schedule would provide three days (Monday, Tuesday and Friday) of a straight six period day, which is Horizon's current schedule structure. All teachers would be teaching five sections and have one prep period. The other two days (Wednesday and Thursday) would be scheduled as follows:

| Wednesday (Church late start)                                                        | Thursday                                                                             |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| START/Organization<br>Skinny (43 minutes)<br>Skinny<br>Block 2<br>Block 4<br>Block 6 | START/Organization<br>Skinny (43 minutes)<br>Skinny<br>Block 1<br>Block 3<br>Block 5 |

The blocks would be 80 minutes each for both core classes and 5<sup>th</sup> core classes.

The skinny periods would be included, but not limited to: ILT Level I & II, AVMR, work completion, ALT extended courses, Robotics (STEM), Aerobics (P.E.), foods, music lessons, Spanish, gifted programming, collaboration time, etc.

***Goals of the Modified Block:***

1. Keep the Response to Intervention strategies (ALT/ILT/AVMR) and progress monitoring programs, which are in place to improve student achievement at Horizon Middle School;

2. Eliminate the conflict between music and ALT/ILT;
3. Create an opportunity to add Spanish, and possibly a second language, into the schedule;
4. Bring new experiences to our students by offering courses/exploratories that we do not currently have;
5. Keep Team Time;
6. Provide more flexible scheduling for special services;
7. Ease students' transition to high school.

The cost of running the modified block schedule would not require any more FTEs than the straight six-period-day schedule.

***Sample Teacher Schedules:***

**Carla Smith**

| M, T, F                 | W                        | R                      |
|-------------------------|--------------------------|------------------------|
| START                   | START                    | START                  |
| Per. 1: Language Arts   | Skinny: ILT Level I      | Skinny: ILT Level I    |
| Per. 2: Acc. Lang. Arts | Skinny: Team/Prep        | Skinny: Team/Prep      |
| Per. 3: Prep            | Block 2: Acc. Lang. Arts | Block 1: Language Arts |
| Per. 4: Language Arts   | Block 4: Language Arts   | Block 3: Team/Prep     |
| Per. 5: Language Arts   | Block 6: Language Arts   | Block 5: Language Arts |
| Per. 6: Language Arts   |                          |                        |

**John Moe**

| M, T, F         | W                           | R                          |
|-----------------|-----------------------------|----------------------------|
| START           | START                       | START                      |
| Per. 1: STEM 6A | Skinny: Robotics (Lego)     | Skinny: Robotics (Lego)    |
| Per. 2: Prep    | Skinny: Prep/Assigned Time  | Skinny: Prep/Assigned Time |
| Per. 3: STEM 6A | Block 2: Prep/Assigned Time | Block 1: STEM 6A           |
| Per. 4: STEM 6A | Block 4: STEM 6A            | Block 3: STEM 6A           |
| Per. 5: STEM 6A | Block 6: STEM 6A            | Block 5: STEM 6A           |
| Per. 6: STEM 6A |                             |                            |

**Alice Swanson**

| Monday       | Tuesday | Wednesday         | Thursday          | Friday  |
|--------------|---------|-------------------|-------------------|---------|
| START        | START   | START             | START             | START   |
| Per. 1: 6A   | 6B      | Skinny: Aerobics  | Skinny: Aerobics  | 6A/6B   |
| Per. 2: 6C   | Open    | Skinny: Aerobics  | Skinny: Aerobics  | 6C/Open |
| Per. 3: Prep | Prep    | Block 2: 6C/Open  | Block 1: 6A/6B    | Prep    |
| Per. 4: 7B   | 7C      | Block 4: 7B or 7C | Block 3: Prep     | 7B/7C   |
| Per. 5: 8A   | 8B      | Block 6: 8C or 7A | Block 5: 8A or 8B | 8A/8B   |
| Per. 6: 8C   | 7A      |                   |                   |         |

***Sample Student Schedules:***

**ELL:**

M, T, F  
 START  
 Per. 1: Excel Math  
 Per. 2: ELL (Read 180)  
 Per. 3: ELL (Read 180)  
 Per. 4: Exploratory  
 Per. 5: Pre-Algebra  
 Per. 6: P.E./Music

W  
 START  
 Skinny: ALT/ILT  
 Skinny: Elective  
 Block 2: Read 180  
 Block 4: Exploratory  
 Block 6: P.E./Music

R  
 START  
 Skinny: ALT/ILT  
 Skinny: Elective  
 Block 1: Excel Math  
 Block 3: Read 180  
 Block 5: Pre-Algebra

**Excel:**

M, T, F  
 START  
 Per. 1: Excel Math  
 Per. 2: Excel Reading  
 Per. 3: Excel Science  
 Per. 4: P.E./Music  
 Per. 5: Social Studies  
 Per. 6: Language Arts

W  
 START  
 Skinny: ALT/ILT  
 Skinny: Elective  
 Block 2: Excel Reading  
 Block 4: P.E./Music  
 Block 6: Language Arts

R  
 START  
 Skinny: ALT/ILT  
 Skinny: Elective  
 Block 1: Excel Math  
 Block 3: Excel Science  
 Block 5: Social Studies

**Music:**

M, T, F  
 START  
 Per. 1: Language Arts  
 Per. 2: Science  
 Per. 3: Pre-Algebra  
 Per. 4: P.E./Orchestra  
 Per. 5: Social Studies  
 Per. 6: Exploratory

W  
 START  
 Skinny: Music Lessons  
 Skinny: Elective  
 Block 2: Science  
 Block 4: P.E./Orchestra  
 Block 6: Exploratory

R  
 START  
 Skinny: Music Lessons  
 Skinny: Elective  
 Block 1: Language Arts  
 Block 3: Pre-Algebra  
 Block 5: Social Studies

**Gifted (8th grade):**

M, T, F  
 START  
 Per. 1: Algebra 2  
 Per. 2: Adv. Soc. Studies  
 Per. 3: Science  
 Per. 4: Exploratory  
 Per. 5: P.E./Extension  
 Per. 6: Adv. Lang. Arts

W  
 START  
 Skinny: Elective  
 Skinny: Elective  
 Block 2: Adv. Soc. Studies  
 Block 4: Exploratory  
 Block 6: Adv. Lang Arts

R  
 START  
 Skinny: Elective  
 Skinny: Elective  
 Block 1: Algebra 2  
 Block 3: Science  
 Block 5: P.E./Extension



Office of School Improvement and Accountability  
**Moorhead Area Public Schools**

---

Memo SIA.11.018 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability *ME*

DATE: February 22, 2011

SUBJECT: School and District Profiles Update – District Demographics

Attached is an updated draft of the Moorhead District Demographics section of the District and School Profiles document. This document will be discussed in further detail at the February 28 School Board meeting. An update on the status of the rest of the document will also be provided.

MOE:nls  
Attachment



# *Moorhead Area Public Schools*

## *District and School Profiles*



2005-06 through 2009-10

February 24, 2011

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



# *Moorhead Area Public Schools*

## *District Data*

2005-06 through 2009-10

## **Moorhead District Demographic Definitions**

### **1. Average Daily Attendance (ADA)**

The Average Daily Attendance (ADA) is the average student attendance throughout the year. The information is collected from the Minnesota Automated Reporting Student System (MARSS).

### **2. Average Daily Membership (ADM)**

The Average Daily Membership (ADM) is the average number of students enrolled throughout the year. ADM is based on the year-end data reported by the school district through MARSS.

### **3. Attendance Rate**

The Attendance Rate is the percentage of days that students were in attendance throughout the year. The formula for the attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM).

### **4. English Learners (EL)**

The data reflects the number of students who are English Learners (EL) or who are Limited English Proficient (LEP), including immigrant students. The program was formerly known as English as a Second Language (ESL). The 2003 Minnesota legislation made significant changes to EL funding. Funding is limited to students who have generated fewer than five years ADM. Districts may not deny services to a student on the basis of state funding. This information is collected from MARSS.

### **5. October 1 Enrollment**

The number reflects the actual count of students enrolled on October 1. The information is collected from PowerSchool and used to compile the enrollment report.

### **6. Ethnicity**

The data shows the number and percentage of students identified by federal ethnic group categories as of October 1. The information is collected from MARSS.

### **7. Free and Reduced Lunch Program (FRP)**

The data includes the number and percentage of students who are receiving free and reduced lunch as of October 1. The information is collected from MARSS.

### **8. Home Language**

The number is self-reported by families as the language primarily used at home. Data reflects the number of students enrolled throughout the year. The information is collected from MARSS.

### **9. Home School Enrollment**

The number includes students who have completed the required home school forms and provided them to the Assistant Superintendent by October 1. This number includes shared time students in the district.

### **10. Migrant Enrollment**

The number of students who have moved to a different school district "within the last three years because of their parent's temporary or seasonal work in agriculture or fishing" (US Dept. of Ed., 1999). The information is collected through MARSS.

**11. Mobility**

The mobility number includes students who transferred into and out of the district during the school year. This data includes transfers within the district, transfers into the district from other Minnesota districts as well as from other states, and transfers out of the district to other Minnesota districts as well as to other states. The mobility does not reflect changes from one school year to the next based on natural progression from one school to the next. The information is collected through MARSS.

**12. Open Enrollment**

The figure reflects the number of students choosing to open enroll into and out of Moorhead. Minnesota Statute 124D.03 allows all Minnesota public school students the opportunity to apply to attend school outside of the school district where they live. Families generally provide their own school transportation. No tuition is charged. The information is collected through MARSS.

**13. Private School Enrollment**

The Private School Enrollment is the number of resident students enrolled in private schools in the Fargo-Moorhead Area. The information is collected by the Assistant Superintendent's Office.

**14. Spanish Immersion Program Enrollment**

The Spanish Immersion Program Enrollment number reflects the number of students enrolled in the Spanish Immersion Program as of October 1. The information is collected by the Assistant Superintendent's Office.

**15. Special Education Status**

The Special Education Status includes the number of resident students in the district receiving special education services listed by primary disability as of December 1. The number does not include out-of-district students receiving special education services in Moorhead. The information is collected by the Learner Support Services Office and from MARSS.

**16. Students Transported**

The transportation office provides the information on the percentage of students transported in Moorhead Area Public Schools. The number of students transported is divided by the number of K-12 students in the district.

## Moorhead District Demographics

|                                          | <u>2005-06</u> | <u>2006-07</u> | <u>2007-08</u> | <u>2008-09</u> | <u>2009-10</u> |
|------------------------------------------|----------------|----------------|----------------|----------------|----------------|
| <b>1. Average Daily Attendance (ADA)</b> | 4864           | 4937           | 4926           | 4635           | 4657           |
| <b>2. Average Daily Membership (ADM)</b> | 5175           | 5221           | 5052           | 4898           | 4919           |
| <b>3. Attendance Rate</b>                | 94.00%         | 94.56%         | 95.00%         | 94.62%         | 94.69%         |
| <b>4. English Learners (EL)</b>          |                |                |                |                |                |
| (EL-State Reimbursement)                 | 433            | 376            | 391            | 244            | 296            |
| (EL Students Served)                     | 433            | 454            | 431            | 366            | 426            |
| <b>5. October 1 Enrollment</b>           | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> | <u>Oct. 08</u> | <u>Oct. 09</u> |
| Kindergarten                             | 381            | 422            | 338            | 397            | 419            |
| Grade 1                                  | 415            | 399            | 427            | 405            | 408            |
| Grade 2                                  | 357            | 411            | 392            | 430            | 413            |
| Grade 3                                  | 369            | 352            | 411            | 401            | 441            |
| Grade 4                                  | 358            | 378            | 357            | 421            | 393            |
| Grade 5                                  | 383            | 371            | 385            | 379            | 424            |
| Grade 6                                  | 356            | 414            | 367            | 404            | 393            |
| Grade 7                                  | 425            | 362            | 428            | 376            | 400            |
| Grade 8                                  | 445            | 433            | 373            | 430            | 372            |
| Grade 9                                  | 442            | 462            | 437            | 404            | 445            |
| Grade 10                                 | 450            | 424            | 461            | 451            | 404            |
| Grade 11                                 | 478            | 452            | 431            | 481            | 424            |
| Grade 12                                 | 434            | 456            | 446            | 416            | 476            |
| Self Contained                           | 4              | 3              | 7              | 4              | 0              |
| Total                                    | 5297           | 5339           | 5437           | 5399           | 5412           |
| <b>6. Ethnicity</b>                      | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> | <u>Oct. 08</u> | <u>Oct. 09</u> |
| Native American                          | 166<br>3.17%   | 169<br>3.17%   | 170<br>3.13%   | 227<br>3.84%   | 192<br>3.17%   |
| Asian                                    | 78<br>1.49%    | 88<br>1.65%    | 86<br>1.59%    | 92<br>1.56%    | 96<br>1.58%    |
| Hispanic                                 | 442<br>8.44%   | 455<br>8.53%   | 471<br>8.67%   | 526<br>8.90%   | 514<br>8.48%   |
| Black                                    | 133<br>2.54%   | 158<br>2.96%   | 166<br>3.06%   | 218<br>3.69%   | 292<br>4.82%   |
| White                                    | 4421<br>84.37% | 4469<br>83.71% | 4544<br>83.58% | 4848<br>82.02% | 4967<br>81.95% |
| Percent Minority                         | 15.63%         | 16.29%         | 16.45%         | 17.98%         | 18.05%         |
| <b>7. Free and Reduced Lunch Program</b> | <u>Oct. 05</u> | <u>Oct. 06</u> | <u>Oct. 07</u> | <u>Oct. 08</u> | <u>Oct. 09</u> |
| Free                                     | 1305           | 1245           | 1302           | 1332           | 1442           |
| Reduced                                  | 280            | 348            | 344            | 321            | 353            |
| % of Free & Reduced                      | 29.7%          | 29.2%          | 30.3%          | 30.1%          | 32.6%          |

## Moorhead District Demographics

| <b>8. Home Language</b>      | <b><u>2005-06</u></b> | <b><u>2006-07</u></b> | <b><u>2007-08</u></b> | <b><u>2008-09</u></b> | <b><u>2009-10</u></b> |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Adangme                      | 0                     | 0                     | 0                     | 0                     | 3                     |
| Afrikaans                    | 2                     | 0                     | 0                     | 1                     | 0                     |
| Albanian                     | 23                    | 20                    | 24                    | 24                    | 28                    |
| American Sign Language (ASL) | 3                     | 1                     | 1                     | 1                     | 1                     |
| Arabic                       | 12                    | 7                     | 12                    | 17                    | 38                    |
| Armenian                     | 0                     | 0                     | 0                     | 1                     | 0                     |
| Cambodian                    | 6                     | 1                     | 0                     | 1                     | 1                     |
| Cebuano                      | 1                     | 1                     | 0                     | 0                     | 2                     |
| Chinese                      | 3                     | 5                     | 4                     | 4                     | 5                     |
| Chippewa                     | 0                     | 0                     | 0                     | 0                     | 2                     |
| Cutchi                       | 3                     | 2                     | 1                     | 1                     | 1                     |
| Dakotah                      | 6                     | 5                     | 8                     | 3                     | 4                     |
| English                      | 5040                  | 5596                  | 5098                  | 5295                  | 5395                  |
| English Creolized            | 0                     | 0                     | 0                     | 0                     | 2                     |
| French                       | 0                     | 0                     | 0                     | 0                     | 2                     |
| German                       | 3                     | 4                     | 1                     | 2                     | 1                     |
| Hawaiian                     | 3                     | 3                     | 3                     | 3                     | 3                     |
| Hindi                        | 4                     | 1                     | 0                     | 0                     | 0                     |
| Japanese                     | 1                     | 1                     | 1                     | 1                     | 2                     |
| Korean                       | 3                     | 4                     | 4                     | 4                     | 4                     |
| Krio                         | 0                     | 0                     | 0                     | 0                     | 8                     |
| Kurdish                      | 121                   | 128                   | 140                   | 150                   | 154                   |
| Laotian                      | 3                     | 1                     | 0                     | 0                     | 0                     |
| Mongolian                    | 1                     | 0                     | 0                     | 0                     | 0                     |
| Nepali                       | 2                     | 2                     | 1                     | 1                     | 1                     |
| Norwegian                    | 1                     | 0                     | 0                     | 0                     | 0                     |
| Persian                      | 3                     | 2                     | 0                     | 1                     | 1                     |
| Polish                       | 0                     | 1                     | 0                     | 0                     | 0                     |
| Portuguese                   | 0                     | 0                     | 1                     | 1                     | 0                     |
| Russian                      | 8                     | 7                     | 8                     | 7                     | 6                     |
| Serbo-Croatian               | 33                    | 38                    | 46                    | 35                    | 36                    |
| Somali                       | 17                    | 15                    | 28                    | 22                    | 22                    |
| Spanish                      | 410                   | 361                   | 364                   | 292                   | 286                   |
| Swahili                      | 6                     | 3                     | 2                     | 1                     | 0                     |
| Swedish                      | 1                     | 2                     | 1                     | 0                     | 0                     |
| Thai                         | 0                     | 0                     | 1                     | 1                     | 2                     |
| Turkish                      | 1                     | 1                     | 1                     | 0                     | 0                     |
| Ukrainian                    | 1                     | 0                     | 0                     | 0                     | 0                     |
| Vietnamese                   | 25                    | 41                    | 45                    | 42                    | 41                    |

|                                  | <b><u>2005-06</u></b> | <b><u>2006-07</u></b> | <b><u>2007-08</u></b> | <b><u>2008-09</u></b> | <b><u>2009-10</u></b> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>9. Home School Enrollment</b> | 110                   | 113                   | 120                   | 150                   | 135                   |
| <b>10. Migrant Enrollment</b>    | 254                   | 144                   | 142                   | 120                   | 84                    |

## Moorhead District Demographics

|                                      |                       |                       |                       |                       |                       |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>11. Mobility</b>                  | <b><u>2005-06</u></b> | <b><u>2006-07</u></b> | <b><u>2007-08</u></b> | <b><u>2008-09</u></b> | <b><u>2009-10</u></b> |
| Transfers Into District              |                       |                       |                       |                       |                       |
| From Other Minnesota Districts       |                       |                       |                       |                       |                       |
| From Other States                    |                       |                       |                       |                       |                       |
| Transfers Out of District            |                       |                       |                       |                       |                       |
| To Other Minnesota Districts         |                       |                       |                       |                       |                       |
| To Other States                      |                       |                       |                       |                       |                       |
| Transfers Within the District        |                       |                       |                       |                       |                       |
| <b>12. Open Enrollment</b>           |                       |                       |                       |                       |                       |
| Into Moorhead                        | 114                   | 131                   | 161                   | 169                   | 181                   |
| Out of Moorhead                      | 270                   | 261                   | 346                   | 441                   | 453                   |
| <b>13. Private School Enrollment</b> | 486                   | 455                   | 547                   | 521                   | 537                   |
| <b>14. Spanish Immersion Program</b> |                       |                       |                       |                       |                       |
| <b>Enrollment</b>                    | <b><u>Oct. 05</u></b> | <b><u>Oct. 06</u></b> | <b><u>Oct. 07</u></b> | <b><u>Oct. 08</u></b> | <b><u>Oct. 09</u></b> |
| Kindergarten                         | 41                    | 46                    | 46                    | 48                    | 51                    |
| Grade 1                              | 60                    | 41                    | 45                    | 48                    | 53                    |
| Grade 2                              | 32                    | 53                    | 40                    | 43                    | 48                    |
| Grade 3                              | 44                    | 31                    | 52                    | 38                    | 42                    |
| Grade 4                              | 32                    | 42                    | 28                    | 52                    | 36                    |
| Grade 5                              | 32                    | 28                    | 37                    | 28                    | 45                    |
| <i>Total</i>                         | <i>241</i>            | <i>241</i>            | <i>248</i>            | <i>257</i>            | <i>275</i>            |
| <b>15. Special Education Status</b>  | <b><u>Dec. 05</u></b> | <b><u>Dec. 06</u></b> | <b><u>Dec. 07</u></b> | <b><u>Dec. 08</u></b> | <b><u>Dec. 09</u></b> |
| <i>(December Child Count)</i>        |                       |                       |                       |                       |                       |
| Speech/Language Impaired             | 165                   | 170                   | 176                   | 192                   | 192                   |
| DCD Mild Moderate                    | 32                    | 38                    | 42                    | 39                    | 41                    |
| DCD Severe                           | 12                    | 9                     | 6                     | 4                     | 6                     |
| Physically Impaired                  | 23                    | 17                    | 19                    | 18                    | 17                    |
| Deaf/Hard of Hearing                 | 24                    | 20                    | 20                    | 24                    | 24                    |
| Visual Impairment                    | 0                     | 1                     | 1                     | 1                     | 3                     |
| Specific Learning Disability         | 197                   | 182                   | 159                   | 148                   | 135                   |
| Emotional Behavioral Disorders       | 81                    | 83                    | 79                    | 80                    | 78                    |
| Deaf-Blind                           | 1                     | 0                     | 0                     | 0                     | 0                     |
| Other Health Disabilities            | 194                   | 179                   | 188                   | 191                   | 176                   |
| Autism Spectrum Disorders            | 56                    | 59                    | 67                    | 79                    | 82                    |
| Development Delay                    | 118                   | 136                   | 150                   | 143                   | 135                   |
| Traumatic Brain Injury               | 5                     | 6                     | 5                     | 7                     | 9                     |
| Severely Multiple Impaired           | 5                     | 5                     | 6                     | 5                     | 4                     |
| <i>Total Disabilities Served</i>     | <i>913</i>            | <i>905</i>            | <i>918</i>            | <i>931</i>            | <i>902</i>            |
| <b>16. Students Transported</b>      | <b><u>2005-06</u></b> | <b><u>2006-07</u></b> | <b><u>2007-08</u></b> | <b><u>2008-09</u></b> | <b><u>2009-10</u></b> |
|                                      | 77.8%                 | 74.8%                 | 79.8%                 | 93.2%                 | 85.8%                 |





Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.082R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: February 21, 2011

SUBJECT: Schedule Joint Tri-City School Board Meeting

School Boards from Fargo, Moorhead and West Fargo will meet together for a Joint Tri-City Special School Board meeting scheduled for Monday, March 21, 2011 at 6 p.m. at the Bluestem Center for the Arts. Discussion will continue regarding on-time graduation rates.

Suggested Resolution: Move to schedule a Joint Tri-City School Board meeting for Monday, March 21, 2011 at 6 p.m. at the Bluestem Center for the Arts for the purpose of continuing discussion regarding on-time graduation rates.

LAK:mde



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.083R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: February 23, 2011

SUBJECT: Flood Preparations

Attached please find a Moorhead School District document regarding Flood Contingency Guidelines. This document identifies flood phase stages and action steps to assist administration, staff and community with planning and preparation in case of a major flood event. This document will be reviewed at the February 28 board meeting.

LAK:mde  
Attachment

| <b>Moorhead Area Public Schools<br/>Flood Contingency Guidelines</b> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                      | <b>Flood Stage</b> | <b>Action Steps</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Phase 1                                                              | Below 38 Feet      | <ul style="list-style-type: none"> <li>• Normal school activities</li> <li>• Assistance with sandbagging after school if requested (encourage participation)</li> <li>• District administration coordination with city and county officials</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Phase 2                                                              | 38-42 Feet         | <ul style="list-style-type: none"> <li>• Goal is to maintain structured routine for all students</li> <li>• Monitor absence reasons for staff and students to determine further action steps</li> <li>• Consider suspending staff development activity during school day, in and out of district</li> <li>• Assistance with sandbagging during free periods and after school (students with request from parents)</li> <li>• Consider cancellation or alternatives for activities</li> <li>• Teachers prepare alternate assignments or projects if needed</li> <li>• Consider transportation and alternative routes if needed</li> <li>• Flood updates, blog on district website</li> <li>• Review student dismissal procedures</li> <li>• District administration coordination and briefings with city and county officials as needed</li> </ul>                                                                                                                                                                                                                      |
| Phase 3                                                              | Over 42 Feet       | <ul style="list-style-type: none"> <li>• Goal is to maintain structured routine for all students</li> <li>• Monitor absence reasons for staff and students to determine further action steps</li> <li>• Suspend all staff development activities</li> <li>• Consider cancellation or alternatives for activities</li> <li>• Assistance with sandbagging (students with request from parents)</li> <li>• Placement of management staff as needed for staff absence</li> <li>• Consider selected school closure based on circumstance</li> <li>• Flood updates, blog on district website</li> <li>• Use of telephone alert system as needed</li> <li>• Teachers prepare alternate assignments or projects if needed</li> <li>• Meeting with Safe and Healthy Learners Committee if needed</li> <li>• Consider coordination of transportation with city and county and alternative routes if needed</li> <li>• Review student dismissal procedures in all schools</li> <li>• District administration coordination and briefings with city and county officials</li> </ul> |

**INDEPENDENT SCHOOL DISTRICT #152**

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

March 14, 2011

7:00 p.m.

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

**ATTENDANCE:**

|                      |                           |
|----------------------|---------------------------|
| Lisa Erickson _____  | Kristine Thompson _____   |
| Cindy Fagerlie _____ | Bill Tomhave _____        |
| Laurie Johnson _____ | Trudy Wilmer _____        |
| Mike Siggerud _____  | 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 Dave Lawrence, Moorhead High School assistant principal, who has been named Minnesota's Assistant Principal of the Year by the Minnesota Association of Secondary School Principals (MASSP). The Assistant Principal of the Year program recognizes outstanding middle level and high school assistant principals who have demonstrated success in leadership, curriculum and personalization. Lawrence was recognized as Minnesota Assistant Principal of the Year at the MASSP conference January.

**We Are Proud** of Moorhead orchestra students Jacob Broten, Connor Neill, Elisbet Samonides-Hamrick and Tanner Otto for being selected for the 2011 MNSOTA Middle Level Honors Orchestra sponsored by the Minnesota String Orchestra Teachers Association. Anna Volk was selected as an alternate for the Honors

S-NA-BOS  
14 March 2011

## SCHOOL BOARD AGENDA - March 14, 2011

### PAGE 2

Orchestra. Students were selected by audition for this honor. The Middle Level Honors Orchestra performed at the Minneapolis Convention Center on Feb. 19. Orchestra teachers are Jonathon Larson, Doug Neill and Brian Cole.

- 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 February 14 and 28, 2011 Meeting Minutes - Pages 5-12
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak  
(1) Approval of March Claims - Page 13
- C. HUMAN RESOURCES MATTERS - Hiedeman  
(1) Approval of Early Retirements - Page 14  
(2) Approval of Resignations - Page 15  
(3) Approval of New Employees - Page 16
- D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

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

3. DISTRICT LEVEL IMPROVEMENT PLAN UPDATE: Kovash  
Page 17

**SCHOOL BOARD AGENDA - March 14, 2011**  
**PAGE 3**

4. **FLOOD UPDATE:** Kovash

5. **COMMITTEE REPORTS**

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

7. **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 \_\_\_\_\_

8. **OPEN PUBLIC MEETING:** Thompson

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

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

9. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - March 14, 2011****PAGE 4****CALENDAR OF EVENTS**

| <u>Event</u>                  | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|-------------------------------|-------------|-------------|--------------|
| On-Time Graduation Task Force | March 15    | 1 pm        | PCE          |
| Com Ed Advisory Council       | March 15    | 7 pm        | PCE          |
| Interagency Early Interv Com  | March 16    | 12 pm       | FSC          |
| Tri-City Joint School Board   | March 21    | 6 pm        | Bluestem     |
| Policy Review Committee       | March 21    | 7:30 pm     | PCE          |
| Technology Committee          | March 22    | 3:45 pm     | PCE          |
| School Board                  | March 28    | 7 pm        | PCE          |
| Activities Council            | March 29    | 7 am        | MHS          |
| Asp PTAC                      | April 4     | 6:30 m      | Media Center |
| MHS PTAC                      | April 4     | 7 pm        | Conf Rm      |
| Continuing Educ Com           | April 5     | 6:45 am     | Village Inn  |
| Staff Development Com         | April 5     | 3:30 pm     | MHS          |
| Horizon PTAC                  | April 5     | 6:30 pm     | Media Center |
| Joint Powers Committee        | April 7     | 7 am        | City Hall    |
| School Board                  | April 11    | 7 pm        | PCE          |
| Hopkins PTAC                  | April 12    | 6:30 pm     | Media Center |
| Reinertsen PTAC               | April 12    | 6:30 pm     | Media Center |
| Instr and Curr Adv Com        | April 14    | 7 am        | PCE          |
| Early Childhood Adv Com       | April 14    | 6:30 pm     | PCE          |
| Policy Review Committee       | April 18    | 7 pm        | PCE          |
| Safe and Healthy Learners Com | April 19    | 3 pm        | PCE          |
| Com Educ Appreciation Event   | April 19    | 5 pm        | PCE          |
| Spec Ed Parent Advisory Com   | April 21    | 12 pm       | PCE          |
| School Board                  | April 25    | 7 pm        | PCE          |
| Technology Committee          | April 26    | 3:45 pm     | PCE          |



**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
FEBRUARY 14, 2011  
PAGE 1**

**MEMBERS PRESENT:** Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Mike Siggerud, Kristine Thompson, Bill Tomhave, Trudy Wilmer, 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:** Superintendent Kovash recommended the agenda proceed as presented.

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

**WE ARE PROUD:**

**We Are Proud** of the 2011 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these candidates. The 2011 Teacher of the Year Building Representatives are:

- GayeLynn Tunheim, SLD teacher at Ellen Hopkins Elementary
- Mari Lourdes Shamdas, English language learners teacher at Robert Asp Elementary
- Sandy Van Dyke, physical education teacher at S.G. Reinertsen Elementary
- Carla Smith, seventh-grade language arts teacher at Horizon Middle School
- Kelsy Jenkins, social studies and reading teacher at Red River Area Learning Center

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** None.

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

**Minutes** - Approve the January 10 and 24, 2011 Meeting Minutes as presented.

**Claims** - Approve the February Claims, subject to audit, in the amount of \$985,434.29.

|                         |              |
|-------------------------|--------------|
| General Fund:           | \$874,845.46 |
| Food Fund:              | \$94,794.63  |
| Community Service Fund: | \$15,794.20  |
| TOTAL                   | \$985,434.29 |

**Family/Medical Leaves**

Diana Anderson - Teacher, Robert Asp Elementary, effective March 15, 2011 for approximately six weeks.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
FEBRUARY 14, 2011  
PAGE 2**

Resignation

Cynthia Knutson - Food and Nutrition Server, Moorhead High School, effective February 11, 2011.

Kari Prekel - Food and Nutrition Server, S.G. Reinertsen Elementary, effective February 7, 2011.

Elaine Black - Food and Nutrition Server, Moorhead High School, effective February 3, 2011.

James Kuebler - Custodian, S.G. Reinertsen Elementary, effective February 18, 2011.

New Employees

Erik Hest - Paraprofessional, Moorhead High School, B21 (0-2) \$14.05 per hour, 6.5 hours per day, effective February 7, 2011 (tuition reimbursement).

Karen Thom - Secretary, Ellen Hopkins Elementary, A13 (6) \$14.90, 8 hours per day, effective January 31, 2011 (replaces Laura Egland).

David Teige - Science Teacher, Red River Area Learning Center, .286 FTE, \$9,101.38, effective January 24, 2011 (replaces Kim Melander).

Tyler Otteson - Math Teacher, Red River Area Learning Center, .286 FTE, \$9,101.38, effective January 24, 2011 (replaces Kim Melander).

Marquis Lee - Food and Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$9.00 per hour, effective January 27, 2011 (replaces Janice Conrade).

Estafania Serrata - Food and Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$9.00 per hour, effective January 27, 2011 (replaces Stephanie Gruenberg).

Curtis Tilleraas - Food and Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, \$9.00 per hour, effective February 2, 2011 (replaces Kari Prekel).

Sabrina Martinez - Food and Nutrition Server, Moorhead High School, 2.75 hours per day, \$9.00 per hour, effective February 7, 2011 (replaces Elaine Black).

Mark Evensen - Bus Driver, Transportation, 4.5 to 6 hours per day, 5 days per week, \$13.68 per hour, effective January 31, 2011 (replaces 2/3 of Kayte Carson).

Kenton Kolstad - Technical Theater Director, Moorhead High School, \$9,646.00 effective February 17, 2011 for the remainder of the 2010-2011 school year (replaces Kerry Horst).

Amanda Johnson - Secretary, Community Education, .50 FTE, B21 (0-2) \$14.43 per hour, 4 hours per day, effective February 23, 2011 (replaces .50 of Julie Joyce-Smith).

Pay Equity Implementation Report - Approve the Pay Equity Implementation Report.

Motion carried 7-0.

**UPDATE ON ELLEN HOPKINS ELEMENTARY SCHOOL GOALS:** Dr. Schmid, Sarah Miller and Heidi Moe provided information related to Ellen Hopkins Elementary School goals and updates related to school improvement, community school supplies and Spanish Immersion multi-age classrooms.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
FEBRUARY 14, 2011  
PAGE 3**

**2011-12 SCHOOL CALENDAR:** Tomhave moved, seconded by Fagerlie, to approve the 2011-2012 School Calendar as presented. Motion carried 7-0.

**COMMITTEE REPORTS:** Brief reports were heard regarding the Instruction and Curriculum Advisory Committee, Reinertsen PTAC, Health/Safety/Wellness Committee, Staff Development Committee, Asp PTAC, Hopkins PTAC, MHS PTAC, Community Education Advisory Council, Joint Powers Committee, and Indian Education Parent Committee meetings. Johnson stated she served as a Spelling Bee Judge at Horizon Middle School and enjoyed the opportunity. Tomhave stated the January 28 Intergovernmental Retreat was a good opportunity to hear directly about issues impacting our cities, school districts and county. Siggerud said he attended the high school orchestra concert and emphasized it was an extraordinary event and the quality of musicianship was amazing. Thompson noted she was a judge at the Invitational Speech Tournament where over 500 students attended and said it was a great experience.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** None.

**CLOSE PUBLIC MEETING:** Tomhave moved, seconded by Wilmer, to close the public meeting at 8:10 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

The meeting recessed at 8:11 p.m. and reconvened at 8:14 p.m.

**OPEN PUBLIC MEETING:** Fagerlie moved, seconded by Tomhave, to open the public meeting at 8:30 p.m. Motion carried 7-0.

**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 8:30 p.m.

---

Cindy Fagerlie, Clerk

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
FEBRUARY 28, 2011  
PAGE 1**

**MEMBERS PRESENT:** Lisa Erickson, Laurie Johnson, Mike Siggerud, Kristine Thompson, Bill Tomhave, Trudy Wilmer, and Dr. Lynne A. Kovash.

**MEMBERS ABSENT:** Cindy Fagerlie.

**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.

**APPOINTMENT OF CLERK:** Tomhave moved, seconded by Wilmer, to appoint Johnson to serve as clerk for the February 28 meeting. Motion carried 6-0.

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

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

**WE ARE PROUD:**

**We Are Proud** of Horizon Middle School Sixth-Grade Knowledge Master Team for placing second in the state in the winter Knowledge Master Open held Jan. 18. Sixteen other sixth-grade teams from Minnesota participated in this semi-annual competition. Nationally, the Horizon team placed 26th out of 250 participating schools.

Team members are Hailen Ackerman, Christian Carlson, Preston Degerman, Madi Dierling, Konner Doucette, Alex Dougherty, Jacob Halvorson, Morgan Hansen, Jessica Heazlett, Hannah Hendrickson, Katherine Riendeau, Trevor Schmidt, Ethan Smith, Claire Twedt, Mysha Wenzel, Linka Wintersteen and Caroline Wirries. The team is coached by Lois Brown.

The Knowledge Master Open was designed to stimulate enthusiasm for learning and recognition for academic accomplishment. The 100 challenging questions require higher-level thinking skills and cover 14 curriculum areas. Scores are based on a combination of speed and accuracy.

**We Are Proud** of Horizon Middle School student Sam Wallert for winning the Horizon Geography Bee held Jan. 13. Second place went to Luke Lillehaugen, and third place was earned by Nick Wiesmann. Wallert has taken a qualifying test for the opportunity to compete in the Minnesota State Geographic Bee in April. Janelle Frost-Geiser and Lois Brown coordinate the Geography Bee.

**8** **We Are Proud** of the following winners of the Grade Level Spelling Bees held at Horizon on Jan. 19 and 20:

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
FEBRUARY 28, 2011  
PAGE 2**

Grade 6 Spelling Bee: Hailen Ackerman  
Grade 7 Spelling Bee: Alex Huff and Alex Volk (tied for first place)  
Grade 8 Spelling Bee: Elisabet Samonides-Hamrick

**We Are Proud** of the following winners of the Moorhead District Spelling Bee held Feb. 3 at Horizon Middle School:

1st Place: Sam Wallert  
2nd Place: Ethan Smith  
3rd Place: Hailen Ackerman

Wallert and Smith advanced to the Region IV Spelling Bee in Fergus Falls on Feb. 22. At the Region IV Spelling Bee, Wallert was one of five finalists who qualified to advance to the Multi-Region State Spelling Bee on March 8. The Spelling Bee coordinator is Lois Brown.

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** None.

**CONSENT AGENDA:** Erickson, seconded by Johnson, to approve the following items on the Consent Agenda:

**Early Retirements**

Patricia Sullivan - Child Study Facilitator, District, effective at the end of the 2010-2011 school year.  
Debra Knutson - Art Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year.  
Jane Taylor - Grade 6 Language Arts Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year.  
Kay Schindler - DCD Teacher, Moorhead High School, effective at the end of the 2010-2011 school year.  
Cheryl Keenan - Grade 6 Math Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year.  
Joslyn Larson - Elementary Teacher, S.G. Reinertsen Elementary, effective at the end of the 2010-2011 school year.  
Linda Johnson - Elementary Gifted and Talented Teacher, District, effective at the end of the 2010-2011 school year.  
Denita Clapp - Technology Integrationist, District, effective at the end of the 2010-2011 school year.  
Bert Chamberlain - Physical Education Teacher, Robert Asp Elementary, effective at the end of the 2010-2011 school year.  
Linda Davis - Speech Language Pathologist, EIS and Ellen Hopkins Elementary, effective at the end of the 2010-2011 school year.



**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
FEBRUARY 28, 2011  
PAGE 3**

Terry DeVries - Learner Support Services Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year.

Diane Lee Falk - Elementary Teacher, Robert Asp Elementary, effective at the end of the 2010-2011 school year.

Mary Diane Allen - Grade 8 Science Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year.

Cheryl Olson - Elementary Teacher, Robert Asp Elementary, effective at the end of the 2010-2011 school year.

Kevin Kopperud - Principal, Robert Asp Elementary, effective June 30, 2011.

Return from Leave of Absence

Paula Frazee-Sperling - Elementary Teacher, Ellen Hopkins Elementary, effective with the 2011-2012 school year.

Lisa Karch - Elementary School Counselor, S.G. Reinertsen Elementary, effective with the 2011-2012 school year.

Resignation

Natalie Van Valkenburg - Elementary Teacher, Robert Asp Elementary, effective June 3, 2011.

Mark Rivenburg - Bus Driver, Transportation, effective February 16, 2010.

Estafina Serrata - Food and Nutrition Server, S.G. Reinertsen Elementary, effective February 17, 2011.

Sabrina Martinez - Food and Nutrition Server, S.G. Reinertsen Elementary, effective February 23, 2011.

Marquis Lee - Food and Nutrition Server, S.G. Reinertsen Elementary, effective February 14, 2011.

Pam Tangen - Food and Nutrition Server, Ellen Hopkins Elementary, effective February 25, 2011.

Family/Medical Leave

Diana Anderson - Teacher, Robert Asp Elementary, effective March 15, 2011 for approximately six weeks.

New Employee

Kali Muchow - Paraprofessional, Horizon Middle School, B21 (0-2) \$14.05 per hour, 6.5 hours per day, effective February 22, 2011 (new position, tuition reimbursement).

Motion carried 6-0.

**HORIZON MIDDLE SCHOOL SCHEDULE MODIFICATION:** Eidsness, Lockhart and Larson provided an overview of the proposed schedule modification at Horizon Middle School.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
FEBRUARY 28, 2011  
PAGE 4**

In order to reduce class sizes at Horizon for the 2011-12 school year, it is proposed to change the current schedule so that all teachers will teach five out of six periods, which is a change from the current structure. By having all teachers teach five sections, an average class reduction of approximately six students is anticipated. In the current six-period day model, each teacher would have five sections of the content area they teach and a prep period. The six-period day model would eliminate ALT/ILT intervention time as well as Team Time for each grade level. The alternative to this model is the modified block schedule. The modified block schedule would provide three days (Monday, Tuesday and Friday) of a straight six-period day, which is Horizon's current schedule structure. All teachers would be teaching five sections and have one prep period. The other two days (Wednesday and Thursday) would be as follows:

|                                      |                     |
|--------------------------------------|---------------------|
| <u>Wednesday (Church Late Start)</u> | <u>Thursday</u>     |
| START/Organization                   | START/Organization  |
| Skinny (43 minutes)                  | Skinny (43 minutes) |
| Skinny                               | Skinny              |
| Block 2                              | Block 1             |
| Block 4                              | Block 3             |
| Block 6                              | Block 5             |

The blocks would be 80 minutes each for both core classes and 5th core classes. The skinny periods would be included, but not limited to ILT Level I and II, AVMR, work completion, ALT extended courses, Robotics (STEM), Aerobics (P.E.), foods, music lessons, Spanish, gifted programming, collaboration time, etc.

Discussion was held and Lockhart explained that the task force proposing this schedule represented the whole school, but it will take time and planning for continued improvement.

Erickson moved, seconded by Siggerud, to approve Horizon Middle School's modified schedule as presented. Motion carried 6-0.

**SCHOOL AND DISTRICT PROFILES UPDATE - DISTRICT DEMOGRAPHICS:**

Eidsness reviewed an updated draft of the Moorhead District Demographics section of the profiles document stating that the definitions and home languages were updated. The mobility section of the profiles will also be revised and graduation rates will be added.

**SCHEDULE JOINT TRI-CITY SPECIAL SCHOOL BOARD MEETING:** Erickson moved, seconded by Wilmer, to schedule a Joint Tri-City Special School Board meeting for Monday, March 21, 2011 at 6 p.m. at the Bluestem Center for the Arts for the purpose of continuing discussion related to on-time graduation rates. Motion carried 6-0.



**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
FEBRUARY 28, 2011  
PAGE 5**

Thompson noted Siggerud will replace her on the United Way On-Time Graduation Task Force.

**FLOOD PREPARATIONS:** Kovash said district administrators had met with city, higher education and county officials regarding flood preparations. Kovash provided information related to the district's flood contingency guidelines. This document identifies flood phase stages and action steps to assist administration, staff and community with planning and preparation in case of a major flood event. Kovash noted the planning document may be changed with involvement from national, state or local agencies.

**COMMITTEE REPORTS:** Brief reports were heard regarding the Community Education Advisory Council, Title I Parent Advisory Committee, Special Education Parent Advisory Committee, and Community Arts (Arts Partnership) Steering Committee meetings.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Kovash informed board members that the school district was selected by the Minnesota Department of Education (MDE) as a participant in the 2011-12 Chinese Visiting Teacher Program. There are five other Minnesota school districts also selected to participate. MDE together with the Hanban (Office of Chinese Language Council International) in Beijing and the Confucious Institute at the University of Minnesota will be working with the district to make this a successful experience for the district and our students. Kovash also said the Commissioner of Education has scheduled monthly conference calls with superintendents and looks forward to the communications. Siggerud noted the list of retirees on the agenda and wished them all well and thanked them for their great work and devotion.

**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 8:28 p.m.

---

Laurie Johnson, Acting Clerk



Assistant Superintendent  
**Moorhead Area Public Schools**

Memo OAS.11.047 C

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Wayne A. Kazmierczak, Assistant Superintendent  
DATE: March 8, 2011  
SUBJECT: March Claims

The March claims are as follows:

|                        |                |
|------------------------|----------------|
| General Fund           | \$1,085,521.03 |
| Food Fund              | \$143,971.67   |
| Community Service Fund | \$23,686.15    |
| TOTAL                  | \$1,253,178.85 |

Suggested Resolution: Move to approve the March claims, subject to audit, in the amount of \$1,253,178.85.

WAK:nls



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

Memo HR.11.081

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: March 8, 2011  
SUBJECT: Early Retirement

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

|                |                                                                                             |
|----------------|---------------------------------------------------------------------------------------------|
| Linda Peterson | Paraprofessional, Robert Asp Elementary, effective at the end of the 2010-2011 school year. |
| Barbara Larson | Paraprofessional, Robert Asp Elementary, effective at the end of the 2010-2011 school year. |

**SUGGESTED RESOLUTION:** Move to approve the Early Retirement of Linda Peterson and Barbara Larson as presented.



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

Memo HR.11.080

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: March 8, 2011  
SUBJECT: Resignations

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

Christa Hagen      Lunchroom Supervisor, S. G. Reinertsen Elementary, effective March 3, 2011.

Heidi Hoffman      Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year.

**SUGGESTED RESOLUTION:** Move to approve the resignation of Christa Hagen and Heidi Hoffman as presented.



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

Memo HR.11.081

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: March 8, 2011  
SUBJECT: New Employees

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school district statute and requirements.

|                 |                                                                                                                                              |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Jason Sauvageau | Food and Nutrition Server, High School, 2.75 hours per day, \$9.00 per hour, effective February 24, 2011. (Replaces Elaine Black)            |
| Becky Flaa      | K+ Paraprofessional, Ellen Hopkins Elementary, 3.25 hours per day, B21 (3) \$ 14.26 per hour, effective March 1, 2011. (Replaces Becky Flaa) |
| Charles Glidden | Assistant Lead Night Custodian, S. G. Reinertsen Elementary, A13 (3) \$14.31 per hour, effective March 2, 2011. (Replaces James Kuebler)     |

**SUGGESTED RESOLUTION:** Move to approve the employment of Jason Sauvageau, Becky Flaa and Charles Glidden as presented.



Office of School Improvement and Accountability  
**Moorhead Area Public Schools**

---

Memo SIA.11.021 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability *me*

DATE: March 8, 2011

SUBJECT: District Improvement Plan Update

An update on the District Improvement Plan will be presented at the March 14, 2011 School Board meeting. A keynote presentation on each priority area of the improvement plan will be given.

MOE:nls

SMA-BOS  
21-March 2011

JOINT MEETING OF SCHOOL BOARDS  
MOORHEAD, WEST FARGO AND FARGO PUBLIC SCHOOLS

Monday, March 21, 2011  
5:45 – 7:00 p.m.  
Bluestem Center for the Arts  
Starion Room  
801 50<sup>th</sup> Ave. SW  
Moorhead, MN 56560

5:45 p.m. - Social  
6:00 p.m. - Meeting

1. Welcome and Introductions - Fargo President Jim Johnson
2. Pledge of Allegiance - Moorhead Chair Kristine Thompson
3. On-time Graduation: One Year Update – Facilitator Thomas Hill, United Way
  - A. Enter School Ready to Learn - Dr. Rick Buresh
  - B. Read Proficiently by Third Grade - Dr. David Flowers
  - C. Make Successful Transitions to Middle School and High School – Dr. Robert Grosz
  - D. Graduate from High School on Time – Dr. Lynne Kovash
  - E. Be Ready for Success in College, Work and Life – Dr. Lynne Kovash
4. Summary and Closing Remarks – West Fargo President Karen Nitzkowski

**Moorhead Public Schools**

Lisa Erickson  
Cindy Fagerlie  
Laurie Johnson  
Michael Siggerud  
Kristine Thompson, Chair  
Bill Tomhave  
Trudy Wilmer

Dr. Lynne Kovash, Supt.

**West Fargo Public Schools**

Kay Kiefer  
Ben Koppelman  
Angela Korsmo  
Judy Kvaale  
Karen Nitzkowski, President  
Dave Olson  
Patti Stedman

Dr. David Flowers, Supt.

**Fargo Public Schools**

Linda Coates  
Dinah Goldenberg  
Jim Johnson, President  
Paul Meyers  
Robin Nelson  
Rusty Papachek  
Rick Steen  
John Strand  
Kris Wallman

Dr. Rick Buresh, Supt.



**INDEPENDENT SCHOOL DISTRICT #152**

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

March 28, 2011

7:00 p.m.

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

**ATTENDANCE:**

|                      |                           |
|----------------------|---------------------------|
| Lisa Erickson _____  | Kristine Thompson _____   |
| Cindy Fagerlie _____ | Bill Tomhave _____        |
| Laurie Johnson _____ | Trudy Wilmer _____        |
| Mike Siggerud _____  | 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 Horizon Middle School students who received individual awards in the Grade 6 Regional Math Masters Tournament held in Moorhead on March 11. Eighteen teams from the area participated in both individual and team rounds.

Fact Drill Awards went to Hailen Ackerman, Jessica Heazlett, Sam Hagen and Kole Nichols. Individual awards went to Kole Nichols, Marissa Bettels, Katherine Riendeau, Hailen Ackerman, Regan Steen, Hannah Hendrickson, Jessica Heazlett, Chris Harlicker and Megan Kelly. Their math teachers are Barb Stack, Cheryl Keenan and Sharon Nelson. Lois Brown is the Math Masters coordinator.

Math Masters of Minnesota is a statewide competition that challenges students to use higher-order thinking skills and problem-solving abilities in mathematics and recognizes academic effort and achievement.

**We Are Proud** of the Horizon Middle School House 6A team for placing third in the sixth-grade Regional Math Masters Tournament held March 11 at Horizon. Team members are Adam Altendorf, Carissa Amundson, Marissa Bettels, Zaden Larson and Kole Nichols. Their math teacher is Sharon Nelson.

**We Are Proud** of the Horizon Middle School House 6B team for placing fourth in the sixth-grade Regional Math Masters Tournament held March 11 at Horizon. Team members are Morgan Hansen, Megan Kelly, Kaleb Liebl, Landon Litch and Katherine Riendeau. Their math teacher is Cheryl Keenan.

**We Are Proud** of the Horizon Middle School House 6C team for placing fifth in the sixth-grade Regional Math Masters Tournament held March 11 at Horizon. Team members are Hailen Ackerman, Chris Harlicker, Jessica Heazlett, Hannah Hendrickson and Caroline Wirries. Their math teacher is Barb Stack.

**We Are Proud** of the Horizon Middle School math team for placing third in the large school, middle school division at the Tri-College Math Contest held March 16 at NDSU. Seventy-three middle school teams from the region competed for team and individual awards. Team members were Luke Lillehaugen, Stefan Duginski, Anthony Johnson, Alex Volk, Kole Nichols, Ethan Smith and Katherine Riendeau. Luke Lillehaugen placed second individual and Kole Nichols placed in the top ten. Rick Eidsness is the math team coach.

**We Are Proud** of Pam Gibb, communications coordinator, whose work on the 2010-11 Calendar and School Information publication was recognized by the Minnesota School Public Relations Association. The district calendar, with the theme "Strong Schools, Strong Community," received a MinnSPRA Star Award for Print Publications. Gibb was recognized March 18 at the MinnSPRA spring conference.

- 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.)

**SCHOOL BOARD AGENDA - March 28, 2011**

**PAGE 3**

**2. CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak

(1) Acceptance of Lakes Country Perkins Consortium Funding - Pages 6-7

C. HUMAN RESOURCES MATTERS - Hiedeman

(1) Approval of Resignation - Page 8

(2) Approval of New Employees - Page 9

(3) Approval of Luther College Field Experience Contractual Agreement -  
Pages 10-12

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

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

**3. APPROVAL OF PRELIMINARY 2011-2012 STAFFING PLAN: Kovash  
Pages 13-15**

Suggested Resolution: Move to approve the preliminary 2011-2012 Staffing Plan as presented.

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

**4. APPROVAL OF RESOLUTION FOR DISCONTINUING AND REDUCING  
EDUCATIONAL PROGRAMS AND LICENSED POSITIONS: Kovash  
Pages 16-17**

Suggested Resolution: Move to approve the resolution directing administration to effect termination or reduction and non-renewal of licensed teacher programs and positions as listed.

**SCHOOL BOARD AGENDA - March 28, 2011**

**PAGE 4**

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

5. **FIRST READING OF POLICIES:** Kovash  
Pages 18-38
6. **DISTRICT AND SCHOOL PROFILES UPDATE:** Kovash  
Page 39
7. **UPDATE ON WEATHER AND FLOOD RELATED INFORMATION:** Kovash
8. **COMMITTEE REPORTS**
9. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**
10. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - March 28, 2011**  
**PAGE 5**

**CALENDAR OF EVENTS**

| <u>Event</u>                         | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|--------------------------------------|-------------|-------------|--------------|
| Activities Council                   | March 29    | 7 am        | MHS          |
| Asp PTAC                             | April 4     | 6:30 m      | Media Center |
| MHS PTAC                             | April 4     | 7 pm        | Conf Rm      |
| Continuing Educ Com                  | April 5     | 6:45 am     | Village Inn  |
| Staff Development Com                | April 5     | 3:30 pm     | MHS          |
| Horizon PTAC                         | April 5     | 6:30 pm     | Media Center |
| School Board                         | April 11    | 7 pm        | PCE          |
| Hopkins PTAC                         | April 12    | 6:30 pm     | Media Center |
| Reinertsen PTAC                      | April 12    | 6:30 pm     | Media Center |
| Instr and Curr Adv Com               | April 14    | 7 am        | PCE          |
| Early Childhood Adv Com              | April 14    | 6:30 pm     | PCE          |
| Policy Review Committee              | April 18    | 7 pm        | PCE          |
| Safe and Healthy Learners Com        | April 19    | 3 pm        | PCE          |
| Com Educ Appreciation Event          | April 19    | 5 pm        | PCE          |
| Spec Ed Parent Advisory Com          | April 21    | 12 pm       | PCE          |
| School Board                         | April 25    | 7 pm        | PCE          |
| Technology Committee                 | April 26    | 3:45 pm     | PCE          |
| MHS PTAC                             | May 2       | 7 pm        | Conf Rm      |
| Asp PTAC                             | May 2       | 6:30 pm     | Media Center |
| Continuing Educ Com                  | May 3       | 3:30 pm     | PCE          |
| Horizon PTAC                         | May 3       | 6:30 pm     | Media Center |
| Indian Educ Parent Com               | May 4       | 5 pm        | PCE          |
| Joint Powers Committee               | May 5       | 7 am        | City Hall    |
| Educ Moorhead Recog Dinner           | May 5       | 6 pm        | Marriott     |
| School Board                         | May 9       | 7 pm        | PCE          |
| Health/Safety/Wellness Com           | May 10      | 9:30 am     | PCE          |
| Hopkins PTAC                         | May 10      | 6:30 pm     | Media Center |
| Reinertsen PTAC                      | May 10      | 6:30 pm     | Media Center |
| Instr and Curr Adv Com               | May 12      | 7 am        | PCE          |
| Policy Review Committee              | May 16      | 7 pm        | PCE          |
| Interagency Early Interv Com         | May 18      | 12 pm       | FSC          |
| School Board                         | May 23      | 7 pm        | PCE          |
| Technology Committee                 | May 24      | 3:45 pm     | PCE          |
| Title I District Parent Advisory Com | May 24      | 5:30 pm     | PCE          |



Assistant Superintendent  
**Moorhead Area Public Schools**

Memo OAS.11.048 C

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Wayne A. Kazmierczak, Assistant Superintendent  
DATE: March 22, 2011  
SUBJECT: Lakes Country Perkins Consortium Funding

Moorhead Area Public Schools has been approved for funding by the Lakes Country Perkins Consortium for the following:

Travel for Lauren Rood to attend the 2011 AYES Training Conference in Seattle, Washington, July 18-22, 2011, to include airfare, registration and lodging expenses not to exceed \$1,495.

Suggested Resolution: Move to accept \$1,495 from the Lakes Country Perkins Consortium for airfare, conference registration and lodging expenses associated with the AYES Training Conference in Seattle, Washington.

WAK:nls  
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](http://www.lcsc.org)

MAR 10 2011

March 8, 2011

To: Lauren Rood  
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:** Lauren Rood to attend to 2011 AYES Training Conference, Seattle, WA, July 18-22, 2011. Airfare, registration, and lodging expenses not to exceed \$1,494.70.

Your total award is \$1,494.70. 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 August 22, 2011 or your award will be forfeited. 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 Programs of Study and Technical Skill Attainment/Assessment in career and technical education at Moorhead High School.

CC Lynne Kovash, Superintendent  
Gene Boyle, Principal

## Service Cooperative Board of Directors

**Chairperson** Norman Kolstad, Underwood  
Warren Nelson, Ashby  
Bary Bergern, Battle Lake  
Tom Kummrow, Fergus Falls

**Vice Chairperson** Dr. William Tomhave, Moorhead  
Supt. Scott Monson, Morris  
Carol Juul, Evansville

**Clerk** Robert Block, Otter Tail County  
Dr. Rachel Grieger, New York Mills  
Hal Leland, Fergus Falls

**Treasurer** Tarma Carlson, Fergus Falls  
Supt. Philip Jensen, Hawley  
David Schornack, Perham

AN EQUAL OPPORTUNITY EMPLOYER

Serving the Counties of: Becker • Clay • Douglas • Grant • Otter Tail • Pope • Stevens • Traverse • Wilkin

7





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

Memo HR.11.084

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: March 22, 2011  
SUBJECT: Resignations

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

Lori Raske                      Computer Operator, Horizon Middle School, effective March 25, 2011.

**SUGGESTED RESOLUTION:** Move to approve the resignation of Lori Raske as presented.



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

Memo HR.11.083

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources *ah*  
DATE: March 22, 2011  
SUBJECT: New Employees

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school district statute and requirements.

|               |                                                                                                                                            |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Pam Tangen    | Food and Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day, \$9.00 per hour, effective March 28, 2011. (Replaces Pam Tangen)  |
| Deb Ulrich    | Lunchroom Supervisor, S. G. Reinertsen Elementary, 2.25 hours per day, \$9.00 per hour, effective March 21, 2011. (Replaces Christa Hagen) |
| Maria Segovia | Food and Nutrition Server, High School, 2.75 hours per day, \$9.00 per hour, effective March 28, 2011. Replaces Cindy Knutson)             |

**SUGGESTED RESOLUTION:** Move to approve the employment of Pam Tangen, Deb Ulrich and Maria Segovia as presented.




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

Memo HR.11.085

---

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Ann Hiedeman, Director of Human Resources 

DATE: March 22, 2011

SUBJECT: Luther College Field Experience Contractual Agreement

Attached is a Field Experience Contract Agreement with Luther College for Moorhead Area Public Schools to serve as a clinical education placement center. Terms of this agreement are for the 2011-2012 academic year. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide field experiences for pre-service teachers.

Moorhead Area Public Schools would provide students of Luther College an opportunity to work cooperatively in a teacher-learning situation with a teacher certified by the State of Minnesota.

**SUGGESTED RESOLUTION:** Move to approve the Luther College agreement for the academic year of 2011-2012.

# LUTHER COLLEGE

MAR 14 2011

March 7, 2011

Lynne Kovash, Superintendent  
Moorhead Public School District  
2410 14th Street S  
Moorhead, MN 56560

Dear Lynne Kovash:

Enclosed, please find two copies of the **FIELD EXPERIENCE CONTRACTUAL AGREEMENT** for the 2011-2012 Academic Year. Please sign and return one copy to the Education Office. The other copy is for your records and referral.

I would like to take just one more minute of your time to express the Education Department's sincere gratitude and thanks to you and your staff. Your support and professional guidance to the Luther College Student Teaching Program is indispensable and greatly appreciated. We look forward to working with you during the 2011-2012 school year.

Sincerely,



Dr. Judith Bowstead Nye, Chair  
Department of Education

JN/elz

# LUTHER COLLEGE

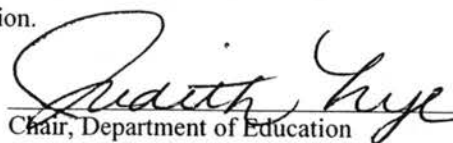
## FIELD EXPERIENCE CONTRACTUAL AGREEMENT

This contract is made and entered into by and between the Luther College Department of Education, Decorah, Iowa and Moorhead Public School District Schools.

### PROVISIONS:

1. Luther College and Moorhead Public School District Schools agree to participate, if placements are available, in the district in a field experience program, which includes, but is not limited to: Student Teaching, Student Observations, and other field experiences during the 2011-2012 academic year. This agreement may include assignments in elementary (grades Pre-K-6), secondary (grades 7-12), and special fields [Art, Music, Physical Education, and Health (K-12)].
2. Luther College will provide supervision by one or more of the following: faculty member(s), or trained and credentialed specialists in education, for students participating in Field Experiences who are placed in the school district identified under item 1, above.
3. **Luther College agrees to compensate the school district in the amount of \$125 for one-half a semester or \$250 for a full semester for each student placed as a student teacher.** Payment is to be made at the end of each semester after the Department of Education receives the written Student Teacher Evaluation from the Cooperating Teacher. Allocation of compensation to each cooperating teacher is to be directly made to the cooperating teacher, unless otherwise specified by the district. Payment for a student teacher who has withdrawn prior to the middle of the term shall be one-half of the normal reimbursement with payment to be made at the end of the period. **Other field experiences identified in this agreement will be compensated with regard to time involvement and course objective, and will be stated at the time of the request.**
4. Student Teachers and other field experience enrollees of Luther College Department of Education are to comply with all the contracted school district's rules, regulations, and policies. Termination or change in assignment will be the option of Moorhead Public School District Schools, as well as the option of Luther College, should circumstances warrant such an action.

March 7, 2011

  
Chair, Department of Education  
or the Luther College Board of Regents

March 7, 2011

  
Director of Field Placement

Date

12

Representative for Moorhead Public School District Schools

Department of Education 563.387.1140 P 563.387.1107 F

Luther College 700 College Drive Decorah, Iowa 52101-1045 [www.luther.edu](http://www.luther.edu)



## Superintendent of Schools Moorhead Area Public Schools

Memo S.11.089R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: March 22, 2011

SUBJECT: Preliminary 2011-2012 Staffing Plan

Attached is the preliminary 2011-2012 Staffing Plan for licensed and non-licensed staff along with a projection of average class sizes.

In March 2010, the 2010-11 staffing plan was approved and positions were adjusted according to the plan. In August 2010, the district received EduJobs funding and added high school, middle school and elementary school positions. These positions have been added into the actual full-time equivalents (FTEs) for the 2010-11 school year.

The 2011-12 staffing plan includes positions to meet the priority areas of the referendum passed in November. However, due to the current discussions in the state legislature regarding school funding, a two-phase staffing plan is being presented. The second phase of the plan will be brought back to the board in June as a part of the Annual Operating Plan (AOP) approval process.

Priority Areas 2 and 4 are addressed through this staffing plan:

Priority Area #2: To provide resources necessary to preserve and improve class sizes in the core academic areas at the secondary level and to preserve and improve class sizes at the elementary level.

The addition of positions, as well as maintaining the FTEs from the EduJobs bill, will assist in lowering class sizes in the elementary schools and in core academic areas at the secondary level. In the document titled *Operating Levy Priority Areas, August 26, 2010*, the estimate was 5 positions at the middle and high schools to restore the core academic areas to the student/teacher ratios that existed prior to the 2009-10 school year. With the total addition of 10.25 FTEs, including EduJobs and phase two, that priority is met. The estimate was approximately 5 for elementary and 3.5 will be added with an additional FTE added if enrollment warrants. The preliminary budget plan also includes additions for music, STEM and Chinese.

Priority Area #4: To provide increased access to world languages.

The preliminary staffing plan provides for the addition of a full-time Chinese teacher. The teacher will be partially funded through a program from the Minnesota Department of Education.

Suggested Resolution: Move to approve the preliminary 2011-2012 Staffing Plan as presented.

LAK:mde  
Attachments

**2011-12  
Preliminary Staffing Plan**

| <b>Licensed Staff (FTE)</b>     | <b>2010-11<br/>Budget</b> | <b>2010-11<br/>Actual</b> | <b>2011-12<br/>Budget</b> | <b>Increase<br/>(Decrease)</b> | <b>^ Phase 2</b> |
|---------------------------------|---------------------------|---------------------------|---------------------------|--------------------------------|------------------|
| Elementary (K-5)                | 87.00                     | 89.00                     | 91.50                     | 2.50                           | 0.00             |
| Middle School (6-8)             | 48.31                     | 51.82                     | 52.82                     | 1.00                           | 1.00             |
| High School (9-12)              | 53.07                     | 55.39                     | 58.19                     | 2.80                           | 2.00             |
| Alternative Education           | 7.92                      | 7.92                      | 6.92                      | -1.00                          | 0.00             |
| Special Education ***           | 105.88                    | 106.68                    | 106.68                    | 0.00                           | 0.00             |
| ESL                             | 5.30                      | 5.30                      | 5.30                      | 0.00                           | 0.00             |
| Elementary Art                  | 3.00                      | 3.00                      | 3.00                      | 0.00                           | 0.00             |
| Elementary Music                | 6.33                      | 6.57                      | 7.00                      | 0.43                           | 0.00             |
| Music (6-12)                    | 6.67                      | 6.67                      | 8.00                      | 0.00                           | 1.33             |
| Elementary Physical Education   | 6.33                      | 6.57                      | 7.00                      | 0.43                           | 0.00             |
| Gifted and Talented             | 1.50                      | 1.50                      | 1.50                      | 0.00                           | 0.00             |
| Administrative                  | 10.00                     | 10.00                     | 10.00                     | 0.00                           | 0.00             |
| Media Specialists               | 3.00                      | 3.00                      | 3.00                      | 0.00                           | 0.00             |
| Counselors                      | 10.00                     | 10.00                     | 10.00                     | 0.00                           | 0.00             |
| School Nurses                   | 2.00                      | 2.00                      | 2.00                      | 0.00                           | 0.00             |
| Supervisory **                  | 7.00                      | 9.00                      | 9.00                      | 0.00                           | 0.00             |
| <b>Total Licensed Staff</b>     | <b>363.30</b>             | <b>374.41</b>             | <b>381.91</b>             | <b>6.17</b>                    | <b>4.33</b>      |
| Federal Programs/Grants **      | 18.50                     | 19.75                     | 19.75                     | 0.00                           | 0.00             |
| <b>Non-Licensed Staff</b>       |                           |                           |                           |                                |                  |
| Administrative                  | 0.00                      | 0.00                      | 0.00                      | 0.00                           | 0.00             |
| Supervisory                     | 7.00                      | 6.00                      | 6.00                      | 0.00                           | 0.00             |
| Paraprofessionals*              | 147.50                    | 138.65                    | 138.65                    | 0.00                           | 0.00             |
| Non-Aligned/TCI                 | 21.11                     | 21.11                     | 21.11                     | 0.00                           | 0.00             |
| Clerical                        | 38.03                     | 42.28                     | 42.28                     | 0.00                           | 0.00             |
| Custodial                       | 32.00                     | 32.99                     | 32.99                     | 0.00                           | 0.00             |
| <b>Total Non-Licensed Staff</b> | <b>245.63</b>             | <b>241.03</b>             | <b>241.03</b>             | <b>0.00</b>                    | <b>0.00</b>      |
| Federal Programs/Grants **      | 6.11                      | 6.11                      | 6.11                      | 0.00                           | 0.00             |

\* Includes all paraprofessionals funded through tuition, special and general education.

\*\*Title I, II, V additional grant positions. The total FTE may fluctuate due to funding.

\*\*\* Includes positions filled by purchased services.

|                                             |               |                                                            |
|---------------------------------------------|---------------|------------------------------------------------------------|
| EduJobs postions included in 2010-11 actual | High School   | 2.125 FTE (science, mathematics and English/language arts) |
|                                             | Middle School | 2.125 FTE (mathematics and 6th Grade)                      |
|                                             | Elementary    | 1.0 FTE (4th Grade)                                        |

|                                          |               |       |
|------------------------------------------|---------------|-------|
| <b>Total EduJobs and new 2011-12 FTE</b> | High School   | 4.925 |
| Does not include Phase 2                 | Middle School | 3.125 |
|                                          | Elementary    | 3.5   |

**^ Phase 2 additional FTE will only be added if state funding permits.**

|                                       |               |       |
|---------------------------------------|---------------|-------|
| Includes all FTE (Budget and Phase 2) | High School   | 6.125 |
|                                       | Middle School | 4.125 |
|                                       | Elementary    | 3.5   |



*Presented to the Moorhead Area School Board on March 28, 2011*

The following chart provides information regarding the average class sizes at each grade level. The class sizes are teachers to students. Additional staff members are not counted in the ratios. The district annual plan provides for class sizes within the following parameters:

### Student to Teacher Ratios

|                      | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|----------------------|-------|-------|-------|-------|-------|-------|-------|
| <b>Grade Level</b>   |       |       |       |       |       |       |       |
| 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 (Core) | 30:1  | 30:1  | 30:1  | 30:1  | 33:1  | 33:1  | 30:1  |
| High School (Core)   | 30:1  | 30:1  | 30:1  | 30:1  | 36:1  | 36:1  | 30:1  |

Secondary staffing for elective classes will require a student enrollment of 20.  
Core Classes - English/Language Arts, Mathematics, Science, Social Studies

### Average Class Size

|                      | 05-06                 | 06-07                 | 07-08                 | 08-09                 | 09-10                 | 10-11                 | Projected<br>11-12    |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                      | Average<br>Class Size | Average<br>Class Size | Average<br>Class Size | Average<br>Class Size | Average<br>Class Size | Average<br>Class Size | Average<br>Class Size |
| Kindergarten         | 22                    | 23                    | 22                    | 22                    | 23                    | 22                    | 23                    |
| Grade 1              | 24                    | 24                    | 24                    | 24                    | 24                    | 23                    | 23                    |
| Grade 2              | 25                    | 23                    | 23                    | 24                    | 25                    | 26                    | 26                    |
| Grade 3              | 25                    | 25                    | 26                    | 25                    | 29                    | 25                    | 25                    |
| Grade 4              | 26                    | 25                    | 25                    | 27                    | 27                    | 27                    | 26                    |
| Grade 5              | 26                    | 28                    | 26                    | 29                    | 29                    | 28                    | 28                    |
| Grade 6 (Core)       | 29                    | 30                    | 27                    | 29                    | 33                    | 33                    | 29                    |
| Grade 7 (Core)       | 26                    | 25                    | 30                    | 27                    | 33                    | 33                    | 29                    |
| Grade 8 (Core)       | 26                    | 26                    | 27                    | 31                    | 31                    | 33                    | 29                    |
| District Average K-3 | 24                    | 24                    | 24                    | 24                    | 25                    | 24                    | 24                    |
| District Average K-5 | 25                    | 24                    | 23                    | 25                    | 26                    | 25                    | 25                    |
| District Average 6-8 | 27                    | 27                    | 28                    | 29                    | 32                    | 33                    | 29                    |

\*\*The average class size is based on Nov. 1 enrollment.



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.088R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: March 22, 2011

SUBJECT: Resolution for Discontinuing and Reducing Educational Programs and Licensed Positions

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

| <u>FTE</u> | <u>License</u>        | <u>Grade Level</u> |
|------------|-----------------------|--------------------|
| .5         | Elementary            | Kindergarten       |
| .4         | Art                   | 5-12               |
| 1.0        | Alternative Education | 6-12               |

Suggested Resolution: Move to approve the resolution directing administration to effect termination or reduction and non-renewal of licensed teacher programs and positions as listed.

LAK:mde  
Attachment

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

RESOLUTION DISCONTINUING AND REDUCING  
EDUCATIONAL PROGRAMS AND POSITIONS

WHEREAS, the School Board of Independent School District No.152 adopted a resolution on January 10, 2011, directing the administration to make recommendations for reductions in programs and positions, and

WHEREAS, said recommendation have been received and considered by school board,

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

That the following programs and positions, or portions thereof, be discontinued:

| <u>FTE</u> | <u>License</u>        | <u>Grade Level</u> |
|------------|-----------------------|--------------------|
| 1.00       | Alternative Education | 6-12               |
| .40        | Art                   | K-12               |
| <u>.50</u> | Elementary            | K                  |
| 1.90       | TOTAL                 |                    |

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

and the following voted against:

whereupon said resolution was declared duly passed and adopted.



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.087R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *LAK*

DATE: March 22, 2011

SUBJECT: First Reading of Policies

The School Board will conduct a first reading of the following policies: Employees as Vendors of School Supplies 445, Wellness 536, Facility and Site Improvement and/or Development 701, Severe Weather-Related School Closings 711, School District Owned Vehicle Reservation 722, Use of All School Equipment and Materials for Instructional Purposes Off School Premises 732, Complimentary Athletic Season Passes/Single Event Passes 832, and Disposition of Obsolete Equipment and Material 833.

LAK:mde  
Attachments

## Employees as Vendors of School Supplies

|                   |                                                |
|-------------------|------------------------------------------------|
| Type:             | School Board Policy                            |
| Section:          | 400 EMPLOYEE/PERSONNEL                         |
| Code:             | 445                                            |
| Adopted Date:     | 11/28/1989                                     |
| Revised Date(s):  | 10/09/2006                                     |
| Reviewed Date(s): | 04/26/1994, 11/24/1997, 01/27/2003, 10/09/2006 |
| Attached Files:   | No Documents Found.                            |

---

### I. PURPOSE

The purpose of this policy is to assure that Moorhead Area Public Schools will be in is compliance with state statutes regarding the sale, proceeds or profits of any school supplies sold to the school district by school district employees and/or persons connected with the school district. Except as authorized in Minnesota Statute 471.88, a public officer who is authorized to take part in any manner in making any sale, lease, or contract in official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.

### II. GENERAL STATEMENT OF POLICY

Except as provided for under Minnesota statute, no teacher, district school officer, including the Superintendent, member of the Moorhead School Board, nor any person connected with the Moorhead Area Public School system in any capacity, shall be interested directly or indirectly in the sale, proceeds or profits of any book, apparatus or furniture used, or to be used in the school district. Nothing in this policy or the statute prohibit the spouse of an employee or officer of the school district from contracting with the school district for the sale or lease of books, apparatus, furniture or other supplies to be used in the school district as long as the employee's or officer's position does not involve approving contracts for supplies and the School Board unanimously approves the transaction.

School district employees shall not become involved in making purchases from public or private vendors and then selling those items to students. Any exceptions to this policy must be approved in advance by the building administrator or appropriate supervisor and the Superintendent or designee. Also, school district personnel will monitor that student purchases of textbooks, supplies, materials, tools or equipment for instructional purposes shall be made from a vendor, through a school store, parts department or school district purchase order and not from school district employees.

Violators of this policy shall suffer the consequences of the applicable Minnesota statutes and may also be considered insubordinate by the school district and dealt with accordingly.

Legal References:

Minnesota Statute 123B.20 (Dealing in School Supplies)

Minnesota Statute 471.87 (Public Officers, Interest in Contract; Penalty)

Minnesota Statute 471.88 (Exceptions)

Cross Reference:

Moorhead School Board Policy 205: School Board Conflict of Interest

## Wellness

|                   |                     |
|-------------------|---------------------|
| Type:             | School Board Policy |
| Section:          | 500 STUDENTS        |
| Code:             | 536                 |
| Adopted Date:     | 5/22/2006           |
| Revised Date(s):  | 12/14/2009          |
| Reviewed Date(s): | 12/14/2009          |
| Attached Files:   | No Documents Found. |

---

### I. PURPOSE

The purpose of this policy is to assure an 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 and to promote and encourage students to adopt lifelong healthy behaviors that can reduce the risk of chronic disease.

### II. GENERAL STATEMENT

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 educational achievement.

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 district faculty and staff should act as role models to students for good nutrition and physical activity.

D. The Moorhead Area Public Schools ~~encourages~~ will involve the involvement of administration, School Board, students, parents, teachers, food ~~and nutrition service~~ personnel, and other interested persons in developing, implementing, monitoring, and reviewing, and revising as needed the school district ~~nutrition and physical activity policies~~ Wellness policy.

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 service 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; will 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~~ sold or served at school during the school day 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~~ service 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. The Moorhead Area Public Schools will provide access to clean, free drinking water for students during the school day.

~~34.~~ School district food ~~and nutrition~~ service personnel shall adhere to all federal, state, and local food safety and security guidelines.

~~45.~~ 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.

~~56.~~ The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.

~~67.~~ 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.

~~78.~~ The school district will discourage the sharing of food and beverages given concerns about food allergies and restrictions on students' diets.

~~89.~~ The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

~~910.~~ The school district will provide, to the extent possible, a breakfast program to help meet students' nutritional needs and enhance ~~student's~~ their abilities ~~sy~~ to learn.

#### B. School Food ~~and Nutrition~~ Services 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 service~~ director to be responsible for the school district's food ~~and nutrition service~~ 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 Schools' responsibility to operate a food ~~and nutrition service~~ program, the school district will provide continuing professional development for all food ~~and nutrition service~~ 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 education and promotion that is:

a. offered as part of a standards-based, sequential, age appropriate, comprehensive program designed to provide students and their families with the knowledge and skills necessary to promote and protect their health;

b. integrated into comprehensive part of health, physical education, family and consumer science (FACS) and other classes as well as classroom instruction in subjects such as mathematics, 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 school~~ stores.

3. School staff will not use foods or beverages ~~choices that do not meet nutritional standards~~ as a rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education program plan or behavior intervention plan) and will not withhold foods 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.

4. The school district will not withhold physical education as punishment.

E. Communications with Parents

1. The Moorhead Area Public Schools recognizes that parents and guardians have ~~a~~ the 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 to 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. 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~~ service personnel will ~~ensure~~ monitor compliance with the school's food ~~and nutrition~~ service program and ~~will~~ report compliance information to the food ~~and nutrition~~ program administrator service director.

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~~ service 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

## Facility and Site Improvement and/or Development

**Type:** School Board Policy  
**Section:** 700 NON-INSTRUCTIONAL  
**Code:** 701  
**Adopted Date:** 3/23/1987  
**Revised Date(s):** 10/09/2006  
**Reviewed Date(s):** 02/07/1997, 01/27/2003, 10/09/2006  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

The ~~intent~~ purpose of this policy is to ensure that ~~the~~ facilities of Moorhead Area Public Schools ~~do not inhibit the ability of any child~~ allow students to reach their maximum potential as a learner, while using said facilities in ~~the most economical~~ a fiscally responsible manner possible.

### II. GENERAL STATEMENT ~~OF POLICY~~

The school district shall:

- A. Ensure long range needs are considered when facility changes are made.
- B. Determine impact on other buildings.
- C. Consider short/long range implications.
- D. Determine economic impact on all facilities.
- E. Analyze the impact on instruction.

All facility/site improvement work must be approved by ~~the Moorhead Area Public Schools' District Wide Facility Improvement Committee. This committee is made up of~~ the Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Business Services, and the Director of ~~Buildings and Grounds~~ Property Services and Transportation. Prior to review, Administrative Procedure 701.1 (Facility/Site Improvement Request) must be completed. The ~~committee shall submit their~~ recommendation will be forwarded to the Superintendent for consideration in the context of the School District's Annual Operating Plan, Capital Budget, and Long Range Facility Plan.

In accordance with Minnesota Statute 123B.52, capital improvements exceeding \$~~5~~100,000 must be competitively bid as authorized by the Moorhead School Board.

Legal Reference:  
Minnesota Statute 123B.52 (Contracts)

## Severe Weather-Related School Closings

|                   |                       |
|-------------------|-----------------------|
| Type:             | School Board Policy   |
| Section:          | 700 NON-INSTRUCTIONAL |
| Code:             | 711                   |
| Adopted Date:     | 12/9/2002             |
| Revised Date(s):  | 10/09/2006            |
| Reviewed Date(s): | 10/09/2006            |
| Attached Files:   | No Documents Found.   |

---

### I. PURPOSE

~~The Moorhead School Board recognizes that severe weather conditions may impact operations of the school district.~~ The purpose of this policy is to provide information regarding severe weather-related school closings.

### II. GENERAL STATEMENTS OF POLICY

#### A. School Closings

When conditions prevail at the school which a building administrator considers to be of an emergency nature or hazardous to staff and students, he/she shall notify the Superintendent or designee of the circumstances.

Building administrators will follow individual building action plans as outlined in the School District Crisis Management Policy (710) and Crisis Management Emergency Plan. The Superintendent or designee may determine an alternate plan of action. Once ~~the~~ a plan is determined, school district staff will contact the media, other public and nonpublic schools, and others ~~which may be~~ as necessary.

Emergency or hazardous conditions are defined as those situations which make it impossible to carry on the normal teaching activities in the school and/or create a situation which could be harmful to the safety of the students and staff. Examples include, but are not restricted to, bomb threats, weather and utility failures.

#### B. Weather Emergencies

School district officials will work jointly with the U.S. Weather Bureau in monitoring conditions during times of inclement weather.

The Superintendent (or designee), with consultation from the Director of Property Services and Transportation, will determine appropriate actions to be taken relating to early dismissal, late start or the closing of school. Once a decision has been made, ~~all local radio and television~~



~~stations~~ media outlets will be notified ~~of the action~~ and an announcement will be posted on the district website.

There may be times when weather conditions are not severe enough to justify the closing of schools but bus schedules and routes may have to be modified or canceled.

#### C. After-School Activities

In the event schools are closed due to severe weather conditions, all after-school activities, including practices and non-school events, will be canceled and the building completely vacated of all but custodial personnel.

#### Cross References:

Moorhead School Board Policy 710: School District Crisis Management ~~Policy~~

## School District Owned Vehicle Reservation

**Type:** School Board Policy  
**Section:** 700 NON-INSTRUCTIONAL  
**Code:** 722  
**Adopted Date:** 1/27/2003  
**Revised Date(s):** 10/09/2006  
**Reviewed Date(s):** 10/09/2006  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

The ~~intent~~ purpose of this policy is to ensure the proper and legal utilization of school-owned vehicles.

### II. GENERAL STATEMENT ~~OF POLICY~~

The school district shall:

A. ~~Provide as safe as possible,~~ Make available a means of transportation for employees and other passengers for district-related travel that meets current safety regulations.

B. Provide a reservation procedure that is equitable to all users.

C. ~~Allow~~ authorize the school district ~~a methodology for~~ to monitoring usage of school district vehicles.

All Moorhead Area Public Schools' employees and students are required to adhere to Administrative Procedures 722.1: School District Owned Vehicle Reservation Procedures, and 722.2: Drivers of School District Owned Vehicles and 722.3: Car Rental Procedures related to this policy.

#### Legal Reference:

Minnesota Statute 471.666 (Personal Use of Publicly Owned Automobiles Prohibited)

## Use of All School Equipment and Materials for Instructional Purposes Off School Premises

|                   |                                                |
|-------------------|------------------------------------------------|
| Type:             | School Board Policy                            |
| Section:          | 700 NON-INSTRUCTIONAL                          |
| Code:             | 732                                            |
| Adopted Date:     | 4/10/1984                                      |
| Revised Date(s):  | 02/12/2007                                     |
| Reviewed Date(s): | 03/23/1993, 05/11/1998, 06/09/2003, 02/12/2007 |
| Attached Files:   | No Documents Found.                            |

---

### I. PURPOSE

The purpose of this policy is to notify staff, students and outside organizations of the appropriate protocol relating to the use of school equipment and materials off school premises.

~~Use of school equipment and materials will be limited to organizations affiliated with the Moorhead Area Public School District.~~

### II. GENERAL STATEMENT OF POLICY

It may be necessary for staff, students and outside organizations to use school equipment and materials off the school premises, for instructional purposes, not for recreational purposes or personal gain.

Each building level administrator, in consultation with appropriate staff, shall have the responsibility of developing a circulation policy for instructional materials that will encourage access to these materials by students and staff. It must be recognized that restrictions on off school premise circulation of certain types of materials and equipment may be necessary. This would occur when their circulation would result in a violation of contractual or copyright agreements that the school district has entered into with other agencies (example: teacher's manuals, or computer software, ~~commercial video tapes~~).

Each borrower shall bear the responsibility for returning the equipment or materials in the same condition as when received. The school district shall be reimbursed by the borrower for the loss or damage to any school equipment or materials. This would include textbooks, library books, athletic equipment, music equipment, computers, audiovisual equipment, etc. The cost of the reimbursement shall be based on the amount of the original purchase price in the event of loss or damage beyond repair. When repair is possible, the reimbursement shall be set at the exact costs of repair or an amount agreed upon by the school administration.

Individuals requesting use of district equipment and materials off-premise must complete ~~be~~ Administrative Procedure 732.1 ~~must be completed for off-premise use of district equipment~~

~~and materials.~~

Legal Reference:

Federal Copyright Law, Public Law 94-553

Cross References:

Moorhead School Board Policy 440: Employee ~~Copyrights/Royalties~~ Publications, Instructional Materials, Inventions, and Creations

Moorhead School Board Policy 730: School District Copyright Policy

Moorhead School Board Policy 831: Rental of District Musical Instruments

### Complimentary Athletic Season Passes/Single Event Passes

**Type:** School Board Policy  
**Section:** 800 BUSINESS SERVICES  
**Code:** 832  
**Adopted Date:** 3/31/1995  
**Revised Date(s):** 06/11/2007  
**Reviewed Date(s):** 08/12/2002, 06/11/2007  
**Attached Files:** No Documents Found.

---

#### I. PURPOSE

~~The Moorhead School Board believes it is in the best interest of the school district for staff and select individuals to attend athletic activities. Staff attendance at athletic activities builds relationships between staff, students, parents/guardians and others in the community. The purpose of the policy is to provide guidance on the distribution of complimentary passes.~~

#### II. GENERAL STATEMENT ~~OF POLICY~~

In order to encourage staff attendance at athletic activities and to acknowledge the contributions of community members, Moorhead Area Public Schools has established the following criteria for issuing complimentary athletic passes/single event passes.

#### III. SEASON PASSES

Moorhead Area Public School District staff and School Board members will be provided complimentary passes for regular season home athletic events. Unless otherwise noted, the valid staff photo identification card shall admit the bearer to all regular season home athletic events (non-tournaments). Yearly employment shall be verified through the ~~Department of~~ Human Resources Department at the beginning of the school year.

1. Staff photo identification (ID) cards would be required for admittance to any regular season contest. ID cards are nontransferable. Any district staff member with a current Moorhead photo ID would be admitted.
2. Complimentary passes do not provide admittance to post season contests or non-athletic events.
3. If a school employee wishes to include a spouse on the season pass at a reduced rate, the employee must contact the Activities Office.
4. Residents of the school district who are 65 years of age or older will be given a "Senior

Citizen" pass upon request. Requests must be made in person at the Activities Office and identification will be required. The pass is limited to regular season home athletic events (non-tournaments).

5. The Activities Office may provide complimentary season passes to media representatives covering Moorhead contests.

6. The Activities Office may provide a limited number of season passes for those individuals providing supportive services. A list of those receiving season passes will be maintained in the Activities Office.

#### IV. SINGLE EVENT PASSES

1. The Activities Office may designate a game as "Youth Night" where students attending Moorhead Area Public Schools may be admitted to a game ~~without admission~~ at no charge. The Activities Office will coordinate the criteria for admittance.

2. The Activities Office may provide a limited number of single event passes for those individuals providing supportive services. A list of those receiving single event passes will be maintained in the Activities Office.

## **Disposition of Obsolete Equipment and Material**

|                          |                                                               |
|--------------------------|---------------------------------------------------------------|
| <b>Type:</b>             | School Board Policy                                           |
| <b>Section:</b>          | 800 BUSINESS SERVICES                                         |
| <b>Code:</b>             | 833                                                           |
| <b>Adopted Date:</b>     | 8/8/1978                                                      |
| <b>Revised Date(s):</b>  | 02/12/2007                                                    |
| <b>Reviewed Date(s):</b> | 03/27/1990, 03/22/1994, 05/11/1998, 06/23/2003,<br>02/12/2007 |
| <b>Attached Files:</b>   | No Documents Found.                                           |

---

### **I. PURPOSE**

The purpose of this policy is to provide guidelines for the Superintendent to assist in timely disposition of obsolete equipment and material.

### **II. GENERAL STATEMENT OF POLICY**

Effective use of school building space and consideration for safety of personnel may at times require disposal of obsolete equipment and material.

### **III. DEFINITIONS**

A. "Contract" means an agreement entered into by the Moorhead Area Public School District for the sale of supplies, materials or equipment.

B. "Official newspaper" is a regular issue of a qualified legal newspaper.

### **IV. MANNER OF DISPOSITION**

#### **A. Authorization:**

The Superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the Moorhead School Board. The Superintendent shall be authorized to properly dispose of used books, materials and equipment deemed to have little or no value.

#### **B. Contracts Over \$5100,000**

1. If the value of the equipment or materials is estimated to exceed \$5100,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall



state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the School Board shall deem necessary.

2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.

3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the School Board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the School Board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the School Board may readvertise.

5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.

6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

#### C. Contracts ~~F~~from \$1025,000 to \$5100,000

If the amount of the sale is estimated to exceed \$1025,000 but not to exceed \$5100,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

**D. Contracts ~~Less Than \$1025,000~~ or Less**

If the amount of the sale is estimated to be ~~\$1025,000~~ or less, the contract may be made either upon quotation or in the open market, at the discretion of the School Board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

**E. Electronic Sale of Surplus Suppliers, Materials and Equipment**

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

**F. Notice of Quotation**

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

**FG. Sales to Employees**

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at public auction or by sealed response, if the employee is not directly involved in the auction or sale process. ~~An employee cannot purchase items if he or she is directly involved in the auction or sale process.~~ Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district in any 12-month period. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

**GH. Exceptions for Surplus School Computers.**

A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contacts if it is disposing of surplus school computers and related equipment by conveying the property and title to:

1. another school district;
2. the state department of corrections;

3. the board of trustees of Minnesota State Colleges and Universities; or
4. the family of a student residing in the district whose total family income meets the federal definition of poverty.

Legal References:

Minnesota Statute 15.054 (Public Employees Not to Purchase Merchandise from Governmental Agencies; Exceptions; Penalty)  
Minnesota Statute 123B.29 (Sale of School Building at Auction)  
Minnesota Statute 123B.52 (Contracts)  
Minnesota Statute 471.345 (Uniform Municipal Contracting Law)  
Minnesota Statute 645.11 (Published Notice)  
Minnesota Statute 13.591 (Business Data)



Office of School Improvement and Accountability  
**Moorhead Area Public Schools**

Memo SIA.11.022 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability *ME*

DATE: March 22, 2011

SUBJECT: District and School Profiles Update

Attached please find an updated draft of the district section of the District and School Profiles document. Included in this version is achievement and staffing data, along with the demographics data that were discussed at the February 28 School Board meeting.

MOE:nls  
Attachment



# **MOORHEAD AREA PUBLIC SCHOOLS**

## ***DISTRICT AND SCHOOL PROFILES***

***2005-06 THROUGH 2009-10***

**DRAFT**



### ***Mission Statement:***

***To develop the maximum potential of every learner to thrive in a changing world.***

# TABLE OF CONTENTS

## District Data

|                                              |    |
|----------------------------------------------|----|
| District Demographic Definitions.....        | 3  |
| District Demographic Data.....               | 5  |
| District Achievement Definitions.....        | 9  |
| District Achievement Data.....               | 12 |
| District Staffing & Utility Definitions..... | 22 |
| District Staffing & Utility Data.....        | 23 |

## Elementary Data

|                                                |  |
|------------------------------------------------|--|
| Elementary Demographic Definitions.....        |  |
| Elementary Achievement Definitions.....        |  |
| Elementary Staffing & Utility Definitions..... |  |

## Robert Asp Elementary School

|                                         |  |
|-----------------------------------------|--|
| Robert Asp Demographic Data.....        |  |
| Robert Asp Achievement Data.....        |  |
| Robert Asp Staffing & Utility Data..... |  |

## Ellen Hopkins Elementary School

|                                            |  |
|--------------------------------------------|--|
| Ellen Hopkins Demographic Data.....        |  |
| Ellen Hopkins Achievement Data.....        |  |
| Ellen Hopkins Staffing & Utility Data..... |  |

## S.G. Reinertsen Elementary School

|                                              |  |
|----------------------------------------------|--|
| S.G. Reinertsen Demographic Data.....        |  |
| S.G. Reinertsen Achievement Data.....        |  |
| S.G. Reinertsen Staffing & Utility Data..... |  |

## Secondary Data

|                                               |  |
|-----------------------------------------------|--|
| Secondary Demographic Definitions.....        |  |
| Secondary Achievement Definitions.....        |  |
| Secondary Staffing & Utility Definitions..... |  |

## Horizon Middle School

|                                      |  |
|--------------------------------------|--|
| Horizon Demographic Data.....        |  |
| Horizon Achievement Data.....        |  |
| Horizon Staffing & Utility Data..... |  |

## Moorhead High School

|                                          |  |
|------------------------------------------|--|
| High School Demographic Data.....        |  |
| High School Achievement Data.....        |  |
| High School Staffing & Utility Data..... |  |

## Red River Area Learning Center (RRALC)

|                                    |  |
|------------------------------------|--|
| RRALC Demographic Data.....        |  |
| RRALC Achievement Data.....        |  |
| RRALC Staffing & Utility Data..... |  |

### 1. Average Daily Attendance (ADA)

The Average Daily Attendance is the average student attendance throughout the year. The information is collected from the Minnesota Automated Reporting Student System (MARSS).

### 2. Average Daily Membership (ADM)

The Average Daily Membership (ADM) is the average number of students enrolled throughout the year. ADM is based on the year-end data reported by the school district through MARSS.

### 3. Attendance Rate

The Attendance Rate is the percentage of days that students were in attendance throughout the year. The formula for the attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM).

### 4. English Learners (EL)

The data reflects the number of students who are English Learners (EL) or who are Limited English Proficient (LEP), including immigrant students. The program was formerly known as English as a Second Language (ESL). The 2003 Minnesota legislation made significant changes to EL funding. Funding is limited to students who have generated fewer than five years ADM. Districts may not deny services to a student on the basis of state funding. This information is collected from MARSS.

### 5. October 1 Enrollment

The number reflects the actual count of students enrolled on October 1. The information is collected from PowerSchool and used to compile the enrollment report.

### 6. Spanish Immersion Program Enrollment

The Spanish Immersion Program Enrollment number reflects the number of students enrolled in the Spanish Immersion Program as of October 1. The information is collected by the Assistant Superintendent's Office.

### 7. Open Enrollment

The figure reflects the number of students choosing to open enroll into and out of Moorhead. Minnesota Statute 124D.03 allows all Minnesota public school students the opportunity to apply to attend school outside of the school district where they live. Families generally provide their own school transportation. No tuition is charged. The information is collected through MARSS.

### 8. Private School Enrollment

The Private School Enrollment is the number of resident students enrolled in private schools in the Fargo-Moorhead Area. The information is collected by the Assistant Superintendent's Office.

### 9. Home School Enrollment

The number includes students who have completed the required home school forms and provided them to the Assistant Superintendent by October 1. This number includes shared time students in the district.



### 10. Migrant Enrollment

The number of students who have moved to a different school district "within the last three years because of their parent's temporary or seasonal work in agriculture or fishing" (US Dept. of Ed., 1999). The information is collected through MARSS.

### 11. Mobility

The mobility number includes students who transferred into and out of the district during the school year. This data includes transfers within the district and transfers into and out of the district from other Minnesota districts, from other states and countries, and from non-public schools including home schools. The mobility does not reflect changes from one school year to the next based on natural progression from one school to the next. The information is collected through MARSS.

### 12. Free and Reduced Lunch Program (FRP)

The data includes the number and percentage of students who are receiving free and reduced lunch as of October 1. The information is collected from MARSS.

### 13. Ethnicity

The data shows the number and percentage of students identified by federal ethnic group categories as of October 1. The information is collected from MARSS.

### 14. Home Language

The number is self-reported by families as the language primarily used at home. Data reflects the number of students enrolled throughout the year. The information is collected from MARSS.

### 15. Special Education Status

The Special Education Status includes the number of resident students in the district receiving special education services listed by primary disability as of December 1. The number does not include out-of-district students receiving special education services in Moorhead. The information is collected by the Learner Support Services Office and from MARSS.

### 16. Students Transported

The transportation office provides the information on the percentage of students transported in Moorhead Area Public Schools. The number of students transported is divided by the number of K-12 students in the district.

# DISTRICT DATA

## DEMOGRAPHIC DATA

|                                          | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|------------------------------------------|---------|---------|---------|---------|---------|
| <b>1. Average Daily Attendance (ADA)</b> | 4864    | 4937    | 4926    | 4635    | 4657    |
| <b>2. Average Daily Membership (ADM)</b> | 5175    | 5221    | 5052    | 4898    | 4919    |
| <b>3. Attendance Rate</b>                | 94.00%  | 94.56%  | 95.00%  | 94.62%  | 94.69%  |
| <b>4. English Learners</b>               |         |         |         |         |         |
| (EL - State Reimbursement)               | 433     | 376     | 391     | 244     | 296     |
| (EL Students Served)                     | 433     | 454     | 431     | 366     | 426     |

| <b>5. October 1 Enrollment</b>                 | Oct. 2005   | Oct. 2006   | Oct. 2007   | Oct. 2008   | Oct. 2009   |
|------------------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Kindergarten                                   | 381         | 422         | 338         | 397         | 419         |
| Grade 1                                        | 415         | 399         | 427         | 405         | 408         |
| Grade 2                                        | 357         | 411         | 392         | 430         | 413         |
| Grade 3                                        | 369         | 352         | 411         | 401         | 441         |
| Grade 4                                        | 358         | 378         | 357         | 421         | 393         |
| Grade 5                                        | 383         | 371         | 385         | 379         | 424         |
| Grade 6                                        | 356         | 414         | 367         | 404         | 393         |
| Grade 7                                        | 425         | 362         | 428         | 376         | 400         |
| Grade 8                                        | 445         | 433         | 373         | 430         | 372         |
| Grade 9                                        | 442         | 462         | 437         | 404         | 445         |
| Grade 10                                       | 450         | 424         | 461         | 451         | 404         |
| Grade 11                                       | 478         | 452         | 431         | 481         | 424         |
| Grade 12                                       | 434         | 456         | 446         | 416         | 476         |
| Self-contained                                 | 4           | 3           | 7           | 4           | 0           |
| <b>Total</b>                                   | <b>5297</b> | <b>5339</b> | <b>5437</b> | <b>5399</b> | <b>5412</b> |
| <b>6. Spanish Immersion Program Enrollment</b> | Oct. 2005   | Oct. 2006   | Oct. 2007   | Oct. 2008   | Oct. 2009   |
| Kindergarten                                   | 41          | 46          | 46          | 48          | 51          |
| Grade 1                                        | 60          | 41          | 45          | 48          | 53          |
| Grade 2                                        | 32          | 53          | 40          | 43          | 48          |
| Grade 3                                        | 44          | 31          | 52          | 38          | 42          |
| Grade 4                                        | 32          | 42          | 28          | 52          | 36          |
| Grade 5                                        | 32          | 28          | 37          | 28          | 45          |
| <b>Total</b>                                   | <b>241</b>  | <b>241</b>  | <b>248</b>  | <b>257</b>  | <b>275</b>  |

# DISTRICT DATA

## DEMOGRAPHIC DATA

|                                           | 2005-06       | 2006-07       | 2007-08       | 2008-09       | 2009-10       |
|-------------------------------------------|---------------|---------------|---------------|---------------|---------------|
| <b>7. Open Enrollment</b>                 |               |               |               |               |               |
| Into Moorhead                             | 114           | 131           | 161           | 169           | 181           |
| Out of Moorhead                           | 270           | 261           | 346           | 441           | 453           |
|                                           |               |               |               |               |               |
| <b>8. Private School Enrollment</b>       | 486           | 455           | 547           | 521           | 537           |
|                                           |               |               |               |               |               |
| <b>9. Home School Enrollment</b>          | 110           | 113           | 120           | 150           | 135           |
|                                           |               |               |               |               |               |
| <b>10. Migrant Enrollment</b>             | 254           | 144           | 142           | 120           | 84            |
|                                           |               |               |               |               |               |
| <b>11. Mobility</b>                       | 2005-06       | 2006-07       | 2007-08       | 2008-09       | 2009-10       |
| Transfers Into District                   |               |               |               |               |               |
| From Other Minnesota Districts            | 220           | 220           | 279           |               |               |
| From Other States & Countries             | 234           | 310           | 316           |               |               |
| From Non-public                           | 46            | 42            | 58            |               |               |
| Transfers Out of District                 |               |               |               |               |               |
| To Other Minnesota Districts              | 199           | 209           | 267           |               |               |
| To Other States & Countries               | 102           | 153           | 116           |               |               |
| To Non-public                             | 11            | 16            | 12            |               |               |
| Transfers Within the District             |               |               |               |               |               |
|                                           |               |               |               |               |               |
| <b>12. Free and Reduced Lunch Program</b> | Oct. 2005     | Oct. 2006     | Oct. 2007     | Oct. 2008     | Oct. 2009     |
| Free                                      | 1305          | 1245          | 1302          | 1332          | 1442          |
| Reduced                                   | 280           | 348           | 344           | 321           | 353           |
| Percent of Students Free & Reduced        | 29.7%         | 29.2%         | 30.3%         | 30.1%         | 32.6%         |
|                                           |               |               |               |               |               |
| <b>13. Ethnicity</b>                      | Oct. 2005     | Oct. 2006     | Oct. 2007     | Oct. 2008     | Oct. 2009     |
| Native American                           | 166           | 169           | 170           | 227           | 192           |
|                                           | 3.17%         | 3.17%         | 3.13%         | 3.84%         | 3.17%         |
| Asian                                     | 78            | 88            | 86            | 92            | 96            |
|                                           | 1.49%         | 1.65%         | 1.59%         | 1.56%         | 1.58%         |
| Hispanic                                  | 442           | 455           | 471           | 526           | 514           |
|                                           | 8.44%         | 8.53%         | 8.67%         | 8.90%         | 8.48%         |
| Black                                     | 133           | 158           | 166           | 218           | 292           |
|                                           | 2.54%         | 2.96%         | 3.06%         | 3.69%         | 4.82%         |
| White                                     | 4421          | 4469          | 4544          | 4848          | 4967          |
|                                           | 84.37%        | 83.71%        | 83.58%        | 82.02%        | 81.95%        |
| <i>Percent Minority</i>                   | <i>15.63%</i> | <i>16.29%</i> | <i>16.45%</i> | <i>17.98%</i> | <i>18.05%</i> |

# DISTRICT DATA

## DEMOGRAPHIC DATA

| 14. Home Language            | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|------------------------------|---------|---------|---------|---------|---------|
| Adangme                      | 0       | 0       | 0       | 0       | 3       |
| Afrikaans                    | 2       | 0       | 0       | 1       | 0       |
| Albanian                     | 23      | 20      | 24      | 24      | 28      |
| American Sign Language (ASL) | 3       | 1       | 1       | 1       | 1       |
| Arabic                       | 12      | 7       | 12      | 17      | 38      |
| Armenian                     | 0       | 0       | 0       | 1       | 0       |
| Cambodian                    | 6       | 1       | 0       | 1       | 1       |
| Cebuano                      | 1       | 1       | 0       | 0       | 2       |
| Chinese                      | 3       | 5       | 4       | 4       | 5       |
| Chippewa                     | 0       | 0       | 0       | 0       | 2       |
| Cutchi                       | 3       | 2       | 1       | 1       | 1       |
| Dakotah                      | 6       | 5       | 8       | 3       | 4       |
| English                      | 5040    | 5596    | 5098    | 5295    | 5395    |
| English Creolized            | 0       | 0       | 0       | 0       | 2       |
| French                       | 0       | 0       | 0       | 0       | 2       |
| German                       | 3       | 4       | 1       | 2       | 1       |
| Hawaiian                     | 3       | 3       | 3       | 3       | 3       |
| Hindi                        | 4       | 1       | 0       | 0       | 0       |
| Japanese                     | 1       | 1       | 1       | 1       | 2       |
| Korean                       | 3       | 4       | 4       | 4       | 4       |
| Krio                         | 0       | 0       | 0       | 0       | 8       |
| Kurdish                      | 121     | 128     | 140     | 150     | 154     |
| Laotian                      | 3       | 1       | 0       | 0       | 0       |
| Mongolian                    | 1       | 0       | 0       | 0       | 0       |
| Nepali                       | 2       | 2       | 1       | 1       | 1       |
| Norwegian                    | 1       | 0       | 0       | 0       | 0       |
| Persian                      | 3       | 2       | 0       | 1       | 1       |
| Polish                       | 0       | 1       | 0       | 0       | 0       |
| Portuguese                   | 0       | 0       | 1       | 1       | 0       |
| Russian                      | 8       | 7       | 8       | 7       | 6       |
| Serbo-Croatian               | 33      | 38      | 46      | 35      | 36      |
| Somali                       | 17      | 15      | 28      | 22      | 22      |
| Spanish                      | 410     | 361     | 364     | 292     | 286     |
| Swahili                      | 6       | 3       | 2       | 1       | 0       |
| Swedish                      | 1       | 2       | 1       | 0       | 0       |
| Thai                         | 0       | 0       | 1       | 1       | 2       |



# DISTRICT DATA

## DEMOGRAPHIC DATA

| 14. Home Language (Continued) | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|-------------------------------|---------|---------|---------|---------|---------|
| Turkish                       | 1       | 1       | 1       | 0       | 0       |
| Ukrainian                     | 1       | 0       | 0       | 0       | 0       |
| Vietnamese                    | 25      | 41      | 45      | 42      | 41      |

| 15. Special Education Status     | Dec. 2005  | Dec. 2006  | Dec. 2007  | Dec. 2008  | Dec. 2009  |
|----------------------------------|------------|------------|------------|------------|------------|
| <i>(December Child Count)</i>    |            |            |            |            |            |
| Speech/Language Impaired         | 165        | 170        | 176        | 192        | 192        |
| DCD Mild Moderate                | 32         | 38         | 42         | 39         | 41         |
| DCD Severe                       | 12         | 9          | 6          | 4          | 6          |
| Physically Impaired              | 23         | 17         | 19         | 18         | 17         |
| Deaf/Hard of Hearing             | 24         | 20         | 20         | 24         | 24         |
| Visual Impairment                | 0          | 1          | 1          | 1          | 3          |
| Specific Learning Disability     | 197        | 182        | 159        | 148        | 135        |
| Emotional Behavioral Disorders   | 81         | 83         | 79         | 80         | 78         |
| Deaf-Blind                       | 1          | 0          | 0          | 0          | 0          |
| Other Health Disabilities        | 194        | 179        | 188        | 191        | 176        |
| Autism Spectrum Disorders        | 56         | 59         | 67         | 79         | 82         |
| Development Delay                | 118        | 136        | 150        | 143        | 135        |
| Traumatic Brain Injury           | 5          | 6          | 5          | 7          | 9          |
| Severely Multiple Impaired       | 5          | 5          | 6          | 5          | 4          |
| <b>Total Disabilities Served</b> | <b>913</b> | <b>905</b> | <b>918</b> | <b>931</b> | <b>902</b> |
|                                  |            |            |            |            |            |
| 16. Students Transported         | 2005-06    | 2006-07    | 2007-08    | 2008-09    | 2009-10    |
|                                  | 77.8%      | 74.8%      | 79.8%      | 93.2%      | 85.8%      |

### 1. Minnesota Comprehensive Assessments (MCA-II)

The MCA-II is the Minnesota Comprehensive Assessment that is given to students in reading and mathematics annually. School districts use this assessment to measure student progress toward state academic standards, as required by federal education mandates and guidelines (NCLB). State officials recently introduced a new test that will better reflect how students are performing with more rigorous standards. Because it is a new test, the results should not be directly compared with the tests from previous years. During the 2005-06 school year, the tests were given in grades three through eight, 10 and 11.

There are four achievement levels for the MCA-II:

- 1) Exceeds the Standards (E)
- 2) Meets the Standards (M)
- 3) Partially Meets the Standards (P)
- 4) Does Not Meet the Standards (D)

### 2. Measures of Academic Progress (MAP)

The MAP assessment is a computerized, adaptive test that measures student achievement. Moorhead Area Public Schools uses state-aligned MAP tests in reading and mathematics.

MAP tests provide results that can be used to:

- ◆ Identify the skills and concepts individual students have learned;
- ◆ Diagnose instructional needs;
- ◆ Monitor academic growth over time;
- ◆ Make data-driven decisions at the classroom, school and district levels;
- ◆ Place new students in appropriate instructional programs.

#### RIT Scale

The scale used in the MAP assessment is divided into equal parts, like centimeters on a ruler. These parts are called RIT, which stands for Rasch Unit (after Danish statistician Georg Rasch).

Because the tests are adaptive and the test items displayed are based on student performance, not age or grade, a score means the same thing. For example, a third grader who received a score of 210 and a fourth grader who received a score of 210 are learning at the same level. This allows growth to be measured.

The RIT scale is infinite, but most student scores fall between the values of 140 and 300. Like meters or pounds, the scale is equal-interval, meaning that the distance between 170 and 182 is the same as the distance between 240 and 252. This allows educators to apply simple mathematical equations to the scores to determine information such as the mean and median scores in a class or grade.

The mean is the arithmetic average of a group of scores. The mean is sensitive to extreme scores when population samples are small.

The median is the middle score in a list of scores; it is the point at which half the scores are above and half the scores are below.

# DISTRICT DATA

## ACHIEVEMENT DEFINITIONS

| 2008 READING STATUS NORMS (RIT VALUES) |                             |                           |                          |                        |                       |                     | 2008 MATHEMATICS STATUS NORMS (RIT VALUES) |                             |                           |                          |                        |                       |                     |
|----------------------------------------|-----------------------------|---------------------------|--------------------------|------------------------|-----------------------|---------------------|--------------------------------------------|-----------------------------|---------------------------|--------------------------|------------------------|-----------------------|---------------------|
| Grade                                  | Beginning-of-Year<br>Median | Beginning-of-Year<br>Mean | Middle-of-Year<br>Median | Middle-of-Year<br>Mean | End-of-Year<br>Median | End-of-Year<br>Mean | Grade                                      | Beginning-of-Year<br>Median | Beginning-of-Year<br>Mean | Middle-of-Year<br>Median | Middle-of-Year<br>Mean | End-of-Year<br>Median | End-of-Year<br>Mean |
| K                                      | 146                         | 147.6                     | 151                      | 152.4                  | 155                   | 156.3               | K                                          | 148                         | 149.5                     | 152                      | 153.1                  | 158                   | 158.1               |
| 1                                      | 160                         | 160.2                     | 167                      | 166.5                  | 173                   | 171.9               | 1                                          | 164                         | 163.4                     | 171                      | 169.9                  | 178                   | 176.7               |
| 2                                      | 179                         | 179.7                     | 186                      | 186.0                  | 190                   | 189.6               | 2                                          | 179                         | 179.5                     | 186                      | 186.5                  | 191                   | 190.8               |
| 3                                      | 192                         | 191.6                     | 197                      | 196.3                  | 200                   | 199.0               | 3                                          | 192                         | 192.1                     | 199                      | 198.0                  | 203                   | 202.4               |
| 4                                      | 201                         | 200.1                     | 205                      | 203.7                  | 207                   | 205.8               | 4                                          | 203                         | 203.0                     | 208                      | 207.6                  | 211                   | 211.4               |
| 5                                      | 208                         | 206.7                     | 211                      | 209.6                  | 212                   | 211.1               | 5                                          | 212                         | 211.7                     | 216                      | 216.0                  | 220                   | 219.2               |
| 6                                      | 213                         | 211.6                     | 215                      | 213.8                  | 216                   | 214.8               | 6                                          | 219                         | 218.3                     | 222                      | 221.4                  | 225                   | 223.8               |
| 7                                      | 217                         | 215.4                     | 219                      | 217.3                  | 219                   | 217.9               | 7                                          | 225                         | 224.1                     | 228                      | 226.4                  | 230                   | 228.3               |
| 8                                      | 220                         | 219.0                     | 222                      | 220.6                  | 223                   | 221.2               | 8                                          | 230                         | 229.3                     | 232                      | 230.9                  | 234                   | 232.7               |
| 9                                      | 222                         | 220.9                     | 223                      | 221.9                  | 224                   | 222.6               | 9                                          | 233                         | 231.6                     | 234                      | 232.5                  | 236                   | 234.0               |
| 10                                     | 226                         | 223.9                     | 227                      | 224.9                  | 228                   | 225.4               | 10                                         | 237                         | 235.2                     | 238                      | 235.9                  | 239                   | 237.1               |
| 11                                     | 227                         | 225.2                     | 228                      | 225.6                  | 227                   | 225.6               | 11                                         | 239                         | 237.1                     | 240                      | 238.5                  | 241                   | 239.8               |

### Normative Growth Data

Grade-level performance can be compared to the performance of students in the same grade from a wide variety of schools throughout the nation. These comparisons offer an indication of what might be considered typical performance and growth for students at each grade level.

### 3. AIMSweb

AIMSweb is a scientifically based formative assessment and basic skills improvement system. The AIMSweb formative assessment model informs the instructional process by efficiently identifying at-risk students, students who are learning, and students who are not progressing adequately.

#### AIMSweb Components:

- ◆ **Benchmarking** assesses students three times per school year for universal screening (early identification) in grades K-5. Moorhead Area Public Schools will add grades 6-8 for the 2010-11 school year.
- ◆ **Strategic Monitoring** monitors the at-risk students and evaluates the effectiveness of instructional interventions.
- ◆ **Progress Monitoring** monitors the students who need more intensive instructional services.



**AIMSweb Tests of Early Literacy (TEL):**

- ◆ Letter Naming Fluency (LNF) requires students to identify as many upper and lower case letter names as they can in one minute.
- ◆ Letter Sound Fluency (LSF) requires students to identify as many lower case letter sounds as they can in one minute.
- ◆ Phonemic Segmentation Fluency (PSF) requires students to say the sounds in words presented orally by an examiner in one minute.
- ◆ Nonsense Word Fluency (NWF) requires students to identify and say the sounds in non-real words for one minute.
- ◆ Reading Curriculum Based Measurement (RCBM) requires students to read orally for one minute. The examiner calculates the number of words read correctly providing a valid measure of general reading achievement.
- ◆ Curriculum Based Measurement Maze (CBM Maze) requires students to read silently for three minutes and measures reading comprehension.

**4. Four-Year Graduation Rate**

This rate includes ninth grade students in 2005-2006 plus students who moved in minus students who moved out. The number of graduates included in the group is divided by the total.

**5. Five-Year Graduation Rate**

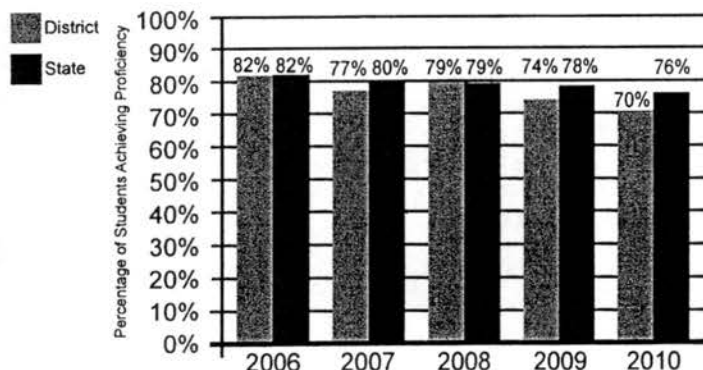
This rate includes ninth grade students in 2004-2005 plus students who moved in minus students who moved out. This rate is similar to the Four-Year Graduation Rate, but allows four or five years for students to graduate. The number of graduates included in the group is divided by the total.

**6. Six-Year Graduation Rate**

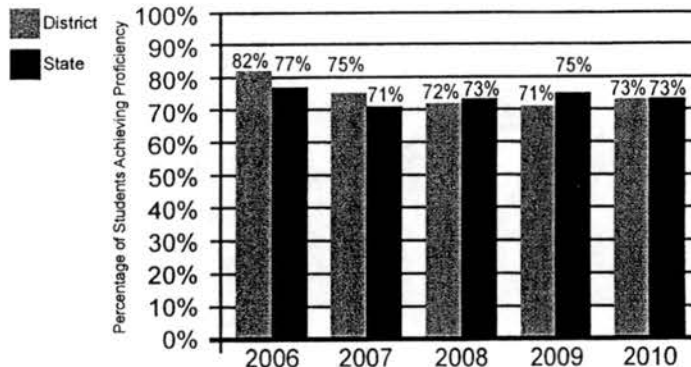
This rate includes ninth grade students in 2003-2004 plus students who moved in minus students who moved out. This rate is similar to the Four-Year Graduation Rate, but allows four, five or six years for students to graduate. The number of graduates included in the group is divided by the total.

## Minnesota Comprehensive Assessments (MCA-II)

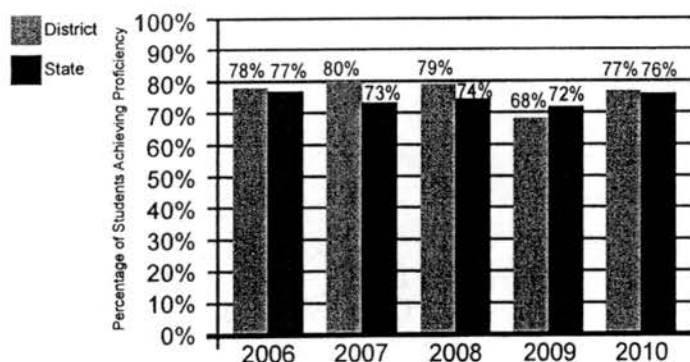
**MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)  
DISTRICT READING – GRADE 3**



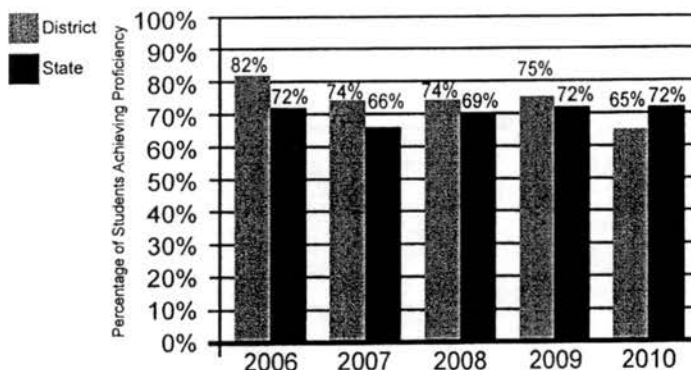
**MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)  
DISTRICT READING – GRADE 4**



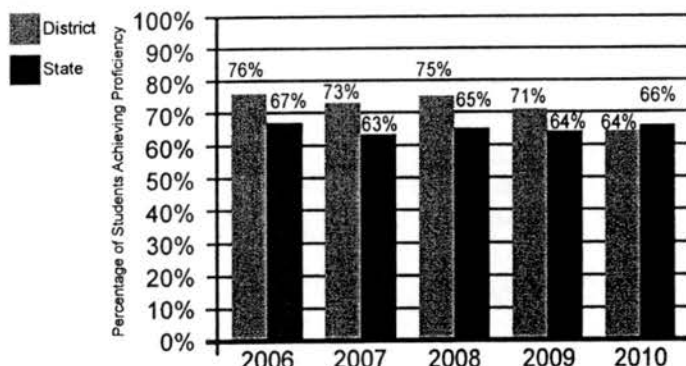
**MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)  
DISTRICT READING – GRADE 5**



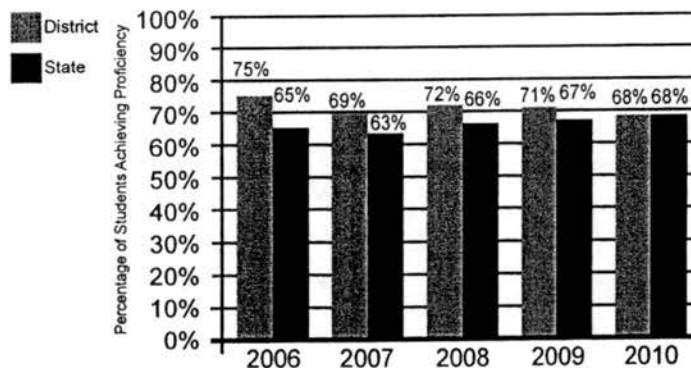
**MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)  
DISTRICT READING – GRADE 6**



**MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)  
DISTRICT READING – GRADE 7**

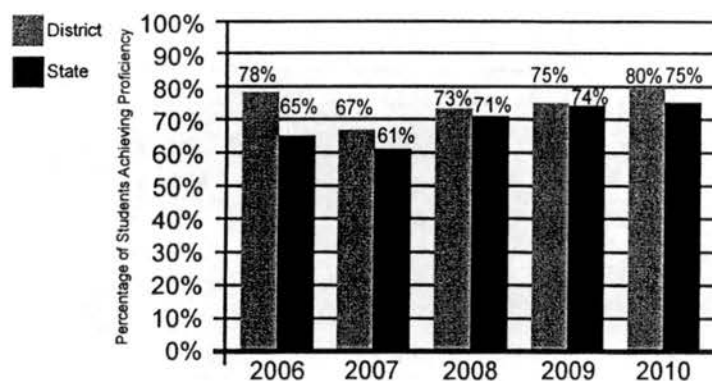


**MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)  
DISTRICT READING – GRADE 8**

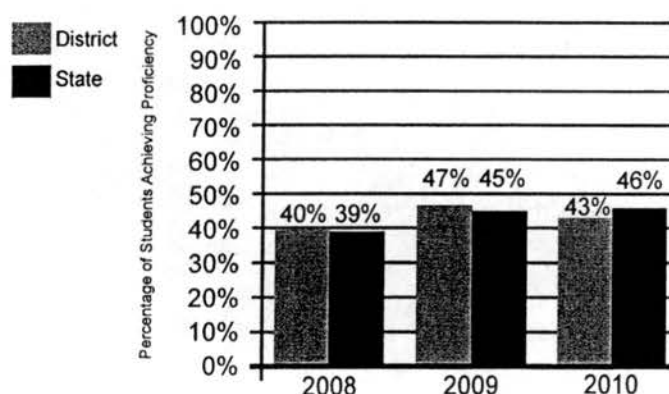


## Minnesota Comprehensive Assessments (MCA-II)

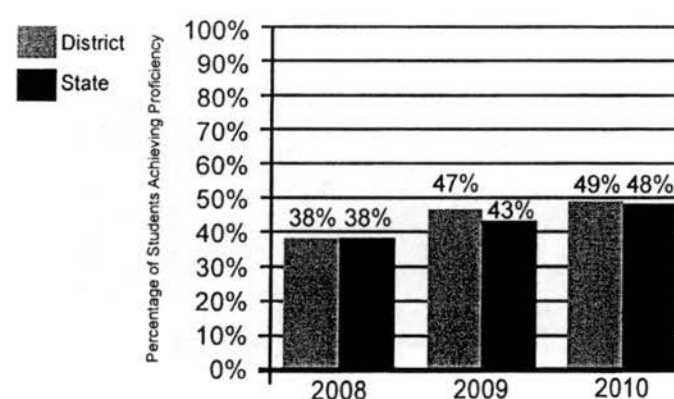
### MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 10



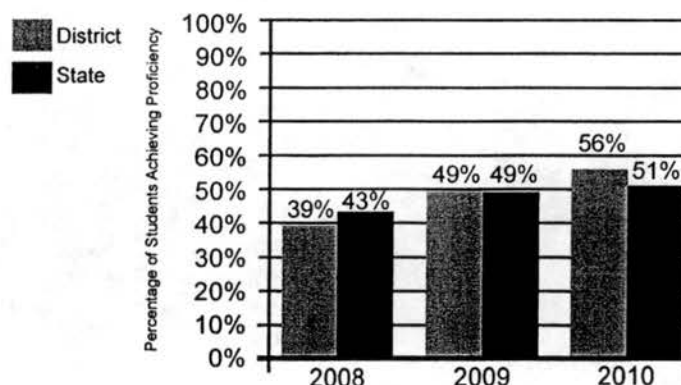
### MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT SCIENCE – GRADE 5



### MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT SCIENCE – GRADE 8

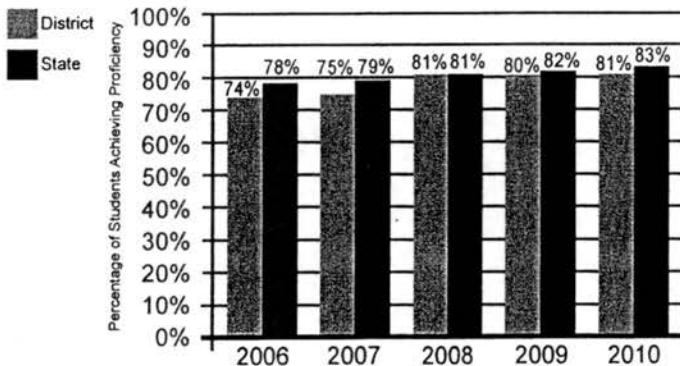


### MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT SCIENCE – HIGH SCHOOL

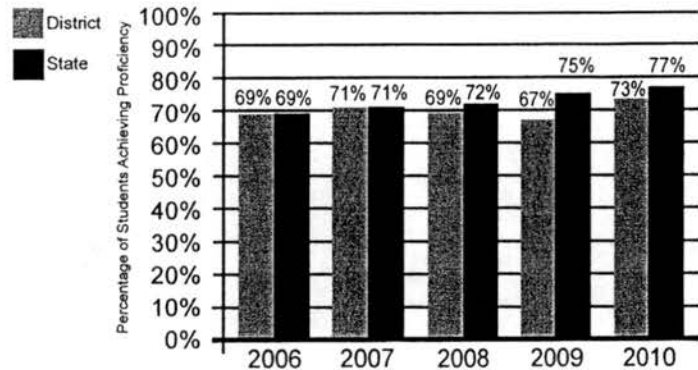


## Minnesota Comprehensive Assessments (MCA-II)

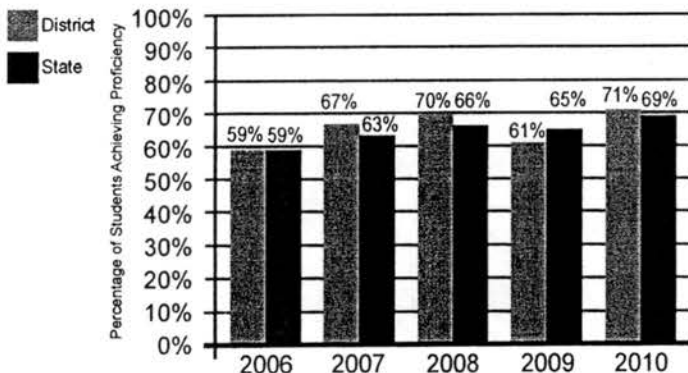
**MINNESOTA COMPREHENSIVE ASSESSMENTS-II  
DISTRICT MATHEMATICS - GRADE 3**



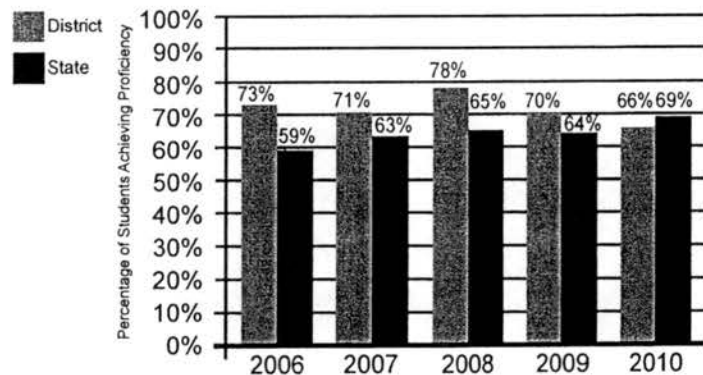
**MINNESOTA COMPREHENSIVE ASSESSMENTS-II  
DISTRICT MATHEMATICS - GRADE 4**



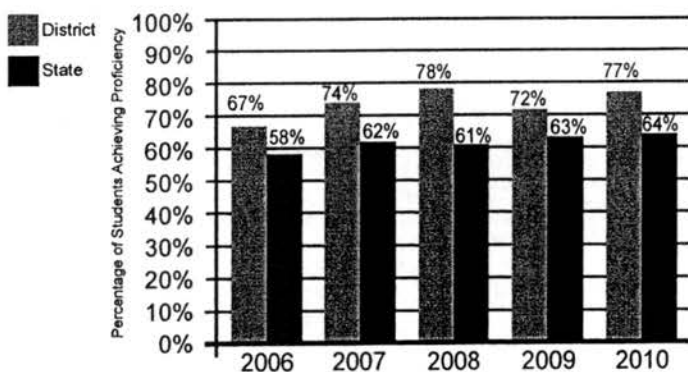
**MINNESOTA COMPREHENSIVE ASSESSMENTS-II  
DISTRICT MATHEMATICS - GRADE 5**



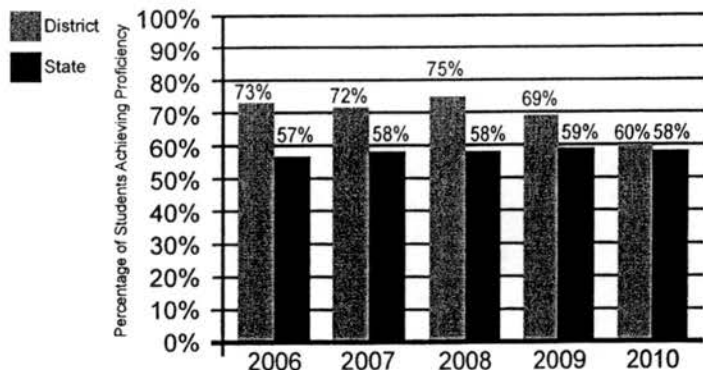
**MINNESOTA COMPREHENSIVE ASSESSMENTS-II  
DISTRICT MATHEMATICS - GRADE 6**



**MINNESOTA COMPREHENSIVE ASSESSMENTS-II  
DISTRICT MATHEMATICS - GRADE 7**



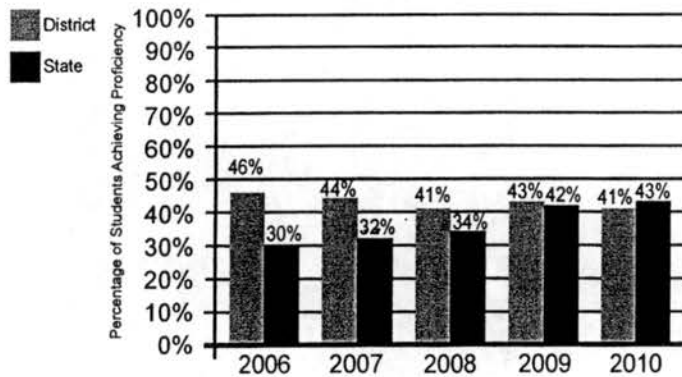
**MINNESOTA COMPREHENSIVE ASSESSMENTS-II  
DISTRICT MATHEMATICS - GRADE 8**





### Minnesota Comprehensive Assessments (MCA-II)

#### MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS – GRADE 11



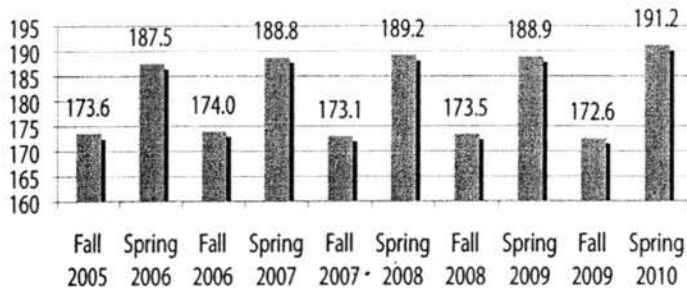
# DISTRICT DATA

## ACHIEVEMENT DATA

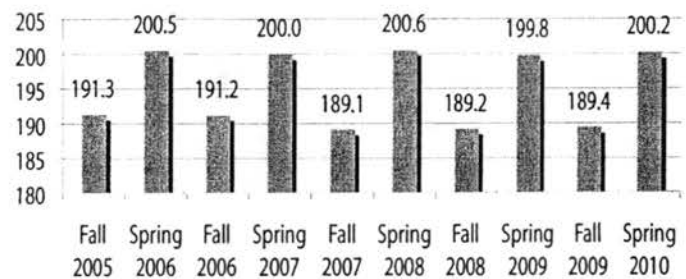
### Measures of Academic Progress (MAP)

#### NWEA Grade Level Mean RIT

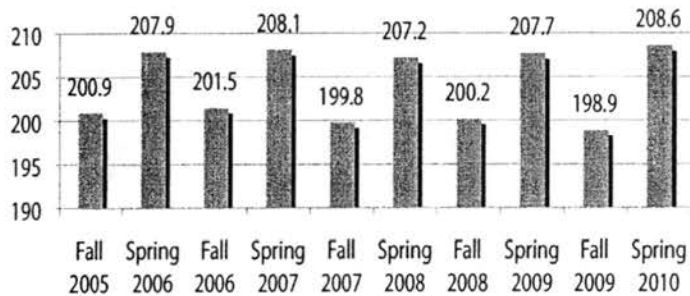
##### GRADE 2 READING



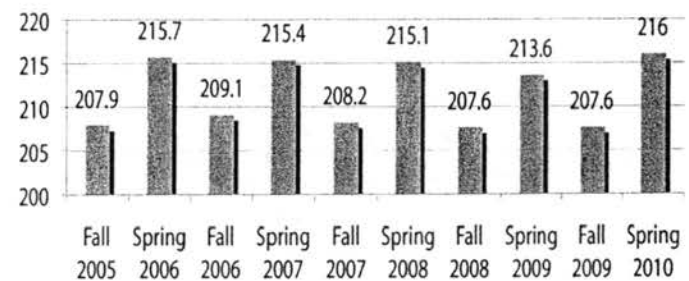
##### GRADE 3 READING



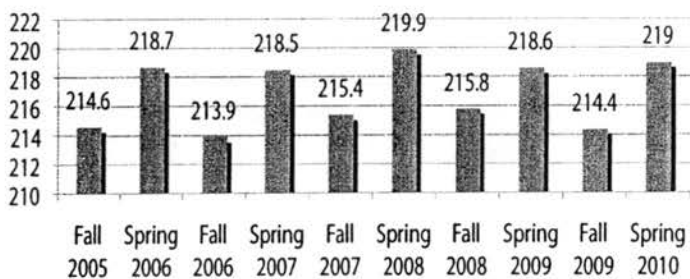
##### GRADE 4 READING



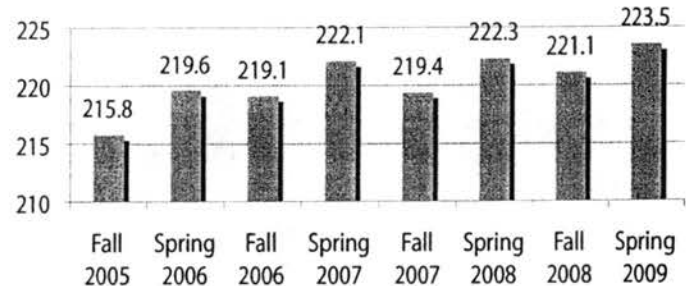
##### GRADE 5 READING



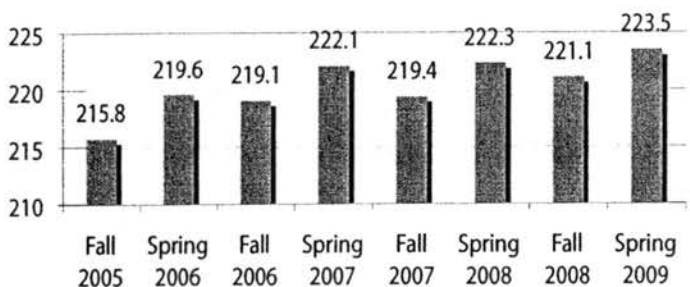
##### GRADE 6 READING



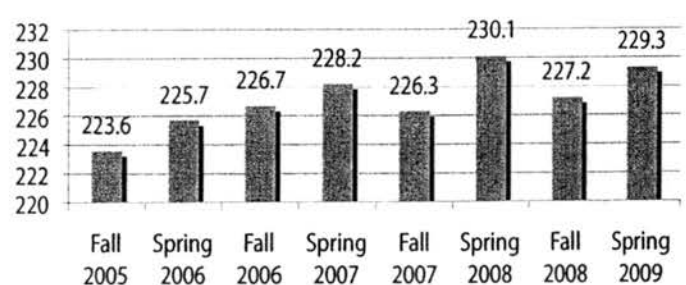
##### GRADE 7 READING



##### GRADE 8 READING



##### GRADE 9 READING



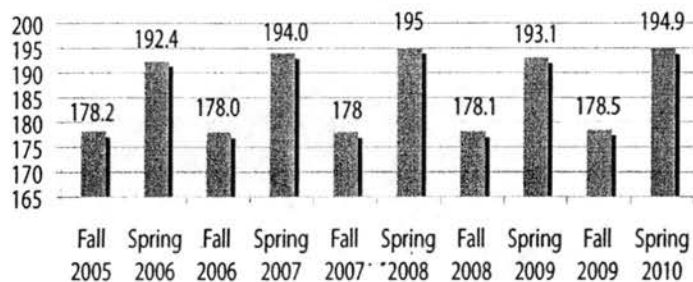
# DISTRICT DATA

## ACHIEVEMENT DATA

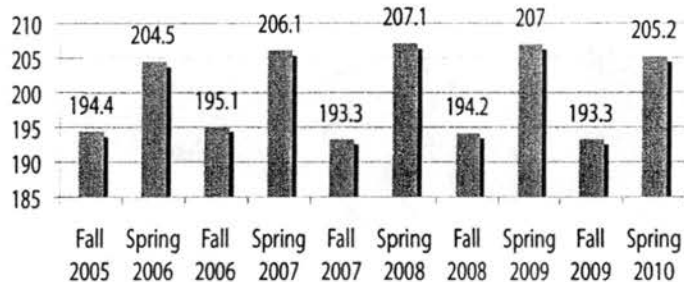
### Measures of Academic Progress (MAP)

#### NWEA Grade Level Mean RIT

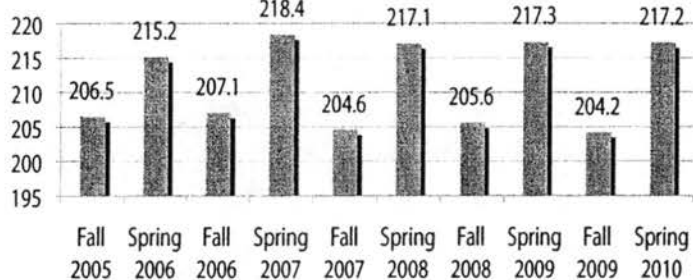
##### GRADE 2 MATHEMATICS



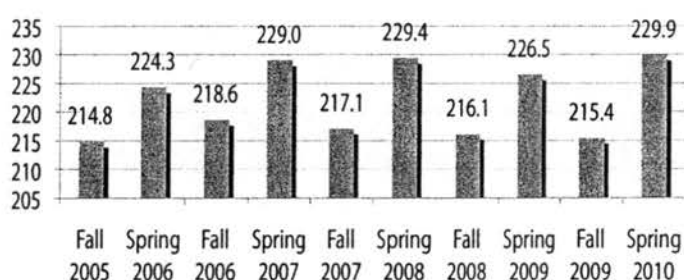
##### GRADE 3 MATHEMATICS



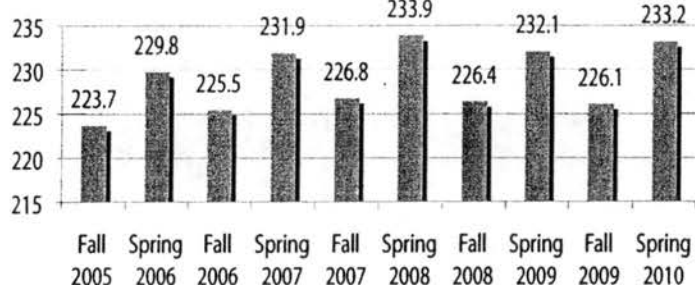
##### GRADE 4 MATHEMATICS



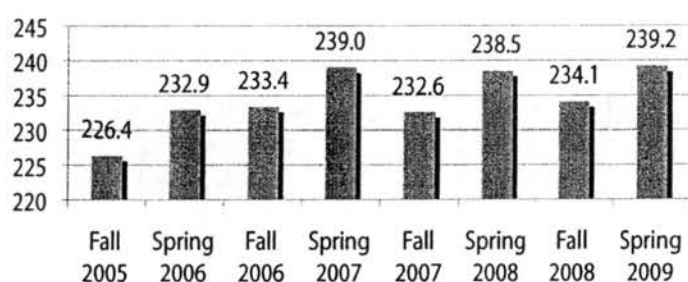
##### GRADE 5 MATHEMATICS



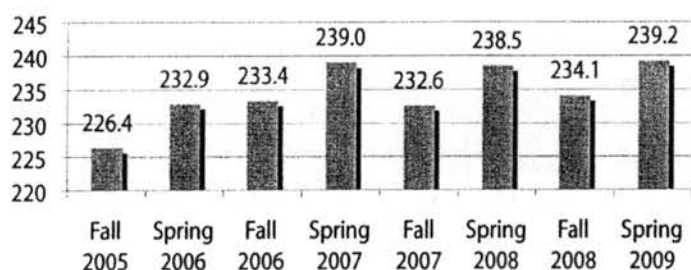
##### GRADE 6 MATHEMATICS



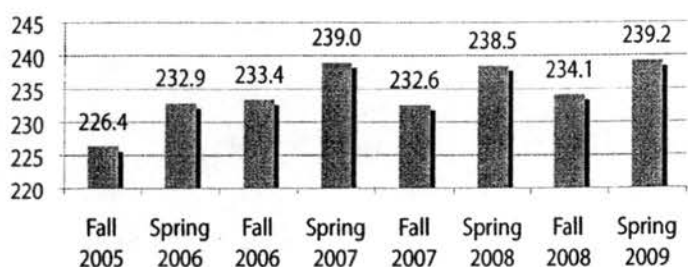
##### GRADE 7 MATHEMATICS



##### GRADE 8 MATHEMATICS



##### GRADE 9 MATHEMATICS

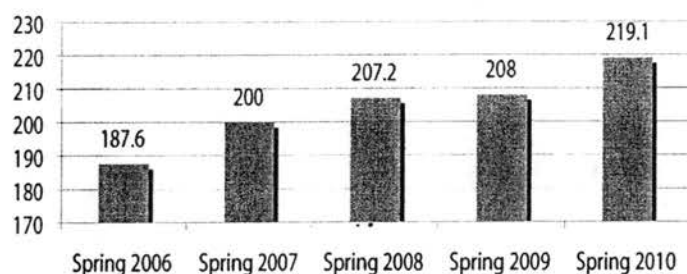




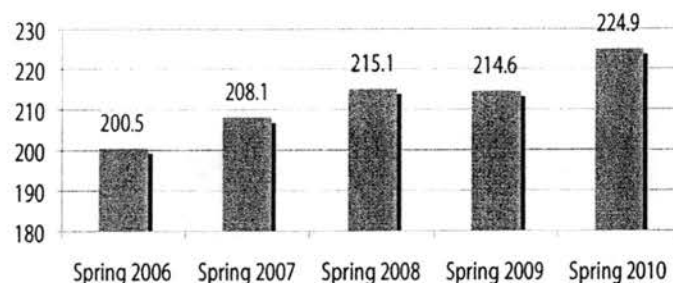
## Measures of Academic Progress (MAP)

### Cohort Progression

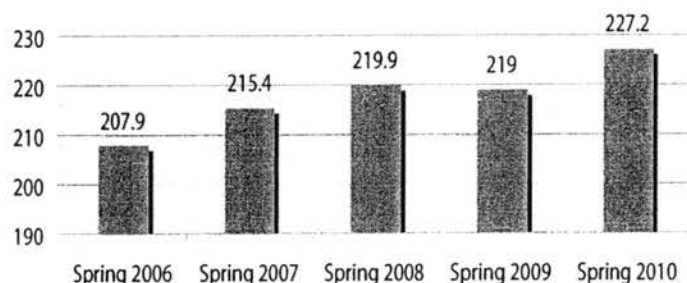
**CLASS OF 2016 READING**



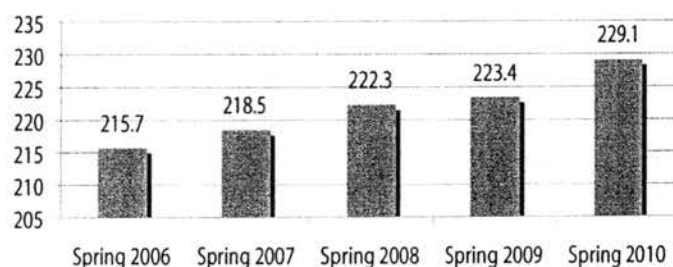
**CLASS OF 2015 READING**



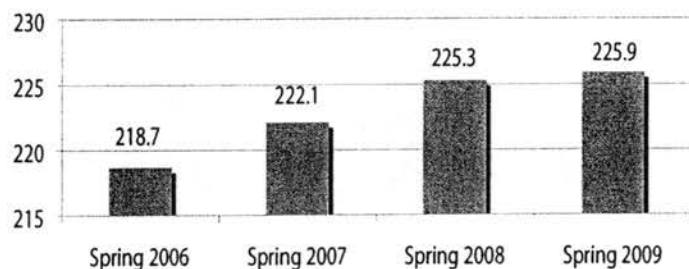
**CLASS OF 2014 READING**



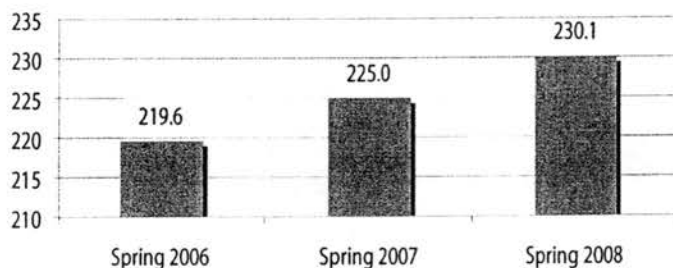
**CLASS OF 2013 READING**



**CLASS OF 2012 READING**



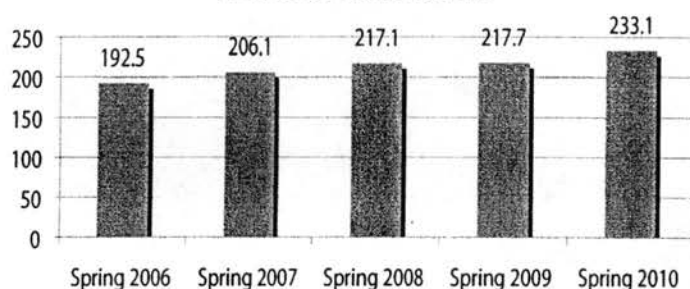
**CLASS OF 2011 READING**



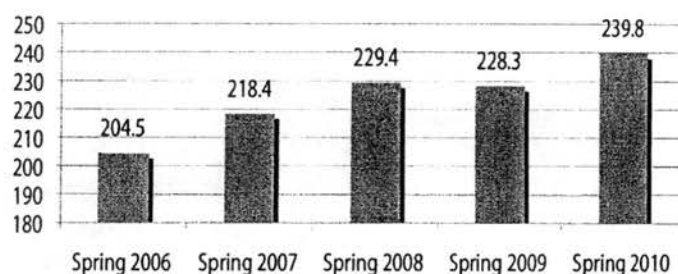
## Measures of Academic Progress (MAP)

### Cohort Progression

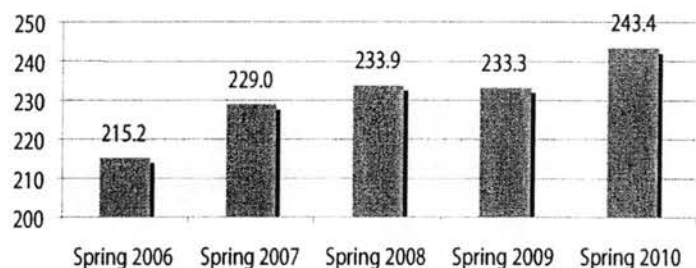
**CLASS OF 2016 MATH**



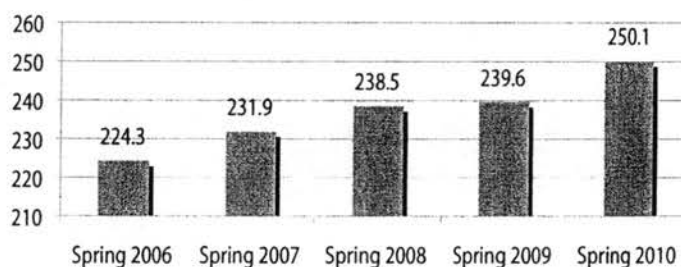
**CLASS OF 2015 MATH**



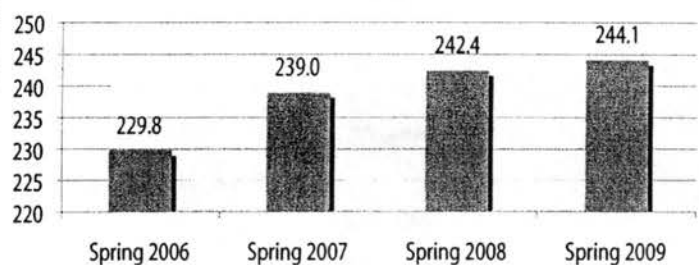
**CLASS OF 2014 MATH**



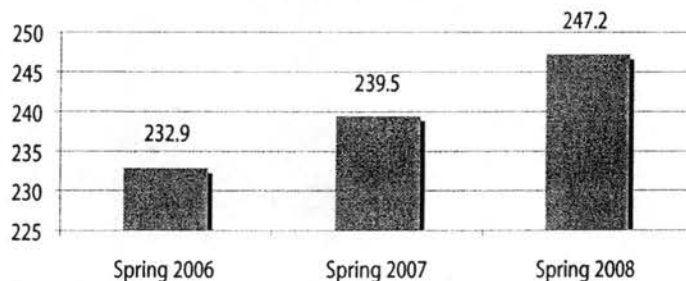
**CLASS OF 2013 MATH**



**CLASS OF 2012 MATH**



**CLASS OF 2011 MATH**



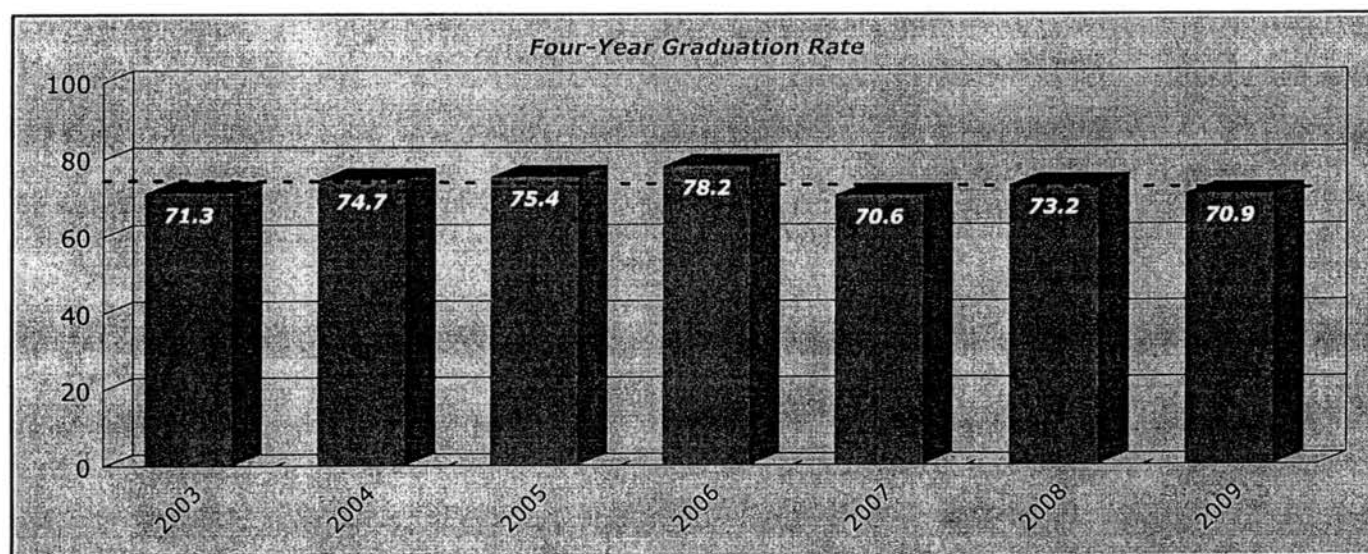
# DISTRICT DATA

## ACHIEVEMENT DATA

### AIMSweb

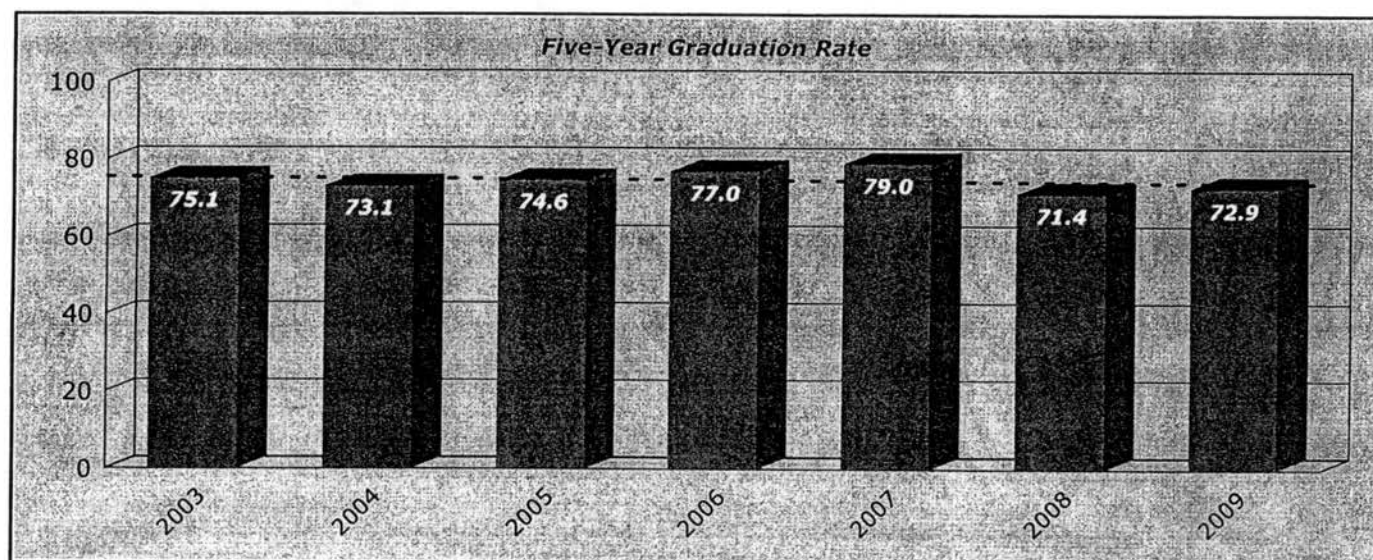
| Grade & Probe       | Percent of Students at Benchmark or Above Spring 2009 | Number of Students Tested | Percent of Students at Benchmark or Above Spring 2010 | Number of Students Tested |
|---------------------|-------------------------------------------------------|---------------------------|-------------------------------------------------------|---------------------------|
| <b>Kindergarten</b> |                                                       |                           |                                                       |                           |
| LSF                 | 43%                                                   | 424                       | 45%                                                   | 423                       |
| PSF                 | 73%                                                   | 424                       | 70%                                                   | 423                       |
| NWF                 | 46%                                                   | 424                       | 52%                                                   | 423                       |
| <b>Grade 1</b>      |                                                       |                           |                                                       |                           |
| NWF                 | 50%                                                   | 440                       | 60%                                                   | 432                       |
| PSF                 | 82%                                                   | 407                       | 77%                                                   | 431                       |
| RCBM                | 55%                                                   | 440                       | 62%                                                   | 432                       |
| <b>Grade 2</b>      |                                                       |                           |                                                       |                           |
| RCBM                | 61%                                                   | 429                       | 66%                                                   | 398                       |
| <b>Grade 3</b>      |                                                       |                           |                                                       |                           |
| RCBM                | 62%                                                   | 387                       | 68%                                                   | 435                       |
| <b>Grade 4</b>      |                                                       |                           |                                                       |                           |
| RCBM                | 64%                                                   | 419                       | 70%                                                   | 386                       |
| <b>Grade 5</b>      |                                                       |                           |                                                       |                           |
| RCBM                | 66%                                                   | 366                       | 66%                                                   | 419                       |

### Four-Year Graduation Rate

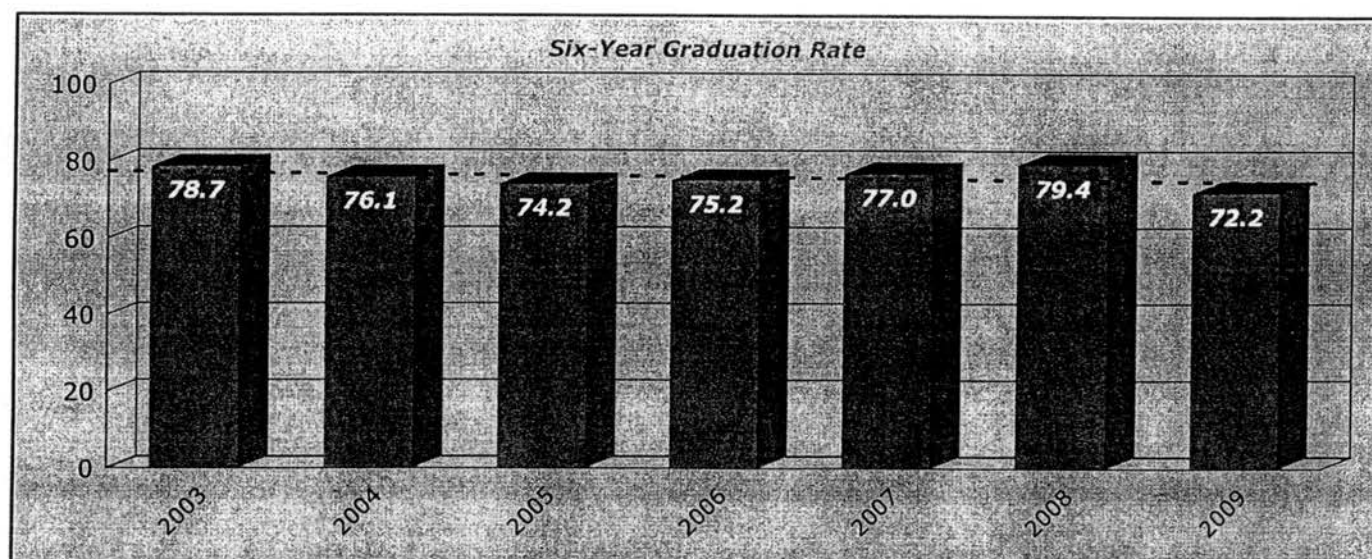




### Five-Year Graduation Rate



### Six-Year Graduation Rate



### 1. Teaching Staff

The number reflects the number of teaching staff at the end of the year. The information is also disaggregated by degrees and years of experience. The Human Resources Office and the Staff Automated Report (STAR) provide the data.

BA  
BA+10  
BA+20  
BA+30  
MA  
MA+10  
MA+20  
MA+30

### 2. Teacher Attendance

The information is gathered from Region I SMART Human Resource System. The days are calculated by aggregating days of leave in each category.

# DISTRICT DATA

## STAFFING & UTILITY DATA

| 1. Teaching Staff                   | 2005-06       | 2006-07       | 2007-08       | 2008-09      | 2009-10      |
|-------------------------------------|---------------|---------------|---------------|--------------|--------------|
| BA                                  | 52            | 44            | 35            | 46           | 38           |
| BA + 10                             | 31            | 33            | 32            | 31           | 16           |
| BA + 20                             | 19            | 20            | 16            | 11           | 17           |
| BA + 30                             | 46            | 43            | 48            | 31           | 34           |
| BA + 40                             | 2             | 1             | 2             | 1            | 1            |
| BA + 50                             | 3             | 3             | 3             | 0            | 2            |
| BA + 70                             | 23            | 17            | 15            | 9            | 41           |
| MA                                  | 34            | 37            | 40            | 48           | 41           |
| MA + 10                             | 42            | 37            | 37            | 47           | 0            |
| MA + 20                             | 33            | 26            | 27            | 31           | 28           |
| MA + 30                             | 122           | 128           | 145           | 157          | 158          |
|                                     |               |               |               |              |              |
| 0 to 5 Years Experience             | 87            | 103           | 94            | 96           | 89           |
| 6 to 10 Years Experience            | 84            | 72            | 77            | 78           | 74           |
| 11 to 20 Years Experience           | 173           | 155           | 163           | 154          | 157          |
| More than 20 Years Experience       | 64            | 59            | 66            | 84           | 56           |
|                                     |               |               |               |              |              |
| Average Years Experience            | 13            | 12            | 13            |              |              |
|                                     |               |               |               |              |              |
| 2. Teacher Attendance               | 2005-06       | 2006-07       | 2007-08       | 2008-09      | 2009-10      |
| Total Teaching Staff                | 408           | 389           | 400           | 412          | 376          |
| Days of Sick Leave                  | 2851          | 2551          | 3032          | 2746         | 2790         |
| Days of Personal Leave              | 664           | 688           | 690           | 743.5        | 589.5        |
| Days of Emergency Leave             | 285           | 274           | 302           | 312          | 225.5        |
| Days of Athletic Leave              | 289           | 280           | 258           | 243.5        | 228          |
| Days of Deduct                      | 165           | 234           | 199           | 186          | 149.5        |
| Days of Civic Leave                 | 10.5          | 20            | 11.5          | 11.5         | 18.5         |
| Days of Association Leave           | 9.5           | 27            | 14.5          | 18           | 20           |
| Days of Conference Leave            | 1161          | 1118          | 1186          | 1128         | 1250         |
| Days of Worker's Compensation Leave | 0             | 0             | 0             | 36.5         | 0            |
| Days of Miscellaneous Leave         | 189           | 48.5          | 116           | 129          | 69.5         |
| Days of Child Study/IEP Leave       | 7.5           | 13            | 20.5          | 7            | 7.5          |
|                                     |               |               |               |              |              |
| <b>Total</b>                        | <b>5631.5</b> | <b>5253.5</b> | <b>5829.5</b> | <b>5561</b>  | <b>5348</b>  |
| <b>Average Days Absent</b>          | <b>13.84</b>  | <b>12.88</b>  | <b>14.57</b>  | <b>13.49</b> | <b>14.22</b> |

**INDEPENDENT SCHOOL DISTRICT #152**

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

April 11, 2011

7:00 p.m.

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

**ATTENDANCE:**

|                      |                           |
|----------------------|---------------------------|
| Lisa Erickson _____  | Kristine Thompson _____   |
| Cindy Fagerlie _____ | Bill Tomhave _____        |
| Laurie Johnson _____ | Trudy Wilmer _____        |
| Mike Siggerud _____  | 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



## SCHOOL BOARD AGENDA - April 11, 2011

### 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 March 14 and 28, 2011 Regular Meeting Minutes and March 21, 2011 Special Joint School Board Meeting Minutes - Pages 6-14

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak

- (1) Approval of April Claims - Page 15

C. HUMAN RESOURCES MATTERS - Hiedeman

- (1) Approval of Resignations - Page 16
- (2) Approval of Family/Medical Leaves - Page 17
- (3) Approval of New Employees - Page 18

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

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

3. **APPROVAL OF RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACTS OF PROBATIONARY**

**TEACHERS:** Kovash

Pages 19-21

Suggested Resolution: Move to approve the following resolution:

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

| <u>Termination and Non-Renewal of Contracts</u> | <u>License Area</u> | <u>FTE</u> |
|-------------------------------------------------|---------------------|------------|
| Megan Kochmann                                  | Elementary          | 1.00       |
| Aura Lee Mohror                                 | ELL - Variance      | .286       |
| Michelle Rolewitz                               | Sign Language       | .125       |
| David Teige                                     | Science             | .286       |
| Tyler Otteson                                   | Math                | .286       |
| Jessica Rome                                    | Counselor           | 1.00       |
| Julie Arnold                                    | ELL - Variance      | 1.00       |
| Marilyn Labrensz                                | Kindergarten        | 1.00       |
| Dustin Gramstad                                 | Music               | .567       |

**SCHOOL BOARD AGENDA - April 11, 2011**

**PAGE 3**

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, Subd. 5, the teaching contracts of the above named probationary teachers in Independent School District No. 152, are hereby terminated at the close of the 2010-2011 school year.

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

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

4. **APPROVAL OF POLICY:** Kovash  
Pages 22-24

Suggested Resolution: Move to approve the policy, Employees as Vendors of School Supplies 445, as presented.

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

5. **APPROVAL OF POLICY:** Kovash  
Pages 25-30

Suggested Resolution: Move to approve the policy, Wellness 536, as presented.

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

6. **APPROVAL OF POLICY:** Kovash  
Pages 31-33

Suggested Resolution: Move to approve the policy, Facility and Site Improvement and/or Development 701, as presented.

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

7. **APPROVAL OF POLICY:** Kovash  
Pages 34-36

Suggested Resolution: Move to approve the policy, Severe Weather-Related School Closings 711, as presented.

**SCHOOL BOARD AGENDA - April 11, 2011**

**PAGE 4**

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

8. **APPROVAL OF POLICY:** Kovash  
Pages 37-38

Suggested Resolution: Move to approve the policy, School District Owned Vehicle  
Reservation 722, as presented.

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

9. **APPROVAL OF POLICY:** Kovash  
Pages 39-41

Suggested Resolution: Move to approve the policy, Complimentary Athletic Season Passes/  
Single Event Passes 832, as presented.

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

10. **APPROVAL OF POLICY:** Kovash  
Pages 42-46

Suggested Resolution: Move to approve the policy, Disposition of Obsolete Equipment and  
Material 833, as presented.

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

11. **UPDATE ON WEATHER AND FLOOD RELATED INFORMATION:** Kovash

12. **COMMITTEE REPORTS**

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

14. **ADJOURNMENT**

**SCHOOL BOARD AGENDA - April 11, 2011**  
**PAGE 5**

**CALENDAR OF EVENTS**

| <u>Event</u>                         | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|--------------------------------------|-------------|-------------|--------------|
| Hopkins PTAC                         | April 12    | 6:30 pm     | Media Center |
| Reinertsen PTAC                      | April 12    | 6:30 pm     | Media Center |
| Instr and Curr Adv Com               | April 14    | 7 am        | PCE          |
| Early Childhood Adv Com              | April 14    | 6:30 pm     | PCE          |
| Policy Review Committee              | April 18    | 7 pm        | PCE          |
| Safe and Healthy Learners Com        | April 19    | 3 pm        | PCE          |
| Com Educ Appreciation Event          | April 19    | 5 pm        | PCE          |
| Spec Ed Parent Advisory Com          | April 21    | 12 pm       | PCE          |
| School Board                         | April 25    | 7 pm        | PCE          |
| <br>                                 |             |             |              |
| MHS PTAC                             | May 2       | 7 pm        | Conf Rm      |
| Asp PTAC                             | May 2       | 6:30 pm     | Media Center |
| Continuing Educ Com                  | May 3       | 3:30 pm     | PCE          |
| Horizon PTAC                         | May 3       | 6:30 pm     | Media Center |
| Indian Educ Parent Com               | May 4       | 5 pm        | PCE          |
| Joint Powers Committee               | May 5       | 7 am        | City Hall    |
| Educ Moorhead Recog Dinner           | May 5       | 6 pm        | Marriott     |
| School Board                         | May 9       | 7 pm        | PCE          |
| Health/Safety/Wellness Com           | May 10      | 9:30 am     | PCE          |
| Hopkins PTAC                         | May 10      | 6:30 pm     | Media Center |
| Reinertsen PTAC                      | May 10      | 6:30 pm     | Media Center |
| Instr and Curr Adv Com               | May 12      | 7 am        | PCE          |
| Policy Review Committee              | May 16      | 7 pm        | PCE          |
| Interagency Early Interv Com         | May 18      | 12 pm       | FSC          |
| School Board                         | May 23      | 7 pm        | PCE          |
| Title I District Parent Advisory Com | May 24      | 5:30 pm     | PCE          |

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
MARCH 14, 2011  
PAGE 1**

**MEMBERS PRESENT:** Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Mike Siggerud, Kristine Thompson, Bill Tomhave, Trudy Wilmer, 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:** Superintendent Kovash recommended the agenda proceed as presented.

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

**WE ARE PROUD:**

**We Are Proud** of Dave Lawrence, Moorhead High School assistant principal, who has been named Minnesota's Assistant Principal of the Year by the Minnesota Association of Secondary School Principals (MASSP). The Assistant Principal of the Year program recognizes outstanding middle level and high school assistant principals who have demonstrated success in leadership, curriculum and personalization. Lawrence was recognized as Minnesota Assistant Principal of the Year at the MASSP conference January.

**We Are Proud** of Moorhead orchestra students Jacob Broten, Connor Neill, Elisbet Samonides-Hamrick and Tanner Otto for being selected for the 2011 MNSOTA Middle Level Honors Orchestra sponsored by the Minnesota String Orchestra Teachers Association. Anna Volk was selected as an alternate for the Honors Orchestra. Students were selected by audition for this honor. The Middle Level Honors Orchestra performed at the Minneapolis Convention Center on Feb. 19. Orchestra teachers are Jonathon Larson, Doug Neill and Brian Cole.

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** None.

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

**Minutes** - Approve the February 14 and 28, 2011 Meeting Minutes as presented.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
MARCH 14, 2011  
PAGE 2**

Claims - Approve the March Claims, subject to audit, in the amount of \$1,253,178.85.

|                         |                |
|-------------------------|----------------|
| General Fund:           | \$1,085,521.03 |
| Food Fund:              | \$143,971.67   |
| Community Service Fund: | \$23,686.15    |
| TOTAL                   | \$1,253,178.85 |

Early Retirements

Linda Peterson - Paraprofessional, Robert Asp Elementary, effective at the end of the 2010-2011 school year.

Barbara Larson - Paraprofessional, Robert Asp Elementary, effective at the end of the 2010-2011 school year.

Resignations

Christa Hagen - Lunchroom Supervisor, S.G. Reinertsen Elementary, effective March 3, 2011.

Heidi Hoffman - Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year.

New Employee

Jason Sauvageau - Food and Nutrition Server, Moorhead High School, 2.75 hours per day, \$9.00 per hour, effective February 24, 2011 (replaces Elaine Black).

Becky Flaa - K+ Paraprofessional, Ellen Hopkins Elementary, 3.25 hours per day, B21 (3) \$14.26 per hour, effective March 1, 2011 (replaces Becky Flaa).

Charles Glidden - Assistant Lead Night Custodian, S.G. Reinertsen Elementary, A13 (3) \$14.31 per hour, effective March 2, 2011 (replaces James Kuebler).

Motion carried 7-0.

**DISTRICT IMPROVEMENT PLAN UPDATE:** Eidsness presented an update on the District Improvement Plan. The goals are to improve reading proficiency of all students so the percentage of students proficient will increase from 70.83% to 80% as measured on the MCA-II by 2012-2013, with a goal of 100% by 2013-2014, and improve mathematics proficiency of all students so the percentage of students proficient will increase from 66.94% to 75% as measured on the MCA-II and MCA-III by 2012-2013, with a goal of 100% by 2013-2014. A consistent focus will continue and includes Sheltered Instruction Observation Protocol (SIOP), Professional Learning Communities (PLCs), data analysis, and promote parent involvement.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
MARCH 14, 2011  
PAGE 3**

**FLOOD UPDATE:** Kovash said there was nothing new to report other than the City of Moorhead increased the number of sandbags needed. The next meeting with city officials is scheduled for March 21.

**COMMITTEE REPORTS:** Brief reports were heard regarding the Reinertsen PTAC, Instruction and Curriculum Advisory Committee, Asp PTAC, Joint Powers Committee, Hopkins PTAC, Continuing Education Committee, and Horizon PTAC meetings. Wilmer noted she attended the Horizon play and commented it was remarkable. Wilmer also commented she attended Michelle Sailer's art class related to a dike building project.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Tomhave extended "Happy Pi Day" to his colleagues. Thompson noted she received a communication from Moorhead Area Education Foundation related to Dollars for Scholars donations.

**CLOSE PUBLIC MEETING:** Erickson moved, seconded by Wilmer, to close the public meeting at 7:44 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

**OPEN PUBLIC MEETING:** Erickson moved, seconded Tomhave, to open the public meeting at 8:56 p.m. Motion carried 7-0.

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

---

Cindy Fagerlie, Clerk



**SPECIAL MEETING  
JOINT MEETING OF SCHOOL BOARDS  
MOORHEAD, WEST FARGO AND FARGO PUBLIC SCHOOLS  
BLUESTEM CENTER FOR THE ARTS  
MARCH 21, 2011  
PAGE 1**

**MOORHEAD MEMBERS PRESENT:** Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Mike Siggerud, Bill Tomhave, Trudy Wilmer, and Dr. Lynne A. Kovash.

**MEMBER ABSENT:** Kristine Thompson.

**WEST FARGO MEMBERS PRESENT:** Ben Koppelman, Angela Korsmo, Judy Kvaale, Karen Nitzkowski, Dave Olson, Patti Stedman, and Dr. David Flowers.

**MEMBER ABSENT:** Kay Kiefer.

**FARGO MEMBERS PRESENT:** Linda Coates, Dinah Goldenberg, Jim Johnson, Paul Meyers, Kris Wallman, and Dr. Rick Buresh.

**MEMBERS ABSENT:** Robin Nelson, Rusty Papachek, Rick Steen, and John Strand.

**WELCOME AND INTRODUCTIONS:** Fargo President Johnson called the meeting to order at 6:00 p.m. and welcomed everyone to the meeting and asked attendees to introduce themselves by name and tell how long they had served on the School Board and/or worked for the school district.

**PLEDGE OF ALLEGIANCE:** Moorhead Vice Chair Erickson led everyone in attendance with the Pledge of Allegiance.

**ON-TIME GRADUATION ONE-YEAR UPDATE:** Superintendents Kovash, Flowers and Buresh and Tom Hill, United Way, shared the work being done related to on-time graduation rates. The districts have identified on-time graduation as a community-wide concern, and the three School Boards passed a joint resolution last April together with United Way to establish goals to increase on-time graduation and develop a plan with community support to include increasing preschool opportunities in the community, increase mentorship opportunities and opportunities for increased family engagement.

Efforts to improve graduation rates will focus on preschool literacy and family engagement. The five community strategies for students are: enter school ready to learn, read proficiently by the end of third grade, transition successfully between elementary and middle school and middle and high school, graduate from high school on time, and graduate career and college-ready.

**SPECIAL MEETING  
JOINT MEETING OF SCHOOL BOARDS  
MOORHEAD, WEST FARGO AND FARGO PUBLIC SCHOOLS  
BLUESTEM CENTER FOR THE ARTS  
MARCH 21, 2011  
PAGE 2**

The School Boards and administrators discussed setting a community-wide goal for graduation and a measure for graduation rates, acknowledging the difficulty in measuring graduation rates the same way in all three districts. Administrators will meet to determine the best method of measurement and efforts to proceed which will be presented at a later date.

**ADJOURNMENT:** West Fargo President Nitzkowski thanked presenters for the information. The meeting adjourned at 7:00 p.m.

---

Cindy Fagerlie, Clerk

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
MARCH 28, 2011  
PAGE 1**

**MEMBERS PRESENT:** Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Mike Siggerud, Kristine Thompson, Bill Tomhave, Trudy Wilmer, and Dr. Lynne A. Kovash.

**MEMBERS ABSENT:** None.

**CALL TO ORDER:** Chair Thompson called the meeting to order at 7:01 p.m. and led everyone in attendance with the Pledge of Allegiance.

**PREVIEW OF AGENDA:** Superintendent Kovash recommended the agenda proceed with revisions to pages 14, 16 and 17.

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

**WE ARE PROUD:**

**We Are Proud** of Horizon Middle School students who received individual awards in the Grade 6 Regional Math Masters Tournament held in Moorhead on March 11. Eighteen teams from the area participated in both individual and team rounds.

Fact Drill Awards went to Hailen Ackerman, Jessica Heazlett, Sam Hagen and Kole Nichols. Individual awards went to Kole Nichols, Marissa Bettels, Katherine Riendeau, Hailen Ackerman, Regan Steen, Hannah Hendrickson, Jessica Heazlett, Chris Harlicker and Megan Kelly. Their math teachers are Barb Stack, Cheryl Keenan and Sharon Nelson. Lois Brown is the Math Masters coordinator.

Math Masters of Minnesota is a statewide competition that challenges students to use higher-order thinking skills and problem-solving abilities in mathematics and recognizes academic effort and achievement.

**We Are Proud** of the Horizon Middle School House 6A team for placing third in the sixth-grade Regional Math Masters Tournament held March 11 at Horizon. Team members are Adam Altendorf, Carissa Amundson, Marissa Bettels, Zaden Larson and Kole Nichols. Their math teacher is Sharon Nelson.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
MARCH 28, 2011  
PAGE 2**

**We Are Proud** of the Horizon Middle School House 6B team for placing fourth in the sixth-grade Regional Math Masters Tournament held March 11 at Horizon. Team members are Morgan Hansen, Megan Kelly, Kaleb Liebl, Landon Litch and Katherine Riendeau. Their math teacher is Cheryl Keenan.

**We Are Proud** of the Horizon Middle School House 6C team for placing fifth in the sixth-grade Regional Math Masters Tournament held March 11 at Horizon. Team members are Hailen Ackerman, Chris Harlicker, Jessica Heazlett, Hannah Hendrickson and Caroline Wirries. Their math teacher is Barb Stack.

**We Are Proud** of the Horizon Middle School math team for placing third in the large school, middle school division at the Tri-College Math Contest held March 16 at NDSU. Seventy-three middle school teams from the region competed for team and individual awards. Team members were Luke Lillehaugen, Stefan Duginski, Anthony Johnson, Alex Volk, Kole Nichols, Ethan Smith and Katherine Riendeau. Luke Lillehaugen placed second individual and Kole Nichols placed in the top ten. Rick Eidsness is the math team coach.

**We Are Proud** of Pam Gibb, communications coordinator, whose work on the 2010-11 Calendar and School Information publication was recognized by the Minnesota School Public Relations Association. The district calendar, with the theme "Strong Schools, Strong Community," received a MinnSPRA Star Award for Print Publications. Gibb was recognized March 18 at the MinnSPRA spring conference.

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** None.

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

Lakes Country Perkins Consortium Funding - Accept \$1,495 from Lakes Country Perkins Consortium for airfare, conference registration and lodging expenses association with the AYES Training Conference in Seattle, Washington.

**Resignation**

Lori Raske - Computer Operator, Horizon Middle School, effective March 25, 2011.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
MARCH 28, 2011  
PAGE 3**

New Employees

Pam Tangen - Food and Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day, \$9.00 per hour, effective March 28, 2011 (replaces Pam Tangen).

Deb Ulrich - Lunchroom Supervisor, S.G. Reinertsen Elementary, 2.25 hours per day, \$9.00 per hour, effective March 21, 2011 (replaces Christa Hagen).

Maria Segovia - Food and Nutrition Server, Moorhead High School, 2.75 hours per day, \$9.00 per hour, effective March 28, 2011 (replaces Cindy Knutson).

Luther College Field Experience Contractual Agreement - Approve the Luther College agreement for the academic year of 2011-2012.

Motion carried 7-0.

**APPROVAL OF PRELIMINARY 2011-2012 STAFFING PLAN:** Kovash explained the preliminary staffing plan for licensed and non-licensed staff along with the projection of average class sizes. Kovash said the staffing plan includes positions to meet the priority areas of the referendum passed in November. However, due to current legislative discussions in the state legislature regarding school funding, a two-phase staffing plan was presented. The second phase of the plan will be brought back to the board in June as a part of the Annual Operating Plan (AOP) approval process.

Fagerlie moved, seconded by Johnson, to approve the preliminary 2011-2012 Staffing Plan as presented. Motion carried 7-0.

**APPROVAL OF RESOLUTION FOR DISCONTINUING AND REDUCING EDUCATIONAL PROGRAMS AND LICENSED POSITIONS:** The following individuals addressed the board:

Debra Knutson, 902 2nd Street South, noted she has been a middle school art teacher in Moorhead for over 20 years and stated her concerns related to reducing the .40 FTE art position at Horizon Middle School.

Ross Hilgers, 1913 12th Street South, Moorhead Schools parent, art teacher and artist expressed his concern related to reducing arts education to students in Moorhead.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
MARCH 28, 2011  
PAGE 4**

Erickson moved, seconded by Tomhave, to approve the resolution directing administration to effect termination or reduction and non-renewal of licensed teacher programs and positions as listed. Motion carried 7-0.

**FIRST READING OF POLICIES:** A first reading was conducted on the following policies: Employees as Vendors of School Supplies 445, Wellness 536, Facility and Site Improvement and/or Development 701, Severe Weather-Related School Closings 711, School District Owned Vehicle Reservation 722, Complimentary Athletic Season Passes/Single Event Passes 832, and Disposition of Obsolete Equipment and Material 833. Policy 732 - Use of All School Equipment and Materials for Instructional Purposes Off School Premises was removed from the agenda for further review and will be brought back at a later date.

**DISTRICT AND SCHOOL PROFILES UPDATE:** Eidsness reviewed an updated draft of the district section of the profiles document. Discussion was held related to the mobility, achievement and graduation rate data sections.

**UPDATE ON WEATHER AND FLOOD RELATED INFORMATION:** Kovash said based on weather conditions, sandbag deployment to all Neighborhood Zones would begin on Friday, April 1. The proposed deployment schedule is subject to change based on weather conditions.

**COMMITTEE REPORTS:** Brief reports were heard regarding the Policy Review Committee, Community Education Advisory Council, Reinertsen Family Fun Night, and On-Time Graduation Committee meetings.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** None.

**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 8:14 p.m.

---

Cindy Fagerlie, Clerk



Assistant Superintendent  
**Moorhead Area Public Schools**

Memo OAS.11.049 C

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Wayne A. Kazmierczak, Assistant Superintendent  
DATE: April 5, 2011  
SUBJECT: April Claims

The April claims are as follows:

|                             |                |
|-----------------------------|----------------|
| General Fund                | \$1,009,359.12 |
| Food Fund                   | \$109,166.46   |
| Community Service Fund      | \$10,967.39    |
| Debt Service Fund           | \$2,127.50     |
| Post Employee Benefits Fund | \$450.00       |
| TOTAL                       | \$1,132,070.47 |

Suggested Resolution: Move to approve the April claims, subject to audit, in the amount of \$1,132,070.47.

WAK:nls





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

Memo HR.11.087

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources *File*  
DATE: April 5, 2011  
SUBJECT: Resignations

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

|                 |                                                                            |
|-----------------|----------------------------------------------------------------------------|
| Susan Klingman  | Food and Nutrition Server, High School, effective March 21, 2011.          |
| Jennifer Sitter | Early Childhood Special Education Teacher, EIS, effective June 24, 2011.   |
| Kent Dvorak     | Paraprofessional/Security, Horizon Middle School, effective April 1, 2011. |

**SUGGESTED RESOLUTION:** Move to approve the resignation of Susan Klingman, Jennifer Sitter and Kent Dvorak as presented.



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

Memo HR.11.089

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources *ah*  
DATE: April 5, 2011  
SUBJECT: Family/Medical Leave

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

|                     |                                                                                                        |
|---------------------|--------------------------------------------------------------------------------------------------------|
| Debbie Siaway       | Custodian, S. G. Reinertsen Elementary, effective February 9, 2011 for an undetermined amount of time. |
| Christine Berg      | Teacher, Horizon Middle School, effective approximately May 2, 2011 for eight weeks.                   |
| Leslie Schermerhorn | Bus Driver, Transportation, effective May 15, 2011 for 4-6 weeks.                                      |
| Peggy Haugstad      | Secretary, High School, effective March 3, 2011 for an undetermined amount of time.                    |
| Eileen Rick         | Paraprofessional, S. G. Reinertsen Elementary, effective April 29, 2011 to May 20, 2011.               |

**SUGGESTED RESOLUTION:** Move to approve the request for Family/Medical Leave for Debbie Siaway pursuant to Section 3, Subd. 1 of the Custodian Master Agreement, Christine Berg pursuant to Article 39, Section 1 of the Teachers' Master Agreement, Leslie Schermerhorn pursuant to Section 4 of the Bus Driver/Assistant Master Agreement, Peggy Haugstad pursuant to Section 3, Subd. 1 of the Secretary Master Agreement and Eileen Rick pursuant to Section 1, Subd. 1 of Paraprofessional Master Agreement.



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

Memo HR.11.088

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 5, 2011

SUBJECT: New Employees

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school district statute and requirements.

Carolyn Edwards                      Food and Nutrition Server, High School, 2.75 hours per day, \$9.00 per hour, effective March 29, 2011. (Replaces Susan Klingman)

Betty Graff                              Food and Nutrition Server, High School, 2.75 hours per day, \$9.60 per hour, effective March 28, 2011. (Replaces Sabrina Martinez)

**SUGGESTED RESOLUTION:** Move to approve the employment of Carolyn Edwards and Betty Graff as presented.



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

Memo HR.11.090

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Ann Hiedeman, Director of Human Resources *ASH*

DATE: April 5, 2011

SUBJECT: RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF  
THE TEACHING CONTRACTS OF PROBATIONARY TEACHERS

At the March 28, 2011 school board meeting the reduction of full time equivalent (FTE) of programs and licensed positions was approved. Since this was approved a section of Business was added at the High School therefore the total reduction is now 1.90

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

| <u>FTE</u> | <u>License</u>        | <u>Grade Level</u> |
|------------|-----------------------|--------------------|
| .50        | Elementary            | Kindergarten       |
| .40        | Art                   | 6-12               |
| 1.0        | Alternative Education | 6-12               |
| 1.90       | TOTAL                 |                    |

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

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

| <u>Termination and Non-Renewal of Contracts</u> | <u>License Area</u> | <u>FTE</u> |
|-------------------------------------------------|---------------------|------------|
| Megan Kochmann                                  | Elementary          | 1.00       |
| Aura Lee Mohror                                 | ELL-Variance        | .286       |
| Michelle Rolewitz                               | Sign Language       | .125       |
| David Teige                                     | Science             | .286       |
| Tyler Otteson                                   | Math                | .286       |
| Jessica Rome                                    | Counselor           | 1.00       |

|                  |              |      |
|------------------|--------------|------|
| Julie Arnold     | ELL-Variance | 1.00 |
| Marilyn Labrensz | Kindergarten | 1.00 |
| Dustin Gramstad  | Music        | .567 |

**SUGGESTED RESOLUTION:** Move to approve the following resolution:

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

| <u>Termination and Non-Renewal of Contracts</u> | <u>License Area</u> | <u>FTE</u> |
|-------------------------------------------------|---------------------|------------|
| Megan Kochmann                                  | Elementary          | 1.00       |
| Aura Lee Mohror                                 | ELL-Variance        | .286       |
| Michelle Rolewitz                               | Sign Language       | .125       |
| David Teige                                     | Science             | .286       |
| Tyler Otteson                                   | Math                | .286       |
| Jessica Rome                                    | Counselor           | 1.00       |
| Julie Arnold                                    | ELL-Variance        | 1.00       |
| Marilyn Labrensz                                | Kindergarten        | 1.00       |
| Dustin Gramstad                                 | Music               | .567       |

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, Subd. 5, the teaching contracts of the above named probationary teachers in Independent School District No. 152, are hereby terminated at the close of the 2010-11 school year.

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

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO THE TERMINATION  
AND NON-RENEWAL OF THE TEACHING CONTRACT  
OF \_\_\_\_\_, A PROBATIONARY TEACHER.

WHEREAS, \_\_\_\_\_ is a probationary teacher in Independent School District No. 152.

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, subd. 5, that the teaching contract of \_\_\_\_\_, a probationary teacher in Independent School District No. 152, is hereby terminated at the close of the current 2010-2011 school year.

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

NOTICE OF TERMINATION

Name  
Address  
City, State, Zip

Dear \_\_\_\_\_,

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 152 held on April 11, 2011, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2011-2012 school year. Said action of the Board is taken pursuant to M.S. 122A.40, subd. 5.

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

Yours very truly,

SCHOOL BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 152

\_\_\_\_\_  
Clerk of the School Board

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

the following voted in favor of

and the following voted against the same:

and the following were absent:

whereupon said resolution was declared duly passed and adopted.



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.090R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Employees as Vendors of School Supplies 445, for your review.

Suggested Resolution: Move to approve the policy, Employees as Vendors of School Supplies 445, as presented.

LAK:mde  
Attachment



## Employees as Vendors of School Supplies

|                   |                                                |
|-------------------|------------------------------------------------|
| Type:             | School Board Policy                            |
| Section:          | 400 EMPLOYEE/PERSONNEL                         |
| Code:             | 445                                            |
| Adopted Date:     | 11/28/1989                                     |
| Revised Date(s):  | 10/09/2006                                     |
| Reviewed Date(s): | 04/26/1994, 11/24/1997, 01/27/2003, 10/09/2006 |
| Attached Files:   | No Documents Found.                            |

---

### I. PURPOSE

The purpose of this policy is to assure that Moorhead Area Public Schools will be in is compliance with state statutes regarding the sale, proceeds or profits of any school supplies sold to the school district by school district employees and/or persons connected with the school district. Except as authorized in Minnesota Statute 471.88, a public officer who is authorized to take part in any manner in making any sale, lease, or contract in official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.

### II. GENERAL STATEMENT OF POLICY

Except as provided for under Minnesota statute, no teacher, district school officer, including the Superintendent, member of the Moorhead School Board, nor any person connected with the Moorhead Area Public School system in any capacity, shall be interested directly or indirectly in the sale, proceeds or profits of any book, apparatus or furniture used, or to be used in the school district. Nothing in this policy or the statute prohibit the spouse of an employee or officer of the school district from contracting with the school district for the sale or lease of books, apparatus, furniture or other supplies to be used in the school district as long as the employee's or officer's position does not involve approving contracts for supplies and the School Board unanimously approves the transaction.

School district employees shall not become involved in making purchases from public or private vendors and then selling those items to students. Any exceptions to this policy must be approved in advance by the building administrator or appropriate supervisor and the Superintendent or designee. Also, school district personnel will monitor that student purchases of textbooks, supplies, materials, tools or equipment for instructional purposes shall be made from a vendor, through a school store, parts department or school district purchase order and not from school district employees.

Violators of this policy shall suffer the consequences of the applicable Minnesota statutes and may also be considered insubordinate by the school district and dealt with accordingly.

**Legal References:**

Minnesota Statute 123B.20 (Dealing in School Supplies)

Minnesota Statute 471.87 (Public Officers, Interest in Contract; Penalty)

Minnesota Statute 471.88 (Exceptions)

**Cross Reference:**

Moorhead School Board Policy 205: School Board Conflict of Interest



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.091R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Wellness 536, for your review.

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):  | 12/14/2009          |
| Reviewed Date(s): | 12/14/2009          |
| Attached Files:   | No Documents Found. |

---

### I. PURPOSE

The purpose of this policy is to assure an 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 and to promote and encourage students to adopt lifelong healthy behaviors that can reduce the risk of chronic disease.

### II. GENERAL STATEMENT

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 educational achievement.

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 s~~School district faculty and staff should act as role models to students for good nutrition and physical activity.

D. The Moorhead Area Public Schools ~~encourages~~ will involve the involvement of administration, School Board, students, parents, teachers, food ~~and nutrition~~ service personnel, and other interested persons in developing, implementing, monitoring, and reviewing, and revising as needed the school district ~~nutrition and physical activity policies~~ Wellness policy.

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 f~~Food and nutrition service ~~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; will 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~~ sold or served at school during the school day 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~~ service 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. The Moorhead Area Public Schools will provide access to clean, free drinking water for students during the school day.

34. School district food ~~and nutrition~~ service personnel shall adhere to all federal, state, and local food safety and security guidelines.

45. 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.

56. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.

67. 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.

78. The school district will discourage the sharing of food and beverages given concerns about food allergies and restrictions on students' diets.

89. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

910. The school district will provide, to the extent possible, a breakfast program to help meet students' nutritional needs and enhance ~~student's~~ their ~~abilities~~ to learn.

#### B. School Food ~~and Nutrition~~ Services 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 service~~ director to be responsible for the school district's food ~~and nutrition service~~ 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 Schools' responsibility to operate a food ~~and nutrition service~~ program, the school district will provide continuing professional development for all food ~~and nutrition service~~ 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 education and promotion that is:

a. offered as part of a standards-based, sequential, age appropriate, comprehensive program designed to provide students and their families with the knowledge and skills necessary to promote and protect their health;

b. integrated into comprehensive part of health, physical education, family and consumer science (FACS) and other classes as well as classroom instruction in subjects such as mathematics, 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 school~~ stores.

3. School staff will not use foods or beverages ~~choices that do not meet nutritional standards~~ as a ~~rewards~~ for academic performance or good behavior (unless this practice is allowed by a student's individual education ~~program plan~~ or behavior intervention plan) and will not withhold foods 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.

4. The school district will not withhold physical education as punishment.

E. Communications with Parents

1. The Moorhead Area Public Schools recognizes that parents and guardians have a the 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 to 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. 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~~ service personnel will ~~ensure~~ monitor compliance with the school's food ~~and nutrition~~ service program and ~~will~~ report compliance information to the food ~~and nutrition~~ program administrator service director.

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~~ service 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.11.092R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Facility and Site Improvement and/or Development 701, for your review.

Suggested Resolution: Move to approve the policy, Facility and Site Improvement and/or Development 701, as presented.

LAK:mde  
Attachment

## Facility and Site Improvement and/or Development

**Type:** School Board Policy  
**Section:** 700 NON-INSTRUCTIONAL  
**Code:** 701  
**Adopted Date:** 3/23/1987  
**Revised Date(s):** 10/09/2006  
**Reviewed Date(s):** 02/07/1997, 01/27/2003, 10/09/2006  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

The ~~intent~~ purpose of this policy is to ensure that ~~the~~ facilities of Moorhead Area Public Schools ~~do not inhibit the ability of any child~~ allow students to reach their maximum potential as a learner, while using said facilities in ~~the most economical~~ a fiscally responsible manner possible.

### II. GENERAL STATEMENT OF POLICY

The school district shall:

- A. Ensure long range needs are considered when facility changes are made.
- B. Determine impact on other buildings.
- C. Consider short/long range implications.
- D. Determine economic impact on all facilities.
- E. Analyze the impact on instruction.

All facility/site improvement work must be approved by ~~the Moorhead Area Public Schools' District Wide Facility Improvement Committee. This committee is made up of the Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Business Services, and the Director of Buildings and Grounds~~ Property Services and Transportation. Prior to review, Administrative Procedure 701.1 (Facility/Site Improvement Request) must be completed. The ~~committee shall submit their~~ will be forwarded recommendation to the Superintendent for consideration in the context of the School District's Annual Operating Plan, Capital Budget, and Long Range Facility Plan.

In accordance with Minnesota Statute 123B.52, capital improvements exceeding \$5100,000 must be competitively bid as authorized by the Moorhead School Board.

Legal Reference:  
Minnesota Statute 123B.52 (Contracts)



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.093R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Severe Weather-Related School Closings 711, for your review.

Suggested Resolution: Move to approve the policy, Severe Weather-Related School Closings 711, as presented.

LAK:mde  
Attachment

## Severe Weather-Related School Closings

**Type:** School Board Policy  
**Section:** 700 NON-INSTRUCTIONAL  
**Code:** 711  
**Adopted Date:** 12/9/2002  
**Revised Date(s):** 10/09/2006  
**Reviewed Date(s):** 10/09/2006  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

~~The Moorhead School Board recognizes that severe weather conditions may impact operations of the school district.~~ The purpose of this policy is to provide information regarding severe weather-related school closings.

### II. GENERAL STATEMENTS OF POLICY

#### A. School Closings

When conditions prevail at the school which a building administrator considers to be of an emergency nature or hazardous to staff and students, he/she shall notify the Superintendent or designee of the circumstances.

Building administrators will follow individual building action plans as outlined in the School District Crisis Management Policy (710) and Crisis Management Emergency Plan. The Superintendent or designee may determine an alternate plan of action. Once ~~the~~ a plan is determined, school district staff will contact the media, other public and nonpublic schools, and others ~~which may be~~ as necessary.

Emergency or hazardous conditions are defined as those situations which make it impossible to carry on the normal teaching activities in the school and/or create a situation which could be harmful to the safety of the students and staff. Examples include, but are not restricted to, bomb threats, weather and utility failures.

#### B. Weather Emergencies

School district officials will work jointly with the U.S. Weather Bureau in monitoring conditions during times of inclement weather.

The Superintendent (or designee), with consultation from the Director of Property Services and Transportation, will determine appropriate actions to be taken relating to early dismissal, late start or the closing of school. Once a decision has been made, ~~all local radio and television~~

stations media outlets will be notified ~~of the action~~ and an announcement will be posted on the district website.

There may be times when weather conditions are not severe enough to justify the closing of schools but bus schedules and routes may have to be modified or canceled.

#### C. After-School Activities

In the event schools are closed due to severe weather conditions, all after-school activities, including practices and non-school events, will be canceled and the building completely vacated of all but custodial personnel.

#### Cross References:

Moorhead School Board Policy 710: School District Crisis Management ~~Policy~~





Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.094R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, School District Owned Vehicle Reservation 722, for your review.

Suggested Resolution: Move to approve the policy, School District Owned Vehicle Reservation 722, as presented.

LAK:mde  
Attachment

## School District Owned Vehicle Reservation

**Type:** School Board Policy  
**Section:** 700 NON-INSTRUCTIONAL  
**Code:** 722  
**Adopted Date:** 1/27/2003  
**Revised Date(s):** 10/09/2006  
**Reviewed Date(s):** 10/09/2006  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

The ~~intent~~ purpose of this policy is to ensure the proper and legal utilization of school-owned vehicles.

### II. GENERAL STATEMENT ~~OF POLICY~~

The school district shall:

A. ~~Provide as safe as possible,~~ Make available a means of transportation for employees and other passengers for district-related travel that meets current safety regulations.

B. Provide a reservation procedure that is equitable to all users.

C. ~~Allow~~authorize the school district ~~a methodology for~~ to monitoring usage of school district vehicles.

All Moorhead Area Public Schools' employees and students are required to adhere to Administrative Procedures 722.1: School District Owned Vehicle Reservation Procedures, and 722.2: Drivers of School District Owned Vehicles and 722.3: Car Rental Procedures related to this policy.

#### Legal Reference:

Minnesota Statute 471.666 (Personal Use of Publicly Owned Automobiles Prohibited)



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.095R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Complimentary Athletic Season Passes/Single Event Passes 832, for your review.

Suggested Resolution: Move to approve the policy, Complimentary Athletic Season Passes/Single Event Passes 832, as presented.

LAK:mde  
Attachment

## **Complimentary Athletic Season Passes/Single Event Passes**

|                          |                        |
|--------------------------|------------------------|
| <b>Type:</b>             | School Board Policy    |
| <b>Section:</b>          | 800 BUSINESS SERVICES  |
| <b>Code:</b>             | 832                    |
| <b>Adopted Date:</b>     | 3/31/1995              |
| <b>Revised Date(s):</b>  | 06/11/2007             |
| <b>Reviewed Date(s):</b> | 08/12/2002, 06/11/2007 |
| <b>Attached Files:</b>   | No Documents Found.    |

---

### **I. PURPOSE**

~~The Moorhead School Board believes it is in the best interest of the school district for staff and select individuals to attend athletic activities. Staff attendance at athletic activities builds relationships between staff, students, parents/guardians and others in the community.~~ The purpose of the policy is to provide guidance on the distribution of complimentary passes.

### **II. GENERAL STATEMENT OF POLICY**

In order to encourage staff attendance at athletic activities and to acknowledge the contributions of community members, Moorhead Area Public Schools has established the following criteria for issuing complimentary athletic passes/single event passes.

### **III. SEASON PASSES**

Moorhead Area Public School District staff and School Board members will be provided complimentary passes for regular season home athletic events. Unless otherwise noted, the valid staff photo identification card shall admit the bearer to all regular season home athletic events (non-tournaments). Yearly employment shall be verified through the ~~Department of~~ Human Resources Department at the beginning of the school year.

1. Staff photo identification (ID) cards would be required for admittance to any regular season contest. ID cards are nontransferable. Any district staff member with a current Moorhead photo ID would be admitted.
2. Complimentary passes do not provide admittance to post season contests or non-athletic events.
3. If a school employee wishes to include a spouse on the season pass at a reduced rate, the employee must contact the Activities Office.
4. Residents of the school district who are 65 years of age or older will be given a "Senior

Citizen" pass upon request. Requests must be made in person at the Activities Office and identification will be required. The pass is limited to regular season home athletic events (non-tournaments).

5. The Activities Office may provide complimentary season passes to media representatives covering Moorhead contests.

6. The Activities Office may provide a limited number of season passes for those individuals providing supportive services. A list of those receiving season passes will be maintained in the Activities Office.

#### IV. SINGLE EVENT PASSES

1. The Activities Office may designate a game as "Youth Night" where students attending Moorhead Area Public Schools may be admitted to a game ~~without admission~~ at no charge. The Activities Office will coordinate the criteria for admittance.

2. The Activities Office may provide a limited number of single event passes for those individuals providing supportive services. A list of those receiving single event passes will be maintained in the Activities Office.



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.096R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Disposition of Obsolete Equipment and Material 833, for your review.

Suggested Resolution: Move to approve the policy, Disposition of Obsolete Equipment and Material 833, as presented.

LAK:mde  
Attachment

## **Disposition of Obsolete Equipment and Material**

**Type:** School Board Policy  
**Section:** 800 BUSINESS SERVICES  
**Code:** 833  
**Adopted Date:** 8/8/1978  
**Revised Date(s):** 02/12/2007  
**Reviewed Date(s):** 03/27/1990, 03/22/1994, 05/11/1998, 06/23/2003, 02/12/2007

**Attached Files:** No Documents Found.

---

### **I. PURPOSE**

The purpose of this policy is to provide guidelines for the Superintendent to assist in timely disposition of obsolete equipment and material.

### **II. GENERAL STATEMENT OF POLICY**

Effective use of school building space and consideration for safety of personnel may at times require disposal of obsolete equipment and material.

### **III. DEFINITIONS**

A. "Contract" means an agreement entered into by the Moorhead Area Public School District for the sale of supplies, materials or equipment.

B. "Official newspaper" is a regular issue of a qualified legal newspaper.

### **IV. MANNER OF DISPOSITION**

#### **A. Authorization-**

The Superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the Moorhead School Board. The Superintendent shall be authorized to properly dispose of used books, materials and equipment deemed to have little or no value.

#### **B. Contracts Over \$5100,000**

1. If the value of the equipment or materials is estimated to exceed \$5100,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall



state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the School Board shall deem necessary.

2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.

3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the School Board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the School Board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the School Board may readvertise.

5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.

6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

#### C. Contracts ~~F~~from \$1025,000 to \$5100,000

If the amount of the sale is estimated to exceed \$1025,000 but not to exceed \$5100,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

**D. Contracts ~~Less Than~~ \$1025,000 or Less**

If the amount of the sale is estimated to be \$1025,000 or less, the contract may be made either upon quotation or in the open market, at the discretion of the School Board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

**E. Electronic Sale of Surplus Supplies, Materials and Equipment**

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

**F. Notice of Quotation**

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

**~~FG.~~ Sales to Employees**

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at public auction or by sealed response, if the employee is not directly involved in the auction or sale process. ~~An employee cannot purchase items if he or she is directly involved in the auction or sale process.~~ Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district in any 12-month period. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

**~~GH.~~ Exceptions for Surplus School Computers.**

A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contacts if it is disposing of surplus school computers and related equipment by conveying the property and title to:

1. another school district;
2. the state department of corrections;

3. the board of trustees of Minnesota State Colleges and Universities; or
4. the family of a student residing in the district whose total family income meets the federal definition of poverty.

Legal References:

Minnesota Statute 15.054 (Public Employees Not to Purchase Merchandise from Governmental Agencies; Exceptions; Penalty)  
Minnesota Statute 123B.29 (Sale of School Building at Auction)  
Minnesota Statute 123B.52 (Contracts)  
Minnesota Statute 471.345 (Uniform Municipal Contracting Law)  
Minnesota Statute 645.11 (Published Notice)  
Minnesota Statute 13.591 (Business Data)

S-M9-BOS  
25 April 11

## INDEPENDENT SCHOOL DISTRICT #152

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

April 25, 2011

7:00 p.m.

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

### ATTENDANCE:

|                      |                           |
|----------------------|---------------------------|
| Lisa Erickson _____  | Kristine Thompson _____   |
| Cindy Fagerlie _____ | Bill Tomhave _____        |
| Laurie Johnson _____ | Trudy Wilmer _____        |
| Mike Siggerud _____  | 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 Mary Colson, science teacher at Horizon Middle School, for being elected president of the Minnesota Science Teachers Association. Her term runs from July 2010 to June 2012. MnSTA has approximately 700 members who teach science throughout the state. Colson also was selected as one of 41 people from around the country to serve on the Next Generation Science Standards writing team. Under the leadership of Achieve, the writing team will develop science education standards that build on the National Research Council's Conceptual Frameworks for the New Science Education Standards.

**We Are Proud** of S.G. Reinertsen Elementary students Caylie Gilbertson and Lexi Dauner who created winning posters for the Minnesota DARE poster contest. Gilbertson received ninth place, and Dauner received 17th place. Hundreds of

posters were submitted by Minnesota DARE students, and 20 winners were selected. The students' art teacher is Michelle Sailer, DARE instructor is Officer Valerie Kellen and classroom teachers are Kim Nelson and Gary Jensrud.

**We Are Proud** of two Moorhead High School students who placed in the second round of the Historical and Cultural Society of Clay County's My Journey, My Story Writing Contest. Fatima Amedi, Kurdish originally from Iraq, placed first in the non-ELL category. Christopher Lien was her creative writing teacher. Aya Qays, originally from Iraq, placed first in the ELL category. Michelle Kaspari was her ELL teacher. The students wrote essays explaining their own experience coming to or living in a country different from their parents' country of origin. They were honored at a reception at the Hjemkomst Center in February.

**We Are Proud** of Moorhead High student Wyatt Johnson for placing fourth in the 1 meter diving event at the boys swimming and diving sections, which qualified him for the state meet. Johnson placed 13th in the 1 meter diving competition at the Class AA swimming and diving state meet. The diving coach is John Schmidt, head coach is Jeff Schneider, and assistant coach is Lars Seljevoll.

**We Are Proud** of the Moorhead High boys hockey team for winning the Class 2A Section 8 boys hockey championship and advancing to the state tournament. Team members are Ben Welle, Simon Selberg, Nic Oxton, Jacob Uglem, Terry Leabo, Evan Cook, Noah Julin, Tony Uglem, Bryant Christian, Brendan Johnson, Eric Barker, Ben Doda, Nicholas Uglem, Cody Rahman, Jesse Doschadis, Eric Brenk, Zach Quaife, Logan Ness, Evan Cochran and Michael Bitzer. Coaches are Dave Morinville, Erick Grafstrom and Josh Arnold.

**We Are Proud** of the Moorhead High School boys basketball team for being named the Class AAAA Team Academic State Champions by the Minnesota Basketball Coaches Association. Team members are Matt Fernholz, Joe Kasper, Matt Ellingson, Aaron Lien, Jared Widner, Aaron Wilmer, Brady Robertson, Mason Ness, Travis Hand, Matt Watnemo, Brett Danielson, Judd Roesler, Erik Bye, Hayden Anderson, Camden Bosche, Austin Nelson and Zach Dobbins. Head coach is Corey Zimmerman, assistant coaches are Chad Durand and Mike Kieselbach, and manager is Tyler Tweet.

- 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.)

**SCHOOL BOARD AGENDA - April 25, 2011**

**PAGE 3**

**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 - Hiedeman

(1) Approval of Early Retirements - Page 6

(2) Approval of Family/Medical Leave - Page 7

(3) Approval of Resignation - Page 8

(4) Approval of New Employee - Page 9

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

(1) Approval of State Personnel Development Grant - Pages 10-12

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

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

Comments \_\_\_\_\_

**3. UPDATE ON ROBERT ASP ELEMENTARY SCHOOL GOALS: Kovash**

Page 13

**4. FIRST READING OF POLICIES: Kovash**

Pages 14-103

**5. SCHOOL BOARD WORK SESSIONS: Kovash**

Pages 104

Suggested Resolution: Move to approve Monday, May 9, 2011 and Monday, June 13, 2011 from 5:00 to 7:00 p.m. to conduct School Board work sessions to discuss school district and board priorities, legislative and funding updates, board development, and district projects.

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

Comments \_\_\_\_\_



**SCHOOL BOARD AGENDA - April 25, 2011**

**PAGE 4**

6. **DISTRICT AND SCHOOL PROFILES UPDATE:** Kovash  
Page 105
7. **COMMITTEE REPORTS**
8. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**
9. **ADJOURNMENT**



**SCHOOL BOARD AGENDA - April 25, 2011****PAGE 5****CALENDAR OF EVENTS**

| <u>Event</u>                         | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|--------------------------------------|-------------|-------------|--------------|
| MHS PTAC                             | May 2       | 7 pm        | Conf Rm      |
| Asp PTAC                             | May 2       | 6:30 pm     | Media Center |
| Continuing Educ Com                  | May 3       | 3:30 pm     | PCE          |
| Horizon PTAC                         | May 3       | 6:30 pm     | Media Center |
| Indian Educ Parent Com               | May 4       | 5 pm        | PCE          |
| Joint Powers Committee               | May 5       | 7 am        | City Hall    |
| Educ Moorhead Recog Dinner           | May 5       | 6 pm        | Marriott     |
| School Board Work Session            | May 9       | 5-7 pm      | PCE          |
| School Board                         | May 9       | 7 pm        | PCE          |
| Health/Safety/Wellness Com           | May 10      | 9:30 am     | PCE          |
| Hopkins PTAC                         | May 10      | 6:30 pm     | Media Center |
| Reinertsen PTAC                      | May 10      | 6:30 pm     | Media Center |
| Instr and Curr Adv Com               | May 12      | 7 am        | PCE          |
| Policy Review Committee              | May 16      | 7 pm        | PCE          |
| Interagency Early Interv Com         | May 18      | 12 pm       | FSC          |
| Horizon Retirement Reception         | May 18      | 2:30 pm     | HMS          |
| School Board Retirement Reception    | May 23      | 5:30 pm     | PCE          |
| School Board                         | May 23      | 7 pm        | PCE          |
| Title I District Parent Advisory Com | May 24      | 5:30 pm     | PCE          |
| Executive Finance Com                | June 2      | 3 pm        | PCE          |
| Graduation                           | June 5      | 2 pm        | Concordia    |
| School Board Work Session            | June 13     | 5-7 pm      | PCE          |
| School Board                         | June 13     | 7 pm        | PCE          |
| Community Ed Adv Council             | June 21     | 7 pm        | PCE          |
| School Board                         | June 27     | 7 pm        | PCE          |
| School Board                         | July 18     | 7 pm        | PCE          |



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

Memo HR.11.091

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: April 19, 2011  
SUBJECT: Early Retirement

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

|                 |                                                                                             |
|-----------------|---------------------------------------------------------------------------------------------|
| Estella Cruz    | Paraprofessional, Robert Asp Elementary, effective at the end of the 2010-2011 school year. |
| Douglas Johnson | Social Studies Teacher, High School, effective at the end of the 2010-2011 school year.     |

**SUGGESTED RESOLUTION:** Move to approve the Early Retirement of Estella Cruz and Douglas Johnson as presented.



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

Memo HR.11.093

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: April 19, 2011  
SUBJECT: Family/Medical Leave

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

Stephanie Manesis                      Paraprofessional, Adult Basic Education, effective January 31, 2011  
for an undetermined amount of time.

**SUGGESTED RESOLUTION:** Move to approve the request for Family/Medical Leave for  
Stephanie Manesis as presented.



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

Memo HR.11.094

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: April 20, 2011  
SUBJECT: Resignations

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

Joe Gaughan                      Head Wrestling Coach, Moorhead High School, effective April 20, 2011.

**SUGGESTED RESOLUTUON:** Move to approve the resignation of Joe Gaughan as presented.



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

Memo HR.11.092

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: April 19, 2011  
SUBJECT: New Employees

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school district statute and requirements.

Kayla Hoherz      Bus Driver, Transportation, 6 to 7 hours per day, \$12.78 per hour, effective March 25, 2011. (Replaces Nathan Richman)

**SUGGESTED RESOLUTION:** Move to approve the employment of Kayla Hoherz as presented.



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

---

LSS.11.006

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: April 11, 2011

RE: State Personnel Development Grant for Reducing Disproportionality

Moorhead Area Public Schools has been approved for additional funding from Minnesota Department of Education for a Special Education State Personnel Development Grant that totals \$30,000.

The additional funding extends the work the District has been doing to help students improve their achievement and work to prevent over representation of students in special education. This extended project will focus on professional development and other areas to support teachers.

The project activities align with the other initiatives within the District (Response to Intervention, Positive Behavior Intervention Supports, Sheltered Instruction Observation Protocol(SIOP) and Adequate Yearly Progress(AYP) Plans.)

**SUGGESTED RESOLUTION:** Move to approve the funding from Minnesota Department of Education for the S-P-D Extension-Grant in the amount of \$30,000.

JS:ca

Attachment

| <b>GRANT Awardee INFORMATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                |                    |                                      |                    |    |                   |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------|--------------------|----|-------------------|-------------|
| ORGANIZATION/AGENCY<br>IDENTIFIED OFFICIAL WITH AUTHORITY/TITLE<br>FULL ADDRESS<br>CITY/STATE /ZIP<br>PHONE/ FAX<br>EMAIL                                                                                                                                                                                                                                                                                                                                                                        | Moorhead ISD #152<br>Lynne Kovash, Superintendent<br>2410 14 <sup>th</sup> Street South<br>Moorhead, MN 56560<br>218.233.3330<br>lkovash@moorhead.k12.mn.us                                                                                                    |                    |                                      |                    |    |                   |             |
| PROGRAM CONTACT REPRESENTATIVE/TITLE<br>ORGANIZATION/AGENCY (if different)<br>ADDRESS (if different)<br>CITY/STATE /ZIP<br>PHONE/ FAX<br>EMAIL                                                                                                                                                                                                                                                                                                                                                   | Jill Skarvold, Dir. of Learner Support Servs.<br><br>(Address same as above.)<br><br>218.284.3711<br>jskarvold@moorhead.k12.mn.us                                                                                                                              |                    |                                      |                    |    |                   |             |
| <b>MDE GRANT PROGRAM TITLE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | SPDG – Capacity Building for Local Education Agencies – Year V                                                                                                                                                                                                 |                    |                                      |                    |    |                   |             |
| <b>ENCUMBRANCE INFORMATION</b><br>GRANT NUMBER: <u>2010- 00249</u><br>FUNDING SOURCE/LEGISLATIVE AUTHORITY:<br>PL 105-17 Individual with Disabilities Education Act<br>MN TAX ID NUMBER: <u>8033594</u><br>CFMS #: <u>B35643</u><br>VENDOR ID#: <u>00915200000</u><br><br>FEDERAL AWARD NUMBER: <u>H323A050007-09</u><br>FEDERAL AWARD YEAR: <u>2009</u><br>CFDA NUMBER: <u>84.323A</u><br>DUNS NUMBER: <u>076510668</u><br><br>UFARS FINANCE CODE: <u>837</u><br>FEDERAL EIN: <u>41-6008721</u> | <table border="1"> <tr> <th>SFY</th> <th>Cost Code<br/>(fund-org-appr-obj-cat)</th> <th>Adjusted<br/>Amount</th> </tr> <tr> <td>12</td> <td>300-2467-425-4255</td> <td>\$30,000.00</td> </tr> </table><br>Encumbrance clarification: <i>See signature page</i> | SFY                | Cost Code<br>(fund-org-appr-obj-cat) | Adjusted<br>Amount | 12 | 300-2467-425-4255 | \$30,000.00 |
| SFY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Cost Code<br>(fund-org-appr-obj-cat)                                                                                                                                                                                                                           | Adjusted<br>Amount |                                      |                    |    |                   |             |
| 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 300-2467-425-4255                                                                                                                                                                                                                                              | \$30,000.00        |                                      |                    |    |                   |             |
| <b>AWARD PERIOD/TYPE/AMOUNT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                |                    |                                      |                    |    |                   |             |
| Start Date : October 29, 2009<br>THROUGH END DATE: <del>June 30, 2011</del><br>August 31, 2011<br><br>Change of Date(s)/Extension and Additional Funds.<br>See page 2 for justification.                                                                                                                                                                                                                                                                                                         | ACTION TYPE: Amendment #2<br>\$109,955.00 Original/Initial Award<br>\$00.00 Amendment #1 Default<br>\$30,000.00 Amendment #2 Start date: 3-18-11<br>\$139,955.00 <b>TOTAL Amended Award</b>                                                                    |                    |                                      |                    |    |                   |             |
| <b>MDE KEY STAFF CONTACT INFORMATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                |                    |                                      |                    |    |                   |             |
| <b>AUTHORIZED REPRESENTATIVE /PROGRAM</b><br>Marty Smith<br>Phone: 651.582.8883 Fax: 651.582.8729<br>Email: marty.smith@state.mn.us                                                                                                                                                                                                                                                                                                                                                              | <b>GRANTS SPECIALIST</b><br>LaDonna Mustin<br>Phone: 651.582.8832 Fax: 651.582.8494<br>Email: ladonna.mustin@state.mn.us                                                                                                                                       |                    |                                      |                    |    |                   |             |



Organization/Agency/District: Moorhead ISD #152

\$30,000.00 **TOTAL THIS AMENDMENT**

### OFFICIAL GRANT AMENDMENT APPROVAL

This amendment is now effective as it has been fully executed and approved by the same parties who executed and approved the original grant award, or their successors in office.

Therefore with respect to the terms and conditions of the original application materials associated with this award and any amendments thereto, this amendment request is for the purpose of Change of Date(s)/Extension and Additional Funds. The justification for this amendment is as follows: Additional time is necessary to provide intensive staff training so that the district's administrators and teachers are able to continue to scale up the implementation of their project. The additional funds will allow for the development of resources and provide intensive staff training during the summer months to get all staff ready to implement the evidence-based practices in the fall. Grantee will be required to send in a workplan and a new budget, no later than **March 25, 2011**.

**Reporting Date:**

- Final Report - ~~July 30, 2011~~ September 30, 2011

Except as herein amended, the provisions of the original OGAN and amendments thereto, are expressly reaffirmed and remain in full force and effect.



I, the Authorized Representative, acknowledge by signing below that I have reviewed all documentation and documents related to this award to ensure that adequate oversight and appropriate internal controls to properly administer grant funds have been measured.

**Marty Smith**

Authorized Representative

*Marty Smith*  
Signature

3/15/11  
Date

*u.w.f. 3/15/11*  
I, the Division Director, by signing below verify that agency policies and procedures were followed in the awarding of this grant and do hereby approve this award and attest to the Authorized Representative's review of said documentation and documents related to this award.

**Barbara Troolin**

Division Director

*Barbara L. Troolin*  
Signature

3/15/11  
Date

I hereby certify that funds have been encumbered as required by Minnesota Statute Sections 16A.15 and 16C.05. (Signature is for current fiscal year only.)

**Gerri Gould**  
Encumbrance Agent

*Gerri Gould*  
Name & Signature

3/16/11  
Date

As representative of the Minnesota Department of Education, I hereby certify that this award notification and release of funds are therefore approved, legal, binding and valid.

**Jessie Montano**  
Agency Official

*Jessie Montano*  
Signature

3-17-11  
Date



Office of School Improvement and Accountability  
**Moorhead Area Public Schools**

Memo SIA.11.025 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability *ME*

DATE: April 19, 2011

SUBJECT: Update on Robert Asp Elementary School Goals

Kevin Kopperud will provide an update related to Robert Asp Elementary School goals at the April 25 School Board meeting. Mr. Kopperud's presentation will include updates related to school improvement, academics and demographics.

MOE:nls



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.098R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 18, 2011

SUBJECT: First Reading of Policies

The School Board will conduct a first reading of the following policies: Safe and Healthy Learners Committee 234, Employment of Faculty and Staff 410, Veteran's Preference Hiring 411, Employee License Status 412, Employment Background Checks 413, Employee Public and Private Personnel Data 414, Employee Drug and Alcohol Testing 421, Employee Right to Know - Exposure to Hazardous Substances 424, Health and Safety Protection 425, Policies Incorporated by Reference for Employees/Personnel 499, Medication 532, Do Not Resuscitate/ Do Not Intubate Orders (DNR/DNI) 533, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, Maltreatment of Vulnerable Adults 535, Crisis Intervention and Student Support 553, Notification to Staff Regarding Placement of Students with Violent Behaviors 555, Policies Incorporated by Reference for Students 599, Special Education Programs 602, and Student Transportation Safety 721.

LAK:mde  
Attachments

## Safe and Healthy Learners Committee

|                   |                     |
|-------------------|---------------------|
| Type:             | School Board Policy |
| Section:          | 200 SCHOOL BOARD    |
| Code:             | 234                 |
| Adopted Date:     | 1/27/2003           |
| Revised Date(s):  | 06/11/2007          |
| Reviewed Date(s): | 06/11/2007          |
| Attached Files:   | No Documents Found. |

---

### I. PURPOSE

~~A. The purpose of the Safe and Healthy Learners Committee is to review, discuss and mobilize prevention, intervention and postvention efforts designed to support at-risk students (Minnesota Statute, 124D.68). The Safe and Healthy Learners Committee will work with building level committees designed to support at risk students and implement a safe and healthy learning environment for all students.~~

### II. GENERAL STATEMENTS OF POLICY

A. This committee will ~~meet quarterly~~ to review, discuss and mobilize prevention, intervention and postvention efforts designed to support at-risk students. The committee will integrate recommendations and strategies from the Minnesota Department of Education Safe and Healthy Learners Division.

B. Responsibilities of the Safe and Healthy Learners Committee include, but are not limited to:

- ~~1. Disseminating~~ and communicating of information on building level activities;
- ~~2. Seeking and securing~~ exploring opportunities for funding for the development of programs for prevention, intervention, postvention, and staff development;
- ~~3. Coordinating~~ ing of training for building level crisis intervention/student assistance teams;
- ~~4. Promoting~~ and networking with community agencies and area school districts regarding crises and policy;
- ~~5. Helping~~ to manage communication with staff, parents and community agencies regarding safe and healthy learning practices;
- ~~6. Recommending~~ to administration policies and procedures related to crises and mental health issues; and
- ~~7. Annual reviewing~~ ing and update ~~of~~ the mental health portions of the School District Crisis Management Manual on an annual basis; and.
- ~~8. Chair of the Safe and Healthy Learners Committee will serve on the district crisis team.~~

C. The Safe and Healthy Learners Committee will be made up of representatives of each building crisis intervention/student assistance teams, the school district nurse, school counselors, school social workers, district communications coordinator or designee, designee of non-public schools in the district, the ~~Assistant Superintendent of Teaching and Learning~~ Director of Learner Support Services, and a Moorhead School Board representative. The Chair of the Safe and Healthy Learners Committee will serve on the district crisis team.

D. Quarterly meetings and any other meetings needed will be held during the school year at times and dates determined by the committee.

E. ~~The~~ Each building administrator is responsible for designating a crisis intervention/student assistance team ~~in each building~~.

F. Building level Safe and Healthy Learner Committee membership is comprised of:

1. ~~A~~ administrator;
2. ~~C~~ counselor or social worker/psychologist/nurse (as available) who is a Crisis Response Team member; and
3. ~~T~~ two staff members, one male and one female.

G. Qualifications for building crisis intervention/student assistance team members include: knowledgeable about confidentiality; motivated and concerned about a school crisis; demonstrated interest and skills in working with persons having problems or crisis events; and demonstrated a special interest in further development of prevention, intervention and postvention programming.

Legal Reference:

~~Minnesota~~, ~~Statute~~, 124D.68 (Graduation Incentives Program)

Cross References:

Moorhead School Board Policy 553: Crisis Intervention and Student Support

Moorhead School Board Policy 710: School District Crisis Management

## Employment of Faculty and Staff

**Type:** School Board Policy  
**Section:** 400 EMPLOYEE/PERSONNEL  
**Code:** 410  
**Adopted Date:** 8/26/2002  
**Revised Date(s):** 01/08/2007  
**Reviewed Date(s):** 01/08/2007  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

The purpose of this policy is to outline parameters which are followed in the employment of new faculty and staff at the Moorhead Area Public Schools.

### II. GENERAL STATEMENT ~~OF POLICY~~

- A. The school district will seek to hire the most qualified individual for each open position within the school district.
- B. The school district will comply with all federal and state laws and district policy in the hiring of faculty and staff for open positions within the school district.
- C. The school district will seek to hire a diverse workforce representative of the student population of the school district.

### III. ~~HIRING PROCEDURES~~ REQUIREMENTS

- A. Whenever a potential job opening exists for either a new or existing position, a job requisition will be completed by the supervisor/building administrator and sent to the Human Resources Department. The Human Resources Department will log in the job requisition and route it to the ~~Assistant Superintendent of Teaching and Learning~~, Assistant Superintendent of ~~Business Services~~ and the Human Resources Director for approval.
- B. Approved job requisitions ~~are~~ will be posted in school district buildings in accordance with contract agreements and also on the district Web site ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)) by Human Resources staff.
- C. Advertising of open positions by electronic and non-electronic means ~~is~~ will be utilized as needed to help ensure an adequate supply of qualified candidates.
- D. Applications ~~are~~ will be gathered by Human Resources staff and presented to

supervisors/building administrators to sort and screen to choose the most qualified candidates to interview with consideration of seeking a diverse workforce.

E. Interviews ~~are~~ will be conducted and a candidate ~~is~~ selected.

F. An offer of employment ~~is~~ will be made and agreed to contingent upon Moorhead School Board approval and successful completion of a background check.

G. Candidates ~~are~~ will be presented to the School Board for approval.

H. Upon approval by the School Board, an official hire letter ~~is~~ will be sent to the candidate.

I. The candidate will begins work as a new hire.

Legal References:

29 U.S.C. 794 et. seq. (B 504 of Rehabilitation Act of 1973)

29 U.S.C. 621 et. seq. (Age Discrimination in Employment Act)

42 U.S.C. 12101 et. seq. (Americans with Disabilities Act)

42 U.S.C. 2000e et. seq. (Title VII of the Civil Rights Act)

Minnesota Statute 43A.11 (Veteran's Preference)

Minnesota Statute 123B.03 (Background Checks)

~~Minnesota Statute 147.991-.999 (Pay Equity)~~

Minnesota Statute 363A.402, Subd. 1 (Freedom from Discrimination)

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 404: Employment Disability Nondiscrimination

Moorhead School Board Policy 411: Veteran's Preference Hiring

Moorhead School Board Policy 412: Employee License Status

Moorhead School Board Policy 413: Employment Background Checks



## Veteran's Preference Hiring

Type: School Board Policy  
Section: 400 EMPLOYEE/PERSONNEL  
Code: 411  
Adopted Date: 8/12/2002  
Revised Date(s): 01/08/2007  
Reviewed Date(s): 01/08/2007  
Attached Files: No Documents Found.

---

### I. PURPOSE

The purpose of this policy is to comply with the Minnesota law Veterans Preference Act (VPA) which provides mandating preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.

### II. GENERAL STATEMENT OF POLICY

A. The Moorhead Area Public Schools policy will is to comply with Minnesota law the VPA regarding veteran's preference rights and mandating of preference points to veterans and spouses of deceased veterans or disabled veterans.

B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice and in writing. This paragraph does not apply to the position of teacher.

BC. Veteran's preference points will be applied pursuant to applicable law.

C. Eligibility for veteran's preference and definition of veteran for purpose of preference will be pursuant to applicable law.

### III. ~~PROCEDURES~~ REQUIREMENTS

A. The Human Resources Department will obtain a copy of the Veteran's DD214 Form to ensure that the person is eligible for the veteran's preference.

B. The Human Resources Department will obtain information from the veteran claiming disability status.

C. Applicable points will be added to the evaluation system as required by law.

Legal References:

Minnesota Statute, 43A.11 (Veteran's Preference)

Minn. Stat. 197.455 (Veteran's Preference Applied)

Minnesota Statute, 197.46 ~~et. seq.~~ (Veteran's Preference Act)

*Hall v. City of Champlin*, 463 N.W. 2d 502 (Minn. 1990)

*Young v. City of Duluth*, 410 N.W.2d 27 (Minn. Ct. App. 1987)

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 404: Employment Disability Nondiscrimination

Moorhead School Board Policy 412: Employee License Status

Moorhead School Board Policy 413: Employment Background Check

## Employee License Status

|                   |                        |
|-------------------|------------------------|
| Type:             | School Board Policy    |
| Section:          | 400 EMPLOYEE/PERSONNEL |
| Code:             | 412                    |
| Adopted Date:     | 8/12/2002              |
| Revised Date(s):  | 01/08/2007             |
| Reviewed Date(s): | 01/08/2007             |
| Attached Files:   | No Documents Found.    |

---

### I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. Moorhead Area Public Schools will not permit placing itself at risk by employing a teacher who does not hold a valid teaching license from the State of Minnesota. This policy does not negate a teacher's duty and responsibility to maintain a current and valid Minnesota teaching license.

Although there are some options under Minnesota licensure where a variance or community expert classification is necessary to provide services to students, it is the position of the district to utilize these on a rare occasion when a licensed teacher cannot be found.

### II. GENERAL STATEMENT ~~OF POLICY~~

A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district. For purposes of the federal No Child Left Behind Act, a highly qualified teacher is one who holds a valid license under this chapter to perform the particular service for which the teacher is employed in a public school or who meets the requirements of a Highly Objective Uniform State Standard of Evaluation (HOUSSE).

B. No person shall be a qualified teacher until that person has filed for record with the Superintendent of Moorhead Area Public Schools, a license, or a copy thereof, authorizing that person to teach school in the district and perform the particular service for which the teacher is employed by the school district. On rare occasions where a licensed teacher cannot be obtained, the district will seek a variance or a community expert authorization from the State of Minnesota.

C. Moorhead Area Public Schools will establish a procedure for annually reviewing its teacher license files to verify that every teachers license is current and appropriate to the particular service for which the teacher is employed in the school district.

### III. PROCEDURES REQUIREMENTS

A. The Superintendent/designee shall establish a schedule for the annual review of teacher licenses.

B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the Superintendent/designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the Superintendent/designee prior to the expiration of the current license. However, failure to provide this notice, does not relieve the teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

C. If it is discovered that a teacher's license has expired, the Superintendent/designee will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the Superintendent's/designee's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment. This also applies to teachers working with a variance or community expert authorization. They must reapply for a community expert authorization or variance each year if a teacher's license is not obtained.

#### Legal References:

~~Minnesota Statute~~, 122A.16 (Highly Qualified Teacher Defined)

~~Minnesota Statute~~, 122A.22 (District Verification of Teacher Licenses)

~~Minnesota Statute 122A.25 (Nonlicensed Community Experts)~~

~~Minnesota Statute~~, 122A.40, Subd. 13 (Employment; Contracts; Termination - Immediate Discharge)

~~Minnesota Statute~~, 127A.42 (Reduction of Aid for Violation of Law)

Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)

Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)

In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

## Employment Background Checks

**Type:** School Board Policy  
**Section:** 400 EMPLOYEE/PERSONNEL  
**Code:** 413  
**Adopted Date:** 2/11/2002  
**Revised Date(s):** 10/13/2008  
**Reviewed Date(s):** 02/13/2006, 10/13/2008  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the Moorhead Area Public Schools in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district or such other background checks as provided by this policy. The school district may also elect to do background checks of volunteers, independent contractors and student employees in the school district.

### II. GENERAL STATEMENT

A. The school district shall require that applicants for school district positions who receive an offer of employment ~~or coach extracurricular activities submit to a criminal history background check. The offer of employment shall be conditioned upon a determination by the school district that an applicant's criminal history does not preclude the applicant from employment with the school district.~~ and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, ~~or applicants, or service providers~~ without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, coaches, volunteers, independent contractors, and student employees.

### III. PROCEDURES REQUIREMENTS

A. Normally an applicant will not commence employment until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant pending completion of the background check, but shall notify the applicant that the applicant's employment may be terminated based on the result of the background check. Background checks of the district's choice will be performed by an independent contractor. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. An applicant who is offered employment must sign a Background Investigation Authorization Form, which provides permission for the school district to conduct a criminal history background check, and provide a \$40 money order or check payable to the school district, at the election of the school district for the cost of the background check. If the applicant fails to provide the school district with a signed Background Investigation Authorization Form and fee at the time the applicant receives a job offer, the applicant will be considered to have voluntarily withdrawn the application for employment.

C. The school district, at its discretion, may elect not to request a criminal history background check on a applicant who holds an initial entrance license issued by the Minnesota Department of Education within the 12 months preceding an offer of employment.

D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:

1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
2. the other school hiring authority conducted a criminal background check within the previous 12 months;
3. the applicant executes a written consent form giving the school district access to the results of the check; and
4. there is no reason to believe that the applicant has committed an act subsequent to the check that would disqualify the applicant for employment.

E. For all nonstate residents who are offered employment with the school district, the school district shall request a criminal history background check on such applicants from the superintendent of the Minnesota Bureau of Criminal Apprehension (BCA) and from the government agency performing the same function in the resident state, or if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. Such applicants must provide a completed criminal history consent form.



F. When required, applicants must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the applicant are unusable, the applicant will be required to submit another set of prints.

G. Copies of this policy shall be available in the school district's Human Resources Department and will be distributed to applicants for employment upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment in the job posting and job advertisements.

H. The applicant will be informed of the results of the criminal background check(s) to the extent required by law.

I. If the criminal history background check precludes employment with the school district, the applicant will be so advised in writing.

J. The school district may apply these procedures to volunteers, independent contractors or student employees as though they were applicants for employment.

#### IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is available in the Human Resources Department.

#### Legal References:

Minnesota Statute, 13.04, Subd. 4 (Inaccurate or Incomplete Data)

Minn. Stat. 13.87, Subd. 1 (Criminal History Data)

Minnesota Statute, 123B.03 (Background Checks)

Minnesota Statute, 299C.60-299C.64 (Minnesota Child Protection Background Check Act)

Minnesota Statute, 364.09(b) (Exception for School Districts)

#### Cross References:

Moorhead School Board Policy 410: Employment of Faculty and Staff

Moorhead School Board Policy 415: Part-Time and Substitute Staff Salaries

Moorhead School Board Policy 921: Student Teachers and Interns

Moorhead School Board Policy 721: Student Transportation Safety



## **Employee Public and Private Personnel Data**

**Type:** School Board Policy  
**Section:** 400 EMPLOYEE/PERSONNEL  
**Code:** 414  
**Adopted Date:** 8/26/2002  
**Revised Date(s):** 12/13/2004  
**Reviewed Date(s):** 12/13/2004  
**Attached Files:** No Documents Found.

---

### **I. PURPOSE**

The purpose of this policy is to provide guidance to school district employees and the public as to information the Moorhead Area Public Schools collects and maintains regarding its employees.

### **II. GENERAL STATEMENT ~~OF POLICY~~**

A. All data on individuals collected, created, received, maintained or disseminated by the Moorhead Area Public Schools, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.

B. All other data on individuals is private and confidential.

### **III. DEFINITIONS**

A. "Public" means that the data is available to anyone who requests it.

B. "Private" means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.

C. "Confidential" means the data is not available to the subject.

D. "Personnel data" means data on individuals collected because they are or were employees of the school district, or an individual was an applicant for employment, volunteers for the school district, or is a member of or applicant for an advisory board or committee.

E. "Finalist" means an individual who is selected to be interviewed for a position.

F. "Protected health information" means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. "Protected health information" excludes health information in education records covered by FERPA and

employment records held by a school district in its role as employer.

#### IV. PUBLIC PERSONNEL DATA

A. The following information on employees, including volunteer and independent contractors, is public:

1. ~~N~~ame;
2. ~~E~~mployee identification number, which may not be the employee's social security number;
3. ~~A~~actual gross salary;
4. ~~S~~salary range;
5. ~~C~~ontract fees;
6. ~~A~~actual gross pension;
7. ~~T~~he value and nature of employer-paid fringe benefits;
8. ~~T~~he basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
9. ~~J~~job title;
10. ~~B~~bargaining unit;
11. ~~J~~job description;
12. ~~E~~ducation and training background;
13. ~~P~~revious work experience;
14. ~~D~~ate of first and last employment;
15. ~~T~~he existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
16. ~~T~~he final disposition of any disciplinary action, as defined in Minn. Stat. 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
17. ~~T~~he terms of any agreement setting any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or

disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;

18. ~~W~~work location;

19. ~~W~~work telephone number

20. ~~B~~badge number;

21. ~~H~~honors and awards received; and

22. ~~P~~payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data;

~~23. City and county of residence.~~

B. The following information on applicants for employment or advisory board/committee is public:

1. ~~V~~veteran status;

2. ~~R~~relevant test scores, if any;

3. ~~R~~rank on eligible list, if any;

4. ~~J~~job history;

5. ~~E~~education and training; and

6. ~~W~~work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.

~~D. Names and home addresses of applicants for appointment to and members of an advisory board/committee are public.~~

~~E.~~ Regardless of whether there has been a final disposition as defined in Minn. Stat. 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.

#### V. PRIVATE PERSONNEL DATA

A. All other personnel data is private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.

B. Data pertaining to an employee's dependents are private data.

C. Data created, collected or maintained by the school district to administer employee assistance programs are private.

D. Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.

E. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.

F. The school district may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:

1. ~~The~~ the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;

2. ~~A~~ a pre-petition screening team conducting an investigation of the employee under Minn. Stat. 253B.07, Subd. 1; or

3. ~~A~~ a court, law enforcement agency or prosecuting authority.

FG. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.

GH. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.

HI. The school district shall make any report to the Board of ~~Teaching~~ Education as required by Minn. Stat. 122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding and, settlement or compromise, or any investigative file in accordance with Minn. Stat. 122A.20, Subd. 2.

IJ. Private personnel data shall be disclosed to the Department of Employment and Economic

Development (DEED) for the purpose of administration of the reemployment insurance program under Minn. Stat. Ch. 268.

~~J~~K. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:

1. ~~T~~hreaten the personal safety of the complainant or a witness; or
2. ~~S~~subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

~~K~~L. When a report of alleged maltreatment of a student in a school is made to the ~~e~~Commissioner of ~~e~~Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the ~~e~~Commissioner on request for purposes of an assessment or investigation of the maltreatment report.

~~L~~M. The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private.

~~M~~N. Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.

O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data.

## VI. MULTIPLE CLASSIFICATIONS

If data on individuals is classified as both private and confidential by Minn. Stat. Chap. 13, or any other state or federal law, the data is private.

## VII. CHANGE IN CLASSIFICATIONS

The classification of data in the possession of the school district shall change if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in possession of the disseminating or receiving agency.

## VIII. RESPONSIBLE AUTHORITY

The school district has designated the director of human resources, telephone number 218/284-3355, as the authority responsible for personnel data. If you have any questions, contact the human resources office.

## IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form for release of information is included as Administrative Procedure 414.1.

### Legal References:

Minn. Statute, Ch. 13 (Minnesota Government Data Practices Act)

Minn. Statute, 13.02 (Definitions)

Minn. Statute, 13.37 (General Nonpublic Data)

Minn. Statute, 13.39 (Civil Investigation Data)

Minn. Statute, 13.43 (Personnel Data)

Minn. Statute, 122A.20, Subd. 2 (Mandatory Reporting)

~~Minn. Statute Ch. 268 (Economic Security)~~

P.L. 104-191 (HIPAA)

45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

### Cross References:

Moorhead School Board Policy 303: Public Right to Know/Release of Information

Moorhead School Board Policy 421: Employee Drug and Alcohol Testing

Moorhead School Board Policy 423: Health Examination

Moorhead School Board Policy 426: Employee Assistance

Moorhead School Board Policy 504: Protection and Privacy of ~~Pupil~~ Student Records



## Employee Drug and Alcohol Testing

|                   |                                    |
|-------------------|------------------------------------|
| Type:             | School Board Policy                |
| Section:          | 400 EMPLOYEE/PERSONNEL             |
| Code:             | 421                                |
| Adopted Date:     | 12/12/1994                         |
| Revised Date(s):  | 04/09/2007                         |
| Reviewed Date(s): | 05/11/1998, 12/09/2002, 04/09/2007 |
| Attached Files:   | No Documents Found.                |

---

### I. PURPOSE

A. The Moorhead School Board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The School Board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.

B. ~~It is the belief of the~~ The Moorhead School Board believes that a work environment free of drug and alcohol use will be not only ~~be~~ safer, healthier, and more productive, but ~~will~~ also ~~be~~ more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that the School Board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and Minn. Stat. 181.950 through 181.957.

### II. GENERAL STATEMENT ~~OF POLICY~~

A. All Moorhead Area Public School District employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. 181.950-181.957.

B. The Moorhead Area Public School District may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. 181.950 through 181.957.

C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off



school district property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property. (Refer to Article IV., Section C. for additional definitions.)

D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.

E. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.

### III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

#### A. General Statement of Policy:

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana, cocaine, amphetamines, opiates (including heroine), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

#### B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.

3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the ~~Evidential Breath Testing Device (EBT)~~.

4. "Commercial motor vehicle" (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.

5. "Designated Employer Representative" (DER) means a designated school district representative authorized to take immediate action to remove employees from safety-sensitive duties, to make required decisions in the testing and evaluation process, and to receive test

duties, to make required decisions in the testing and evaluation process, and to receive test results and other communications for the school district.

6. "Department of TransportationDOT" (DOT) means United States Department of Transportation.

7. "Driver" is any person who operates a CMV includesing full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.

8. "Evidential Breath Testing Device" (EBT) means ~~an EBT device~~ approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.

9. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program ~~who has knowledge of substance abuse disorders and appropriate medical knowledge and training to interpret and evaluate an individual's positive test result together with that individual's medical history and any other biomedical information~~ and for evaluating medical explanations for certain drug tests.

10. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and it has been determined that there was no adequate medical explanation for the failure; (f) fails or declines to take an additional test as directed; (g) fails to undergo a medical examination or evaluation, as directed by the ~~Medical Review Officer MRO or the Designated Employer Representative DER~~; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms) (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or ~~(i)~~ (l) is reported by the Medical Review Officer as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

11. "Safety-sensitive functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.

12. "Screening Test Technician" (STT) means anyone ~~meeting the requirements for a BAT who may act as an STT, provided that the individual has demonstrated proficiency in the operation of non-evidential screening devices (approved for use in lieu of EBTs to perform screening tests)~~ who instructs and assists individuals in the alcohol testing process and operates an ASD.

13. "Stand Down" means to temporarily remove an employee from performing safety-sensitive functions after a laboratory reports a confirmed positive, an adulterated, or a substituted test result but before a ~~the Medical Review Officer~~ RO completes the verification process.

14. "Substance Abuse Professional" (SAP) means a ~~licensed physician or a licensed or certified psychologist, social worker, employee assistance professional, or a certified addiction counselor with the knowledge and clinical experience in the diagnosis and treatment of alcohol, controlled substances, and related disorders. For additional definitions, see Article IV, Section C~~ qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

#### C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures (Administrative Procedure 421.1) to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a ~~Commercial Motor Vehicle (CMV).~~

2. The school district shall provide to each driver information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.

4. The school district shall require ~~a school district~~ each driver to ~~obtain a signed a statement from each driver~~ certifying that he or she has received a copy of these the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

#### D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the ~~Medical Review Officer (MRO)~~, the ~~Breath Alcohol Technician (BAT)~~, the ~~Substance Abuse Professional (SAP)~~, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

#### E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who tests greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No drivers shall be on duty or operate a ~~Commercial Motor Vehicle (CMV)~~ while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV.
8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances or has adulterated or substituted a test specimen for controlled substances.



9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district which prohibit the possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct. No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least 24 hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04, but may take action otherwise consistent with law and policy of the school district.

G. Prescription Drugs. A driver shall inform his or her supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a ~~Commercial Motor Vehicle (CMV)~~.

#### H. Testing Requirements

##### 1. Pre-Employment Testing

a. A driver applicant shall undergo testing for controlled substances before the first time the driver performs safety-sensitive functions for the school district.

b. Tests shall be conducted only after the applicant has received a conditional offer of employment.

c. In order to be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

##### 2. Post-Accident Testing

a. As soon as practicable following an accident involving a ~~Commercial Motor Vehicle (CMV)~~, the school district shall test the driver for alcohol and controlled substances if the

accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.

b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.

c. Drivers should be tested for controlled substances no later than thirty-two (32) hours after the accident.

d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.

e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.

f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

### 3. Random Testing

a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, at a minimum annual percentage of 50%.

c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made.

d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.

e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

### 4. Reasonable Suspicion Testing

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances on duty or within four (4) hours before coming on duty. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test, and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

#### 5. Return-To-Duty Testing

A driver found to have violated this policy shall not return to work until a ~~Substance Abuse Professional~~ AP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.

#### 6. Follow-Up Testing

When a ~~Substance Abuse Professional~~ (SAP) has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

#### 7. ~~Right to Refuse~~ to Submit and Attendant Consequences

- a. A driver or driver applicant may refuse to ~~undergo~~ submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty



provisions of 49 U.S.C 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.

c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally-offered position.

d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by a ~~Substance Abuse Professional~~ AP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

## I. Testing Procedures

### 1. Drug Testing.

a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.

b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably throughout a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The ~~Designated Employer Representative~~ ER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect not to have a referral made, and revoke the employment offer.

c. Drug test results are reported directly to the ~~Medical Review Officer (MRO)~~ by the testing laboratory. The MRO reports the results to the ~~Designated Employer Representative~~ ER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.

d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the ~~Medical Review Officer (MRO)~~ shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services-SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, or inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that there is a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether there is an acceptable medical reason for the positive result. The MRO shall confirm and report a positive test result to the ~~Designated Employer Representative~~ ER and the employee when there is no legitimate medical reason for a positive test result as received from the testing laboratory.

e. If, after making reasonable efforts and documenting those efforts, the ~~Medical Review Officer (MRO)~~ is unable to reach the donor directly, the MRO must contact the ~~Designated Employee Representative (DER)~~ who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.

f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:

(1) The donor expressly declines the opportunity to discuss the test results; or

(2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or

(3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor with ten (10) days of the date the confirmed test result was received from the laboratory.

## 2. Alcohol Testing

a. The federal alcohol testing regulations require ~~breath~~ testing to be administered by a ~~Breath Alcohol Technician (BAT)~~ using an ~~Evidential Breath Testing Device (EBT)~~ or an ~~STT~~ using an Alcohol Screening Device (ASD). EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.

b. Any result less than 0.02 ~~breath~~ alcohol concentration (~~BAC~~) is considered a "negative" test.

c. If the donor ~~attempts and fails~~ is unable to provide sufficient saliva for an ~~Alcohol Screening Device (SD)~~, the ~~Designated Employer Representative (ER)~~ will immediately arrange to use an ~~Evidential Breath Testing Device (BT)~~. If the donor attempts and fails to provide an

adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.

d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an ~~Evidential Breath Testing Device~~BT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.

e. Alcohol tests are reported directly to the ~~Designated Employer Representative~~ER.

#### J. Driver/Driver Applicant Rights

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances, have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:

a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the ~~Substance Abuse Professional~~AP; and

b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.

c. This limitation on employee discharge does not bar discharge of a employee for reasons independent of the first confirmed positive test result.

#### K. Testing Laboratory

The testing laboratory for controlled substances will be ~~Medtox, Inc. 402 W. County Road D, St. Paul, Minnesota 55112, (612) 636-7466~~ which is a laboratory certified by the Department of Health and Human Services-SAMHSA to perform controlled substances testing pursuant to federal regulations.

#### L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minn. Stat. Ch. 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

## M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

2. The required records shall be retained for the following minimum periods:

Basic records - 5 years

"Basic Records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers - 3 years

Collection and training records - 2 years

Negative and canceled drug tests - 1 year

Alcohol tests with less than 0.02 concentration - 1 year

Education and training records - indefinite

"Education and training records" must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

~~3. The school district shall also maintain an annual calendar year summary of the results of required testing.~~

## N. Training

The school district shall ~~designate certain employees to make determinations of reasonable suspicion~~ ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substance use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicions.

## O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have



been completed.

## 2. Referral, Evaluation, and Treatment

- a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of ~~Substance Abuse Professional~~ APs readily available to the driver or applicant and acceptable to the school district.
- b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by a ~~Substance Abuse Professional (SAP)~~ and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide a SAP evaluation or any subsequent recommended education or treatment.
- c. Drivers are responsible for payment for ~~Substance Abuse Professional~~ AP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

## 3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

## P. Other Testing

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minn. Stat. 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

(Continued)

## Employee Drug and Alcohol Testing -- Continued

|                   |                                    |
|-------------------|------------------------------------|
| Type:             | School Board Policy                |
| Section:          | 400 EMPLOYEE/PERSONNEL             |
| Code:             | 421                                |
| Adopted Date:     | 12/12/1994                         |
| Revised Date(s):  | 04/09/2007                         |
| Reviewed Date(s): | 05/11/1998, 12/09/2002, 04/09/2007 |
| Attached Files:   | No Documents Found.                |

---

### IV. DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing for other school district personnel, i.e., non-school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for school bus drivers and other drivers of ~~Commercial Motor Vehicles (CMVs)~~ who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

#### A. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:

##### 1. General Limitations

- a. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory which participates in one of the programs listed in Minn. Stat. 181.953, Subd. 1.
- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.

##### 2. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer which is contingent on the applicant is passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn,

the school district shall notify the job applicant of the reason for its action.

### 3. Random Testing

The school district may request or require only employees in safety-sensitive positions to undergo drug and alcohol testing on a random selection basis. Safety-sensitive positions subject to this policy are identified on Attachment HD of this policy.

### 4. Reasonable Suspicion Testing

The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of drugs or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale or transfer of drugs or alcohol while the employee is working or while the employee is on the school district premises or operating the school district's vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minn. Stat. 176.011, Subd. 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

### 5. Treatment Program Testing

The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

### 6. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than one annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

### B. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.



### C. Definitions

1. "Drug" means a controlled substance as defined in Minnesota Statutes.
2. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" mean analysis of a body component sample according to the standards established under one of the programs listed in Minn. Stat. 181.953, Subd. 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.
3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full-time or part-time, in whatever form, except for persons whose positions require a commercial driver's license, for the school district, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."
4. "Job applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are ~~primarily~~ governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III).
5. "Positive test result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minn. Stat. 181.953, Subd. 1.
6. "Random selection basis" means a mechanism for selection of employees that:
  - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
  - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
7. "Reasonable suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
8. "Safety-sensitive position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

#### D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

##### 1. Right of Other Employee or Job Applicant to Refuse to ~~Undergo~~ Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in ~~p~~Paragraphs 2, and 3, of this Section D.

##### 2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

##### 3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

#### E. Reliability and Fairness Safeguards

##### 1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy.

##### 2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

##### 3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test.

##### 4. Notice of and Right to Explain Positive Test Result

a. ~~In the case of a positive test result~~ If an employee or job applicant has a positive test result on a confirmatory test, the school district shall also, ~~at the time of providing notice of~~ provide him or her with the test results, provide and at the same time, written notice ~~to inform an employee or job applicant~~ of the right to explain the results and to submit additional information.

b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.

c. ~~The employee or job applicant may, w~~ Within three (3) working days after notice of a positive test result on a confirmatory test an employee or job applicant may submit information to the school district, (in addition to any information already submitted), to explain that result to the school district to explain that result.

#### 5. Notice of and Right to Request Confirmatory Retests

a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.

b. An employee or job applicant may request a confirmatory retest of the original sample at ~~the employee's or job applicant's~~ his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of ~~the employee's or job applicant's~~ his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. ~~In the case of~~ If the employee or job applicant has a positive test result on a confirmatory test, the school district shall also, at the time of providing notice of the test results, provide written notice to inform ~~an employee or job applicant~~ him or her of other rights provided under sections F<sub>4</sub> or G<sub>4</sub> below, whichever is applicable.

Attachments E and F to this policy provide the notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employee Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which, includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:

a. ~~The~~ the school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

b. ~~The~~ the employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

4. Notwithstanding paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire.

6. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

#### G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result



from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

#### H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

#### I. Privacy, Confidentiality and Privilege Safeguards

##### 1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

##### 2. Confidentiality Limitations

With respect to employees and job applicants, Test result reports and other information acquired in the drug or alcohol testing process are, ~~with respect to employees and job applicants~~, private data on individuals as that phrase is defined in Minn. Stat. Ch. 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

##### 3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minn. Stat. Ch. 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of federal government contract; and (3) disclosed to a substance abuse treatment facility for the

purpose of evaluation or treatment of the employee.

#### 4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

#### J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment G to this policy.

#### V. POSTING

The school district shall post notice in an appropriate and conspicuous location on school district premises that the school district has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in the school district's personnel office or other suitable locations.

#### Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. Ch. 43A (State Personnel Management)

Minn. Statute, 181.950-181.957 (Drug and Alcohol Testing in the Workplace)

Minn. Statute, 221.031 (Motor Carrier Rules)

49 U.S.C. 31306 (Omnibus Transportation Employee Testing Act of 1991)

49 U.S.C. 521(b) (Civil and Criminal Penalties for Violations)

49 U.S.C. 31306 (Omnibus Transportation Employee Testing Act of 1991)

49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)

#### Cross References:

Moorhead School Board Policy 420: Chemical Use and Abuse Policy

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free Schools

#### ATTACHMENTS TO DRUG AND ALCOHOL TESTING POLICY

Attachments A through D are to be used in conjunction with the drug and alcohol testing of bus drivers and driver applicants.

\* Attachment A is a "Driver Acknowledgment -- Drug and Alcohol Testing Policy Materials" form which should be used to document receipt of the policy and other materials by drivers

and driver applicants. It is referred to in Article III, Section C, paragraph 4 of the policy.

\* Attachment B is a "Bus Driver or Driver Applicant -- Authorization to Release Information" form. It is referred to in Article III, Section H, paragraph 1 of the policy.

\* Attachment C is a "Bus Driver or Driver Applicant -- Refusal to Submit to Testing" form. It is referred to in Article III, Section H, paragraph 8 of the policy.

Attachments D through G are to be used in conjunction with drug and alcohol testing of non-bus drivers and applicants.

\* Attachment D is a "Pretest Notice" that must be provided to non-school bus driver employees or job applicants before requesting that the employee or job applicant undergo drug or alcohol testing. It is referred to in Article IV, Section E, paragraph 1 of the policy.

\* Attachment E is a "Notice of Test Results and Various Rights" which should be used by the district when notifying non-school bus driver employees or job applicants of test results and other rights. It is referred to in Article IV, Section E, paragraph 6 of the policy.

\* Attachment F is an "Explanation of a Positive Test Result" which is used by the district when an applicant has a positive test result. It is referred to in Article IV, Section E, paragraph 4. of the policy.

\* Finally, the district may wish to use Attachment G, entitled "Acknowledgment -- Drug and Alcohol Testing Policy," to document that written notice of the policy was given to all affected employees. It is referred to in Article IV, Section J of the policy.

Attachments are included.



## **Employee Right to Know - Exposure to Hazardous Substances**

|                          |                                                |
|--------------------------|------------------------------------------------|
| <b>Type:</b>             | School Board Policy                            |
| <b>Section:</b>          | 400 EMPLOYEE/PERSONNEL                         |
| <b>Code:</b>             | 424                                            |
| <b>Adopted Date:</b>     | 11/13/1984                                     |
| <b>Revised Date(s):</b>  | 04/09/2007                                     |
| <b>Reviewed Date(s):</b> | 04/26/1994, 12/14/1998, 01/27/2003, 04/09/2007 |
| <b>Attached Files:</b>   | No Documents Found.                            |

---

### **I. PURPOSE**

The purpose of this policy is to provide school district employees a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. 182.653, Subd. 2)

### **II. GENERAL STATEMENT OF POLICY**

It is the policy of this school district to provide information and training to employees who may be routinely exposed to a hazardous substance, harmful physical agent or infectious agent.

### **III. DEFINITIONS**

A. "Commissioner" means the Commissioner of Labor and Industry.

B. "Routinely exposed" means that there is a reasonable potential for exposure during the normal course of assigned work or when an employee is assigned to work in an area where a hazardous substance has been spilled.

C. "Hazardous substance" means a chemical or substance, or mixture of chemicals and substances, which:

1. is regulated by the Federal Occupational Safety and Health Administration under the Code of Federal Regulations; or
2. is either toxic or highly toxic; an irritant; corrosive; a strong oxidizer; a strong sensitizer; combustible; either flammable or extremely flammable; dangerously reactive; pyrophoric; pressure-generating; compressed gas; carcinogen; teratogen; mutagen; reproductive toxic agent; or that otherwise, according to generally accepted documented medical or scientific evidence, may cause substantial acute or chronic personal injury or illness during or as a direct result of any customary or reasonably foreseeable accidental or intentional exposure to the chemical or substance; or

3. is determined by the commissioner as a part of the standard for the chemical or substance or mixture of chemicals and substances to present a significant risk to worker health and safety or imminent danger of death or serious physical harm to an employee as a result of foreseeable use, handling, accidental spill, exposure, or contamination.

D. "Harmful physical agent" means a physical agent determined by the commissioner as a part of the standard for that agent to present a significant risk to worker health or safety or imminent danger of death or serious physical harm to an employee. This definition includes but is not limited to radiation, whether ionizing or nonionizing.

E. "Infectious agent" means a communicable bacterium, rickettsia, parasites, virus, or fungus determined by the commissioner by rule, with approval of the commissioner of health, which according to documented medical or scientific evidence causes substantial acute or chronic illness or permanent disability as a foreseeable and direct result of any routine exposure to the infectious agent. Infectious agent does not include an agent in or on the body of a patient before diagnosis.

F. "Blood borne pathogens" means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

#### IV. TARGET JOB CATEGORIES

Training will be provided to ~~the following~~ all full and part-time employees who are routinely exposed to a hazardous substance, harmful physical agent or infectious substance as set forth above.

~~A. All employees, full or part time, in these targeted categories:~~

- ~~1. Art,~~
- ~~2. Industrial Technologies,~~
- ~~3. Food Services,~~
- ~~4. Family and Consumer Sciences,~~
- ~~5. Transportation,~~
- ~~6. Buildings and Grounds (Custodians),~~
- ~~7. Elementary and Secondary Science,~~
- ~~8. Supplemental Teaching and Enrichment Program (S.T.E.P.),~~
- ~~9. Swimming Pool,~~
- ~~10. Coaches,~~
- ~~11. School Building Secretaries,~~
- ~~12. Early Childhood Family Education,~~
- ~~13. Playground Supervisors,~~
- ~~14. Special Education (Speech, OTPT, DAPE, EBD, etc.)~~
- ~~15. Alternative Programs (RRALC, Outreach and Collaborative),~~
- ~~16. School Nurse,~~
- ~~17. Health Technicians,~~
- ~~18. Principals, and others identified by their supervisor.~~

~~B. Any concerned employee, not specifically targeted by this policy, who requests the training.~~

#### V. TRAINING SCHEDULE

Training will be provided to the following employees before ~~they begin work~~ beginning a job assignment as follows:

A. Any newly-hired employee assigned to a work area where he or she is determined to be "routinely exposed" ~~by~~ under the guidelines above.

B. Any employee reassigned to a work area where he or she is determined to be "routinely exposed" ~~by~~ under the guidelines above.

#### Legal References:

Minnesota Statute Chapter 182 (Occupational Safety and Health)

Minnesota Rules Chapter 5205 (Safety and Health Standards)

Minnesota Rules Chapter 5206 (Employee Right to Know Standards)

29 C.F.R 1910.1050, App. B (Substance Technical Guidelines)

#### Cross References:

Moorhead School Board Policy 425: Health and Safety Protection

Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions

## Health and Safety Protection

Type: School Board Policy  
Section: 400 EMPLOYEE/PERSONNEL  
Code: 425  
Adopted Date: 7/17/1995  
Revised Date(s): 04/09/2007  
Reviewed Date(s): 02/14/2000, 01/27/2003, 04/09/2007  
Attached Files: No Documents Found.

---

### I. PURPOSE

~~Moorhead Area Public Schools considers health and safety protection an important part of every operation. The school district will establish, provide, and maintain safe and healthful working conditions and insist upon safe work methods and practices at all times. The purpose of this policy is to provide school district employees a place of employment that maintains safe and healthy working conditions at all times.~~

### II. GENERAL STATEMENT OF POLICY

Moorhead Area Public Schools is committed to providing a ~~healthy~~ safe and ~~safe~~ healthy work environment for all its employees. Regard for safety of the general public, ~~our~~ students, ~~our~~ employees and ~~our~~ subcontractors' employees is of the utmost concern of ~~our~~ the district.

~~Safety does not occur by chance. It is the result of careful attention to all school district operations. It is the responsibility of every member of administration to make the safety and health of our employees their daily concern (Administrative Procedure 425.1). Providing a safe place to work, a work environment conducive to safe work practices, and safety policies are primary concerns for the administration (Administrative Procedure 425.1). It is our belief that employees at every level have a responsibility for maintaining safety and occupational health within the district, and are expected to cooperate fully with the district's health and safety policies.~~

The ~~Moorhead Area Public Schools~~ district will have a Health and Safety Plan which will be developed and updated annually by the Health/Safety/Wellness Committee and forwarded to the Moorhead School Board for approval. The Health and Safety Plan will be placed on the school district's Web site to give access to all employees of the district.

#### Legal References:

~~Minnesota~~ Statute, 123B.56 (Health, Safety, and Environmental Management)  
~~Minnesota~~ Statute, 123B.57 (Capital Expenditure; Health and Safety)

## **Policies Incorporated by Reference for Employees/Personnel**

|                          |                                                                        |
|--------------------------|------------------------------------------------------------------------|
| <b>Type:</b>             | School Board Policy                                                    |
| <b>Section:</b>          | 400 EMPLOYEE/PERSONNEL                                                 |
| <b>Code:</b>             | 499                                                                    |
| <b>Adopted Date:</b>     | 10/13/2003                                                             |
| <b>Revised Date(s):</b>  | 05/11/2009, 06/14/2010                                                 |
| <b>Reviewed Date(s):</b> | 05/09/2005, 06/12/2006, 02/12/2007, 11/26/2007, 05/11/2009, 06/14/2010 |
| <b>Attached Files:</b>   | No Documents Found.                                                    |

---

### **I. PURPOSE**

The purpose of this policy is to provide a list of all policies applicable to employees as well as to students.

### **II. GENERAL STATEMENT**

In order to avoid undue duplication, Moorhead Area Public Schools provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which also apply to employees:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination  
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools  
Moorhead School Board Policy 104: Mission Statement  
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review  
Moorhead School Board Policy 501: Equal Educational Opportunity  
Moorhead School Board Policy 504: Protection and Privacy of Student Records  
Moorhead School Board Policy 506: Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees  
Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions  
Moorhead School Board Policy 532: Medication  
Moorhead School Board Policy 533: Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI)  
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse  
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults  
Moorhead School Board Policy 536: Wellness  
Moorhead School Board Policy 540: Student Activities  
Moorhead School Board Policy 544: Activities Fundraising  
Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 553: Crisis Intervention and Student Support  
Moorhead School Board Policy 555: Notification to Staff Regarding Placement of Students with Violent Behaviors  
Moorhead School Board Policy 570: Prohibition of Harassment and Violence  
Moorhead School Board Policy 571: Hazing Prohibition

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School  
Moorhead School Board Policy 573: Tobacco-Free Environment  
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy  
Moorhead School Board Policy 630: Organization of School Calendar and School Day  
Moorhead School Board Policy 632: Field Trips  
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities  
Moorhead School Board Policy 710: School District Crisis Management  
Moorhead School Board Policy 711: Severe Weather Related School Closings  
Moorhead School Board Policy 712: Safety and Security Technology  
Moorhead School Board Policy 722: School District Owned Vehicle Reservation  
Moorhead School Board Policy 730: School District Copyright Policy  
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety  
Moorhead School Board Policy 732: Use of All School Equipment and Materials for Instructional Purposes Off School Premises  
Moorhead School Board Policy 822: Payroll Employment  
Moorhead School Board Policy 823: Cashing Checks Out of Cash Deposits  
Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences  
Moorhead School Board Policy 832: Complimentary Athletic Season Passes/Single Event Passes  
Moorhead School Board Policy 833: Disposition of Obsolete Equipment and Material  
Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools  
Moorhead School Board Policy 907: Rewards

### III. RESPONSIBILITIES

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.



## Medication

**Type:** School Board Policy  
**Section:** 500 STUDENTS  
**Code:** 532  
**Adopted Date:** 10/24/1989  
**Revised Date(s):** 06/12/2006, 12/14/2009  
**Reviewed Date(s):** 11/23/1993, 01/12/1998, 11/12/2001, 06/12/2006, 12/14/2009

**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

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

~~1A. 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.)~~ The administration of prescription medication or drugs at school requires a completed signed request from the student's parent(s)/guardian(s). An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.

~~2B. Administration of prescription 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~~ The medication request form (Administrative Procedure 532.1) forms for administration of medication are is 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. A medication form must be completed annually (once per school year) and/or when a change in the prescription or



requirements for administration occurs.

3C. Prescription medication must be brought to school in a the original container ~~with a~~ labeled for the student prepared by a pharmacist in accordance with law and administered in a manner consistent with the instructions on the label. 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.

4D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the medication.

E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (see Part D. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (Individualized Education Program), Section 504 plan, or IHP (Individual Health Plan).

F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

5G. 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.

6H. 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.

7I. The administration of medication to ~~pupils~~ students 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~~ student 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.

8J. 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

A4. 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.

B. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;

C. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;

2D. Medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:

a1. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;

b2. the inhaler is properly labeled for that student; and

e3. 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.~~

4E. 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:

a1. the ~~pupil~~ student may possess the epinephrine; or

b2. ~~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. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to nonsyringe injectors of epinephrine in close proximity to the student at all times during the instructional day.~~

5F. 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.

G. "Parent" for students 18 years old or older is the student.

Legal References:

Minnesota, Statute, 13.32 (Student Health Data)

Minnesota, Statute, 121A.21 (Hiring of Health Personnel)

Minnesota, Statute, 121A.22 (Administration of Drugs and Medicine)

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.* (Individuals with Disabilities Education Act of 2004)

29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, Section 504)

Cross Reference:

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

## **Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI)**

**Type:** School Board Policy  
**Section:** 500 STUDENTS  
**Code:** 533  
**Adopted Date:** 1/11/1994  
**Revised Date(s):** 02/12/2007  
**Reviewed Date(s):** 01/11/1994, 12/08/1997, 06/09/2003, 02/12/2007  
**Attached Files:** No Documents Found.

---

### **I. PURPOSE**

Education is the primary mission of Moorhead Area Public Schools and Moorhead Area Public Schools has a responsibility to promote a healthful school environment for students. The parent/guardian has the primary responsibility for the maintenance of his/her child's health and medical care. Moorhead Area Public Schools recognizes that because of the complexity and severity of the medical conditions of some students, their parent/guardian may request school staff to withhold emergency care from the student in the event of a life-threatening situation. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

### **II. GENERAL STATEMENT ~~OF POLICY~~**

A. Moorhead Area Public Schools recognizes that the Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI) are medical documents.

B. Moorhead Area Public Schools staff will not accept or honor requests to withhold emergency care or DNR/DNI orders. The school district will not convey such orders to emergency medical personnel. DNR/DNI orders shall not be incorporated into a student's ~~Individualized e~~Education ~~plan-Program~~ (IEP) or 504 plans.

C. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.

D. Moorhead Area Public Schools staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities. Reasonable emergency care will not be withheld.

E. The parent/guardian will be notified of the emergency as soon as possible.

F. Notwithstanding this school district policy; IEP and Section 504 teams must develop individualized medical emergency care plans when appropriate in accordance with state and federal law.

G. Parents/guardians who request that emergency care be withheld for their child or who present DNR/DNI orders shall be advised of and shall be provided a copy of this policy.

Legal References:

29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, 504)

42 U.S.C. 12101-12213 (Americans with Disabilities Act)

Cross Reference:

Moorhead School Board Policy 602: Special Education Programs

## **Mandated Reporting of Child Neglect or Physical or Sexual Abuse**

**Type:** School Board Policy  
**Section:** 500 STUDENTS  
**Code:** 534  
**Adopted Date:** 5/27/1986  
**Revised Date(s):** 12/08/2008, 06/14/2010  
**Reviewed Date(s):** 12/01/1990, 02/11/1992, 04/13/1998, 06/10/2002, 04/12/2004, 06/13/2005, 06/12/2006, 04/09/2007, 02/11/2008, 12/08/2008, 06/14/2010

**Attached Files:** No Documents Found.

---

### **I. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

### **II. GENERAL STATEMENT**

A. It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota, Statute, 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. It is the policy of the Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings.

C. It shall be a violation of this policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

### **III. DEFINITIONS**

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

1. is not likely to occur and could not have been prevented by exercise of due care; and
2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.



B. "Child" means one under age 18.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Mandated Reporters" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.

E. "Neglect" means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering other factors such as the child's age, mental ability, physical condition, length of absence, environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law which does not include a parent's/guardian's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance;
6. medical neglect as defined by Minnesota Statute, 260C.007, Subd. 4, clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent/guardian or person responsible for the care of the child that adversely affects the child's basic needs and safety;
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious



danger to the child's health.

F. "Physical Abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minnesota Statutes 121A.67 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent/guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, building administrator, or school employee as allowed by Minnesota Statute 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minnesota Statute 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statute 121A.58.

G. "School Personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

H. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minnesota Statute 609.341, Subd. 15), or by a person in a position of authority (as defined in Minnesota Statute 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse.

I. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

J. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

K. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

#### IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

B. All employees of Moorhead Area Public Schools shall be responsible for reporting pursuant to this section.

C. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff or local welfare agency or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

D. A mandated reporter who knows or has reason to know of the deprivation of parent/guardian rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

E. The oral report shall be made to the Clay County Social Services or the proper city or county law enforcement agency.

Clay County Social Services  
715 11th Street N., Suite 502  
Moorhead, MN 56560 Phone: 299-5200  
(Ask for child protection intake worker)  
Office hours 8:00-4:30, Monday-Friday

Moorhead Police Department, Juvenile Division  
915 North 9th Avenue  
Moorhead, MN 56560 Phone: 299-5111  
24 hours a day, seven days a week

Clay County Sheriff's Department  
915 9th Ave. No.  
Moorhead, MN 56560 Phone: 299-5111  
(for families living outside Moorhead city limits)

Note: If it is believed that the child's immediate health or welfare is jeopardized, the proper law enforcement agency shall be called. They are the only community agents who have the authority to remove a child, short of a court order.

F. Forms for reporting child abuse or neglect (Administrative Procedure 534.1) are located in each building administrator's office and on the district's Web site ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)). A copy of the written report will be given to building or district administration by the reporter. A copy of the report of child abuse or neglect must be kept in a confidential file and shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction. Copies of abuse reports are not to be kept in a student's cumulative file.

G. A person mandated by Minnesota law and this policy to report, who fails to report, may be subject to criminal penalties and/or discipline, up to and including termination of employment.

H. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school. It is not the responsibility of the reporter to investigate or prove that the child has been abused or neglected.

I. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

J. Immunity for liability: Any person, including those voluntarily making reports and those required to make reports, has immunity from any civil or criminal liabilities that otherwise might result from their actions if they are acting in good faith (Minnesota, Statute, 626.556, Subd. 4).

K. Retaliation prohibited: An employer of any person required to make reports under subdivision 3 shall not retaliate against the person for reporting in good faith abuse or neglect pursuant to this section, or against a child with respect to whom a report is made, because of the report (Minnesota, Statute, 626.556, Subd. 4a).

L. Failure to report: Any person mandated by this section to report suspected physical or sexual child abuse or neglect and fails to report shall be guilty of a misdemeanor. A mandated reporter who fails to report if the child's health is in serious danger, and if the child suffers substantial or great bodily harm because of the lack of medical care, is guilty of a gross misdemeanor. If the child dies because of the lack of medical care, the mandated reporter is guilty of a felony (Minnesota Statute, 626.556, Subd. 6).

## V. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent(s)/guardian(s) or person responsible for the child's care. School officials may not disclose to the parent(s)/guardian(s) or legal custodian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except when the alleged perpetrator is believed to be a school official or employee, the time and place, the manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of the Minnesota Department of Education, and, if involved, the local welfare or law enforcement agency.

E. The school district shall make every effort to reduce the disruption of the educational program of the child, other students or school staff when an interview is conducted on school



premises.

F. Upon request by the Minnesota Department of Education, the school district shall provide all requested data that is relevant to a report of maltreatment and are in possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of Minnesota Government Data Practices Act, Minn. Stat. Chapter 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

## VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent(s)/guardians(s) or legal custodian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

## VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the dates relating to the reporting and investigation of such harassment or violence may be applicable.

## VIII. DISSEMINATION OF POLICY AND TRAINING

A. Staff Inservice - Each building administrator or designee will review the policy and procedures with staff yearly.

B. Community Awareness - 1) Policy provisions II. A., B. and C. will be published in the back to school newsletter each fall; and, 2) A copy of provisions II. A., B. and C. will be posted in each school building and included in each school handbook or in a newsletter. The policy is also accessible on the district's website ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)).

C. This policy shall be reviewed at least yearly by the Moorhead School Board for compliance with state law.

Legal References:

Minn. Stat. ~~Chapter~~ 13 (Minnesota Government Data Practices Act)  
Minn. Stat. 121A.58 (Corporal Punishment)  
Minn. Stat. 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. 121A.67 (Aversive and Deprivation Procedures)  
Minn. Stat. 245.825 (Use of Aversive and Deprivation Procedures; ~~Licensed Facilities and Services~~)  
Minn. Stat. 260C.007, Subd. 4, ~~Clause~~ (5) (~~Definitions~~—Child in Need of Protection ~~or Services~~)  
Minn. Stat. 609.02, Subd. 6 (Definitions - Dangerous Weapon)  
Minn. Stat. 609.341, Subd. 10 (Definitions - Position of Authority)  
Minn. Stat. 609.341, Subd. 15 (Definitions - Significant Relationships)  
Minn. Stat. 609.379 (~~Permitted Actions~~ Reasonable Force)  
Minn. Stat. 626.556 *et seq.* (Reporting of Maltreatment of Minors)  
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

Cross References:

Moorhead School Board Policy 504: Protection and Privacy of Student Records  
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults  
Moorhead School Board Policy 551: Student Discipline  
Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 570: Prohibition of Harassment and Violence



## **Maltreatment of Vulnerable Adults**

**Type:** School Board Policy  
**Section:** 500 STUDENTS  
**Code:** 535  
**Adopted Date:** 8/26/2002  
**Revised Date(s):** 12/08/2008, 06/14/2010  
**Reviewed Date(s):** 04/12/2004, 05/09/2005, 12/12/2005, 04/09/2007, 05/12/2008, 12/08/2008, 06/14/2010  
**Attached Files:** No Documents Found.

---

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT**

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

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

### **III. DEFINITIONS**

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

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

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

obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statute, 626.5572, Subd. 17.

D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minnesota Statute, 626.5572, Subd. 2.

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

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

emotional status.

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

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

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

#### IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the Clay County Social Services.

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

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

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

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

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

## V. INVESTIGATION

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

## VI. DISSEMINATION OF POLICY AND TRAINING

A. Each building administrator or designee will review the policy and procedures with staff yearly.

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

### Legal References:

Minn. Stat. 13.02 (Collection, Security and Dissemination of Records; Definitions)

Minn. Stat. 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)

Minn. Stat. 609.221-609.224 (Assault)

Minn. Stat. 609.234 (~~Failure to Report~~ Crimes Against the Person)

Minn. Stat. 609.235 (Use of Drugs to Injure or Facilitate Crime)

Minn. Stat. 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)

Minn. Stat. 609.341 (Definitions)

Minn. Stat. 609.342-609.3451 (Criminal Sexual Conduct)

Minn. Stat. 626.556 (~~Reporting of Maltreatment of Minor~~)

Minn. Stat. 626.557 (Reporting of Maltreatment of Vulnerable Adults)

Minn. Stat. 626.5572 (Definitions)

In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

### Cross References:

Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity

Moorhead School Board Policy 414: Employee Public and Private Personnel Data

Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Moorhead School Board Policy 603: Special Education Policies and Procedures

Moorhead School Board Policy 502: Student Disability Nondiscrimination

## **Crisis Intervention and Student Support**

|                          |                                    |
|--------------------------|------------------------------------|
| <b>Type:</b>             | School Board Policy                |
| <b>Section:</b>          | 500 STUDENTS                       |
| <b>Code:</b>             | 553                                |
| <b>Adopted Date:</b>     | 1/8/1990                           |
| <b>Revised Date(s):</b>  | 02/12/2007                         |
| <b>Reviewed Date(s):</b> | 12/14/1998, 04/28/2003, 02/12/2007 |
| <b>Attached Files:</b>   | No Documents Found.                |

---

### **I. PURPOSE**

A. The Moorhead Area Public School District recognizes that all learners may need support for at-risk issues and crisis situations. Crisis intervention and student support services is a proactive structure through which Moorhead Area Public Schools provides comprehensive education, prevention, intervention, postvention, and referral services to students.

B. The Moorhead Area Public School District acknowledges that staff members encounter students and personnel in crisis resulting from situations such as, but not limited to:

1. serious illness or death of a student, a close relative, or friend of student;
2. serious illness or death of a staff member;
3. suicide or other threats to a student's physical or psychological well-being;
4. harmful chemical involvement;
5. changes in composition of one's family for any reason; and
6. other tragedies that would traumatize school age children, youth and staff.

The psychological, emotional and educational impact of such crisis can be significant for the individual, family and school communities.

C. In accordance with Minnesota Statute, 144.344 (Emergency Treatment) students will receive necessary treatment for life threatening physical or mental illness.

### **II. GENERAL STATEMENT OF POLICY**

A. Moorhead students will have access to school-based professionals including licensed school teachers, counselors, nurses, social workers, and psychologists.

B. When appropriate, these professionals may extend these services to a student's family in order to best meet the needs of the student.

C. Student support services help maintain a safe learning environment and provide instruction, consultation, assessment, support and resources for students, their families and staff regarding



crisis and at-risk issues.

D. Crisis Response Team Members will follow the Moorhead School District Crisis Emergency Procedures included in manuals at each building. Crisis Response Teams may include: Care Teams, Medical Emergency Teams and Security Teams.

Legal References:

Minnesota Statute, 144.344 (Emergency Treatment)

Cross References:

Moorhead School Board Policy 234: ~~District Care Team Committee~~ Safe and Healthy Learners Committee

Moorhead School Board Policy 710: School District Crisis Management



## Notification to Staff Regarding Placement of Students with Violent Behaviors

|                   |                     |
|-------------------|---------------------|
| Type:             | School Board Policy |
| Section:          | 500 STUDENTS        |
| Code:             | 555                 |
| Adopted Date:     | 8/26/2002           |
| Revised Date(s):  | 01/08/2007          |
| Reviewed Date(s): | 01/08/2007          |
| Attached Files:   | No Documents Found. |

---

### I. PURPOSE

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff and making determinations regarding a student with a history of violent behavior.

### II. GENERAL STATEMENT OF POLICY

A. Any staff member or other employee of Moorhead Area Public Schools who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the building administrator.

B. The building administrator will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.

a) A meeting to discuss the Individualized Educational Program (IEP) of a student may be used for this purpose. Administrative Procedure 555.1: Staff Notification of Violent Behavior by Students must be completed.

C. Only staff members whose work assignment reasonably requires access to the information will receive notification.

### III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them.

#### A. Administration

"Administration" means the Superintendent, building administrator, or other designee.

#### B. Classroom Teacher

"Classroom Teacher" means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

#### C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence have occurred during the current or previous school year.

2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

#### D. Incident(s) of Violence

"Incident(s) of violence" means willful conduct in which a student endangers or causes physical injury to the student, other students, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

#### E. Legitimate Educational Interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person's need to know in order to:

1. ~~P~~perform an administrative task required in the school or the employee's contract or position description approved by the Moorhead School Board;
2. ~~P~~perform a supervisory or instructional task directly related to the student's education; ~~or~~
3. ~~P~~perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; and
4. ~~P~~perform a task directly related to responding to a request for data.

#### F. School Staff Member

"School Staff Member" includes:

1. ~~A~~a person duly elected to the School Board;

2. Aa person employed by the School Board in an administrative, supervisory, instructional, or other professional position;
3. Aa person employed by the School Board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and
4. Aa person employed by, or under contract to, the School Board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

#### IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

##### A. Reports of Violent Behavior

Any staff member or other employee of Moorhead Area Public Schools who becomes aware of any information regarding the violent behavior of an enrolling student or any student in the building shall immediately report the information to the building administrator where the student is enrolled or seeks to enroll.

##### B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above), will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records.

##### C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's responsible authority appointed by the School Board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this detailed determination, the responsible authority will provide guidance to the administration as to what data will be shared.

#### D. Form of Written Notice (Administrative Procedure 555.1)

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. ~~N~~ame of the student;
2. ~~D~~ate of notice;
3. ~~N~~otification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. ~~R~~eminder of the private nature of the data provided.

#### E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

#### F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in Section IV.D. of this policy.

#### G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

#### V. MAINTENANCE AND TRANSFER OF RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records.

## VI. PARENTAL NOTICE

A. The administration will notify parents that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.

B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.

C. Parents will be given notice that they have the right to review and challenge records or data, (including the data documenting the history of violent behavior), in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records.

## VII. TRAINING NEEDS

Representatives of the school district and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

### Legal References:

~~Minnesota Statute~~, Ch. 13 (Minnesota Government Data Practices Act)

~~Minnesota Statute 13.04, Subd. 4 (Process for Challenging Data under State Law)~~

~~Minnesota Statute~~, 120A.22, Subd. 7 (School Attendance - Education Records)

~~Minnesota Statute~~, 121A.45 (Grounds for Dismissal)

~~Minnesota Statute~~, 121A.64 (Notification of Students with Violent Behavior)

~~Minnesota Statute~~, 121A.75 (Law Enforcement Notice to Schools)

~~Minnesota Rules Parts~~ 1205.0100-1205.2000 (Data Practices)

20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

34 C.F.R. 99.1-99.67 (Rules Implementing FERPA)

~~34 C.F.R. 99.20-99.22 (Process for Challenging Data under Federal Law)~~

~~Minnesota Laws~~ 2003, 1st Sp., Ch. 9, Art. 2, 53

### Cross Reference:

Moorhead School Board Policy 504: Protection and Privacy of Student Records

## **Policies Incorporated by Reference for Students**

**Type:** School Board Policy  
**Section:** 500 STUDENTS  
**Code:** 599  
**Adopted Date:** 10/13/2003  
**Revised Date(s):** 05/11/2009, 06/14/2010  
**Reviewed Date(s):** 05/09/2005, 06/12/2006, 02/12/2007, 11/26/2007,  
05/11/2009, 06/14/2010

**Attached Files:** No Documents Found.

---

### **I. PURPOSE**

The purpose of this policy is to provide a list of all policies applicable to students as well as to employees.

### **II. GENERAL STATEMENT**

In order to avoid undue duplication, Moorhead Area Public Schools provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which all apply to students:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination  
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools

Moorhead School Board Policy 104: Mission Statement

Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review

Moorhead School Board Policy 303: Public Right to Know/Release of Information

Moorhead School Board Policy 420: Chemical Use and Abuse

Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions

Moorhead School Board Policy 544: Activities Fundraising

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

Moorhead School Board Policy 573: Tobacco-Free Environment

Moorhead School Board Policy 609: Inclusive Educational Program

Moorhead School Board Policy 630: Organization of School Calendar and School Day

Moorhead School Board Policy 632: Field Trips

Moorhead School Board Policy 633: Patriotic Exercises

Moorhead School Board Policy 634: Religion

Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy

Moorhead School Board Policy 650: School District System Accountability



Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards

Moorhead School Board Policy 656: ~~GRAD~~-Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Plans

~~Accommodations~~ and Limited English Proficiency (LEP) Students

Moorhead School Board Policy 660: Moorhead Area Public Schools State Mandated Testing Plan and Procedure

Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities

Moorhead School Board Policy 711: Severe Weather Related School Closings

Moorhead School Board Policy 712: Safety and Security Technology

Moorhead School Board Policy 720: Student Transportation Eligibility Guidelines

Moorhead School Board Policy 721: Student Transportation Safety

Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety

Moorhead School Board Policy 831: Rental of District Musical Instruments

Moorhead School Board Policy 905: Visitors to Moorhead Area Public School Buildings and Sites

Moorhead School Board Policy 907: Rewards

### III. RESPONSIBILITIES

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

## Special Education Programs

**Type:** School Board Policy  
**Section:** 600 EDUCATION PROGRAMS  
**Code:** 602  
**Adopted Date:** 8/26/2002  
**Revised Date(s):** 06/11/2007  
**Reviewed Date(s):** 06/09/2003, 06/11/2007  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

The purpose of this policy is to set forth the position of the Moorhead Area Public Schools on the need for special educational services on the part of some students in the Moorhead Area Public Schools.

### II. GENERAL STATEMENT OF POLICY

The Moorhead Area Public Schools recognizes that some students need special education and recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

### III. RESPONSIBILITIES

A. The Moorhead Area Public Schools accepts its responsibility to identify, evaluate and provide special instruction and related services for children with disabilities who are properly the responsibility of the Moorhead Area Public Schools and who meet the criteria to qualify for special instruction and related services as set forth in Minnesota and federal law.

B. The Moorhead Area Public Schools shall ensure that all qualified children with disabilities are provided the special education and related services which are appropriate to their educational needs.

C. When such services require or result from interagency cooperation, the Moorhead Area Public Schools shall participate in such interagency activities in compliance with applicable state and federal laws.

#### Legal References:

Minnesota, Statute, 124D.03 (Enrollment Options Program)  
Minnesota, Statute, 125A.02 (~~Definition of a Child with a Disability~~ Defined)  
Minnesota, Statute, 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)  
29 U.S.C. 794 *et seq.* (504 of Rehabilitation Act of 1973)

20 U.S.C. 1400 *et seq.* (IDEA, Individuals with Disabilities Education Improvement Act of 2004)

Cross References:

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 511: Enrollment of Nonresident Students

Moorhead School Board Policy 604: Extended School Year for Students with Individualized Education Programs

## Student Transportation Safety

**Type:** School Board Policy  
**Section:** 700 NON-INSTRUCTIONAL  
**Code:** 721  
**Adopted Date:** 10/10/1994  
**Revised Date(s):** 05/11/2009, 04/26/2010  
**Reviewed Date(s):** 05/14/2001, 06/14/2004, 12/12/2005, 06/11/2007, 05/12/2008, 05/11/2009, 04/26/2010

**Attached Files:** No Documents Found.

---

### I. PURPOSE

The purpose of this policy is to provide safe transportation for students and educate students on safety issues and responsibilities of school bus ridership. It includes information ~~of~~ regarding parent/guardian involvement, school bus driver duties, responsibilities, training, emergency procedures on buses, and vehicle standards.

### II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

#### A. School Bus Safety Week

School bus safety week will coincide with the National School Bus Safety Week.

#### B. Student Training

1. The Moorhead Area Public Schools shall provide students enrolled in grades K through 10 with age-appropriate school bus safety training ~~of~~ the following concepts:

- a. ~~T~~ransportation by school bus is a privilege, not a right;
- b. ~~D~~istrict policies for student conduct and school bus safety;
- c. ~~A~~ppropriate conduct while on the bus;
- d. ~~T~~he danger zones surrounding a school bus;
- e. ~~P~~rocedures for safely boarding and leaving a school bus;
- f. ~~P~~rocedures for safe vehicle lane crossings; and
- g. ~~S~~chool bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grade 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of

school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The Moorhead Area Public Schools and nonpublic schools with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statute, 169.446, Subds. 2 and 3.

5. The Moorhead Area Public Schools and nonpublic schools with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The Moorhead Area Public Schools will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The Moorhead Area Public Schools may provide kindergarten students with school bus safety training before the first day of school.

8. The Moorhead Area Public Schools may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.

9. The Moorhead Area Public Schools shall adopt and make available for public review a curriculum for transportation safety education.

10. Nonpublic school students transported by the Moorhead Area Public Schools will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the Superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

### III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral ~~standards~~ rules while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.

B. The building administrator or designee is responsible for imposing consequences for misconduct on the school bus or at bus stops. In addition, all school bus/bus stop misconduct

will be reported to the district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's ~~Transportation director's~~ office and the school office.

## 2. Rules at the Bus Stop

a. Get to your bus stop 5 five minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b. Respect the property of others while waiting at your bus stop.

c. Keep your arms, legs and belongings to yourself.

d. Use appropriate language.

e. Stay away from the street, road or highway when waiting for the bus.

f. Wait until the bus stops before approaching the bus.

g. After getting off the bus, move away from the bus.

h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

i. No fighting, harassment, intimidation or horseplay.

j. No use of alcohol, tobacco, or drugs.

## 3. Rules on the Bus

a. Immediately follow the directions of the driver.

b. Sit in your seat facing forward.

c. Talk quietly and use appropriate language.

d. Keep all parts of your body and personal belongings inside the bus.

e. Keep your arms, legs and belongings to yourself.



- f. No fighting, harassment, intimidation or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

#### 4. Consequences

a. Consequences for school bus/bus stop misconduct will apply to all routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parent(s)/guardian(s) will be notified of any suspension of bus privileges.

##### (1) Elementary (K-5)\*

1st offense -- Warning

2nd offense -- 3 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).

3rd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).

4th offense -- 10 school day suspension from riding the bus/meeting with parent(s)/guardian(s).

Further offenses -- Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.

~~\* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.~~

##### (2) Middle School and Secondary (6-12)\*

1st offense -- Warning

2nd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).

3rd offense -- 10 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).

4th offense -- 20 school day suspension from riding the bus/meeting with parent(s)/guardian(s).

5th offense -- Suspended from riding the bus for the remainder of the school year.

\*Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

### (3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

### (4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the school district to the Minnesota Department of Public Safety in accordance with state and federal law. Records may also be maintained in the transportation office.

### (5) Vandalism/Bus Damage

Student damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in loss of bus privileges until damages are paid.

### (6) Notice

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus. The driver will periodically review both rules and consequences with students.

### (7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons possession, drug possession or vandalism), the Superintendent, local law enforcement officials and the Minnesota Department of Public Safety will be informed.

## IV. PARENT/GUARDIAN INVOLVEMENT

### A. Parent/Guardian Notification

The Moorhead Area Public Schools school bus and bus stop rules will be provided to each family. Parent(s)/guardian(s) are asked to review the rules with their children.

### B. Parents/Guardians Responsibilities For Transportation Safety

#### Parents/guardians are responsible to:

1. Become familiar with district rules, ~~and~~ policies, regulations and principles of school bus

safety and thoroughly review them with their children;

2. ~~S~~upport safe riding and walking practices, and recognize that students are responsible for their actions;
3. ~~C~~ommunicate safety concerns to their school administrators;
4. ~~M~~onitor bus stops, if possible;
5. ~~H~~ave their children to the bus stop five minutes before the bus arrives;
6. ~~H~~ave their children properly dressed for the weather; and
7. ~~H~~ave a plan in case the bus is late.

#### V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid ~~e~~Class A, B, or C Minnesota ~~of~~ driver's license ~~and with a school bus endorsement for operating the type of equipment to which they are assigned.~~ A person possessing a valid driver's license without a school bus endorsement may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus as set forth in Section VII.B. below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services ("Division") of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
2. reckless driving;
3. improper or erratic traffic lane changes;
4. following the vehicle ahead too closely;
5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident; and

6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.

D. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy. This provision does not apply to a school district employee whose normal duties do not include operating a type III vehicle.

## VI. SCHOOL BUS DRIVER TRAINING

### A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

2. All bus drivers operating a type III vehicle will be provided with annual training and

certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

#### B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. ~~S~~safely operate the type of school bus the driver will be driving;
2. ~~U~~nderstand student behavior, including issues relating to students with disabilities;
3. ~~E~~nsure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. ~~K~~know and understand relevant law, rules of the road, and local school bus safety policies;
5. ~~H~~andle emergency situations; and
6. ~~S~~safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

### VII. OPERATING RULES AND PROCEDURES

#### A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent(s)/guardian(s) may designate by a signed, written request a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent(s)/guardian(s) as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.



6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand held or hands free, when the vehicle is in motion. For purposes of this paragraph, "school bus" has the meaning given in Minn. Stat. 169.011, Subd. 671. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

#### B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A "type III school vehicle" must not be outwardly equipped and identified as a Type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:

a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's



compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.

c. A type III vehicle must contain at least three red reflectorized triangle road warning devices. Liquid burning "pot type" flares are not allowed.

d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

#### C. Type III Vehicle Driven by Employees with a Class D Driver's License

1. The holder of a Class A, B, C or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

(1) safe operation of a type III vehicle;

(2) understanding student behavior, including issues relating to students with disabilities;

(3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

(4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

- (5) handling emergency situations;
- (6) proper use of seat belts and child safety restraints;
- (7) performance of pretrip vehicle inspections; ~~and~~
- (8) safe loading and unloading of students, including, but not limited to:
  - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
  - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
  - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; ~~and~~
  - (d) placing the type III vehicle in "park" during loading and unloading; and

(9) compliance with paragraph V.F. concerning reporting convictions to the employer within ten days of the date of conviction.

c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type A or type III vehicle under this section.

d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.

e. The operator's employer ~~has adopted and implemented a policy that provides for mandatory requires preemployment~~ drug and alcohol testing of applicants for operator positions, ~~and~~ Current operators, in accordance must comply with the employer's policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5.

f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the school bus.

g. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or

~~has his or her~~ whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.

h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction.

j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).

k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.

3. ~~An operator employed by the school district, whose normal duties do not include operating a type III vehicle, who holds a Class D driver's license without a school bus endorsement, may operate a type III vehicle and is~~ An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.e. (background checks), VII.C.1.d. (physical examination); and VII.C.1.e. (drug and alcohol testing), and VII.C.1.f. (annual license verification), above.

## VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and

problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:

1. the student's name and address;
2. the nature of the student's disabilities;
3. emergency health care information; and
4. the names and telephone numbers of the student's physician, parent(s)/guardian(s), or custodians, and some person other than the student's parent(s)/guardian(s) or custodians who can be contacted in case of an emergency.

#### IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

A. All school vehicles and vehicles contracted to the school district shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

B. All school vehicles and vehicles contracted to the school district shall be inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

#### X. SCHOOL DISTRICT'S TRANSPORTATION SAFETY DIRECTOR

The Moorhead School Board designates the Director of Property Services and Transportation as the school district's transportation safety director. The school district's transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school district's transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school district's transportation safety director shall certify annually to the School Board that each school bus driver meets the school bus driver training competencies required by Minnesota Statute, 171.321, Subd. 4. The school district's transportation safety director also shall annually verify and ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a Type A, B, C, or D school bus, or type



III vehicle, or MFSAB with the National Driver's Register or the Department of Safety. Upon request of the Superintendent, the school district's transportation safety director also shall certify to the Superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school district's transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school district's transportation safety director. Refer to Administrative Procedures 720.1: Special Education Transportation, 721.1: School Bus Stops and 721.2: School Bus Trip K-12 Emergency Procedure.

#### XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The School Board may establish a student transportation safety committee. The chair of the student transportation committee will be the school district's school transportation safety director. The School Board will appoint other members of the student transportation committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

#### Legal References:

Minn. Stat. 122A.18, Subd. 8 (Board to Issue Licenses)  
Minn. Stat. 123B.03 (Background Check)  
Minn. Stat. 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)  
Minn. Stat. 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. 123B.885 (Diesel School Buses; Operation of Engine; Parking)  
Minn. Stat. 123B.90 (School Bus Safety Training)  
Minn. Stat. 123B.91 (School District Bus Safety Responsibilities)  
Minn. Stat. 144.057 (Background Studies on Licensees and Other Personnel)  
~~Minn. Stat. 169.01, Subds. 6 and 92 (Definitions)~~  
Minn. Stat. Ch. 169 (Traffic Regulations)  
Minn. Stat. 169.011, Subds. 15 and 71 (Definitions)  
Minn. Stat. 169.443 (Safety of School Children; Bus Driver's Duties)  
Minn. Stat. 169.446, Subd. 2 (Driver Training Programs)  
Minn. Stat. 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)  
Minn. Stat. 169.454 (Type III Vehicle Standards)  
Minn. Stat. 169.4582 (Reportable Offense on School Buses)  
Minn. Stat. 169A.25-169A.27 (Driving While Impaired)  
Minn. Stat. 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. 169A.50-169A.53 (Implied Consent Law)  
Minn. Stat. 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)  
Minn. Stat. 171.168 (Notification of Conviction for Violation by a Commercial Driver)  
Minn. Stat. 171.169 (Notification of Suspension of License of Commercial Driver)  
Minn. Stat. 171.321 (Qualifications of a School Bus Driver)  
Minn. Stat. 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)  
Minn. Stat. 181.951 (Authorized Drug and Alcohol Testing)

Minn. Stat. Chapter 245C (Human Services Background Studies)

Minn. Stat. 609.02 (Definitions)

Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)

~~34 C.F.R. 383.5 (Transportation Definitions)~~

49 C.F.R. 383.31 (Notification of Convictions for Driver Violations)

49 C.F.R. 383.33 (Notification of Driver's License Suspensions)

49 C.F.R. 383.5 (Transportation Definitions)

Cross References:

Moorhead School Board Policy 413: Employment Background Checks

Moorhead School Board Policy 420: Chemical Use and Abuse

Moorhead School Board Policy 421: Employee Drug and Alcohol Testing

Moorhead School Board Policy 504: Protection and Privacy of Student Records

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 552: Corporal Punishment

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

Moorhead School Board Policy 608: Home Schooled Students

Moorhead School Board Policy 632: Field Trips





Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.097R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 15, 2011

SUBJECT: School Board Work Sessions

School Board work sessions are recommended for Monday, May 9, 2011 and Monday, June 13, 2011 from 5:00 to 7:00 p.m. in the Board Room 224 (PCE). Discussion items will include a focus on school district and board priorities, legislative and funding updates, board development, and district projects.

Suggested Resolution: Move to approve Monday, May 9, 2011 and Monday, June 13, 2011 from 5:00 to 7:00 p.m. to conduct School Board work sessions to discuss school district and board priorities, legislative and funding updates, board development, and district projects.

LAK:mde



Office of School Improvement and Accountability  
**Moorhead Area Public Schools**

---

Memo SIA.11.024 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability *ME*

DATE: April 19, 2011

SUBJECT: District and School Profiles Update

Attached please find a draft of the elementary section of the District and School Profiles document.  
Further discussion on this portion of the document will take place at the April 25 School Board meeting.

MOE:nls  
Attachment

### 1. Average Daily Attendance (ADA)

The Average Daily Attendance is the average student attendance throughout the year. The information is collected from the Minnesota Automated Reporting Student System (MARSS).

### 2. Average Daily Membership (ADM)

The Average Daily Membership (ADM) is the average number of students enrolled throughout the year. ADM is based on the year-end data reported by the school district to MARSS.

### 3. Attendance Rate

The Attendance Rate is the percentage of days that students were in attendance throughout the year. The formula for the attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM).

### 4. English Learners (EL)

The data reflects the number of students who are English Learners (EL) or who are Limited English Proficient (LEP), including immigrant students. The program was formerly known as English as a Second Language (ESL). The 2003 Minnesota legislation made significant changes to EL funding. Funding is limited to students who have generated fewer than five years ADM. Districts may not deny services to a student on the basis of state funding. This information is collected from MARSS.

### 5. October 1 Enrollment

The number reflects the actual count of students enrolled on October 1. The information is collected from PowerSchool and used to compile the enrollment report.

### 6. Mobility

The mobility number includes students who transferred into and out of each elementary school during the year. This data includes transfers to and from other district schools, as well as transfers into and out of each elementary school from other Minnesota districts, from other states and countries, and from non-public schools including home schools. The mobility does not reflect changes from one school year to the next based on natural progression from one school to the next. The information is collected from MARSS.

### 7. Free and Reduced Lunch Program (FRP)

The data includes the number and percentage of students who are receiving free and reduced lunch as of October 1. The information is collected from MARSS.

### 8. Ethnicity

The data shows the number and percentage of students identified by federal ethnic group categories as of October 1. The information is collected from MARSS.

### 9. Home Language

The number is self-reported by families as the language primarily used at home. Data reflects the number of students enrolled throughout the year. The information is collected from MARSS.

**10. Special Education Status**

The Special Education Status includes the number of resident students in each elementary school receiving special education services listed by primary disability as of December 1. The number does not include out-of-district students receiving special education services in Moorhead. The information is collected by the Learner Support Services Office and from MARSS.

**11. Retention in Grade**

Retention of students is an option for students at any grade level who, after intensive interventions, are performing below expectations for the grade level. The decision to retain is made with teacher, parent/guardian and administrative recommendation. The information is provided by the building principal.

**12. Student Discipline Reports**

The information is collected from each building's principal as well as the Discipline Incident Reporting Summary as required by the Minnesota Department of Education.

**Alcohol**

The possession, use or act of being under the influence of any alcoholic substance while on school grounds or at school-sponsored activities.

**Assault**

Threatens bodily harm or death to another without material physical contact.

**Bullying****Disorderly Conduct**

Refers to engaging in offensive, obscene or abusive language or in boisterous and noisy conduct tending to arouse alarm, anger or resentment in others.

**Fighting**

Characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving or scuffling."

**Harassment**

Participating in or conspiring with others to engage in harassing acts that injure, degrade or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation and/or age.

**Controlled Substance, Illegal Drugs**

Refers to the possession, sale, distribution or use of any controlled substances as defined in Minnesota Statute 152.02 while on school grounds or at school-sponsored activities.

**Theft****Threat/Intimidation****Tobacco**

The use or possession of any type of tobacco product, chewing, holding a lighted tobacco product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities.

**Vandalism (Willful Damage of School Property or the Property of Others)**

Willful Damage is the intentional cutting, defacing or damage of any property, real or personal, belonging to the school district or to any individual within the school setting.

**Verbal Abuse****Weapons**

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

Weapons can also be any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons, including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns, toy guns, and any object that is a replica of a real weapon.

Use of articles designed for other purposes (i.e. lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate will result in such use being treated as the possession and use of a weapon.

**13. Detention**

A teacher, principal or designee may keep a student after school for correction of a violation, including tardiness to class. The number reflects detentions reported to the principal's office and does not include recess detentions. The information is collected from the building principal.

**14. Suspension**

Out-of-school suspension is an action taken by school administration which prohibits a student from attending school for a period of time, no more than 10 consecutive school days. The information is collected from each building's principal as well as the Discipline Incident Reporting Summary as required by the Minnesota Department of Education.

**15. Bus Suspension**

An action taken by school administration to prohibit a student from riding the bus for a period of time. The information is collected from each building's principal.

**16. Absences**



**1. Teaching Staff**

The number reflects the number of teaching staff at the end of the year. The information is disaggregated by degrees and years of experience. The data is provided by the Human Resources Office and the Staff Automated Report (STAR).

BA

BA+10

BA+20

BA+30

MA

MA+10

MA+20

MA+30

**2. Utility Information**

# ELLEN HOPKINS ELEMENTARY

## DEMOGRAPHIC DATA



**ELLEN HOPKINS  
ELEMENTARY SCHOOL**  
2020 11TH ST. S., MOORHEAD, MN 56560  
(218) 284-4300

**PRINCIPAL: DR. MARY JO SCHMID**

|                                          | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|------------------------------------------|---------|---------|---------|---------|---------|
| <b>1. Average Daily Attendance (ADA)</b> | 721     | 731     | 728     | 632     | 630     |
| <b>2. Average Daily Membership (ADM)</b> | 744     | 767     | 761     | 660     | 659     |
| <b>3. Attendance Rate</b>                | 95.90%  | 95.31%  | 96.01%  | 95.70%  | 95.60%  |
| <b>4. English Learners (EL)</b>          | 59      | 68      | 71      | 69      | 74      |

| <b>5. October 1 Enrollment</b> | Oct. 2005  | Oct. 2006  | Oct. 2007  | Oct. 2008  | Oct. 2009  |
|--------------------------------|------------|------------|------------|------------|------------|
| Kindergarten                   | 112        | 139        | 114        | 138        | 146        |
| Grade 1                        | 151        | 115        | 136        | 123        | 138        |
| Grade 2                        | 125        | 152        | 117        | 138        | 122        |
| Grade 3                        | 122        | 120        | 162        | 119        | 130        |
| Grade 4                        | 121        | 123        | 118        | 161        | 117        |
| Grade 5                        | 118        | 116        | 121        | 121        | 147        |
| Self-contained                 | 3          | 3          | 6          | 4          | 0          |
| <b>Total</b>                   | <b>752</b> | <b>768</b> | <b>774</b> | <b>804</b> | <b>800</b> |

| <b>6. Mobility</b>                    | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---------------------------------------|---------|---------|---------|---------|---------|
| Transfers Into Ellen Hopkins          |         |         |         |         |         |
| From Other Minnesota Districts        | 22      | 23      | 36      | 30      | 17      |
| From Other States & Countries         | 26      | 51      | 65      | 66      | 56      |
| From Non-public                       | 4       | 4       | 8       | 6       | 9       |
| Transfers Out of Ellen Hopkins        |         |         |         |         |         |
| To Other Minnesota Districts          | 18      | 14      | 16      | 24      | 21      |
| To Other States & Countries           | 14      | 29      | 35      | 23      | 21      |
| To Non-public                         | 2       | 2       | 1       | 0       | 1       |
| Transfers From Other District Schools | 11      | 6       | 5       | 11      | 10      |
| Transfers To Other District Schools   | 5       | 7       | 6       | 8       | 6       |

# ELLEN HOPKINS ELEMENTARY

## DEMOGRAPHIC DATA

| 7. Free and Reduced Lunch Program  | Oct. 2005    | Oct. 2006    | Oct. 2007    | Oct. 2008    | Oct. 2009    |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Free                               | 206          | 221          | 242          | 252          | 297          |
| Reduced                            | 44           | 48           | 51           | 62           | 57           |
| Percent of Students Free & Reduced | 33.0%        | 35.1%        | 37.9%        | 39.0%        | 43.9%        |
|                                    |              |              |              |              |              |
| 8. Ethnicity                       | Oct. 2005    | Oct. 2006    | Oct. 2007    | Oct. 2008    | Oct. 2009    |
| Native American                    | 36           | 29           | 24           | 37           | 36           |
|                                    | 4.8%         | 3.8%         | 3.1%         | 4.4%         | 4.2%         |
| Asian                              | 13           | 10           | 7            | 8            | 16           |
|                                    | 1.7%         | 1.3%         | 0.9%         | 0.9%         | 1.9%         |
| Hispanic                           | 65           | 71           | 75           | 93           | 85           |
|                                    | 8.7%         | 9.3%         | 9.7%         | 11.0%        | 10.0%        |
| Black                              | 19           | 23           | 24           | 37           | 51           |
|                                    | 2.5%         | 3.0%         | 3.1%         | 4.4%         | 6.0%         |
| White                              | 616          | 634          | 644          | 668          | 662          |
|                                    | 82.2%        | 82.7%        | 83.2%        | 79.2%        | 77.9%        |
| <i>Percent Minority</i>            | <i>17.8%</i> | <i>17.3%</i> | <i>16.8%</i> | <i>20.8%</i> | <i>22.1%</i> |

| 9. Home Language | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|------------------|---------|---------|---------|---------|---------|
| Albanian         | 9       | 10      | 11      | 10      | 9       |
| Arabic           | 1       | 1       | 3       | 2       | 4       |
| Chinese          | 0       | 0       | 0       | 2       | 4       |
| Dakotah          | 2       | 1       | 2       | 1       | 1       |
| English          | 702     | 724     | 725     | 749     | 748     |
| French           | 0       | 0       | 0       | 0       | 2       |
| Hawaiian         | 2       | 1       | 1       | 1       | 1       |
| Hindi            | 2       | 0       | 0       | 0       | 0       |
| Korean           | 0       | 1       | 0       | 0       | 1       |
| Krio             | 0       | 0       | 0       | 0       | 2       |
| Kurdish          | 13      | 12      | 13      | 11      | 10      |
| Mongolian        | 1       | 0       | 0       | 0       | 0       |
| Persian          | 0       | 0       | 0       | 0       | 1       |
| Russian          | 0       | 1       | 3       | 2       | 2       |
| Serbo-Croatian   | 7       | 8       | 8       | 6       | 6       |
| Somali           | 0       | 0       | 3       | 2       | 10      |
| Spanish          | 48      | 51      | 55      | 54      | 43      |
| Vietnamese       | 5       | 5       | 2       | 3       | 4       |

# ELLEN HOPKINS ELEMENTARY

## DEMOGRAPHIC DATA

| 10. Special Education Status     | Dec. 2005 | Dec. 2006  | Dec. 2007  | Dec. 2008  | Dec. 2009  |
|----------------------------------|-----------|------------|------------|------------|------------|
| Speech/Language Impaired         | 33        | 46         | 45         | 46         | 54         |
| DCD Mild Moderate                | 0         | 4          | 1          | 3          | 2          |
| DCD Severe                       | 1         | 0          | 0          | 0          | 1          |
| Physically Impaired              | 5         | 5          | 6          | 4          | 1          |
| Deaf/Hard of Hearing             | 2         | 1          | 1          | 2          | 3          |
| Visual Impairment                | 0         | 0          | 0          | 0          | 0          |
| Specific Learning Disability     | 13        | 8          | 12         | 13         | 10         |
| Emotional Behavioral Disorders   | 9         | 12         | 11         | 11         | 9          |
| Deaf-Blind                       | 0         | 0          | 0          | 0          | 0          |
| Other Health Disabilities        | 19        | 24         | 25         | 22         | 13         |
| Autism Spectrum Disorders        | 7         | 7          | 16         | 14         | 12         |
| Development Delay                | 9         | 10         | 15         | 11         | 12         |
| Traumatic Brain Injury           | 0         | 0          | 0          | 0          | 0          |
| Severely Multiple Impaired       | 0         | 0          | 0          | 0          | 1          |
| <b>Total Disabilities Served</b> | <b>98</b> | <b>117</b> | <b>132</b> | <b>126</b> | <b>118</b> |

| 11. Retention in Grade | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|------------------------|---------|---------|---------|---------|---------|
| Kindergarten           | 2       | 3       | 2       |         |         |
| Grade 1                | 1       | 0       | 0       |         |         |
| Grade 2                | 1       | 1       | 1       |         |         |
| Grade 3                | 0       | 0       | 0       |         |         |
| Grade 4                | 0       | 0       | 0       |         |         |
| Grade 5                | 0       | 0       | 0       |         |         |

| 12. Student Discipline Reports      | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|-------------------------------------|---------|---------|---------|---------|---------|
| Alcohol                             | 0       | 0       | 0       |         |         |
| Assault                             | 0       | 2       | 1       |         |         |
| Bullying                            | 0       | 0       | 0       |         |         |
| Disorderly Conduct                  | 0       | 3       | 0       |         |         |
| Fighting                            | 0       | 8       | 0       |         |         |
| Harassment                          | 0       | 0       | 1       |         |         |
| Controlled Substance, Illegal Drugs | 0       | 0       | 0       |         |         |
| Theft                               | 2       | 0       | 5       |         |         |
| Threat/Intimidation                 | 0       | 0       | 0       |         |         |
| Tobacco                             | 0       | 0       | 0       |         |         |
| Vandalism                           | 0       | 2       | 0       |         |         |
| Verbal Abuse                        | 0       | 0       | 0       |         |         |
| Weapons                             | 0       | 1       | 1       |         |         |

# ELLEN HOPKINS ELEMENTARY

## DEMOGRAPHIC DATA

|                    | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|--------------------|---------|---------|---------|---------|---------|
| 13. Detention      | 0       | 0       | 0       |         |         |
|                    |         |         |         |         |         |
| 14. Suspension     | 0       | 1       | 4       |         |         |
|                    |         |         |         |         |         |
| 15. Bus Suspension | 5       | 2       | 2       |         |         |
|                    |         |         |         |         |         |
| 16. Absences       |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |



# ELLEN HOPKINS ELEMENTARY

## ACHIEVEMENT DATA

### Minnesota Comprehensive Assessments (MCA-II)

#### Achievement Levels

2007 and 2008 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 and 2008, English Language Learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

| Grade 3                    | 2006<br>Hop | 2006<br>District | 2006<br>State | 2007<br>Hop | 2007<br>District | 2007<br>State | 2008<br>Hop | 2008<br>District | 2008<br>State | 2009<br>Hop | 2009<br>District | 2009<br>State | 2010<br>Hop | 2010<br>District | 2010<br>State |
|----------------------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|
| <b>Reading</b>             |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| Exceeds Stds               | 55.9        | 54.6             | 55.1          | 44.7        | 44.1             | 48.9          | 50.9        | 50.1             | 52.1          | 37.1        | 38.3             | 50.5          | 46.5        | 42.1             | 50.9          |
| Meets Stds                 | 30.6        | 27.9             | 26.5          | 33.3        | 32.9             | 30.7          | 24.8        | 28.6             | 26.9          | 37.9        | 35.7             | 27.9          | 25.6        | 28.2             | 25.4          |
| Partially Meets            | 7.2         | 10.4             | 9.4           | 9.6         | 10.4             | 9.3           | 11.8        | 9.5              | 10.1          | 12.1        | 14.9             | 10.5          | 9.3         | 12.5             | 10.5          |
| Does Not Meet              | 6.3         | 7.1              | 9.0           | 12.3        | 12.4             | 11.2          | 12.4        | 11.7             | 10.9          | 12.9        | 11.1             | 11.2          | 18.6        | 17.1             | 13.3          |
| <b>Grade 3 Mathematics</b> |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| Exceeds Stds               | 27.4        | 27.6             | 31.3          | 22.1        | 24.2             | 32.5          | 20.8        | 30.2             | 35.3          | 27.2        | 28               | 38.2          | 35.7        | 33.5             | 42.2          |
| Meets Stds                 | 49.4        | 46.6             | 46.5          | 47.8        | 48.4             | 43.9          | 56.4        | 51.3             | 46.1          | 52.4        | 51.9             | 43.9          | 42.6        | 46.8             | 40.6          |
| Partially Meets            | 17.7        | 19.3             | 16.6          | 21.2        | 19.0             | 16.8          | 19.5        | 14.3             | 13.7          | 16.5        | 15.9             | 16.7          | 14.8        | 13.8             | 12.6          |
| Does Not Meet              | 6.5         | 6.6              | 5.5           | 8.8         | 8.5              | 6.8           | 3.4         | 4.20             | 4.9           | 3.9         | 4.1              | 4.2           | 6.9         | 5.8              | 4.6           |

| Grade 4                    | 2006<br>Hop | 2006<br>District | 2006<br>State | 2007<br>Hop | 2007<br>District | 2007<br>State | 2008<br>Hop | 2008<br>District | 2008<br>State | 2009<br>Hop | 2009<br>District | 2009<br>State | 2010<br>Hop | 2010<br>District | 2010<br>State |
|----------------------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|
| <b>Reading</b>             |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| Exceeds Stds               | 49.6        | 44.9             | 42.3          | 32.2        | 39.1             | 38.2          | 43.1        | 38.3             | 38.7          | 27.1        | 31.4             | 38            | 32.1        | 32.9             | 39.7          |
| Meets Stds                 | 33.6        | 36.8             | 34.4          | 40.5        | 35.9             | 33.2          | 25.9        | 33.8             | 33.5          | 41          | 40               | 36.5          | 39.4        | 39.7             | 32.8          |
| Partially Meets            | 10.6        | 11.1             | 13.8          | 18.2        | 17.4             | 16.4          | 15.5        | 13.4             | 15.5          | 17.5        | 18               | 14.6          | 17.4        | 16.6             | 16.5          |
| Does Not Meet              | 6.2         | 7.2              | 9.5           | 9.1         | 7.6              | 12.1          | 15.5        | 14.5             | 12.2          | 14.5        | 10.6             | 10.9          | 11          | 10.8             | 11            |
| <b>Grade 4 Mathematics</b> |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| Exceeds Stds               | 27.5        | 20.5             | 26.7          | 16.8        | 27.1             | 29.8          | 30          | 31.9             | 31.1          | 19          | 23.3             | 30.2          | 31.3        | 31.4             | 36.3          |
| Meets Stds                 | 45.8        | 48.0             | 42.3          | 42.9        | 40.8             | 38.4          | 38.2        | 37.2             | 40.5          | 43.1        | 43.9             | 44.6          | 43.4        | 42.3             | 40.7          |
| Partially Meets            | 18.3        | 21.6             | 19.3          | 26.1        | 23.3             | 20.4          | 21.8        | 21.2             | 18.4          | 27.5        | 24.1             | 17.1          | 18.2        | 17.9             | 14.9          |
| Does Not Meet              | 8.3         | 9.8              | 11.7          | 14.3        | 8.8              | 11.5          | 10          | 9.7              | 9.9           | 10.5        | 8.8              | 8             | 7.1         | 8.4              | 8.1           |

| Grade 5                    | 2006<br>Hop | 2006<br>District | 2006<br>State | 2007<br>Hop | 2007<br>District | 2007<br>State | 2008<br>Hop | 2008<br>District | 2008<br>State | 2009<br>Hop | 2009<br>District | 2009<br>State | 2010<br>Hop | 2010<br>District | 2010<br>State |
|----------------------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|
| <b>Reading</b>             |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| Exceeds Stds               | 46.1        | 43.3             | 35.4          | 44.7        | 36.8             | 33.0          | 30.6        | 35.1             | 33.6          | 23.1        | 23.8             | 28.7          | 30.7        | 30.8             | 31            |
| Meets Stds                 | 37.4        | 35.0             | 41.5          | 35.1        | 42.6             | 40.2          | 45.5        | 44.3             | 39.8          | 44.4        | 44.4             | 43.5          | 46.7        | 46.3             | 45.4          |
| Partially Meets            | 9.6         | 15.6             | 15.0          | 10.5        | 14.2             | 15.5          | 16.5        | 13.9             | 16.1          | 15.4        | 18.2             | 17.6          | 15.3        | 16.5             | 15.2          |
| Does Not Meet              | 7.0         | 6.2              | 8.0           | 9.6         | 6.4              | 11.3          | 7.4         | 6.7              | 10.4          | 17.1        | 13.6             | 10.1          | 7.3         | 6.4              | 8.5           |
| <b>Grade 5 Mathematics</b> |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| Exceeds Stds               | 25.2        | 22.9             | 22.2          | 33.9        | 29.7             | 27.6          | 22.5        | 25.3             | 25.6          | 24.1        | 26.3             | 30.3          | 27.9        | 34.5             | 32.1          |
| Meets Stds                 | 30.3        | 35.6             | 36.8          | 27.8        | 33.6             | 33.3          | 43.2        | 44.8             | 40.4          | 33.9        | 34.9             | 35.2          | 38.6        | 35.5             | 36.5          |
| Partially Meets            | 29.4        | 24.2             | 23.1          | 19.1        | 21.9             | 21.6          | 20.7        | 19.6             | 19.3          | 24.1        | 22.1             | 20.3          | 18.6        | 18.4             | 18.9          |
| Does Not Meet              | 15.1        | 17.1             | 18.0          | 19.1        | 14.7             | 17.5          | 13.5        | 10.3             | 14.7          | 17.9        | 16.8             | 14.2          | 15          | 11.6             | 12.5          |



# ELLEN HOPKINS ELEMENTARY

## ACHIEVEMENT DATA

### Measures of Academic Progress (MAP)

| Ellen Hopkins Reading | Fall 2005 Mean RIT | Spring 2006 Mean RIT | Fall 2006 Mean RIT | Spring 2007 Mean RIT | Fall 2007 Mean RIT | Spring 2008 Mean RIT | Fall 2008 Mean RIT | Spring 2009 Mean RIT | Fall 2009 Mean RIT | Spring 2010 Mean RIT |
|-----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|
| Grade 2               | 173.9              | 186.9                | 170.5              | 185.8                | 173.1              | 187.5                | 175.6              | 188.8                | 170.1              | 186.9                |
| Grade 3               | 191.4              | 201.1                | 193.2              | 201.2                | 188.2              | 199.5                | 188.8              | 199.4                | 189.7              | 199.5                |
| Grade 4               | 202.4              | 208.6                | 200.5              | 207.9                | 201.3              | 207                  | 198.7              | 205.9                | 199.2              | 209.3                |
| Grade 5               | 209.4              | 216                  | 211.2              | 217.3                | 207.2              | 214.7                | 207.7              | 213.6                | 208                | 216                  |

| Ellen Hopkins Mathematics | Fall 2005 Mean RIT | Spring 2006 Mean RIT | Fall 2006 Mean RIT | Spring 2007 Mean RIT | Fall 2007 Mean RIT | Spring 2008 Mean RIT | Fall 2008 Mean RIT | Spring 2009 Mean RIT | Fall 2009 Mean RIT | Spring 2010 Mean RIT |
|---------------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|
| Grade 2                   | 179                | 192.7                | 176.6              | 192.3                | 179.6              | 195                  | 178                | 192.1                | 177                | 192.8                |
| Grade 3                   | 194.8              | 205.2                | 196.4              | 207.3                | 192.6              | 205.3                | 193.4              | 204.9                | 192.4              | 202.6                |
| Grade 4                   | 208.3              | 216                  | 206.2              | 216.5                | 203.9              | 217.8                | 204.8              | 215.3                | 202.8              | 216                  |
| Grade 5                   | 215.4              | 224.6                | 221.1              | 230                  | 215.6              | 227.4                | 216.3              | 226.5                | 216.3              | 227.9                |

| Ellen Hopkins Reading | 2005-06 Mean Growth | 2006-07 Mean Growth | 2007-08 Mean Growth | 2008-09 Mean Growth | 2009-10 Mean Growth |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Grade 2               | 14                  | 15.2                | 14.4                | 13.2                | 16.8                |
| Grade 3               | 9.7                 | 8                   | 11.3                | 10.6                | 9.8                 |
| Grade 4               | 6.2                 | 7.4                 | 5.7                 | 7.2                 | 10.1                |
| Grade 5               | 6.6                 | 6.1                 | 7.5                 | 5.9                 | 8                   |

| Ellen Hopkins Mathematics | 2005-06 Mean Growth | 2006-07 Mean Growth | 2007-08 Mean Growth | 2008-09 Mean Growth | 2009-10 Mean Growth |
|---------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Grade 2                   | 13.7                | 15.7                | 15.4                | 14.1                | 15.8                |
| Grade 3                   | 10.4                | 12.4                | 12.7                | 11.5                | 10.2                |
| Grade 4                   | 7.7                 | 10.3                | 13.9                | 10.5                | 13.2                |
| Grade 5                   | 9.2                 | 8.9                 | 11.8                | 10.2                | 11.6                |

# ELLEN HOPKINS ELEMENTARY

## ACHIEVEMENT DATA

### AIMSweb

| Grade & Probe       | Percent of Students at Benchmark or Above Spring 2009 | Number of Students Tested | Percent of Students at Benchmark or Above Spring 2010 | Number of Students Tested |
|---------------------|-------------------------------------------------------|---------------------------|-------------------------------------------------------|---------------------------|
| <b>Kindergarten</b> |                                                       |                           |                                                       |                           |
| LSF                 | 28.7%                                                 | 132                       | 41.4%                                                 | 135                       |
| PSF                 | 67%                                                   | 132                       | 63%                                                   | 135                       |
| NWF                 | 31%                                                   | 132                       | 45.1%                                                 | 135                       |
| <b>Grade 1</b>      |                                                       |                           |                                                       |                           |
| NWF                 | 42%                                                   | 123                       | 65%                                                   | 140                       |
| PSF                 | 68%                                                   | 123                       | 68%                                                   | 139                       |
| RCBM                | 43.8%                                                 | 123                       | 58%                                                   | 140                       |
| <b>Grade 2</b>      |                                                       |                           |                                                       |                           |
| RCBM                | 61.7%                                                 | 136                       | 54.5%                                                 | 119                       |
| <b>Grade 3</b>      |                                                       |                           |                                                       |                           |
| RCBM                | 60.4%                                                 | 114                       | 73.1%                                                 | 123                       |
| <b>Grade 4</b>      |                                                       |                           |                                                       |                           |
| RCBM                | 63.7%                                                 | 160                       | 71.1%                                                 | 111                       |
| <b>Grade 5</b>      |                                                       |                           |                                                       |                           |
| RCBM                | 65.7%                                                 | 114                       | 64.1%                                                 | 151                       |

# ELLEN HOPKINS ELEMENTARY

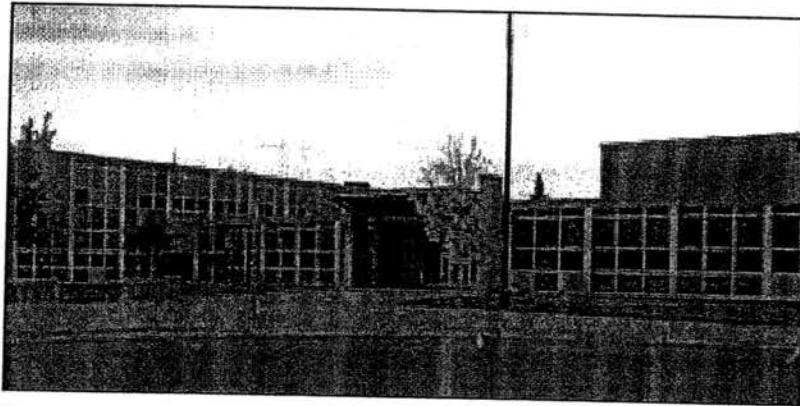
## STAFFING & UTILITY DATA

| 1. Teaching Staff             | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|-------------------------------|---------|---------|---------|---------|---------|
| BA                            | 17      | 14      | 6       | 8       | 8       |
| BA + 10                       | 2       | 5       | 8       | 4       | 2       |
| BA + 20                       | 5       | 4       | 1       | 0       | 0       |
| BA + 30                       | 6       | 5       | 10      | 4       | 4       |
| BA + 40                       | 1       | 0       | 1       | 1       | 0       |
| BA + 50                       | 0       | 1       | 1       | 1       | 1       |
| BA + 70                       | 1       | 1       | 1       | 0       | 0       |
| MA                            | 8       | 8       | 4       | 9       | 7       |
| MA + 10                       | 4       | 5       | 4       | 10      | 9       |
| MA + 20                       | 1       | 1       | 3       | 2       | 2       |
| MA + 30                       | 14      | 14      | 16      | 15      | 18      |
|                               |         |         |         |         |         |
| 0 to 5 Years Experience       | 13      | 17      | 14      | 13      | 15      |
| 6 to 10 Years Experience      | 8       | 12      | 10      | 9       | 4       |
| 11 to 20 Years Experience     | 24      | 24      | 25      | 26      | 30      |
| More than 20 Years Experience | 14      | 5       | 6       | 3       | 4       |
|                               |         |         |         |         |         |
| Average Years Experience      | 14.5    | 13      | 14      | 12.75   | 13.25   |

# ELLEN HOPKINS ELEMENTARY STAFFING & UTILITY DATA

# ROBERT ASP ELEMENTARY

## DEMOGRAPHIC DATA



**ROBERT ASP ELEMENTARY SCHOOL**  
 910 11TH ST. N., MOORHEAD, MN 56560  
 (218) 284-6300

**PRINCIPAL: KEVIN KOPPERUD**

|                                   | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|-----------------------------------|---------|---------|---------|---------|---------|
| 1. Average Daily Attendance (ADA) | 690     | 716     | 712     | 588     | 609     |
| 2. Average Daily Membership (ADM) | 714     | 755     | 746     | 613     | 637     |
| 3. Attendance Rate                | 95.90%  | 94.84%  | 95.92%  | 95.87%  | 95.32%  |
| 4. English Learners (EL)          | 61      | 69      | 73      | 64      | 64      |

| 5. October 1 Enrollment | Oct. 2005  | Oct. 2006  | Oct. 2007  | Oct. 2008  | Oct. 2009  |
|-------------------------|------------|------------|------------|------------|------------|
| Kindergarten            | 131        | 137        | 124        | 119        | 138        |
| Grade 1                 | 122        | 137        | 138        | 126        | 121        |
| Grade 2                 | 106        | 122        | 139        | 133        | 130        |
| Grade 3                 | 126        | 106        | 120        | 144        | 140        |
| Grade 4                 | 112        | 134        | 105        | 118        | 133        |
| Grade 5                 | 123        | 120        | 131        | 113        | 119        |
| Self-contained          | 0          | 0          | 0          | 0          | 0          |
| <b>Total</b>            | <b>720</b> | <b>756</b> | <b>757</b> | <b>753</b> | <b>781</b> |

| 6. Mobility                           | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---------------------------------------|---------|---------|---------|---------|---------|
| Transfers Into Robert Asp             |         |         |         |         |         |
| From Other Minnesota Districts        | 47      | 16      | 43      | 42      | 41      |
| From Other States & Countries         | 33      | 44      | 61      | 43      | 36      |
| From Non-public                       | 6       | 8       | 7       | 7       | 8       |
| Transfers Out of Robert Asp           |         |         |         |         |         |
| To Other Minnesota Districts          | 21      | 25      | 28      | 16      | 33      |
| To Other States & Countries           | 18      | 25      | 29      | 16      | 21      |
| To Non-public                         | 3       | 2       | 5       | 1       | 1       |
| Transfers From Other District Schools | 8       | 6       | 10      | 5       | 7       |
| Transfers To Other District Schools   | 14      | 6       | 4       | 9       | 11      |



# ROBERT ASP ELEMENTARY

## DEMOGRAPHIC DATA

| 7. Free and Reduced Lunch Program  | Oct. 2005    | Oct. 2006    | Oct. 2007    | Oct. 2008    | Oct. 2009    |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Free                               | 231          | 234          | 240          | 239          | 227          |
| Reduced                            | 48           | 67           | 65           | 46           | 90           |
| Percent of Students Free & Reduced | 39.0%        | 39.7%        | 40.3%        | 38.0%        | 40.7%        |
|                                    |              |              |              |              |              |
| 8. Ethnicity                       | Oct. 2005    | Oct. 2006    | Oct. 2007    | Oct. 2008    | Oct. 2009    |
| Native American                    | 14           | 21           | 18           | 33           | 25           |
|                                    | 2.0%         | 2.7%         | 2.4%         | 4.2%         | 3.1%         |
| Asian                              | 20           | 16           | 21           | 18           | 14           |
|                                    | 2.8%         | 2.1%         | 2.8%         | 2.3%         | 1.7%         |
| Hispanic                           | 97           | 109          | 105          | 107          | 100          |
|                                    | 13.5%        | 14.4%        | 13.9%        | 13.6%        | 12.3%        |
| Black                              | 26           | 24           | 22           | 26           | 35           |
|                                    | 3.6%         | 3.2%         | 2.9%         | 3.3%         | 4.3%         |
| White                              | 559          | 588          | 592          | 603          | 640          |
|                                    | 78.1%        | 77.6%        | 78.1%        | 76.6%        | 78.6%        |
| <b>Percent Minority</b>            | <b>21.9%</b> | <b>22.4%</b> | <b>21.8%</b> | <b>23.4%</b> | <b>21.4%</b> |

| 9. Home Language | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|------------------|---------|---------|---------|---------|---------|
| Afrikaans        | 2       | 0       | 0       | 0       | 0       |
| Albanian         | 5       | 5       | 5       | 5       | 5       |
| Arabic           | 0       | 0       | 0       | 0       | 2       |
| Armenian         | 0       | 0       | 1       | 1       | 0       |
| Cambodian        | 1       | 1       | 0       | 1       | 1       |
| Cebuano          | 1       | 1       | 0       | 0       | 0       |
| English          | 665     | 669     | 703     | 694     | 712     |
| Krio             | 0       | 0       | 0       | 0       | 2       |
| Kurdish          | 15      | 20      | 22      | 17      | 17      |
| Serbo-Croatian   | 7       | 7       | 10      | 6       | 8       |
| Somali           | 0       | 0       | 0       | 0       | 1       |
| Spanish          | 86      | 86      | 76      | 52      | 56      |
| Vietnamese       | 13      | 12      | 13      | 11      | 8       |



# ROBERT ASP ELEMENTARY

## DEMOGRAPHIC DATA

| 10. Special Education Status     | Dec. 2005  | Dec. 2006  | Dec. 2007  | Dec. 2008  | Dec. 2009  |
|----------------------------------|------------|------------|------------|------------|------------|
| Speech/Language Impaired         | 31         | 34         | 29         | 26         | 21         |
| DCD Mild Moderate                | 6          | 13         | 12         | 6          | 3          |
| DCD Severe                       | 0          | 0          | 0          | 0          | 0          |
| Physically Impaired              | 6          | 5          | 5          | 6          | 5          |
| Deaf/Hard of Hearing             | 2          | 3          | 3          | 1          | 2          |
| Visual Impairment                | 0          | 1          | 1          | 1          | 1          |
| Specific Learning Disability     | 13         | 19         | 21         | 22         | 18         |
| Emotional Behavioral Disorders   | 7          | 13         | 10         | 5          | 12         |
| Deaf-Blind                       | 0          | 0          | 0          | 0          | 0          |
| Other Health Disabilities        | 17         | 11         | 14         | 18         | 19         |
| Autism Spectrum Disorders        | 6          | 7          | 9          | 9          | 8          |
| Development Delay                | 19         | 13         | 12         | 10         | 12         |
| Traumatic Brain Injury           | 0          | 1          | 1          | 3          | 4          |
| Severely Multiple Impaired       | 0          | 1          | 1          | 1          | 1          |
| <b>Total Disabilities Served</b> | <b>107</b> | <b>121</b> | <b>118</b> | <b>108</b> | <b>106</b> |

| 11. Retention in Grade | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|------------------------|---------|---------|---------|---------|---------|
| Kindergarten           | 3       | 2       | 5       |         |         |
| Grade 1                | 2       | 4       | 7       |         |         |
| Grade 2                | 1       | 2       | 1       |         |         |
| Grade 3                | 0       | 0       | 0       |         |         |
| Grade 4                | 0       | 1       | 0       |         |         |
| Grade 5                | 0       | 0       | 0       |         |         |

| 12. Student Discipline Reports      | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|-------------------------------------|---------|---------|---------|---------|---------|
| Alcohol                             | 0       | 0       | 0       |         |         |
| Assault                             | 3       | 3       | 2       |         |         |
| Bullying                            | 0       | 0       | 0       |         |         |
| Disorderly Conduct                  | 0       | 1       | 2       |         |         |
| Fighting                            | 0       | 2       | 0       |         |         |
| Harassment                          | 0       | 0       | 1       |         |         |
| Controlled Substance, Illegal Drugs | 0       | 0       | 0       |         |         |
| Theft                               | 0       | 0       | 1       |         |         |
| Threat/Intimidation                 | 0       | 0       | 0       |         |         |
| Tobacco                             | 0       | 0       | 0       |         |         |
| Vandalism                           | 1       | 0       | 0       |         |         |
| Verbal Abuse                        | 0       | 0       | 0       |         |         |
| Weapons                             | 0       | 3       | 0       |         |         |

# ROBERT ASP ELEMENTARY

## DEMOGRAPHIC DATA

|                    | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|--------------------|---------|---------|---------|---------|---------|
| 13. Detention      | 4       | 0       | 0       |         |         |
|                    |         |         |         |         |         |
| 14. Suspension     | 0       | 5       | 6       |         |         |
|                    |         |         |         |         |         |
| 15. Bus Suspension | 2       | 1       | 2       |         |         |
|                    |         |         |         |         |         |
| 16. Absences       |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |

# ROBERT ASP ELEMENTARY

## ACHIEVEMENT DATA

### Minnesota Comprehensive Assessments (MCA-II)

#### Achievement Levels

2007 and 2008 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 and 2008, English Language Learners could take the MTELL assessment instead of the mathematics MCA-II.  
2006 MCA-II math results include ELLs' scores.

| Grade 3            | 2006<br>Asp | 2006<br>District | 2006<br>State | 2007<br>Asp | 2007<br>District | 2007<br>State | 2008<br>Asp | 2008<br>District | 2008<br>State | 2009<br>Asp | 2009<br>District | 2009<br>State | 2010<br>Asp | 2010<br>District | 2010<br>State |
|--------------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|
| <b>Reading</b>     |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| Exceeds Std        | 50.0        | 54.6             | 55.1          | 37.9        | 44.1             | 48.9          | 43.6        | 50.1             | 52.1          | 37          | 38.3             | 50.5          | 28.9        | 42.1             | 50.9          |
| Meets Std          | 29.8        | 27.9             | 26.5          | 35.0        | 32.9             | 30.7          | 29.9        | 28.6             | 26.9          | 37          | 35.7             | 27.9          | 35.2        | 28.2             | 25.4          |
| Partially Meets    | 13.2        | 10.4             | 9.4           | 12.6        | 10.4             | 9.3           | 10.6        | 9.5              | 10.1          | 13.3        | 14.9             | 10.5          | 15.5        | 12.5             | 10.5          |
| Does Not Meet      | 7.0         | 7.1              | 9.0           | 14.6        | 12.4             | 11.2          | 16.2        | 11.7             | 10.9          | 12.6        | 11.1             | 11.2          | 20.4        | 17.1             | 13.3          |
| <b>Grade 3</b>     |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| <b>Mathematics</b> |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| Exceeds Std        | 28.8        | 27.6             | 31.3          | 24.5        | 24.2             | 32.5          | 23.4        | 30.2             | 35.3          | 24.2        | 28               | 38.2          | 25.9        | 33.5             | 42.2          |
| Meets Std          | 42.4        | 46.6             | 46.5          | 45.1        | 48.4             | 43.9          | 53.3        | 51.3             | 46.1          | 51.6        | 51.9             | 43.9          | 50.4        | 46.8             | 40.7          |
| Partially Meets    | 22.4        | 19.3             | 16.6          | 19.6        | 19.0             | 16.8          | 14          | 14.3             | 13.7          | 18          | 15.9             | 13.7          | 15.8        | 13.8             | 12.6          |
| Does Not Meet      | 6.4         | 6.6              | 5.5           | 10.8        | 8.5              | 6.8           | 9.4         | 4.2              | 4.9           | 6.3         | 4.1              | 4.2           | 7.9         | 5.8              | 4.6           |

| Grade 4            | 2006<br>Asp | 2006<br>District | 2006<br>State | 2007<br>Asp | 2007<br>District | 2007<br>State | 2008<br>Asp | 2008<br>District | 2008<br>State | 2009<br>Asp | 2009<br>District | 2009<br>State | 2010<br>Asp | 2010<br>District | 2010<br>State |
|--------------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|
| <b>Reading</b>     |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| Exceeds Std        | 40.7        | 44.9             | 42.3          | 40.2        | 39.1             | 38.2          | 30.8        | 38.3             | 38.7          | 27.4        | 31.4             | 38            | 36.1        | 32.9             | 39.7          |
| Meets Std          | 35.2        | 36.8             | 34.4          | 29.1        | 35.9             | 33.2          | 38.3        | 33.8             | 33.5          | 42.5        | 40               | 36.5          | 36.8        | 39.7             | 32.8          |
| Partially Meets    | 13.9        | 11.1             | 13.8          | 20.5        | 17.4             | 16.4          | 15.9        | 13.4             | 15.5          | 21.2        | 18               | 14.6          | 15          | 16.6             | 16.5          |
| Does Not Meet      | 10.2        | 7.2              | 9.5           | 10.2        | 7.6              | 12.1          | 15          | 14.5             | 12.2          | 8.8         | 10.6             | 10.9          | 12          | 10.8             | 11            |
| <b>Grade 4</b>     |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| <b>Mathematics</b> |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| Exceeds Std        | 18.3        | 20.5             | 26.7          | 30.2        | 27.1             | 29.8          | 27          | 31.9             | 31.1          | 14          | 23.3             | 30.2          | 33.3        | 31.4             | 36.3          |
| Meets Std          | 39.1        | 48.0             | 42.3          | 34.9        | 40.8             | 38.4          | 33          | 37.2             | 40.5          | 45.8        | 43.9             | 44.6          | 38.8        | 42.3             | 40.7          |
| Partially Meets    | 28.7        | 21.6             | 19.3          | 26.2        | 23.3             | 20.4          | 30          | 21.2             | 18.4          | 28          | 24.1             | 17.1          | 17.1        | 17.9             | 14.9          |
| Does Not Meet      | 13.9        | 9.8              | 11.7          | 8.7         | 8.8              | 11.5          | 10          | 9.7              | 9.9           | 12.1        | 8.8              | 8             | 10.9        | 8.4              | 8.1           |

| Grade 5            | 2006<br>Asp | 2006<br>District | 2006<br>State | 2007<br>Asp | 2007<br>District | 2007<br>State | 2008<br>Asp | 2008<br>District | 2008<br>State | 2009<br>Asp | 2009<br>District | 2009<br>State | 2010<br>Asp | 2010<br>District | 2010<br>State |
|--------------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|-------------|------------------|---------------|
| <b>Reading</b>     |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| Exceeds Std        | 41.7        | 43.3             | 35.4          | 33.9        | 36.8             | 33.0          | 33.1        | 35.1             | 33.6          | 13          | 23.8             | 28.7          | 21.8        | 30.8             | 31            |
| Meets Std          | 35.0        | 35.0             | 41.5          | 39.8        | 42.6             | 40.2          | 44.6        | 44.3             | 39.8          | 49.1        | 44.4             | 43.5          | 47.1        | 46.3             | 45.4          |
| Partially Meets    | 14.2        | 15.6             | 15.0          | 20.3        | 14.2             | 15.5          | 13.9        | 13.9             | 16.1          | 22.2        | 18.2             | 17.6          | 21          | 16.5             | 15.2          |
| Does Not Meet      | 9.2         | 6.2              | 8.0           | 5.9         | 6.4              | 11.3          | 8.5         | 6.7              | 10.4          | 15.7        | 13.6             | 10.1          | 10.1        | 6.4              | 8.5           |
| <b>Grade 5</b>     |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| <b>Mathematics</b> |             |                  |               |             |                  |               |             |                  |               |             |                  |               |             |                  |               |
| Exceeds Std        | 19.8        | 22.9             | 22.2          | 26.3        | 29.7             | 27.6          | 22          | 25.3             | 25.6          | 21.7        | 26.3             | 30.3          | 33.3        | 34.5             | 32.1          |
| Meets Std          | 40.5        | 35.6             | 36.8          | 29.7        | 33.6             | 33.3          | 43.9        | 44.8             | 40.4          | 36.8        | 34.9             | 35.2          | 30.7        | 35.5             | 36.5          |
| Partially Meets    | 17.5        | 24.2             | 23.1          | 26.3        | 21.9             | 21.6          | 23.6        | 19.6             | 19.3          | 21.7        | 22.1             | 20.3          | 21.1        | 18.4             | 18.9          |
| Does Not Meet      | 22.2        | 17.1             | 18.0          | 17.8        | 14.7             | 17.5          | 10.6        | 10.3             | 14.7          | 19.8        | 16.8             | 14.2          | 14.9        | 11.6             | 12.5          |

# ROBERT ASP ELEMENTARY

## ACHIEVEMENT DATA

### Measures of Academic Progress (MAP)

| Robert Asp Reading | Fall 2005 Mean RIT | Spring 2006 Mean RIT | Fall 2006 Mean RIT | Spring 2007 Mean RIT | Fall 2007 Mean RIT | Spring 2008 Mean RIT | Fall 2008 Mean RIT | Spring 2009 Mean RIT | Fall 2009 Mean RIT | Spring 2010 Mean RIT |
|--------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|
| Grade 2            | 171.7              | 185                  | 172.3              | 188.3                | 173.3              | 190                  | 175.6              | 188.8                | 173.6              | 191.8                |
| Grade 3            | 190.4              | 200.1                | 188.1              | 198                  | 187.9              | 198.2                | 188.8              | 199.4                | 186.3              | 198.1                |
| Grade 4            | 199.7              | 206.1                | 200                | 206.6                | 197.6              | 206.1                | 198.7              | 205.9                | 198.8              | 208.1                |
| Grade 5            | 205.1              | 213                  | 206                | 212.3                | 206.9              | 212.8                | 207.7              | 213.6                | 205.2              | 214.6                |

| Robert Asp Mathematics | Fall 2005 Mean RIT | Spring 2006 Mean RIT | Fall 2006 Mean RIT | Spring 2007 Mean RIT | Fall 2007 Mean RIT | Spring 2008 Mean RIT | Fall 2008 Mean RIT | Spring 2009 Mean RIT | Fall 2009 Mean RIT | Spring 2010 Mean RIT |
|------------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|
| Grade 2                | 176.8              | 190.3                | 175.5              | 192.1                | 177.5              | 194.5                | 178                | 192.1                | 178.9              | 194.8                |
| Grade 3                | 193.8              | 203.9                | 192.7              | 205.1                | 191                | 204.6                | 193.4              | 204.9                | 191.3              | 203                  |
| Grade 4                | 204.6              | 213.2                | 205                | 217                  | 203.5              | 215                  | 204.8              | 215.3                | 204.8              | 217                  |
| Grade 5                | 212.6              | 222.2                | 217.3              | 226.7                | 215.8              | 228.9                | 216.3              | 226.5                | 213.2              | 228.3                |

| Robert Asp Reading | 2005-06 Mean Growth | 2006-07 Mean Growth | 2007-08 Mean Growth | 2008-2009 Mean Growth | 2009-2010 Mean Growth |
|--------------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|
| Grade 2            | 13.3                | 16                  | 16.7                | 13.2                  | 18.2                  |
| Grade 3            | 9.7                 | 14                  | 10.3                | 10.6                  | 11.8                  |
| Grade 4            | 6.4                 | 6.6                 | 8.5                 | 7.2                   | 9.3                   |
| Grade 5            | 7.9                 | 6.3                 | 5.9                 | 5.9                   | 9.4                   |

| Robert Asp Mathematics | 2005-06 Mean Growth | 2006-07 Mean Growth | 2007-08 Mean Growth | 2008-2009 Mean Growth | 2009-2010 Mean Growth |
|------------------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|
| Grade 2                | 13.5                | 16.6                | 17                  | 14.1                  | 115.9                 |
| Grade 3                | 10.1                | 12.4                | 13.6                | 11.5                  | 11.7                  |
| Grade 4                | 8.6                 | 12                  | 11.5                | 10.5                  | 12.2                  |
| Grade 5                | 9.6                 | 9.4                 | 13.1                | 10.2                  | 15.1                  |



# ROBERT ASP ELEMENTARY

## ACHIEVEMENT DATA

### AIMSweb

| Grade & Probe | Percent of Students at Benchmark or Above Spring 2009 | Number of Students Tested | Percent of Students at Benchmark or Above Spring 2010 | Number of Students Tested |
|---------------|-------------------------------------------------------|---------------------------|-------------------------------------------------------|---------------------------|
| Kindergarten  |                                                       |                           |                                                       |                           |
| LSF           | 15.7%                                                 | 114                       | 23%                                                   | 129                       |
| PSF           | 56%                                                   | 114                       | 53.4%                                                 | 129                       |
| NWF           | 24.5%                                                 | 114                       | 28.6%                                                 | 129                       |
| Grade 1       |                                                       |                           |                                                       |                           |
| NWF           | 44%                                                   | 131                       | 38%                                                   | 115                       |
| PSF           | 78.5%                                                 | 131                       | 70%                                                   | 115                       |
| RCBM          | 54%                                                   | 131                       | 42.5%                                                 | 115                       |
| Grade 2       |                                                       |                           |                                                       |                           |
| RCBM          | 44%                                                   | 134                       | 65%                                                   | 125                       |
| Grade 3       |                                                       |                           |                                                       |                           |
| RCBM          | 67.1%                                                 | 134                       | 59%                                                   | 143                       |
| Grade 4       |                                                       |                           |                                                       |                           |
| RCBM          | 59%                                                   | 114                       | 72.7%                                                 | 136                       |
| Grade 5       |                                                       |                           |                                                       |                           |
| RCBM          | 65%                                                   | 112                       | 65%                                                   | 120                       |

# ROBERT ASP ELEMENTARY

## STAFFING & UTILITY DATA

| 1. Teaching Staff             | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|-------------------------------|---------|---------|---------|---------|---------|
| BA                            | 6       | 7       | 4       | 5       | 7       |
| BA + 10                       | 3       | 3       | 2       | 2       | 1       |
| BA + 20                       | 4       | 2       | 5       | 3       | 3       |
| BA + 30                       | 3       | 5       | 4       | 4       | 4       |
| BA + 40                       | 0       | 0       | 0       | 0       | 0       |
| BA + 50                       | 1       | 1       | 1       | 1       | 0       |
| BA + 70                       | 9       | 7       | 5       | 3       | 0       |
| MA                            | 2       | 3       | 6       | 7       | 6       |
| MA + 10                       | 7       | 4       | 2       | 2       | 4       |
| MA + 20                       | 4       | 5       | 5       | 5       | 5       |
| MA + 30                       | 16      | 19      | 23      | 24      | 22      |
|                               |         |         |         |         |         |
| 0 to 5 Years Experience       | 12      | 11      | 11      | 12      | 14      |
| 6 to 10 Years Experience      | 8       | 11      | 9       | 5       | 2       |
| 11 to 20 Years Experience     | 28      | 21      | 24      | 27      | 28      |
| More than 20 Years Experience | 7       | 14      | 13      | 9       | 11      |
|                               |         |         |         |         |         |
| Average Years Experience      | 12      | 14      | 14      | 13.25   | 13.75   |

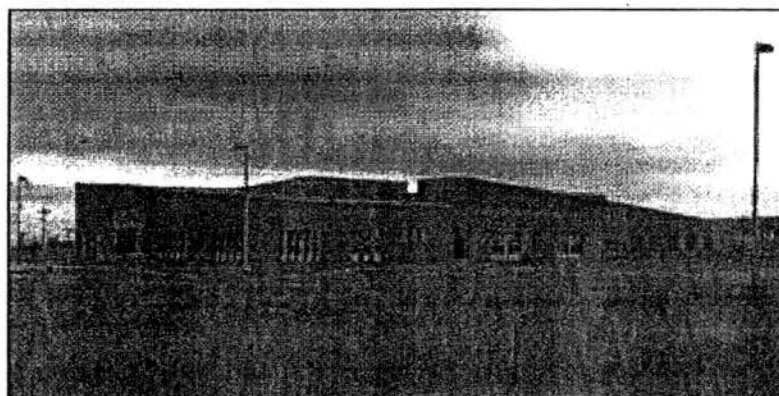


# ROBERT ASP ELEMENTARY

STAFFING & UTILITY DATA

# S.G. REINERTSEN ELEMENTARY

## DEMOGRAPHIC DATA



### S.G. REINERTSEN ELEMENTARY SCHOOL

1201 40TH AVE. S., MOORHEAD, MN 56560  
(218) 284-5300

PRINCIPAL: ANNE MOYANO

|                                   | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|-----------------------------------|---------|---------|---------|---------|---------|
| 1. Average Daily Attendance (ADA) | 768     | 775     | 799     | 712     | 738     |
| 2. Average Daily Membership (ADM) | 784     | 809     | 811     | 738     | 766     |
| 3. Attendance Rate                | 96.60%  | 95.31%  | 96.57%  | 96.54%  | 96.24%  |
| 4. English Learners (EL)          | 41      | 40      | 40      | 54      | 83      |

| 5. October 1 Enrollment | Oct. 2005  | Oct. 2006  | Oct. 2007  | Oct. 2008  | Oct. 2009  |
|-------------------------|------------|------------|------------|------------|------------|
| Kindergarten            | 138        | 146        | 139        | 140        | 133        |
| Grade 1                 | 142        | 147        | 154        | 156        | 149        |
| Grade 2                 | 126        | 136        | 135        | 159        | 157        |
| Grade 3                 | 121        | 127        | 130        | 138        | 170        |
| Grade 4                 | 125        | 121        | 133        | 142        | 143        |
| Grade 5                 | 142        | 134        | 134        | 145        | 150        |
| Self-contained          | 1          | 0          | 0          | 0          | 0          |
| <b>Total</b>            | <b>795</b> | <b>811</b> | <b>825</b> | <b>880</b> | <b>902</b> |

| 6. Mobility                           | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---------------------------------------|---------|---------|---------|---------|---------|
| Transfers Into S.G. Reinertsen        |         |         |         |         |         |
| From Other Minnesota Districts        | 35      | 36      | 29      | 56      | 37      |
| From Other States & Countries         | 48      | 61      | 43      | 38      | 20      |
| From Non-public                       | 3       | 8       | 9       | 6       | 17      |
| Transfers Out of S.G. Reinertsen      |         |         |         |         |         |
| To Other Minnesota Districts          | 13      | 12      | 22      | 25      | 14      |
| To Other States & Countries           | 19      | 21      | 13      | 15      | 13      |
| To Non-public                         | 4       | 6       | 0       | 0       | 0       |
| Transfers From Other District Schools | 6       | 6       | 5       | 8       | 6       |
| Transfers To Other District Schools   | 6       | 6       | 10      | 7       | 15      |

# S.G. REINERTSEN ELEMENTARY

## DEMOGRAPHIC DATA

| 7. Free and Reduced Lunch Program  | Oct. 2005    | Oct. 2006    | Oct. 2007    | Oct. 2008    | Oct. 2009    |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Free                               | 181          | 178          | 183          | 202          | 241          |
| Reduced                            | 31           | 50           | 48           | 45           | 36           |
| Percent of Students Free & Reduced | 27.0%        | 28.1%        | 28.1%        | 28.2%        | 30.8%        |
|                                    |              |              |              |              |              |
| 8. Ethnicity                       | Oct. 2005    | Oct. 2006    | Oct. 2007    | Oct. 2008    | Oct. 2009    |
| Native American                    | 19           | 27           | 29           | 31           | 23           |
|                                    | 2.4%         | 3.3%         | 3.5%         | 3.4%         | 2.5%         |
| Asian                              | 8            | 11           | 5            | 7            | 5            |
|                                    | 1.0%         | 1.4%         | 0.6%         | 0.7%         | 0.5%         |
| Hispanic                           | 40           | 40           | 39           | 37           | 46           |
|                                    | 5.0%         | 4.9%         | 4.7%         | 4.1%         | 5.0%         |
| Black                              | 27           | 41           | 41           | 41           | 50           |
|                                    | 3.4%         | 5.1%         | 5.0%         | 4.6%         | 5.4%         |
| White                              | 706          | 692          | 710          | 781          | 803          |
|                                    | 88.2%        | 85.3%        | 86.2%        | 87.1%        | 86.6%        |
| <i>Percent Minority</i>            | <i>11.8%</i> | <i>14.7%</i> | <i>13.8%</i> | <i>12.9%</i> | <i>13.4%</i> |

| 9. Home Language | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|------------------|---------|---------|---------|---------|---------|
| Albanian         | 0       | 0       | 0       | 1       | 2       |
| Arabic           | 1       | 1       | 2       | 8       | 13      |
| Chinese          | 1       | 2       | 1       | 0       | 0       |
| Cutchi           | 2       | 0       | 0       | 0       | 0       |
| English          | 775     | 799     | 812     | 814     | 818     |
| Korean           | 1       | 0       | 0       | 0       | 0       |
| Kurdish          | 23      | 31      | 29      | 42      | 53      |
| Russian          | 1       | 1       | 1       | 2       | 2       |
| Serbo-Croatian   | 1       | 3       | 4       | 6       | 5       |
| Somali           | 5       | 4       | 6       | 7       | 7       |
| Spanish          | 24      | 18      | 17      | 16      | 26      |
| Vietnamese       | 0       | 0       | 2       | 1       | 1       |

# S.G. REINERTSEN ELEMENTARY

## DEMOGRAPHIC DATA

| 10. Special Education Status     | Dec. 2005  | Dec. 2006  | Dec. 2007  | Dec. 2008  | Dec. 2009  |
|----------------------------------|------------|------------|------------|------------|------------|
| Speech/Language Impaired         | 48         | 44         | 50         | 54         | 53         |
| DCD Mild Moderate                | 6          | 3          | 3          | 5          | 5          |
| DCD Severe                       | 1          | 1          | 0          | 0          | 2          |
| Physically Impaired              | 2          | 2          | 0          | 0          | 1          |
| Deaf/Hard of Hearing             | 3          | 2          | 4          | 4          | 5          |
| Visual Impairment                | 0          | 0          | 0          | 0          | 0          |
| Specific Learning Disability     | 15         | 21         | 16         | 14         | 19         |
| Emotional Behavioral Disorders   | 8          | 9          | 10         | 11         | 9          |
| Deaf-Blind                       | 1          | 0          | 0          | 0          | 0          |
| Other Health Disabilities        | 16         | 16         | 18         | 16         | 12         |
| Autism Spectrum Disorders        | 13         | 10         | 8          | 8          | 9          |
| Development Delay                | 9          | 16         | 21         | 13         | 10         |
| Traumatic Brain Injury           | 0          | 1          | 1          | 1          | 1          |
| Severely Multiple Impaired       | 0          | 0          | 0          | 1          | 1          |
| <b>Total Disabilities Served</b> | <b>122</b> | <b>125</b> | <b>131</b> | <b>127</b> | <b>127</b> |

| 11. Retention in Grade | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|------------------------|---------|---------|---------|---------|---------|
| Kindergarten           | 3       | 4       | 2       |         |         |
| Grade 1                | 4       | 1       | 2       |         |         |
| Grade 2                | 0       | 0       | 0       |         |         |
| Grade 3                | 0       | 1       | 0       |         |         |
| Grade 4                | 0       | 1       | 0       |         |         |
| Grade 5                | 0       | 0       | 0       |         |         |

| 12. Student Discipline Reports      | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|-------------------------------------|---------|---------|---------|---------|---------|
| Alcohol                             | 0       | 0       | 0       |         |         |
| Assault                             | 0       | 1       | 9       |         |         |
| Bullying                            | 0       | 0       | 2       |         |         |
| Disorderly Conduct                  | 0       | 0       | 0       |         |         |
| Fighting                            | 6       | 2       | 1       |         |         |
| Harassment                          | 0       | 0       | 2       |         |         |
| Controlled Substance, Illegal Drugs | 0       | 0       | 0       |         |         |
| Theft                               | 0       | 0       | 2       |         |         |
| Threat/Intimidation                 | 2       | 1       | 4       |         |         |
| Tobacco                             | 0       | 0       | 0       |         |         |
| Vandalism                           | 0       | 0       | 0       |         |         |
| Verbal Abuse                        | 0       | 0       | 0       |         |         |
| Weapons                             | 0       | 0       | 0       |         |         |

**S.G. REINERTSEN ELEMENTARY****DEMOGRAPHIC DATA**

|                    | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|--------------------|---------|---------|---------|---------|---------|
| 13. Detention      | 0       | 0       | 0       |         |         |
|                    |         |         |         |         |         |
| 14. Suspension     | 0       | 0       | 3       |         |         |
|                    |         |         |         |         |         |
| 15. Bus Suspension | 4       | 8       | 3       |         |         |
|                    |         |         |         |         |         |
| 16. Absences       |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |
|                    |         |         |         |         |         |



### Minnesota Comprehensive Assessments (MCA-II)

#### Achievement Levels

2007 and 2008 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 and 2008, English Language Learners could take the MTELL assessment instead of the mathematics MCA-II.

2006 MCA-II math results include ELLs' scores.

| Grade 3                    | 2006 SGR | 2006 District | 2006 State | 2007 SGR | 2007 District | 2007 State | 2008 SGR | 2008 District | 2008 State | 2009 SGR | 2009 District | 2009 State | 2010 SGR | 2010 District | 2010 State |
|----------------------------|----------|---------------|------------|----------|---------------|------------|----------|---------------|------------|----------|---------------|------------|----------|---------------|------------|
| <b>Reading</b>             |          |               |            |          |               |            |          |               |            |          |               |            |          |               |            |
| Exceeds Stds               | 58.0     | 54.6          | 55.1       | 48.8     | 44.1          | 48.9       | 55       | 50.1          | 52.1       | 40.6     | 38.3          | 50.5       | 50       | 42.1          | 50.8       |
| Meets Stds                 | 23.2     | 27.9          | 26.5       | 31.0     | 32.9          | 30.7       | 32.1     | 28.6          | 26.9       | 32.6     | 35.7          | 27.9       | 24.4     | 28.2          | 25.4       |
| Partially Meets            | 10.7     | 10.4          | 9.4        | 9.3      | 10.4          | 9.3        | 6.1      | 9.5           | 10.1       | 18.8     | 14.9          | 10.5       | 12.5     | 12.5          | 10.5       |
| Does Not Meet              | 8.0      | 7.1           | 9.0        | 10.9     | 12.4          | 11.2       | 6.9      | 11.7          | 10.9       | 8        | 11            | 11.1       | 13.1     | 17.1          | 13.3       |
| <b>Grade 3 Mathematics</b> |          |               |            |          |               |            |          |               |            |          |               |            |          |               |            |
| Exceeds Stds               | 26.3     | 27.6          | 31.3       | 25.8     | 24.2          | 32.5       | 46.9     | 30.2          | 35.3       | 32.3     | 28            | 38.2       | 38.6     | 33.5          | 42.2       |
| Meets Stds                 | 49.1     | 46.6          | 46.5       | 51.6     | 48.4          | 43.9       | 43.8     | 51.3          | 46.1       | 51.9     | 51.9          | 43.9       | 46.8     | 46.8          | 40.6       |
| Partially Meets            | 17.5     | 19.3          | 16.6       | 16.4     | 19.0          | 16.8       | 8.6      | 14.3          | 13.7       | 13.5     | 15.9          | 13.7       | 11.4     | 13.8          | 12.5       |
| Does Not Meet              | 7.0      | 6.6           | 5.5        | 6.3      | 8.5           | 6.8        | 0.8      | 4.20          | 4.9        | 2.3      | 4.1           | 4.2        | 3.2      | 5.8           | 4.6        |

| Grade 4                    | 2006 SGR | 2006 District | 2006 State | 2007 SGR | 2007 District | 2007 State | 2008 SGR | 2008 District | 2008 State | 2009 SGR | 2009 District | 2009 State | 2010 SGR | 2010 District | 2010 State |
|----------------------------|----------|---------------|------------|----------|---------------|------------|----------|---------------|------------|----------|---------------|------------|----------|---------------|------------|
| <b>Reading</b>             |          |               |            |          |               |            |          |               |            |          |               |            |          |               |            |
| Exceeds Stds               | 44.3     | 44.9          | 42.3       | 45.0     | 39.1          | 38.2       | 40       | 38.3          | 38.7       | 39.6     | 31.4          | 38         | 30.4     | 32.9          | 39.7       |
| Meets Stds                 | 41.6     | 36.8          | 34.4       | 38.3     | 35.9          | 33.2       | 37       | 33.8          | 33.5       | 36.8     | 40            | 36.5       | 42.8     | 39.7          | 32.8       |
| Partially Meets            | 8.9      | 11.1          | 13.8       | 13.3     | 17.4          | 16.4       | 9.6      | 13.4          | 15.5       | 16       | 18            | 14.6       | 17.4     | 16.6          | 16.5       |
| Does Not Meet              | 5.3      | 7.2           | 9.5        | 3.3      | 7.6           | 12.1       | 13.3     | 14.5          | 12.2       | 7.6      | 10.6          | 10.9       | 9.4      | 10.8          | 11         |
| <b>Grade 4 Mathematics</b> |          |               |            |          |               |            |          |               |            |          |               |            |          |               |            |
| Exceeds Stds               | 15.7     | 20.5          | 26.7       | 34.2     | 27.1          | 29.8       | 37.2     | 31.9          | 31.1       | 35.3     | 23.3          | 30.2       | 29.5     | 31.4          | 36.3       |
| Meets Stds                 | 58.7     | 48.0          | 42.3       | 45.0     | 40.8          | 38.4       | 39.5     | 37.2          | 40.5       | 43.2     | 43.9          | 44.6       | 45       | 42.3          | 40.7       |
| Partially Meets            | 18.2     | 21.6          | 19.3       | 17.5     | 23.3          | 20.4       | 14       | 21.2          | 18.4       | 17.3     | 24            | 17.1       | 18.6     | 17.9          | 14.9       |
| Does Not Meet              | 7.4      | 9.8           | 11.7       | 3.3      | 8.8           | 11.5       | 9.3      | 9.7           | 9.9        | 4.3      | 8.8           | 8          | 6.9      | 8.4           | 8.1        |

| Grade 5                    | 2006 SGR | 2006 District | 2006 State | 2007 SGR | 2007 District | 2007 State | 2008 SGR | 2008 District | 2008 State | 2009 SGR | 2009 District | 2009 State | 2010 SGR | 2010 District | 2010 State |
|----------------------------|----------|---------------|------------|----------|---------------|------------|----------|---------------|------------|----------|---------------|------------|----------|---------------|------------|
| <b>Reading</b>             |          |               |            |          |               |            |          |               |            |          |               |            |          |               |            |
| Exceeds Stds               | 42.3     | 43.3          | 36.8       | 32.3     | 35.4          | 33.0       | 40.9     | 35.1          | 33.6       | 32.6     | 23.8          | 28.7       | 38       | 30.8          | 31         |
| Meets Stds                 | 32.9     | 35.0          | 42.6       | 52.0     | 41.5          | 40.2       | 43.1     | 44.3          | 39.8       | 41       | 44.4          | 43.5       | 45.3     | 46.3          | 45.4       |
| Partially Meets            | 22.0     | 15.6          | 14.2       | 11.8     | 15.0          | 15.5       | 11.7     | 13.9          | 16.1       | 17.4     | 18.1          | 17.6       | 14       | 16.5          | 15.1       |
| Does Not Meet              | 2.9      | 6.2           | 6.4        | 3.9      | 8.0           | 11.3       | 4.4      | 6.7           | 10.4       | 9        | 13.6          | 10.1       | 2.7      | 6.4           | 8.5        |
| <b>Grade 5 Mathematics</b> |          |               |            |          |               |            |          |               |            |          |               |            |          |               |            |
| Exceeds Stds               | 23.6     | 22.9          | 29.7       | 29.1     | 22.2          | 27.6       | 30.6     | 25.3          | 25.6       | 31.4     | 26.3          | 30.1       | 41.9     | 34.5          | 32.1       |
| Meets Stds                 | 36.4     | 35.6          | 33.6       | 42.5     | 36.8          | 33.3       | 47       | 44.8          | 40.4       | 34.3     | 34.9          | 35.2       | 36.4     | 35.5          | 36.5       |
| Partially Meets            | 25.8     | 24.2          | 21.9       | 20.5     | 23.1          | 21.6       | 14.9     | 19.6          | 19.3       | 20.7     | 22.1          | 20.3       | 16.1     | 18.4          | 18.9       |
| Does Not Meet              | 14.3     | 17.1          | 14.7       | 7.9      | 18.0          | 17.5       | 7.5      | 10.3          | 14.7       | 13.6     | 16.8          | 14.2       | 5.6      | 11.6          | 12.5       |



# S.G. REINERTSEN ELEMENTARY

## ACHIEVEMENT DATA

### Measures of Academic Progress (MAP)

| S.G. Reinertsen Reading | Fall 2005 Mean RIT | Spring 2006 Mean RIT | Fall 2006 Mean RIT | Spring 2007 Mean RIT | Fall 2007 Mean RIT | Spring 2008 Mean RIT | Fall 2008 Mean RIT | Spring 2009 Mean RIT | Fall 2009 Mean RIT | Spring 2010 Mean RIT |
|-------------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|
| Grade 2                 | 176.4              | 190.4                | 179.4              | 192.6                | 173.1              | 190.3                | 176.4              | 192.8                | 173.5              | 193.8                |
| Grade 3                 | 193.5              | 202                  | 192                | 200.5                | 191.2              | 204.2                | 189.7              | 199.6                | 191.8              | 202.7                |
| Grade 4                 | 202                | 209                  | 203.9              | 210                  | 200.1              | 208.1                | 202.6              | 210.1                | 198.6              | 208.5                |
| Grade 5                 | 210.2              | 217.4                | 210.1              | 216.7                | 210.3              | 217.8                | 209                | 215.5                | 209                | 217.1                |

| S.G. Reinertsen Mathematics | Fall 2005 Mean RIT | Spring 2006 Mean RIT | Fall 2006 Mean RIT | Spring 2007 Mean RIT | Fall 2007 Mean RIT | Spring 2008 Mean RIT | Fall 2008 Mean RIT | Spring 2009 Mean RIT | Fall 2009 Mean RIT | Spring 2010 Mean RIT |
|-----------------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|----------------------|
| Grade 2                     | 179.7              | 193.9                | 182                | 197.8                | 177.4              | 195.8                | 181.3              | 197.2                | 179.3              | 196.5                |
| Grade 3                     | 196.1              | 205.5                | 195.7              | 205.8                | 196.1              | 211.7                | 194                | 208.7                | 195.6              | 209.1                |
| Grade 4                     | 207.3              | 216.6                | 210.2              | 221.8                | 206                | 217.9                | 207.8              | 221                  | 204.8              | 218.4                |
| Grade 5                     | 217.1              | 226.9                | 217.7              | 230.3                | 219.5              | 231.9                | 217                | 228.1                | 216.3              | 233.1                |

| S.G. Reinertsen Reading | 2005-06 Mean Growth | 2006-07 Mean Growth | 2007-08 Mean Growth | 2008-09 Mean Growth | 2009-10 Mean Growth |
|-------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Grade 2                 | 14                  | 13.2                | 17.2                | 16.4                | 20.3                |
| Grade 3                 | 8.5                 | 8.5                 | 13                  | 9.9                 | 10.9                |
| Grade 4                 | 7                   | 6.1                 | 8                   | 7.5                 | 9.9                 |
| Grade 5                 | 7.2                 | 6.6                 | 7.5                 | 6.5                 | 8.1                 |

| S.G. Reinertsen Mathematics | 2005-06 Mean Growth | 2006-07 Mean Growth | 2007-08 Mean Growth | 2008-09 Mean Growth | 2009-10 Mean Growth |
|-----------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Grade 2                     | 14.2                | 15.8                | 18.4                | 15.9                | 17.2                |
| Grade 3                     | 9.4                 | 10.1                | 15.6                | 14.7                | 13.5                |
| Grade 4                     | 9.3                 | 11.6                | 11.9                | 13.2                | 13.6                |
| Grade 5                     | 9.8                 | 12.6                | 12.4                | 11.1                | 16.8                |

**S.G. REINERTSEN ELEMENTARY****ACHIEVEMENT DATA****AIMSweb**

| Grade & Probe       | Percent of Students at Benchmark or Above Spring 2009 | Number of Students Tested | Percent of Students at Benchmark or Above Spring 2010 | Number of Students Tested |
|---------------------|-------------------------------------------------------|---------------------------|-------------------------------------------------------|---------------------------|
| <b>Kindergarten</b> |                                                       |                           |                                                       |                           |
| LSF                 | 77%                                                   | 139                       | 57.8%                                                 | 126                       |
| PSF                 | 86%                                                   | 139                       | 86.4%                                                 | 126                       |
| NWF                 | 70.4%                                                 | 139                       | 73%                                                   | 126                       |
| <b>Grade 1</b>      |                                                       |                           |                                                       |                           |
| NWF                 | 62%                                                   | 153                       | 74%                                                   | 146                       |
| PSF                 | 96%                                                   | 153                       | 91%                                                   | 146                       |
| RCBM                | 58%                                                   | 153                       | 75%                                                   | 146                       |
| <b>Grade 2</b>      |                                                       |                           |                                                       |                           |
| RCBM                | 75%                                                   | 159                       | 74.6%                                                 | 154                       |
| <b>Grade 3</b>      |                                                       |                           |                                                       |                           |
| RCBM                | 59%                                                   | 139                       | 73%                                                   | 169                       |
| <b>Grade 4</b>      |                                                       |                           |                                                       |                           |
| RCBM                | 69%                                                   | 145                       | 65.4%                                                 | 139                       |
| <b>Grade 5</b>      |                                                       |                           |                                                       |                           |
| RCBM                | 68%                                                   | 140                       | 68.8%                                                 | 148                       |

**S.G. REINERTSEN ELEMENTARY****STAFFING & UTILITY DATA**

| 1. Teaching Staff             | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|-------------------------------|---------|---------|---------|---------|---------|
| BA                            | 4       | 5       | 4       | 6       | 5       |
| BA + 10                       | 2       | 2       | 3       | 3       | 4       |
| BA + 20                       | 2       | 2       | 1       | 1       | 1       |
| BA + 30                       | 8       | 6       | 7       | 5       | 6       |
| BA + 40                       | 1       | 1       | 1       | 0       | 0       |
| BA + 50                       | 1       | 0       | 0       | 0       | 0       |
| BA + 70                       | 3       | 3       | 3       | 1       | 0       |
| MA                            | 3       | 3       | 5       | 7       | 6       |
| MA + 10                       | 8       | 7       | 5       | 2       | 2       |
| MA + 20                       | 8       | 7       | 7       | 9       | 8       |
| MA + 30                       | 18      | 21      | 23      | 24      | 22      |
|                               |         |         |         |         |         |
| 0 to 5 Years Experience       | 7       | 14      | 16      | 10      | 11      |
| 6 to 10 Years Experience      | 15      | 8       | 8       | 5       | 5       |
| 11 to 20 Years Experience     | 25      | 23      | 23      | 22      | 20      |
| More than 20 Years Experience | 11      | 12      | 12      | 9       | 12      |
|                               |         |         |         |         |         |
| Average Years Experience      | 13.6    | 13      | 14      | 11.5    | 12      |



5-M9-BOS  
9 May 11

**INDEPENDENT SCHOOL DISTRICT #152**

**School Board Work Session**

**Board Room 224 - Probstfield Center for Education**

**2410 14th Street South**

**Moorhead, Minnesota**

May 9, 2011 - Revised

5:00 p.m.

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

**ATTENDANCE:**

|                      |                           |
|----------------------|---------------------------|
| Lisa Erickson _____  | Kristine Thompson _____   |
| Cindy Fagerlie _____ | Bill Tomhave _____        |
| Laurie Johnson _____ | Trudy Wilmer _____        |
| Mike Siggerud _____  | 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. FOUNDATION DEVELOPMENT: Kazmierczak**

Mr. Tom McSparron, West Central Initiative (WCI), will present information related to WCI's potential role in assisting the school district with developing a foundation.

**SCHOOL BOARD AGENDA - May 9, 2011**

**PAGE 2**

3. **SCHOOLS FOR EQUITY IN EDUCATION (SEE)**: Kazmierczak  
Pages 4-6
4. **HORIZON MIDDLE SCHOOL SCHEDULE UPDATE**: Eidsness
5. **TECHNOLOGY PRIORITY AREAS**: Kazmierczak
6. **LEGISLATIVE UPDATE**: Kazmierczak
7. **ADJOURNMENT**



**SCHOOL BOARD AGENDA - May 9, 2011**  
**PAGE 3**

**CALENDAR OF EVENTS**

| <u>Event</u>                         | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|--------------------------------------|-------------|-------------|--------------|
| Health/Safety/Wellness Com           | May 10      | 9:30 am     | PCE          |
| Hopkins PTAC                         | May 10      | 6:30 pm     | Media Center |
| Reinertsen PTAC                      | May 10      | 6:30 pm     | Media Center |
| Instr and Curr Adv Com               | May 12      | 7 am        | PCE          |
| Policy Review Committee              | May 16      | 7 pm        | PCE          |
| Interagency Early Interv Com         | May 18      | 12 pm       | FSC          |
| Horizon Retirement Reception         | May 19      | 2:30 pm     | HMS          |
| School Board Retirement Reception    | May 23      | 5:30 pm     | PCE          |
| Reinertsen Retirement Reception      | May 23      | 3:20 pm     | Media Center |
| School Board                         | May 23      | 7 pm        | PCE          |
| Title I District Parent Advisory Com | May 24      | 5:30 pm     | PCE          |
| Asp Retirement Reception             | May 26      | 4 pm        | Hjemkomst    |
| Executive Finance Com                | June 2      | 3 pm        | PCE          |
| MHS Retirement Reception             | June 3      | 11 am       | Commons      |
| Graduation                           | June 5      | 2 pm        | Concordia    |
| School Board Work Session            | June 13     | 5-7 pm      | PCE          |
| School Board                         | June 13     | 7 pm        | PCE          |
| Community Ed Adv Council             | June 21     | 7 pm        | PCE          |
| School Board                         | June 27     | 7 pm        | PCE          |
| School Board                         | July 18     | 7 pm        | PCE          |

**SEE Member Districts** serve approximately 250,000 children; 30% of Minnesota's K-12 students.

- Albany
- Albert Lea
- Annandale
- Anoka-Hennepin
- Austin
- Belle Plaine
- Big Lake
- Braham
- Brainerd
- Buffalo
- Byron
- Cambridge-Isanti
- Cannon Falls
- Centennial
- Central
- Chisago Lakes
- Dassel-Cokato
- Delano
- Eden Valley-Watkins
- Elk River
- Faribault
- Forest Lake
- Hinckley - Finlayson
- Howard Lake - Waverly - Winsted
- Hutchinson
- Jordan
- Kimball
- LaCrescent-Hokah
- Litchfield
- Maple Lake
- Melrose
- Milaca
- Monticello
- Mora
- New London-Spicer
- New Prague
- North Branch
- Northfield
- Ogilvie
- Owatonna
- Paynesville
- Pine City
- Pine River-Backus
- Princeton
- Prior Lake-Savage
- Rockford
- Rocori
- Roseau
- Rosemount-Apple Valley-Eagan
- Rush City
- Sartell-St. Stephen
- Sauk Rapids-Rice
- South Washington County
- St. Francis
- St. Michael-Albertville
- Stewartville
- Stillwater
- Waconia

For more information or to become a member, please contact us.

Brad Lundell  
Executive Director  
brad.lundell@schoolsforequity.org  
(651) 647-6251

Deb Griffiths  
Director of Communications & Community Outreach  
deb.griffiths@schoolsforequity.org  
(612) 309-0089

Schools for Equity in Education  
1884 Como Avenue  
St. Paul, MN 55108  
(651) 647-6251  
www.schoolsforequity.org



**SEE**

Schools for Equity in Education

## Schools for Equity in Education



**SEE** what  
we can do  
together!



# SEE

Schools for Equity in Education

## What is SEE

An association of more than 50 Minnesota public school districts serving approximately 250,000 children; 30% of Minnesota's K-12 students.

## Mission

Minnesota school districts working for greater equity and adequacy in public education funding,

## Vision

All public school children will have equal educational opportunities regardless of where they live in Minnesota.

## Goals

- **Equal access to a quality education** for all Minnesota students, regardless of the property wealth in their local school district.
- Legislation that ensures **equitable distribution of school resources**.
- **Elected officials are held accountable** for adequate and equitable funding and policy that enables all students to meet state and federal academic standards and allows them to reach their full potential.
- **A property tax system that is fair** and provides equal access to revenue for low property wealth school districts, communities and their taxpayers.



## SEE the Benefits

- **A constant presence at the state capitol** lobbying on issues that impact SEE districts.
- **Connecting to a larger community with shared issues**; speaking with one voice enhances our ability to impact state funding and policy.
- **Timely and accurate information** through weekly newsletters, daily blogs and action alerts during the legislative session.
- **A liaison to educate and engage a growing network of education supporters** including parents, community members and leaders within our member districts.

## Sharing Information & Ideas

SEE hosts various events throughout the year

- **General Membership Meetings**—obtain current information, share ideas with fellow members and hear from legislators and other outside experts.
- **Legislative Kickoff**—A joint event with SEE members and the legislators who represent SEE districts to share the concerns and priorities that impact our districts based on the SEE Legislative Platform.
- **Regional Meetings**—SEE staff travels to five locations around the state, three times a year, to meet with members in smaller groups and provide current detailed information in a format that promotes questions and a free exchange of ideas.



## Keeping You Informed

Following are just a few of the thought-provoking program speakers who have shared their knowledge and expertise with our members over the past few years.



- The President of the Bush Foundation detailed the 10 year, \$40 million initiative to graduate 25,000 highly effective teachers from Minnesota's colleges.
- The Minnesota Department of Education Commissioner introduced the new growth model and also shared information about the Governor's education budget proposal.
- The Chair of the House K-12 Finance Division discussed the New Minnesota Miracle Bill.
- An expert in special education administration shed light on the details of Federal Stimulus dollars for IDEA and Title-1 along with the concerns regarding maintenance of effort.
- The president of Decision Resources presented the results of a survey regarding the trends in the public's perception about public education.
- The Executive Director of the Minnesota Business Partnership addressed the importance of equalization and how the business community perceives its role in reforming education in Minnesota.
- The State Demographer provided an overview of the demographic and economic changes that Minnesota is undergoing.
- A forum with a former six-term member of the Minnesota House of Representatives and current President of the Minnesota Taxpayers League along with a former reporter at the StarTribune and current President of Growth and Justice—a progressive think tank.

## **2011 SEE Legislative Platform**

*"It is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state."*

- Minnesota Constitution: Article XIII, Section 1

**The current system of funding public schools is neither uniform nor thorough and, as a result, fails to meet the state's constitutional guarantee to students throughout Minnesota.**

SEE remains committed to comprehensive funding reform that will provide the resources necessary to deliver educational programs that are vital to Minnesota's economic future and make certain these resources are both adequate and distributed in an equitable manner. In addition, SEE believes that the unfair tax burdens shouldered by residents in low-property wealth school districts must be addressed. Currently, tax efforts required by residents in high-wealth vs. low-wealth districts to provide the locally-generated dollars in the referendum, debt service and other levy categories vary greatly and disparities continue to grow.

SEE urges the Legislature to address the issues of equity and adequacy with these measures:

- **The local tax effort necessary to generate local tax revenue must be made more uniform.**
  - The general education levy must be re-established to provide greater funding stability and equity.
  - Improvements must be made to the debt service and referendum equalization programs.
  - Levies that are currently unequalized must be equalized.
- **A constitutional amendment, similar to the 2008 Legacy Amendment, which would dedicate revenue from a state-collected tax to adequately and equitably fund Minnesota's education system, must be placed on the ballot.**
- **A constitutional provision must be created allowing citizens to enact a temporary state tax increase to fund schools during a budget crisis, similar to the provision existing in Arizona.**
- **A state-authorized fiscal emergency program must be adopted that would provide flexibility to school districts during times of financial stress.**
- **A statewide inventory of educational opportunities needs to be conducted and measures undertaken to provide all Minnesota students with access to high-quality educational programs wherever they live.**

Steps to determine the feasibility of a legal challenge will be undertaken in the absence of actions to correct the current—and chronic—underfunding and inequitable distribution of education funding in Minnesota.

***All public school students must have equal access to a high quality education regardless of where they live in Minnesota.***

S-MG-BOS.  
May 11

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

May 9, 2011  
5:30 p.m.

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

**ATTENDANCE:**

|                      |                           |
|----------------------|---------------------------|
| Lisa Erickson _____  | Kristine Thompson _____   |
| Cindy Fagerlie _____ | Bill Tomhave _____        |
| Laurie Johnson _____ | Trudy Wilmer _____        |
| Mike Siggerud _____  | 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. **FOUNDATION DEVELOPMENT:** Kazmierczak

Mr. Tom McSparron, West Central Initiative (WCI), will present information related to WCI's potential role in assisting the school district with developing a foundation.



**SCHOOL BOARD AGENDA - May 9, 2011**  
**PAGE 2**

3. **SCHOOLS FOR EQUITY IN EDUCATION (SEE)**: Kazmierczak  
Pages 4-6
4. **HORIZON MIDDLE SCHOOL SCHEDULE UPDATE**: Eidsness
5. **TECHNOLOGY PRIORITY AREAS**: Kazmierczak
6. **LEGISLATIVE UPDATE**: Kazmierczak
7. **ADJOURNMENT**



**SCHOOL BOARD AGENDA - May 9, 2011****PAGE 3****CALENDAR OF EVENTS**

| <u>Event</u>                         | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|--------------------------------------|-------------|-------------|--------------|
| Health/Safety/Wellness Com           | May 10      | 9:30 am     | PCE          |
| Hopkins PTAC                         | May 10      | 6:30 pm     | Media Center |
| Reinertsen PTAC                      | May 10      | 6:30 pm     | Media Center |
| Instr and Curr Adv Com               | May 12      | 7 am        | PCE          |
| Policy Review Committee              | May 16      | 7 pm        | PCE          |
| Interagency Early Interv Com         | May 18      | 12 pm       | FSC          |
| Horizon Retirement Reception         | May 19      | 2:30 pm     | HMS          |
| School Board Retirement Reception    | May 23      | 5:30 pm     | PCE          |
| Reinertsen Retirement Reception      | May 23      | 3:20 pm     | Media Center |
| School Board                         | May 23      | 7 pm        | PCE          |
| Title I District Parent Advisory Com | May 24      | 5:30 pm     | PCE          |
| Asp Retirement Reception             | May 26      | 4 pm        | Hjemkomst    |
| Executive Finance Com                | June 2      | 3 pm        | PCE          |
| MHS Retirement Reception             | June 3      | 11 am       | Commons      |
| Graduation                           | June 5      | 2 pm        | Concordia    |
| School Board Work Session            | June 13     | 5-7 pm      | PCE          |
| School Board                         | June 13     | 7 pm        | PCE          |
| Community Ed Adv Council             | June 21     | 7 pm        | PCE          |
| School Board                         | June 27     | 7 pm        | PCE          |
| School Board                         | July 18     | 7 pm        | PCE          |

**SEE Member Districts** serve  
approximately 250,000 children; 30% of  
Minnesota's K-12 students.

- Albany
- Albert Lea
- Annandale
- Anoka-Hennepin
- Austin
- Belle Plaine
- Big Lake
- Braham
- Brainerd
- Buffalo
- Byron
- Cambridge-Isanti
- Cannon Falls
- Centennial
- Central
- Chisago Lakes
- Dassel-Cokato
- Delano
- Eden Valley-Watkins
- Elk River
- Faribault
- Forest Lake
- Hinckley - Finlayson
- Howard Lake - Waverly - Winsted
- Hutchinson
- Jordan
- Kimball
- LaCrescent-Hokah
- Litchfield
- Maple Lake
- Melrose
- Milaca
- Monticello
- Mora
- New London-Spicer
- New Prague
- North Branch
- Northfield
- Ogilvie
- Owatonna
- Paynesville
- Pine City
- Pine River-Backus
- Princeton
- Prior Lake-Savage
- Rockford
- Rocori
- Roseau
- Rosemount-Apple Valley-Eagan
- Rush City
- Sartell-St. Stephen
- Sauk Rapids-Rice
- South Washington County
- St. Francis
- St. Michael-Albertville
- Stewartville
- Stillwater
- Waconia

For more information or to become  
a member, please contact us.

Brad Lundell  
Executive Director  
brad.lundell@schoolsforequity.org  
(651) 647-6251

Deb Griffiths  
Director of Communications &  
Community Outreach  
deb.griffiths@schoolsforequity.org  
(612) 309-0089

Schools for Equity in Education  
1884 Como Avenue  
St. Paul, MN 55108  
(651) 647-6251  
www.schoolsforequity.org



**SEE**

Schools for Equity in Education

## Schools for Equity in Education



**SEE** what  
we can do  
together!



# SEE

Schools for Equity in Education

## What is SEE

An association of more than 50 Minnesota public school districts serving approximately 250,000 children; 30% of Minnesota's K-12 students.

### Mission

Minnesota school districts working for greater equity and adequacy in public education funding.

### Vision

All public school children will have equal educational opportunities regardless of where they live in Minnesota.



### Goals

- **Equal access to a quality education** for all Minnesota students, regardless of the property wealth in their local school district.
- Legislation that ensures **equitable distribution of school resources**.
- **Elected officials are held accountable** for adequate and equitable funding and policy that enables all students to meet state and federal academic standards and allows them to reach their full potential.
- **A property tax system that is fair** and provides equal access to revenue for low property wealth school districts, communities and their taxpayers.

## SEE the Benefits

- **A constant presence at the state capitol** lobbying on issues that impact SEE districts.
- **Connecting to a larger community with shared issues**; speaking with one voice enhances our ability to impact state funding and policy.
- **Timely and accurate information** through weekly newsletters, daily blogs and action alerts during the legislative session.
- **A liaison to educate and engage a growing network of education supporters** including parents, community members and leaders within our member districts.

## Sharing Information & Ideas

SEE hosts various events throughout the year

- **General Membership Meetings**—obtain current information, share ideas with fellow members and hear from legislators and other outside experts.
- **Legislative Kickoff**—A joint event with SEE members and the legislators who represent SEE districts to share the concerns and priorities that impact our districts based on the SEE Legislative Platform.
- **Regional Meetings**—SEE staff travels to five locations around the state, three times a year, to meet with members in smaller groups and provide current detailed information in a format that promotes questions and a free exchange of ideas.



## Keeping You Informed

Following are just a few of the thought-provoking program speakers who have shared their knowledge and expertise with our members over the past few years.



- The President of the Bush Foundation detailed the 10 year, \$40 million initiative to graduate 25,000 highly effective teachers from Minnesota's colleges.
- The Minnesota Department of Education Commissioner introduced the new growth model and also shared information about the Governor's education budget proposal.
- The Chair of the House K-12 Finance Division discussed the New Minnesota Miracle Bill.
- An expert in special education administration shed light on the details of Federal Stimulus dollars for IDEA and Title-1 along with the concerns regarding maintenance of effort.
- The president of Decision Resources presented the results of a survey regarding the trends in the public's perception about public education.
- The Executive Director of the Minnesota Business Partnership addressed the importance of equalization and how the business community perceives its role in reforming education in Minnesota.
- The State Demographer provided an overview of the demographic and economic changes that Minnesota is undergoing.
- A forum with a former six-term member of the Minnesota House of Representatives and current President of the Minnesota Taxpayers League along with a former reporter at the StarTribune and current President of Growth and Justice—a progressive think tank.

## **2011 SEE Legislative Platform**

*"It is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state."*

- Minnesota Constitution: Article XIII, Section 1

**The current system of funding public schools is neither uniform nor thorough and, as a result, fails to meet the state's constitutional guarantee to students throughout Minnesota.**

SEE remains committed to comprehensive funding reform that will provide the resources necessary to deliver educational programs that are vital to Minnesota's economic future and make certain these resources are both adequate and distributed in an equitable manner. In addition, SEE believes that the unfair tax burdens shouldered by residents in low-property wealth school districts must be addressed. Currently, tax efforts required by residents in high-wealth vs. low-wealth districts to provide the locally-generated dollars in the referendum, debt service and other levy categories vary greatly and disparities continue to grow.

SEE urges the Legislature to address the issues of equity and adequacy with these measures:

- **The local tax effort necessary to generate local tax revenue must be made more uniform.**
  - The general education levy must be re-established to provide greater funding stability and equity.
  - Improvements must be made to the debt service and referendum equalization programs.
  - Levies that are currently unequalized must be equalized.
- **A constitutional amendment, similar to the 2008 Legacy Amendment, which would dedicate revenue from a state-collected tax to adequately and equitably fund Minnesota's education system, must be placed on the ballot.**
- **A constitutional provision must be created allowing citizens to enact a temporary state tax increase to fund schools during a budget crisis, similar to the provision existing in Arizona.**
- **A state-authorized fiscal emergency program must be adopted that would provide flexibility to school districts during times of financial stress.**
- **A statewide inventory of educational opportunities needs to be conducted and measures undertaken to provide all Minnesota students with access to high-quality educational programs wherever they live.**

Steps to determine the feasibility of a legal challenge will be undertaken in the absence of actions to correct the current—and chronic—underfunding and inequitable distribution of education funding in Minnesota.

***All public school students must have equal access to a high quality education regardless of where they live in Minnesota.***

3-NA-BOS  
9 May 11

**INDEPENDENT SCHOOL DISTRICT #152**

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

May 9, 2011

7:00 p.m.

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

**ATTENDANCE:**

|                      |                           |
|----------------------|---------------------------|
| Lisa Erickson _____  | Kristine Thompson _____   |
| Cindy Fagerlie _____ | Bill Tomhave _____        |
| Laurie Johnson _____ | Trudy Wilmer _____        |
| Mike Siggerud _____  | 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 Horizon Middle School students who were finalists at the Regional History Day Competition on March 29 in Hawley. They advanced to Minnesota History Day at the University of Minnesota on May 1. The students are Mackenzie Lamberson for her Individual Exhibit titled "The Gracchus Brothers: A Failed Attempt at Diplomacy in Ancient Rome" and Alyssa Cossette, Britta Holland, Brianna Gruenberg and Laurel Mikkelsen for their Group Performance titled "Cleopatra VII of Egypt: Life, Rule and Diplomacy." Their History Day teachers are Janelle Frost-Geiser and Karen Taylor.



**We Are Proud** of Moorhead students who received individual awards in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 29. Nineteen teams from the area participated in both individual and team rounds.

Moorhead students who earned Individual Awards are Michael Thibert, Oliver Borchers-Williams, Tiffany Schindler, Nick Witthoeft, Lexi Dauner, Sam Stein, Andrew Franklin and Peyton Sorby. Moorhead students who earned Fact Drill Awards are Michael Thibert, Lexi Dauner and EJ Engen. Their teachers are Diana Anderson, Cheri Puetz and Kim Nelson. Lois Brown is the Math Masters coordinator.

Math Masters of Minnesota is a statewide competition that challenges students to use higher-order thinking skills and problem-solving abilities in mathematics and recognizes academic effort and achievement.

**We Are Proud** of the Ellen Hopkins Elementary team for placing first out of 19 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 29. Team members are Oliver Borchers-Williams, Nathan Juven, Andie Kassenborg, Sam Stein and Michael Thibert. Cheri Puetz is their teacher.

**We Are Proud** of the Robert Asp Elementary Team B for placing third out of 19 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 29. Team members are Emma Estrella, Tiffany Schindler, Annika Sethre-Hofstad, Ryan Stafford and Cordel Toppen. Diana Anderson is their teacher.

**We Are Proud** of the S.G. Reinertsen Black Team for placing fifth out of 19 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 29. Team members are Marli Ahles, Lexi Dauner, EJ Engen, Maverick Hayes and Nick Witthoeft. Kim Nelson is their teacher.

**We Are Proud** of the Robert Asp Elementary Team A for placing sixth out of 19 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 29. Team members are Ian Bahe, Jonny Deitz, Andrew Franklin, Serina Lund and Peyton Sorby. Diana Anderson is their teacher.

**We Are Proud** of the Moorhead High School gymnastics team for being named the Section 8 AA Academic Champions based on their grade point average. Team members are Caitlyn Grimm, Brooke Borgen, Bijanca Clark, Tana Kurtti, Ali Krsnak, Hailey Miller, Carly Philippot and Kendall Johnson. Coaches are Toni Kleber and Julia Sammon.

**We Are Proud** of Moorhead High School students Eunhae Park and Breanna Turman who were selected by audition for the 2010-11 Minnesota All-State



**SCHOOL BOARD AGENDA - May 9, 2011**  
**PAGE 3**

Orchestra. The All-State Orchestra performed last summer at the College of St. Benedict and in February at Orchestra Hall in Minneapolis. Park and Turman are members of the Moorhead High School Chamber Orchestra under the direction of Jon Larson.

**We Are Proud** of Ellen Hopkins Elementary staff members Cathy Kimball, Kaylee Black and Mary Charlton and Donna Tvedt, food service director, whose work helped Hopkins Elementary win a \$3,000 grand prize and visit from Viktor, the Minnesota Vikings mascot, in the Healthy School Makeover Contest sponsored by the Midwest Dairy Council and Cass-Clay Creamery.

**We Are Proud** of Ellen Hopkins Elementary students Charles Sulaica and Wendy Huynh whose art was selected for display in the AEM Capitol Art Show that ran Feb. 27-March 12 in celebration of Youth Art Month 2011. The students painted watercolor dragons. Their art teacher is Sue Geihl.

**We Are Proud** of Moorhead students who placed in The Forum's Creations editorial contest. Students wrote editorials about one of the six pillars of character depending on their grade level. Winning editorials ran in a supplement in the April 21 issue of The Forum. Students who placed are:

- Ellie Viou, S.G. Reinertsen Elementary, second in the Grades 3-4 responsibility category, literacy teacher Kate Rockstad;
- Layla Pilon, S.G. Reinertsen Elementary, third place in the Grades 3-4 responsibility category, literacy teacher Kate Rockstad; and
- Paige DiSpirito, Horizon Middle School, first place in the Grades 7-9 caring category, teacher William Franklin.

- 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.

**SCHOOL BOARD AGENDA - May 9, 2011**

**PAGE 4**

- A. SUPERINTENDENT MATTERS - Kovash
  - (1) Approval of April 11 and 25, 2011 Meeting Minutes - Pages 10-17
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
  - (1) Approval of May Claims - Page 18
- C. HUMAN RESOURCES MATTERS - Hiedeman
  - (1) Approval of Resignations - Page 19
  - (2) Approval of Other Leave of Absence - Page 20
  - (3) Approval of Early Retirements - Page 21
  - (3) Approval of New Employee - Page 22
- D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

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

3. **APPROVAL OF STUDENT ACTIVITY PROPOSAL:** Kovash  
Pages 23-25

Suggested Resolution: Move to approve the Moorhead High School junior varsity (JV) girls hockey as a student activity to begin the 2011-12 school year.

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

4. **NCLB CORRECTIVE ACTION/PRE-RESTRUCTURING:** Kovash  
Pages 26-35

5. **COMPUTER NETWORK INFRASTRUCTURE AND WIRELESS ACCESS POINT UPGRADES:** Kazmierczak  
Pages 36-41

Suggested Resolution: Move to approve upgrades to the school district computer network infrastructure and wireless access point upgrades in an amount not to exceed \$700,000.

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

6. **APPROVAL OF POLICY:** Kovash  
Pages 42-44

**SCHOOL BOARD AGENDA - May 9, 2011**

**PAGE 5**

Suggested Resolution: Move to approve the policy, Safe and Healthy Learners Committee 234, as presented.

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

7. **APPROVAL OF POLICY:** Kovash  
Pages 45-47

Suggested Resolution: Move to approve the policy, Employment of Faculty and Staff 410, as presented.

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

8. **APPROVAL OF POLICY:** Kovash  
Pages 48-50

Suggested Resolution: Move to approve the policy, Veteran's Preference Hiring 411, as presented.

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

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

Suggested Resolution: Move to approve the policy, Employee License Status 412, as presented.

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

10. **APPROVAL OF POLICY:** Kovash  
Pages 54-57

Suggested Resolution: Move to approve the policy, Employment Background Checks 413, as presented.

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

11. **APPROVAL OF POLICY**: Kovash

Pages 58-64

Suggested Resolution: Move to approve the policy, Employee Public and Private Personnel Data 414, as presented.

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

Comments \_\_\_\_\_

12. **APPROVAL OF POLICY**: Kovash

Pages 65-87

Suggested Resolution: Move to approve the policy, Employee Drug and Alcohol Testing 421, as presented.

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

Comments \_\_\_\_\_

13. **APPROVAL OF POLICY**: Kovash

Pages 88-91

Suggested Resolution: Move to approve the policy, Employee Right to Know - Exposure to Hazardous Substances 424, as presented.

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

Comments \_\_\_\_\_

14. **APPROVAL OF POLICY**: Kovash

Pages 92-93

Suggested Resolution: Move to approve the policy, Health and Safety Protection 425, as presented.

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

Comments \_\_\_\_\_

15. **APPROVAL OF POLICY**: Kovash

Pages 94-96

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

**SCHOOL BOARD AGENDA - May 9, 2011**  
**PAGE 7**

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

16. **APPROVAL OF POLICY**: Kovash  
Pages 97-101

Suggested Resolution: Move to approve the policy, Medication 532, as presented.

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

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

Suggested Resolution: Move to approve the policy, Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI) 533, as presented.

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

18. **APPROVAL OF POLICY**: Kovash  
Pages 105-113

Suggested Resolution: Move to approve the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, as presented.

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

19. **APPROVAL OF POLICY**: Kovash  
Pages 114-118

Suggested Resolution: Move to approve the policy, Maltreatment of Vulnerable Adults 535, as presented.

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

20. **APPROVAL OF POLICY**: Kovash  
Pages 119-121

Suggested Resolution: Move to approve the policy, Crisis Intervention and Student Support 553, as presented.

**SCHOOL BOARD AGENDA - May 9, 2011**

**PAGE 8**

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

21. **APPROVAL OF POLICY**: Kovash  
Pages 122-127

Suggested Resolution: Move to approve the policy, Notification to Staff Regarding  
Placement of Students with Violent Behaviors 555, as presented.

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

22. **APPROVAL OF POLICY**: Kovash  
Pages 128-130

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

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

23. **APPROVAL OF POLICY**: Kovash  
Pages 131-133

Suggested Resolution: Move to approve the policy, Special Education Programs 602, as  
presented.

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

24. **APPROVAL OF POLICY**: Kovash  
Pages 134-149

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

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

25. **COMMITTEE REPORTS**

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

27. **ADJOURNMENT**



**SCHOOL BOARD AGENDA - May 9, 2011****PAGE 9****CALENDAR OF EVENTS**

| <u>Event</u>                         | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|--------------------------------------|-------------|-------------|--------------|
| Health/Safety/Wellness Com           | May 10      | 9:30 am     | PCE          |
| Hopkins PTAC                         | May 10      | 6:30 pm     | Media Center |
| Reinertsen PTAC                      | May 10      | 6:30 pm     | Media Center |
| Instr and Curr Adv Com               | May 12      | 7 am        | PCE          |
| Policy Review Committee              | May 16      | 7 pm        | PCE          |
| Interagency Early Interv Com         | May 18      | 12 pm       | FSC          |
| Horizon Retirement Reception         | May 19      | 2:30 pm     | HMS          |
| School Board Retirement Reception    | May 23      | 5:30 pm     | PCE          |
| Reinertsen Retirement Reception      | May 23      | 3:20 pm     | Media Center |
| School Board                         | May 23      | 7 pm        | PCE          |
| Title I District Parent Advisory Com | May 24      | 5:30 pm     | PCE          |
| Asp Retirement Reception             | May 26      | 4 pm        | Hjemkomst    |
| Executive Finance Com                | June 2      | 3 pm        | PCE          |
| MHS Retirement Reception             | June 3      | 11 am       | Commons      |
| Graduation                           | June 5      | 2 pm        | Concordia    |
| School Board Work Session            | June 13     | 5-7 pm      | PCE          |
| School Board                         | June 13     | 7 pm        | PCE          |
| Community Ed Adv Council             | June 21     | 7 pm        | PCE          |
| School Board                         | June 27     | 7 pm        | PCE          |
| School Board                         | July 18     | 7 pm        | PCE          |

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
APRIL 11, 2011  
PAGE 1**

**MEMBERS PRESENT:** Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Mike Siggerud, Kristine Thompson, Bill Tomhave, Trudy Wilmer, 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:** Superintendent Kovash recommended the agenda proceed with a revision to page 13.

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

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** None.

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

**Minutes** - Approve the March 14 and 28, 2011 Regular Meeting Minutes and March 21, 2011 Special Joint School Board Meeting Minutes as presented.

**Claims** - Approve the April Claims, subject to audit, in the amount of \$1,132,070.47.

|                          |                |
|--------------------------|----------------|
| General Fund:            | \$1,009,359.12 |
| Food Fund:               | \$109,166.46   |
| Community Service Fund:  | \$10,967.39    |
| Debt Service Fund:       | \$2,127.50     |
| Post Emp. Benefits Fund: | \$450.00       |
| TOTAL                    | \$1,132,070.47 |

**Resignations**

Susan Klingman - Food and Nutrition Server, High School, effective March 21, 2011.

Jennifer Sitter - Early Childhood Special Education Teacher, EIS, effective June 24, 2011.

Kent Dvorak - Paraprofessional/Security, Horizon Middle School, effective April 1, 2011.

**Family/Medical Leaves**

Debbie Siaway - Custodian, S.G. Reinertsen Elementary, effective February 9, 2011 for an undetermined amount of time.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
APRIL 11, 2011  
PAGE 2**

Christine Berg - Teacher, Horizon Middle School, effective approximately May 2, 2011 for eight weeks.

Leslie Schermerhorn - Bus Driver, Transportation, effective May 15, 2011 for 4-6 weeks.

Peggy Haugstad - Secretary, Moorhead High School, effective March 3, 2011 for an undetermined amount of time.

Eileen Rick - Paraprofessional, S.G. Reinertsen Elementary, effective April 29, 2011 to May 20, 2011.

New Employees

Carolyn Edwards - Food and Nutrition Server, Moorhead High School, 2.75 hours per day, \$9.00 per hour, effective March 29, 2011 (replaces Susan Klingman).

Betty Graff - Food and Nutrition Server, Moorhead High School, 2.75 hours per day, \$9.60 per hour, effective March 28, 2011 (replaces Sabrina Martinez).

Motion carried 7-0.

**APPROVAL OF RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACTS OF PROBATIONARY TEACHERS:**

Siggerud moved, seconded by Fagerlie, to approve the following resolution:

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

| <u>Termination and Non-Renewal of Contracts</u> | <u>License Area</u> | <u>FTE</u> |
|-------------------------------------------------|---------------------|------------|
| Megan Kochmann                                  | Elementary          | 1.00       |
| Aura Lee Mohror                                 | ELL - Variance      | .286       |
| Michelle Rolewitz                               | Sign Language       | .125       |
| David Teige                                     | Science             | .286       |
| Tyler Otteson                                   | Math                | .286       |
| Jessica Rome                                    | Counselor           | 1.00       |
| Julie Arnold                                    | ELL - Variance      | 1.00       |
| Marilyn Labrensz                                | Kindergarten        | 1.00       |
| Dustin Gramstad                                 | Music               | .567       |

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, Subd. 5, the teaching contracts of the above named probationary teachers in Independent School District No. 152, are hereby terminated at the close of the 2010-2011 school year.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
APRIL 11, 2011  
PAGE 3**

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

Motion carried 7-0.

**APPROVAL OF POLICY:** Wilmer moved, seconded by Tomhave to approve the policy, Employees as Vendors of School Supplies 445, as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Erickson moved, seconded by Fagerlie, to approve the policy, Wellness 536, as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Tomhave moved, seconded by Johnson, to approve the policy, Facility and Site Improvement and/or Development 701, as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Wilmer moved, seconded by Fagerlie, to approve the policy, Severe Weather-Related School Closings 711, as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Fagerlie moved, seconded by Johnson, to approve the policy, School District Owned Vehicle Reservation 722, as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Tomhave moved, seconded by Siggerud, to approve the policy, Complimentary Athletic Season Passes/Single Event Passes 832, as presented. Motion carried 7-0.

**APPROVAL OF POLICY:** Johnson moved, seconded by Wilmer, to approve the policy, Disposition of Obsolete Equipment and Material 833, as presented. Motion carried 7-0.

**UPDATE ON WEATHER AND FLOOD RELATED INFORMATION:** Kovash extended a thank you from the City of Moorhead for the flood-preparation work by Wayne Kazmierczak, assistant superintendent, Dan Bacon, transportation and property services director, Gene Boyle,

Moorhead High principal, and all the Moorhead student volunteers. The school district, in consultation with the Department of Education, altered the schedule for the Minnesota Comprehensive Assessments (MCAs) due to the regional flooding. The MCAs have been rescheduled from April 12-14, 2011, to April 19-21, 2011.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
APRIL 11, 2011  
PAGE 4**

**COMMITTEE REPORTS:** Brief reports were heard regarding the Asp PTAC and Activities Council meetings. Chair Thompson shared highlights from her visit to a programming class that Red River Area Learning Center students are taking through M State.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** School Board members discussed scheduling two special work sessions for May 9, 2011 and June 13, 2011 from 5:00 to 7:00 p.m. for the purpose of school district and board priorities, updates and projects. A third work session was proposed for August 8 but conflicted with the MSBA Summer Seminar.

**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 7:26 p.m.

---

Cindy Fagerlie, Clerk

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
APRIL 25, 2011  
PAGE 1**

**MEMBERS PRESENT:** Cindy Fagerlie, Laurie Johnson, Mike Siggerud, Kristine Thompson, Bill Tomhave, Trudy Wilmer, and Dr. Lynne A. Kovash.

**MEMBERS ABSENT:** Lisa Erickson.

**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:** Superintendent Kovash recommended the agenda proceed with a revision to page 2.

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

**WE ARE PROUD:**

**We Are Proud** of Mary Colson, science teacher at Horizon Middle School, for being elected president of the Minnesota Science Teachers Association. Her term runs from July 2010 to June 2012. MnSTA has approximately 700 members who teach science throughout the state. Colson also was selected as one of 41 people from around the country to serve on the Next Generation Science Standards writing team. Under the leadership of Achieve, the writing team will develop science education standards that build on the National Research Council's Conceptual Frameworks for the New Science Education Standards.

**We Are Proud** of S.G. Reinertsen Elementary students Caylie Gilbertson and Lexi Dauner who created winning posters for the Minnesota DARE poster contest. Gilbertson received ninth place, and Dauner received 17th place. Hundreds of posters were submitted by Minnesota DARE students, and 20 winners were selected. The students' art teacher is Michelle Sailer, DARE instructor is Officer Valerie Kellen and classroom teachers are Kim Nelson and Gary Jensrud.

**We Are Proud** of Moorhead High student Wyatt Johnson for placing fourth in the 1 meter diving event at the boys swimming and diving sections, which qualified him for the state meet. Johnson placed 13th in the 1 meter diving competition at the Class AA swimming and diving state meet. The diving coach is John Schmidt, head coach is Jeff Schneider, and assistant coach is Lars Seljevold.

**We Are Proud** of the Moorhead High boys hockey team for winning the Class 2A Section 8 boys hockey championship and advancing to the state tournament. Team members are Ben Welle, Simon Selberg, Nic Oxtan, Jacob Uglem, Terry Leabo, Evan Cook, Noah Julin, Tony



**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
APRIL 25, 2011  
PAGE 2**

Uglen, Bryant Christian, Brendan Johnson, Eric Barker, Ben Doda, Nicholas Uglen, Cody Rahman, Jesse Doschadis, Eric Brenk, Zach Quaife, Logan Ness, Evan Cochran and Michael Bitzer. Coaches are Dave Morinville, Erick Grafstrom and Josh Arnold.

**We Are Proud** of the Moorhead High School boys basketball team for being named the Class AAAA Team Academic State Champions by the Minnesota Basketball Coaches Association. Team members are Matt Fernholz, Joe Kasper, Matt Ellingson, Aaron Lien, Jared Widner, Aaron Wilmer, Brady Robertson, Mason Ness, Travis Hand, Matt Watnemo, Brett Danielson, Judd Roesler, Erik Bye, Hayden Anderson, Camden Bosche, Austin Nelson and Zach Dobbins. Head coach is Corey Zimmerman, assistant coaches are Chad Durand and Mike Kieselbach, and manager is Tyler Tweet.

**MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS:** Michelle Sailer, 2617 4th Avenue South, expressed her concerns related to the .4 FTE art reduction approved at the March 28 board meeting and emphasized the importance of the arts in education.

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

**Early Retirements**

Estella Cruz - Paraprofessional, Robert Asp Elementary, effective at the end of the 2010-2011 school year.

Douglas Johnson - Social Studies Teacher, Moorhead High School, effective at the end of the 2010-2011 school year.

**Family/Medical Leave**

Stephanie Manesis - Paraprofessional, Adult Basic Education, effective January 31, 2011 for an undetermined amount of time.

**Resignation**

Joe Gaughan - Head Wrestling Coach, Moorhead High School, effective April 20, 2011.

**New Employees**

Kayla Hoherz - Bus Driver, Transportation, 6 to 7 hours per day, \$12.78 per hour, effective March 25, 2011 (replaces Nathan Richman).

Motion carried 6-0.

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
APRIL 25, 2011  
PAGE 3**

**UPDATE ON ROBERT ASP ELEMENTARY SCHOOL GOALS:** Kevin Kopperud, Char Lien and Vicki Anderson provided an update on Robert Asp Elementary's improvement plan. In fiscal year 2010, Robert Asp did not meet adequate yearly progress in both reading and math proficiency for the subgroups of special education and students eligible for free and reduced-price meals. Robert Asp's math goal is to increase the percent of grades 3-5 students proficient from 70 percent to 80 percent on the 2012 mathematics MCA. The reading goal is to increase from 69 percent to 80 percent of students proficient on the 2012 reading MCA. The third goal is to decrease the number of students missing 11 or more school days from 25 percent to 15 percent. Right now they are at 7 percent currently in fiscal year 2011.

The school's corrective action plan focuses on fewer initiatives and doing those well. For math, teachers in grades 1-5 and learner support services staff will be trained in AddVantage Math/Math Recovery (AVMR) strategies to improve number sense. Staff will discuss math progress for all students using their common unit assessments during their PLC meetings. Learner support services staff will share IEP math goal progress during PLC meetings.

In reading, teachers will collaborate in PLCs to review student data and identify students who were not proficient on standardized tests. During PLCs, teachers will discuss integrating Minnesota standards into the curriculum. All teachers will use the SIOP model to create standards-based lesson plans for students, and learner support services will use the leveled literacy instruction program with select students to provide supplementary reading instruction. For the attendance goal, the school collaborates with the Village Family Services Truancy Intervention Program to provide truancy intervention assistance to students and families along with progress monitoring of absenteeism.

Fall NWEA data was reviewed with the board. Vicky Anderson provided additional information about both the Literacy Collaborative and Leveled Literacy Intervention (LLI).

The Literacy Collaborative provides intervention for the most at-risk first-graders. Anderson explained there are parallels between Literacy Collaborative and AVMR. Anderson has been providing training in Literacy Collaborative to Robert Asp teachers. Leveled Literacy Intervention is designed for Tier I and Tier II students to supplement reading instruction.

**FIRST READING OF POLICIES:** A first reading was conducted on the following policies: Safe and Healthy Learners Committee 234, Employment of Faculty and Staff 410, Veteran's Preference Hiring 411, Employee License Status 412, Employment Background Checks 413, Employee Public and Private Personnel Data 414, Employee Drug and Alcohol Testing 421,

**REGULAR MEETING  
BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT #152  
PROBSTFIELD CENTER FOR EDUCATION  
APRIL 25, 2011  
PAGE 4**

Employee Right to Know - Exposure to Hazardous Substances 424, Health and Safety Protection 425, Policies Incorporated by Reference for Employees/Personnel 499, Medication 532, Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI) 533, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, Maltreatment of Vulnerable Adults 535, Crisis Intervention and Student Support 553, Notification to Staff Regarding Placement of Students with Violent Behaviors 555, Policies Incorporated by Reference for Students 599, Special Education Programs 602, and Student Transportation Safety 721.

**SCHOOL BOARD WORK SESSIONS:** Johnson moved, seconded by Tomhave, to approve Monday, May 9, 2011 and Monday, June 13, 2011 from 5:00 to 7:00 p.m. to conduct School Board work sessions to discuss school district and board priorities, legislative and funding updates, board development, and district projects. Motion carried 6-0.

**DISTRICT AND SCHOOL PROFILES UPDATE:** Eidsness reviewed with the board the draft of the elementary demographic and achievement data in the District and School Profiles.

**COMMITTEE REPORTS:** Brief reports were heard regarding the Policy Review Committee, Reinertsen PTAC, Instruction and Curriculum Advisory Committee, Safe and Healthy Learners Committee, and Special Education Parent Advisory Committee meetings and the Community Education Appreciation Event. Siggerud noted a special appreciation to Steve Grineski for his work with students at the Red River Area Learning Center.

**OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD:** Kovash noted the School Board Retirement Reception was scheduled for May 23 at 5:30 p.m. in the Board Room. Kovash commented on a communication she received from the Moorhead Student Council related to the possibility of increasing communication between the student body and School Board. Kovash and Thompson will meet to further discuss the communication. Kovash reminded board members of the "Every 15 Minutes" and the Education Moorhead banquet invitations.

**ADJOURNMENT:** Hearing no objections, the Chair adjourned the meeting at 9:00 p.m.

---

Cindy Fagerlie, Clerk



Assistant Superintendent  
**Moorhead Area Public Schools**

Memo OAS.11.054 C

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Wayne A. Kazmierczak, Assistant Superintendent  
DATE: May 3, 2011  
SUBJECT: May Claims

The May claims are as follows:

|                        |                |
|------------------------|----------------|
| General Fund           | \$976,740.64   |
| Food Fund              | \$123,975.18   |
| Community Service Fund | \$23,781.32    |
| TOTAL                  | \$1,124,497.14 |

Suggested Resolution: Move to approve the May claims, subject to audit, in the amount of \$1,124,497.14.

WAK:nls



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

Memo HR.11.094

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: May 3, 2011  
SUBJECT: Resignations

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

|                 |                                                                                                             |
|-----------------|-------------------------------------------------------------------------------------------------------------|
| Jarrold Danuser | Language Arts, Horizon Middle School, effective at the end of the 2010-2011 school year.                    |
| Kathryn Evensen | Language Arts, Horizon Middle School, effective at the end of the 2010-2011 school year.                    |
| Nicole Blasing  | Learner Support Services Teacher, Horizon Middle School, effective at the end of the 2010-2011 school year. |

**SUGGESTED RESOLUTION:** Move to approve the resignation of Jarrod Danuser, Kathryn Evensen and Nicole Blasing as presented.



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

Memo HR.11.096

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: May 2, 2011  
SUBJECT: Other Leave of Absence

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

Ruth Edgerton      Paraprofessional, Ellen Hopkins Elementary, effective for the 2011-2012 school year.

**SUGGESTED RESOLUTION:** Move to approve the Other Leave of Absence for Ruth Edgerton pursuant to Article VIII, Section 7 of the Paraprofessionals' Master Agreement.

AH:smw





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

Memo HR.11.095

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: May 2, 2011  
SUBJECT: Early Retirement

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

Joanne Isaac Paraprofessional, Robert Asp Elementary, effective June 3, 2011.

Richard Rauenhorst Paraprofessional, Horizon Middle School, effective June 3, 2011.

**SUGGESTED RESOLUTION:** Move to approve the Early Retirement of Joanne Isaac and Richard Rauenhorst as presented.



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

Memo HR.11.097

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources *AH*  
DATE: May 2, 2011  
SUBJECT: New Employee

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school district statute and requirements.

Sankream Prak      Science Teacher, High School, BA (9) \$42,201.00, 1.00 FTE, effective August 30, 2011. (New position)

**SUGGESTED RESOLUTION:** Move to approve the employment of Sankream Prak as presented.



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.100R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: May 3, 2011

SUBJECT: Student Activity Proposal

Attached please find Administrative Procedure 540.2: School District Sponsored Student Activity Proposal completed by Mr. Hulbert requesting a Moorhead High School junior varsity (JV) girls hockey activity for the 2011-12 school year.

The girls' hockey program became a school-sponsored sport at Moorhead High School in 1995. Since that time, participant numbers have ranged from 15 to 28 members. Moorhead Youth Hockey (MYH) has provided a team for girls under the age of 14 in their programming. MYH and those parents of female players have been responsible for all aspects of the program (travel, uniforms, coaching, officials and ice rental).

This past winter, schools currently playing Moorhead in varsity hockey were contacted regarding a girls' JV hockey program. Of the 15 schools, 10 indicated that they do have a JV team and would be willing to schedule games with Moorhead, if Moorhead has a program.

Reasons for the attached proposal:

1. It has become difficult to schedule schools who have a JV team as they indicated they are not willing to play Moorhead because we do not sponsor a second team.
2. Centennial Tournament organizers say we will no longer be invited to the tournament unless we enter a JV team.
3. MYH indicates that because there are so few remaining U-14 teams in our region, they are not able to sponsor a team now that schools have included those players in the school programs. The number of participants in the lower age groups in youth hockey support the addition of a JV squad at Moorhead High School as attached.

Program details are included in the attached proposal.

Suggested Resolution: Move to approve Moorhead High School junior varsity (JV) girls hockey as a student activity to begin the 2011-12 school year.

LAK:mde  
Attachment

23

Moorhead Area Public Schools  
Independent School District 152

School District Sponsored Student Activity Proposal  
Administrative Procedure: 540.2 Section: 500 STUDENTS

I. School year: 2011-12

II. Name of activity: Moorhead High School Girls' JV Hockey

III. District contact person: Don Hulbert

IV. Description of the activity: Addition of a JV girls' hockey team would involve adding a program to provide consistency with the existing varsity girls' team.

V. How will the activity be implemented: Practice slots and games will be arranged if proposal is approved. Coaching staff would be hired and games scheduled in conjunction with existing varsity games. The JV team would travel with the varsity to away games (no added transportation costs)

VI. Membership information: Schools currently scheduling varsity games with MHS also sponsor JV programs. Fifteen schools have said they would schedule JV games with Moorhead if a team were sponsored.

A. Grade levels: 13-14 year old girls who currently play in the Moorhead Youth Hockey program would make up this team.

B. Estimated number of participants: (based on existing youth hockey participants)

1. Year 1: 17

2. Year 2: 18

3. Year 3: 19

4. Year 4: 16

5. Year 5: 16

VII. Identify any impact on Title IX: Provides equal opportunities for female athletes similar to existing boys' program. Equal coaching provisions.

VIII. Facilities required: Practice and game slots would be arranged. Available practice site at youth hockey arena. Game site available in Moorhead Sports Center adjacent to girls' varsity home games. Locker rooms available at the youth arena for practices. Equipment storage at the youth arena not yet finalized.

IX. Itemized budget for Year 1: \$27,390.

Salaries - \$7,000.

Equipment - \$4,000.

Game Ice - \$5,740.

Practice - \$8,850.

Officials - \$1,800.

X. Itemized budgets for Years 2-5: \$25,790.

(Ice rental fees and officials could increase)

Salaries - \$7,400.

Equipment - \$2,000.

Game Ice - \$5,740.

Practice - \$8,850.

Officials - \$1,800.

XI. How would the budget affect present programs: Activity Fee Income per season - \$3,600. Total first year cost - \$23,790 (does not include increased ticket/season pass income income).

XII. How does this program affect other programs and the overall activities program: Addition of a JV

program will enhance our varsity program. Skill level and game competition will improve. Moorhead has had increasing difficulty in scheduling varsity games due to our inability to provide opponents with JV games. The Centennial Tournament leadership will not include schools that do not sponsor JV teams. Moorhead girls in the youth hockey program under the age of 14 (U-14's) are finding it more difficult to schedule games as other cities now sponsor JV teams with their high school programs.

Initiator

Date

\_\_\_\_\_  
Building Administrator

Date

Completed requests should be forwarded to the Assistant Superintendent. There may be additional requests for information.

\_\_\_\_\_  
Assistant Superintendent

Date

\_\_\_\_\_  
Activities Council Representative

Date

Forwarded to Superintendent.

\_\_\_\_\_  
Date



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.101R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: May 3, 2011

SUBJECT: NCLB Corrective Action/Pre-Restructuring

Attached please find information related to Robert Asp School entering pre-restructuring that will be presented at the May 9 School Board meeting. As the test scores for the MCA tests will not be released until August or September, it is important to begin planning at this time. Within the retirement of staff members at Robert Asp, the district administration has started the pre-restructuring plan.

LAK:mde  
Attachment





## Schools Entering Restructuring

Adapted from August 10, 2010 presentation  
School Improvement Division  
Presented to Robert Asp Staff May 4, 2011



## Schools Entering Restructuring

- Review stages for AYP schools
- Discuss AYP Restructuring plan & technical assistance for schools entering Pre-Restructuring or Restructuring stages
- Review principles for Restructuring
- Review District process for Robert Asp School



### WHAT IF a Title I school does not meet requirements two consecutive years?

If a school receiving Title I funds misses requirements two consecutive years within reading or mathematics or attendance or graduation (as appropriate to the grades served) they begin a series of stages as outlined below:

- > 1 year Public reporting
- > 2 years Provide students the choice to attend another school in the district
- > 3 years Provide students the option for supplemental education services
- > 4 years Begin to take corrective actions within the entire school
- > 5 years Prepare to restructure the school the following year
- > 6 years Open the school as a restructured school



### WHAT IF a Title I school does not meet requirements two consecutive years?

If a school receiving Title I funds misses requirements two consecutive years within reading or mathematics or attendance or graduation (as appropriate to the grades served) they begin a series of stages as outlined below:

- > 1 year Stage Zero (One Year of Not Making AYP)
- > 2 years School Choice (1.1 – Two Consecutive Years of Not Making AYP)
- > 3 years Supplemental Education Services (2.1)
- > 4 years Corrective Action (3.1)
- > 5 years Pre-Restructuring (4.1)
- > 6 years Restructuring (5.1)

Stages of AYP

| In Need of Improvement Stage          | Requirements                                                                                                                                                                                                                                                               |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Choice                         | <ul style="list-style-type: none"> <li>• Parent Notification</li> <li>• Develop and implement an improvement plan</li> <li>• Setaside funds for School Choice transportation</li> <li>• Setaside 10% of Title I funds for PD</li> </ul>                                    |
| Supplemental Education Services (SES) | <ul style="list-style-type: none"> <li>• Parent Notification</li> <li>• Update and implement an improvement plan</li> <li>• Setaside funds for School Choice transportation and Supplemental Education Services</li> <li>• Setaside 10% of Title I funds for PD</li> </ul> |
| Corrective Action                     | <ul style="list-style-type: none"> <li>• Parent Notification</li> <li>• Implement a corrective action/improvement plan</li> <li>• Setaside funds for School Choice transportation and Supplemental Education Services</li> </ul>                                           |
| Pre-Restructuring                     | <ul style="list-style-type: none"> <li>• Parent Notification</li> <li>• Prepare a restructuring plan for the following year and continue to offer School Choice and SES</li> </ul>                                                                                         |
| Restructuring                         | <ul style="list-style-type: none"> <li>• Parent Notification</li> <li>• Reopen as a newly restructured school and continue to offer School Choice and SES</li> </ul>                                                                                                       |

### Schools Entering Restructuring

- If a school continues to not make AYP when in Corrective Action, the school enters the stages of Pre-Restructuring and Restructuring
- Under NCLB, school Restructuring is a two step process:
  - (a) The first step is Pre-Restructuring; the district must prepare a plan and arrange for implementation
  - (b) The second step, called Restructuring, occurs if the school does not make AYP in the year in which the Restructuring plan is developed

### Pre-Restructuring Schools

4.1, 4.2

After five years of not making AYP in the same subject the district must create a plan to restructure the school

### Pre-Restructuring Schools

If MDE and a district identify a school for Pre-Restructuring, the district must –

- Provide a notice to parents/guardians of each student enrolled in accordance with NCLB (14 days prior to school year)
- Continue to ensure that all students have the option to transfer
- Continue to ensure that supplemental educational services are available to eligible students in the school
- Continue to provide or ensure technical assistance for the school

### Pre-Restructuring Schools



When a district identifies a school for Restructuring, it must also –

- Provide all parents/guardians and teachers with prompt notice of the decision;
- Provide both groups with the opportunity to comment before it takes any restructuring action; and
- Invite both teachers and parents/guardians to participate in the development of the school's restructuring plan. §1116(b)(8)(C)

### Pre-Restructuring Schools



The Restructuring plan that an LEA prepares must include one of the following "alternative governance" arrangements for the school, consistent with State law [§200.43(b)(1), (2), and (3)]:

- Reopen the school as a public charter school
- Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP

### Pre-Restructuring Schools



Restructuring options continued:

- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school
- Implement any other major Restructuring of the school's governance arrangement that is consistent with the NCLB principles of Restructuring

### Pre-Restructuring Schools



What constitutes "other major Restructuring of the school's governance" of NCLB [§1116(b)(8)(B)(v)]?

- Change the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the LEA
- Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g., math and science, dual language, communication arts)

### Pre-Restructuring Schools



Other major Restructuring arrangements of the school's governance structure:

- Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.)
- Dissolve the school and assign students to other schools in the district

### Pre-Restructuring Schools



Other major Restructuring arrangements of the school's governance structure:

- Pair the school in Restructuring with a higher performing school so that K-3 grades from both schools are together and the 4-5 grades from both schools are together
- Expand or narrow the grades served, for example, narrowing a K-8 school to a K-5 elementary school

### Pre-Restructuring Schools



MDE will also request:

- The Restructuring plan must be prepared by the district
- The Restructuring plan cover a period of two years
- The plan is developed while the school continues the implementation of school improvement plan elements and Corrective Action(s)
- The completed Restructuring plan is approved by the district and available for MDE review

### Pre-Restructuring Schools



Can a school "Restructure" before entering this stage of AYP?

*Yes, but the plan to Restructure must be approved by the district and available for review by MDE*

### Pre-Restructuring Schools



Is it possible that a school entering this AYP stage was already implementing an improvement intervention that could be considered a Restructuring option?

*Yes, but this has to be presented in a collaborative manner and approved by the district and available for review by MDE*

### Restructuring Schools

5.1.5.2



If the school does not make AYP for a sixth year, the district must lead the school in implementing the Restructuring plan at the beginning of the new school year

### Restructuring Schools



If MDE and a district identify a school to Restructure, the district must –

- Provide a notice to parents/guardians of each student enrolled in accordance with NCLB (14 days prior to school year)
- Continue to ensure that all students have the option to transfer
- Continue to ensure that supplemental educational services are available to eligible students in the school

### Restructuring Schools



The district should continue providing technical assistance for the school to ensure that the necessary support is available to increase potential for sustained improvement and success

The statewide system of support (SSOS) guided by MDE must also ensure that high quality technical assistance is provided for a Restructuring school

## Restructuring Schools



### Restructuring and Substantial School Improvement

Edited by Herbert J. Walberg  
Center on Innovation and Improvement

## Restructuring Schools



- Approximately 600 schools nationally were implementing Restructuring plans
- Most schools in Restructuring (90%) were in urban districts
- Schools in Restructuring tend to serve traditionally disadvantaged populations
- Elementary schools were the most identified

## Restructuring Schools



### School Restructuring Option Most Chosen:

- Engaging in another form of major Restructuring that makes fundamental reforms  
(93%) of Michigan Restructured schools chose this option  
(76%) of California Restructured schools chose this option

## Restructuring Schools



- Almost no districts invited private firms or state agencies to take over Restructuring schools
- Of schools implementing more drastic reforms, the most common approach was to replace staff members
- Fourteen percent of all Restructured schools replaced some or all staff members



## Restructuring Schools



In summary, planning for Restructuring does not necessitate a "one size fits all" response and is intended to stimulate new thinking about:

- professional development needs of teachers
- using appropriate instructional approaches
- effective organization and management of instruction

## Restructuring Schools



Rethinking Restructuring:  
Lessons Learned From Five States  
Over Five Years

By Jack Jennings, Caitlin Scott,  
& Nancy Kober

## Restructuring Schools



- Nearly 10 percent of all public schools are in Restructuring
- No single reform guarantees success
- "Any other major Restructuring option" was by far the most common choice

## Restructuring Schools



- According to analysis of test results of 19 districts and 42 schools across the five states, none of the five federal Restructuring options was statistically more effective than another in helping schools make adequate yearly progress (AYP)

### Restructuring Schools



- AYP schools that raised student achievement enough to exit Restructuring reported using multiple, coordinated Restructuring strategies over many years
- These strategies had been carefully chosen to address the schools' particular needs

### Restructuring Schools



Each of the five federal options can succeed, especially when combined with additional effective strategies, such as:

- Increased use of students' test results and other data when making instructional decisions
- Provided tutoring to struggling students

### Restructuring Schools



Additional strategies continued:

- Employed an instructional leadership coach (who may assist with oversight of PLCs)
- Restaffing was most effective in schools with large pools of applicants and plans or visions for reform
- Restaffing also was more effective with teacher unions assisted in resolving stumbling blocks with contracts

### Restructuring Schools



Conclusion:

- "Policymakers and educators can take positive steps now, by implementing lessons learned and examining the experiences of real schools"

### Resources on Restructuring



- Center for Comprehensive Reform and Improvement <http://www.centerforcri.org/>
- The North Central Regional Education Laboratory  
<http://www.learningnet.org/page.php?pageID=243>
- The What Works Clearinghouse (WWC)  
<http://www.whatworks.ed.gov>

### Robert Asp Plan



- Prerestructuring
  - Replace retiring principal with a new principal with a proven record of reform
  - Replace part of staff
    - Retirement
    - Transfer
    - New hires with extensive induction assistance and mentoring
    - Mentoring and coaching for existing staff

### Continue Corrective Action



- Corrective action team work to strengthen corrective action plan
- Accountability for each PLC
  - Plan for principal accountability (evaluation and mentoring)
  - Plan for each PLC to report to principal on action plan at times throughout the year (quarter)
  - Action research using data
  - Evaluate programs to continue or strengthen and those to discontinue
- Dig into data

### What does that mean to me?



- Transfers out of building completed by middle of May
  - Transfer out chosen by multiple data sources
    - openings in other schools, retirements
- New principal chosen end of May
- Summer professional development for facilitators
- New staff replacements chosen by end of June
- Planning for next restructuring phase



Assistant Superintendent  
**Moorhead Area Public Schools**

Memo OAS.11.053 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent *W. Kazmierczak*

DATE: May 3, 2011

SUBJECT: Computer Network Infrastructure and Wireless Access Point Upgrades

During the development of the current year's Annual Operating Plan (AOP), a significant technology item was included in the operating capital portion of the AOP. The district's computer network infrastructure is well beyond end of life and needs to be replaced. The estimated cost of this upgrade is \$600,000; an additional wireless connectivity upgrade of approximately \$100,000 is also needed and is being recommended at this time.

The district recently contracted with School Technology Solutions, LLC (STS) who worked cooperatively with the Southwest/West Central Service Cooperative (SW/WC) and Lakes Country Service Cooperative (LCSC) to conduct a comprehensive district-wide technology audit. The technology audit will be discussed in depth with the school board at the May 9, 2011 work session, but one item in particular requires immediate action in order to schedule the installation over the summer months. The board will be asked at the May 9, 2011 school board meeting to authorize an expenditure of up to \$700,000 on this project so that the computer network infrastructure upgrade may commence.

To provide the necessary background information for the project, it is important to understand the history of the network infrastructure, what the network infrastructure entails and the issues the district is currently experiencing with the outdated equipment. The current network infrastructure is 12.5 years old and reached end of life in 2002. Once end of life is declared on a product, a manufacturer will support that product with replacement parts and labor for seven years. The district's network has not been supported since 2009. The network infrastructure consists of routers, switches, firewalls, and Internet filtering equipment. One of the findings from the technology audit was that nearly all network switches are well beyond manufacturers end of life and there is no network redundancy; a single point of failure exists at the high school for the entire district wide area network and Internet connection. This is problematic, as a very tenuous situation exists because of the age of the equipment and the district's heavy reliance on technology systems. The issue of redundancy will be addressed with the upgrade.

Ultimately, the district desires to move toward a network that will better meet student needs and that will be more accessible to students and staff via both district-owned and personal wireless devices. In order to do this, greater capacity must exist on the network and more wireless access points are required. Additionally, a separation of administration and staff computers from computer labs and student devices must occur by utilizing multiple separate virtual local area networks (VLAN). Separate VLANs will

ensure that administration and staff are able to have access to the bandwidth needed in order to perform the functions of their jobs without being negatively impacted by network bandwidth usage by students.

Dan Markert, Director of Information Systems and Instructional Support, and I will present this agenda item to the school board on Monday, May 9, 2011 and will answer any questions that may arise.

Suggested Resolution: Move to approve upgrades to the school district computer network infrastructure and wireless access point upgrades in an amount not to exceed \$700,000.

WAK:nls  
Attachments

## **WAN/LAN Upgrade Summer Installation Timeline**

**NOTE:** During the upgrade installation timeframe, INTERNET filtering will be turned off. "Wireless" network access will be offline. Desktop and Laptop computers will not function on the updated network until each computing device has been touched (reconfigured) by a building technician. Printers also will not function until reconfigured individually.

### **Anticipated installation schedule:**

#### **Friday, June 10: All Sites**

- Completion of PowerSchool End-of-Year Rollover (8:00-2:00 p.m.)
- All technical systems remain functional except Powerschool & DARS during this time period

#### **Thursday, June 30 & Friday, July 1: INTERNET Bandwidth upgrade commences**

- Access to the Internet (and internet provided services) will be intermittent
- Public/outside access to email server, web servers will be intermittent
- Internal access to servers (e-mail, extranet, meetingmaker) will be maintained
- CELL PHONE access to calendar & e-mail off-line during this shut down.

#### **Wednesday, July 27: All Sites**

- "Wireless" network will be shut down building-by-building.
- Wired network will continue to function until late Thursday afternoon.

#### **Thursday, July 28: All Sites**

- District's WAN/LAN "wired" network shutdown at 4:30 p.m.
- CELL PHONE access to calendar & e-mail also affected during shut down
- External/Public access to district systems affected. No public access to web servers, PowerSchool and email server.

#### **Friday, July 29--Sunday, July 31: All sites**

- Districtwide "wired" & "wireless" network offline ALL DAY

**NOTE:** Staff must plan to work without computer access (summer hours at noon)

- Work continues buildings brought online throughout weekend

**GOAL:** to reestablish external services (email and web servers late afternoon on Friday). This includes cell phone access to calendar and email messages.

#### **Monday, August 1: PCE, MHS, MAIN/TRANS, RRALC**

- "Wired" network access available at listed sites

**NOTE:** Computers will not connect to the upgraded network until configured by building technician.

- Access to Region I servers not available until later in the day
- Printer access will be very limited
- NO "wireless" access

#### **Tuesday, August 2: ASP, HOPK, HZN, SGR, WCRJC,**

- Upgraded "Wired" network access reestablished to listed sites
- Printer access will be very limited
- NO "wireless" access



**Wednesday, August 3: All sites**

- Focus on reconfiguring all district network printers
- NO "wireless" access

**Thursday, August 4: All sites**

- Reconnecting building "wired" computers to upgraded LAN/WAN continues
- NO "wireless" access

**Friday, August 5: All sites**

- "Wireless" access point installation begins and continues through end of August.



DRAFT 5/03/11

## WAN/LAN Replacement

- Replace 12.5 year old legacy, end-of-life network electronics.
- WAN Core switch 10 gigabit capable connectivity between sites will be implemented at 2 gigabit includes redundant power and supervisor engines.
- Redundant fiber optic “fail-over” links between 7 of 9 sites.
- Redundant firewalls with “fail over” links.
- Equipment supports increase from 15 MBs to 45 MBs of Internet bandwidth with capacity to aggregate to 100 MB.
- Inline LightSpeed filtering appliance with redundant power supplies.

1



DRAFT 5/03/11

## WAN/LAN Replacement

- 4,000+ “wired” Layer 3 switched, Gigabit speed, Power-Over-Ethernet (POE) LAN ports.
- POE support for wireless Access Points (APs), future Voice-Over-IP (VOIP) telephone handsets, digital Closed Circuit security cameras & other future low voltage equipment.
- System design to include multiple VLANs for added traffic segmentation and enhanced system security.
- Class of Service (COS) enabled network.
- Category 5e cabling utilization.

40

2



DRAFT 5/03/11

## WAN/LAN Replacement

- Upgrade to 802.11N “wireless” Access Points with broader & more robust facility coverage.
- Wireless APs support Radio Frequency ID tagging.
- Centralized “wireless” access control with VLAN support & user authorization.
- APs support self-healing and aggregate load-balancing.
- Equipment supports increased use of “wireless” electronic devices (personal & district-owned) as well as future mobile VOIP devices.

3



DRAFT 5/03/11

## WAN/LAN Replacement

- Additional Battery backup/surge suppression units purchased to support added electrical power requirements of the core switch.
- Replacement of non-compliant Power Distribution Units (PDUs).
- 4000+ Replacement Category 6 patch cables.



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.102R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Safe and Healthy Learners Committee 234, for your review.

Suggested Resolution: Move to approve the policy, Safe and Healthy Learners Committee 234, as presented.

LAK:mde  
Attachment

## Safe and Healthy Learners Committee

**Type:** School Board Policy  
**Section:** 200 SCHOOL BOARD  
**Code:** 234  
**Adopted Date:** 1/27/2003  
**Revised Date(s):** 06/11/2007  
**Reviewed Date(s):** 06/11/2007  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

~~A. The purpose of the Safe and Healthy Learners Committee is to review, discuss and mobilize prevention, intervention and postvention efforts designed to support at-risk students (Minnesota Statute, 124D.68). The Safe and Healthy Learners Committee will work with building level committees designed to support at-risk students and implement a safe and healthy learning environment for all students.~~

### II. GENERAL STATEMENTS OF POLICY

A. This committee will ~~meet quarterly to~~ review, discuss and mobilize prevention, intervention and postvention efforts designed to support at-risk students. The committee will integrate recommendations and strategies from the Minnesota Department of Education Safe and Healthy Learners Division.

B. Responsibilities of the Safe and Healthy Learners Committee include, but are not limited to:

1. ~~D~~isseminating and communicating of information on building level activities;
2. ~~Seeking and securing~~ exploring opportunities for funding for the development of programs for prevention, intervention, postvention, and staff development;
3. ~~C~~oordinating of training for building level crisis intervention/student assistance teams;
4. ~~P~~romoting and networking with community agencies and area school districts regarding crises and policy;
5. ~~H~~elping to manage communication with staff, parents and community agencies regarding safe and healthy learning practices;
6. ~~R~~ecommending to administration policies and procedures related to crises and mental health issues; and
7. ~~Annual reviewing and update of~~ the mental health portions of the School District Crisis Management Manual on an annual basis; and.
8. ~~Chair of the Safe and Healthy Learners Committee will serve on the district crisis team.~~

C. The Safe and Healthy Learners Committee will be made up of representatives of each building crisis intervention/student assistance teams, the school district nurse, school counselors, school social workers, district communications coordinator or designee, designee of non-public schools in the district, the ~~Assistant Superintendent of Teaching and Learning~~ Director of Learner Support Services, and a Moorhead School Board representative. The Chair of the Safe and Healthy Learners Committee will serve on the district crisis team.

D. Quarterly meetings and any other meetings needed will be held during the school year at times and dates determined by the committee.

E. ~~The Each~~ building administrator is responsible for designating a crisis intervention/student assistance team ~~in each building~~.

F. Building level Safe and Healthy Learner Committee membership is comprised of:

1. ~~A~~ administrator;
2. ~~C~~ounselor or social worker/psychologist/nurse (as available) who is a Crisis Response Team member; and
3. ~~T~~wo staff members, one male and one female.

G. Qualifications for building crisis intervention/student assistance team members include: knowledgeable about confidentiality; motivated and concerned about a school crisis; demonstrated interest and skills in working with persons having problems or crisis events; and demonstrated a special interest in further development of prevention, intervention and postvention programming.

Legal Reference:

~~Minnesota, Statute,~~ 124D.68 (Graduation Incentives Program)

Cross References:

Moorhead School Board Policy 553: Crisis Intervention and Student Support

Moorhead School Board Policy 710: School District Crisis Management





Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.103R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Employment of Faculty and Staff 410, for your review.

Suggested Resolution: Move to approve the policy, Employment of Faculty and Staff 410, as presented.

LAK:mde  
Attachment

## Employment of Faculty and Staff

|                   |                         |
|-------------------|-------------------------|
| Type:             | School Board Policy     |
| Section:          | 400 EMPLOYEES/PERSONNEL |
| Code:             | 410                     |
| Adopted Date:     | 8/26/2002               |
| Revised Date(s):  | 01/08/2007              |
| Reviewed Date(s): | 01/08/2007              |
| Attached Files:   | No Documents Found.     |

---

### I. PURPOSE

The purpose of this policy is to outline parameters which are followed in the employment of new faculty and staff at the Moorhead Area Public Schools.

### II. GENERAL STATEMENT ~~OF POLICY~~

- A. The school district will seek to hire the most qualified individual for each open position within the school district.
- B. The school district will comply with all federal and state laws and district policy in the hiring of faculty and staff for open positions within the school district.
- C. The school district will seek to hire a diverse workforce representative of the student population of the school district.

### III. ~~HIRING PROCEDURES~~ REQUIREMENTS

- A. Whenever a potential job opening exists for either a new or existing position, a job requisition will be completed by the supervisor/building administrator and sent to the Human Resources Department. The Human Resources Department will log in the job requisition and route it to the ~~Assistant Superintendent of Teaching and Learning~~, Assistant Superintendent of ~~Business Services~~ and the Human Resources Director for approval.
- B. Approved job requisitions ~~are~~ will be posted in school district buildings in accordance with contract agreements and also on the district Web site ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)) by Human Resources staff.
- C. Advertising of open positions by electronic and non-electronic means ~~is~~ will be utilized as needed to help ensure an adequate supply of qualified candidates.
- D. Applications ~~are~~ will be gathered by Human Resources staff and ~~presented~~ made available

to supervisors/building administrators to sort and screen ~~for~~ chooseing the most qualified candidates to interview with consideration of seeking a diverse workforce.

E. Interviews ~~are~~ will be conducted and a candidate ~~is~~ selected.

F. An offer of employment ~~is~~ will be made and agreed to contingent upon Moorhead School Board approval and successful completion of a background check.

G. Candidates ~~are~~ will be presented to the School Board for approval.

H. Upon approval by the School Board, an official hire letter ~~is~~ will be sent to the candidate.

I. The candidate will begins work as a new hire.

Legal References:

29 U.S.C. 794 et. seq. (B 504 of Rehabilitation Act of 1973)  
29 U.S.C. 621 et. seq. (Age Discrimination in Employment Act)  
42 U.S.C. 12101 et. seq. (Americans with Disabilities Act)  
42 U.S.C. 2000e et. seq. (Title VII of the Civil Rights Act)  
Minnesota Statute 43A.11 (Veteran's Preference)  
Minnesota Statute 123B.03 (Background Checks)  
~~Minnesota Statute 147.991-.999 (Pay Equity)~~  
Minnesota Statute 363A.402, Subd. 1 (Freedom from Discrimination)

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 404: Employment Disability Nondiscrimination  
Moorhead School Board Policy 411: Veteran's Preference Hiring  
Moorhead School Board Policy 412: Employee License Status  
Moorhead School Board Policy 413: Employment Background Checks



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.104R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Veteran's Preference Hiring 411, for your review.

Suggested Resolution: Move to approve the policy, Veteran's Preference Hiring 411, as presented.

LAK:mde  
Attachment

## **Veteran's Preference Hiring**

**Type:** School Board Policy  
**Section:** 400 EMPLOYEES/PERSONNEL  
**Code:** 411  
**Adopted Date:** 8/12/2002  
**Revised Date(s):** 01/08/2007  
**Reviewed Date(s):** 01/08/2007  
**Attached Files:** No Documents Found.

---

### **I. PURPOSE**

The purpose of this policy is to comply with the Minnesota law Veterans Preference Act (VPA) which provides mandating preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.

### **II. GENERAL STATEMENT OF POLICY**

A. The Moorhead Area Public Schools policy will is to comply with Minnesota law the VPA regarding veteran's preference rights and mandating of preference points to veterans and spouses of deceased veterans or disabled veterans.

B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice and in writing. This paragraph does not apply to the position of teacher.

~~BC.~~ Veteran's preference points will be applied pursuant to applicable law.

~~C. Eligibility for veteran's preference and definition of veteran for purpose of preference will be pursuant to applicable law.~~

### **III. PROCEDURES REQUIREMENTS**

A. The Human Resources Department will obtain a copy of the Veteran's DD214 Form to ensure that the person is eligible for the veteran's preference.

B. The Human Resources Department will obtain information from the veteran claiming disability status.

C. Applicable points will be added to the evaluation system as required by law.

Legal References:

Minnesota Statute, 43A.11 (Veteran's Preference)

Minn. Stat. 197.455 (Veteran's Preference Applied)

Minnesota Statute, 197.46 ~~et. seq.~~ (Veteran's Preference Act)

*Hall v. City of Champlin*, 463 N.W. 2d 502 (Minn. 1990)

*Young v. City of Duluth*, 410 N.W.2d 27 (Minn. Ct. App. 1987)

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 404: Employment Disability Nondiscrimination

Moorhead School Board Policy 412: Employee License Status

Moorhead School Board Policy 413: Employment Background Check





Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.105R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Employee License Status 412, for your review.

Suggested Resolution: Move to approve the policy, Employee License Status 412, as presented.

LAK:mde  
Attachment

## Employee License Status

|                   |                         |
|-------------------|-------------------------|
| Type:             | School Board Policy     |
| Section:          | 400 EMPLOYEES/PERSONNEL |
| Code:             | 412                     |
| Adopted Date:     | 8/12/2002               |
| Revised Date(s):  | 01/08/2007              |
| Reviewed Date(s): | 01/08/2007              |
| Attached Files:   | No Documents Found.     |

---

### I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. Moorhead Area Public Schools will not ~~permit~~ placing itself at risk by employing a teacher who does not hold a valid teaching license from the State of Minnesota. This policy does not negate a teacher's duty and responsibility to maintain a current and valid Minnesota teaching license.

~~Although there are some options under Minnesota licensure where a variance or community expert classification is necessary to provide services to students, it is the position of the district to utilize these on a rare occasion when a licensed teacher cannot be found.~~

### II. GENERAL STATEMENT OF POLICY

A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district. For purposes of the federal No Child Left Behind Act, a highly qualified teacher is one who holds a valid license under this chapter to perform the particular service for which the teacher is employed in a public school or who meets the requirements of a Highly Objective Uniform State Standard of Evaluation (HOUSSE).

B. No person shall be a qualified teacher until that person has filed for record with the Superintendent of Moorhead Area Public Schools, a license, or a copy thereof, authorizing that person to teach school in the district and perform the particular service for which the teacher is employed by the school district. On rare occasions where a licensed teacher cannot be obtained, the district will seek a variance or a community expert authorization from the State of Minnesota.

C. Moorhead Area Public Schools will establish a procedure for annually reviewing its teacher license files to verify that every teachers license is current and appropriate to the particular service for which the teacher is employed in the school district.

### III. PROCEDURES REQUIREMENTS

A. The Superintendent/designee shall establish a schedule for the annual review of teacher licenses.

B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the Superintendent/designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the Superintendent/designee prior to the expiration of the current license. However, failure to provide this notice, does not relieve the teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

C. If it is discovered that a teacher's license has expired, the Superintendent/designee will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the Superintendent's/designee's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment. This also applies to teachers working with a variance or community expert authorization. They must reapply for a community expert authorization or variance each year if a teacher's license is not obtained.

#### Legal References:

Minnesota Statute, 122A.16 (Highly Qualified Teacher Defined)

Minnesota Statute, 122A.22 (District Verification of Teacher Licenses)

~~Minnesota Statute 122A.25 (Nonlicensed Community Experts)~~

Minnesota Statute, 122A.40, Subd. 13 (Employment; Contracts; Termination - Immediate Discharge)

Minnesota Statute, 127A.42 (Reduction of Aid for Violation of Law)

Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)

Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)

In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, affirmed, 1993 WL 129639 (Minn. App. 1993)



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.106R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Employment Background Checks 413, for your review.

Suggested Resolution: Move to approve the policy, Employment Background Checks 413, as presented.

LAK:mde  
Attachment

## Employment Background Checks

**Type:** School Board Policy  
**Section:** 400 EMPLOYEES/PERSONNEL  
**Code:** 413  
**Adopted Date:** 2/11/2002  
**Revised Date(s):** 10/13/2008  
**Reviewed Date(s):** 02/13/2006, 10/13/2008  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the Moorhead Area Public Schools in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of volunteers, independent contractors and student employees in the school district.

### II. GENERAL STATEMENT

A. The school district shall require that applicants for school district positions who receive an offer of employment ~~or coach extracurricular activities submit to a criminal history background check. The offer of employment shall be conditioned upon a determination by the school district that an applicant's criminal history does not preclude the applicant from employment with the school district.~~ and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, ~~or applicants, or service providers~~ without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other

procedures to gain additional background information concerning employees, applicants, coaches, volunteers, independent contractors, and student employees.

### III. PROCEDURES REQUIREMENTS

A. Normally an applicant will not commence employment until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant pending completion of the background check, but shall notify the applicant that the applicant's employment may be terminated based on the result of the background check.

Background checks of the district's choice will be performed by an independent contractor. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. An applicant who is offered employment must sign a Background Investigation Authorization Form, which provides permission for the school district to conduct a criminal history background check, and provide a \$40 money order or check payable to the school district, at the election of the school district for the cost of the background check. If the applicant fails to provide the school district with a signed Background Investigation Authorization Form and fee at the time the applicant receives a job offer, the applicant will be considered to have voluntarily withdrawn the application for employment.

C. The school district, at its discretion, may elect not to request a criminal history background check on a applicant who holds an initial entrance license issued by the Minnesota Department of Education within the 12 months preceding an offer of employment.

D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:

1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
2. the other school hiring authority conducted a criminal background check within the previous 12 months;
3. the applicant executes a written consent form giving the school district access to the results of the check; and
4. there is no reason to believe that the applicant has committed an act subsequent to the check that would disqualify the applicant for employment.

E. For all nonstate residents who are offered employment with the school district, the school district shall request a criminal history background check on such applicants from the superintendent of the Minnesota Bureau of Criminal Apprehension (BCA) and from the government agency performing the same function in the resident state, or if no government entity performs the same function in the resident state, from the Federal Bureau of



Investigation. Such applicants must provide a completed criminal history consent form.

F. When required, applicants must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the applicant are unusable, the applicant will be required to submit another set of prints.

G. Copies of this policy shall be available in the school district's Human Resources Department and will be distributed to applicants for employment upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment in the job posting and job advertisements.

H. The applicant will be informed of the results of the criminal background check(s) to the extent required by law.

I. If the criminal history background check precludes employment with the school district, the applicant will be so advised in writing.

J. The school district may apply these procedures to volunteers, independent contractors or student employees as though they were applicants for employment.

#### IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is available in the Human Resources Department.

#### Legal References:

Minnesota Statute 13.04, Subd. 4 (Inaccurate or Incomplete Data)

Minn. Stat. 13.87, Subd. 1 (Criminal History Data)

Minnesota Statute 123B.03 (Background Checks)

Minnesota Statute 299C.60-299C.64 (Minnesota Child Protection Background Check Act)

Minnesota Statute 364.09(b) (Exception for School Districts)

#### Cross References:

Moorhead School Board Policy 410: Employment of Faculty and Staff

Moorhead School Board Policy 415: Part-Time and Substitute Staff Salaries

Moorhead School Board Policy 921: Student Teachers and Interns

Moorhead School Board Policy 721: Student Transportation Safety



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.107R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Employee Public and Private Personnel Data 414, for your review.

Suggested Resolution: Move to approve the policy, Employee Public and Private Personnel Data 414, as presented.

LAK:mde  
Attachment

## **Employee Public and Private Personnel Data**

**Type:** School Board Policy  
**Section:** 400 EMPLOYEES/PERSONNEL  
**Code:** 414  
**Adopted Date:** 8/26/2002  
**Revised Date(s):** 12/13/2004  
**Reviewed Date(s):** 12/13/2004  
**Attached Files:** No Documents Found.

---

### **I. PURPOSE**

The purpose of this policy is to provide guidance to school district employees and the public as to information the Moorhead Area Public Schools collects and maintains regarding its employees.

### **II. GENERAL STATEMENT OF POLICY**

A. All data on individuals collected, created, received, maintained or disseminated by the Moorhead Area Public Schools, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.

B. All other data on individuals is private and confidential.

### **III. DEFINITIONS**

A. "Public" means that the data is available to anyone who requests it.

B. "Private" means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.

C. "Confidential" means the data is not available to the subject.

D. "Personnel data" means data on individuals collected because they are or were employees of the school district, or an individual was an applicant for employment, volunteers for the school district, or is a member of or applicant for an advisory board or committee.

E. "Finalist" means an individual who is selected to be interviewed for a position.

F. "Protected health information" means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. "Protected health information" excludes health information in education records covered by FERPA and

employment records held by a school district in its role as employer.

#### IV. PUBLIC PERSONNEL DATA

A. The following information on employees, including volunteer and independent contractors, is public:

1. ~~N~~ame;
2. ~~E~~mployee identification number, which may not be the employee's social security number;
3. ~~A~~actual gross salary;
4. ~~S~~salary range;
5. ~~C~~ontract fees;
6. ~~A~~actual gross pension;
7. ~~T~~he value and nature of employer-paid fringe benefits;
8. ~~T~~he basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
9. ~~J~~job title;
10. ~~B~~argaining unit;
11. ~~J~~job description;
12. ~~E~~ducation and training background;
13. ~~P~~revious work experience;
14. ~~D~~ate of first and last employment;
15. ~~T~~he existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
16. ~~T~~he final disposition of any disciplinary action, as defined in Minn. Stat. 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
17. ~~T~~he terms of any agreement setting any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or

disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;

18. ~~W~~work location;

19. ~~W~~work telephone number

20. ~~B~~badge number;

21. ~~H~~honors and awards received; and

22. ~~P~~payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data;

~~23. City and county of residence.~~

B. The following information on applicants for employment or advisory board/committee is public:

1. ~~V~~yeteran status;

2. ~~R~~elevant test scores, if any;

3. ~~R~~rank on eligible list, if any;

4. ~~J~~job history;

5. ~~E~~education and training; and

6. ~~W~~work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.

~~D. Names and home addresses of applicants for appointment to and members of an advisory board/committee are public.~~

~~E.~~ Regardless of whether there has been a final disposition as defined in Minn. Stat. 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.

## V. PRIVATE PERSONNEL DATA

A. All other personnel data is private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.

B. Data pertaining to an employee's dependents are private data.

C. Data created, collected or maintained by the school district to administer employee assistance programs are private.

D. Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.

E. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.

F. The school district may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:

1. ~~The~~ the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;

2. ~~A~~ a pre-petition screening team conducting an investigation of the employee under Minn. Stat. 253B.07, Subd. 1; or

3. ~~A~~ a court, law enforcement agency or prosecuting authority.

~~FG.~~ Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.

~~GH.~~ A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.

~~HI.~~ The school district shall make any report to the Board of ~~Teaching~~ Education as required by Minn. Stat. 122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding and, settlement or compromise, or any investigative file in accordance with Minn. Stat. 122A.20, Subd. 2.

~~IJ.~~ Private personnel data shall be disclosed to the Department of Employment and Economic



Development (DEED) for the purpose of administration of the reemployment insurance program under Minn. Stat. Ch. 268.

~~J~~K. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:

1. ~~T~~hreaten the personal safety of the complainant or a witness; or
2. ~~S~~ubject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

~~K~~L. When a report of alleged maltreatment of a student in a school is made to the ~~e~~Commissioner of ~~e~~Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the ~~e~~Commissioner on request for purposes of an assessment or investigation of the maltreatment report.

~~L~~M. The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private.

~~M~~N. Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.

O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data.

## VI. MULTIPLE CLASSIFICATIONS

If data on individuals is classified as both private and confidential by Minn. Stat. Chap. 13, or any other state or federal law, the data is private.

## VII. CHANGE IN CLASSIFICATIONS

The classification of data in the possession of the school district shall change if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in possession of the disseminating or receiving agency.

## VIII. RESPONSIBLE AUTHORITY

The school district has designated the ~~director of Human Resources~~ Director, telephone number 218/284-3355, as the authority responsible for personnel data. If you have any questions, contact the ~~Human Resources office~~ Department.

## IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form for release of information is included as Administrative Procedure 414.1.

### Legal References:

Minn. Statute, Ch. 13 (Minnesota Government Data Practices Act)

Minn. Statute, 13.02 (Definitions)

Minn. Statute, 13.37 (General Nonpublic Data)

Minn. Statute, 13.39 (Civil Investigation Data)

Minn. Statute, 13.43 (Personnel Data)

Minn. Statute, 122A.20, Subd. 2 (Mandatory Reporting)

~~Minn. Statute Ch. 268 (Economic Security)~~

P.L. 104-191 (HIPAA)

45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

### Cross References:

Moorhead School Board Policy 303: Public Right to Know/Release of Information

Moorhead School Board Policy 421: Employee Drug and Alcohol Testing

Moorhead School Board Policy 423: Health Examination

Moorhead School Board Policy 426: Employee Assistance

Moorhead School Board Policy 504: Protection and Privacy of ~~Pupil~~ Student Records



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.108R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Employee Drug and Alcohol Testing 421, for your review.

Suggested Resolution: Move to approve the policy, Employee Drug and Alcohol Testing 421, as presented.

LAK:mde  
Attachment

## Employee Drug and Alcohol Testing

**Type:** School Board Policy  
**Section:** 400 EMPLOYEES/PERSONNEL  
**Code:** 421  
**Adopted Date:** 12/12/1994  
**Revised Date(s):** 04/09/2007  
**Reviewed Date(s):** 05/11/1998, 12/09/2002, 04/09/2007  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

A. The Moorhead School Board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The School Board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.

B. ~~It is the belief of the~~ The Moorhead School Board believes that a work environment free of drug and alcohol use will be not only ~~be~~ safer, healthier, and more productive, but ~~will~~ also ~~be~~ more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that the School Board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and Minn. Stat. 181.950 through 181.957.

### II. GENERAL STATEMENT ~~OF POLICY~~

A. All Moorhead Area Public School District employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. 181.950-181.957.

B. The Moorhead Area Public School District may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. 181.950 through 181.957.

C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off

school district property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property. (Refer to Article IV., Section C. for additional definitions.)

D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.

E. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.

### III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

#### A. General Statement of Policy-

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana, cocaine, amphetamines, opiates (including heroine), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

#### B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.
2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the ~~Evidential Breath Testing Device (EBT)~~.
4. "Commercial motor vehicle" (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.
5. "Designated Employer Representative" (DER) means a designated school district representative authorized to take immediate action to remove employees from safety-sensitive duties, to make required decisions in the testing and evaluation process, and to receive test



results and other communications for the school district.

6. "Department of Transportation~~DOT~~" (DOT) means United States Department of Transportation.

7. "Driver" is any person who operates a CMV ~~includes~~ing full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.

8. "Evidential Breath Testing Device" (EBT) means ~~an EBT device~~ approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.

9. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program ~~who has knowledge of substance abuse disorders and appropriate medical knowledge and training to interpret and evaluate an individual's positive test result together with that individual's medical history and any other biomedical information and for evaluating medical explanations for certain drug tests.~~

10. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and it has been determined that there was no adequate medical explanation for the failure; (f) fails or declines to take an additional test as directed; (g) fails to undergo a medical examination or evaluation, as directed by the ~~Medical Review Officer MRO~~ MRO or the ~~Designated Employer Representative DER~~ DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms) (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the Medical Review Officer as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.



11. "Safety-sensitive functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.

12. "Screening Test Technician" (STT) means anyone ~~meeting the requirements for a BAT who may act as an STT, provided that the individual has demonstrated proficiency in the operation of non-evidential screening devices (approved for use in lieu of EBTs to perform screening tests)~~ who instructs and assists individuals in the alcohol testing process and operates an ASD.

13. "Stand Down" means to temporarily remove an employee from performing safety-sensitive functions after a laboratory reports a confirmed positive, an adulterated, or a substituted test result but before a ~~the Medical Review Officer~~ RO completes the verification process.

14. "Substance Abuse Professional" (SAP) means a ~~licensed physician or a licensed or certified psychologist, social worker, employee assistance professional, or a certified addiction counselor with the knowledge and clinical experience in the diagnosis and treatment of alcohol, controlled substances, and related disorders. For additional definitions, see Article IV, Section C~~ qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

### C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures (Administrative Procedure 421.1) to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a ~~Commercial Motor Vehicle (CMV).~~

2. The school district shall provide to each driver information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.

4. The school district shall require ~~a school district~~ each driver to ~~obtain a signed a statement from each driver~~ certifying that he or she has received a copy of these the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

#### D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the ~~Medical Review Officer (MRO)~~, the ~~Breath Alcohol Technician (BAT)~~, the ~~Substance Abuse Professional (SAP)~~, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

#### E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who tests greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No drivers shall be on duty or operate a ~~Commercial Motor Vehicle (CMV)~~ while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV.
8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances or has adulterated or substituted a test specimen for controlled substances.

9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district which prohibit the possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct. No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least 24 hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04, but may take action otherwise consistent with law and policy of the school district.

G. Prescription Drugs. A driver shall inform his or her supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a ~~Commercial Motor Vehicle (CMV)~~.

#### H. Testing Requirements

##### 1. Pre-Employment Testing

a. A driver applicant shall undergo testing for controlled substances before the first time the driver performs safety-sensitive functions for the school district.

b. Tests shall be conducted only after the applicant has received a conditional offer of employment.

c. In order to be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

##### 2. Post-Accident Testing

a. As soon as practicable following an accident involving a ~~Commercial Motor Vehicle (CMV)~~, the school district shall test the driver for alcohol and controlled substances if the

accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.

b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.

c. Drivers should be tested for controlled substances no later than thirty-two (32) hours after the accident.

d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.

e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.

f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

### 3. Random Testing

a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, at a minimum annual percentage of 50%.

c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made.

d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.

e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

### 4. Reasonable Suspicion Testing



- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances on duty or within four (4) hours before coming on duty. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test, and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

#### 5. Return-To-Duty Testing

A driver found to have violated this policy shall not return to work until a ~~Substance Abuse Professional~~ AP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.

#### 6. Follow-Up Testing

When a ~~Substance Abuse Professional~~ (SAP) has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

#### 7. ~~Right to Refuse~~ al to Submit and Attendant Consequences

- a. A driver or driver applicant may refuse to ~~undergo~~ submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty

provisions of 49 U.S.C 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.

c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally-offered position.

d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by a ~~Substance Abuse Professional~~ AP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

## I. Testing Procedures

### 1. Drug Testing.

a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.

b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably throughout a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The ~~Designated Employer Representative~~ ER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect not to have a referral made, and revoke the employment offer.

c. Drug test results are reported directly to the ~~Medical Review Officer (MRO)~~ by the testing laboratory. The MRO reports the results to the ~~Designated Employee Representative~~ ER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.



d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the ~~Medical Review Officer (MRO)~~ shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services-SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, or inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that there is a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether there is an acceptable medical reason for the positive result. The MRO shall confirm and report a positive test result to the ~~Designated Employer Representative~~ ER and the employee when there is no legitimate medical reason for a positive test result as received from the testing laboratory.

e. If, after making reasonable efforts and documenting those efforts, the ~~Medical Review Officer (MRO)~~ is unable to reach the donor directly, the MRO must contact the ~~Designated Employee Representative (DER)~~ who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.

f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:

- (1) The donor expressly declines the opportunity to discuss the test results; or
- (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
- (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor with ten (10) days of the date the confirmed test result was received from the laboratory.

## 2. Alcohol Testing

a. The federal alcohol testing regulations require ~~breath~~ testing to be administered by a ~~Breath Alcohol Technician (BAT)~~ using an ~~Evidential Breath Testing Device (EBT)~~ or an STT using an Alcohol Screening Device (ASD). EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.

b. Any result less than 0.02-~~breath~~ alcohol concentration (~~BAC~~) is considered a "negative" test.

c. If the donor ~~attempts and fails~~ is unable to provide sufficient saliva for an ~~Alcohol Screening Device~~ SD, the ~~Designated Employer Representative~~ ER will immediately arrange to use an ~~Evidential Breath Testing Device~~ BT. If the donor attempts and fails to provide an

adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.

d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an ~~Evidential Breath Testing Device~~ BT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.

e. Alcohol tests are reported directly to the ~~Designated Employer Representative~~ ER.

#### J. Driver/Driver Applicant Rights

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances; have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:

a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the ~~Substance Abuse Professional~~ AP; and

b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.

c. This limitation on employee discharge does not bar discharge of a employee for reasons independent of the first confirmed positive test result.

#### K. Testing Laboratory

The testing laboratory for controlled substances will be ~~Medtox, Inc. 402 W. County Road D, St. Paul, Minnesota 55112, (612) 636-7466~~ which is a laboratory certified by the Department of Health and Human Services-SAMHSA to perform controlled substances testing pursuant to federal regulations.

#### L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minn. Stat. Ch. 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

#### M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

2. The required records shall be retained for the following minimum periods:

Basic records - 5 years

"Basic Records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers - 3 years

Collection ~~and training records~~ - 2 years

Negative and canceled drug tests- 1 year

Alcohol tests with less than 0.02 concentration - 1 year

Education and training records - indefinite

"Education and training records" must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

~~3. The school district shall also maintain an annual calendar year summary of the results of required testing.~~

#### N. Training

The school district shall ~~designate certain employees to make determinations of reasonable suspicion~~ ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substance use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicions.

#### O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have

been completed.

## 2. Referral, Evaluation, and Treatment

- a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of ~~Substance Abuse Professional~~ APs readily available to the driver or applicant and acceptable to the school district.
- b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by a ~~Substance Abuse Professional~~ (SAP) and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide a SAP evaluation or any subsequent recommended education or treatment.
- c. Drivers are responsible for payment for ~~Substance Abuse Professional~~ AP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

## 3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

## P. Other Testing

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minn. Stat. 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

(Continued)



## **Employee Drug and Alcohol Testing -- Continued**

|                          |                                    |
|--------------------------|------------------------------------|
| <b>Type:</b>             | School Board Policy                |
| <b>Section:</b>          | 400 EMPLOYEES/PERSONNEL            |
| <b>Code:</b>             | 421                                |
| <b>Adopted Date:</b>     | 12/12/1994                         |
| <b>Revised Date(s):</b>  | 04/09/2007                         |
| <b>Reviewed Date(s):</b> | 05/11/1998, 12/09/2002, 04/09/2007 |
| <b>Attached Files:</b>   | No Documents Found.                |

---

### **IV. DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES**

The school district may request or require drug and alcohol testing for other school district personnel, i.e., non-school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for school bus drivers and other drivers of ~~Commercial Motor Vehicles (CMVs)~~ who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

#### **A. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:**

##### **1. General Limitations**

- a. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory which participates in one of the programs listed in Minn. Stat. 181.953, Subd. 1.
- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.

##### **2. Job Applicant Testing**

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer which is contingent on the applicant passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the

school district shall notify the job applicant of the reason for its action.

### 3. Random Testing

The school district may request or require only employees in safety-sensitive positions to undergo drug and alcohol testing on a random selection basis. Safety-sensitive positions subject to this policy are identified on Attachment HD of this policy.

### 4. Reasonable Suspicion Testing

The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of drugs or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale or transfer of drugs or alcohol while the employee is working or while the employee is on the school district premises or operating the school district's vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minn. Stat. 176.011, Subd. 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

### 5. Treatment Program Testing

The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

### 6. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than one annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

### B. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.



### C. Definitions

1. "Drug" means a controlled substance as defined in Minnesota Statutes.
2. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" mean analysis of a body component sample according to the standards established under one of the programs listed in Minn. Stat. 181.953, Subd. 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.
3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full-time or part-time, in whatever form, except for persons whose positions require a commercial driver's license, ~~for the school district~~, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."
4. "Job applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are ~~primarily~~ governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III).
5. "Positive test result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minn. Stat. 181.953, Subd. 1.
6. "Random selection basis" means a mechanism for selection of employees that:
  - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
  - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
7. "Reasonable suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
8. "Safety-sensitive position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

#### D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

##### 1. Right of Other Employee or Job Applicant to Refuse to ~~Undergo~~ Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in ~~p~~Paragraphs 2, and 3, of this Section D.

##### 2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

##### 3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

#### E. Reliability and Fairness Safeguards

##### 1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy.

##### 2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

##### 3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test.

##### 4. Notice of and Right to Explain Positive Test Result

a. ~~In the case of a positive test result~~ If an employee or job applicant has a positive test result on a confirmatory test, the school district shall also, ~~at the time of providing notice of~~ provide him or her with the test results, provide and at the same time, written notice ~~to inform an employee or job applicant~~ of the right to explain the results and to submit additional information.

b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.

c. ~~The employee or job applicant may, w~~ Within three (3) working days after notice of a positive test result on a confirmatory test an employee or job applicant may submit information to the school district, (in addition to any information already submitted), to explain that result to the school district to explain that result.

#### 5. Notice of and Right to Request Confirmatory Retests

a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.

b. An employee or job applicant may request a confirmatory retest of the original sample at ~~the employee's or job applicant's~~ his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of ~~the employee's or job applicant's~~ his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. ~~In the case of~~ If the employee or job applicant has a positive test result on a confirmatory test, the school district shall also, at the time of providing notice of the test results, provide written notice to inform ~~an employee or job applicant~~ him or her of other rights provided under sections F<sub>1</sub> or G<sub>1</sub> below, whichever is applicable.

Attachments E and F to this policy provide the notices described in Paragraphs 2. through 6. of this Section E.

#### F. Discharge and Discipline of Employee Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which, includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:

a. ~~T~~he school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

b. ~~T~~he employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

4. Notwithstanding paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire.

6. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

#### G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result



from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

#### H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

#### I. Privacy, Confidentiality and Privilege Safeguards

##### 1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

##### 2. Confidentiality Limitations

With respect to employees and job applicants, Test result reports and other information acquired in the drug or alcohol testing process are, ~~with respect to employees and job applicants,~~ private data on individuals as that phrase is defined in Minn. Stat. Ch. 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

##### 3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minn. Stat. Ch. 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of federal government contract; and (3) disclosed to a substance abuse treatment facility for the

purpose of evaluation or treatment of the employee.

#### 4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

#### J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment G to this policy.

#### V. POSTING

The school district shall post notice in an appropriate and conspicuous location on school district premises that the school district has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in the school district's ~~personnel office~~ Human Resource Department or other suitable locations.

#### Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. Ch. 43A (State Personnel Management)

Minn. Statute, 181.950-181.957 (Drug and Alcohol Testing in the Workplace)

Minn. Statute, 221.031 (Motor Carrier Rules)

49 U.S.C. 31306 (Omnibus Transportation Employee Testing Act of 1991)

49 U.S.C. 521(b) (Civil and Criminal Penalties for Violations)

49 U.S.C. 31306 (Omnibus Transportation Employee Testing Act of 1991)

49 C.F.R. Parts 40 and 382 (Department of Transportation ~~Rules~~ Implementing Omnibus Transportation Employee Testing Act of 1991)

#### Cross References:

Moorhead School Board Policy 420: Chemical Use and Abuse ~~Policy~~

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free Schools

#### ATTACHMENTS TO DRUG AND ALCOHOL TESTING POLICY

Attachments A through D are to be used in conjunction with the drug and alcohol testing of bus drivers and driver applicants.

\* Attachment A is a "Driver Acknowledgment -- Drug and Alcohol Testing Policy Materials"



form which should be used to document receipt of the policy and other materials by drivers and driver applicants. It is referred to in Article III, Section C, paragraph 4 of the policy.

\* Attachment B is a "Bus Driver or Driver Applicant -- Authorization to Release Information" form. It is referred to in Article III, Section H, paragraph 1 of the policy.

\* Attachment C is a "Bus Driver or Driver Applicant -- Refusal to Submit to Testing" form. It is referred to in Article III, Section H, paragraph 8 of the policy.

Attachments D through G are to be used in conjunction with drug and alcohol testing of non-bus drivers and applicants.

\* Attachment D is a "Pretest Notice" that must be provided to non-school bus driver employees or job applicants before requesting that the employee or job applicant undergo drug or alcohol testing. It is referred to in Article IV, Section E, paragraph 1 of the policy.

\* Attachment E is a "Notice of Test Results and Various Rights" which should be used by the district when notifying non-school bus driver employees or job applicants of test results and other rights. It is referred to in Article IV, Section E, paragraph 6 of the policy.

\* Attachment F is an "Explanation of a Positive Test Result" which is used by the district when an applicant has a positive test result. It is referred to in Article IV, Section E, paragraph 4. of the policy.

\* Finally, the district may wish to use Attachment G, entitled "Acknowledgment -- Drug and Alcohol Testing Policy," to document that written notice of the policy was given to all affected employees. It is referred to in Article IV, Section J of the policy.

Attachments are included.



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.109R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Employee Right to Know - Exposure to Hazardous Substances 424, for your review.

Suggested Resolution: Move to approve the policy, Employee Right to Know - Exposure to Hazardous Substances 424, as presented.

LAK:mde  
Attachment

## **Employee Right to Know - Exposure to Hazardous Substances**

|                          |                                                |
|--------------------------|------------------------------------------------|
| <b>Type:</b>             | School Board Policy                            |
| <b>Section:</b>          | 400 EMPLOYEES/PERSONNEL                        |
| <b>Code:</b>             | 424                                            |
| <b>Adopted Date:</b>     | 11/13/1984                                     |
| <b>Revised Date(s):</b>  | 04/09/2007                                     |
| <b>Reviewed Date(s):</b> | 04/26/1994, 12/14/1998, 01/27/2003, 04/09/2007 |
| <b>Attached Files:</b>   | No Documents Found.                            |

---

### **I. PURPOSE**

The purpose of this policy is to provide school district employees a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. 182.653, Subd. 2)

### **II. GENERAL STATEMENT OF POLICY**

It is the policy of this school district to provide information and training to employees who may be routinely exposed to a hazardous substance, harmful physical agent or infectious agent.

### **III. DEFINITIONS**

A. "Commissioner" means the Commissioner of Labor and Industry.

B. "Routinely exposed" means that there is a reasonable potential for exposure during the normal course of assigned work or when an employee is assigned to work in an area where a hazardous substance has been spilled.

C. "Hazardous substance" means a chemical or substance, or mixture of chemicals and substances, which:

1. is regulated by the Federal Occupational Safety and Health Administration under the Code of Federal Regulations; or
2. is either toxic or highly toxic; an irritant; corrosive; a strong oxidizer; a strong sensitizer; combustible; either flammable or extremely flammable; dangerously reactive; pyrophoric; pressure-generating; compressed gas; carcinogen; teratogen; mutagen; reproductive toxic agent; or that otherwise, according to generally accepted documented medical or scientific evidence, may cause substantial acute or chronic personal injury or illness during or as a direct result of any customary or reasonably foreseeable accidental or intentional exposure to the chemical or substance; or

3. is determined by the commissioner as a part of the standard for the chemical or substance or mixture of chemicals and substances to present a significant risk to worker health and safety or imminent danger of death or serious physical harm to an employee as a result of foreseeable use, handling, accidental spill, exposure, or contamination.

D. "Harmful physical agent" means a physical agent determined by the commissioner as a part of the standard for that agent to present a significant risk to worker health or safety or imminent danger of death or serious physical harm to an employee. This definition includes but is not limited to radiation, whether ionizing or nonionizing.

E. "Infectious agent" means a communicable bacterium, rickettsia, parasites, virus, or fungus determined by the commissioner by rule, with approval of the commissioner of health, which according to documented medical or scientific evidence causes substantial acute or chronic illness or permanent disability as a foreseeable and direct result of any routine exposure to the infectious agent. Infectious agent does not include an agent in or on the body of a patient before diagnosis.

F. "Blood borne pathogens" means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

#### IV. TARGET JOB CATEGORIES

Training will be provided to ~~the following~~: all full and part-time employees who are routinely exposed to a hazardous substance, harmful physical agent or infectious substance as set forth above.

~~A. All employees, full or part-time, in these targeted categories:~~

- ~~1. Art,~~
- ~~2. Industrial Technologies,~~
- ~~3. Food Services,~~
- ~~4. Family and Consumer Sciences,~~
- ~~5. Transportation,~~
- ~~6. Buildings and Grounds (Custodians),~~
- ~~7. Elementary and Secondary Science,~~
- ~~8. Supplemental Teaching and Enrichment Program (S.T.E.P.),~~
- ~~9. Swimming Pool,~~
- ~~10. Coaches,~~
- ~~11. School Building Secretaries,~~
- ~~12. Early Childhood Family Education,~~
- ~~13. Playground Supervisors,~~
- ~~14. Special Education (Speech, OTPT, DAPE, EBD, etc.)~~
- ~~15. Alternative Programs (RRALC, Outreach and Collaborative),~~
- ~~16. School Nurse,~~
- ~~17. Health Technicians,~~
- ~~18. Principals, and others identified by their supervisor.~~

~~B. Any concerned employee, not specifically targeted by this policy, who requests the training.~~

#### V. TRAINING SCHEDULE

Training will be provided to the following employees before ~~they begin work~~ beginning a job assignment as follows:

A. Any newly-hired employee assigned to a work area where he or she is determined to be "routinely exposed" ~~by~~ under the guidelines above.

B. Any employee reassigned to a work area where he or she is determined to be "routinely exposed" ~~by~~ under the guidelines above.

#### Legal References:

Minnesota Statute Chapter 182 (Occupational Safety and Health)

Minnesota Rules Chapter 5205 (Safety and Health Standards)

Minnesota Rules Chapter 5206 (Employee Right to Know Standards)

29 C.F.R 1910.1050, App. B (Substance Technical Guidelines)

#### Cross References:

Moorhead School Board Policy 425: Health and Safety Protection

Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.110R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Health and Safety Protection 425, for your review.

Suggested Resolution: Move to approve the policy, Health and Safety Protection 425, as presented.

LAK:mde  
Attachment



## Health and Safety Protection

**Type:** School Board Policy  
**Section:** 400 EMPLOYEES/PERSONNEL  
**Code:** 425  
**Adopted Date:** 7/17/1995  
**Revised Date(s):** 04/09/2007  
**Reviewed Date(s):** 02/14/2000, 01/27/2003, 04/09/2007  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

~~Moorhead Area Public Schools considers health and safety protection an important part of every operation. The school district will establish, provide, and maintain safe and healthful working conditions and insist upon safe work methods and practices at all times. The purpose of this policy is to provide school district employees a place of employment that maintains safe and healthy working conditions at all times.~~

### II. GENERAL STATEMENT OF POLICY

Moorhead Area Public Schools is committed to providing a ~~healthy~~ safe and ~~safe~~ healthy work environment for all its employees. Regard for safety of the general public, ~~our~~ students, ~~our~~ employees and ~~our~~ subcontractors' employees is of the utmost concern of ~~our~~ the district.

~~Safety does not occur by chance. It is the result of careful attention to all school district operations. It is the responsibility of every member of administration to make the safety and health of our employees their daily concern (Administrative Procedure 425.1). Providing a safe place to work, a work environment conducive to safe work practices, and safety policies are primary concerns for the administration (Administrative Procedure 425.1). It is our belief that employees at every level have a responsibility for maintaining safety and occupational health within the district, and are expected to cooperate fully with the district's health and safety policies.~~

The ~~Moorhead Area Public Schools~~ district will have a Health and Safety Plan which will be developed and updated annually by the Health/Safety/Wellness Committee and forwarded to the Moorhead School Board for approval. The Health and Safety Plan will be placed on the school district's ~~W~~web-site to give access to all employees of the district.

#### Legal References:

Minnesota, Statute, 123B.56 (Health, Safety, and Environmental Management)  
Minnesota, Statute, 123B.57 (Capital Expenditure; Health and Safety)



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.111R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

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

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

LAK:mde  
Attachment

### **Policies Incorporated by Reference for Employees/Personnel**

**Type:** School Board Policy  
**Section:** 400 EMPLOYEES/PERSONNEL  
**Code:** 499  
**Adopted Date:** 10/13/2003  
**Revised Date(s):** 05/11/2009, 06/14/2010  
**Reviewed Date(s):** 05/09/2005, 06/12/2006, 02/12/2007, 11/26/2007, 05/11/2009, 06/14/2010

**Attached Files:** No Documents Found.

---

#### **I. PURPOSE**

The purpose of this policy is to provide a list of all policies applicable to employees as well as to students.

#### **II. GENERAL STATEMENT**

In order to avoid undue duplication, Moorhead Area Public Schools provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which also apply to employees:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination  
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools  
Moorhead School Board Policy 104: Mission Statement  
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review  
Moorhead School Board Policy 501: Equal Educational Opportunity  
Moorhead School Board Policy 504: Protection and Privacy of Student Records  
Moorhead School Board Policy 506: Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees  
Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions  
Moorhead School Board Policy 532: Medication  
Moorhead School Board Policy 533: Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI)  
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse  
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults  
Moorhead School Board Policy 536: Wellness  
Moorhead School Board Policy 540: Student Activities  
Moorhead School Board Policy 544: Activities Fundraising

Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 553: Crisis Intervention and Student Support  
Moorhead School Board Policy 555: Notification to Staff Regarding Placement of Students with Violent Behaviors  
Moorhead School Board Policy 570: Prohibition of Harassment and Violence  
Moorhead School Board Policy 571: Hazing Prohibition  
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School  
Moorhead School Board Policy 573: Tobacco-Free Environment  
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy  
Moorhead School Board Policy 630: Organization of School Calendar and School Day  
Moorhead School Board Policy 632: Field Trips  
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities  
Moorhead School Board Policy 710: School District Crisis Management  
Moorhead School Board Policy 711: Severe Weather Related School Closings  
Moorhead School Board Policy 712: Safety and Security Technology  
Moorhead School Board Policy 722: School District Owned Vehicle Reservation  
Moorhead School Board Policy 730: School District Copyright Policy  
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety  
Moorhead School Board Policy 732: Use of All School Equipment and Materials for Instructional Purposes Off School Premises  
Moorhead School Board Policy 822: Payroll Employment  
Moorhead School Board Policy 823: Cashing Checks Out of Cash Deposits  
Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences  
Moorhead School Board Policy 832: Complimentary Athletic Season Passes/Single Event Passes  
Moorhead School Board Policy 833: Disposition of Obsolete Equipment and Material  
Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools  
Moorhead School Board Policy 907: Rewards

### III. RESPONSIBILITIES

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.112R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Medication 532, for your review.

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, 12/14/2009                                        |
| Reviewed Date(s): | 11/23/1993, 01/12/1998, 11/12/2001, 06/12/2006,<br>12/14/2009 |
| 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

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

~~1A. 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.)~~ The administration of prescription medication or drugs at school requires a completed signed request from the student's parent(s)/guardian(s). An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.

2B. Administration of prescription 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 The medication request form (Administrative Procedure 532.1) forms for administration of medication are is 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. A medication form must be completed annually (once per school year) and/or when a change in the prescription or



requirements for administration occurs.

3C. Prescription medication must be brought to school in a the original container ~~with a~~ labeled for the student prepared by a pharmacist in accordance with law and administered in a manner consistent with the instructions on the label. 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.

4D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the medication.

E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (see Part D. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (Individualized Education Program), Section 504 plan, or IHP (Individual Health Plan).

F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

5G. 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.

6H. 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.

7I. The administration of medication to ~~pupils~~ students 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~~ student 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.

8J. 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

A4. 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.

B. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;

C. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;

2D. Medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:

a1. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;

b2. the inhaler is properly labeled for that student; and

e3. 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.~~

4E. 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:

a1. the ~~pupil~~ student may possess the epinephrine; or

b2. ~~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. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to nonsyringe injectors of epinephrine in close proximity to the student at all times during the instructional day.~~

5F. 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.

G. "Parent" for students 18 years old or older is the student.

Legal References:

Minnesota Statute 13.32 (Student Health Data)

Minnesota Statute 121A.21 (Hiring of Health Personnel)

Minnesota Statute 121A.22 (Administration of Drugs and Medicine)

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.* (Individuals with Disabilities Education Act of 2004)

29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, Section 504)

Cross Reference:

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.113R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI) 533, for your review.

Suggested Resolution: Move to approve the policy, Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI) 533, as presented.

LAK:mde  
Attachment

## **Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI)**

|                          |                                                |
|--------------------------|------------------------------------------------|
| <b>Type:</b>             | School Board Policy                            |
| <b>Section:</b>          | 500 STUDENTS                                   |
| <b>Code:</b>             | 533                                            |
| <b>Adopted Date:</b>     | 1/11/1994                                      |
| <b>Revised Date(s):</b>  | 02/12/2007                                     |
| <b>Reviewed Date(s):</b> | 01/11/1994, 12/08/1997, 06/09/2003, 02/12/2007 |
| <b>Attached Files:</b>   | No Documents Found.                            |

---

### **I. PURPOSE**

~~Education is the primary mission of Moorhead Area Public Schools and Moorhead Area Public Schools has a responsibility to promote a healthful school environment for students.~~ The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations. The parent/guardian has the primary responsibility for the maintenance of his/her child's health and medical care. Moorhead Area Public Schools recognizes that because of the complexity and severity of the medical conditions of some students, their parent/guardian may request school staff to withhold emergency care from the student in the event of a life-threatening situation.

### **II. GENERAL STATEMENT OF POLICY**

A. Moorhead Area Public Schools recognizes that the Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI) are medical documents.

B. Moorhead Area Public Schools staff will not accept or honor requests to withhold emergency care or DNR/DNI orders. The school district will not convey such orders to emergency medical personnel. DNR/DNI orders shall not be incorporated into a student's ~~Individualized Education Plan Program (IEP)~~ or 504 plans.

C. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.

D. Moorhead Area Public Schools staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities. Reasonable emergency care will not be withheld.

E. The parent/guardian will be notified of the emergency as soon as possible.

F. Notwithstanding this school district policy; IEP and Section 504 teams must develop individualized medical emergency care plans when appropriate in accordance with state and

federal law.

G. Parents/guardians who request that emergency care be withheld for their child or who present DNR/DNI orders shall be advised of and shall be provided a copy of this policy.

**Legal References:**

29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, 504)

42 U.S.C. 12101-12213 (Americans with Disabilities Act)

**Cross Reference:**

Moorhead School Board Policy 602: Special Education Programs





Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.114R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, for your review.

Suggested Resolution: Move to approve the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, as presented.

LAK:mde  
Attachment

## **Mandated Reporting of Child Neglect or Physical or Sexual Abuse**

**Type:** School Board Policy  
**Section:** 500 STUDENTS  
**Code:** 534  
**Adopted Date:** 5/27/1986  
**Revised Date(s):** 12/08/2008, 06/14/2010  
**Reviewed Date(s):** 12/01/1990, 02/11/1992, 04/13/1998, 06/10/2002, 04/12/2004, 06/13/2005, 06/12/2006, 04/09/2007, 02/11/2008, 12/08/2008, 06/14/2010

**Attached Files:** No Documents Found.

---

### **I. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

### **II. GENERAL STATEMENT**

A. It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota, Statute, 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. It is the policy of the Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings.

C. It shall be a violation of this policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

### **III. DEFINITIONS**

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

1. is not likely to occur and could not have been prevented by exercise of due care; and
2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

B. "Child" means one under age 18.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Mandated Reporters" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.

E. "Neglect" means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering other factors such as the child's age, mental ability, physical condition, length of absence, environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law which does not include a parent's/guardian's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance;
6. medical neglect as defined by Minnesota Statute, 260C.007, Subd. 4, clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent/guardian or person responsible for the care of the child that adversely affects the child's basic needs and safety;
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious

danger to the child's health.

F. "Physical Abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minnesota Statutes 121A.67 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent/guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, building administrator, or school employee as allowed by Minnesota Statute, 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minnesota Statute 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statute, 121A.58.

G. "School Personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

H. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minnesota Statute, 609.341, Subd. 15), or by a person in a position of authority (as defined in Minnesota Statute, 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse.

I. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

J. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

K. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

#### IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

B. All employees of Moorhead Area Public Schools shall be responsible for reporting pursuant to this section.

C. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff or local welfare agency or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

D. A mandated reporter who knows or has reason to know of the deprivation of parent/guardian rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

E. The oral report shall be made to the Clay County Social Services or the proper city or county law enforcement agency.

Clay County Social Services  
715 11th Street N., Suite 502  
Moorhead, MN 56560 Phone: 299-5200  
(Ask for child protection intake worker)  
Office hours 8:00-4:30, Monday-Friday



Moorhead Police Department, Juvenile Division  
915 North 9th Avenue  
Moorhead, MN 56560 Phone: 299-5111  
24 hours a day, seven days a week

Clay County Sheriff's Department  
915 9th Ave. No.  
Moorhead, MN 56560 Phone: 299-5111  
(for families living outside Moorhead city limits)

Note: If it is believed that the child's immediate health or welfare is jeopardized, the proper law enforcement agency shall be called. They are the only community agents who have the authority to remove a child, short of a court order.

F. Forms for reporting child abuse or neglect (Administrative Procedure 534.1) are located in each building administrator's office and on the district's Web site ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)). A copy of the written report will be given to building or district administration by the reporter. A copy of the report of child abuse or neglect must be kept in a confidential file and shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction. Copies of abuse reports are not to be kept in a student's cumulative file.

G. A person mandated by Minnesota law and this policy to report, who fails to report, may be subject to criminal penalties and/or discipline, up to and including termination of employment.

H. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school. It is not the responsibility of the reporter to investigate or prove that the child has been abused or neglected.

I. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

J. Immunity for liability: Any person, including those voluntarily making reports and those required to make reports, has immunity from any civil or criminal liabilities that otherwise might result from their actions if they are acting in good faith (Minnesota, Statute, 626.556, Subd. 4).

K. Retaliation prohibited: An employer of any person required to make reports under subdivision 3 shall not retaliate against the person for reporting in good faith abuse or neglect pursuant to this section, or against a child with respect to whom a report is made, because of the report (Minnesota, Statute, 626.556, Subd. 4a).



L. Failure to report: Any person mandated by this section to report suspected physical or sexual child abuse or neglect and fails to report shall be guilty of a misdemeanor. A mandated reporter who fails to report if the child's health is in serious danger, and if the child suffers substantial or great bodily harm because of the lack of medical care, is guilty of a gross misdemeanor. If the child dies because of the lack of medical care, the mandated reporter is guilty of a felony (Minnesota Statute, 626.556, Subd. 6).

#### V. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent(s)/guardian(s) or person responsible for the child's care. School officials may not disclose to the parent(s)/guardian(s) or legal custodian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except when the alleged perpetrator is believed to be a school official or employee, the time and place, the manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of the Minnesota Department of Education, and, if involved, the local welfare or law enforcement agency.

E. The school district shall make every effort to reduce the disruption of the educational program of the child, other students or school staff when an interview is conducted on school

premises.

F. Upon request by the Minnesota Department of Education, the school district shall provide all requested data that is relevant to a report of maltreatment and are in possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of Minnesota Government Data Practices Act, Minn. Stat. Chapter 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

#### VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent(s)/guardians(s) or legal custodian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

#### VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the dates relating to the reporting and investigation of such harassment or violence may be applicable.

#### VIII. DISSEMINATION OF POLICY AND TRAINING

A. Staff Inservice - Each building administrator or designee will review the policy and procedures with staff yearly.

B. Community Awareness - 1) Policy provisions II. A., B. and C. will be published in the back to school newsletter each fall; and, 2) A copy of provisions II. A., B. and C. will be posted in each school building and included in each school handbook or in a newsletter. The policy is also accessible on the district's website ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)).

C. This policy shall be reviewed at least yearly by the Moorhead School Board for compliance with state law.

**Legal References:**

Minn. Stat. Chapter 13 (Minnesota Government Data Practices Act)  
Minn. Stat. 121A.58 (Corporal Punishment)  
Minn. Stat. 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. 121A.67 (Aversive and Deprivation Procedures)  
Minn. Stat. 245.825 (Use of Aversive and Deprivation Procedures; ~~Licensed Facilities and Services~~)  
Minn. Stat. 260C.007, Subd. 4, ~~Clause~~ (5) (~~Definitions~~—Child in Need of Protection ~~or Services~~)  
Minn. Stat. 609.02, Subd. 6 (Definitions - Dangerous Weapon)  
Minn. Stat. 609.341, Subd. 10 (Definitions - Position of Authority)  
Minn. Stat. 609.341, Subd. 15 (Definitions - Significant Relationships)  
Minn. Stat. 609.379 (~~Permitted Actions~~ Reasonable Force)  
Minn. Stat. 626.556 *et seq.* (Reporting of Maltreatment of Minors)  
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

**Cross References:**

Moorhead School Board Policy 504: Protection and Privacy of Student Records  
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults  
Moorhead School Board Policy 551: Student Discipline  
Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 570: Prohibition of Harassment and Violence



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.115R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Maltreatment of Vulnerable Adults 535, for your review.

Suggested Resolution: Move to approve the policy, Maltreatment of Vulnerable Adults 535, as presented.

LAK:mde  
Attachment

## **Maltreatment of Vulnerable Adults**

**Type:** School Board Policy  
**Section:** 500 STUDENTS  
**Code:** 535  
**Adopted Date:** 8/26/2002  
**Revised Date(s):** 12/08/2008, 06/14/2010  
**Reviewed Date(s):** 04/12/2004, 05/09/2005, 12/12/2005, 04/09/2007, 05/12/2008, 12/08/2008, 06/14/2010  
**Attached Files:** No Documents Found.

---

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT**

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

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

### **III. DEFINITIONS**

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

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

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



obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statute, 626.5572, Subd. 17.

D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.345. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minnesota Statute, 626.5572, Subd. 2.

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

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



emotional status.

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

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

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

#### IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the Clay County Social Services.

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

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

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

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

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

## V. INVESTIGATION

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

## VI. DISSEMINATION OF POLICY AND TRAINING

A. Each building administrator or designee will review the policy and procedures with staff yearly.

B. The policy is accessible on the district's website ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)).

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

### Legal References:

Minn. Stat. 13.02 (Collection, Security and Dissemination of Records; Definitions)

Minn. Stat. 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)

Minn. Stat. 609.221-609.224 (Assault)

Minn. Stat. 609.234 (~~Failure to Report Crimes Against the Person~~)

Minn. Stat. 609.235 (Use of Drugs to Injure or Facilitate Crime)

Minn. Stat. 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)

Minn. Stat. 609.341 (Definitions)

Minn. Stat. 609.342-609.3451 (Criminal Sexual Conduct)

Minn. Stat. 626.556 (~~Reporting of Maltreatment of Minor~~)

Minn. Stat. 626.557 (Reporting of Maltreatment of Vulnerable Adults)

Minn. Stat. 626.5572 (Definitions)

In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

### Cross References:

Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity

Moorhead School Board Policy 414: Employee Public and Private Personnel Data

Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Moorhead School Board Policy 603: Special Education Policies and Procedures

Moorhead School Board Policy 502: Student Disability Nondiscrimination



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.116R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Crisis Intervention and Student Support 553, for your review.

Suggested Resolution: Move to approve the policy, Crisis Intervention and Student Support 553, as presented.

LAK:mde  
Attachment

## **Crisis Intervention and Student Support**

**Type:** School Board Policy  
**Section:** 500 STUDENTS  
**Code:** 553  
**Adopted Date:** 1/8/1990  
**Revised Date(s):** 02/12/2007  
**Reviewed Date(s):** 12/14/1998, 04/28/2003, 02/12/2007  
**Attached Files:** No Documents Found.

---

### **I. PURPOSE**

~~A. The Moorhead Area Public School District recognizes that all~~ purpose of this policy is to provide learners may need support for at-risk issues and crisis situations. Crisis intervention and student support services is a proactive structure through which Moorhead Area Public Schools provides comprehensive education, prevention, intervention, postvention, and referral services to students.

### **II. GENERAL STATEMENT-OF-POLICY**

~~BA.~~ The Moorhead Area Public School District acknowledges that staff members encounter students and personnel in crisis resulting from situations such as, but not limited to:

1. serious illness or death of a student, a close relative, or friend of student;
2. serious illness or death of a staff member;
3. suicide or other threats to a student's physical or psychological well-being;
4. harmful chemical involvement;
5. changes in composition of one's family for any reason; and
6. other tragedies that would traumatize school age children, youth and staff.

The psychological, emotional and educational impact of such crisis can be significant for the individual, family and school communities.

~~CB.~~ In accordance with Minnesota, Statute, 144.344 (Emergency Treatment) students will receive necessary treatment for life threatening physical or mental illness. A. Moorhead students will have access to school-based professionals including licensed school teachers, counselors, nurses, social workers, and psychologists.

~~BC.~~ When appropriate, these professionals may extend these services to a student's family in order to best meet the needs of the student.

~~CD.~~ Student support services help maintain a safe learning environment and provide instruction, consultation, assessment, support and resources for students, their families and

staff regarding crisis and at-risk issues.

DE. Crisis Response Team Members will follow the Moorhead School District Crisis Emergency Procedures included in manuals at each building. Crisis Response Teams may include: Care Teams, Medical Emergency Teams and Security Teams.

Legal Reference:

Minnesota, Statute, 144.344 (Emergency Treatment)

Cross References:

Moorhead School Board Policy 234: ~~District Care Team Committee~~ Safe and Healthy Learners Committee

Moorhead School Board Policy 710: School District Crisis Management



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.117R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Notification to Staff Regarding Placement of Students with Violent Behaviors 555, for your review.

Suggested Resolution: Move to approve the policy, Notification to Staff Regarding Placement of Students with Violent Behaviors 555, as presented.

LAK:mde  
Attachment



## Notification to Staff Regarding Placement of Students with Violent Behaviors

|                   |                     |
|-------------------|---------------------|
| Type:             | School Board Policy |
| Section:          | 500 STUDENTS        |
| Code:             | 555                 |
| Adopted Date:     | 8/26/2002           |
| Revised Date(s):  | 01/08/2007          |
| Reviewed Date(s): | 01/08/2007          |
| Attached Files:   | No Documents Found. |

---

### I. PURPOSE

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff and making determinations regarding a student with a history of violent behavior.

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

### II. GENERAL STATEMENT ~~OF POLICY~~

A. Any staff member or other employee of Moorhead Area Public Schools who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the building administrator.

B. The building administrator will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.

a) A meeting to discuss the Individualized Educational Program (IEP) of a student may be used for this purpose. Administrative Procedure 555.1: Staff Notification of Violent Behavior by Students must be completed.

C. Only staff members whose work assignment reasonably requires access to the information will receive notification.

### III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them.

#### A. Administration

"Administration" means the Superintendent, building administrator, or other designee.

#### B. Classroom Teacher

"Classroom Teacher" means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

#### C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence have occurred during the current or previous school year.

2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

#### D. Incident(s) of Violence

"Incident(s) of violence" means willful conduct in which a student endangers or causes physical injury to the student, other students, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

#### E. Legitimate Educational Interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person's need to know in order to:

1. ~~P~~perform an administrative task required in the school or the employee's contract or position description approved by the Moorhead School Board;
2. ~~P~~perform a supervisory or instructional task directly related to the student's education; ~~or~~
3. ~~P~~perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid-; and
4. ~~P~~perform a task directly related to responding to a request for data.

#### F. School Staff Member

"School Staff Member" includes:

1. ~~A~~a person duly elected to the School Board;

2. Aa person employed by the School Board in an administrative, supervisory, instructional, or other professional position;
3. Aa person employed by the School Board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and
4. Aa person employed by, or under contract to, the School Board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

#### IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

##### A. Reports of Violent Behavior

Any staff member or other employee of Moorhead Area Public Schools who becomes aware of any information regarding the violent behavior of an enrolling student or any student in the building shall immediately report the information to the building administrator where the student is enrolled or seeks to enroll.

##### B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above), will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records.

##### C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's responsible authority appointed by the School Board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this detailed determination, the responsible authority will provide guidance to the administration as to what data will be shared.

#### D. Form of Written Notice (Administrative Procedure 555.1)

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. ~~N~~ame of the student;
2. ~~D~~ate of notice;
3. ~~N~~otification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. ~~R~~eminder of the private nature of the data provided.

#### E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

#### F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in Section IV.D. of this policy.

#### G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

#### V. MAINTENANCE AND TRANSFER OF RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records.

## VI. PARENTAL NOTICE

A. The administration will notify parents that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.

B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.

C. Parents will be given notice that they have the right to review and challenge records or data, (including the data documenting the history of violent behavior), in accordance with Moorhead School Board Policy 504: Protection and Privacy of Student Records.

## VII. TRAINING NEEDS

Representatives of the school district and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

### Legal References:

~~Minnesota Statute~~, Ch. 13 (Minnesota Government Data Practices Act)

~~Minnesota Statute 13.04, Subd. 4 (Process for Challenging Data under State Law)~~

~~Minnesota Statute~~, 120A.22, Subd. 7 (School Attendance - Education Records)

~~Minnesota Statute~~, 121A.45 (Grounds for Dismissal)

~~Minnesota Statute~~, 121A.64 (Notification of Students with Violent Behavior)

~~Minnesota Statute~~, 121A.75 (Law Enforcement Notice to Schools)

~~Minnesota Rules~~ Parts 1205.0100-1205.2000 (Data Practices)

20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

34 C.F.R. 99.1-99.67 (Rules Implementing FERPA)

~~34 C.F.R. 99.20-99.22 (Process for Challenging Data under Federal Law)~~

~~Minnesota Laws~~ 2003, 1st Sp., Ch. 9, Art. 2, 53

### Cross Reference:

Moorhead School Board Policy 504: Protection and Privacy of Student Records



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.118R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Policies Incorporated by Reference for Students 599, for your review.

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

LAK:mde  
Attachment



### **Policies Incorporated by Reference for Students**

**Type:** School Board Policy  
**Section:** 500 STUDENTS  
**Code:** 599  
**Adopted Date:** 10/13/2003  
**Revised Date(s):** 05/11/2009, 06/14/2010  
**Reviewed Date(s):** 05/09/2005, 06/12/2006, 02/12/2007, 11/26/2007, 05/11/2009, 06/14/2010

**Attached Files:** No Documents Found.

---

#### **I. PURPOSE**

The purpose of this policy is to provide a list of all policies applicable to students as well as to employees.

#### **II. GENERAL STATEMENT**

In order to avoid undue duplication, Moorhead Area Public Schools provides notice by this section of the application and incorporation by reference of the following policies found in other sections of this manual which all apply to students:

Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination  
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools  
Moorhead School Board Policy 104: Mission Statement  
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review  
Moorhead School Board Policy 303: Public Right to Know/Release of Information  
Moorhead School Board Policy 420: Chemical Use and Abuse  
Moorhead School Board Policy 531: Communicable Disease Control and Infectious Conditions  
Moorhead School Board Policy 544: Activities Fundraising  
Moorhead School Board Policy 570: Prohibition of Harassment and Violence  
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School  
Moorhead School Board Policy 573: Tobacco-Free Environment  
Moorhead School Board Policy 609: Inclusive Educational Program  
Moorhead School Board Policy 630: Organization of School Calendar and School Day  
Moorhead School Board Policy 632: Field Trips  
Moorhead School Board Policy 633: Patriotic Exercises  
Moorhead School Board Policy 634: Religion  
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy  
Moorhead School Board Policy 650: School District System Accountability

Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards

Moorhead School Board Policy 656: ~~GRAD~~ Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Plans

~~Accommodations~~ and Limited English Proficiency (LEP) Students

Moorhead School Board Policy 660: Moorhead Area Public Schools State Mandated Testing Plan and Procedure

Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities

Moorhead School Board Policy 711: Severe Weather Related School Closings

Moorhead School Board Policy 712: Safety and Security Technology

Moorhead School Board Policy 720: Student Transportation Eligibility Guidelines

Moorhead School Board Policy 721: Student Transportation Safety

Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety

Moorhead School Board Policy 831: Rental of District Musical Instruments

Moorhead School Board Policy 905: Visitors to Moorhead Area Public School Buildings and Sites

Moorhead School Board Policy 907: Rewards

### III. RESPONSIBILITIES

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.119R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Special Education Programs 602, for your review.

Suggested Resolution: Move to approve the policy, Special Education Programs 602, as presented.

LAK:mde  
Attachment

## Special Education Programs

**Type:** School Board Policy  
**Section:** 600 EDUCATION PROGRAMS  
**Code:** 602  
**Adopted Date:** 8/26/2002  
**Revised Date(s):** 06/11/2007  
**Reviewed Date(s):** 06/09/2003, 06/11/2007  
**Attached Files:** No Documents Found.

---

### I. PURPOSE

The purpose of this policy is to set forth the position of the Moorhead Area Public Schools on the need for special educational services on the part of some students in the Moorhead Area Public Schools.

### II. GENERAL STATEMENT OF POLICY

The Moorhead Area Public Schools recognizes that some students need special education and recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

### III. RESPONSIBILITIES

A. The Moorhead Area Public Schools accepts its responsibility to identify, evaluate and provide special instruction and related services for children with disabilities who are properly the responsibility of the Moorhead Area Public Schools and who meet the criteria to qualify for special instruction and related services as set forth in Minnesota and federal law.

B. The Moorhead Area Public Schools shall ensure that all qualified children with disabilities are provided the special education and related services which are appropriate to their educational needs.

C. When such services require or result from interagency cooperation, the Moorhead Area Public Schools shall participate in such interagency activities in compliance with applicable state and federal laws.

#### Legal References:

Minnesota, Statute, 124D.03 (Enrollment Options Program)  
Minnesota, Statute, 125A.02 (~~Definition of a Child with a Disability~~ Defined)  
Minnesota, Statute, 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)  
29 U.S.C. 794 *et seq.* (504 of Rehabilitation Act of 1973)

20 U.S.C. 1400 *et seq.* (IDEA, Individuals with Disabilities Education Improvement Act of 2004)

Cross References:

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 511: Enrollment of Nonresident Students

Moorhead School Board Policy 604: Extended School Year for Students with Individualized Education Programs



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.120R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 4, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Student Transportation Safety 721, for your review.

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

LAK:mde  
Attachment



## Student Transportation Safety

|                   |                                                                                    |
|-------------------|------------------------------------------------------------------------------------|
| Type:             | School Board Policy                                                                |
| Section:          | 700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES                             |
| Code:             | 721                                                                                |
| Adopted Date:     | 10/10/1994                                                                         |
| Revised Date(s):  | 05/11/2009, 04/26/2010                                                             |
| Reviewed Date(s): | 05/14/2001, 06/14/2004, 12/12/2005, 06/11/2007, 05/12/2008, 05/11/2009, 04/26/2010 |
| Attached Files:   | No Documents Found.                                                                |

---

### I. PURPOSE

The purpose of this policy is to provide safe transportation for students and educate students on safety issues and responsibilities of school bus ridership. It includes information of regarding parent/guardian involvement, school bus driver duties, responsibilities, training, emergency procedures on buses, and vehicle standards.

### II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

#### A. School Bus Safety Week

School bus safety week will coincide with the National School Bus Safety Week.

#### B. Student Training

1. The Moorhead Area Public Schools shall provide students enrolled in grades K through 10 with age-appropriate school bus safety training ofn the following concepts:

- a. ~~T~~ransportation by school bus is a privilege, a not a right;
- b. ~~D~~istrict policies for student conduct and school bus safety;
- c. ~~A~~ppropriate conduct while on the bus;
- d. ~~T~~he danger zones surrounding a school bus;
- e. ~~P~~rocedures for safely boarding and leaving a school bus;
- f. ~~P~~rocedures for safe vehicle lane crossings; and
- g. ~~S~~chool bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grade 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school

bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The Moorhead Area Public Schools and nonpublic schools with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statute, 169.446, Subds. 2 and 3.

5. The Moorhead Area Public Schools and nonpublic schools with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The Moorhead Area Public Schools will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The Moorhead Area Public Schools may provide kindergarten students with school bus safety training before the first day of school.

8. The Moorhead Area Public Schools may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.

9. The Moorhead Area Public Schools shall adopt and make available for public review a curriculum for transportation safety education.

10. Nonpublic school students transported by the Moorhead Area Public Schools will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the Superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

### III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral ~~standards~~ rules while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.

B. The building administrator or designee is responsible for imposing consequences for

misconduct on the school bus or at bus stops. In addition, all school bus/bus stop misconduct will be reported to the district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Property Services and Transportation ~~director's~~ office and the school office.

## 2. Rules at the Bus Stop

- a. Get to your bus stop ~~5~~ five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation or horseplay.
- j. No use of alcohol, tobacco, or drugs.

## 3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body and personal belongings inside the bus.
- e. Keep your arms, legs and belongings to yourself.

- f. No fighting, harassment, intimidation or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

#### 4. Consequences

a. Consequences for school bus/bus stop misconduct will apply to all routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parent(s)/guardian(s) will be notified of any suspension of bus privileges.

##### (1) Elementary (K-5)\*

1st offense -- Warning

2nd offense -- 3 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).

3rd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).

4th offense -- 10 school day suspension from riding the bus/meeting with parent(s)/guardian(s).

Further offenses -- Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.

~~\* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.~~

##### (2) Middle School and Secondary (6-12)\*

1st offense -- Warning

2nd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).

3rd offense -- 10 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s).

4th offense -- 20 school day suspension from riding the bus/meeting with parent(s)/guardian(s).

5th offense -- Suspended from riding the bus for the remainder of the school year.

\*Note: When a student goes 60 calendar days without a report, the student's consequences

may start over at the first offense.

### (3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

### (4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the school district to the Minnesota Department of Public Safety in accordance with state and federal law. Records may also be maintained in the transportation office.

### (5) Vandalism/Bus Damage

Student damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in loss of bus privileges until damages are paid.

### (6) Notice

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus. The driver will periodically review both rules and consequences with students.

### (7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons possession, drug possession or vandalism), the Superintendent, local law enforcement officials and the Minnesota Department of Public Safety will be informed.

## IV. PARENT/GUARDIAN INVOLVEMENT

### A. Parent/Guardian Notification

The Moorhead Area Public Schools school bus and bus stop rules will be provided to each family. Parent(s)/guardian(s) are asked to review the rules with their children.

### B. Parents/Guardians Responsibilities For Transportation Safety

Parents/guardians are responsible to:



1. ~~B~~become familiar with district rules, ~~and~~ policies, regulations and principles of school bus safety and thoroughly review them with their children;
2. ~~S~~upport safe riding and walking practices, and recognize that students are responsible for their actions;
3. ~~C~~ommunicate safety concerns to their school administrators;
4. ~~M~~onitor bus stops, if possible;
5. ~~H~~ave their children to the bus stop five minutes before the bus arrives;
6. ~~H~~ave their children properly dressed for the weather; and
7. ~~H~~ave a plan in case the bus is late.

#### V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid ~~e~~Class A, B, or C Minnesota ~~of driver's license and with a school bus endorsement for operating the type of equipment to which they are assigned.~~ A person possessing a valid driver's license without a school bus endorsement may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus as set forth in Section VII.B. below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services ("Division") of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
2. reckless driving;
3. improper or erratic traffic lane changes;
4. following the vehicle ahead too closely;
5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident; and



6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.

D. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy. This provision does not apply to a school district employee whose normal duties do not include operating a type III vehicle.

## VI. SCHOOL BUS DRIVER TRAINING

### A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

#### B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. ~~S~~afely operate the type of school bus the driver will be driving;
2. ~~U~~nderstand student behavior, including issues relating to students with disabilities;
3. ~~E~~nsure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. ~~K~~now and understand relevant law, rules of the road, and local school bus safety policies;
5. ~~H~~andle emergency situations; and
6. ~~S~~afely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

### VII. OPERATING RULES AND PROCEDURES

#### A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent(s)/guardian(s) may designate by a signed, written request a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent(s)/guardian(s) as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones

at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand held or hands free, when the vehicle is in motion. For purposes of this paragraph, "school bus" has the meaning given in Minn. Stat. 169.011, Subd. 671. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

#### B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A "type III school vehicle" must not be outwardly equipped and identified as a Type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:

- a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
- b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
- c. A type III vehicle must contain at least three red reflectorized triangle road warning devices. Liquid burning "pot type" flares are not allowed.
- d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

#### C. Type III Vehicle Driven by Employees with a Class D Driver's License

1. The holder of a Class A, B, C or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

(1) safe operation of a type III vehicle;

(2) understanding student behavior, including issues relating to students with disabilities;

(3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;



- (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
- (5) handling emergency situations;
- (6) proper use of seat belts and child safety restraints;
- (7) performance of pretrip vehicle inspections; ~~and~~
- (8) safe loading and unloading of students, including, but not limited to:
  - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
  - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
  - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; ~~and~~
  - (d) placing the type III vehicle in "park" during loading and unloading; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within ten days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type A or type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.
- e. The operator's employer ~~has adopted and implemented a policy that provides for mandatory~~ requires preemployment drug and alcohol testing of applicants for operator positions, ~~and~~ Current operators, in accordance must comply with the employer's policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the school bus.
- g. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating

Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or ~~has his or her~~ whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.

h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction.

j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).

k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.

~~3. An operator employed by the school district, whose normal duties do not include operating a type III vehicle, who holds a Class D driver's license without a school bus endorsement, may operate a type III vehicle and is~~ An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.c. (background checks), VII.C.1.d. (physical examination), and VII.C.1.e. (drug and alcohol testing), and VII.C.1.f. (annual license verification), above.

#### VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special

146



transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:

1. the student's name and address;
2. the nature of the student's disabilities;
3. emergency health care information; and
4. the names and telephone numbers of the student's physician, parent(s)/guardian(s), or custodians, and some person other than the student's parent(s)/guardian(s) or custodians who can be contacted in case of an emergency.

#### IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

A. All school vehicles and vehicles contracted to the school district shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

B. All school vehicles and vehicles contracted to the school district shall be inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

#### X. SCHOOL DISTRICT'S TRANSPORTATION SAFETY DIRECTOR

The Moorhead School Board designates the ~~Director of Property Services and Transportation~~ Director as the school district's ~~Transportation~~ ~~Safety~~ ~~Director~~. The school district's ~~Transportation~~ ~~Safety~~ ~~Director~~ shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school district's ~~Transportation~~ ~~Safety~~ ~~Director~~ will assure that this policy is periodically reviewed to ensure that it conforms to law. The school district's ~~Transportation~~ ~~Safety~~ ~~Director~~ shall certify annually to the School Board that each school bus driver meets the school bus driver training competencies required by Minnesota Statute.

171.321, Subd. 4. The school district's ~~€~~Transportation ~~€~~Safety ~~€~~Director also shall annually verify and ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a ~~T~~type A, B, C, or D school bus, ~~or~~ type III vehicle, or MFSAB with the National Driver's Register or the Department of Safety. Upon request of the Superintendent, the school district's ~~€~~Transportation ~~€~~Safety ~~€~~Director also shall certify to the Superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school district's ~~€~~Transportation ~~€~~Safety ~~€~~Director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school district's ~~€~~Transportation ~~€~~Safety ~~€~~Director. Refer to Administrative Procedures 720.1: Special Education Transportation, 721.1: School Bus Stops and 721.2: School Bus Trip K-12 Emergency Procedure.

#### XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The School Board may establish a student transportation safety committee. The chair of the student transportation committee will be the school district's school Transportation Safety Director. The School Board will appoint other members of the student transportation committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

#### Legal References:

Minn. Stat. 122A.18, Subd. 8 (Board to Issue Licenses)  
Minn. Stat. 123B.03 (Background Check)  
Minn. Stat. 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)  
Minn. Stat. 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. 123B.885 (Diesel School Buses; Operation of Engine; Parking)  
Minn. Stat. 123B.90 (School Bus Safety Training)  
Minn. Stat. 123B.91 (School District Bus Safety Responsibilities)  
Minn. Stat. 144.057 (Background Studies on Licensees and Other Personnel)  
~~Minn. Stat. 169.01, Subds. 6 and 92 (Definitions)~~  
Minn. Stat. Ch. 169 (Traffic Regulations)  
Minn. Stat. 169.011, Subds. 15 and 71 (Definitions)  
Minn. Stat. 169.443 (Safety of School Children; Bus Driver's Duties)  
Minn. Stat. 169.446, Subd. 2 (Driver Training Programs)  
Minn. Stat. 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)  
Minn. Stat. 169.454 (Type III Vehicle Standards)  
Minn. Stat. 169.4582 (Reportable Offense on School Buses)  
Minn. Stat. 169A.25-169A.27 (Driving While Impaired)  
Minn. Stat. 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. 169A.50-169A.53 (Implied Consent Law)  
Minn. Stat. 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)  
Minn. State. 171.168 (Notification of Conviction for Violation by a Commercial Driver)

Minn. Stat. 171.169 (Notification of Suspension of License of Commercial Driver)  
Minn. Stat. 171.321 (Qualifications of a School Bus Driver)  
Minn. Stat. 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)  
Minn. Stat. 181.951 (Authorized Drug and Alcohol Testing)  
Minn. Stat. Chapter 245C (Human Services Background Studies)  
Minn. Stat. 609.02 (Definitions)  
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)  
~~34 C.F.R. 383.5 (Transportation Definitions)~~  
49 C.F.R. 383.31 (Notification of Convictions for Driver Violations)  
49 C.F.R. 383.33 (Notification of Driver's License Suspensions)  
49 C.F.R. 383.5 (Transportation Definitions)

Cross References:

Moorhead School Board Policy 413: Employment Background Checks  
Moorhead School Board Policy 420: Chemical Use and Abuse  
Moorhead School Board Policy 421: Employee Drug and Alcohol Testing  
Moorhead School Board Policy 504: Protection and Privacy of Student Records  
Moorhead School Board Policy 551: Student Discipline  
Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School  
Moorhead School Board Policy 608: Home Schooled Students  
Moorhead School Board Policy 632: Field Trips

S-M9-BOS  
23 May 2011

**INDEPENDENT SCHOOL DISTRICT #152**

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

May 23, 2011

7:00 p.m.

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

**ATTENDANCE:**

|                      |                           |
|----------------------|---------------------------|
| Lisa Erickson _____  | Kristine Thompson _____   |
| Cindy Fagerlie _____ | Bill Tomhave _____        |
| Laurie Johnson _____ | Trudy Wilmer _____        |
| Mike Siggerud _____  | 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 two Moorhead High School students who placed in the second round of the Historical and Cultural Society of Clay County's My Journey, My Story Writing Contest. Fatima Amedi, Kurdish originally from Iraq, placed first in the non-ELL category. Christopher Lien was her creative writing teacher. Aya Qays, originally from Iraq, placed first in the ELL category. Michelle Kaspari was her ELL teacher. The students wrote essays explaining their own experience coming to or living in a country different from their parents' country of origin. They were honored at a reception at the Hjemkomst Center in February.

**We Are Proud** of Horizon Middle School counselor Shari Gustafson for being named the West Central School Counselors Association's Counselor of the Year. Gustafson was recognized for her service to students and collaboration with others. She received her award April 8 during the WCSCA spring meeting.

**We Are Proud** of Moorhead students who placed in The Forum's Creations editorial contest. Students wrote editorials about one of the six pillars of character depending on their grade level. Winning editorials ran in a supplement in the April 21 issue of The Forum. Students who placed are:

- Madison Schwartz, Robert Asp Elementary, second place in the Grades 1-2 respect category, teacher Becky Wolford;
- Paris Rada, Robert Asp Elementary, third place in the Grades 1-2 respect category, teacher Becky Wolford;
- Kimberly Betrosian, Moorhead High School, second in the Grades 7-9 caring category, teacher Judy Kostreba; and
- Riley Steen, Moorhead High School, third in the Grades 10-12 citizenship category, teacher Judy Kostreba.

**We Are Proud** of Horizon Middle School student Kaylee Clow for placing second in the youth category of the Clay County Recycled Art Contest. Clow's altered art book "Sponge Bob" was displayed at the Moorhead Public Library during Earth Week. Her art teacher is Deb Knutson.

**We Are Proud** of Horizon Middle School students who received awards in Minnesota State University Moorhead's "Art of Learning" art competition. Courtney DuChene won the Best of Show award, and Riley Anderson and Elisabet Samonides-Hamrick won merit awards. Their art teacher is Deb Knutson.

**We Are Proud** of the Robert Asp Elementary Team B for placing third out of 19 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 29. Team members are Emma Estrella, Tiffany Schindler, Annika Sethre-Hofstad, Ryan Stafford and Cordel Toppen. Tiffany Schindler also received an individual award. Diana Anderson is their teacher.

**We Are Proud** of the S.G. Reinertsen Black Team for placing fifth out of 19 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 29. Team members are Marli Ahles, Lexi Dauner, EJ Engen, Maverick Hayes and Nick Witthoeft. Kim Nelson is their teacher. Lexi Dauner and Nick Witthoeft also received individual awards, and Lexi Dauner and EJ Engen received fact drill awards.



**We Are Proud** of the Robert Asp Elementary Team A for placing sixth out of 19 teams in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 29. Team members are Ian Bahe, Jonny Deitz, Andrew Franklin, Serina Lund and Peyton Sorby. Diana Anderson is their teacher. Andrew Franklin and Peyton Sorby also received individual awards.

**We Are Proud** of Moorhead High's rock opera, The Who's "TOMMY," for being recognized with Spotlight Musical Theater Awards by Hennepin Theatre Trust. The production of "TOMMY" has been recognized for outstanding overall performance (outstanding choreography, outstanding chorus and outstanding orchestra). Spotlight Musical Theater Awards went to Trevor Larson (Captain Walker), Amanda Casselton (Mrs. Walker) and Bjorn Hunstad (Tommy) for Outstanding Lead and to Jarrod Anderson (Uncle Ernie), Devon Manney (Cousin Kevin), Sean Dahlberg (10-year-old Tommy) and Finn Larson (4-year-old Tommy) for Outstanding Supporting Role. Honorable Mention Spotlight awards went to Megan Renslow (Sally Simpson), Nina Grollman (Hawker/Acid Queen understudy), Sam Wisenden (Pinball Wizard) and Andrew Carlson (Pinball Wizard). Rebecca Meyer-Larson directed "TOMMY." Moorhead's production of "TOMMY" will be featured at the Spotlight Musical Theater Awards program on June 6, 2011.

**We Are Proud** of the eight Moorhead High School speech team members who have qualified for the National Forensics League Speech Tournament in Dallas in June. The following students won the opportunity to represent the best of Minnesota Speech at the national meet: Trevor Larson, Humorous Interpretation; Chino Farok, Amanda Casselton and Drew Lausch, Dramatic Interpretation; Nina Grollman and Sam Wisenden, Dramatic Duo; and Seiko Shastri and Sam Benson, Extemporaneous Speaking. The team is coached by Rebecca Meyer-Larson.

**We Are Proud** of the Moorhead High School students who placed at the 2011 Class AA state speech tournament in April. The team won four gold medals, the most in the state. State champions were: Trevor Larson in Humorous Interpretation; Adam Wolf in Informative Speaking; Chino Farok in Serious Drama Interpretation; and Bjorn Hunstad in Serious Poetry Interpretation. The following speakers were also medalists: Maija Lindaas, eighth place in Original Oratory; Sarah Rice, sixth place in Serious Poetry Interpretation; and Sam Wisenden and Nina Grollman, third place in Duo Interpretation. Rebecca Meyer-Larson coaches the speech team.

**We Are Proud** of Moorhead High School students Joe Carpenter, Chase Morlock and AJ Wheeler who advanced to the state wrestling tournament. Morlock placed fourth in the class AAA 160 pound weight bracket. Wrestling coaches are Joe Gaughan, Eric Sanders, Matt Nelson and John Wychor.



**We Are Proud** of Horizon Middle School counselor Shari Gustafson for being named the West Central School Counselors Association's Counselor of the Year. Gustafson was recognized for her service to students and collaboration with others. She received her award April 8 during the WCSCA spring meeting.

**We Are Proud** of Moorhead High School students Taj Puetz, Olivia Bergh and Connor Neill who were selected for the Minnesota Band Directors Association 9th and 10th Grade Honor Band for the 2010-11 school year. They were three of 80 students selected from 221 who auditioned for a position in this group. Their band teacher is Pam Redlinger. The honor band performed April 10 at Farmington High School.

**We Are Proud** of Moorhead High School students Lucia Smith and Lyndsie Park who were selected for the Concordia Honor Band Weekend April 1-3. They were selected through an audition process that included students from seven states and Canada. Their band teacher is Pam Redlinger. Students selected worked with composer/conductor Johan de Meij. The Honor Band Concert was April 3 at Concordia College.

**We Are Proud** of Horizon Middle School student Elizabeth Johnson for being selected by audition to the Minnesota Band Directors Association Mid-level Honor Band. Her band teacher is Denise Pesola. This select band of top grades 6-8 students from around Minnesota rehearsed with guest conductor Alicia Neal, assistant band director at the University of Minnesota. The band performed April 10 at Farmington High School.

**We Are Proud** of Moorhead High School students who received awards in the 2011 Hawley Art Show. Cassondra Nelson received second place in the high school division for her pastel painting titled "Dane." Megan Baker received a high school merit award for her pastel painting titled "Sharps and Flats." There were more than 85 high school student entries in the show. Their art teachers are Mick Dunn and Grady Carlson.

**We Are Proud** of the Horizon Middle School Destination ImagiNation team for placing fourth out of ten teams at the state DI tournament and receiving the Renaissance Award, which recognizes those who demonstrate outstanding skill in the areas of engineering, design or performance. The students competed in the challenge Verses! Foiled Again!, which required them to build a structure made only of aluminum foil, wood and glue, test how much weight the structure holds, present a story about a character that is foiled, and integrate team-written verse and published verse into their story. Team members are Anthony Johnson, David Thibert, Mason Pickar, Kyle Mohs, Quinn Kupec and Alexander Thomason. Team manager is Laurie Johnson.

- E. Matters Presented by Citizens/Other Communications (Non-Agenda Items)  
(Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **CONSENT AGENDA**

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

- A. SUPERINTENDENT MATTERS - Kovash
- B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak  
(1) Approval of Joint Purchasing Agreement - Pages 9-11
- C. HUMAN RESOURCES MATTERS - Hiedeman  
(1) Approval of Resignations - Page 12  
(2) Approval of Family/Medical Leave - Page 13  
(3) Approval of Change in Contracts - Page 14  
(3) Approval of New Employees - Page 15
- D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

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

3. **APPROVAL OF SCHOOL DISTRICT INSURANCE PACKAGE:** Kazmierczak  
Pages 16-19

Suggested Resolution: Move to approve the insurance package in the amount of \$306,182.03 from Riverport Insurance Company effective July 1, 2011 through June 30, 2012 as provided and presented by Mr. Tom Quam of Bremer Insurance.

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

4. **MAJOR MAGNITUDE FIELD TRIP REQUEST - WORLD LANGUAGE TRIP TO COSTA RICA**: Kazmierczak  
Pages 20-30

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School world language students to travel to Costa Rica March 3, 2012 through March 10, 2012.

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

5. **MAJOR MAGNITUDE FIELD TRIP REPORT - SPEECH AND THEATER STUDENTS TO NEW YORK**: Kazmierczak  
Page 31

6. **STAFFING UPDATE FOR 2011-12**: Kovash  
Pages 32-34

Suggested Resolution: Move to approve 5.88 FTEs at the elementary, middle and high school levels to address all areas of the referendum priorities.

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

7. **EXTENDED LEARNING YEAR**: Kovash  
Pages 35-39

Suggested Resolution: Move to approve the 2011 Extended Learning Year Program for Moorhead Schools.

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

8. **2011 SCHOOL FINANCE AWARD**: Kazmierczak  
Pages 40-41

9. **FIRST READING OF POLICIES**: Kovash  
Pages 42-149

The School Board will conduct a first reading of the following policies; Activities Council Advisory Committee 236, Public Right to Know/Release of Information 303, Protection and Privacy of Student Records 504, Students in Homeless Situations 514, Student Discipline 551, Hazing Prohibition 571, Prohibiting Intimidation and Bullying 578, Title I

**SCHOOL BOARD AGENDA - May 23, 2011**

**PAGE 7**

Policy Governing Parental Involvement 607, School District System Accountability 650, and GRAD Testing, Accommodations, Modifications, Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students 656, MAPS District State Mandated Testing Plan and Procedure 660, Safety and Security Technology 712, and MAPS Electronic Network Acceptable Use and Safety 731.

10. **COMMITTEE REPORTS**

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

12. **ADJOURNMENT**

**CALENDAR OF EVENTS**


| <u>Event</u>                         | <u>Date</u> | <u>Time</u> | <u>Place</u> |
|--------------------------------------|-------------|-------------|--------------|
| Title I District Parent Advisory Com | May 24      | 5:30 pm     | PCE          |
| Asp Retirement Reception             | May 26      | 4 pm        | Hjemkomst    |
| Executive Finance Committee          | June 2      | 3 pm        | PCE          |
| MHS Retirement Reception             | June 3      | 11 am       | Commons      |
| Graduation                           | June 5      | 2 pm        | Concordia    |
| School Board Work Session            | June 13     | 5 pm        | PCE          |
| School Board                         | June 13     | 7 pm        | PCE          |
| Citizen Finance Advisory Com         | June 16     | 5:30 pm     | PCE          |
| Community Ed Adv Council             | June 21     | 7 pm        | PCE          |
| School Board                         | June 27     | 7 pm        | PCE          |
| School Board                         | July 18     | 7 pm        | PCE          |



Assistant Superintendent  
**Moorhead Area Public Schools**

Memo OAS.11.056 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: May 17, 2011

SUBJECT: Joint Purchasing Agreement

Attached please find a Joint Purchasing Agreement between Independent School District #622 (North St. Paul-Maplewood-Oakdale) and Independent School District #152 (Moorhead Area Public Schools). This agreement will allow both school districts to benefit from combined purchasing efforts which will result in a substantial volume discount for some of the districts' common vendors, particularly Staples. The district estimates that this agreement will reduce office supply expenses by approximately \$10,000 for fiscal year 2012 compared to fiscal year 2011.

Suggested Resolution: Move to approve the Joint Purchasing Agreement between ISD #622 and ISD #152 pursuant to the provisions of Minnesota Statutes 471.59.

WAK:nls  
Attachment



## JOINT PURCHASING AGREEMENT

THIS AGREEMENT, is made and entered into by and between Independent School District (ISD) #622 – North St. Paul-Maplewood-Oakdale and Independent School District (ISD) #152 – Moorhead Public Schools pursuant to the provisions of Minnesota Statutes 471.59, as amended, which authorizes political subdivisions to enter into an agreement to exercise jointly the governmental powers and functions each has individually; and

WHEREAS, ISD #622 and ISD #152 desire to make available to each party the administrative and financial benefits of cooperative purchasing and selling with respect to common items used by the parties; and

WHEREAS, ISD #622 and ISD #152 wish to combine their purchasing powers in order to secure the most favorable terms and conditions on the purchase of equipment, materials, services and supplies;

THEREFORE, in instances where the parties agree it would be mutually advantageous, it is hereby agreed, by and between the parties hereto as follows:

1. When authorized and requested by ISD #622, ISD #152, through their purchasing department, shall:
  - a) make joint purchases for ISD #622 and ISD #152, or
  - b) permit ISD #622 to make purchases under existing ISD #152 contracts, for equipment, materials, services and supplies.
2. When authorized and requested by ISD #152, ISD #622, through their purchasing department shall:
  - a) make joint purchases for ISD #152 and ISD #622 or
  - b) permit ISD #152 to make purchases under existing ISD #622 contracts, for equipment, materials, services and supplies.
3. This agreement applies to all purchases where the parties have mutually agreed to exercise this right, made through a competitive bidding process where award is made to the lowest responsible bidder.
4. When making a joint purchase, ISD #622 and ISD #152 shall first consult to ensure that requirements of both jurisdictions and the specifications for the equipment, materials, services and supplies that meet the needs of each, are included.
5. After bids or other solicitations for joint purchases have been received by the designated purchasing department and a contract awarded to the lowest responsible bidder by the issuing party, each party to this agreement shall execute its own purchasing document with the contract vendor.

6. If purchases are made by one party under an existing contract of the other party, each party to this agreement shall execute its own purchasing document with the vendor.
7. Each party shall make payment directly to the contract vendor according to the established procedures of the paying party.
8. Each party shall be separately accountable for its own expenditures of public funds made hereunder.
9. Neither party shall assume any responsibility for the accountability of funds expended by the other of the issuance of a purchase document by the other party.
10. As mutually agreed upon, the parties may share the costs associated with the shared bidding process.
11. This agreement shall be in effect until rescinded by either party.

IN WITNESS WHEREOF, ISD #622 and ISD #152 have executed this agreement to be signed and approved by the proper officers of each of the contracting parties, on the dates written below.

ISD #152 – Moorhead Public Schools:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

ISD #622 – North St. Paul-Maplewood-Oakdale:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



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

Memo HR.11.099

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: May 17, 2011  
SUBJECT: Resignations

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

|                    |                                                                                    |
|--------------------|------------------------------------------------------------------------------------|
| Julie Schauer      | Teacher, Robert Asp Elementary, effective at the end of the 2010-2011 school year. |
| Patricia Camarillo | Paraprofessional, Early Intervention Services, effective May 20, 2011.             |
| Miranda Wells      | Food Service, Ellen Hopkins Elementary, effective May 27, 2011.                    |
| Hillary Thorn      | Paraprofessional, Early Intervention Services, effective June 24, 2011.            |
| Shauna Larson      | Asst. Dance Coach, High School, effective at the end of the 2010-2011 school year. |

**SUGGESTED RESOLUTION:** Move to approve the resignation of Julie Schauer, Patricia Camarillo, Miranda Wells, Hillary Thorn, and Shauna Larson as presented.

AH:jal



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

Memo HR.11.100

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: May 17, 2011  
SUBJECT: Family/Medical Leave

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

Ronda Buysee                      Teacher, Early Intervention Services, effective approximately May 16, 2011 for approximately 4-6 weeks.

**SUGGESTED RESOLUTION:** Move to approve the request for Family/Medical Leave for Ronda Buysee pursuant to Article 39, Section 1 of the Teachers' Master Agreement.

AH:jal



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

Memo HR.11.101

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources  
DATE: May 17, 2010  
SUBJECT: Change in Contract

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

|                |                                                                                                                                                      |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lindsay Weaver | Phy. Ed Teacher, .567 FTE at Robert Asp and S.G. Reinertsen to 1.00 FTE at S.G. Reinertsen, effective for the 2011-2012 school year.                 |
| Diana Anderson | 5 <sup>th</sup> Grade Teacher at Robert Asp to 6 <sup>th</sup> Grade Math Teacher at Horizon Middle School, effective for the 2011-2012 school year. |
| Guy Kimball    | Phy Ed Teacher at S.G.Reinertsen to Phy. Ed Teacher at S.G. Reinertsen, Ellen Hopkins and Robert Asp effective for the 2011-2012 school year.        |
| Julie Hayes    | Title I Teacher, Robert Asp to .5 Title I and .5 Literacy Teacher at Robert Asp, effective for the 2011-2012 school year.                            |
| Karla Brewster | .5 Reading and .5 Literacy Teacher, Robert Asp to .5 Reading and .5 Kindergarten Teacher at Robert Asp, effective for the 2011-2012 school year.     |

**SUGGESTED RESOLUTION:** Move to approve the Change in Contract for Lindsay Weaver, Diana Anderson, Guy Kimball, Julie Hayes and Karla Brewster as presented.

AH:jal



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

Memo HR.11.098

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Ann Hiedeman, Director of Human Resources *AH/sw*  
DATE: May 17, 2011  
SUBJECT: New Employees

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school district statute and requirements.

|                  |                                                                                                                                               |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| George Toops     | Phy Ed Teacher, Robert Asp Elementary, BA (1) \$32,980, 1.00 FTE, effective August 30, 2011 (replaces Bert Chamberlain).                      |
| Dan Scruggs      | 5 <sup>th</sup> Grade Teacher, Robert Asp Elementary, BA (0) \$31,823, 1.00 FTE, effective August 30, 2011 (replaces Diana Anderson).         |
| Jacob Gunderson  | STEM Teacher, Horizon Middle School, MA (7) \$47,122, 1.00 FTE, effective August 30, 2011. (New Position)                                     |
| Charles Hedstrom | Paraprofessional, Horizon Middle School, B21 (5) \$14.69 per hour, 6.5 hours per day, effective May 4, 2011. (Reimburse by resident district) |
| Chris Triggs     | Principal, Robert Asp Elementary, D63 (17) \$105,764.00, effective July 1, 2011. (Replaces Kevin Kopperud)                                    |

**SUGGESTED RESOLUTION:** Move to approve the employment of George Toops, Dan Scruggs, Jacob Gunderson, Charles Hedstorm and Chris Triggs as presented.

AH:jal





Assistant Superintendent  
**Moorhead Area Public Schools**

Memo OAS.11.058 R

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Wayne A. Kazmierczak, Assistant Superintendent  
DATE: May 17, 2011  
SUBJECT: Approval of School District Insurance Package

Earlier this spring, the School District's insurance agent, Tom Quam with Bremer Insurance, was instructed to solicit proposals for insurance coverage for the district. Quotes were received from our current provider, the Minnesota School Boards Association Insurance Trust (MSBAIT) endorsed Riverport Insurance Company, and from EMC Insurance Companies. Both options are higher than our expiring premium of \$300,955. Riverport's renewal rate came in at \$306,182 while EMC's proposal was \$308,922.

After reviewing the coverage of both options, I am recommending approval of the proposal from Riverport based on our satisfaction with Riverport's responsiveness to claims, broadened coverage to include volunteer accident coverage, and the cost difference of nearly \$3,000 when compared to EMC's proposal. Mr. Quam will be in attendance at the May 23, 2011 School Board meeting to present the insurance package for approval and to answer any questions you or the board members may have regarding our insurance coverage.

Suggested Resolution: Move to approve the insurance package in the amount of \$306,182.03 from Riverport Insurance Company effective July 1, 2011 through June 30, 2012 as provided and presented by Mr. Tom Quam of Bremer Insurance.

WAK:nls  
Attachment



701 Atlantic Avenue  
Morris, Minnesota 56267  
phone: 320-589-1026  
fax: 320-589-1462

May 23, 2011

Mr. Wayne Kazmierczak, Assistant Superintendent  
Moorhead Public Schools ISD #152  
2410 14<sup>th</sup> Street South  
Moorhead, MN 56560

Dear Mr. Kazmierczak and School Board Members:

Your renewal insurance proposal for your July 1<sup>st</sup> 2011 policy anniversary date is attached for your review. We also submitted your applications to EMC and Hanover Insurance Companies for the P&C package quotes plus SFM and RAM for workers' compensation options. Hanover and SFM both declined to quote. We'll review the changes made for your renewal and compare your expiring versus renewal insurance premium costs.

| Coverage Description - Expiring Premium | ~                   | Renewal Premium     | - | EMC                 |
|-----------------------------------------|---------------------|---------------------|---|---------------------|
| Property                                | \$ 65,296.77        | \$ 68,041.03        |   | \$ 71,547.67        |
| General Liability                       | \$ 14,579.00        | \$ 13,921.00        |   | \$ 20,055.00        |
| Professional Liability                  | \$ 11,278.00        | \$ 10,058.00        |   | \$ 6,681.00         |
| Inland Marine                           | \$ 649.00           | \$ 734.00           |   | Not included        |
| Crime                                   | \$ 1,653.00         | \$ 1,651.00         |   | Not included        |
| Auto                                    | \$ 14,882.00        | \$ 12,551.00        |   | \$ 18,000.00        |
| Terrorism                               | \$ 1,803.00         | \$ 1,659.00         |   | Included            |
| Travel Accident                         | \$ 1,537.00         | \$ 1,566.00         |   | Not included        |
| Umbrella                                | \$ 4,525.00         | \$ 4,185.00         |   | \$ 8,163.00         |
| Workers' Compensation                   | \$184,752.00        | \$191,816.00 (RAM)  |   | \$184,475.00        |
| <b>Total Premium</b>                    | <b>\$300,954.77</b> | <b>\$306,182.03</b> |   | <b>\$308,921.67</b> |

The following coverage changes were made for your renewal policy period.

**Property:** Your expiring Blanket/Agreed Valuation property coverage limit was \$148,332,000. You have asked us to increase all real property and personal property by 3% as you have not increased your property coverage values for several years. Your renewal blanket coverage limit is \$152,771,660. No other changes were made to your property policy for your renewal.

**Valuation:** Riverport insures the Wadena School District and is in process of paying the tornado claim for the new school. What Riverport found in the claim settlement was that new school buildings cost roughly \$165 to \$180 per square foot for reconstruction costs. Most of your school buildings do appear to be adequately insured with the exception of Ellen Hopkins and Probstfield. We'll provide you with an estimation of what these schools should be insured at.

May 23, 2011  
Moorhead ISD #152  
Page Two

| <b>School Building</b> | <b>- Current Limit</b> | <b>- Sq Ft</b> | <b>- Per Sq Ft</b> | <b>- Replace Sq Ft</b> | <b>- Est Rep Cost</b> |
|------------------------|------------------------|----------------|--------------------|------------------------|-----------------------|
| Ellen Hopkins          | 12,448,580             | 109,144        | 114                | 165                    | 18,008,800            |
| Probstfield            | 7,268,710              | 69,104         | 105                | 165                    | 11,402,200            |

**EMC Notes:** The quoted premium does not include the Equipment Failure coverage as it was not quoted yet. The crime coverage was also not yet quoted, that is handled by a separate underwriter and was not yet ready by the time we had to put our proposal together. Finally EMC requires the Business Personal Property coverage limit equal to 20% of the buildings value and that would add additional cost to their proposal. EMC's Work Comp quote was \$292,726.06

**General Liability:** No coverage changes were made for your renewal policy period. Population changes were made based on the number of students and teachers in your district.

| <b>Description of Population</b> | <b>- Expiring</b> | <b>- Renewal</b>             |
|----------------------------------|-------------------|------------------------------|
| Total Students                   | 5,300             | 5,400 (Including Pre School) |
| Total Teachers                   | 385               | 364                          |

Riverport does provide you with \$1,500,000 liability limits per MN Statute 466. The EMC proposal provides only \$1,000,000 liability limit and uses their Excess to meet the legal limit requirement. Thus, Riverport provides you with \$500,000 higher liability limit than EMC does.

**Workers' Compensation:** We'll review the rates used by Riverport for your expiring and renewal along with a comparison with our most competitive workers' compensation option..

| <b>Job Description</b>         | <b>- Code</b> | <b>- Exp Payroll</b> | <b>- Exp Rate</b> | <b>- Rnwl Payroll</b> | <b>- Riverport</b> | <b>- Ram</b> |
|--------------------------------|---------------|----------------------|-------------------|-----------------------|--------------------|--------------|
| Drivers & Helpers              | 7380          | \$ 30,772            | 6.90              | \$ 31,700             | 6.25               | 6.42         |
| Bus Drivers                    | 7382          | \$ 342,567           | 5.38              | \$ 352,800            | 5.22               | 5.36         |
| Garage Mechanics               | 8385          | \$ 43,466            | 4.23              | \$ 44,800             | 3.52               | 3.61         |
| Teachers                       | 8868          | \$30,500,000         | .66               | \$31,415,000          | .68                | .65          |
| Other Employees                | 9101          | \$ 1,401,698         | 4.43              | \$ 1,443,700          | 4.92               | 4.66         |
| <b>Totals</b>                  |               | <b>\$32,318,503</b>  |                   | <b>\$33,288,000</b>   |                    |              |
| <b>Experience Modification</b> |               |                      | <b>1.05</b>       |                       | <b>1.01</b>        | <b>1.01</b>  |
| <b>Scheduled Credit</b>        |               |                      | <b>40%</b>        |                       | <b>40%</b>         | <b>40%</b>   |

**Volunteer Accident Coverage:** Riverport Insurance allows you to purchase Volunteer Accidental Medical and Dental Coverage at the expiring premium cost of \$1,566. We have included the \$1,566 premium in your renewal premium summary on page one of this document. EMC does not offer Volunteer Accident Coverage.

May 23, 2011  
Moorhead ISD #152  
Page Three

**Pricing Analysis:** Our renewal pricing through Riverport is \$5,198.26 more than your expiring insurance premium cost. In reality your Workers' Compensation payroll is \$969,497 higher than last year. Your Blanket Property limit is \$4,439,660 higher than last year and your student count has increased by 100 students over last year's policy which is the rating basis for liability. In fact our rates have been reduced again this year to give you a very competitively priced insurance contract. In addition you have been insured with Riverport and you know the quality of loss control and claims services they provide you. We feel confident that Riverport remains your best choice for insurance protection.

**Terrorism:** Terrorism coverage is included in our Riverport proposal at a \$1,659 premium cost. EMC's Terrorism surcharge is \$2,914. You elected to purchase Terrorism coverage in prior policy periods. If you delete Terrorism coverage for the premium savings, you'll need to sign the attached Terrorism waiver forms.

Thank you for placing your insurance business and trust with our agency, your patronage is appreciated! Please let us know if you have any questions or need additional information as you review your renewal insurance proposal. We will issue your binder and auto ID cards once you have given us direction on who you choose to purchase your renewal insurance coverages from..

Sincerely,


Tom Quam  
Bremer Insurance



Assistant Superintendent  
**Moorhead Area Public Schools**

Memo OAS.11.055 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: May 17, 2011

SUBJECT: Major Magnitude Field Trip Request – World Language Trip to Costa Rica

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School world language students to travel to Costa Rica March 3, 2012 through March 10, 2012. Students will fund the trip with their own resources.

Lana Suomala will be in attendance at the May 23, 2011 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 world language students to travel to Costa Rica March 3, 2012 through March 10, 2012.

WAK:nls  
Attachment

## Major Magnitude Field Trip Request Form

Administrative Procedure: 632.2

Section: 600 EDUCATION PROGRAMS

Date Adopted: 1/8/2001

Date Revised:

APR 29 2011

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

world language dept.  
(students do not receive  
academic credit)

### Section I Preliminary Approval

Field Trip Request Name: Costa Rica Trip Type of Trip: Curricular Co-curricular

Date of Request: 4/28/11 School Board Presentation Date: May 23<sup>rd</sup>

Staff/Advisor Requesting Lana Suomala Phone/Extention: 218-284-2436

Purpose of the Trip: To offer students the opportunity to travel abroad, to

experience and use the Spanish language and to experience Costa Rican culture  
and nature

Please explain the educational value of this trip and how this trip is related to the course content  
and graduation standards: Communication: to use target language in an authentic way

Cultures: to gain knowledge and understanding of another culture

Connections: to learn about Costa Rica's ecosystem in target language

Comparisons: to reflect on similarities and differences of Costa Rica and our own  
Community: to meet people in schools, towns and workplaces and interact culture

Trip Destination: Costa Rica: see attached itinerary

Date of Trip Departure: March 3, 2012 Return Date: March 10, 2012

Number of School Days Involved: 2 Number of Students Involved: ?(16 in 2010)

☒ Attached trip itinerary (activities planned, approximate time lines, accommodations,  
transportation plans);

NA Attached accommodation plans for any student with IEP/504 plan; (at this time)

☒ 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; -parents notified if trip is approved  
-CETA tours communicates details

☒ Attached list of accompanying staff. Number of Chaperones needed for the trip (1 chaperone per  
8 students)

Lana Suomala  
Katie Johnson



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: \_\_\_\_\_

**Customized Educational**

**CETA TOURS**

**Tour Arrangements**

Complimentary Tour Proposal

**Costa Rica en la Primavera  
March 3 - 10, 2012**

Prepared for

**Lana Suomala  
Moorhead High School**

Revised April 22, 2011

Prepared by CETA Tours  
Kristen Hoag Billingsley | President  
1421 Broadway St North, Suite 108  
Menomonie, WI 54751  
1-800-501-0397 | [kbillingsley@cetatours.com](mailto:kbillingsley@cetatours.com)  
<http://www.cetatours.com>

## 1. Your CETA Tours Experience

For many of your students, traveling abroad will offer a once-in-a-lifetime experience to enrich their perspective of the world we live in. Proper planning and applied knowledge is the best way to encourage all the positive experiences waiting for you and your students on this journey.

CETA Staff are always available and will communicate with you every step of the way. We will answer any questions you have, but more importantly, we listen. We make sure to understand what is important to your group, then suggest and plan the best ways to achieve that goal.

Throughout the year CETA will provide information and assistance to help you and your students prepare for your upcoming tour.

### Your Team at CETA

Kristen Hoag Billingsley  
Sales  
[kbillingsley@cetatours.com](mailto:kbillingsley@cetatours.com)

Contact Kristen with questions about pricing or itinerary changes.

Carrie Neidermyer  
Billing & Airfare Coordinator  
[cneidermyer@cetatours.com](mailto:cneidermyer@cetatours.com)

Contact Carrie with billing questions, to purchase travel insurance or to schedule a flight deviation.

Mel Paulson  
Tour Coordinator  
[mpaulson@cetatours.com](mailto:mpaulson@cetatours.com)

Contact Mel with questions about the tour's itinerary, reservations, free time suggestions, etc.



## 2. Tour Itinerary

### Saturday, March 3 • San José Area

We depart the United States today on our flight to Costa Rica. Upon our arrival in San José, we meet our guide and driver and transfer to our hotel. Our arrival time will determine the activities for the rest of the day.

**Included meals:** Dinner

**Proposed accommodations:** Adventure Inn

### Sunday, March 4 • Tirimbina

We depart San José in the morning and travel to the Tirimbina Rainforest Center, where we check in and have lunch upon arrival. After lunch, we visit CoopeSarapiquí a Fair Trade Coop that grows coffee for Mi Cafecito. Here we learn about life for Costa Rican coffee producers, see how coffee is grown, and taste a freshly brewed cup of coffee.

This evening, a bat expert enlightens us about the bat species that are an important part of the region's ecosystem. This activity includes an opportunity to see and touch these fascinating creatures up-close.

**Included meals:** Breakfast, Lunch, Dinner

**Proposed accommodations:** Tirimbina Rainforest Center

#### **Monday, March 5 • Tirimbina**

This morning we give back to the community through a group activity, which could entail helping students, landscaping or painting. We return to our lodge for lunch. In the afternoon, we meet up with some local Costa Rican students and exchange recipes during a cooking activity. This evening, we enjoy a bonfire with the local students we have met.

**Included meals:** Breakfast, Lunch, Dinner

#### **Tuesday, March 6 • La Fortuna**

We depart Tirimbina this morning and travel to La Fortuna. We have an early lunch in town and then take a short, but steep hike down to the La Fortuna waterfall. There is plenty of time to swim in the pool formed by the waterfall. After our hike, we check into our hotel and enjoy the remainder of the day at leisure for shopping and exploration in town.

**Included meals:** Breakfast, Lunch

**Proposed accommodations:** Hotel Las Colinas

#### **Wednesday, March 7 • Monteverde**

This morning we continue on to the cloud forests of Monteverde, where we enjoy lunch at our lodge and the afternoon free to relax. At dusk we take a guided night walk in the rainforest. This tour gives us the opportunity to see nocturnal creatures in action.

**Included meals:** Breakfast, Lunch, Dinner

**Proposed accommodations:** Hotel Monteverde Inn

#### **Thursday, March 8 • Puntarenas**

Our day starts off with an exciting zip-line canopy tour through the treetops of the cloud forest. The tour consists of short hikes between platforms from which we zip across cables for a thrilling ride through the treetops. During our tour, our guide points out the awesome number of plants and animals that are found in the cloud forest preserve. After our adventure, we have lunch at the park before traveling south to Puntarenas on the Pacific coast. We arrive in the late afternoon, in time to check into our hotel and have some time to relax before dinner.

**Included meals:** Breakfast, Lunch, Dinner

**Proposed accommodations:** Hotel Las Brisas

### Friday, March 9 • San José

Today, we are in for a treat as we board a catamaran for an excursion to Isla Tortuga, Costa Rica's idyllic island. Located just off of the coast, the island is picture perfect with white sand beaches, coconut palms and lush vegetation. After plenty of time for swimming and relaxing on the beach, we return to Puntarenas and then transfer to San José.

**Included meals:** Breakfast, Lunch, Dinner

**Proposed accommodations:** Adventure Inn

### Saturday, March 10 • Return Flight

Sadly, we transfer to the airport for our return flight to the United States. We return with memories of beautiful landscapes, exotic wildlife and exciting adventures. ¡Bienvenidos a casa!

**Included meals:** Breakfast



## 3. Pricing & Payment

### Tour Price

- Based on projected airfare, current departure and security taxes, and foreign currency exchange rates in effect on April 18, 2011. Increases in exchange rate, departure and/or security taxes at the time of ticketing may result in a surcharge.
- Based on admission costs for students under 18; adult participants will be charged a \$250 supplement to cover higher admission costs and double room accommodations.
- Based on attached itinerary and inclusions; modifications to itinerary or inclusions may modify the price.
- No membership, application or program fees – all payments are applied to tour cost.

**Full fare paying participants**  
20 or more

**Tour Price**  
\$2,629.00

**Complimentary Tours**  
1 per 8 paying

### Payment Schedule

- \$500 deposit due with completed tour application (collected by teachers).
- \$1,000 payment due in CETA's office by **October 15<sup>th</sup>** (invoiced & collected directly by CETA).
- Final payment due in CETA's office by **January 15<sup>th</sup>** (invoiced & collected directly by CETA).
- Personal checks, cashiers checks and money orders made payable to CETA Tours are accepted for payment. In the interest of keeping tour costs as low as possible, we do not accept credit cards.

26

\*Fundraising will not be an option

\*NO cost to district other than 2 days of substitute costs

- Fundraising checks are accepted. Contact CETA Tours for more information and deadlines.
- If a currency surcharge is unavoidable, participants will be informed in writing by **December 1<sup>st</sup>**.
- Fuel and security tax surcharges imposed by the airline may be added at anytime up until ticketing. Groups are ticketed once all accounts are paid in full.

#### **Cancellation Policy**

- All cancellations must be in writing (fax, email or US Postal service) from the student's parent or guardian. Postmark/timestamp date is considered the date of cancellation
- \$125 administrative fee between receipt of application and **October 15<sup>th</sup>**
- \$500 cancellation penalty from **October 16<sup>th</sup> to January 15<sup>th</sup>**
- \$500 + lost deposits (airlines, accommodations, etc.) cancellation penalty starting on **January 16<sup>th</sup>**.
- No refund for cancellations made 30 days or fewer prior to departure date
- The cancellation penalty helps us avoid a price increase for the remaining participants

### **4. Included in Your Tour:**

#### **Air Transportation**

- Round trip economy airfare from Minneapolis via regularly scheduled carrier
- Current departure and fuel taxes as of April 18, 2011 are included in tour price, but subject to change.
- Unless a direct flight is specifically requested, CETA Tours will secure the best flight schedule within budget, which may require one or more connections.
- Deviations are available on a limited basis. Contact CETA Tours for more information and pricing.
- Group air contracts require a minimum of 10 passengers flying together on all flight segments.

#### **Land Transportation**

- Round trip transfers between Moorhead and the Minneapolis Airport
- Private, air-conditioned motor coach transportation, as indicated on itinerary

#### **Accommodations**

- Hotels (proposed accommodations listed in itinerary). Every effort will be made to secure proposed accommodations, but no guarantees can be made.
- Students in multi-bedded rooms
- Teachers and chaperones to share double and/or triple rooms, depending on availability



**Meals**

- Breakfast daily
- Lunch daily
- Dinner as indicated on the itinerary

**Sightseeing**

- Entrance and reservation fees to all activities described on the itinerary
- Fees and gratuities for local city, museum and landmark tours described on the itinerary

**Tour Leader**

- Services of a full-time bilingual naturalist guide

**Chaperones**

- 1 complimentary tour for every 8 full-fare paying participants
- If there are not enough full-fare participants for a fully complimentary chaperone, tour price will be prorated (based on final number of participants).
- Lana Suomala entitled to receive a stipend of \$229 per student if not all chaperone positions are filled, based on final number of participants (if total amount is over \$600, we are required to report it to the IRS).
- Each chaperone will receive *Successful Student Tours* manual for tour leaders and chaperones prior to departure
- All chaperones have liability insurance coverage through CETA Tours for the duration of the tour.

**Local taxes**

- City, regional and national taxes are included in the tour price.

**Tips & Other Gratuities**

- To local guides that join the group for city or monument tours
- To hotel or restaurant staff for included meals and beverages

**Group Travel Insurance**

- Group travel insurance through Travel Guard covers all participants, teachers and chaperones from your school. Benefits include, but are not limited to:
  - Primary medical insurance coverage, including pre-existing conditions
  - Trip cancellation coverage
  - Trip interruption coverage
  - Lost baggage benefit
  - Lost/stolen wallet & passport assistance

**Anticipated costs not included in tour price**

- Fees associated with obtaining a passport including, but not limited to: passport photos, passport application and execution fees.
- Fees associated with obtaining required entry visas for non-US citizen participants to travel to tour destination.

- Meals not included on the tour
- Beverages with meals (except at breakfast)
- Optional activities during free time
- Personal spending money
- Airline baggage fees (if applicable)
- End of tour gratuities for tour leader
- End of tour gratuities for driver

## 5. CETA Tours Provides:

### Promotional Materials

- Customized PowerPoint presentation to use at an informational meeting
- Customized tour brochures and applications
- Promotional flyers
- *Tour Handbook for Organizing Teacher* informational booklet
- Documentation for administrator/school board approval available upon request

### Tour Preparation Materials

- Online access to all tour preparation materials through your group's unique user name and password on [www.cetatours.com](http://www.cetatours.com)
- *Successful Student Tours* manual for tour leaders and chaperones
- *Travel Handbook for Students*
- *Travel Handbook for Parents*
- *Medical Release Form*
- *Participant Rules Form* (student & parent signature required for participation)
- Information about applying for a passport for the first time
- Information and recommendations about staying healthy while on tour
- Accommodations list with addresses and phone numbers
- Flight schedule, including information about earning frequent flyer miles and luggage limitations


### Departure Materials

- Passport pouch for each participant
- Two pre-printed luggage tags per person
- Passport-sized accommodations list with addresses and phone numbers (to be taped inside each participant's passport on departure day). In the event that a participant is separated from the group, this list will help him/her get back to where the group is staying that evening.
- Tour leader notebook compiled by CETA Tours with information about all reserved activities, guides and accommodations, as well as all phone numbers for bus company and driver and CETA Tours emergency contact information.
- Teacher folder includes CETA Tours emergency contact information, student medical information (allergies, etc.), emergency contact information for students, passport copies and original medical release forms.

### Scholarship Opportunities

- CETA Tours offers five \$500 scholarships each year.
- All students whose accounts are in good standing with CETA Tours are eligible to apply for the scholarship (application available at [www.cetatours.com](http://www.cetatours.com)).
- Applications are due on October 15<sup>th</sup> (coincides with the intermediate payment deadline).
- Winners receive a \$500 credit on their final invoice.

## When Comparing CETA with other Companies


|                                                                                                                                                                                 | CETA<br>Tours | Other<br>Companies                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------|
| <b>Is 100% of the deposit applied to the tour cost?</b><br><i>Some companies charge a \$50-100 application or membership fee in addition to the published tour price.</i>       | Yes           |  |
| <b>Are current departure and security taxes included?</b><br><i>Not all companies include these taxes, ranging from \$200-\$600 per person, in their published tour prices.</i> | Yes           |                                                                                       |
| <b>Will I know my departure date and itinerary well in advance?</b>                                                                                                             | Yes           |                                                                                       |
| <b>Are all the activities listed on the itinerary included in the tour price?</b>                                                                                               | Yes           |                                                                                       |
| <b>Are fundraising checks accepted?</b>                                                                                                                                         | Yes           |                                                                                       |
| <b>Are extensive tour materials provided for teachers, students and parents?</b>                                                                                                | Yes           |                                                                                       |



Assistant Superintendent  
**Moorhead Area Public Schools**

Memo OAS.11.059 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent 

DATE: May 17, 2011

SUBJECT: Major Magnitude Field Trip Report – Speech and Theater Students to New York

Rebecca Meyer-Larson, Brian Cole and students will be in attendance at the May 23, 2011 School Board meeting to provide a report following Moorhead High School speech and theater students' Major Magnitude Field Trip to New York in January.

WAK:nls



Superintendent of Schools  
**Moorhead Area Public Schools**

Memo S.11.121R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: April 16, 2011

SUBJECT: Staffing Update for 2011-12

At this point, it appears the legislature will not complete its session by May 23. District administration had intended to revisit staffing at the June 13 School Board meeting, but is presenting adjustments now instead. At this time all indications are that we will see comparable school funding and a slight increase in compensatory funding. Compensatory revenue must be used to meet the educational needs of pupils whose educational progress related to state or local content or performance standards is below the level that is appropriate for students at that age level.

Administration has reviewed all staffing requests and changes and proposes the following adjustments to the staffing plan:

1. Dean of Students/Counselors at the middle school with one additional position. With this addition, there will be three Dean of Students/Counselors at the middle school, one at each grade level. Each Dean of Students will work with one grade level. This is 1.0 FTE as listed in the Staffing Plan for Phase 2. These positions will assist in the further implementation of Positive Behavior Intervention Supports (PBIS) and responding to student academic and behavioral needs.
2. A teacher will be located at each school for gifted/talented services, media and technology integration services. This will be an increase of .5 FTE media and technology integration services and .2 FTE gifted and talented. Each elementary building would have 1.0 FTE for providing gifted/talented services as well as working with staff and students to integrate media services into teaching and learning. More importantly, .5 FTE is assigned to serve the underserved groups at Red River Area Learning Center (RRALC), Early Learning Center (ELC) and West Central Juvenile Center. This will enable the integration of media services to be provided at RRALC and West Central Juvenile Center, which have not had these services in the past. This will provide equity for Moorhead students attending RRALC, West Central Juvenile Center, and the ELC (kindergarten).
3. The high school 2.0 FTEs as a part of Phase 2 will be added with an additional .375 FTE for literacy instruction. This will be used in the elective areas (STEM, Chinese, Family Consumer Science and others). The Chinese position has been offset by an allowance from the MN Department of Education.
4. As listed in Phase 2, 1.33 FTEs will be added to 6-12 music to provide staffing as listed in the priority areas from the December 2010 work session.
5. A .5 FTE vision teacher is needed due to additional new students to the district requiring vision services. A portion of this time will be reimbursed by regional district purchasing orientation and mobility services from Moorhead.

| FTE           | Area                                             | Current FTE | Phase 2 | Additional FTE | Notes                                                        |
|---------------|--------------------------------------------------|-------------|---------|----------------|--------------------------------------------------------------|
| 1.0           | Middle School Dean of Students/Counselor         | 2           | 1.0     |                | Compensatory Ed.                                             |
| .5            | Media Integration (Elementary)                   | 1.5         |         | .5             | Compensatory Ed.                                             |
| 0.2           | Gifted/Talented Services (Elementary)            | 1.0         |         | .2             |                                                              |
| 2.375         | High School FTE                                  | 58.19       | 2.0     | .375           | Some will be offset by Compensatory Ed.                      |
| 1.33          | 6-12 Music                                       | 6.67        | 1.33    |                |                                                              |
| .5            | Vision Teacher                                   |             |         | .5             | Offset by purchase of services and special ed. reimbursement |
|               |                                                  |             |         |                |                                                              |
| <b>Totals</b> | 2011-12 Preliminary Staff Plan Increase 6.17 FTE |             | 4.33    | 1.875          | 12.375                                                       |
| <b>Total</b>  | Total Including EduJobs Positions                |             |         |                | 15.625                                                       |

The additions address Priority Areas #2 and #4 from the referendum.

**Priority Area #2: To provide resources necessary to preserve and improve class sizes in the core academic areas at the secondary level and to preserve and improve class sizes at the elementary level. (up to \$1,000,000)**

#### **Moorhead High School**

##### **2011-12 School Year**

- Instrumental Music – Restore reductions and add based on increased enrollment (approximately .25-.50 FTE).
- Vocal Music – Restore approximately .125 FTE in vocal music with a continued goal of program growth.
- Retain positions added with EduJobs funds (2.125 FTEs in the areas of science, mathematics and English/Language Arts)
- Restore English/Language Arts, mathematics, and science based on demand and based on bringing the class size ratio to 30:1 in these departments. The additional positions may be targeted to assist struggling learners. Further analysis will be needed to determine FTE impact.

#### **Horizon Middle School**

##### **2011-12 School Year**

- Instrumental Music – Restore approximately 1.0 FTE in order to expand 6<sup>th</sup> grade lessons. The goal will be to grow the district's instrumental music program by focusing on grades 6-8. Combine 8<sup>th</sup> grade band sections into one large group.
- Change team time to a model more consistent with the district's other schools. Teachers will teach 5 out of 6 classes, which will have a dramatic impact on class sizes bringing the average down approximately 5-7 students per class.
- Retain positions added with EduJobs funds (1.125 FTEs mathematics, 1.0 FTE 6<sup>th</sup> grade).
- Add Science, Technology, Engineering, and Math (STEM) elective in 8<sup>th</sup> grade.



- Positions to support literacy and mathematics instruction and behavior intervention will be considered.
- Flexibility to address larger grade levels moving through the middle school.
- Targeted staffing ratio will return to 30:1.

**Elementary School**

**2011-12 School Year**

- Retain positions added with EduJobs funds (1.0 FTE 4<sup>th</sup> grade at Ellen Hopkins).
- Flexibility to address pockets of class size as determined by enrollment and to address needs for additional literacy and mathematics instructional support (up to 4.0 FTEs district wide).

**Priority Area #4: To provide increased access to world languages. (\$150,000)**

**Moorhead High School**

**2011-12 School Year**

- Chinese – Add an introductory Chinese class taught either by an onsite teacher or via interactive television through an agreement with District 287 (West Metro).

**Horizon Middle School**

**2011-12 School Year**

- One section of 6<sup>th</sup> grade social studies taught in Spanish.

**Elementary School**

**2011-12 School Year**

- Begin studying the feasibility of a Foreign Language in the Elementary Schools (FLES) program to be implemented in 2012-13.

The Phase 2 FTE increase will be 5.88, with 1.875 positions funded by Compensatory Education. The increase of FTEs for the 2011-12 school year totals 11.55 (plus an additional 5.5 from the EduJobs bill) funded with general fund and compensatory education funding. This addition is part of the plan for additional staffing from the referendum. With a projected increase of \$500,000 in compensatory revenue and referendum funding of about \$1,000,000, this addition will address all areas of the referendum priorities. The revised staffing plan will be incorporated into the Annual Operating Plan.

Suggested Resolution: Move to approve 5.88 FTEs at the elementary, middle and high school levels to address all areas of the referendum priorities.

LAK:mde



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

---

LSS.11.007

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: May 16, 2011

RE: Extended Learning Year

Attached is information regarding the 2011 summer programming that extends learning opportunities through August 2011. See accompanying information about the summer options through Special Education and the Alternative Learning Center. Additional information, along with employment information will be presented at the May 23rd school board meeting by Deb Pender-Tilleraas and Angela Doll. We look forward to providing services for students through these programs this summer.

**SUGGESTED RESOLUTION:** Move to approve the 2011 Extended Learning Year Program for Moorhead Schools.

JS:ca

Attachment

## Programs Under Special Education: Extended School Year

### Elementary, Middle and High School Extended School Year

Days: Tuesday, Wednesday, and Thursday  
Dates: June 21 - July 28, 2011  
Time: 8:00 am - 12:00 pm  
Location: Hopkins Elementary, Horizon Middle School and Moorhead High School

### Early Intervention Services (EIS):

Dates: June 13 - July 30, 2011 (Schedules vary dependent on student need)  
Location: Probstfield Early Learning Center

### Summer Transition Extended School Year:

Dates: Week of August 23rd (Schedules vary dependent on student need)  
Location: Building at which identified eligible student will be attending fall 2011

### Extended School Year 2011 - Program Budget and Staff Information

Programming will be provided for 6 weeks and will run 3 days a week (Tuesday, Wednesday and Thursday). Teachers will have a one 4 hour prep day on Monday, June 20. Extended School Year will be in session for 18 days from June 21 to July 28. There will be 24 teachers employed with a total salary of \$71,997.84, plus benefits of \$9,359.72. The estimated total hours for the teachers will be 1,824 at a cost of \$81,357.56. There will be 41 paraprofessionals and other staff employed at four and one half hours daily. Paraprofessionals and other staff are paid at their contract rate or district sub rate if not employed as a paraprofessional or other staff with the district. The total salary for the paraprofessionals and other staff will be \$54,317.45 plus benefits of \$7,264.25. The estimated total hours for the paraprofessionals and other staff will be 3,321 at a cost of \$61,581.70. Extended School Year instructional material budget is \$1,250. The total program budget is \$144,039.25 with 68% of special education salaries and 52% materials reimbursed from the state on EDRS.

### ESY Teachers:

|                 |                   |                  |                 |
|-----------------|-------------------|------------------|-----------------|
| Carol Anderson  | Donna Dunlap-Bitz | Maggie Hanson    | Janet Olson     |
| Kevin Anderson  | Paula Falk        | David Kanuch     | Wendy Paulson   |
| Deb Bartholomay | Jill Filipi       | Jim Kapitan (.5) | Kristi Rowekamp |
| Betty Bierdeman | Heidi Fisher (.5) | Judy Kostreba    | Sarah Smith     |
| Lowell Buysse   | Molly Froemke     | Michele Morse    | Jill Todd       |
| Don Dreschel    | Kari Greer        | Laura Nylander   | Renee Wolf      |
|                 |                   |                  | Brandon Yoney   |

### ESY Paraprofessionals and Other Staff:

|                   |                   |                 |                          |
|-------------------|-------------------|-----------------|--------------------------|
| Gari Abner        | Michael Hennessey | Linda Pederson  | LuAnn Tack               |
| Coree Alverson    | Erik Hest         | Patty Pembr     | Rose Vargas              |
| Wendy Budd        | Russ Hest         | Jodi Philpot    | Jean Walker              |
| Racy Christiansen | Robin Johnson     | Bunny Renslow   | Treva Watneno            |
| Elizabeth Cruz    | Faith Lahlum      | Kathy Saylor    |                          |
| Shirley Davis     | Jean Layman       | Danni Schiltz   | Kelsey Lund-COTA         |
| Lice Ellingsberg  | Jill Meyer        | Ronda Stoddard  | Shana Anderson-Interp    |
| Loraima Flores    | Kali Muchow       | Sally Stoddard  | Tiffany Gress-Lang Fac   |
| Trish Floyd       | Susan Murphy      | Barb Sturdevant | Lea Tilsen-Virkus-Interp |
| Lyman Hanson      | Beth Olson        | Gina Swenson    | Pam O'Leary -Interp      |
| Tiffany Hanson    | Katie Oster       |                 |                          |

## Programs Under the Umbrella of Red River Area Learning Center

### Elementary k-5:

Excel (Targeted Services) – Before School

Excel (Targeted Services) – After School

Coordinators – Sally Doran (Lead); Robert Asp: Diana Johnson; Reinertsen: Melissa Voegel;

Hopkins: Sarah Martin

*Summer Option: Excel Jump Start Program (Targeted Services): July 25 – August 12; mornings; (no school on August 2<sup>nd</sup>); The program is offered at each of the elementary buildings according to the child's home school. Note: 2010-2011 5<sup>th</sup> graders are programmed for at Horizon Middle School.*

*Summer Option: STARRS Program for grant eligible students, k-5, ex. Migrant, homeless, native american, and other under-served student populations. June 14 – July 28. Note: Some students will begin Excel Jump Start in their home building on July 25. Location: Robert Asp.*

### Horizon Middle School 6-8:

Excel (Targeted Services) – Before School

Contact: Shari Gustafson

Excel (Targeted Services) – After School

Contact: Shari Gustafson

Excel (Targeted Services) – Saturday mornings

Contact: William Franklin

Excel Middle School – School Within A School Program during the regular school day.

Teachers: Kotaska, LeQuire

Part Time Option: Excel Middle (a.m.) and Red River Middle (p.m.) or Regular House (a.m.) and Red River Middle (p.m.)

*Summer Options: Summer Academy: (Targeted Services): Contact: William Franklin*

Session I: June 15 – July 7: Location: Horizon Middle School. Note: 2010-2011 6<sup>th</sup> and 7<sup>th</sup> graders served.

Time: Breakfast 7:30 a.m., Classes 8:00 – Noon.

Session II: July 11 - July 28: Location: Horizon Middle Note: 2010-2011 6<sup>th</sup> and 7<sup>th</sup> graders served. This program is held in the morning. There are middle level age migrant students that are also served by this program. The program also picks up students from other school districts in the summer.

Time: Breakfast 7:30 a.m., Classes 8:00 – Noon.

*Summer Option: Jump Start: Contact: William Franklin*

2010-2011 5<sup>th</sup> Graders Transitioning to Grade 6 are served; June 25 – August 12; mornings; (no school on August 2<sup>nd</sup>); Location: Horizon Middle School, Breakfast 7:30 a.m., Classes 8:00 – Noon.

### Moorhead High School 9-12:

Excel High School – School Within A School Program during the regular school day: Programming is provided in the afternoons. Teacher: Krier

Other Options at Moorhead High School 9-12:

Part time Excel High School and Part Time Regular Program; Contact: Scott Matheson

- Part time Excel High School and Part Time Red River ALC; Contact: Scott Matheson; Part time Regular Program and Part Time Red River ALC; Contact: Scott Matheson

### **Programs Under the Umbrella of Red River Area Learning Center**

- Independent Study Program – Credit Recovery: Monday Evening – Red River ALC – Bell 3:40 – 7:00; Contact: Alicia Gulbranson
- Online learning. Contact: Scott Matheson, Ann Krier

*Summer Options: Moorhead High School (ALC Learning Year Programming)*

Session One: June 15 – July 7 – Breakfast - 7:30 a.m., Classes 8:00 a.m. - 3:30 p.m.

1. 8+/9 Program: Location: Moorhead High School; 2010-2011 8<sup>th</sup> Graders served. Purpose: Skill development and transition to MHS. Contact: Scott Matheson;
2. 9-12 Program: Location: Moorhead High School; Purpose: Skill development and credit recovery. Contact Scott Matheson.
3. Independent Study Program – Credit Recovery: Monday Evening – Red River ALC
- 4.

Session Two: July 11 – July 28 – 7:30 a.m. – 3:30 p.m.

1. 9-12 Program: Location: Moorhead High School: Purpose: Skill development and credit recovery. Contact: Scott Matheson.
2. Independent Study Program – Credit Recovery: Monday Evening – Red River ALC – 6-9 p.m.
3. Special Sessions: Work Experience, Experiential Science, etc. - as arranged.

Session Three: August 1 – August 22 – Mondays - 6:00 – 9:00 p.m.

1. Independent Study Evening Program - Red River ALC – Contact: Alicia Gulbranson.

### **Red River Area Learning Center 7-12: Separate Site: Bella Professional Center**

Red River ALC – Bella: Grades 9-12

- Full Day Programming and Part Day Programming Provided (See MHS options)
- PSEO: Students are programmed for at Red River: Bella in the a.m./ M-State in the p.m.; Contact: Brad Hawkins
- Early Work Release: Students are programmed for at Red River: Bella and also receive credit - for working; Contact: Brad Hawkins
- Independent Study Program – Credit Recovery: Monday Evening – Red River ALC – Bella; 3:40 – 7:00; Contact: Alicia Gulbranson

Red River Middle – Bella: Grades 7-8

- Part day Programming (afternoons) only.

Red River Middle – Bella: Grade 8 only

- 8/9 Transition Program; Full Days at Red River ALC – Bella; Trimester 3 only.

Summer Options:

- Positive Learning Under Supervision (PLUS WEEK) Grades 8-12; June 6 – 9; regular school schedule; Focus: Course completion and credit recovery.
- Independent Study Program – Credit Recovery: Monday Evening – 6-9 p.m. - Red River ALC – Bella; Contact: Alicia Gulbranson
- Afternoon Program: MTW\* Middle Level Migrant Program – Red River ALC – Bella – June 15 – July 28 – 12:00 – 3:45 p.m.; \*Th afternoon will be a field trip provided through the Summer Academy at Horizon Middle School.

### **Programs Under the Umbrella of Red River Area Learning Center**

- *Summer Evening Program 6-9 p.m. MTTh (June 13 – July 28) This program option is held in conjunction with the Secondary Migrant Program at Bella.*
- *All summer options at MHS are open to Red River – Bella Students.*

### **Other Programs Assigned To Alternative Education – Learner Options:**

#### **West Central Regional Juvenile Center Care and Treatment Facility – Education Component:**

- Students served by the WCRJC Secure and Non Secure Classrooms are residents of the facility. The program operates during the traditional school day.
- Teacher – Secure Classroom: Katherine Zander-Natzke
- Teacher – Non Secure Classroom: Mary Broberg. On occasion, students will be residents of the WCRJC Non Secure Program and attend class in their regular building. This is arranged between the WCJRC staff and the traditional building staff. In this instance, the student is often transitioning back to their home environment.
- Students/teachers follow the regular Moorhead District calendar (except pt conferences). Teachers at WCJRC are on a non traditional teaching calendar.

*Summer Option: The WCRJC classrooms are operational on a twelve month basis. Summer programming is provided in the morning, M-F. Classes will begin at the WCRJC on June 7<sup>th</sup>. There will be no class on Friday, June 10 and Monday, June 13.*

#### **District Projects/Programs Under Alternative Education:**

- Moorhead Homeless Education Program, Pre-Grade 12, Contact: Linda Scheet
- Back Pack Program, Contact: Nadine Moon
- Neglected and Delinquent Programming
- Home bound tutoring
- Summer Migrant Education
- Summer Food Program
- As Assigned

#### **Other Summer Programming Offered Through Red River Area Learning Center:**

Barnesville District – Summer Bees Program – Purpose: Skill Development and Credit Recovery.





Assistant Superintendent  
**Moorhead Area Public Schools**

Memo OAS.11.057 R

TO: Dr. Lynne A. Kovash, Superintendent  
FROM: Wayne A. Kazmierczak, Assistant Superintendent  
DATE: May 17, 2011  
SUBJECT: 2011 School Finance Award

Moorhead Area Public Schools (MAPS) has earned the Minnesota Department of Education's (MDE) 2011 School Finance Award for fiscal year 2010. The award recognizes select school districts for timely submission of Uniform Financial Accounting and Reporting Standards (UFARS) data and annual financial statement as required by Minnesota Statutes as well as for having positive fund balances, demonstrating sound fiscal policies and procedures, and personnel training in the area of school finance. This is the first time that MAPS has received this award.

The district received the attached School Finance Award certificate signed by the MDE's Tom Melcher, Division of Program Finance Director and Lisa DeRemee, Financial Management Supervisor. Statewide, only 65 out of 340 school districts received this award.

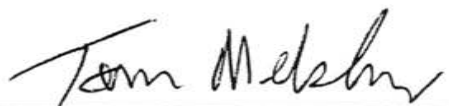
WAK:nls  
Attachment

Minnesota Department of Education  
*2011 School Finance Award*

Presented to

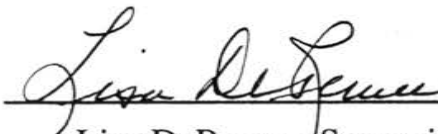
*Moorhead School District*

In recognition of performance in  
financial management and timely  
submission of UFARS data and audited  
financial statement for FY 2010.



Thomas Melcher, Director  
Division of Program Finance

Minnesota  
**Department  
of Education**



Lisa DeRemee, Supervisor  
Financial Management



Superintendent of Schools  
**Moorhead Area Public Schools**

---

Memo S.11.122R

TO: School Board

FROM: Lynne A. Kovash, Superintendent *LAK*

DATE: May 16, 2011

SUBJECT: First Reading of Policies

The School Board will conduct a first reading of the following policies: Activities Council Advisory Committee 236, Public Right to Know/Release of Information 303, Protection and Privacy of Student Records 504, Students in Homeless Situations 514, Student Discipline 551, Hazing Prohibition 571, Prohibiting Intimidation and Bullying 578, Title I Policy Governing Parental Involvement 607, School District System Accountability 650, and GRAD Testing, Accommodations, Modifications, Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students 656, MAPS District State Mandated Testing Plan and Procedure 660, Safety and Security Technology 712, and MAPS Electronic Network Acceptable Use and Safety 731.

LAK:mde  
Attachments

## Activities Council Advisory Committee

|                   |                        |
|-------------------|------------------------|
| Type:             | School Board Policy    |
| Section:          | 200 SCHOOL BOARD       |
| Code:             | 236                    |
| Adopted Date:     | 3/10/2003              |
| Revised Date(s):  | 04/09/2007             |
| Reviewed Date(s): | 03/10/2003, 04/09/2007 |
| Attached Files:   | No Documents Found.    |

---

Recommended title change: Activities Advisory Council

### I. PURPOSE

The purpose of this policy is to define the membership and responsibilities of the Activities Advisory Council.

### II. GENERAL STATEMENT ~~OF POLICY~~

The purpose of the Activities Advisory Council ~~Advisory Committee~~ is to review and recommend extra- and co-curricular activity policies and procedures to administration. A. Representation on the Activities Advisory Council ~~Advisory Committee~~ will consist of:

1. ~~Three~~ three to five teachers/coaches/advisors representing middle and high school activities;
2. a member from central administration;
3. a ~~principal~~ building administrator from the middle and high school levels;
4. one male and one female student involved in high school activities;
5. two to four parents/guardians representing middle and high school levels ~~will be actively recruited for membership~~;
6. an officer of the booster club; and
7. two ~~s~~School ~~b~~Board members.

B. Members will be selected by administration and will represent areas of activities.

C. Members will become knowledgeable of Minnesota State High School League Activities and Rules, Moorhead Area Public Schools' Student Activity Eligibility Rules and Code of Conduct, and school district policies relating to hazing, prohibition of harassment, lettering,

tobacco-free environment, chemical use and abuse, and drug-free schools.

D. Meetings will be held regularly during the school year with agenda and minutes forwarded to committee members and the Superintendent's Office.

E. The Activities Advisory Council ~~Advisory Committee~~ will review the activities report as prepared by the Activities Director.

Cross References:

Moorhead School Board Policy 540: Student Activities

Moorhead School Board Policy 541: Student Activity Eligibility

Moorhead School Board Policy 543: Student Activities Travel

Moorhead School Board Policy 545: High School Academic, Activity and Varsity Athletic Letters

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 571: Hazing Prohibition

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free Schools

Moorhead School Board Policy 573: Tobacco-Free Environment

## Public Right to Know/Release of Information

**Type:** School Board Policy  
**Section:** 300 ADMINISTRATION  
**Code:** 303  
**Adopted Date:** 12/1/1990  
**Revised Date(s):** 02/12/2007  
**Reviewed Date(s):** 02/07/1997, 08/26/2002, 02/12/2007  
**Attached Files:** No Documents Found.

---

Recommend deletion of this policy.

### ~~I. PURPOSE~~

~~The purpose of this policy is to direct interested parties to the policy on public and private personnel data and to outline the process on release of any information from the Moorhead Area Public School District.~~

### ~~II. GENERAL STATEMENT OF POLICY~~

~~A. The Moorhead Area Public School District will follow School Board Policy 414: Employee Public and Private Personnel Data for the release of employee information.~~

~~B. The Moorhead Area Public School District will respond to requests for information in accordance with the Minnesota Government Data Practices Act.~~

### ~~III. PROCEDURES~~

~~A. The school district has designated the following administrators to contact for information:~~

- ~~1. Student Information—Assistant Superintendent of Teaching and Learning—284-3310~~
- ~~2. Financial Data—Assistant Superintendent of Business Services—284-3370~~
- ~~3. Employee Information—Director of Human Resources—284-3355~~
- ~~4. Overall Information—Superintendent—284-3330~~

~~B. Appointments to request information must be made with the designated administrator.~~

~~C. All requests for information must be in writing and specific as to the information requested.~~

~~D. The administrator will review requests with the requesting party to ensure accuracy of the data request.~~

~~E. Information will be provided in as timely a manner as possible.~~



~~F. Costs associated with data searches and copying costs may be charged to requesting parties.~~

~~G. A summary of questions, the information sought and any discussions will be shared with the Superintendent.~~

~~Legal References:~~

~~Minnesota Statute Ch. 13 (Minnesota Government Data Practices Act)~~

~~Minnesota Statute 122A.20, Subd. 2 (Mandatory Reporting)~~

~~Cross Reference:~~

~~Moorhead School Board Policy 414: Employee Public and Private Personnel Data~~

~~Moorhead School Board Policy 504: Protection and Privacy of Student Records~~

## Protection and Privacy of Student Records

|                   |                                    |
|-------------------|------------------------------------|
| Type:             | School Board Policy                |
| Section:          | 500 STUDENTS                       |
| Code:             | 504                                |
| Adopted Date:     | 4/27/1982                          |
| Revised Date(s):  | 04/10/2006                         |
| Reviewed Date(s): | 10/27/1997, 11/12/2001, 04/12/2006 |
| Attached Files:   | No Documents Found.                |

---

### I. PURPOSE

The purpose of this policy is to provide information related to the protection and privacy of student records.

### II. GENERAL STATEMENT ~~OF POLICY~~

Moorhead Area Public Schools recognizes its responsibility in regard to the collection, maintenance and dissemination of ~~pupil~~ student records and the protection of the privacy rights of students as provided in federal law and state statutes.

The following procedures and policies regarding the protection and privacy of parents/guardians and students are adopted by the school district, pursuant to the requirements of 20 U.S.C. 1232g, et seq., (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and Minn. Rules Parts 1205.0100-1205.2000.

### III. DEFINITIONS

#### A. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for authorized recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

#### B. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, satellite, internet, or other electronic

communication technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

#### **B. Dependent Study**

~~A "dependent student" is an individual who during each of five (5) calendar months during the calendar year in which the taxable year of the parent begins:~~

~~1. is a full-time student at an educational institution; or~~

~~2. is pursuing a full-time course of instructional on-farm training under the supervision of an accredited agent of an educational institution or of a state or political subdivision of the state.~~

#### **C. Directory Information**

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name, grade level, date and place 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, and the most recent previous educational agency or institution attended, and photos in the normal course of school activities and other similar information to include data recorded by cameras on school property, including school buses. Directory information does not include a student's social security number or a student's identification number ("ID") if the ID may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number, password, or other factor known or possessed only by the authorized user. It also does not include personally identifiable data which references religion, race, color, social position or nationality. Data collected from nonpublic school students, other than those who receive shared time educational services, shall not be designated as directory information unless written consent is given by the student's parent or guardian.

#### **D. Education Records**

1. What constitutes "education records." Education records means those records which are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute an education record. The term "education records" does not include:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary thereto which are:

- (1) in the sole possession of the maker thereof;
- (2) not accessible or revealed to any other individual except a temporary substitute for the maker of the record; and
- (3) destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided educational records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

- (1) maintained separately from education records;
- (2) maintained solely for law enforcement purposes; and
- (3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which are:

- (1) made and maintained in the normal course of business;
- (2) related exclusively to the individual in that individual's capacity as an employee; and
- (3) not available for use for any other purpose.

However, these provisions shall not apply to records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:

- (1) made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
- (2) made, maintained, or used only in connection with the provision of treatment to the student; and
- (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records that only contain information about an individual after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a

student.

#### E. Eligible Student

Eligible student means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

#### F. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

#### G. Legitimate Educational Interest

Legitimate educational interest includes interest directly related to classroom instruction, teaching student achievement and progress, discipline of a student and student health and welfare. It includes a person's need to know in order to:

1. perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. perform a supervisory or instructional task directly related to the student's education; or
3. perform a service or benefit for the student and/or the student's family such as health care, counseling, student job placement or student financial aid.

#### H. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

#### I. Personally Identifiable

Personally identifiable means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) ~~a list of personal characteristics that would make the student's identity easily traceable~~; or (f) ~~other information that would make the student's identity easily traceable~~ other direct identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances to identify

the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

#### J. Record

Record means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

#### K. Responsibility Authority

Responsibility authority means the Superintendent, and/or other administrators such as an assistant superintendent, a building administrator, or other administrative supervisor.

#### L. Student

Student includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district, and individuals who receive shared time educational services from the school district.

#### M. School Official

School official includes: (a) a person duly elected to the school board; (b) a person employed by the Moorhead School Board in an administrative, supervisory, instructional or other professional position; (c) a person employed by the School Board as a temporary substitute in a professional position for the period of his or her performances as a substitute; and (d) a person employed by, or under a contract to, the School Board to perform a special task such as a secretary, a clerk, an attorney or an auditor for the period of his or her performances as an employee or contractor.

#### N. Summary Data

Summary data means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristics that could uniquely identify the individual is ascertainable.

#### O. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

### IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received or maintained by a school district is public unless classified by state or federal law as not public or private or confidential. State



law classifies all data on individuals maintained by a school district which relate to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of ~~20 U.S.C. 1232g~~ FERPA and the regulations promulgated thereunder.

## V. STATEMENT OF RIGHTS

### A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of ~~secondary-grade students'~~ names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in Section XXI. ~~COPIES OF POLICY~~ of this policy.

### B. Eligible Students

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. 99.31(a).

## VI. DISCLOSURE OF EDUCATION RECORDS

#### A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

- a. a specification of the records to be disclosed;
- b. the purpose or purposes of the disclosure;
- c. the party or class of parties to whom the disclosure may be made; ~~and~~
- d. the consequences of giving informed consent; and
- e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

- a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
- b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

- a. identifies and authenticates a particular person as the source of the electronic consent; and
- b. indicates such person's approval of the information contained in electronic consent.

5. If the responsibility authority seeks an individual's informed consent to the release of private data to an insurer, informed consent shall not be deemed to have been given unless the statement is:

- a. in plain language;
- b. dated;
- c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
- d. specific as to the nature of the information the subject is authorizing to be disclosed;
- e. specific as to the persons or agencies to whom the subject is authorizing information to be

disclosed;

f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e., both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for life insurance or noncancelable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or medical assistance under Minn. Stat. Ch. 256B or Minnesota Care under Minn. Stat. Ch. 256L, which shall be ongoing during all terms of eligibility, for individualized education program health related services provided by a school district that are subject to third party reimbursement.

6. Eligible student consent. Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. ~~STATEMENT OF RIGHTS~~ of this policy.

#### B. Prior Consent for Disclosure Not Required

Moorhead Area Public Schools may disclose personally identifiable information from the education records of a student without written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party;

a. performs an institutional service or function for which the school district would otherwise use employees;

b. is under the direct control of the school district with respect to the use and maintenance of education records; and

c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.

3. To officials of other schools, ~~or~~ school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 4455 7165 of the federal No Child

Left Behind Act, and if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. 260B.171, unless the data are required to be destroyed under Minn. Stat. 120A.22, Subd. 7(c) or 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. ~~REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA~~ of this policy.

~~34.~~ To authorized representatives of the Comptroller General of the United States, the Secretary of the U.S. Department of Education, or an official or employee of the Department of Education acting for the Secretary under a delegation of authority, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

~~45.~~ In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

- a. determine eligibility for the aid;
- b. determine the amount of the aid;
- c. determine conditions for the aid; or
- d. enforce the terms and conditions of the aid.

"Financial aid" for purposes of this provision means of payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution.

~~56.~~ To state and local officials or authorities to whom such information is specifically required to be reported or disclosed by state statute adopted:

- a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
- b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and the date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers.

67. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization, and the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (1) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy or return to the school district all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be returned or destroyed. For purposes of this provision, the term "organizations" includes, but is not limited to, federal, state and local agencies and independent organizations;

78. To accrediting organizations in order to carry out their accrediting functions;

89. To parents of a ~~dependent~~ student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

910. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331. ~~In addition, if~~ If the school district initiates legal action against a parent or student it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

101. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a



determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the educational records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

142. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

123. Information the school district has designated as "directory information" pursuant to Section VII. ~~RELEASE OF DIRECTORY INFORMATION~~ of this policy;

134. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. ~~MILITARY RECRUITMENT~~ of this policy;

145. To the parent of a student who is not an eligible student or to the student himself or herself;

156. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent diseases or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

167. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students; ~~or~~

178. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

b. the existence of the following information about a student, not the actual data or other information contained in the student's educational record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled



substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the building administrator or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

189. To the building administrator where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a Superintendent under Minn. Stat. 260B.171, Subd. 3. The building administrator must notify the counselor immediately and must place the disposition order in the student's permanent education record. The building administrator also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the building administrator believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The building administrator may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the building administrator determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the building administrator must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

1920. To the building administrator where the student attends if it is information from a peace officer's record of children received by a Superintendent under Minn. Stat. 260B.171, Subd. 5. The building administrator must place the information in the student's educational record. The building administrator also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the building administrator believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The building administrator may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the building administrator determines that these individuals need the

information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the building administrator must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The building administrator must delete the peace officer's record from the student's educational record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the Superintendent of such action; or

21. Information provided to the school district concerning sex offenders and other individuals required to register in accordance with the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and applicable federal guidelines.

#### C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

### VII. RELEASE OF DIRECTORY INFORMATION

#### A. Classification

Directory information is public except as provided herein.

#### B. Former Students

Unless a former student ~~affirmatively~~ validly opted out of the release of directory information

in his or her last year of attendance, while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," Moorhead Area Public Schools may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

#### C. Present Students and Parents

The school district may disclose directory information from the education records of a student without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school district shall:

1. Annually, give public notice by any means that are reasonably likely to inform the parents and eligible students of:
  - a. the types of personally identifiable information that the school district has designated as directory information;
  - b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student as directory information; and
  - c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student designated as directory information.
2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. ~~DISCLOSURE OF EDUCATION RECORDS~~ of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to prevent the school district from disclosing or requiring the student to disclose the student's name, identifier, or school district e-mail address in a class in which the student is enrolled.
4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

#### D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

#### E. Duration

The designation of any information as directory information about a student will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

### VIII. DISCLOSURE OF PRIVATE RECORDS

#### A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. ~~DISCLOSURE OF EDUCATION RECORDS~~ of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

#### B. Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

- a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and



understand the consequences of the request to deny access;

b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

e. whether the data concerns medical, dental or other health services provided pursuant to Minn. 144.341 to 144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

#### C. Private Records Not Accessible to Student

Students shall not be entitled to access private data concerning financial records and statements of the student's parent or any information contained therein.

### IX. DISCLOSURE OF CONFIDENTIAL RECORDS

#### A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or an eligible student.

#### B. Reports under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. 626.556, reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The data subject, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. 626.556, Subd. 11.

#### C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected nonpublic or confidential pursuant to this subdivision accessible to any person, agency or the public if the school district

determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement provided by the complainant to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minn. Stat. 13.393.

34. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

45. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative or arbitration proceedings.

#### D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

#### X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing the student, the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. 127.26 et seq.



## XI. DISCLOSURE OF DATA TO MILITARY RECRUITMENT OFFICERS

A. Moorhead Area Public Schools will release the names, addresses, and home telephone numbers of ~~secondary~~ students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data ~~to military recruiters~~ pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

(1) 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

(2) cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

C. A parent or eligible student has the right to refuse the release of the above information to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority (building administrator) in writing by September 1 each year. The 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; and
6. Specific category or categories of information which are to be released to military ~~recruiting~~ officers and post-secondary educational institutions; and
7. Specific category or categories of directory information which are not to be released to the public, including military ~~recruiting~~ officers and post-secondary educational institutions.

D. Annually, Moorhead Area Public Schools will provide public notice by any means that are reasonably likely to inform the parents and eligible students of the parent's or eligible student's right to refuse to release the names, addresses, and home phone numbers of ~~secondary~~ students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release

of directory information to the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. ~~RELEASE OF DIRECTORY INFORMATION~~ of this policy also must be followed. Accordingly, to the extent the school district has designated the name and grade level of student as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

## XII. LIMITS ON REDISCLOSURE

### A. Redisdisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this Section may use the information, but only for the purposes for which the disclosure was made.

### B. Redisdisclosure Not Prohibited

1. Subdivision A. of this section does not ~~preclude~~ prevent the school district from disclosing personally identifiable information under Section VI. ~~DISCLOSURE OF EDUCATION RECORDS~~ of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

a. The disclosures meet the requirements of Section VI. ~~DISCLOSURE OF EDUCATION RECORDS~~ of this policy; and

b. The school district has complied with the recordkeeping requirements of Section XIII. ~~RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORDKEEPING~~ of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. 14071. However, the school district must provide the notification required under Section XII.D. of this policy if a redisdisclosure is made based upon a court order or lawfully issued subpoena.

### C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

#### D. Notification

The school district shall, except for ~~the disclosures made pursuant to court orders or lawfully issued subpoenas~~, disclosure of directory information under Section VII. ~~RELEASE OF DIRECTORY INFORMATION~~ of this policy, or except for disclosures to a parent or student, disclosures to parents of a dependent student, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. 14071, inform the party to whom a disclosure is made of the requirements set forth in this ~~S~~section. In the event that the Family Policy Compliance Office determines that a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

### XIII. RESPONSIBLE AUTHORITY, RECORD SECURITY; AND RECORD KEEPING

#### A. Responsibility Authority

The responsible authority shall be responsible for the maintenance and security of student records.

#### B. Record Security

The building administrator of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

#### C. Plan for Securing Student Records

The building administrator shall submit to the responsible authority a written plan for securing student records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

#### D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C which shall be attached to and become a part of this policy.

#### E. Recordkeeping

1. The building administrator shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:

a. the parties who have requested or received personally identifiable information from the education records of the student; ~~and~~

b. the legitimate interests these parties had in requesting or obtaining the information; and

c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that further disclose of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to ~~Paragraph B of Section XII. LIMITS ON DISCLOSURE~~ of this policy, the record of disclosure required under this section shall also include:

a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district; ~~and~~

b. the legitimate interests under Section VI. ~~DISCLOSURE OF EDUCATION RECORDS~~ of this policy which each of the additional parties has in requesting or obtaining the information; and

c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 C.F.R. 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. ~~Paragraph (1) of Recordkeeping~~ Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under ~~Paragraph B1(a) of Section VI. DISCLOSURE OF EDUCATION RECORDS~~ of this policy, or to requests for disclosures of directory information under Section VII. ~~RELEASE OF DIRECTORY INFORMATION~~ of this policy, or to a party seeking or

receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United State Attorney General (or designees not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:

- a. the parent of the student or eligible student;
- b. the school official or his or her assistants who are responsible for the custody of the records; and
- c. the parties authorized by law to audit the recordkeeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

- a. the articulate and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure and
- b. the parties to whom the school district disclosed the information.

56. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

#### XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

##### A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student or an eligible student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VI. ~~DISCLOSURE OF PRIVATE RECORDS~~ of this policy.

##### B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays.

##### C. Right to Inspect and Review



The right to inspect and review education records under Subdivision A of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the educational records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

#### D. Form of Request

Parents or eligible students shall 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.

#### E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

#### F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

#### G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation or custody which provides to the contrary.

#### H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photo copies or printed copies of records unless printing a copy is the only method to provide for the inspection of



data. In determining the amount of the reasonable fee, the school district shall consider the following:

- a. the cost of materials, including paper, used to provide the copies;
  - b. the cost of the labor required to prepare the copies;
  - c. any schedule of standard copying charges established by the school district in its normal course of operations;
  - d. any special costs necessary to produce such copies from machine based recordkeeping systems, including but not limited to computers and microfilm systems; and
  - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and instead, the charge shall be not more than 25 cents for each page copied.
  3. The cost of providing copies shall be borne by the parent or eligible student.
  4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, would impair the parent or eligible student from exercising their right to inspect or review the student's education records.
  5. The school district reserves the right to make a charge for copies such as transcripts it forwards to potential employers or post-secondary institutions for employment or admissions purposes. The fee for such copies and other copies forwarded to third parties with prior consent as a convenience will be the actual search/retrieval and copying costs, plus postage, if that is involved.

## XV. REQUESTS TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

### A. Requests to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy or other rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requester 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 requester wishes the school district to make. The request shall be signed and dated by the requester.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within ~~a reasonable period of time~~ thirty (30) days after receiving

of receipt of the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall so inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B of this section.

#### B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district shall, on request, provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly, so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B of this section shall:

- a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
- b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

#### C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The School Board attorney shall be in attendance to present the School Board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for

hearing to present evidence relative to the issues raised under Subdivisions A and B of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

#### D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minn. Stat. Chapter 14 relating to contested cases.

### XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means Superintendent or designee.

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

### XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

#### A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA 20 U.S.C. 1232g, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202.

#### B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA 20 U.S.C. 1232g and the rules promulgated thereunder has occurred.

### XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA 20 U.S.C. 1232g. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

### XIX. ANNUAL NOTIFICATION OF RIGHTS

#### A. Content of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records;
2. 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;
3. 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 disclosure without consent;
4. 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 FERPA 20 U.S.C. 1232g, and the rules promulgated thereunder;
5. That the parent or eligible student has a right to obtain a copy of the school district's policy regarding protection and privacy of ~~pupil~~ student records; and
6. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's Office and the district's Web site ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)).

#### B. Notification to Parents of Students Having a Primary Home Language Other Than English.

The school district shall provide for the need to effectively notify parents of students identified as having a primary home language other than English.

#### XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

#### XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the office of the Superintendent and the district's Web site ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)).

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. Ch. 14 (Administrative Procedures Act)  
Minn. Stat. 120A.22 (Compulsory Instruction)  
Minn. Stat. 121A.75 (Sharing Disposition Order and Peace Officer Records)  
Minn. Stat. 121A.40 to 121A.56 (The Pupil Fair Dismissal Act)  
Minn. Stat. 144.341-144.347 (Consent of Minors for Health Services)  
Minn. Stat. 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)  
Minn. Stat. 363A.42 (Public Records: Accessibility)  
Minn. Stat. 626.556 (Reporting of Maltreatment of Minors)  
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)  
10 U.S.C. 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)  
18 U.S.C. 2331 (Definitions)  
18 U.S.C. 2332b (Acts of Terrorism Transcending National Boundaries)  
20 U.S.C. Sec 1232g *et seq.* (Family Educational Rights and Privacy Act)  
20 U.S.C. 6301 *et seq.* (No Child Left Behind)  
20 U.S.C. 7908 (Armed Forces Recruiting Information)  
26 U.S.C. Secs. 151 and 152 (Internal Revenue Code)  
42 U.S.C. 14071 (Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program)  
34 C.F.R. Secs. 99.1-99.67 (Family Educational Rights and Privacy)  
34 C.F.R. 300.610-300.627 (Confidentiality of Information)  
42 C.F.R. 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)  
~~"No Child Left Behind Act of 2001," P.L. 107-110~~  
*Gonzaga University v. Doe*, 536 U.S. 273, 122 S.Ct. 2268, 152 L.Ed. 2d 309 (2002)

Cross References:

Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse  
Moorhead School Board Policy 420: Chemical Use and Abuse  
Moorhead School Board Policy 551: Student Discipline  
Moorhead School Board Policy 505: Student Surveys  
~~MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records—Privacy—Access to Data)~~

PUBLIC NOTICE

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

1. Parents/guardians and eligible students are hereby informed that they have the following rights:



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

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

c. That the parent/guardian 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/guardian 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/guardian 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 (FERPA), 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/guardian or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of ~~pupil~~ student 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](http://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/guardians 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/guardians 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/guardian or student when required prior to disclosure.

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

4. Pursuant to applicable law, Independent School District No.152 gives notice to parents/guardians 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; grade level; 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 photos in the normal course of school activities and other similar information to include data recorded by cameras on school property, including school buses. "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/guardian of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's/guardian's or eligible student's prior written consent except to school officials as provided under federal law.

c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent/guardian 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/guardian, as appropriate;

(2) Home address;

(3) School presently attended by student;

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

5. Pursuant to applicable law, Independent School District No. 152 hereby gives notice to parents/guardians of secondary students and eligible students of their rights regarding release of information to military recruiting officers. The school district must release, without parent/guardian 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/GUARDIAN 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/GUARDIAN 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/GUARDIAN, AS APPROPRIATE;
- (2) HOME ADDRESS;
- (3) STUDENT'S GRADE LEVEL;
- (4) SCHOOL PRESENTLY ATTENDED BY STUDENT;
- (5) PARENT'S/GUARDIAN'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~~ Student 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

Dated:  
Signed:  
Chair:

## Students in Homeless Situations

|                   |                     |
|-------------------|---------------------|
| Type:             | School Board Policy |
| Section:          | 500 STUDENTS        |
| Code:             | 514                 |
| Adopted Date:     | 8/26/2002           |
| Revised Date(s):  | 01/08/2007          |
| Reviewed Date(s): | 01/08/2007          |
| Attached Files:   | No Documents Found. |

---

### I. PURPOSE

The purpose of this policy is to define the rights and responsibilities to students in homeless situations.

### II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead Area Public School Board recognizes that maintaining school of origin enrollment and a regular, mainstream environment has a positive impact on the academic achievement of students in homeless situations. Therefore, every effort will be made to eliminate, to the extent possible, any barriers that limit equal access to education programs and services, or limit the opportunity for students in homeless situations to reach high standards.

#### A. Definition of Homeless Child and Unaccompanied Youth

Pursuant to McKinney-Vento 42 USC 11434a[2] and Education Law 3209 (1)(a), a homeless child is defined as a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. This definition includes a child who is:

ø1. sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up);

ø2. living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;

3. living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings;

ø4. abandoned in hospitals;

ø5. awaiting foster care placement; or

6. a migratory child who qualifies as homeless because he or she is living in circumstances described above.

7. An unaccompanied youth is a homeless child for whom no parent or person in parental relation is available.

#### B. Services

Children and youth in homeless situations will be provided services comparable to those received by other students including transportation to and from their school of origin to the extent possible. The district will designate a liaison for students in homeless situations who will ensure that the rights of homeless students are protected and they have the opportunity to reach the same high academic standards expected of all students.

#### C. Enrollment

Evidence of immunizations, guardianship, residential status or other documentation will not be barriers to immediate enrollment of students in homeless situations. Where appropriate, the enrolling school building administrator will refer the parent or guardian to the district homeless liaison for assistance in obtaining appropriate documentation. The district homeless liaison will also assist unaccompanied youth with placement/enrollment choices.

#### D. Placement

To the extent feasible, students in homeless situations will remain in their school of origin and transportation will be provided. They have the right to stay in their school of origin for the entire time they are homeless, or until the end of any academic year in which they move into permanent housing, unless a parent or guardian chooses otherwise.

E. Disputes regarding the educational placement of a student in a homeless situation will be expeditiously addressed through a dispute resolution process. Parents or guardians and unaccompanied youth must be informed of the process and in the event of a dispute, the student must be immediately enrolled in the school of choice while the dispute is being resolved.

#### Legal References:

McKinney-Vento Homeless Assistance Act, 2002

Education Law 3209(1)(a)



## Student Discipline

Type: School Board Policy  
Section: 500 STUDENTS  
Code: 551  
Adopted Date: 6/13/1989  
Revised Date(s): 05/11/2009, 06/14/2010  
Reviewed Date(s): 07/28/1992, 06/28/1994, 06/08/1998, 06/11/2001, 05/13/2002, 06/09/2003, 06/14/2004, 06/13/2005, 06/26/2006, 06/11/2007, 05/12/2008, 05/11/2009, 06/14/2010

### Attached Files:

No Documents Found.

## I. PURPOSE

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

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

## II. GENERAL STATEMENT

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

The School Board recognizes that individual responsibility and mutual respect are essential components of the educational process. The School Board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.



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

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the School Board, with the participation of school district administrators, teachers, employees, students, parents/guardians, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

## II. RIGHTS AND RESPONSIBILITIES OF STUDENTS - AREAS OF RESPONSIBILITY

A. The School Board. The School Board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

3. Superintendent. The Superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents/guardians responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The Superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents/guardians. Any guidelines or directives established to implement this policy shall be submitted to the School Board for approval and shall be attached as an addendum to this policy.

2. Building Administrator. The building administrator is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final School Board approval. The building administrator shall give direction and support to all school personnel performing their duties within the framework of this policy. The building administrator shall consult with parents of students conducting themselves in a manner contrary to the policy. The building administrator shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents/guardians. A building administrator, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm to themselves or to another.

1. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm to themselves or to another.

4. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the Superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm to themselves or to another.

5. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

6. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the

Code of Student Conduct and this policy.

H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

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

#### IV. STUDENT RIGHTS

All student have the right to an education and the right to learn.

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

- ~~1. To citizenship as granted by the U.S. Constitution and the State of Minnesota. Civil rights may not be abridged, obstructed, or in any other way altered, except in accordance with due process of law.~~
- ~~2. To freedom from harassment due to gender, religion, culture, disability, race, sexual orientation, and/or age and to seek redress of such infractions by reporting such harassment to a building administrator, counselor, teacher, or other school official.~~
- ~~3. To fair, consistent uniformity of application of rules without discrimination or bias within the learning environment.~~
- ~~4. To air grievances, problems and concerns through legitimate channels and to propose changes in rules or policy through channels provided by the schools for all students.~~
- ~~5. To express opinions and feelings as well as criticisms without violating the rights of others and to make choices through appropriate means.~~
- ~~6. To privacy regarding school records consistent with legal requirements.~~
- ~~7. To privacy and security in his/her person, papers, and effects.~~
- ~~8. To be informed orally or in writing of any disciplinary charges and corrective measures in a manner consistent with the Pupil Fair Dismissal Act.~~
- ~~9. To be allowed to present his/her version of an incident in question in a fair hearing before any consequences are determined.~~
- ~~10. To expect a safe, stimulating, and productive learning environment without interruptions, disruptions, or distractions from within or without the classroom setting.~~
- ~~1. To have equal access to student activities and organizations.~~
- ~~2. To be informed of all policies, rules, and regulations he/she shall be expected to follow in the classroom, building, and district via an easily understood form using written, visual, and oral approaches as necessary.~~
- ~~3. To homebound instruction when extended absence is due to medical reasons.~~
- ~~4. To make up within prescribed timelines work missed during any excused absence without discrimination or~~

harassment.

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

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

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

18. To expect authority to protect these rights.

3. V. STUDENT RESPONSIBILITIES Every student has the responsibility...

All students have the responsibility:

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

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

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

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

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

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

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

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

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

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

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

12. To refrain from bringing onto school property or to school-sponsored events any materials or items which would cause, or tend to cause, a disruptive activity or endanger the health of students or other persons. Students should note that lockers are school property and may be searched without cause or notice. Searches may be conducted under the authorization of the building administrator or a representative designated by the building administrator. Search of an area assigned to a student shall be made in the presence of an adult witness and, if practicable, in the presence of the

~~student. Illegal items will be seized by school authorities, and police will be notified. Items which are used to disrupt or interfere with the educational process will be removed from the student's possession.~~

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

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

#### ~~IV. SCHOOL AND COMMUNITY RESPONSIBILITIES~~

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

~~A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;~~

~~B. To attend school daily, except when excused, and to be on time to all classes and other school functions;~~

~~C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;~~

~~D. To make necessary arrangements for making up work when absent from school;~~

~~E. To assist the school staff in maintaining a safe school for all students;~~

~~F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;~~

~~G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;~~

~~H. To be aware of and comply with federal, state, and local laws;~~

~~I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;~~

~~J. To respect and maintain the school's property and the property of others;~~

~~K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;~~

~~L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;~~

~~M. To conduct themselves in an appropriate physical or verbal manner; and~~

~~N. To recognize and respect the rights of others.~~

#### ~~A. SCHOOL BOARD RESPONSIBILITIES~~

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



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

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

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

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

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

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

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

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

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

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

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

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

#### ~~C. CENTRAL ADMINISTRATION RESPONSIBILITIES~~

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

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

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

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

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

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

#### ~~D. BUILDING ADMINISTRATOR RESPONSIBILITIES~~

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

2. To establish and implement rules and regulations governing conduct of students which are consistent with the Minnesota statutes and School Board policies.
3. To ensure that individual teachers have agreed upon discipline plans.
4. To be readily available to handle discipline in an emergency.
5. To appoint a designee from the certified staff to assume authority in the building administrator's absence.
6. To delegate appropriate duties to the assistant building administrator.
7. To be responsible for informing students, parents/guardians, and community groups of the current rules and regulations.
8. To be responsible for discussion of the rules, rights, and responsibilities with students during their first week of school.
9. To impose suspension consistent with the Minnesota Pupil Fair Dismissal Act.
10. To recommend to the Superintendent the exclusion or expulsion of a student if necessary.
11. To assure that all system-wide regulations and school rules regarding discipline are applied consistently.
12. To take prompt corrective action for referred violations of discipline regulations.
13. To inform the parent(s)/guardian(s) and involved staff members, when appropriate, of actions taken for referred violations.
14. To inform the parent(s)/guardian(s), upon request, of measures taken to assure student's rights and safety.
15. To report all illegal activities to appropriate authority as required by law or as necessary to maintain school discipline and order.
16. To take responsibility for and custody of a pupil removed from class.
17. To confer at least annually with school building employees to review the Discipline Handbook and discuss whether its provisions are enforced.

#### E. TEACHER RESPONSIBILITIES

1. To encourage all students to develop self-discipline and respect for authority.
2. To treat all students with dignity.
3. To recognize individual differences among students.
4. To prepare a classroom management plan that meets his/her needs and confer with the building administrator regarding the acceptability of the plan as it relates to the school's discipline philosophy, model and school district policy. Teachers will post and inform students and parents of classroom expectations.
5. To inform parent(s)/guardian(s) through standardized notification of student deficiency.
6. To ensure the enforcement of school rules as listed in the student handbook.



~~7. To refrain from the use of inappropriate expressions.~~

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

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

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

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

#### ~~12. ALL OTHER SCHOOL PERSONS WITH RESPONSIBILITY FOR STUDENT CONDUCT~~

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

~~- To communicate or confer with teachers or administrators regarding discipline problems.~~

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

#### V. CODE OF STUDENT CONDUCT

1. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school remises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

2. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

3. The use of profanity or obscene language, or the possession of obscene materials;

4. Gambling, including, but not limited to, playing a game of chance for stakes;

5. Violation of the school district's Hazing Prohibition Policy;

6. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

7. Violation of the school district's Student Attendance Policy;

8. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco or tobacco paraphernalia;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school

property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;

29. Violation of the school district' Bullying Prohibition Policy;

30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

1. Criminal activity;

2. Falsification of any records, documents, notes, or signatures;

3. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

4. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

5. Impertinent or disrespectful language toward teachers or other school district personnel;

6. Violation of the school district's Harassment and Violence Policy;

7. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

8. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

9. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

10. Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory,

abusive, obscene, threatening, intimidating, or that degrades other people;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

45. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

#### V. DISCIPLINARY ACTION OPTIONS

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

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

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

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

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

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



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

5. Grounds for Removal—Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in his policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

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

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

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

8. Suspension

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

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

Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. The school administration may not impose consecutive suspensions against the same student for the

same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

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

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

- (1) the parent(s)/guardian(s) requests a meeting;
- (2) the student is removed from the student's current placement for five or more consecutive days;
- (3) the student's total days of removal from the student's placement during the school year exceed ten cumulative days in a school year. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. A separate administrative conference shall be conducted for each period of suspension;
- (4) the removal constitutes a change of placement.

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

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

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

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

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

Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statute Section 123A.05 selected to allow the pupil to progress toward meeting Minnesota Academic Standards under Section 120B.02 although in a different setting. The alternative education setting is determined by the IEP Team. A student with a disability or an IEP can be placed in a 15-school day interim alternative educational setting if at a school/premise the student possesses a weapon,



~~knowingly possesses/uses illegal drugs or inflicts serious bodily injury upon another person.~~

~~Suspension procedures:~~

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

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

~~3) Written notice of grounds for suspension—A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of Minnesota Statute Sections 121A.40 to 121A.56 shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent(s)/guardian(s) by mail within 48 hours of the conference (Administrative Procedure 51.1). The district shall make reasonable efforts to notify the parent(s)/guardian(s) of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent(s)/guardian(s) within 48 hours of the suspension. Service by mail is complete upon mailing.~~

~~4) Suspension pending expulsion or exclusion—Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the School Board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.~~

~~0. Expulsion or Exclusion—~~a. "Expulsion" means a School Board action to prohibit an enrolled student from further attendance for up to 12 months from the date the pupil is expelled. The authority to expel rests with the School Board.

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

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

~~—No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent(s)/guardian(s).~~

~~—The student and parent(s)/guardian(s) shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent(s)/guardian(s) personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. 121A.40–121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent(s)/guardian(s) of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the~~

hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent(s)/guardian(s) that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

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

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

h. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

i. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent(s)/guardian(s) that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The School Board may appoint an attorney to represent the school district in any proceeding.

j. If the student designates a representative other than the parent(s)/guardian(s), the representative must have a written authorization from the student and the parent(s)/guardian(s) providing them with access to and/or copies of the student's records.

k. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

l. At a reasonable time prior to the hearing, the student, parent(s)/guardian(s), or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

m. The student, parent(s)/guardian(s), or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

n. The student, parent(s)/guardian(s), or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

o. The student cannot be compelled to testify in the dismissal proceedings.

p. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the School Board and served upon the parties within two (2) days after the close of the hearing.

q. The School Board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The School Board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

~~f. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner within twenty-one (21) calendar days of School Board action pursuant to Minn. Stat. 121A.49. The decision of the School Board shall be implemented during the appeal to the Commissioner.~~

~~g. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.~~

~~h. The school district shall report each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report shall include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The dismissal report must include state student identification numbers of affected students.~~

~~i. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent(s)/guardian(s) by mail of the student's right to attend and to be reinstated in the school district.~~

~~j. The school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.~~

~~1. Alternative Program—"Alternative Program" means educational opportunities made available within the school district but possibly at a site different from a student's originally assigned school.~~

~~2. Referral to Learner Support Services—A student who has not been determined to be eligible for special education but is suspected of having a disability and in need of special education, may be referred to the Special Education Child Study Team at his/her school. If the student is evaluated and found to have a disability and also found to be a student in need of specialized instruction as identified in an IEP, the team will consider if a behavioral intervention plan or other behavioral supports are appropriate.~~

~~3. Referral to Juvenile Authorities or Police—If a student's misbehavior violates the law, juvenile authorities or police will be contacted by the building administrator or designated representative. Every reasonable attempt shall be made to notify parents/guardians at the same time juvenile authorities or police are called. If the officer indicates that he/she is arresting the pupil, with or without a warrant, that officer shall have complete jurisdiction and responsibility in the matter and the building administrator or designee shall not interfere with the student's removal from the building.~~

~~4. Student conference with teacher, building administrator, counselor, or other school district personnel, and verbal wa~~

~~5. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.~~

~~6. Parent/guardian contact;~~

~~7. Parent/guardian conference;~~

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Expulsion under the Pupil Fair Dismissal Act;

S. Exclusion under the Pupil Fair Dismissal Act; and/or

T. Other disciplinary action as deemed appropriate by the school district.

#### VIII. REMOVAL OF STUDENTS FROM CLASS

A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to procedures established in the MAPS Discipline Handbook adopted by the School Board. "Class period" or "activity period" means, in secondary grades, instruction for a given course of study. A class period or activity period means, in elementary grades, a period of time not to exceed one hour, regardless of the subject of instruction.

Grounds for removal from class shall include any of the following:



1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

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

3. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

#### 2. Procedure for the Classroom Teacher to Remove a Student From a Class Pursuant to the Pupil Fair Dismissal Act

. When circumstances permit, a student shall be removed from class upon agreement of the appropriate teacher and building administrator after an informal conference with the student.

. The removal from class may be imposed without an informal conference where it appears that the student will create an immediate and substantial danger to himself/herself or to persons or property. If a student is removed from class due to immediate and substantial danger to himself/herself and no conference has been held, the teacher will notify the office immediately to inform the building administrator of the action taken.

. The length of time of the removal from class shall be at the discretion of the building administrator, after consultation with the teacher, subject to the provisions of Minn. Stat. § 127.41, Subd. 3(e) and the Pupil Fair Dismissal Act.

. A written disciplinary report shall be submitted by the teacher or district employee within 24 hours of the removal of any student from his/her class.

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

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

#### 1. Responsibility For and Custody of a Student Removed From Class

1. A student removed from class shall be the responsibility of the building administrator or lawful designee.

2. A student removed from class must report directly to the building administrator's office. Prior to the student's removal, the teacher or district employee shall inform the office by telephone of the student's removal, the reason for the removal, and the time of the removal.

3. The teacher shall determine if the student requires a school employee to accompany him/her to the office, and, if so, shall then make the necessary arrangements.

#### E. Return of a Student Procedure

1. The building administrator or designee shall complete the appropriate follow-up disciplinary consequences and school documentation with the student.

2. The building administrator or designee shall readmit the student.

#### E. Notification Procedure

1. The building administrator or designee shall determine the necessity of parent/guardian notification resulting from the student being removed from class.

2. The building administrator or designee shall work with the teacher to notify the student of the violation of the discipline rules and resulting disciplinary action.

#### F. Reasonable Force

A teacher, school employee, bus driver or other agent of the district may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm to themselves or to another.

1. A teacher or building administrator, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

2. A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm to themselves or to another.

#### IX. Prior to Dismissal Notification

A. The building administrator or designee shall read the Tennessee Warning to the student prior to investigating the disciplinary incident when a dismissal from school may be the result of disciplinary action. The student's parent/guardian shall be notified, when possible, prior to the reading of the warning.

B. The building administrator or designee shall record the notification of the student receiving the Tennessee Warning, including the disciplinary action documentation.

#### IX. DISMISSAL



A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable School Board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

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

#### C. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

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

3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration

may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.

6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

7. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. Administrative Procedure 551.1.)

8. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

9. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

10. Notwithstanding the foregoing provisions, the student may be suspended pending the School Board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are

plemented to the extent that suspension exceeds five (5) days.

#### D. Expulsion and Exclusion Procedures

1. "Expulsion" means a School Board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the School Board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.

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

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

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

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

7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The School Board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the School Board and served upon the parties within two (2) days after the close of the hearing.

17. The School Board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The School Board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner within twenty-one (21) calendar days of School Board action pursuant to Minn. Stat. § 121A.49. The decision of the School Board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to



attend and to be reinstated in the school district.

#### X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

#### XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, building administrator or other school district official may provide additional notification as deemed appropriate.

#### XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

#### XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Where a student is dismissed for five (5) or more consecutive days, or has accumulated more than ten (10) days of dismissal over the course of the school year, the school district will convene a meeting to determine whether the student's educational program is appropriate and to review all relevant information in order to determine whether the behavior subject to discipline is a manifestation of the student's disability. Such a meeting must be held within ten (10) school days of the school district's decision to remove the student from his or her current educational placement and must be held before commencing an expulsion or exclusion of the student. If the student's educational program is appropriate and the behavior is *not* a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline *is* a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior. If the student was placed in a 45-day interim alternative educational setting pending the manifestation determination, the student will be turned to the placement from which the student was removed unless the student and school district agree to a change of placement as part of the modification of the behavioral intervention plan.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

#### XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

#### 14. Restorative Discipline Measures:

a) Restorative Discipline is a type of discipline that seeks to restore damages made by the offending student. A reasonable followup to a destructive action may be to try to restore, replace, repair, cleanup or apologize, as the situation may dictate.

b) Restorative Justice is a process whereby all the parties with a stake in a particular offense come together to resolve collectively how to deal with the aftermath of the offense and its implications for the future. A restorative process consists of a face-to-face encounter in the presence of a trained facilitator. The affected parties are brought together by a facilitator to discuss how they and others have been harmed by the incident and how that harm might be repaired. Participants include the victim, the offender, individuals who support each of them and others who have been affected by the incident. Participation in the process is voluntary on the part of the victim or offender. This process is used in conjunction with the Clay County Restorative Justice Program.

#### VI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, building administrator or other school district officials may provide additional notification as deemed appropriate.

#### VII. STUDENT DISCIPLINE RECORDS



A. It is the policy of the school district that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13. A student's formal disciplinary record will be transferred to any private or public school where a student is enrolling, or seeking to enroll full time or part time. The transmittal must confirm with the Family Educational Rights and Privacy Act (FERPA). A student's expulsion, withdrawal or transfer from a school resulting from a weapons violation may only be disclosed to another school district relating to the admission of the student, unless the information is otherwise public.

B. The school district must report, through the Minnesota Department of Education electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. The report must include a statement of alternative educational services given the student and the reason for the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include the state student identification numbers of affected students.

## VIII. DISABLED STUDENTS

Students who are currently identified as disabled under IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 Plan specified a necessary modification.

## X. STANDARDS OF CONDUCT

Students who have been expelled and/or excluded from other districts will be admitted to the Moorhead school district only after the preparation of an admission plan. This plan, which shall be developed by the school district, shall include measures to improve a student's behavior and require parental involvement in the admission process as well as indicating the consequences to the student of not improving the student's behavior.

In accordance with the Minnesota Pupil Fair Dismissal Act, students of the district may be disciplined, suspended, expelled, or excluded for the reasons delineated below in addition to other situations which fall within the grounds contained in the Minnesota Pupil Fair Dismissal Act:

- 1. Willful violation of any rule of conduct specified in the discipline policy adopted by the School Board;
- 2. Willful conduct materially and substantially disrupting the rights of others to an education; and,
- 3. Willful conduct which endangers school district employees, the pupil or other pupils, or the property of the school.

Discipline should not be confused with punishment. The goal of discipline is a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct. Disciplinary policies within the public schools shall be enforced within the general guidelines as set forth below. These guidelines describe clearly the various administrative actions which will be taken for violations of the law and the school district standards of behavior.

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the corrective actions in Section IV including detention, removal from class, in-school suspension, out-of-school suspension, and restorative measures as fitting in a particular disciplinary situation.

This disciplinary policy will be applied to students with disabilities if: (1) an IEP Team for the student concludes that application of the disciplinary policy is indeed appropriate for the student, taking into consideration the student's

disability; and, (2) if the disciplinary policy has been given to the student's parent(s)/guardian(s) with an indication that the team has concluded its application to be appropriate to the individual student.

Students may be subject to disciplinary action for conduct on or off school property which has a direct and immediate effect on the discipline or the general welfare of the school. This policy is particularly applicable where disciplinary action is reasonably necessary for the physical or emotional safety of the student, other students, teachers or other school personnel, or for the safety of school property. Measured by this standard, acts which may result in disciplinary action include but are not limited to the following:

#### A. VIOLATIONS AGAINST PERSONS AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the corrective actions in Section IV including detention, removal from class, in-school suspension, out-of-school suspension, and restorative measures as fitting in a particular disciplinary situation.

1. ASSAULT—IN POSSESSION OF WEAPON: A student who threatens bodily harm or death to another without material physical contact while in possession of a weapon.—Parent(s)/Guardian(s) notification—Immediate out-of-school suspension—Confiscation of weapon—Immediate notification of police  
—Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

While the school district and the school takes a "Zero Tolerance" position on the possession, use or distribution of weapons by students, the Superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

2. ASSAULT—THREAT: A threat of bodily harm or death against another person, without material physical contact.  
—Parent(s)/Guardian(s) conference—Suspension

3. BULLYING: "Bullying" means any written, verbal or electronic expression (Facebook, e-mail), physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance.—Student conference—Parent(s)/Guardian(s) notification

4. DIRECT ATTACK ON ANOTHER PERSON—Defined as attacking another person carried out by violent means, for example by hitting or knocking to the ground.

Students in grades K-5:—Parent(s)/Guardian(s) conference—1-5 day suspension  
Students in grades 6-12:—Parent(s)/Guardian(s) conference—Suspension—Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.—Notification of police.

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

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

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

a. Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn; b. Willful conduct that endangers surrounding persons, including school district employees, the student or

other students, or the property of the school; and c. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the School Board.—Removal from class—Parent(s)/Guardian(s)/Teacher conference prior to return—Detention

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

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

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

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

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

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

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

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

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

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

14. VIOLATIONS AGAINST PROPERTY AND MINIMUM CORRECTIVE ACTIONS



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

1. ARSON: This is the intentional destruction or damage to any school building or property by means of fire or explosive.— Immediate notification of legal authorities— Suspension— Parent(s)/Guardian(s) conference

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

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

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

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

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

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

#### C. OTHER VIOLATIONS AND MINIMUM CORRECTIVE ACTIONS

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

1. ALCOHOL: This refers to the possession, use, or being under the influence of any alcoholic product while on the school grounds or at school sponsored activities.— Notification of legal authorities— Suspension— Referral to Student Assistance Program— Parent(s)/Guardian(s) conference— Suspension from attending school-related activities as detailed below.

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

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

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

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

[Note:— Weeks are counted as calendar weeks.]

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

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

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

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

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

~~(Note: Weeks are counted as calendar weeks.)~~

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

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

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

~~5. TOBACCO — USE: This is defined as the use of any type of tobacco product, chewing, holding a lighted tobacco product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities. — Referral to legal authorities — Parent(s)/Guardian(s) conference~~

### ~~3. VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE AND MINIMUM CORRECTIVE ACTIONS~~

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

~~—CHRONIC AND UNEXCUSED ABSENTEEISM — Parent(s)/Guardian(s)/Student Conference — Detention — Referral to Truancy Intervention Program~~

~~—CONTINUAL WILLFUL DISOBEDIENCE: "Continual Willful Disobedience" means repeated refusal to follow school rules and regulations after conference resulting from the first violation. — Suspension — Parent(s)/Guardian(s) conference~~

~~—DANGEROUS AND NUISANCE ARTICLES: A "Dangerous or Nuisance Article" is any article that, in the opinion of the school staff, may create danger, disturbance or may interfere with the normal conduct of the school. These devices may include but are not limited to: water guns, beepers, electronic games, and laser lights. — Confiscation — Student conference~~

~~—DEFIANCE OF AUTHORITY: This is defined as willful refusal to follow the legal direction/order given by a staff member. — Suspension — Parent(s)/Guardian(s) conference~~

5. ~~ELECTRONIC NETWORK ACCEPTABLE USE:~~ This applies to the use and access to the school district computer system and safe use of the Internet, including electronic communications. The use of this resource is a privilege and not a right. The district may suspend or revoke a student's access to the electronic resources network if district policies for procedures have been violated. Parent(s)/Guardian(s) conference

6. ~~LEAVING THE SCHOOL GROUNDS:~~ This applies to leaving the school grounds during school hours without the proper clearance. Student conference—Detention

7. ~~MISBEHAVIOR ON SCHOOL BUS~~ Elementary (K-5) 1st offense—Warning 2nd offense—3 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s). 3rd offense—5 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s). 4th offense—10 day suspension from riding the bus/meeting with parent(s)/guardian(s). Further offenses—Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.

\* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

Middle School and Secondary (6-12) 1st offense—Warning 2nd offense—5 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s). 3rd offense—10 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s). 4th offense—20 day suspension from riding the bus/meeting with parent(s)/guardian(s). 5th offense—Suspended from riding the bus for the remainder of the school year.

\* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

8. ~~PERSONAL ELECTRONIC DEVICES (PEDs):~~ Personal electronic devices include all electronic communication and entertainment devices that can be used by an individual that includes phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants. a) The district shall not be liable for the loss, damage or misuse of any electronic device brought to school. b) PEDs may not be attached to the school network with a wired or wireless connection. c) Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed. d) PEDs may be used in designated areas during school hours. The building administration will determine the designated common areas. Those areas will be indicated by signage and outlined in the school handbook. e) PEDs may only be used in the classroom with teacher approval. f) PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use). Student conference—Parent(s)/Guardian(s) conference—Confiscation

9. ~~RECORD AND IDENTIFICATION FORGERY:~~ This category includes falsifying signatures or data as well as refusal to give proper identification when requested to do so by a staff member. Parent(s)/Guardian(s) conference—Detention

10. ~~SEVERE MISBEHAVIOR OR CONTINUED DISORDERLY CONDUCT ON SCHOOL BUS~~ Denial of transportation on school bus according to district policy

11. ~~STUDENT ATTIRE:~~ This refers to student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership. Student conference



~~12. TRESPASSING: This refers to persons physically present on a school campus or at a school activity after being requested to leave by the building administrator or other person lawfully responsible for the control of said premises.—Warning—Referral to legal authorities—Parent(s)/Guardian(s) conference~~

~~13. WILLFUL DISOBEDIENCE: "Willful Disobedience" is defined as any refusal to follow published school rules and regulations.—Student conference~~

#### ~~X. OPEN ENROLLED STUDENTS~~

~~The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Options Program (Minn. Stat. 124D.03) or Enrollment in Nonresident District (Minn. Stat. 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.~~

#### ~~XI. DISTRIBUTION OF POLICY~~

~~The MAPS Discipline Handbook is distributed to all students at the beginning of each school year and to all new students and parents/guardians upon enrollment. This policy shall also be available upon request in each building administrator's office and the district website ([www.moorhead.k12.mn.us](http://www.moorhead.k12.mn.us)).~~

#### ~~XII. REVIEW OF THE POLICY~~

~~The building administrator or other person having general control and supervision of the school, and representatives of parents/guardians, students and staff in a school building shall confer at least annually to review the discipline policy and to assess whether the policy has been enforced. The Moorhead School Board must conduct an annual review of the districtwide discipline policy.~~

#### ~~Legal References:~~

~~Minn. Stat. Chapter 13 (Minnesota Government Data Practices Act)~~

~~Minn. Stat. 13.04, Subd. 2 (Rights of Subjects of Data)~~

~~Minn. Stat. 120B.02 (Educational Expectations for Minnesota Students)~~

~~Minn. Stat. 120B.232 (Character Development Education)~~

~~Minn. Stat. 121A.26 (School Preassessment Teams)~~

~~Minn. Stat. 121A.27 (School and Community Advisory Team)~~

~~Minn. Stat. 121A.29 (Reporting; Chemical Abuse)~~

~~Minn. Stat. Sections 121A.40 to 121A.56 (Pupil Fair Dismissal Act)~~

~~Minn. Stat. 121A.575 (Alternatives to Pupil Suspension)~~

~~Minn. Stat. 121A.582 (Reasonable Force)~~

Minn. Stat. 121A.60-121A.61 (Removal From Class)

Minn. Stat. 123A.05 (Area Learning Center Organization)

Minn. Stat. 124D.03 (Enrollment Options Program)

Minn. Stat. 124D.08 (Enrollment in Nonresident District)

Minn. Stat. Chapter 125A (Students With Disabilities)

Minn. Stat. Chapter 260A (Truancy)

Minn. Stat. Chapter 260C (Juvenile Court Act)

20 U.S.C. 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)

29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, 504)

34 C.F.R. 300.530(e)(1) (Manifestation Determination)

Cross References:

Moorhead School Board Policy 420: Chemical Use and Abuse

Moorhead School Board Policy 515: School District Student Attendance

Moorhead School Board Policy 552: Corporal Punishment

Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead School Board Policy 571: Hazing Prohibition

Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School

Moorhead School Board Policy 573: Tobacco-Free Environment

Moorhead School Board Policy 574: Search of Student Lockers, Desks, Personal Possessions, and Student's Person

Moorhead School Board Policy 575: Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches

Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy

Moorhead School Board Policy 577: Student Dress and Appearance

Moorhead School Board Policy 578: Bullying Prohibition

Moorhead School Board Policy 721: Student Transportation Safety

Moorhead School Board Policy 730: School District Copyright Policy

Moorhead School Board Policy 731: Moorhead Public Schools Electronic Network and Systems Acceptable Use and Safety

## Hazing Prohibition

|                   |                        |
|-------------------|------------------------|
| Type:             | School Board Policy    |
| Section:          | 500 STUDENTS           |
| Code:             | 571                    |
| Adopted Date:     | 2/9/1998               |
| Revised Date(s):  | 02/12/2007             |
| Reviewed Date(s): | 06/09/2003, 02/12/2007 |
| Attached Files:   | No Documents Found.    |

---

### 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 ~~District~~ 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 school-related 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, the administrator's designee, or the building supervisor (hereinafter building report taker) 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. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Superintendent or the school district human rights officer (Human Resource Director) by the reporting party or complainant.

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. School district personnel who fail to inform the building report taker of conduct that may constitute hazing in a timely manner may be subject to disciplinary action.

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.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

## 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 Moorhead Area Public 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.

D. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a hazing incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

## 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~~ annual review of the handbook with students and staff.

Legal References:

~~Minnesota Statute~~, 121A.69 (Hazing Policy)

~~Minnesota Statute~~, 121A.40 to 121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)

Cross References:

Moorhead School Board Policy 541: Student Activity Eligibility

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 570: Prohibition of Harassment and Violence



## **Prohibiting Intimidation and Bullying**

|                          |                     |
|--------------------------|---------------------|
| <b>Type:</b>             | School Board Policy |
| <b>Section:</b>          | 500 STUDENTS        |
| <b>Code:</b>             | 578                 |
| <b>Adopted Date:</b>     | 3/8/2004            |
| <b>Revised Date(s):</b>  | 05/12/2008          |
| <b>Reviewed Date(s):</b> | 05/12/2008          |
| <b>Attached Files:</b>   | No Documents Found. |

---

### **I. PURPOSE**

The purpose of this policy is to assist the Moorhead Area Public Schools in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

### **II. GENERAL STATEMENT**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying/~~intimidation~~ like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The Moorhead Area Public Schools cannot monitor the activities of students at all times and eliminate all incidents of bullying/~~intimidation~~ between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying/~~intimidation~~ and to take action to investigate, respond, remediate, and discipline those acts of bullying/~~intimidation~~ which have not been successfully prevented.

A. An act of bullying/~~intimidation~~, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying/~~intimidation~~ but also to students who, by their indirect behavior, condone or support another student's act of bullying/~~intimidation~~. This policy also applies to any student whose conduct at any time or in any place constitutes bullying/~~intimidation~~ that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees. The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the school district by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs, also may constitute an act of bullying regardless of whether such acts are committed on or off school district property and/or with or without the use of school district resources.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying/~~intimidation~~.

C. Apparent permission or consent by a student being bullied/~~intimidated~~ does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying/~~intimidation~~ is prohibited.

E. False accusations or reports of bullying/~~intimidation~~ against another student are prohibited.

F. A person who engages in an act of bullying/~~intimidation~~, reprisal, or false reporting of bullying/~~intimidation~~ or permits, condones, or tolerates bullying/~~intimidation~~ shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying/~~intimidation~~ may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying/~~intimidation~~ or engage in an act of reprisal or intentional false reporting of bullying/~~intimidation~~ may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying/~~intimidation~~ may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. The Moorhead Area Public Schools will act to investigate all complaints of bullying/~~intimidation~~ and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying/~~Intimidation~~" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to ~~one~~ or more a student or group of students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying/~~Intimidation~~ includes, but is not limited to, conduct by a student against another student or a group of students that a reasonable person under the circumstances knows or should know has the effect of:

1. harming a student or a group of students;
  2. damaging a student's or a group of students' property;
  3. placing a student or a group of students in reasonable fear of harm to ~~his or her~~ person or property; ~~or~~
  4. creating a hostile educational environment for a student or group of students; ~~or~~
- A. An act of bullying
5. intimidating a student or a group of students.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school district property or at school-related functions" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying/~~intimidation~~ at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

#### IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the victim of bullying/~~intimidation~~ or any person with knowledge or belief of conduct that may constitute bullying/~~intimidation~~ shall report the alleged acts immediately to the appropriate school district officials (teachers, administrators, coaches/advisors and other employees). A student person may report bullying/~~intimidation~~ anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.

B. The Moorhead Area Public Schools encourages the reporting party or complainant to use the report form (Administrative Procedure 578.1) available from the building administrator or the school district office, but oral reports shall be considered complaints as well.

C. The building administrator, ~~or the administrator's designee, or the building supervisor~~ (hereinafter building report taker) is the person responsible for receiving reports of bullying/~~intimidation~~ at the building level. Any person may report bullying/~~intimidation~~ directly to the school district human rights officer (~~Director of Human Resources~~ Director) or the Superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Superintendent or the school district human rights officer by the reporting party or complainant.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying/~~intimidation~~. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying/~~intimidation~~ shall inform the building ~~administrator~~ report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying in a timely manner may be subject to disciplinary action.

E. Reports of bullying/~~intimidation~~ are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

F. Submission of a good faith complaint or report of bullying/~~intimidation~~ will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

G. The Moorhead Area Public Schools will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of bullying/~~intimidation~~, the Moorhead Area Public Schools shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The Moorhead Area Public Schools may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying/~~intimidation~~, consistent with applicable law.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil

Fair Dismissal Act; school district policies; and regulations.

D. The Moorhead Area Public Schools is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s)/guardian(s) of students involved in a(n) bullying/~~intimidation~~ incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

## VI. REPRISAL

The Moorhead Area Public Schools will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged bullying/~~intimidation~~ or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying/~~intimidation~~. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

## VII. TRAINING AND EDUCATION

A. The Moorhead Area Public Schools annually will provide information and any applicable training to school district staff regarding this policy.

B. The Moorhead Area Public Schools annually will provide education and information to students regarding bullying/~~intimidation~~, including information regarding this school district policy prohibiting bullying/~~intimidation~~, the harmful effects of bullying/~~intimidation~~, and other applicable initiatives to prevent bullying/~~intimidation~~.

C. The administration of the school district is directed to implement programs and other initiatives to prevent bullying/~~intimidation~~, to respond to bullying/~~intimidation~~ in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying/~~intimidation~~.

D. 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.

## VIII. NOTICE

The Moorhead Area Public Schools will give annual notice of this policy to students, parents or guardians, and staff through student and employee handbooks.

Legal References:



Minnesota Statute 120B.232 (Character Development Education)  
Minnesota Statute 121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minnesota Statute 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)  
Minnesota Statute 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minnesota Statute 121A.69 (Hazing Policy)

Cross References:

Moorhead School Board Policy 570: Prohibition of Harassment and Violence  
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse  
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults  
Moorhead School Board Policy 576: Moorhead Area Public School District Weapons Policy  
Moorhead School Board Policy 551: Student Discipline  
Moorhead School Board Policy 552: Corporal Punishment  
Moorhead School Board Policy 504: Protection and Privacy of ~~Pupil~~ Student Records  
Moorhead School Board Policy 501: Equal Educational Opportunity  
Moorhead School Board Policy 503: Student Parental, Family and Marital Status  
Nondiscrimination  
Moorhead School Board Policy 571: Hazing Prohibition  
Moorhead School Board Policy 555: Notification to Staff Regarding Placement of Students with Violent Behaviors  
Moorhead School Board Policy 721: Student Transportation Safety ~~Policy~~



## **Title 1 Policy Governing Parental Involvement**

|                          |                        |
|--------------------------|------------------------|
| <b>Type:</b>             | School Board Policy    |
| <b>Section:</b>          | 600 EDUCATION PROGRAMS |
| <b>Code:</b>             | 607                    |
| <b>Adopted Date:</b>     | 8/26/2002              |
| <b>Revised Date(s):</b>  | 01/08/2007             |
| <b>Reviewed Date(s):</b> | 01/08/2007             |
| <b>Attached Files:</b>   | No Documents Found.    |

---

### **I. PURPOSE**

The purpose of this policy is to encourage and facilitate involvement by parents/guardians of students participating in Title I in the educational programs and experiences of students in the Moorhead Area Public Schools. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parent/guardian involvement in relation to decisions about the Title 1 services within the school district. The involvement of parents/guardians by the school district shall be directed toward both public and private school children whose parents/guardians are school district residents or whose children attend school within the boundaries of the school district.

### **II. GENERAL STATEMENT OF POLICY**

A. It is the policy of the Moorhead Area Public Schools to plan and implement, with meaningful consultation with parents/guardians of participating children, programs, activities and procedures for the involvement of parents/guardians in its Title 1 programs.

B. It is the policy of the Moorhead Area Public Schools to fully comply with 20 U.S.C. 6319 which requires the school district to develop jointly with, agree upon with, and distribute to parents/guardians of children participating in Title 1 programs written parental involvement policies.

### **III. DEVELOPMENT OF DISTRICT LEVEL POLICY**

A written parent/guardian involvement policy will be incorporated into Moorhead Area Public Schools' Title 1 plan and will be distributed to parents/guardians of participating children. The policy will establish the expectations for parent/guardian involvement and describe how the school district will:

A. Involve parents/guardians in the joint development of the district's Title 1 plan and the process of school review and improvement;

B. Provide the coordination, technical assistance, and other support necessary to assist schools

in planning and implementing effective parental involvement;

C. Build the schools' and parents'/guardians' capacity for strong parent/guardian involvement;

D. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start and Even Start;

E. Conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents/guardians, and, particularly, with parents/guardians who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority; and,

F. Use the findings of the evaluations to design strategies for more effective parental involvement and to revise , if necessary, the district-level and school-level parental involvement policies .

G. Involve parents/guardians in the activities of the schools.

#### IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

Each school will develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents/guardians of participating children a written parental involvement policy that shall describe the means for carrying out the federal requirements of parental involvement.

A. The policy will describe the means by which each school with a Title 1 program will:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;

2. Offer a flexible number of meetings, and may provide, with funds under Title 1, services to facilitate parental involvement.

3. Involve parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent/guardian involvement programs, including the school parental involvement policy and the joint development of the school wide program plan, unless the school already has a program for involving parents/guardians in the planning and design of its programs that would adequately involve parents/guardians of participating children;

4. Provide parents/guardians of participating children with: timely information about Title 1 programs; school performance profiles as required by law and their child's individual student

assessment results along with an interpretation of the results; a description and explanation of the curriculum in use, the forms of assessment used, and the proficiency levels students are expected to meet; the opportunity to make suggestions, share experiences with other parents/guardians and participate in decisions relating to their child's education; and, timely responses to parents'/guardians' suggestions as soon as practicably possible; and

5. Submit any parent/guardian comments on the school wide program plan when it is submitted to the school district.

B. As a component of this policy, each school shall develop with parents/guardians a school/parent compact which outlines how parents/guardians, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the state's high standards. The compact will:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;

2. Describe the ways each parent/guardian will be responsible for supporting their children's learning, such as monitoring school attendance and homework completion, monitoring television watching, volunteering in the classroom, and participating in as appropriate in decisions relating to his or her child's education and use of extracurricular time.

3. Address the importance of communication between teachers and parents/guardians on an on-going basis through the use of:

a. Annual parent-teacher conferences to discuss the compact and the child's achievement;

b. Progress reports to the parents/guardians; and

c. Reasonable access to staff, opportunities to volunteer, participate, and observe in the child's classroom.

C. To ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians, and community to improve student achievement, the policy will describe how each school and the school district will:

1. Provide assistance to participating parents/guardians in such areas as understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;

2. Provide materials and training to assist parents/guardians in working with their children to improve their children's achievement, including coordinating necessary literacy training and

using technology, as appropriate, to foster parental involvement;

3. Educate school staff, with the assistance of parents/guardians, in the value and contributions of parents/guardians and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between home and school;

4. Coordinate and integrate parental involvement programs and activities with Head Start and other programs, as is feasible and appropriate.

5. Develop appropriate roles for community-based organizations and businesses in parental involvement activities and providing information about and encouraging the formation of partnerships between public schools, businesses and parents/guardians;

6. Conducting activities such as parent/guardian resource centers and opportunities for parents to learn about child development and child rearing, as appropriate and feasible;

7. Ensure, to the extent possible, that information about school and parent/guardian meetings, programs, and activities is sent home in the language used in the homes of the participating children; and

8. May provide other reasonable supports for parental involvement.

D. To carry out the requirements of parental involvement, the Moorhead Area Public Schools will provide full opportunities for the participation of parents/guardians with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents/guardians.

E. The Moorhead Area Schools will assist parents/guardians and parent/guardian organizations in learning of and about parental information and resource centers.

The policies will be updated periodically to meet the changing needs of parents/guardians and the school.

Legal Reference:

20 U.S.C. 6319 (Title I)

Cross Reference:

Moorhead School Board Policy 606: Title I Policy Governing Comparability

## **School District System Accountability**

|                          |                                                                           |
|--------------------------|---------------------------------------------------------------------------|
| <b>Type:</b>             | School Board Policy                                                       |
| <b>Section:</b>          | 600 EDUCATION PROGRAMS                                                    |
| <b>Code:</b>             | 650                                                                       |
| <b>Adopted Date:</b>     | 8/26/2002                                                                 |
| <b>Revised Date(s):</b>  | 05/11/2009, 06/14/2010                                                    |
| <b>Reviewed Date(s):</b> | 11/10/2003, 06/13/2005, 06/11/2007, 05/12/2008,<br>05/11/2009, 06/14/2010 |
| <b>Attached Files:</b>   | No Documents Found.                                                       |

---

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT**

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

### **III. DEFINITIONS**

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

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

### **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**

#### **A. School District Goals**

1. The Moorhead School Board has established school district-wide goals which provide broad



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

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

#### B. System for Reviewing All Instruction and Curriculum

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

#### C. Implementation of Graduation Requirements

1. The Instruction and Curriculum Advisory Committee shall advise the School Board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community.

2. The School Board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the School Board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Instruction and Curriculum Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Instruction and Curriculum Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (the Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the School Board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The School Board will utilize models developed by the Commissioner for measuring individual student progress. The School Board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

#### CD. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

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



improvement process.

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

- a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Academic Standards;
- b. Identifying annual instruction and curriculum improvement goals for recommendation to the School Board;
- c. Making recommendations regarding the evaluation process that is used to measure school district progress toward its goals;
- d. Making recommendations regarding the development of the "Annual Report on Curriculum, Instruction and Student Achievement."

3. The ICAC shall meet the following criteria:

- a. The advisory committee shall ensure active community participation in all planning for instruction and curriculum affecting graduation standards.
  - b. The advisory committee shall make recommendations to the School Board on school district-wide standards, assessments and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local process shall be used for developing a plan for assessment of student progress toward the academic standards as well as program evaluation data for use by the advisory committee in the instruction and curriculum review process. This plan shall annually be approved by the School Board.
4. The advisory committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
- a. Director of School Improvement and Accountability
  - b. Building administrator
  - c. School Board member, representative and alternate

- d. Two high school student representatives
- e. Elementary teacher, secondary teacher, special education teacher, and teacher representing gifted and talented
- f. Two parents/guardians from each school
- g. Two representatives of senior citizens
- h. Two representatives of higher education
- i. Representatives reflecting the diversity of the community
- j. One clergy representative

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

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

October: Become familiar with the instruction and curriculum of the cycle content area.

September, May: Review evaluation results and prepare recommendations.

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

#### D. Evaluation of Student Progress Committee

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

#### E. Educational Planning and Assessment System

The school district may elect to participate in a program to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.

EF. Reporting An "Annual Report on Curriculum, Instruction and Student Achievement" shall be approved by the School Board by October 1 of each year. The reports shall be published in the newspaper with the largest circulation in the district, by mail or by electronic means such as the school district Web site. If electronic means are used, the school district must publish

notice of the report in a periodical of general circulation in the district. The school district must make copies of the report available to the public on request. The public report shall include, but not be limited to, the following:

1. Student achievement goals for meeting the state academic standards;
2. Result of local assessment data, including all data required by Minnesota Rule, Part 3501.0160;
3. School district improvement plans including staff development goals;
4. Progress on previous improvement plans;
5. Amount and type of revenue attributed to each educational site as defined in Minnesota Statutes 123B.04;
6. Names of advisory committee members, dates their terms expire, method of selection and application dates;
7. Periodic reports on constituencies' satisfaction with schools;
8. Biennial evaluations of the school district testing program according to the following:
  - a. written objectives of the assessment program;
  - b. names of tests and grade levels tested;
  - c. use of test results; and
  - d. student achievement results compared to previous years.

Legal References:

Minn. Stat. 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. 120B.11 (School District Process)  
Minn. Stat. 120B.35 (Student Achievement Levels)  
Minn. Stat. 123B.04 (Site Decision Making Agreement)  
Minn. Rule Parts 3501.0010 - 3501.0180 (~~Rules Relating to~~ Graduation Standards - Mathematics and Reading)  
Minn. Rules Part 3501-0160 (District Reporting Requirements)  
Minn. Rule Parts 3501.0200 - 3501.0290 (~~Rules Relating to~~ Graduation Standards - Written Composition)  
Minn. Rules Part 3501.0160 (District Reporting Requirements)  
Minn. Rules Part 3501.0505-3501.0550 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0570-3501.0745 (~~K-12 Standards~~ Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501/1000-35.01.1190 (Graduation-Required Assessment for Diploma)

20 U.S.C. 6301, *et seq.* (No Child Left Behind Act)

Cross References:

Moorhead School Board Policy 104: Mission Statement

Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee

Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools

Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy

Moorhead School Board Policy 652: Staff Development for Minnesota Academic Standards and the No Child Left Behind Act

Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards

Moorhead School Board Policy 656: ~~GRAD~~ Testing, Accommodations, Modifications, and Exemptions for ~~Individualized Education Programs (IEPs)~~, Section 504 ~~Accommodations Plans~~ and ~~Limited English Proficiency (LEP)~~ Students

Moorhead School Board Policy 660: Moorhead Area Public Schools State Mandated Testing Plan and Procedure

**GRAD Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students**

**Type:** School Board Policy  
**Section:** 600 EDUCATION PROGRAMS  
**Code:** 656  
**Adopted Date:** 8/26/2002  
**Revised Date(s):** 12/08/2008, 06/14/2010  
**Reviewed Date(s):** 03/08/2004, 05/09/2005, 06/11/2007, 05/12/2008, 12/08/2008, 06/14/2010  
**Attached Files:** No Documents Found.

---

Title change: Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students

**I. PURPOSE**

The purpose of the policy is to provide adequate opportunity for students identified as having an Individualized Education Program (IEP), Section 504 Accommodation, or Limited English Proficiency (LEP) needs to meet the graduation requirements of Graduation-Required Assessment for Diploma (GRAD) testing.

**II. GENERAL STATEMENT**

A. The Moorhead Area Public Schools will utilize the existing annual review of IEPs or Section 504 Accommodation Plans to review, on a case-by-case basis, the extent of student participation in GRAD testing. For students subject to GRAD testing, the student's IEP or 504 accommodation plan must identify one of the following decisions for each subject area of GRAD:

1. the student is expected to achieve the statewide standard with or without testing accommodations resulting in a "pass" or "p" notation on the record when achieving a passing score; or

2. the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a "pass" or "p" notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minn. Stat 125A.08(a)(1). The IEP or 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be

certified only through documented student performance of the defined assessment.

Students subject to GRAD testing also must be tested under standard conditions as specified by the developer of the test except the students whose IEP or 504 accommodation plan specifies other decisions consistent with the above stated requirements.

B. Students with LEP needs must be identified and accommodations made for students subject to basic skills testing. Students subject to GRAD testing are required to pass the GRAD if they have been enrolled in any Minnesota school for at least four consecutive years. An English language learner (ELL) student who first enrolls in a Minnesota school in grade 9 or above who completes the coursework and any other state and district requirements to graduate within a four-year period is not required to pass the GRAD.

~~B. Students with LEP needs must be identified and accommodations made.~~

### III. DEFINITION OF TERMS

Please refer to Administrative Procedure 656.1.

### IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR GRAD TESTING

Please refer to Administrative Procedure 656.1.

### V. RECORDS

All test accommodations, modifications or exemptions shall be determined through the child study process and/or the counseling department. A process will be arranged for collection of the the accommodation, modification, or exemption data in the fall of the school year. All test accommodations, modifications, or exemptions shall be reported to the District Assessment Coordinator. The District Assessment Coordinator shall be responsible for keeping a list of all such test accommodations, modifications and exemptions for school district audit purposes. This will be done yearly by December 1. Testing results will be documented and reported.

#### Legal References:

Minn. Stat. 120B.11 (School District Process)

Minn. Stat. 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. 125A.08(a)(1) (Individualized Education Programs)

Minn. Rule Parts 3501.0010 - 3501.0180 (~~Rules Relating to~~ Graduation Standards - Mathematics and Reading)

Minn. Rule Parts 3501.0200 - 3501.0290 (~~Rules Relating to~~ Graduation Standards - Written Composition)

~~Minn. Rule Parts 3501.0505 - 3501.0745 (K-12 Standards)~~

Minn. Rules Parts 3501.0505-3501.0550 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)



Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)

Cross References:

Moorhead School Board Policy 104: Mission Statement

Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools

Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy

Moorhead School Board Policy 650: School District System Accountability

Moorhead School Board Policy 660: Moorhead Area Public School District State Mandated Testing Plan and Procedure

## Moorhead Area Public Schools State Mandated Testing Plan and Procedure

|                   |                                                |
|-------------------|------------------------------------------------|
| Type:             | School Board Policy                            |
| Section:          | 600 EDUCATION PROGRAMS                         |
| Code:             | 660                                            |
| Adopted Date:     | 8/26/2002                                      |
| Revised Date(s):  | 05/12/2008                                     |
| Reviewed Date(s): | 04/12/2004, 05/09/2005, 06/11/2007, 05/12/2008 |
| Attached Files:   | No Documents Found.                            |

---

### I. PURPOSE

It is the purpose of this policy to set forth the testing plan and procedure for Moorhead Area Public Schools.

### II. GENERAL STATEMENT

It is the policy of Moorhead Area Public Schools to implement procedures for testing, test security, reporting, documentation, notification to students and parent(s)/guardian(s), and student record keeping in accordance with Minnesota law.

### III. DUTIES OF SCHOOL DISTRICT TEST ADMINISTRATOR

The ~~Assistant Superintendent of Teaching and Learning~~ Director of School Improvement and Accountability, shall be responsible for preparing and presenting annually to the Moorhead School Board for approval, and overseeing the publishing of, the basic ~~standards~~ requirements test administration plan. The ~~Assistant Superintendent of Teaching and Learning~~ Director of School Improvement and Accountability shall file the plan with the Minnesota Department of Education ("~~Department~~" MDE) and deliver the plan to all households in the school district by October 15 of each year. The plan shall include, at a minimum, the following:

- A. The graduation requirements;
- B. The number of opportunities a student shall have to retake tests of basic ~~standards~~ requirements during each year;
- C. The opportunities for remediation for a student who has not passed tests of basic ~~standards~~ requirements;
- D. The process for requesting an additional testing opportunity and accommodations for a senior who has met all other graduation requirements but has not passed one or more basic ~~standards tests~~ requirements;

E. The process for appealing the school district's response to requests in item ~~CD~~; and

F. The method to report breaches in test security procedures to the school district and ~~the Department MDE~~; and.

~~G. Procedures for meeting the needs of Limited English Proficient students, students who require an Individualized Education Program (IEP) or students who require Section 504 Accommodation.~~

#### IV. TEST SECURITY

##### A. Security Requirements.

1. When administering tests for the basic ~~standards requirements~~, the school district shall observe the following test security measures in addition to any requirements imposed by ~~the Minnesota Department of Education~~:

~~1a.~~ All test booklets, answer sheets, and test materials shall be placed in locked storage before and after the test administration;

~~2b.~~ The tests, testing materials, and answer sheets are nonpublic data under Minnesota Statute, 13.34; and

~~3c.~~ No copies of test booklets or answer sheets shall be made; and.

2. When administering a graduation-required assessment for diploma (GRAD), the school district must observe the following test security measures:

a. All test materials must be secured, either physically or electronically, before and after the test administration;

b. All testing materials are nonpublic data under Minn. Stat. 13.34; and

c. A student is required to present valid photo identification before being admitted to the testing site if:

(1) the student is not enrolled in the testing district; or

(2) the student is unknown to the test proctor.

~~43.~~ The school district ~~shall~~ must report any known violations of test security to ~~the Department MDE. The Department shall receive which must accept~~ reports of violations of test security from anyone with knowledge of such an incident.

B. Security Violations. ~~The Department MDE~~ shall investigate any reported incidents of

breaches in test security. The consequences of a violation of test security may include:

1. The invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or
2. Other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

See Administrative Procedure 660.1 for test security procedures.

#### V. SCHOOL DISTRICT REPORTING TO ~~THE DEPARTMENT~~ MDE AND THE PUBLIC

A. The school district shall report the information specified below to ~~the Department~~ MDE annually by October 15; in a format to be determined by ~~the Department~~ MDE.

B. The school district shall prepare and disseminate annually by October 15; a public report of the information specified below through the official newspaper or through publications sent to all households in the school district.

C. The reports required above shall include:

1. The number of students enrolled at each grade level 9 through 12 according to the end of the year Minnesota Automated Reporting Student System (MARSS) report;
2. The number of students at each grade level 9 through 12 passing each basic ~~standard~~ requirement at the state standards level;
3. The number of students at each grade level 9 through 12 passing each basic ~~standard~~ requirement at an individualized level under an IEP or a Section 504 ~~Accommodation Plan~~;
4. The number of students at each grade level 9 through 12 passing tests in each basic ~~standard~~ requirement with tests that have been translated into a language other than English;
5. The number of students at each grade level 9 through 12 exempt from testing in each basic ~~standard~~ requirement; and
6. For grade 12 of the previous year only, the number of students currently denied a high school diploma because of not passing the state standard for a basic ~~standard~~ requirement when all other graduation requirements have been met.

~~D. The Superintendent shall submit reports identifying expenditures related to basic standards testing, to the Department as required by law.~~

#### VI. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

The school district shall maintain records necessary for program audits conducted by ~~the Department~~ MDE. The records must include documentation that:

- A. Required notifications to parents/guardians and students meet the requirements of Minnesota, Rules, Part 3501.0120 and 3501.1120;
- B. Required student records meet the requirements of Minnesota, Rules, Part 3501.0130 and 3501.1130;
- C. The school district's process for additional testing of students meets the requirements of Minnesota, Rules, Part 3501.0050;
- D. Test security procedures comply with Minnesota, Rules, Part 3501.0150 and 3501.1150;
- E. The school district's decisions and processes regarding testing accommodations, modifications, and granting exemptions are in compliance with Minnesota, Rules, Parts 3501.0090, and 3501.0100, and 3501.1180;
- F. The school district's curriculum and instruction provides appropriate learning opportunities in the basic requirements standards in compliance with Minnesota, Rules, Part 3501.0110 and state graduation requirements in compliance with Minn. Rules Part 3501.1110;
- G. Remediation plans for students are on file consistent with Minnesota, Rules, Part 3501.0110 and 3501.1110;
- H. The basic ~~standards~~ requirements test administration plan complies with Minnesota, Rules, Part 3501.0140, Subpart 2, and the GRAD administration plan complies with Minn. Rules Part 3501.1140;
- I. The documentation for students granted accommodations or exempted from testing complies with Minnesota, Rules, Part 3501.0090 and 3501.1190;
- J. The assessments and documentation of performance for students granted modifications of statewide standards comply with Minnesota, Rules, Part 3501.0090, Subpart 2, item C, and 3501.1190; and
- K. The school district's process for testing considerations for ~~LEP~~ limited English proficiency students complies with Minnesota, Rules, Part 3501.0100.

## VII. REQUIRED NOTIFICATION TO PARENTS AND STUDENTS

A. Written Notice. The school district shall establish and maintain a system to provide written notice to parent(s)/guardian(s) and students about graduation requirements.

B. Notice of Graduation Requirements.

1. No later than thirty (30) working days after the date of the entrance into the 9th grade or transfer of a student into the school district during or after 9th grade, the school district shall provide to the parent(s)/guardian(s) and the student written notice of:

~~1a.~~ The graduation requirements; and

~~2b.~~ The grade in which the student shall have the first opportunity to take a test in a basic standards requirement.

2. The school district shall provide parents/guardians and students with annual written notice of the grade in which the student will have the first opportunity to take a GRAD. The school district shall provide written notice to parents/guardians and students of GRAD results no later than sixty (60) days after the district receives the results of a GRAD. After the date of receiving test results, students must have a minimum of six (6) weeks for remediation before the next testing opportunity.

C. Notice of Test Results and Remediation Opportunities. The school district shall provide no later than ninety (90) days after a student takes a test of basic requirements, written notice to the parent(s)/guardian(s) and the student of:

1. Basic ~~standards~~ requirements test results; and

2. Consistent with ~~Minnesota~~ Rules, Part 3501.0050, ~~§~~subpart 3, if the student is in the graduating year:

a. The process by which a parent(s)/guardian(s) or student can request additional testing and testing accommodations after April 1; and

b. The process by which a parent(s)/guardian(s) or student can appeal the school district's decision if additional testing or testing accommodation is denied.

C. Notice of Test Results and Remediation Opportunities. The school district shall provide no later than ninety (90) days after a student takes a test of basic ~~standards~~requirements

D. Notice Pertaining to Adequate Yearly Progress. If the school district is proposed for identification for school improvement for corrective action, or for restructuring by the ~~Minnesota Department of Education~~, the school district shall provide to parent(s)/guardian(s) of students in the school district sufficiently detailed summary data of its academic assessments or other academic indicators ~~to be reviewed~~ to determine whether the school is making adequate yearly progress to permit parents/guardians to appeal the Department's MDE's proposal under Public Law 107-110, Section 1116(D)(2).

## VIII. STUDENT RECORD KEEPING

A. Test Results. The school district shall keep a record on each student that includes:



1. The basic ~~standards~~ requirements tests taken; and
2. The results of the most recent basic ~~standards~~ requirements tests given;
3. The GRADs taken; and
4. The results of the most recent GRAD given.

B. Student Progress. Individual student progress shall be reported on a student record as described ~~in items 1 to 4~~ below.

1. "Pass-state level" shall be noted on the record of a student who passes a basic ~~standards~~ requirement test under standard conditions or with an accommodation. The records for students passing with an accommodation shall not be different from the records of students passing the test under standard conditions.
2. "Pass-individual level" shall be noted on the record of a student who passes a basic ~~standards~~ requirement test with a modification established in the IEP or Section 504 ~~Accommodation Plan~~ in accordance with Minnesota Rules, Part 3501.0090.
3. "Pass-translation" shall be noted on the record of a student who passes a basic ~~standards~~ requirement test that has been translated into a language other than English and has not been validated by the state as a state test with a set passing score.
4. "Exempt" shall be noted on the record of a student who has been exempted from a basic ~~standards~~ requirement test.
5. "Pass" or "p" must be noted on the record of a student who passes a GRAD under standard conditions or with an accommodation.
6. "Pass" or "p" must also be noted on the record of a student who passes a GRAD with a modification established in the IEP or Section 504 accommodation plan in accordance with Minn. Rules Part 3501.1190. This notation is also used as a GRAD notation for any other modified or alternate assessment used for accountability purposes for students with disabilities. The records for students passing with an assessment must not differ from the records of students passing the test under standard conditions.

Legal References:

Minnesota Statute 13.34 (Examination Data)  
Minnesota Statute 120B.11 (School District Process)  
Minnesota Statute 120B.36 Subd. 2 (Adequate Yearly Progress)  
~~Minnesota Statute 123B.143, Subd. 1 (Superintendent)~~  
Minnesota Statute 123B.30 (Statewide Testing and Reporting System)  
Minnesota Rule Parts 3501.0010 - 3501.0180 (~~Rules Relating to~~ Graduation Standards -  
Mathematics and Reading)

~~Minnesota~~ Rule Parts 3501.0200 - 3501.0290 (~~Rules Relating to~~ Graduation Standards - Written Composition)

Minn. Rules Parts 3501.0505-3501.0550 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)

~~Minnesota Rule Parts 3501.0505 - 3501.0635 (K-12 Standards)~~

20 U.S.C. 6301, *et seq.* (No Child Left Behind Act)

Cross References:

Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools

Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy

Moorhead School Board Policy 650: School District System Accountability

Moorhead School Board Policy 656: ~~Basic Standards~~ Testing, Accommodations, Modifications, and Exemptions for Individualized Education Programs (IEPs), Section 504 ~~Accommodations~~ Plans and Limited English Proficiency (LEP) Students

## Safety and Security Technology

|                   |                        |
|-------------------|------------------------|
| Type:             | School Board Policy    |
| Section:          | 100 SCHOOL DISTRICT    |
| Code:             | 712                    |
| Adopted Date:     | 8/14/1995              |
| Revised Date(s):  | 04/12/2004             |
| Reviewed Date(s): | 02/14/2000, 04/12/2004 |
| Attached Files:   | No Documents Found.    |

---

### I. PURPOSE

The purpose of this policy is to regulate safety and security technology.

### II. ~~General Statement of Policy~~ GENERAL STATEMENT

The purpose for using safety and security technology in school buildings, school buses, and other property utilized by Moorhead Area Public Schools is to enhance the safety and security of pupils and staff. Various forms of technology may be utilized to deter misbehavior, promote security and safety, and serve as evidence if needed for disciplinary action or criminal proceedings. The purchase and utilization of safety and security technology will occur only after review and approval by the Moorhead School Board.

### III. ~~Video Cameras~~ VIDEO CAMERAS

#### A. Placement in ~~sSchool b~~Buildings and ~~g~~Grounds:

1. School district buildings and grounds may be equipped with video cameras. Signs will be placed at entrances to buildings where video cameras are installed notifying all persons that their conversation or actions may be recorded.
2. Video surveillance may occur in any school district building or any owned or leased school district property.
3. Video surveillance will normally not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms. Video surveillance in bathrooms or locker rooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

#### B. Placement in ~~sSchool b~~Buses:

1. Each and every school bus owned, leased, contracted and/or operated by the school district

shall be equipped with a fully-enclosed box or placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded.

2. A video camera will not necessarily be installed in each and every school bus owned, leased, contracted and/or operated by the school district, but cameras may be rotated from bus to bus without prior notice to students.

3. Video cameras will be placed on a particular school bus, to the extent possible, where the school district has received complaints of inappropriate behavior.

#### C. Use and Retention of Video Recordings-

1. Recordings will be viewed under the following conditions:

- a. a complaint or report from a student, staff members, parent, bus driver, or other citizen arising out of suspected personal misconduct;
- b. at the request of a school administrator or law enforcement agency;
- c. periodic review at the discretion of the school principals, transportation director, or other designees of the Superintendent.

2. Video recordings will not be released or shown to parents, the public, or district personnel, except in conformance with Minnesota Statute Chapter 13 (Minnesota Government Data Practices Act) and 20 U.S.C. 1232g (Family Education Rights and Privacy Act) and rules and/or regulations promulgated thereunder.

3. Video recordings or copies of video recordings used as evidence in school policy or safety violations will be retained by the school district until conclusion of any disciplinary proceeding in which the video recording is used as evidence and will be kept as set forth in the school district's Records and Retention Schedule (504.1).

4. Video recordings used as evidence in criminal proceedings will be retained until released to be destroyed by court order or law enforcement officials.

#### IV. ~~Other Safety and Security Technology~~ OTHER SAFETY AND SECURITY TECHNOLOGY

##### A. Placement

Other forms of safety technology may be utilized to enhance student and staff safety.

##### B. Use

Any safety and security technology used such as stationary or hand-held metal detectors will be utilized in accordance with federal and state statute and local ordinances. Students and staff will be informed in advance of the use of any such equipment.

### C. Security and Maintenance

1. The school district shall establish appropriate security safeguards to ensure that video recordings are maintained and stored in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, and the rules and/or regulations promulgated thereunder.
2. The school district shall ensure that video recordings are retained in accordance with the school district's records retention schedule.

#### Legal References:

Minnesota Statute, Chapter 13 (Minnesota Government Data Practices Act)

Minnesota Statute, 121A.585 (Notice of Recording Device)

Minn. Stat. 138.17 (Government Records; Administration)

Minn. Stat. 609.746 (Interference with Privacy)

20.U.S.C. 1232g (Family Educational Rights and Privacy Act)

34 C.F.R. Secs. 99.1-99.67 (Family Educational Rights and Privacy)

#### Cross References:

Moorhead School Board Policy 504: Protection and Privacy of Pupil Records

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 574: Search of Student Lockers, Desks, Personal Possessions, and Student's Person

Moorhead School Board Policy 7201: Student Transportation Safety

## Moorhead Area Public Schools Electronic Network Acceptable Use and Safety

**Type:** School Board Policy  
**Section:** 100 SCHOOL DISTRICT  
**Code:** 731  
**Adopted Date:** 2/8/1999  
**Revised Date(s):** 12/12/2005  
**Reviewed Date(s):** 03/08/2004, 12/12/2005  
**Attached Files:** No Documents Found.

---

Title change: Moorhead Area Public Schools Electronic Network and Systems Acceptable Use and Safety

### I. PURPOSE

The purpose of this policy is to set forth ~~policy and~~ guidelines for access to the school district computer system and safe use of the Internet, including electronic communications. ~~The district's electronic network shall be used only for educational purposes consistent with the district's mission and goals.~~

### II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead Area Public Schools shall operate an electronic network and systems to support its educational mission. The Moorhead School Board recognizes the need for its staff and students to have access to a global electronic network. Part of the district's responsibility in preparing students for the future is to provide them access to the tools they will be using as adults. The Moorhead Area Public Schools ~~E~~lectronic ~~N~~etwork and systems is defined as computer systems owned by the district as well as other electronic systems to which the district provides intentional or unintentional access. An orientation session and ongoing education on appropriate use of the Moorhead Area Public Schools ~~C~~omputer ~~N~~etwork and systems shall be provided for each user. The use of this network and systems shall be consistent with the district's educational mission, district policy, state laws, and federal laws. In accordance with the requirements of the Child Internet Protection Act the district will monitor the online activities of minors and employ technology protection measures during any use of the electronic network by minors and adults.

### III. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district diskettes, tapes, hard drives or servers, or for delays for changes in or interruptions of



service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

#### IV. USE OF NETWORK AND SYSTEMS ~~IS~~ ARE A PRIVILEGE

The use of the school district network and systems and access to use of the Internet ~~is~~ are a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws. Refer to Administrative Procedures 731.1, 731.2, and 731.3, and 731.4 for additional guidelines regarding acceptable use.

#### V. LIMITED EXPECTATION OF PRIVACY

A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.

B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents/guardians have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents/guardians have the right to request the termination of their child's individual account at any time. The request will be reviewed by the appropriate administration.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

#### V. REGULATIONS

The Superintendent shall establish regulations for student and staff use of the Moorhead Area Public Schools ~~E~~electronic N~~network~~ and systems.

## VI. NOTIFICATION

All users shall be notified of the school district policies relating to Internet use.

### Legal References:

15 U.S.C. 6501 *et seq.* (Children's Online Privacy Protection Act)

17 U.S.C. 101 *et seq.* (Copyrights)

20 U.S.C. 6751 *et seq.* (Enhancing Education through Technology Act of 2001)

47 U.S.C. 254 (Children's Internet Protection Act of 2000 (CIPA))

~~Children's Internet Protection Act of 2000 (CIPA) 47 U.S.C. 254~~

47 C.F.R. 54.520 (FCC Rules Implementing CIPA)

~~Title III of the Elementary and Secondary Education Act of 1965, 20 U.S.C. 1601, *et seq.*, as amended~~

Minn. Stat. 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)

~~Minnesota Statute, 125B.15 to 125B.25 (Internet Access for Students)~~

Minn. Stat. 125B.26 (Telecommunications/Internet Access Equity Act)

### Cross References:

Moorhead School Board Policy 414: Employee Public and Private Personnel Data

Moorhead School Board Policy 502: Student Disability Nondiscrimination

Moorhead School Board Policy 503: Student Parental, Family and Marital Status  
Nondiscrimination

Moorhead School Board Policy 504: Protection and Privacy of Student Records

Moorhead School Board Policy 551: Student Discipline

Moorhead School Board Policy 601: Instructional Goals of Moorhead Area Public Schools

Moorhead School Board Policy 620: Curricular Selection and Review, Alternative  
Instruction and Instructional Resource Reevaluation

Moorhead School Board Policy 710: School District Crisis Management

Moorhead School Board Policy 730: School District Copyright

Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools