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

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Version 3
August 20, 2018

S-M9 - BOS
13 June 2011

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

June 13, 2011
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.

3. **TEACHER RESIDENCY**: Kovash/Skarvold

4. **LEGISLATIVE UPDATE**: Kovash/Kazmierczak

5. **ANNUAL OPERATING PLAN/FINANCIAL INFORMATION**: Kazmierczak

6. **MEMBERSHIPS**: Kovash/Kazmierczak

7. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Community Ed Adv Council	June 21	7 pm	PCE
School Board	June 27	7 pm	PCE
School Board	July 18	7 pm	PCE
MSBA Summer Seminar	August 7-8		Mpls
School Board Work Session	August 22	5 pm	PCE
School Board	August 22	7 pm	PCE

5-MA-BOS
13 June 2011

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room 224 - Probstfield Center for Education
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June 13, 2011
7:00 p.m.

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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 student Luke Lillehaugen who had outstanding achievement in the 2011 Midwest Academic Talent Search. Forty-one students at Horizon participated in this year's Midwest Academic Talent Search sponsored by the Center for Talent Development at Northwestern University. Lillehaugen received the top score on the SAT and has been invited to the Northwestern University Recognition Ceremony for students who scored in the top 2 percent of participating students in the eight midwestern states. The Midwest Talent Search is coordinated at Horizon Middle School by Lois Brown.

E. Matters Presented by Citizens/Other Communications (Non-Agenda Items) (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash
(1) Approval of May 9, 2011 Special Meeting Minutes, May 9 and 23, 2011 Regular Meeting Minutes - Pages 8-22

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
(1) Approval of June Claims - Page 23

C. HUMAN RESOURCES MATTERS - Hiedeman
(1) Approval of Resignations - Page 24
(2) Approval of Change in Contract - Page 25
(3) Approval of Termination - Page 26

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold
(1) Approval of Clay County Public Health Agreement and Addendum to Agreement Renewal-Nursing Services - Pages 27-34
(2) Approval of Clay County Public Health Agreement and Addendum to Agreement Renewal-Early Childhood Screening Services - Pages 35-42

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

Moved by _____ Seconded by _____
Comments _____

3. **FIRST READING OF SCHOOL BOARD POLICY 802: FUND BALANCE**:
Kazmierczak
Pages 43-47

4. **2011-12 ANNUAL OPERATING PLAN**: Kazmierczak
Page 48

Suggested Resolution: Move to approve the 2011-12 Annual Operating Plan, which includes the preliminary budget for fiscal year 2012.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF POLICY**: Kovash
Pages 49-51

Suggested Resolution: Move to approve the policy, Activities Council Advisory Committee 236, as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF POLICY**: Kovash
Pages 52-54

Suggested Resolution: Move to approve deleting the policy, Public Right to Know/Release of Information 303, as presented.

Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF POLICY**: Kovash
Pages 55-87

Suggested Resolution: Move to approve the policy, Protection and Privacy of Student Records 504, as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY**: Kovash
Pages 88-90

Suggested Resolution: Move to approve the policy, Students in Homeless Situations 514, as presented.

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF POLICY**: Kovash
Pages 91-124

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

Moved by _____ Seconded by _____
Comments _____

10. **APPROVAL OF POLICY**: Kovash
Pages 125-129

Suggested Resolution: Move to approve the policy, Hazing Prohibition 571, as presented.

Moved by _____ Seconded by _____
Comments _____

11. **APPROVAL OF POLICY**: Kovash
Pages 130-136

Suggested Resolution: Move to approve the policy, Prohibiting Intimidation and Bullying 578, as presented.

Moved by _____ Seconded by _____
Comments _____

12. **APPROVAL OF POLICY**: Kovash
Pages 137-141

Suggested Resolution: Move to approve the policy, Title I Policy Governing Parental Involvement 607, as presented.

Moved by _____ Seconded by _____
Comments _____

13. **APPROVAL OF POLICY**: Kovash
Pages 142-148

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

Moved by _____ Seconded by _____
Comments _____

14. **APPROVAL OF POLICY**: Kovash
Pages 149-152

Suggested Resolution: Move to approve the policy, GRAD Testing, Accommodations, Modifications, Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students 656, as presented.

Moved by _____ Seconded by _____
Comments _____

15. **APPROVAL OF POLICY**: Kovash
Pages 153-160

Suggested Resolution: Move to approve the policy, MAPS District State Mandated Testing Plan and Procedure 660, as presented.

Moved by _____ Seconded by _____
Comments _____

16. **APPROVAL OF POLICY**: Kovash
Pages 161-164

Suggested Resolution: Move to approve the policy, Safety and Security Technology 712, as presented.

Moved by _____ Seconded by _____
Comments _____

17. **APPROVAL OF POLICY**: Kovash
Pages 165-168

Suggested Resolution: Move to approve the policy, MAPS Electronic Network Acceptable Use and Safety 731, as presented.

Moved by _____ Seconded by _____
Comments _____

18. **SCHEDULE SCHOOL BOARD WORK SESSION**: Kovash
Page 169

Suggested Resolution: Move to approve Monday, August 22, 2011 from 5:00 to 7:00 p.m. to conduct a School Board work session to discuss school district and board priorities, legislative and funding updates, board development, and district projects.

Moved by _____ Seconded by _____
Comments _____

19. **COMMITTEE REPORTS**

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

21. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Community Ed Adv Council	June 21	7 pm	PCE
School Board	June 27	7 pm	PCE
School Board	July 18	7 pm	PCE
MSBA Summer Seminar	August 7-8		Mpls
School Board Work Session	August 22	5 pm	PCE
School Board	August 22	7 pm	PCE

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

MEMBER ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 5:02 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Kovash recommended the agenda order change as needed.

APPROVAL OF AGENDA: Erickson moved, seconded by Johnson, to approve the order of the agenda as recommended. Motion carried 7-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

SCHOOLS FOR EQUITY IN EDUCATION (SEE): Kazmierczak shared information and board members discussed the possibility of membership in Schools for Equity in Education (SEE). SEE's mission is Minnesota school districts working for greater equity and adequacy in public education funding. Its vision is that all public school children will have equal education opportunities regardless of where they live in Minnesota. Approval for SEE membership will be placed on the July 18 School Board meeting (organizational).

LEGISLATIVE UPDATE: Kazmierczak shared highlights of proposals at the legislature. Although the 50/50 shift in payments is not likely to happen, the 70/30 shift will probably remain. Additionally, Kazmierczak is concerned that budgeting for flat funding from the state may prove to be optimistic because a reduction in state funding is becoming a greater possibility as the legislature attempts to address the state's budget deficit. He also mentioned several policy changes that have been proposed and are being considered as the end of the session approaches.

HORIZON MIDDLE SCHOOL SCHEDULE UPDATE: Eidsness updated the board about the schedule at Horizon Middle School. The original proposal brought to the board on Feb. 28 was needed to reduce class sizes in the core areas. However, after further work with the staffing available, it was determined the schedule would provide the reduced class sizes, but would not allow Horizon to cover all instructional time associated with the additional non-core offerings each week in the new schedule.

This year Horizon core teachers teach a 20-minute START time and four out of six periods with the fifth period being team time and instructional support for students. Next year, each teacher will teach five out of six periods with a 30-minute START time that will be used to address social, behavioral and academic needs. Eidsness said work will be done with staff members at

Horizon to make START more consistent across houses. This will provide time to address behaviors, build relationships and provide academic support. Board members discussed the change from 20 to 30 minutes for START.

One of the advantages of the original proposed model was that it offered choices to students. Eidsness said two options that could be considered would be to have students choose three of four exploratory options or move to quarters and offer four exploratory classes that are each one-quarter long. This will be explored for 2012-13. For next year, grades 7 and 8 students not taking music will have another option with an elective teacher. Those classes are still being determined.

TECHNOLOGY PRIORITY AREAS: Kazmierczak explained that he and Dan Markert, director of information systems and instructional support, distilled five priority areas from the technology audit to focus on for the next 12 to 18 months.

1. Computer Network Infrastructure: Kazmierczak and Markert explained that the district's network infrastructure has reached end of life and has no network redundancy.
2. Technology Planning: The technology committee will develop a new three-year technology plan as required by the Minnesota Department of Education to be eligible for E-Rate funding.
3. Computer Hardware: Approximately 50 percent of the student computers are more than six years old. This priority would work to maintain a six-year replacement cycle, reduce servers as practical and consider the use of other devices.
4. Security: A technology disaster recovery plan will be developed and security cameras will be upgraded.
5. Telecommunications Systems: The phone system has reached certified end of life, but the district has some used replacement parts for repairs. The goal would be to delay implementation of a new phone system until 2012 or 2013.

FOUNDATION DEVELOPMENT: Kazmierczak briefly reviewed foundation development as Mr. Tom McSparron, West Central Initiative (WCI), was unable to attend the meeting. The item will be placed on a June board meeting for further discussion.

ADJOURNMENT: The meeting adjourned at 6:45 p.m.

_____
Cindy Fagerlie, Clerk

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 revisions to pages 2 and 3.

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

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 Mikkelson for their Group Performance titled "Cleopatra VII of Egypt: Life, Rule and Diplomacy." Their History Day teachers are Janelle Frost-Geiser and Karen Taylor.

Karen Taylor announced Mackenzie Lamberson was unable to attend and also awarded a finalist in the "Topical" category and received a $100 cash award.

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 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 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.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the April 11 and 25, 211 Meeting Minutes as presented.

Claims - Approve the May Claims, subject to audit, in the amount of $1,124,497.14.

General Fund:	$976,740.64
Food Fund:	$123,975.18
Community Service Fund	$23,781.32
TOTAL	$1,124.497.14

Resignations

Jarrod 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.

Other Leave of Absence

Ruth Edgerton - Paraprofessional, Ellen Hopkins Elementary, effective for the 2011-2012 school year.

Early Retirements

Joanne Isaac - Paraprofessional, Robert Asp Elementary, effective June 3, 2011.

Richard Rauenhorst - Paraprofessional, Horizon Middle School, effective June 3, 2011.

New Employees

Sankream Prak - Science Teacher, Moorhead High School, BA (9) $42,201.00, 1.00 FTE, effective August 30, 2011 (new position).

Motion carried 7-0.

APPROVAL OF STUDENT ACTIVITY PROPOSAL: Activities director Don Hulbert reviewed the proposal for the Moorhead High School junior varsity (JV) girls hockey as a student activity to begin the 2011-12 school year. Board members held considerable discussion before approving the proposal.

Siggerud moved, seconded by Fagerlie, to approve the Moorhead High School junior varsity (JV) girls hockey as a student activity to begin the 2011-12 school year. Motion carried 7-0.

NCLB CORRECTIVE ACTION/PRE-RESTRUCTURING: Kovash shared with board members a presentation that had been given to Robert Asp Elementary staff on May 4. If a

school receiving Title I funds misses adequate yearly progress requirements for two consecutive years, the school begins a series of stages. Robert Asp is in the corrective action stage. If a school continues not to make AYP when in corrective action, it enters the stages of pre-restructuring and structuring.

The district must prepare a pre-restructuring plan. The second step, called restructuring, occurs if the school does not make AYP in the year in which the pre-restructuring plan is developed. Options for restructuring include reopening the school as a public charter school, replacing the principal and all or most of the school staff, entering a contract with with a management company or any other major restructuring. Approximately 600 schools nationally are implementing restructuring; 14 percent of all restructured schools replaced some or all staff members.

For Robert Asp, the district is using this year's retirements to begin making changes to staff, including hiring a new principal with a proven record of reform and replacing part of the staff using retirements and transfers. Plans need to be approved by the Minnesota Department of Education. Transfers will be completed by the middle of May and are based on multiple data sources, including openings at other schools. The new principal will be chosen by the end of May and new staff hired by the end of June. Teachers are being hired through a district process this year. Additionally, the corrective action plan will continue with the corrective action team working to strengthen the plan, accountability for each Professional Learning Community and the use of data.

COMPUTER NETWORK INFRASTRUCTURE AND WIRELESS ACCESS POINT UPGRADES: Dan Markert, director of information systems and instructional support, reviewed the proposal to upgrade the district's 12 1/2-year-old computer network infrastructure and add wireless access points. The upgrade would have redundancy in case of any equipment failures. The goal would be to complete the work this summer before the 2011-12 school year.

Erickson moved, seconded by Siggerud, to approve upgrades to the school district computer network infrastructure and wireless access point upgrades in an amount not to exceed $700,000. Motion carried 7-0.

APPROVAL OF POLICY: Erickson moved, seconded by Fagerlie, to approve the policy, Safe and Healthy Learners Committee 234, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Wilmer, to approve the policy, Employment of Faculty and Staff 410, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Johnson, to approve the policy, Veteran's Preference Hiring 411, as presented. Motion carried.

APPROVAL OF POLICY: Erickson moved, seconded by Fagerlie, to approve the policy, Employee License Status 412, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Wilmer moved, seconded by Fagerlie, to approve the policy, Employment Background Checks 413, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Johnson, to approve the policy, Employee Public and Private Personnel Data 414, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Tomhave, to approve the policy, Employee Drug and Alcohol Testing 421, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Wilmer moved, seconded by Fagerlie, to approve the policy, Employee Right to Know - Exposure to Hazardous Substances 424, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Johnson moved, seconded by Wilmer, to approve the policy, Health and Safety Protection 425, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Wilmer, to approve the policy, Policies Incorporated by Reference for Employees/Personnel 499, as presented. Motion carried 6-1; Siggerud dissenting.

APPROVAL OF POLICY: Johnson moved, seconded by Tomhave, to approve the policy, Medication 532, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Erickson, to approve the policy, Do Not Resuscitate/Do Not Intubate Orders (DNR/DNI) 533, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Johnson moved, seconded by Fagerlie, to approve the policy, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Wilmer moved, seconded by Siggerud, to approve the policy, Maltreatment of Vulnerable Adults 535, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Erickson, to approve the policy, Crisis Intervention and Student Support 553, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Johnson moved, seconded by Erickson, to approve the policy, Notification to Staff Regarding Placement of Students with Violent Behaviors 555, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Erickson, to approve the policy, Policies Incorporated by Reference for Students 599, as presented. Motion carried 6-1; Siggerud dissenting.

APPROVAL OF POLICY: Tomhave moved, seconded by Johnson, to approve the policy, Special Education Programs 602, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Wilmer, to approve the policy, Student Transportation Safety 721, as presented. Motion carried 7-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Indian Education Parent Committee, Joint Powers Committee, Staff Development Committee, and Asp PTAC meetings and the "Every 15 Minutes" and post-prom events.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash announced the NSBA Annual Conference is scheduled for April 21-23, 2012 in Boston. A brief discussion was held related to board member attendance at the June 4 graduation (2 p.m., Concordia College). Kovash noted a communication from Yellow Ribbon Outreach Coordinator Captain Mike Obach was distributed regarding the May 13 Yellow Ribbon Kick-Off event scheduled for 2 p.m. at the Comstock Memorial Union related to support for servicemen and women when they return home.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:00 p.m.

_____
Cindy Fagerlie, Clerk

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

MEMBERS ABSENT: Kristine Thompson.

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

PREVIEW OF AGENDA: Superintendent Kovash recommended the agenda proceed with a revisions to pages 4, 88, 91, 99, and 101-103.

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

Vice Chair Erickson announced that the School Board recognized 21 district retirees at a reception prior to the board meeting. Their years of service totaled 470.

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 are Joe Gaughan, Eric Sanders, Matt Nelson and John Wychor.

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.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Joint Purchasing Agreement - Approve the Joint Purchasing Agreement between ISD #622 and ISD #152 pursuant to the provisions of Minnesota Statute 471.59.

Resignations
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, Moorhead High School, effective at the end of the 2010-2011 school year.

Family/Medical Leave
Ronda Buysee - Teacher, Early Intervention Services, effective approximately May 16, 2011 for approximately 4-6 weeks.

Change in Contracts
Lindsay Weaver - Phy. Ed. Teacher, .567 FTE at Robert Asp Elementary and S.G. Reinertsen Elementary to 1.00 FTE at S.G. Reinertsen Elementary, effective for the 2011-2012 school year.
Diana Anderson - 5th Grade Teacher at Robert Asp Elementary to 6th Grade Math Teacher at Horizon Middle School, effective for the 2011-2012 school year.

Guy Kimball - Phy. Ed. Teacher at S.G. Reinertsen Elementary to Phy. Ed. Teacher at S.G. Reinertsen Elementary, Ellen Hopkins and Robert Asp, effective for the 2011-2012 school year.
Julie Hayes - Title I Teacher, Robert Asp Elementary to .5 Title I and .5 Literacy Teacher at Robert Asp Elementary, effective for the 2011-2012 school year.
Karla Brewster - .5 Reading and .5 Literacy Teacher, Robert Asp Elementary to .5 Reading and .5 Kindergarten Teacher at Robert Asp Elementary, effective for the 2011-2012 school year.

New Employees
George Toops - Phy. Ed. Teacher, Robert Asp Elementary, BA (1) $32,980, 1.00 FTE, effective August 30, 2011 (replaces Bert Chamberlain).
Dan Scruggs - 5th 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 (reimbursed by resident district).
Chris Triggs - Principal, Robert Asp Elementary, D63 (17) $105,764.00, effective July 1, 2011 (replaces Kevin Kopperud).

Motion carried 6-0.

APPROVAL OF SCHOOL DISTRICT INSURANCE PACKAGE: Tom Quam, Bremer Insurance, provided a summary of quoted premiums and changes in the insurance package. Property valuations for Ellen Hopkins Elementary and Probstfield Center for Education may need to be revised upward to ensure proper coverage. Kazmierczak will review property valuations, modify as appropriate and notify the board of any changes.

Siggerud moved, seconded by Tomhave, 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. Motion carried 6-0.

MAJOR MAGNITUDE FIELD TRIP REQUEST - WORLD LANGUAGE TRIP TO COSTA RICA: Lana Suomala, Moorhead High School world language teacher, provided information regarding the major magnitude field trip request to Costa Rica.

Siggerud moved, seconded by Johnson, 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. Motion carried 6-0.

MAJOR MAGNITUDE FIELD TRIP REPORT - SPEECH AND THEATER STUDENTS TO NEW YORK: Teachers Rebecca Meyer-Larson and Brian Cole shared highlights of the January speech and theater student's major magnitude trip to New York. Student Matt Wisenden also shared some of the educational benefits he received from the New York trip.

STAFFING UPDATE FOR 2011-12: Kovash provided information related to the addition of 5.88 FTEs at the elementary, middle and high school levels to address all areas of the referendum priorities. An anticipated increase in compensatory revenue is allowing the district to proceed with several positions even with the uncertainty of Minnesota's legislative process as it appears that the state legislature is headed for a special session. Compensatory education revenue is increasing due to an increase in the number of students qualifying for free and reduced-price meals. One of the FTEs would be for a dean of students/counselor at Horizon. Board members discussed the maintenance of effort law, which has not yet been repealed by the legislature. If maintenance of effort is not repealed it means districts cannot reduce the number of counselors or social workers once they have those in place. An increase of .5 FTE media and technology integration services and .2 FTE gifted and talented will allow each elementary to have 1.0 FTE and allow for media services at Red River Area Learning Center, West Central Juvenile Center and the Early Learning Center at Probstfield. The other FTEs include 2.0 FTEs at Moorhead High for elective areas including Chinese and STEM, an additional .375 for reading courses for students who need more intensive intervention, restoring 1.33 FTEs in secondary music (.5 orchestra, .66 band and .125 choir), and adding a .5 vision teacher due to student need.

Siggerud moved, seconded by Tomhave, to approve 5.88 FTEs at the elementary, middle and high school levels to address all areas of the referendum priorities. Motion carried 6-0.

EXTENDED LEARNING YEAR: Angela Doll, learner support services program manager, shared information about the special education Extended School Year, which will serve 107 students this summer. Deb Pender-Tilleraas, alternative education program manager, shared information about the programs under the umbrella of the Red River Area Learning Center, including Excel Jump Start, STARS, Summer Academy, independent study and the separate site programs at the ALC. The district will participate in the Summer Meal Program again this summer.

Siggerud moved, seconded by Wilmer, to approve the 2011 Extended Learning Year Program for Moorhead Schools. Motion carried 6-0.

2011 SCHOOL FINANCE AWARD: Kazmierczak informed the board that for the first time the district received the School Finance Award from the Minnesota Department of Education. Moorhead is one of 65 districts out of about 340 districts in the state that received the award, which recognizes the combined efforts of the school board, district administration, and business

office staff to ensure sound fiscal management practices and procedures, appropriate policies, and ongoing financial training.

Siggerud left the meeting at 9:04 p.m. and returned at 9:06 p.m.

The meeting recessed at 9:05 p.m. and reconvened at 9:12 p.m.

FIRST READING OF POLICIES: The School Board conducted 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.

COMMITTEE REPORTS: Brief reports were heard regarding the Policy Review Committee, Hopkins PTAC, and the Instruction and Curriculum Advisory Committee meetings and the Beyond the Yellow Ribbon event.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Board members were asked to contact Michelle with their plans to attend the MSBA Summer Seminar scheduled for August 7-8. Discussion will be held at the June 13 School Board meeting related to the August 8 School Board meeting conflicting with the MSBA Summer Seminar. Tomhave said the new MREA director is Fred Nolan and added he was a positive choice for the position.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 10:13 p.m.

_____
Cindy Fagerlie, Clerk

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.11.060 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 7, 2011

SUBJECT: June Claims

The June claims are as follows:

General Fund	$736,242.05
Food Fund	$137,860.16
Community Service Fund	$29,468.83
Debt Fund	$431.25
TOTAL	$904,002.29

Suggested Resolution: Move to approve the June claims, subject to audit, in the amount of $904,002.29.

WAK:nls

Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.105

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: June 6, 2011

SUBJECT: Resignations

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

Doug Stave	Learner Support Services Teacher, S. G. Reinertsen Elementary, effective June 3, 2011.
Barb Netland	Food & Nutrition Server, Horizon Middle School, effective June 2, 2011.
Renee Halverson	Food & Nutrition Server, Horizon Middle School, effective June 2, 2011.
Miranda Wells	Food & Nutrition Server, Ellen Hopkins Elementary, effective May 27, 2011.

SUGGESTED RESOLUTION: Move to approve the resignation of Doug Stave, Barb Netland, Renee Halverson and Miranda Wells as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.104

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: June 6, 2011

SUBJECT: Change in Contract

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

Michelle Hanson	Paraprofessional, EIS, from 4 days at 6.5 hours per day, to 5 days per week at 6.5 hours per day, effective August 13, 2011. (Replaces Hilary Thorn)
Nancy Oster	ELL Teacher, S. G. Reinertsen Elementary, from .80 FTE to 1.00 FTE, effective with the 2011-2012 school year. (Replaces .20 of Julie Arnold)

SUGGESTED RESOLUTION: Move to approve the change in contract for Michelle Hanson and Nancy Oster as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.106

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: June 6, 2011

SUBJECT: Termination

The administration requests Termination of the following employee:

Mark Evensen Bus Driver, Transportation, effective June 7, 2011.

SUGGESTED RESOLUTION: Move to approve the termination of Mark Evensen as presented.

Office of Learner Support Services
Moorhead Area Public Schools

LSS.11.008

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: May 31, 2011

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

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

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

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

JS:ca

Attachment

AGREEMENT BETWEEN
CLAY COUNTY PUBLIC HEALTH
AND
MOORHEAD SCHOOL DISTRICT

The Moorhead School District, hereinafter referred to as the "School" and Clay County Public Health, Moorhead, Minnesota hereinafter referred to as the "Provider" enter into this agreement for the period July 1, 2011 through June 30, 2012. These dates allow the school district to cover the fiscal year. Provider services will be requested starting two weeks prior to the first day of classes, throughout the school academic year and lasting two weeks after the last day of classes.

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

I. PROVIDER RESPONSIBILITIES:

1. Provide nursing services as a back-up in the School as requested.

2. Provide nursing consultation per phone or in person to the School as requested.

3. Assist with immunizations as requested by the school.

4. Assistance with communicable disease control as requested by the School.

5. The public health nurse shall provide the above services to the school district. The day of the week and the length of time spent in the school may vary according to the activity planned and requested by the school.

II. SCHOOL RESPONSIBILITIES:

The school shall appoint a health service aide in each building to assist the public health nurse. The aide shall at all times remain the employee and agent of the School. The School shall cooperate with all reasonable requests of the Provider in connection with the furnishings of the above service.

The School shall provide ample space for the public health nurse to care for students. The space shall be appropriate for the activity provided.

The School will give 48 hours (or more if possible) notice to Provider when services are needed to provide back-up for scheduled days off for the school nurse (e.g. for attendance at conferences, vacation days).

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

III. STAFF:

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

IV. RECORDS:

1. Individual school health records will be maintained by the school health aide and kept on file in the School in accordance with school policy.

2. Necessary health forms will be provided by the School.

3. The School is responsible to comply with the Data Practices Act which includes notification of data collected, release of information and safeguarding the record.

V. COST OF SERVICES:

The School agrees to pay the Provider, upon receipt of the bill, $37.00 per hour spent by the public health nurse on school premises and consultation hours in the Provider's office, up to a maximum of $1,850.00 per year or 50 hours. The cost of supplies shall be in addition to this amount. The Provider will bill the School monthly specifying the dates and number of hours service was provided, and the amount being billed. The bill will be payable upon receipt.

VI. INDEMNIFICATION:

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

School Superintendent (date)

Chair, School Board (date)

Director, Clay County Public Health (date)

Chair, Clay County Board of Commissioners (date)

ADDENDUM TO AGREEMENT

This Addendum is effective on upon execution, and amends and/or is made part of the Agreement by and between Clay County Public Health ("Agency") and Moorhead Public Schools (Business Associate") dated July 1, 2011, ("Agreement").

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

1. Definitions. Capitalized terms not otherwise defined in the Agreement shall have the meanings given to them in Title 45, Parts 160 and 164 of the CFR and are incorporated herein by reference.

2. Use and Disclosure of Protected Health Information. Business Associate shall use and/or disclose Protected Health Information ("PHI") only to the extent necessary to satisfy Business Associate's obligations under the Agreement.

3. Prohibition on Unauthorized Use or Disclosure of PHI. Business Associate shall not use or disclose any PHI received from or on behalf of Agency, except as permitted or required by the Agreement, as required by law or as otherwise authorized in writing by Agency. Business Associate shall comply with: (a) Title 45, Part 164 of the CFR; (b) State laws, rules and regulations applicable to PHI not preempted pursuant to Title 45, Part 160, Subpart B of the CFR; and (c) Agency's health information privacy and security policies and procedures.

4. Business Associate's Operations. Business Associate may use PHI it creates or receives for or from Agency only to the extent necessary for Business Associate's proper management and administration or to carry out Business Associate's legal responsibilities. Business Associate may disclose such PHI as necessary for Business Associate's proper management and administration or to carry out Business Associate's legal responsibilities only if:

    (a) The disclosure is required by law; or
    (b) Business Associate obtains reasonable assurance, evidenced by written contract, from any person or organization to which Business Associate shall disclose such PHI that such person or organization shall:

    (i) Hold such PHI in confidence and use or further disclose it only for the purpose for which Business Associate disclosed it to the person or organization or as required by law; and
    (ii) Notify Business Associate (who shall in turn promptly notify Agency) of any instance of which the person or organization becomes aware in which the confidentiality of such PHI was breached.

5. PHI Safeguards. Business Associate shall develop, implement, maintain and use appropriate administrative, technical and physical safeguards to prevent the improper use or disclosures of any PHI received from or on behalf of Agency.

6. Electronic Health Information Security and Integrity. Business Associate shall develop, implement, maintain and use appropriate administrative, technical and physical security measures in compliance with Section 1173(d) of the Social Security Act, Title 42, Section 1320d-2(d) of the United States Code and Title 45, Part 142 of the CFR to preserve the integrity and confidentiality of all electronically maintained or transmitted Health Information received from or on behalf of Agency pertaining to an Individual. Business Associate shall document and keep these security measures current.

7. Protection of Exchanged Information in Electronic Transactions. If Business Associate conducts any Standard Transaction for or on behalf of Agency, Business Associate shall comply, and shall require any subcontractor or agent conducting such Standard Transaction to comply, with each applicable requirement of Title 45, Part 162 of the CFR. Business Associate shall not enter into or permit its subcontractors or agents to enter into any Trading Partner Agreement in connection with the conduct of Standard Transactions for or on behalf of Agency that: (a) changes the definition, Health Information condition or use of a Health Information element or segment in a Standard; (b) adds any Health Information elements or segments to the maximum defined Health Information set; (c) uses any code or Health Information elements that are either marked "not used" in the Standard's Implementation Specification or are not in the Standard's Implementation Specification(s); or (d) changes the meaning or intent of the Standard's Implementation Specification(s).

8. Subcontractors and Agents. Business Associate shall require each of its subcontractors or agents to whom Business Associate may provide PHI received from, or created or received by Business Associate on behalf of Agency to agree to written contractual provisions that impose at least the same obligations to protect such PHI as are imposed on Business Associate by the Agreement.

9. Access to PHI. Business Associate shall provide access, at the request of Agency, to PHI in a Designated Record Set, to Agency or, as directed by Agency, to an Individual in order to meet the requirements under Title 45, Part 164, Subpart E, Section 164.524 of the CFR and applicable State law. Business Associate shall provide access in the time and manner set forth in Agency's health information privacy and security policies and procedures.

10. Amending PHI. Business Associate shall make any amendment(s) to PHI in a Designated Record Set that Agency directs or agrees to pursuant to Title 45, Part 164, Subpart E, Section 164.526 of the CFR at the request of Agency or an Individual, and in the time and manner set forth in Agency's health information privacy and security policies and procedures.

11. Accounting of Disclosures of PHI.

    (a) Business Associate shall document such disclosures of PHI and information related to such disclosures as would be required for Agency to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with Title 45, Part 164, Subpart E, Section 164.528 of the CFR.
    (b) Business Associate agrees to provide Agency or an Individual, in time and manner set forth in Agency's health information privacy and security policies and procedures, information collected in accordance with Section 11(a) above, to permit Agency to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with Title 45, Part 164, Subpart E, Section 164.528 of the CFR.

12. Access to Books and Records. Business Associate shall make its internal practices, books and records relating to the use and disclosure of PHI received from or on behalf of Agency available to Agency and to DHHS or its designee for the purpose of determining Agency's compliance with the Privacy Rule.

13. Reporting. Business Associate shall report to Agency any use or disclosure of PHI not authorized by the Agreement or in writing by Agency. Business Associate shall make the report to Agency's Privacy Official not less than 24 hours after Business Associate learns of such unauthorized use or disclosure.

14. Business Associate's report shall at least: (a) identify the nature of the unauthorized use or disclosure; (b) identify the PHI used or disclosed; (c) identify who made the unauthorized use or received the unauthorized disclosure; (d) identify what Business Associate has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure; (e) identify what corrective action Business Associate has taken or shall take to prevent future similar unauthorized use or disclosure; and (f) provide such other information, including a written report, as reasonably requested by Agency's Privacy Official.

15. Mitigation. Business Associate agrees to mitigate, to the extent practicable, any harmful effect that is known to Business Associate of a use or disclosure of PHI by Business Associate in violation of the requirements of the Agreement.

16. Termination for Cause. Upon Agency's knowledge of a material breach by Business Associate, Agency shall:

    (a) Provide an opportunity for Business Associate to cure the breach or end the violation and terminate if Business Associate does not cure the breach or end the violation within the time specified by Agency.
    (b) Immediately terminate the Agreement if Business Associate has breached a material term of the Agreement and cure is not possible.
    (c) If neither termination nor cure is feasible, Agency shall report the violation to the Secretary.

17. Return or Destruction of Health Information.

    (a) Except as provided in Section 16(b) below, upon termination, cancellation, expiration or other conclusion of the Agreement, Business Associate shall return to Agency or destroy all PHI received from Agency, or created or received by Business Associate on behalf of Agency. This provision shall apply to PHI that is in the possession of subcontractors or agents of Business Associate. Business Associate shall retain no copies of the PHI.
    (b) In the event that Business Associate determines that returning or destroying the PHI is infeasible, Business Associate shall provide to Agency notification of the conditions that make return or destruction infeasible. Upon verification by Agency that the return or destruction of PHI is infeasible, Business Associate shall extend the protections of the Agreement to such PHI and limit further uses and disclosure of PHI to those purposes that make the return or destruction infeasible, for so long as Business Associate maintains such PHI.

18. Automatic Amendment. Upon the effective date of any amendment to the regulations promulgated by DHHS with respect to PHI, the Agreement shall automatically amend such that the obligations imposed on Business Associate as a Business Associate remain in compliance with such regulations.

IN WITNESS WHEREOF, each of the undersigned has caused this Addendum to be duly executed in its name and on its behalf effective as of July 1, 2011.

AGENCY	**BUSINESS ASSOCIATE**
Signed: _____	Signed: _____
Print Name: Kathy McKay	Print Name: _____
Title: Public Health Director	Title: _____
Date: _____	Date: _____

Office of Learner Support Services
Moorhead Area Public Schools

LSS.11.009

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: May 30, 2011

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

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

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

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

JS:ca

Attachment

AGREEMENT BETWEEN
CLAY COUNTY PUBLIC HEALTH
AND
MOORHEAD SCHOOL DISTRICT

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

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

I. PROVIDER RESPONSIBILITIES:

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

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

2. Follow up on health concerns, providing health education as necessary.

3. Provide supplies and equipment necessary to complete the above components.

II. SCHOOL RESPONSIBILITIES

1. Send mailings to families in the school district with children 3 1/2 to 5 years of age.

2. Take Appointments, reminder phone calls

3. Provide appropriate space to complete the components of ECS.

4. Perform the ECS required components of:
   * Height and weight
   * Vision Screening
   * Brigance Preschool Screen
   * Mail out and score Ages and Stages (Social Emotional) Questionnaire

5. Provide the Summary interview with those families participating in the screening process, as well as Referral and Follow-up.

6. Prepare and submit annual report to Minnesota Department of Education.

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

III. STAFF:

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

IV. RECORDS:

1. Screening results will be managed by the school district. Individual school health records will be maintained and kept on file in the School in accordance with school policy.

2. When re-screening by the Provider is required, the records will be kept with the School until re-screening is completed, then sent to the school district for ECS records.

3. Information exchanged will be done in compliance with the Date Privacy Act which includes notification of data collected, release of information, and safeguarding the record.

4. When the Provider does a complete Child and Teen Checkup, the paperwork will be sent to the school district for ECS records once release of information is signed by parent.

V. COST OF SERVICES:

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

VI. TERMS OF AGREEMENT:

This agreement shall be effective July 1, 2011 and shall be in effect until June 30, 2012. This agreement may be canceled by the School or Provider at any time, with or without cause, upon thirty (30) days written notice to the other party and subject to approval by the Clay County Board of Commissioners.

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

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

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

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

VII. INDEMNIFICATION:

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

_____

School Superintendent Date

_____

Chair, School Board Date

_____

Director, Clay County Public Health Date

_____

Chair, Clay County Board of Commissioners Date

ADDENDUM TO AGREEMENT

This Addendum is effective on upon execution, and amends and/or is made part of the Agreement by and between Clay County Public Health ("Agency") and Moorhead School District (Business Associate") dated July 1, 2011, ("Agreement").

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

1. Definitions. Capitalized terms not otherwise defined in the Agreement shall have the meanings given to them in Title 45, Parts 160 and 164 of the CFR and are incorporated herein by reference.

2. Use and Disclosure of Protected Health Information. Business Associate shall use and/or disclose Protected Health Information ("PHI") only to the extent necessary to satisfy Business Associate's obligations under the Agreement.

3. Prohibition on Unauthorized Use or Disclosure of PHI. Business Associate shall not use or disclose any PHI received from or on behalf of Agency, except as permitted or required by the Agreement, as required by law or as otherwise authorized in writing by Agency. Business Associate shall comply with: (a) Title 45, Part 164 of the CFR; (b) State laws, rules and regulations applicable to PHI not preempted pursuant to Title 45, Part 160, Subpart B of the CFR; and (c) Agency's health information privacy and security policies and procedures.

4. Business Associate's Operations. Business Associate may use PHI it creates or receives for or from Agency only to the extent necessary for Business Associate's proper management and administration or to carry out Business Associate's legal responsibilities. Business Associate may disclose such PHI as necessary for Business Associate's proper management and administration or to carry out Business Associate's legal responsibilities only if:

   a. The disclosure is required by law; or
   b. Business Associate obtains reasonable assurance, evidenced by written contract, from any person or organization to which Business Associate shall disclose such PHI that such person or organization shall:

      (i) Hold such PHI in confidence and use or further disclose it only for the purpose for which Business Associate disclosed it to the person or organization or as required by law; and
      (ii) Notify Business Associate (who shall in turn promptly notify Agency) of any instance of which the person or organization becomes aware in which the confidentiality of such PHI was breached.

5. PHI Safeguards. Business Associate shall develop, implement, maintain and use appropriate administrative, technical and physical safeguards to prevent the improper use or disclosures of any PHI received from or on behalf of Agency.

6. Electronic Health Information Security and Integrity. Business Associate shall develop, implement, maintain and use appropriate administrative, technical and physical security measures in compliance with Section 1173(d) of the Social Security Act, Title 42, Section 1320d-2(d) of

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

7. Protection of Exchanged Information in Electronic Transactions. If Business Associate conducts any Standard Transaction for or on behalf of Agency, Business Associate shall comply, and shall require any subcontractor or agent conducting such Standard Transaction to comply, with each applicable requirement of Title 45, Part 162 of the CFR. Business Associate shall not enter into or permit its subcontractors or agents to enter into any Trading Partner Agreement in connection with the conduct of Standard Transactions for or on behalf of Agency that: (a) changes the definition, Health Information condition or use of a Health Information element or segment in a Standard; (b) adds any Health Information elements or segments to the maximum defined Health Information set; (c) uses any code or Health Information elements that are either marked "not used" in the Standard's Implementation Specification or are not in the Standard's Implementation Specification(s); or (d) changes the meaning or intent of the Standard's Implementation Specification(s).

8. Subcontractors and Agents. Business Associate shall require each of its subcontractors or agents to whom Business Associate may provide PHI received from, or created or received by Business Associate on behalf of Agency to agree to written contractual provisions that impose at least the same obligations to protect such PHI as are imposed on Business Associate by the Agreement.

9. Access to PHI. Business Associate shall provide access, at the request of Agency, to PHI in a Designated Record Set, to Agency or, as directed by Agency, to an Individual in order to meet the requirements under Title 45, Part 164, Subpart E, Section 164.524 of the CFR and applicable State law. Business Associate shall provide access in the time and manner set forth in Agency's health information privacy and security policies and procedures.

10. Amending PHI. Business Associate shall make any amendment(s) to PHI in a Designated Record Set that Agency directs or agrees to pursuant to Title 45, Part 164, Subpart E, Section 164.526 of the CFR at the request of Agency or an Individual, and in the time and manner set forth in Agency's health information privacy and security policies and procedures.

11. Accounting of Disclosures of PHI.

    a. Business Associate shall document such disclosures of PHI and information related to such disclosures as would be required for Agency to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with Title 45, Part 164, Subpart E, Section 164.528 of the CFR.
    b. Business Associate agrees to provide Agency or an Individual, in time and manner set forth in Agency's health information privacy and security policies and procedures, information collected in accordance with Section 11(a) above, to permit Agency to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with Title 45, Part 164, Subpart E, Section 164.528 of the CFR.

12. Access to Books and Records. Business Associate shall make its internal practices, books and records relating to the use and disclosure of PHI received from or on behalf of Agency available to Agency and to DHHS or its designee for the purpose of determining Agency's compliance with the Privacy Rule.

13. Reporting. Business Associate shall report to Agency any use or disclosure of PHI not authorized by the Agreement or in writing by Agency. Business Associate shall make the report to Agency's Privacy Official not less than 24 hours after Business Associate learns of such unauthorized use or disclosure. Business Associate's report shall at least: (a) identify the nature of the unauthorized use or disclosure; (b) identify the PHI used or disclosed; (c) identify who made the unauthorized use or received the unauthorized disclosure; (d) identify what Business Associate has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure; (e) identify what corrective action Business Associate has taken or shall take to prevent future similar unauthorized use or disclosure; and (f) provide such other information, including a written report, as reasonably requested by Agency's Privacy Official.

14. Mitigation. Business Associate agrees to mitigate, to the extent practicable, any harmful effect that is known to Business Associate of a use or disclosure of PHI by Business Associate in violation of the requirements of the Agreement.

15. Termination for Cause. Upon Agency's knowledge of a material breach by Business Associate, Agency shall:

a. Provide an opportunity for Business Associate to cure the breach or end the violation and terminate if Business Associate does not cure the breach or end the violation within the time specified by Agency.
b. Immediately terminate the Agreement if Business Associate has breached a material term of the Agreement and cure is not possible.
c. If neither termination nor cure is feasible, Agency shall report the violation to the Secretary.

16. Return or Destruction of Health Information.

a. Except as provided in Section 16(b) below, upon termination, cancellation, expiration or other conclusion of the Agreement, Business Associate shall return to Agency or destroy all PHI received from Agency, or created or received by Business Associate on behalf of Agency. This provision shall apply to PHI that is in the possession of subcontractors or agents of Business Associate. Business Associate shall retain no copies of the PHI.
b. In the event that Business Associate determines that returning or destroying the PHI is infeasible, Business Associate shall provide to Agency notification of the conditions that make return or destruction infeasible. Upon verification by Agency that the return or destruction of PHI is infeasible, Business Associate shall extend the protections of the Agreement to such PHI and limit further uses and disclosure of PHI to those purposes that make the return or destruction infeasible, for so long as Business Associate maintains such PHI.

17. Automatic Amendment. Upon the effective date of any amendment to the regulations promulgated by DHHS with respect to PHI, the Agreement shall automatically amend such that the obligations imposed on Business Associate as a Business Associate remain in compliance with such regulations.

IN WITNESS WHEREOF, each of the undersigned has caused this Addendum to be duly executed in its name and on its behalf effective as of July 1, 2011.

AGENCY	BUSINESS ASSOCIATE
Signed: _____	Signed: _____
Print Name: Kathy McKay	Print Name: _____
Title: Public Health Director	Title: _____
Date: _____	Date: _____

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.11.062 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 7, 2011

SUBJECT: School Board Policy 802: Fund Balance

Attached please find a draft of School Board Policy 802: Fund Balance. The purpose of this policy revision is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB). The Minnesota School Boards Association (MSBA) has recently developed model language for this policy. This combines our current policy with the recommended and required changes as outlined by MSBA. Additionally, district staff has worked with the School District's auditor to develop this revision.

WAK:nls
Attachment

Fund Balance

Type:	School Board Policy
Section:	800 BUILDINGS AND SITES
Code:	802
Adopted Date:	1/26/2009
Revised Date(s):	
Reviewed Date(s):	
Attached Files:	No Documents Found.

I. PURPOSE

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

II. GENERAL STATEMENT

The policy of this school district is to classify its fund balances based on the nature of the particular net resources reported in the separate funds of the district. The district will report fund balances in compliance with reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB). To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

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

III. DEFINITIONS

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

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

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

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

A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the School Board and that remain binding unless removed by the School Board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.

E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the

committed, assigned, and unassigned fund balances.

IV. ~~REQUIREMENT~~ CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

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

1. Reduce expenditures through implementation of cost containment measures.

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

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

4. A combination of the above.

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

C. The Fund Balance policy shall also apply to the administration of the Food Service Operating Fund and the Community Education Fund with proper consideration and adjustment to conform with reserve limits established by statute.

Please refer to Administrative Procedure 802.1.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. COMMITTING FUND BALANCE

A majority vote of the School Board is required to commit a fund balance to a specific purpose

and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The School Board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Executive Finance Committee. Assignments so made shall be reported to the School Board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the School Board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The School Board will conduct a semi-annual review of the sufficiency of the minimum unassigned general fund balance level.

Legal Reference:
Statement No. 54 of the Governmental Accounting Standards Board

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.11.061 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 7, 2011

SUBJECT: 2011-2012 Annual Operating Plan

Attached please find the draft 2011-2012 Annual Operating Plan. The following information is a summary of the preliminary expenditures and revenue budgets, by fund, for fiscal year 2012:

	Beginning Fund Balance	Revenues	Expenditures	Ending Fund Balance
General Fund (01)	6,864,037	54,321,260	52,787,680	8,397,616
Food Service (02)	586,386	2,294,608	2,233,247	647,747
Community Service (04)	354,771	1,506,168	1,556,661	304,278
Debt Service (07)	43,553,000	6,806,673	6,506,036	43,853,637

Suggested Resolution: Move to approve the 2011-2012 Annual Operating Plan, which includes the preliminary budget for fiscal year 2012.

WAK:nls
Attachment

2011-2012
Annual Operating Plan

DRAFT

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

2011-2012
ANNUAL OPERATING PLAN
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DRAFT

SCHOOL BOARD

	Term Expiration
Kristine Thompson, Chairperson	2015
Lisa Erickson, Vice Chairperson	2013
Cindy Fagerlie, Clerk	2013
Bill Tomhave, Treasurer	2015
Mike Siggerud, Director	2013
Trudy Wilmer, Director	2013
Laurie Johnson, Director	2015

DRAFT

CENTRAL OFFICE TEAM

Dr. Lynne A. Kovash, Superintendent

Wayne A. Kazmierczak, Assistant Superintendent

Ann Hiedeman, Director of Human Resources

Jill Skarvold, Director of Learner Support Services

Dan Markert, Director of Information Systems and Instructional Support

Missy Eidsness, Director of School Improvement and Accountability

INDEPENDENT SCHOOL DISTRICT 152
MOORHEAD, MINNESOTA

MISSION STATEMENT

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

THE SCHOOL ENTITY

Moorhead Area Public Schools (MAPS) encompasses 206 square miles in Clay County, Minnesota and includes all or part of 11 townships. The district is 34 miles long, ranges from 3½ to 9½ miles wide and is bordered on the west by the Red River. The communities of Moorhead, Georgetown, Kragnes, Sabin, and Rustad are all part of the district. The district currently employs over 800 people in full and part-time positions. The district operates a maintenance garage, an education center, three elementary schools, a middle school, a high school and an area learning center.

OBJECTIVES OF THE ANNUAL OPERATING PLAN

1. To approve the 2011-2012 preliminary budget.
2. To project revenue and expenditures for a two-year period beyond the current budget.
3. To present historical information.
4. To have the above information organized in such a manner that it may be used as a tool in the district's long-range planning process.

DRAFT

I. GENERAL FUND

INTRODUCTION

The district is anticipating 2011-2012 General Fund revenues of $54,321,260. This reflects an increase of approximately $4,245,985 compared to 2010-2011. This increase is due to the voter-approved referendum that was passed in November 2010 and also reflects a drop off in federal stimulus funds from the American Recovery and Reinvestment Act (ARRA) and Education Jobs Fund Bill (Edujobs). Expenses for the General Fund are anticipated to be $52,787,680. This reflects an increase of $2,403,620 compared to projected expenditures from 2010-2011. The primary reasons for this increase include addressing the priorities established leading up to the referendum, increased capital expenditures for technology upgrades, and an increase in the costs of instructional materials and textbooks.

The net result of the recommended General Fund budget is an unassigned fund balance increase of $2,991,946 and a restricted fund balance deficit of $1,458,366 for 2011-2012. The June 30, 2011 unassigned General Fund balance is projected to be $10,074,441, or 20.3% of expenditures. Budget assumptions will be monitored to verify accuracy as new information becomes available. A revised budget will be presented to the board in approximately January 2012.

On November 2, 2010, school district residents approved an operating levy request in the amount of $850 per student, which will generate approximately $5.2 million in revenue for seven years. The total number of votes cast was 12,995 of which 6,950 were "yes" (53.5%) and 6,045 were "no" (46.5%). The passage of the operating levy came one year after the first attempt failed on a vote of 4,078 (49.3%) in favor and 4,195 (50.7%) against the proposal, a difference of 117 votes out of 8,273 votes cast.

This version of the Annual Operating Plan (AOP) begins to reflect the changes to the district's fund balance policy. The purpose of the policy revision is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

The district 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 the district has received this award. Only 65 of the state's 340 school districts received this award.

REVENUE **Line #**

Property Taxes **1**
The property taxes have increased for fiscal year 2012 primarily due to the operating levy that was approved by district voters in November 2010.

Interest **2**
Interest rates remain at historically low levels.

Tuition and Fees **3**
This line item includes reimbursement from Lakes Country Service Cooperative (LCSC) special education, medical assistance/3rd party billing, and tuition for special education services that are not included in the calculation for special education aid/tuition.

Other Local Sources **4**
Included are the fees from participation in extra-curricular activities, ticket sales from activity events, rent from school facilities, rent from other property, student teacher reimbursement, concessions, reimbursement from Lakeland Mental Health Day Treatment, and other miscellaneous sources.

General Education Aid **5**
This represents the state's share of the basic general education revenue that includes transportation revenue. The increase in fiscal year 2012 is primarily due to the increased state aid associated with the operating levy that was approved by district voters in November 2010.

Tax Credits **6**
The Border City Tax Credit is the largest of the tax credits that the district receives.

Non-Public Transportation Aid **7**
The district receives funding to support non-public transportation. This transportation is required in order to provide equal access to services for non-public students.

Special Education Aid **8**
This represents partial reimbursement for expenditures in special education. The aid represents a percentage of salary and supply costs incurred by the district including the necessary adjustments for tuition. The district also receives aid for excess special education costs.

Federal Sources **9-13**
The district receives a number of federal grants both directly and through the State of Minnesota. Generally, the two largest grants in this section are the Elementary and Secondary Education Act (ESEA), such as Title I, and flow-thru funding for special education.

Operating Capital **15-18**
The formula for calculating operating capital revenue is $73 plus $100 multiplied by the facilities age index (1.2663 for 2011-12) multiplied by the adjusted marginal cost pupil units. In addition, districts that operate year round programs such as the RRALC are entitled to $30 for each pupil unit attending a year round program. The aid/levy proportion is the same percentage as the general education formula allowance funding.

Lease Levy **19**
The district is authorized under MN Statute 126C.40 to levy for the cost of leasing space for instructional purposes or for school storage. The district submits an annual application to the Minnesota Department of Education (MDE) for approval. The total levy for a year must not exceed $150 times the resident pupil units for the fiscal year to which the levy is attributed.

Sale of Equipment/Property **21**
Equipment that is no longer of use to the district it is sold at a public auction or with public notice and the receipts are deposited in the capital outlay fund. Exceptions are made when state statute dictates that proceeds must be allocated elsewhere.

Health and Safety **23**
To receive health and safety revenue for any fiscal year a district must submit to the MDE an application for aid and levy. The application may be for hazardous substance removal, fire and life safety code repairs, labor and industry regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management. The revenue received is equal to the expenditures of the approved projects (refer to lines 79-85). The district no longer receives state aid for health and safety expenditures.

EXPENDITURES **LINE #**

Administration and Support Services **28-31**
Included are all costs for general administration, instructional administration, school site administration, and administrative support services. Administrative services are defined as those provided by administrators who are in charge of instructional or instruction-related units including the school board members, superintendent, assistant superintendent, principals, and directors of instructional areas. Included are the costs of their immediate offices, including those individuals in direct support of the administrator and the administrative support positions.

Regular and Vocational Instruction **32-36**
Included are all activities related to the teaching of students in the classroom and co-curricular activities at the kindergarten, elementary and secondary levels excluding expenditures for special education instruction.

Special Education Instruction **37-40**
Included is the budget for activities that provide learning experiences for students of any age who, because of certain atypical characteristics or conditions, have been identified as requiring, or who would benefit by, educational programs differentiated from those provided students in regular or vocational instruction.

Instructional Support Services **41-44**
Included is the budget for activities for assisting the instructional staff with the content and process of providing learning experiences for students in grades K-12. This includes, but is not limited to, the organization, management and operation of libraries and media centers and the budgets for staff development.

Pupil Support Services **45-48**
Services for students other than instructional are included. The services include counseling and guidance, health, psychological, social work, crime prevention, and others.

Operations and Maintenance of Buildings and Grounds **49-53**
Included are the expenses related to maintaining and sustaining the utility, economic and aesthetic value of existing district owned property. For buildings, this includes custodial care and ordinary upkeep. Equipment consists of repairs and maintenance of equipment to sustain original condition of completeness and efficiency.

Transportation Services **54-58**
Includes the salaries and benefits and other costs related to student transportation.

Aid Anticipation Certificates **59**
Represents expenses incurred for the issuance of aid anticipation certificates due to cash shortages resulting from legislated aid payment shifts or delays.

Property/Liability Insurance **60**

OPERATING CAPITAL EXPENDITURES

Capital expenditures consist of expenditures for acquisition, additions, or improvement of sites, buildings, and equipment. An item qualifies as equipment if all the following criteria are met:

- It retains its original shape and appearance with use. It has a normal useful life of at least three years.
- It is nonexpendable. That is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with an entirely new unit.
- It represents an investment of money (usually a unit cost range of greater than $500), which makes it feasible and advisable to capitalize the item.
- It does not lose its identity through incorporation into a different or more complex unit or substance.

Under a property control system each item or group of like items would be separately inventoried and controlled.

Special Assessments 62
Special assessments are based on city improvements including projects related to repaving streets, curb and gutter work, and other needed improvements for city services.

Leases 63
The district currently has lease agreements with the City of Moorhead for the Sports Center and Outreach Center, LaFamiglia Limited Partnership for RRALC, Fargo Schools for the gymnastics center, and Lakes Country Service Cooperative for the YES program.

Telephone/Telecommunications 64
Expenses include equipment and the leasing of telephone lines. E-rate reimbursements are included in this item.

Building Discretionary Allocation 65
Each building is allocated capital funds to cover incidental expenses that are not part of the long-range facilities plan. The allocation is $8.47 per student based on projected enrollment.

Athletics 66
This item is for additions and replacement of athletic equipment.

Textbook/Curriculum Adoption 67
These expenses are related to the district's curriculum review process.

Music 68
These funds are used for additions and replacement of district-owned musical instruments.

Media **69**
Audiovisual equipment and application software are purchased based on the recommendation of the building technicians, media specialists, and principals with assistance from the Director of Media Services and Director of Information Systems and Instructional Support. Media/library print books and electronic resources are purchased as recommended by building Media Specialists in collaboration with the Director of Media Services & the Director of Information Systems and Instructional Support.

Equipment Contingency Fund **70**
Equipment that must be replaced immediately for continuity of instructional programs or for equipment essential for district operations is purchased when necessary from these funds. This item includes the leases and maintenance plans for district copiers.

Technology Plan **71**
The technology plan is attached and details the annual operating costs and planned acquisitions.

Building Construction and Maintenance Plan **72**
The building construction and maintenance plan is attached. It details the projected expenditures by building. This budget is also for the replacement of lawn maintenance and snow removal equipment.

Deferred Maintenance **73**
Deferred maintenance revenue is intended for repairs and maintenance of the physical plant. The district is currently using this revenue primarily for roof repairs and maintenance.

Transportation Equipment **74**
This allocation is used to purchase school buses or vans.

Health and Safety Expenditures **76-82**
The State Commissioner of Education has approved all of the expenditures included in this category. To be considered by the Commissioner for health and safety funding projects must be related to hazardous substance removal, fire and life safety code repairs, labor and industry regulated facility and equipment violations, or health, safety, and environmental management including indoor air quality management. MN Statute 123B.57 defines the health and safety program.

MOORHEAD AREA PUBLIC SCHOOLS
Fiscal Year 2012 Preliminary Budget

GENERAL FUND (01)	FY10 Actual	FY11 Revised June	FY12 Preliminary	FY13 Projected	FY14 Projected	FY15 Projected
REVENUES						
Property Taxes	563,272	539,732	5,077,552	5,077,552	5,077,552	5,077,552
Local Sources	882,548	972,880	988,938	1,008,614	1,028,687	1,049,160
General Education Aid	34,991,037	34,722,833	36,455,840	36,515,779	36,574,197	36,632,615
Other State Aids	461,915	547,812	422,437	464,184	467,652	471,189
Special Education Aid	6,484,785	6,600,493	6,732,503	6,867,153	7,004,496	7,144,586
Federal Aids Grants	3,746,611	3,345,142	2,718,580	2,718,577	2,718,577	2,718,577
Federal Stimulus Funds (ARRA)	250,584	358,958	-	-	-	-
Education Jobs Fund (EduJobs)	-	1,047,925	116,436	-	-	-
Capital Outlay	1,913,442	1,865,917	1,909,463	1,909,884	1,973,526	1,973,964
Health & Safety	436,749	73,582	(100,489)	138,000	160,000	105,000
TOTAL REVENUES	**49,730,943**	**50,075,274**	**54,321,260**	**54,699,743**	**55,004,687**	**55,172,643**
EXPENDITURES						
Administration	3,161,779	3,344,701	3,407,060	3,483,720	3,562,260	3,642,710
Regular Instruction & Vocational	20,939,999	21,128,817	22,266,780	22,877,410	23,329,330	23,904,110
Special Services	12,566,954	12,678,479	12,937,210	13,247,740	13,566,320	13,893,180
Instructional Support	1,877,185	1,952,642	1,923,200	1,965,100	2,008,050	2,052,080
Pupil Support	1,374,938	1,419,970	1,527,410	1,562,810	1,599,090	1,636,280
Buildings & Grounds	3,360,981	3,684,037	3,800,010	3,921,800	4,048,420	4,180,090
Transportation	3,377,272	3,552,078	3,658,670	3,771,560	3,888,150	4,008,570
Capital Outlay	1,902,427	2,485,336	3,107,340	3,298,140	2,776,224	2,959,782
Health & Safety	173,767	138,000	160,000	105,000	105,000	105,000
TOTAL EXPENDITURES	**48,735,302**	**50,384,060**	**52,787,680**	**54,233,280**	**54,882,844**	**56,381,802**
REVENUES OVER (UNDER) EXPENDITURES						
Restricted	**273,997**	**(683,837)**	**(1,458,366)**	**(1,355,256)**	**(747,698)**	**(985,818)**
Unassigned	**721,644**	**375,051**	**2,991,946**	**1,821,720**	**869,541**	**(223,341)**
Restricted & Unassigned Combined	**995,641**	**(308,786)**	**1,533,580**	**466,464**	**121,843**	**(1,209,159)**
ENDING FUND BALANCE						
Restricted	**465,379**	**(218,458)**	**(1,676,825)**	**(3,032,081)**	**(3,779,778)**	**(4,765,597)**
Unassigned	**6,707,444**	**7,082,495**	**10,074,441**	**11,896,161**	**12,765,701**	**12,542,361**
Restricted & Unassigned Combined	**7,172,823**	**6,864,037**	**8,397,616**	**8,864,080**	**8,985,923**	**7,776,764**
Unassigned as % of Expenditures	**14.38%**	**14.83%**	**20.34%**	**23.40%**	**24.55%**	**23.52%**
Restricted & Unassigned as % of Total Expenditures	**14.72%**	**13.62%**	**15.91%**	**16.34%**	**16.37%**	**13.79%**
FOOD SERVICE (02)						
Revenues	2,204,015	2,250,758	2,294,608	2,339,348	2,384,978	2,431,528
Expenditures	2,077,205	2,145,310	2,233,247	2,300,244	2,369,251	2,440,329
REVENUES OVER (UNDER) EXPENDITURES	126,810	105,448	61,361	39,104	15,727	(8,801)
ENDING FUND BALANCE	**480,938**	**586,386**	**647,747**	**686,851**	**702,578**	**693,777**
COMMUNITY EDUCATION (04)						
Revenues	1,561,747	1,547,476	1,506,168	1,536,291	1,567,017	1,598,358
Expenditures	1,407,498	1,435,182	1,556,661	1,603,361	1,651,462	1,701,006
REVENUES OVER (UNDER) EXPENDITURES	154,249	112,294	(50,493)	(67,070)	(84,445)	(102,648)
ENDING FUND BALANCE	**242,477**	**354,771**	**304,278**	**237,208**	**152,763**	**50,115**

INDEPENDENT SCHOOL DISTRICT #152
GENERAL FUND (01)

		2009-2010 ACTUAL	2010-2011 REVISED JUNE	2011-2012 PRELIMINARY	2012-2013 PROJECTED	2013-2014 PROJECTED	2014-2015 PROJECTED
	Formula Allowance per Pupil Unit	5,124	5,124	5,124	5,124	5,124	5,124
	Enrollment (Nov. 2010 Projections)	5,406	5,388	5,394	5,453	5,472	5,537
	REVENUES:						
Line #	**General Fund**						
1	Property taxes	563,272	539,732	5,077,552	5,077,552	5,077,552	5,077,552
2	Interest	20,726	5,000	5,000	5,000	5,000	5,000
3	Tuition & fees	294,242	374,691	378,885	386,460	394,190	402,073
4	Other local sources	567,580	593,189	605,053	617,154	629,497	642,087
5	General ed aid	34,991,037	34,722,833	36,455,840	36,515,779	36,574,197	36,632,615
6	Tax credits/Border City aid	291,177	291,161	252,453	290,800	290,800	290,800
7	Non public trans aid/state grants	170,738	256,651	169,984	173,384	176,852	180,389
8	Special ed aid and excess aid	6,484,785	6,600,493	6,732,503	6,867,153	7,004,496	7,144,586
9	Federal aids and grants	3,746,611	3,345,142	2,718,580	2,718,577	2,718,577	2,718,577
10	Education Jobs Fund (EduJobs)	0	1,047,925	116,436	0	0	0
11	Federal stimulus Title	100,231	358,958	0	0	0	0
12	Federal stimulus Title I Delq	20,411	0	0	0	0	0
13	Federal stimulus other Sp Ed	129,942	0	0	0	0	0
14	**Total General Fund**	**47,380,752**	**48,135,775**	**52,512,286**	**52,651,860**	**52,871,161**	**53,093,679**
	Operating Capital						
15	Operating capital aid	757,268	725,407	651,787	651,787	715,000	715,000
16	Operating capital levy	489,675	518,849	587,955	587,955	587,955	587,955
17	Operating capital deferred maint levy	197,015	224,692	271,852	271,852	271,852	271,852
18	Operating capital deferred maint aid	85,839	71,074	71,000	71,000	71,000	71,000
19	Operating capital lease levy	235,536	305,270	305,832	305,832	305,832	305,832
20	Head Start rent	19,954	20,625	21,038	21,458	21,887	22,325
21	Sale of Equipment cars and rebates	128,155	0	0	0	0	0
22	**Total Operating Capital**	**1,913,442**	**1,865,917**	**1,909,463**	**1,909,884**	**1,973,526**	**1,973,964**
23	Health & Safety Levy	436,749	73,582	-100,489	138,000	160,000	105,000
24	**Total Health & Safety**	**436,749**	**73,582**	**-100,489**	**138,000**	**160,000**	**105,000**
25	**Total Revenues**	**49,730,943**	**50,075,274**	**54,321,260**	**54,699,743**	**55,004,687**	**55,172,643**
26	**$ CHANGE**	**(10,719,954)**	**344,331**	**4,245,985**	**378,484**	**304,943**	**167,956**
27	**% CHANGE**	**-17.7%**	**0.7%**	**8.5%**	**0.7%**	**0.6%**	**0.3%**
	EXPENDITURES:						
28	Admin salaries	2,485,666	2,546,901	2,585,100	2,636,800	2,689,540	2,743,330
29	Admin fringe benefits	392,016	469,020	485,440	502,430	520,020	538,220
30	Admin supplies	17,527	20,760	20,760	20,760	20,760	20,760
31	Admin other	229,070	258,020	265,760	273,730	281,940	290,400
32	Instruct salaries (reg & voc)	15,070,968	15,547,033	16,400,240	16,728,240	17,062,800	17,404,060
33	Instruct fringe benefits	4,973,226	5,047,824	5,379,500	5,567,780	5,762,650	5,964,340
34	OPEB expense benefit credit	(715,900)	(821,400)	(897,450)	(833,100)	(941,510)	(941,510)
35	Instruct supplies	472,570	384,420	384,420	384,420	384,420	384,420
36	Instruct other	1,139,135	970,940	1,000,070	1,030,070	1,060,970	1,092,800
37	Spec ed salaries	8,838,903	8,971,487	9,106,060	9,288,180	9,473,940	9,663,420
38	Spec ed fringe benefits	3,019,568	3,064,862	3,172,130	3,283,150	3,398,060	3,516,990
39	Spec ed supplies	121,793	79,290	79,290	79,290	79,290	79,290
40	Spec ed other	586,690	562,840	579,730	597,120	615,030	633,480
41	Instruct support salaries	1,327,962	1,347,881	1,303,100	1,329,160	1,355,740	1,382,850
42	Instruct support fringe benefits	276,720	280,871	290,700	300,870	311,400	322,300
43	Instruct support supplies	160,167	140,260	140,260	140,260	140,260	140,260
44	Instruct support other	112,336	183,630	189,140	194,810	200,650	206,670
45	Pupil support salaries	1,058,518	1,084,590	1,165,860	1,189,180	1,212,960	1,237,220
46	Pupil support fringe benefits	265,162	293,010	318,270	329,410	340,940	352,870
47	Pupil support supplies	8,860	11,970	11,970	11,970	11,970	11,970
48	Pupil support other	42,398	30,400	31,310	32,250	33,220	34,220
49	Bldgs & grounds salaries	1,183,351	1,206,960	1,225,060	1,249,560	1,274,550	1,300,040
50	Bldgs & grounds fringe benefits	218,831	223,207	231,020	239,110	247,480	256,140
51	Bldgs & grounds energy exp	1,228,013	1,323,340	1,389,510	1,458,990	1,531,940	1,608,540
52	Bldgs & grounds supplies	217,440	297,120	297,120	297,120	297,120	297,120
53	Bldgs & grounds other	400,163	518,740	534,300	550,330	566,840	583,850
54	Transportation salaries	543,239	554,104	562,420	573,670	585,140	596,840
55	Transportation benefits	83,416	85,084	88,060	91,140	94,330	97,630
56	Transportation contracted services	2,389,237	2,503,930	2,579,050	2,656,420	2,736,110	2,818,190
57	Transportation supplies	346,399	395,840	415,630	436,410	458,230	481,140
58	Transportation other	14,981	13,120	13,510	13,920	14,340	14,770

		2009-2010 ACTUAL	2010-2011 REVISED JUNE	2011-2012 PRELIMINARY	2012-2013 PROJECTED	2013-2014 PROJECTED	2014-2015 PROJECTED
59	Aid Anticipation Certificate	37,500	50,000	50,000	50,000	50,000	50,000
60	Property/liability insurance	113,183	114,670	123,000	126,690	130,490	134,400
61	**Total General Expenditures**	**46,659,108**	**47,760,724**	**49,520,340**	**50,830,140**	**52,001,620**	**53,317,020**
62	Op cap special assessments	56,028	272,560	155,000	80,000	82,400	84,870
63	Op cap leases	298,788	337,610	347,740	358,170	368,920	379,990
64	Op cap telephone/telecomm	69,549	89,860	92,560	95,340	98,200	101,150
65	Op cap bldg discretionary	20,106	45,000	45,000	45,000	45,000	45,000
66	Op cap athletics	11,068	11,400	11,740	12,090	12,450	12,820
67	Op cap textbooks	207,585	116,930	435,440	463,500	492,410	522,180
68	Op cap music	14,115	15,200	15,660	16,130	16,614	17,112
69	Op cap media	21,760	22,770	22,770	22,770	22,770	22,770
70	Op cap copier lease	110,616	120,000	123,600	127,310	131,130	135,060
71	Op cap technology plan	497,098	754,830	958,830	1,078,830	658,830	658,830
72	Op cap building const/maintenance plan	434,791	594,176	602,000	624,000	471,500	590,000
73	Op cap deferred maintenance	160,923	105,000	247,000	295,000	296,000	310,000
74	Op cap transporation equipment	0	0	50,000	80,000	80,000	80,000
75	**Total Operating Cap Expenditures**	**1,902,427**	**2,485,336**	**3,107,340**	**3,298,140**	**2,776,224**	**2,959,782**
76	347 - Health & Safety physical hazard	8,047	63,000	30,000	30,000	30,000	30,000
77	349 - Health & Safety hazardous subst	2,591	15,000	15,000	15,000	15,000	15,000
78	352 - Health & Safety envmt mgmt	29,837	25,000	25,000	25,000	25,000	25,000
79	358 - Health & Safety asbestos	2,811	5,000	60,000	5,000	5,000	5,000
80	363 - Health & Safety fire safety	14,383	15,000	15,000	15,000	15,000	15,000
81	366 - Health & Safety indoor air quality	116,098	15,000	15,000	15,000	15,000	15,000
82	**Total Health & Safety Expenditures**	**173,767**	**138,000**	**160,000**	**105,000**	**105,000**	**105,000**
83	**TOTAL EXPENDITURES**	**48,735,302**	**50,384,060**	**52,787,680**	**54,233,280**	**54,882,844**	**56,381,802**
84	**$ Change**	**(11,638,629)**	**1,648,758**	**2,403,620**	**1,445,600**	**649,564**	**1,498,958**
85	**% Change**	**-19.3%**	**3.4%**	**4.8%**	**2.7%**	**1.2%**	**2.7%**
86	**REV OVER EXP (EXP OVER REV)**						
87	**General Fund Restricted**	**273,997**	**(683,837)**	**(1,458,366)**	**(1,355,256)**	**(747,698)**	**(985,818)**
88	**General Fund Unassigned**	**721,644**	**375,051**	**2,991,946**	**1,821,720**	**869,541**	**(223,341)**
89	**BEGINNING FUND BALANCE**						
91	**General Fund Restricted:**						
92	Operating Capital	533,244	311,757	(498,428)	(1,792,157)	(3,228,265)	(4,077,814)
93	Health & Safety	(367,851)	(104,869)	(169,287)	(429,777)	(396,777)	(341,777)
94	Severence Pay	89,446	0	0	0	0	0
95	Safe Schools	(2,033)	(69,239)	(69,239)	(69,239)	(69,239)	(69,239)
96	Deferred Maintenance	205,993	327,730	518,496	614,348	662,200	709,052
97	Reserved for Prepaid	0	0	0	0	0	0
98	**General Fund Restricted Total**	**458,799**	**465,379**	**(218,458)**	**(1,676,825)**	**(3,032,081)**	**(3,779,778)**
99	**General Fund Unassigned:**						
100	**General Fund Unassigned Total**	**5,718,368**	**6,707,444**	**7,082,495**	**10,074,441**	**11,896,161**	**12,765,701**
101	**ENDING FUND BALANCE**						
102	**General Fund Restricted:**						
103	Operating Capital	311,757	(498,428)	(1,792,157)	(3,228,265)	(4,077,814)	(5,096,485)
104	Health & Safety	(104,869)	(169,287)	(429,777)	(396,777)	(341,777)	(341,777)
105	Severence Pay	-	-	-	-	-	-
106	Safe Schools	(69,239)	(69,239)	(69,239)	(69,239)	(69,239)	(69,239)
107	Deferred Maintenance	327,730	518,496	614,348	662,200	709,052	741,904
108	Reserved for Prepaid	-	-	-	-	-	-
109	**General Fund Restricted Total**	**465,379**	**(218,458)**	**(1,676,825)**	**(3,032,081)**	**(3,779,778)**	**(4,765,597)**
110	**General Fund Unassigned:**						
111	Unassigned	6,707,444	4,582,495	7,824,441	9,896,161	10,765,701	10,542,361
112	Committed--Severance Obligation		2,500,000	2,250,000	2,000,000	2,000,000	2,000,000
113	Assigned--TBD						
114	**General Fund Unassigned Total**	**6,707,444**	**7,082,495**	**10,074,441**	**11,896,161**	**12,765,701**	**12,542,361**
115	**General Fund Restricted & Unassigned Combinec**	**7,172,823**	**6,864,037**	**8,397,616**	**8,864,080**	**8,985,923**	**7,776,764**
116	**Unassigned (% of Unassigned Exp)**	**14.38%**	**14.83%**	**20.34%**	**23.40%**	**24.55%**	**23.52%**
117	**Unassigned & Restricted (% of Total Exp)**	**14.72%**	**13.62%**	**15.91%**	**16.34%**	**16.37%**	**13.79%**

MULTI-YEAR CAPITAL PROJECTS PLANNING DOCUMENT

	A	C	D	E	F	G	H	I	J
1									
2	**SENIOR HIGH**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
3	Gym floor refinish	3,000	3,000	3,000	3,000	3,500	3,500	3,500	3,500
4	Light rail--Theater	11,000							
5	Athletic field repair and maintenance								
6	Replace gymnasium sound system			35,000					
7	Folding Door--Auditorium		110,000						
8	Folding Door--Gymnasium (curtain)		35,000						
9	Running track repair/maintenance (study replacement)	3,500	10,000	150,000				35,000	
10	Field house floor repair		12,000						
11	Field house curtain replacement	33,676							
12	Carpet/tile replacement				10,000		10,000		
13	Replace ceiling tile - gymnasium		12,000						
14	Roof maintenance/repair/replacement				100,500		113,000	150,000	400,000
15	Repaint gymnasium			12,500				30,000	
16	Floor tile removal/replacement		32,000						
17	Lunch tables	32,000							
18	Reduce points of entry, improve signage	10,000							
19	Tuckpointing						50,000		
20	Parking lot resurface					300,000			
21	Boiler replacement								
22	Chiller overhaul	27,500							
23	Storage shed	25,000							
24	Window replacement						300,000	150,000	
25	**TOTAL**	**$ 145,676**	**$ 214,000**	**$ 200,500**	**$ 113,500**	**$ 303,500**	**$ 476,500**	**$ 368,500**	**$ 403,500**
26									
27	**HORIZON MIDDLE SCHOOL**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
28	Gym floor refinish	3,000	3,000	3,500	3,500	3,500	3,500	3,500	3,500
29	Athletic field repair/maintenance	5,000	5,000						
30	Concrete (stone removal/replacement)		47,000						
31	Repaint			5,000	5,000	5,000			15,000
32	Carpet replacement								30,000
33	Mountable curbs	6,000							
34	Sidewalk improvements/replacement (track accessibility)		36,000						20,000
35	Art room storage (Fire Marshal)		5,000						
36	Parking lot resurface							150,000	
37	Running track resurface							80,000	
38	**TOTAL**	**$14,000**	**$96,000**	**$8,500**	**$8,500**	**$8,500**	**$3,500**	**$233,500**	**$68,500**
39									
40	**ROBERT ASP ELEMENTARY**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
41	Gym floor refinish	2,000	2,000	2,000	2,000	2,500	2,500	2,500	2,500
42	Parking lot resurface			30,000		25,000		25,000	
43	Boiler replacement (2) (37,500) and glycol (25,000)	62,500							
44	Door addition in EBD classroom	2,500							
45	Building entry/interior office redesign			110,000					
46	Tuckpointing				35,000				
47	Playground improvements/upgrades			10,000	30,000				
48	Roof maintenance/repair/replacement	80,000	80,000	40,000		42,000	145,000		
49	**TOTAL**	**$ 147,000**	**$ 82,000**	**$ 192,000**	**$ 67,000**	**$ 69,500**	**$ 147,500**	**$ 27,500**	**$ 2,500**
50									
51	**ELLEN HOPKINS ELEMENTARY**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
52	Gym floor refinish		10,000	3,000	3,000	3,500	3,500	3,500	3,500
53	Track removal/redesign/end of useful life considerations				75,000				
54	Parking lot resurface			30,000		25,000		25,000	
55	Repaint				5,000	5,000	5,000		
56	Boiler replacement (2) (37,500) and glycol (25,000)	62,500							
57	Building entry/interior office redesign	60,000	50,000						
58	Roof maintenance/repair/replacement		142,000	230,000	110,000	211,000		7,500	
59	Playground improvements/upgrades			10,000	30,000				
60	Tuckpointing						40,000		
61	**TOTAL**	**$ 122,500**	**$ 202,000**	**$ 273,000**	**$ 223,000**	**$ 244,500**	**$ 48,500**	**$ 36,000**	**$ 3,500**
62									
63	**S.G. REINERTSEN ELEMENTARY**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
64	Repaint		5,000		5,000				15,000
65	Multi-purpose room expansion (DAPE)		475,000						
66	Offsetting lease-purchase (levy) agreement revenue		(475,000)						
67	Playground improvements/upgrades			10,000	30,000				
68	Handicapped accessible bathroom - Special Education	15,000							
69	Parking lot resurface					25,000			75,000
70	Exterior duct work improvement - water infiltration	25,000	22,500						
71	Sidewalks								15,000
72	Grounds maintenance (erosion)	2,500							
73	Roof maintenance/repair/replacement								
74	**TOTAL**	**$ 42,500**	**$ 27,500**	**$ 10,000**	**$ 35,000**	**$ 25,000**	**$ -**	**$ -**	**$ 105,000**
75									
76	**PROBSTFIELD CENTER FOR EDUCATION**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
77	Lockers (painting, adding)					7,000			
78	Roof maintenance/repair/replacement				60,500			33,500	
79	Window replacement			25,000					
80	Repaint	5,000					20,000		
81	Room upgrades to accommodate Early Learning changes	15,000	15,000						
82	Carpet replacement	22,500	7,500				30,000		
83	Tile replacement		10,000						
84	Door replacement (#6)								
85	Parking lot resurface					35,000			
86	Tuckpointing repair				35,000				
87	Playground improvements/upgrades		7,500		30,000				

	A	C	D	E	F	G	H	I	J
88	Sidewalk repair/maintenance		2,500						15,000
89	**TOTAL**	**$ 42,500**	**$ 42,500**	**$ 25,000**	**$ 125,500**	**$ 42,000**	**$ 50,000**	**$ 33,500**	**$ 15,000**
90									
91	**RED RIVER ALTERNATIVE LEARNING CENTER**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
92									
93	**TOTAL**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
94									
95	**MAINTENANCE BUILDING**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
96	Door replacement								
97	Parking lot repair/resurfacing								
98	Building siding			20,000					
99	Interior reconfiguration								
100	Roof maintenance/repair/replacement					32,000	47,500		
101	Replace boiler/reconfigure heating system								
102	Carpet replacement						6,000		
103	**TOTAL**	**$ -**	**$ -**	**$ 20,000**	**$ -**	**$ 32,000**	**$ 53,500**	**$ -**	**$ -**
104									
105	**DISTRICTWIDE MAINTENANCE, EQUIPMENT, & VEHICLES**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
106	Roof maintenance/repairs	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
107	Lawncare equipment and snow removal equipment		5,000		20,000			20,000	
108	Maintenance equipment	10,000	5,000	15,000			20,000		20,000
109	Maintenance vehicles						35,000		
110	**TOTAL**	**$ 35,000**	**$ 35,000**	**$ 40,000**	**$ 45,000**	**$ 25,000**	**$ 80,000**	**$ 45,000**	**$ 45,000**
111									
112	**UNDEDICATED CAPITAL**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
113	Undedicated	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000
114	**TOTAL**	**$ 150,000**	**$ 150,000**	**$ 150,000**	**$ 150,000**	**$ 150,000**	**$ 150,000**	**$ 150,000**	**$ 150,000**
115									
116									
117	**BUILDING SUMMARY**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
118	Moorhead High School	145,676	214,000	200,500	113,500	303,500	476,500	368,500	403,500
119	Horizon Middle School	14,000	96,000	8,500	8,500	8,500	3,500	233,500	68,500
120	Robert Asp Elementary School	147,000	82,000	192,000	67,000	69,500	147,500	27,500	2,500
121	Ellen Hopkins Elementary School	122,500	202,000	273,000	223,000	244,500	48,500	36,000	3,500
122	S.G. Reinertsen Elementary School	42,500	27,500	10,000	35,000	25,000	-	-	105,000
123	Probstfield Center for Education	42,500	42,500	25,000	125,500	42,000	50,000	33,500	15,000
124	Red River Alternative Learning Center	-	-	-	-	-	-	-	-
125	Maintenance Building	-	-	20,000	-	32,000	53,500	-	-
126	Districtwide maintenance, equipment, and vehicles	35,000	35,000	40,000	45,000	25,000	80,000	45,000	45,000
127	Undedicated	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000
128	**TOTAL SUMMARY**	**$ 699,176**	**$ 849,000**	**$ 919,000**	**$ 767,500**	**$ 900,000**	**$ 1,009,500**	**$ 894,000**	**$ 793,000**
129	*Operating Capital*	*$ 594,176*	*$ 602,000*	*$ 624,000*	*$ 471,500*	*$ 590,000*	*$ 679,000*	*$ 678,000*	*$ 368,000*
130	*Deferred Maintenance*	*$ 105,000*	*$ 247,000*	*$ 295,000*	*$ 296,000*	*$ 310,000*	*$ 330,500*	*$ 216,000*	*$ 425,000*
131									
132	**HEALTH AND SAFETY***	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
133	347 - Physical Hazard Control	63,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000
134	349 - Hazardous Substance Management	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
135	352 - Environmental, Health & Safety Management	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
136	358 - Asbestos (AHERA Compliance)	5,000	60,000	5,000	5,000	5,000	5,000	5,000	5,000
137	363 - Fire and Life Safety	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
138	366 - Indoor Air Quality	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
139	**TOTAL**	**$138,000**	**$160,000**	**$105,000**	**$105,000**	**$105,000**	**$105,000**	**$105,000**	**$105,000**
140									
142	* *Health and Safety projects will be added as needed. Levy authority to cover these projects is granted by the Minnesota Department of Education.*								
143									
144	*This operating capital plan is a planning document only. Projects will be considered annually as needed, and this plan will be adjusted accordingly.*								

Annual Operations		09/10	10/11	11/12	12/13	13/14	14/15
Infrastructure							
	WAN -- Fiber Optics Lease	24,720	24,720	24,720	24,720	24,720	24,720
	Miscellaneous Electrical Upgrades	2,266	2,266	2,266	2,266	2,266	2,266
	Cabling -- Misc. District wide	12,360	12,360	12,360	12,360	12,360	12,360
	NW Links Membership	0	0	0	0	0	0
		39,346	39,346	39,346	39,346	39,346	39,346
Hardware							
	Telephone System Maintenance	3,605	3,605	3,605	3,605	3,605	3,605
	Cellular Communication	3,193	3,193	3,193	3,193	3,193	3,193
		6,798	6,798	6,798	6,798	6,798	6,798
Maintenance Agreements							
	Software/Support Agreement	4,944	4,944	4,944	4,944	4,944	4,944
	Internet Bandwidth (minus E-Rate)	7,868	7,868	7,868	7,868	7,868	7,868
	Region I Software/Support Agreement	50,000	50,000	50,000	50,000	50,000	50,000
	Cisco WAN Agreements	0	0	0	0	0	0
		62,811	62,811	62,811	62,811	62,811	62,811
Department Operations							
	General Supplies (Subscriptions, tools, etc.)	2,369	2,369	2,369	2,369	2,369	2,369
	Security/Clock/Paging/RF support	8,446	8,446	8,446	8,446	8,446	8,446
	CD-R's & Other Media	2,060	2,060	2,060	2,060	2,060	2,060
	Backup Archival Tapes	1,339	1,339	1,339	1,339	1,339	1,339
		14,214	14,214	14,214	14,214	14,214	14,214
Software Subscriptions							
	AntiVirus	721	721	721	721	721	721
	Group Calendaring/Scheduling	2,884	2,884	2,884	2,884	2,884	2,884
	SSL Certificates	721	721	721	721	721	721
	AppleWorks/iWorks	1,597	1,597	1,597	1,597	1,597	1,597
	Email	4,120	4,120	4,120	4,120	4,120	4,120
	Inspiration/Kidspiration	0	0	0	0	0	0
	FileMaker Pro Server & Client New/Upgrade	0	0	0	0	0	0
	Web Filtering	18,540	18,540	18,540	18,540	18,540	18,540
	SENDIT membership	1,236	1,236	1,236	1,236	1,236	1,236
	Student Management Agreement	22,660	22,660	22,660	22,660	22,660	22,660
	Network operating system upgrade	4,244	4,244	4,244	4,244	4,244	4,244
	Power School Studio	0	0	65,000	65,000	65,000	65,000
		56,722	56,722	121,722	121,722	121,722	121,722
Staff Development							
	Local training classes	16,480	16,480	16,480	16,480	16,480	16,480
	Operations specialized training	9,255	9,255	9,255	9,255	9,255	9,255
	Intern Help (Salary)	8,400	8,400	8,400	8,400	8,400	8,400
		34,135	34,135	34,135	34,135	34,135	34,135
	Subtotal Operational Expenditures	214,027	214,027	279,027	279,027	279,027	279,027

TECHNOLOGY PLAN

Technology Acquisitions		09/10	10/11	11/12	12/13	13/14	14/15
Infrastructure							
	WAN -- Video Network/TV & Web Studio	10,300	10,300	10,300	10,300	10,300	10,300
	WAN -- Expansion/Upgrade	0	300,000	455,000	575,000	155,000	155,000
	LAN -- Hub/Switches New/Replacement	0	0	0	0	0	0
		10,300	310,300	465,300	585,300	165,300	165,300
Hardware							
	Auditorium Operations(Lights/Sound)	2,500	18,500	2,500	2,500	2,500	2,500
	RAM/CPU Upgrades	10,000	10,000	10,000	10,000	10,000	10,000
	TV/LCD Projection System/Projection Screens	15,000	15,000	15,000	15,000	15,000	15,000
	Computer Workstations	132,000	152,000	132,000	132,000	132,000	132,000
	Network Printers	5,000	5,000	5,000	5,000	5,000	5,000
	Peripheral Add-ons	5,000	5,000	5,000	5,000	5,000	5,000
	Data Servers/upgrades	10,000	10,000	10,000	10,000	10,000	10,000
	Emerging Technologies	5,000	5,000	5,000	5,000	5,000	5,000
		184,500	220,500	184,500	184,500	184,500	184,500
Software							
	Student Management System Options	0	0	0	0	0	0
	New/Curriculum Contingency	25,000	5,000	25,000	25,000	25,000	25,000
		25,000	5,000	25,000	25,000	25,000	25,000
Staff Development							
	Specialized Training--New Technologies	5,000	5,000	5,001	5,002	5,003	5,004
		5,000	5,000	5,001	5,002	5,003	5,004
	Subtotal Technology Acquisitions	224,800	540,800	679,801	799,802	379,803	379,804
	Subtotal Operational Expenditures	214,027	214,027	279,027	279,027	279,027	279,027
	TOTAL TECHNOLOGY PLAN	**438,827**	**754,827**	**958,828**	**1,078,829**	**658,830**	**658,831**

2011-12 Staffing Plan

(Presented to School Board on May 23, 2011)

Licensed Staff (FTE)	2010-11 Budget	2010-11 Actual	2011-12 Budget	Increase (Decrease)	^ Phase 2
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
Total Licensed Staff	363.30	374.41	381.91	6.17	4.33
Federal Programs/Grants **	18.50	19.75	19.75	0.00	0.00
Non-Licensed Staff					
Administrative	0.00	0.00	0.00	0.00	0.00
Supervisory	7.00	6.00	6.00	0.00	0.00
Paraprofessionals/Security*	147.50	149.38	149.38	0.00	0.00
Non-Aligned/TCI	21.11	21.11	21.11	0.00	0.00
Clerical/Confidential	42.28	42.28	42.28	0.00	0.00
Custodial	32.00	32.99	32.99	0.00	0.00
Total Non-Licensed Staff	249.89	251.76	251.76	0.00	0.00
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 actua
High School 2.125 FTE (science, mathematics and English/language a
Middle School 2.125 FTE (mathematics and 6th Grade)
Elementary 1.0 FTE (4th Grade)

Total EduJobs and new 2011-12 FTE
Does not include Phase 2

High School	4.925
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 22, 2010

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
Grade Level							
Elem K-3	25:1	25:1	25:1	25:1	25:1	25:1	24:1
Elem 4-5	29:1	29:1	29:1	29:1	29:1	29:1	27:1
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 11-12
	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average 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.

MOORHEAD AREA PUBLIC SCHOOLS
NOVEMBER 2010 ENROLLMENT PROJECTIONS
(Weighted Average Method)

GRADE	ACTUAL NOVEMBER 1 ENROLLMENT					11/1/2010	PROJECTED ENROLLMENT						
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	November 2009 Projection (2010-11)	Variance Between Actual and Projected
Kindergarten	378	421	381	397	417	387	385	390	390	395	395	385	2
Grade 1	411	401	432	405	402	432	399	396	402	402	407	419	13
Grade 2	360	414	393	428	407	421	441	407	404	410	410	409	12
Grade 3	368	359	415	398	440	396	425	445	410	408	413	430	-34
Grade 4	359	380	358	417	391	446	417	448	469	432	430	446	0
Grade 5	391	372	388	381	417	392	452	423	454	475	438	406	-14
Grade 6	353	422	374	401	397	435	403	465	435	467	489	421	14
Grade 7	419	367	423	377	405	420	443	411	474	444	476	399	21
Grade 8	446	431	373	429	384	413	425	449	416	480	449	396	17
Grade 9	438	463	436	399	446	397	402	414	437	405	467	388	9
Grade 10	446	430	465	445	395	442	399	403	415	438	407	427	15
Grade 11	461	460	422	482	419	383	424	383	387	399	421	389	-6
Grade 12	422	461	447	406	476	424	378	419	378	383	394	433	-9
Grades K-5	2267	2347	2367	2426	2474	2474	2518	2508	2529	2522	2493	2495	-21
Grades 6-8	1218	1220	1170	1207	1186	1268	1272	1325	1326	1391	1414	1216	52
Grades 6-12	2985	3034	2940	2939	2922	2914	2875	2944	2943	3016	3103	2853	61
Grades 9-12	1767	1814	1770	1732	1736	1646	1603	1619	1617	1625	1688	1637	9
Grades K-12	5252	5381	5307	5365	5396	5388	5394	5453	5472	5537	5596	5348	40
+/- Prior Year	31	129	-74	58	31	-8	6	59	19	65	58		
% +/-	0.58%	2.46%	-1.38%	1.09%	0.58%	-0.15%	0.10%	1.10%	0.35%	1.20%	1.05%		

VEHICLE INVENTORY														
		Model					Miles as of	Miles as of	Miles as of		Special	Scheduled	Purchase	
ID #	Vehicle Type	Year	Chassis	Body	Fuel type	Capacity	6/5/2009	6/11/2010	6/8/2011	Miles	Equipment	Replacement	Price	Notes
93	SCHOOL BUS	1993	IHC	THOMAS	DIESEL	78	105,186	105,507	111,823	6,316		2005	$ 53,485	Delayed Replacement
94	SCHOOL BUS	1993	IHC	THOMAS	DIESEL	78	120,626	120,706	121,754	1,048		2005	$ 53,780	Delayed Replacement - spare only
96	SCHOOL BUS	1995	IHC	AMTRAN	DIESEL	77	157,545	160,695	166,260	5,565		2007	$ 48,787	Delayed Replacement - spare only
87	SCHOOL BUS	1996	IHC	THOMAS	DIESEL	77	119,206	124,494	132,126	7,632	Lift Equipped	2008	$ 56,575	Delayed Replacement -
89	SCHOOL BUS	1996	IHC	THOMAS	DIESEL	77	143,813	146,262	148,063	1,801	Lift Equipped	2008	$ 56,575	Delayed Replacement -
83	SCHOOL BUS	1998	IHC	Blue Bird	DIESEL	30	106,323	116,669	125,687	9,018	Lift Equipped	2010	$ 59,104	Delayed Replacement
84	SCHOOL BUS	1998	IHC	Blue Bird	DIESEL	31	130,476	141,626	151,298	9,672	Lift Equipped	2010	$ 59,104	Delayed Replacement
00-103	MINI-VAN	2000	GMC	Safari (red)	GASOLINE	7	85,460	104,737	127,214	22,477		2010	$ 22,734	
00-104	MINI-VAN	2000	GMC	Safari(Teal Blue)	GASOLINE	7	155,739	156,771	158,342	1,571		2010	$ 22,692	Used by RRALC
05-105	4WD	2000	DODGE	Durango	GASOLINE	7	92357	97157	102962	5,805		2010	$ 12,995	
71	SCHOOL BUS	2001	GMC	Blue Bird	DIESEL	77	117701	131595	144138	12,543		2013	$ 54,692	
72	SCHOOL BUS	2001	GMC	Blue Bird	DIESEL	77	122405	133356	143772	10,416		2013	$ 54,692	
73	SCHOOL BUS	2004	IHC	Blue Bird	DIESEL	77	57192	65905	74578	8,673		2016	$ 60,289	
74	SCHOOL BUS	2004	IHC	Blue Bird	DIESEL	77	55819	66596	77365	10,769		2016	$ 60,490	
05-106	MINI-VAN	2005	DODGE	Caravan	GASOLINE	7	74017	90389	108360	17,971		2016	$ 25,450	
75	SCHOOL BUS	2006	IC Bus	IC Bus	DIESEL	77	68280	85982	104413	18,431		2018	$ 63,531	
86	SCHOOL BUS	2006	IC Bus	IC Bus	DIESEL	47	60246	74432	87943	13,511	Lift Equipped	2018	$ 73,437	
76	SCHOOL BUS	2007	IC Bus	IC Bus	DIESEL	77	33685	48058	64969	16,911		2019	$ 67,036	
88	SCHOOL BUS	2007	IC Bus	IC Bus	DIESEL	45	52284	66544	80893	14,349	Lift Equipped	2019	$ 74,036	
77	SCHOOL BUS	2008	IC Bus	IC Bus	DIESEL	77	28540	39794	54079	14,285		2020	$ 70,622	
	MINI-VAN	2008	DODGE	Caravan	GASOLINE	7	48391	48391	54982	6,591		2020		
										209,039				

II. FOOD SERVICE

INTRODUCTION

This fund must be established in a district that maintains a food service program for pupils. Food service includes those activities which have as their purpose the preparation and service of milk, meals, and snacks in connection with school and community service activities.

Revenues and expenditures for Food Service activities are recorded in this fund. Eligible expenditures include application processing, meal accountability, food preparation, meal service, and kitchen custodial service.

If revenues exceed expenditures, the resultant positive fund balance may not be transferred to the General Fund. If a deficit occurs, permanent transfers should be made from the General Fund to the Food Service Fund as of the end of the fiscal year.

Prices for the 2011-12 school year will remain the same as the previous year.

Basic Assumptions

The number of free lunches went up by 6.1% from 09-10 to 10-11.

Prices used to develop revenue projections were as follows:

Category	2011-12 Price
Milk	.40
Breakfast	1.00
Elem Lunch	1.75
Middle S/HS Lunch	1.90
Adult Lunch	3.25

Reimbursements

The per meal reimbursement from the state (lunch and breakfast) will remain neutral.

The per meal reimbursement for commodities will increase by .0075.

The per meal federal reimbursement (cash) for paid meals will increase by .02.

The per meal federal reimbursement (cash) for free and reduced meals will increase yearly by .08 per breakfast, .14 per lunch, and .02 for snacks.

2011-12 Reimbursements (2010-11 figures, will be adjusted when figures are released in July)

State Reimbursement:
- $ .12 All Lunch
- $ .55 Paid Breakfast
- $ .30 Reduced Breakfast

Commodities Reimbursement (Food Distribution Program):
- $ .195 each meal (lunch)

Federal Reimbursement:
- $ .26 Paid lunch
- $2.32 Reduced lunch
- $2.74 Free lunch
- $ .26 Paid breakfast
- $1.18 Reduced breakfast
- $1.48 Free breakfast
- $ .06 Paid Snack
- $ .37 Reduced Snack
- $ .74 Free Snack

K-Milk Reimbursement:
- $ .1775 Milk - Federal
- $ .20 Milk - State

FUND BALANCE DEFINITIONS **Line #**

Miscellaneous Local Revenue 2
Catered meals (lunch) to Head Start program at Probstfield.

Purchased Services 15
Costs include supervision, administrative services, repairs and maintenance, printing/publications, travel/professional development, consulting fees, operation ; maintenance.

Food Costs (USDA Commodities) 16
Based on the number of reimbursable student meals (lunch only) that were served the previous school year.

Fund Balance Projections 26
Use of Food Service funds to pay for capital outlay expenditures will decrease the fund balance. Funding for capital outlay is received only from paid meal revenue (no contribution is received from free or reduced price meals). Decreases in the fund balance will result in a price increase.

INDEPENDENT SCHOOL DISTRICT #152
FOOD SERVICE FUND (02)

Line #		2009-10 ACTUAL	2010-11 REVISED	2011-12 PRELIMINARY	2012-2013 PROJECTED	2013-2014 PROJECTED	2014-2015 PROJECTED
	REVENUES:						
	Other local and county sources:						
1	Interest	1,192	25	25	25	25	25
2	Miscellaneous local revenues	390	400	410	420	430	440
3	**Subtotal other sources**	**1,582**	**425**	**435**	**445**	**455**	**465**
	State sources:						
4	Lunch/Breakfast program aid	119,965	146,660	149,590	152,580	155,630	158,740
	Federal sources:						
5	Lunch program aid	848,850	828,140	844,700	861,590	878,820	896,400
6	Food distribution program	106,322	110,080	112,280	114,530	116,820	119,160
7	Summer Food Program	26,566	57,833	57,833	57,833	57,833	57,833
8	**Subtotal federal sources**	**981,738**	**996,053**	**1,014,813**	**1,033,953**	**1,053,473**	**1,073,393**
9	Sale of food	1,100,731	1,107,620	1,129,770	1,152,370	1,175,420	1,198,930
10	**TOTAL REVENUES**	**2,204,015**	**2,250,758**	**2,294,608**	**2,339,348**	**2,384,978**	**2,431,528**
11	**$ CHANGE**	**351,707**	**46,743**	**43,850**	**44,740**	**45,630**	**46,550**
12	**% CHANGE**	**18.99%**	**2.12%**	**1.95%**	**1.95%**	**1.95%**	**1.95%**
	EXPENDITURES:						
	Pupil support services:						
13	Salaries and wages	450,526	445,500	458,865	472,631	486,810	501,414
14	Employee benefits	75,550	76,744	79,046	81,418	83,860	86,376
15	Purchased services	311,177	317,580	327,107	336,921	347,028	357,439
16	Food costs-USDA commodities	98,099	95,650	98,520	101,475	104,519	107,655
17	Food costs, milk and supplies	1,071,979	1,107,720	1,140,952	1,175,180	1,210,436	1,246,749
18	Equipment/Construction	24,681	25,653	50,000	51,500	53,045	54,636
19	Other expenditures	18,630	18,630	19,189	19,765	20,358	20,968
20	Summer Food Program	26,566	57,833	59,568	61,355	63,196	65,092
21	**TOTAL EXPENDITURES**	**2,077,205**	**2,145,310**	**2,233,247**	**2,300,244**	**2,369,251**	**2,440,329**
22	**$ CHANGE**	**124,576**	**68,105**	**87,937**	**66,997**	**69,007**	**71,078**
23	**% CHANGE**	**6.38%**	**3.28%**	**4.10%**	**3.00%**	**3.00%**	**3.00%**
24	**REV OVER EXP (EXP OVER REV)**	**126,810**	**105,448**	**61,361**	**39,104**	**15,727**	**(8,801)**
25	**BEGINNING FUND BALANCE**	**354,128**	**480,938**	**586,386**	**647,747**	**686,851**	**702,578**
26	**ENDING FUND BALANCE**	**$480,938**	**$586,386**	**$647,747**	**$686,851**	**$702,578**	**$693,777**
27	**Fund Balance as a % of Expenditures**	**23.15%**	**27.33%**	**29.00%**	**29.86%**	**29.65%**	**28.43%**
28	***Fund Balance Limit (1/3 of annual exp)***	***692,402***	***715,103***	***744,416***	***766,748***	***789,750***	***813,443***

ANALYSIS OF PARTICIPATION (REIMBURSABLE MEALS)

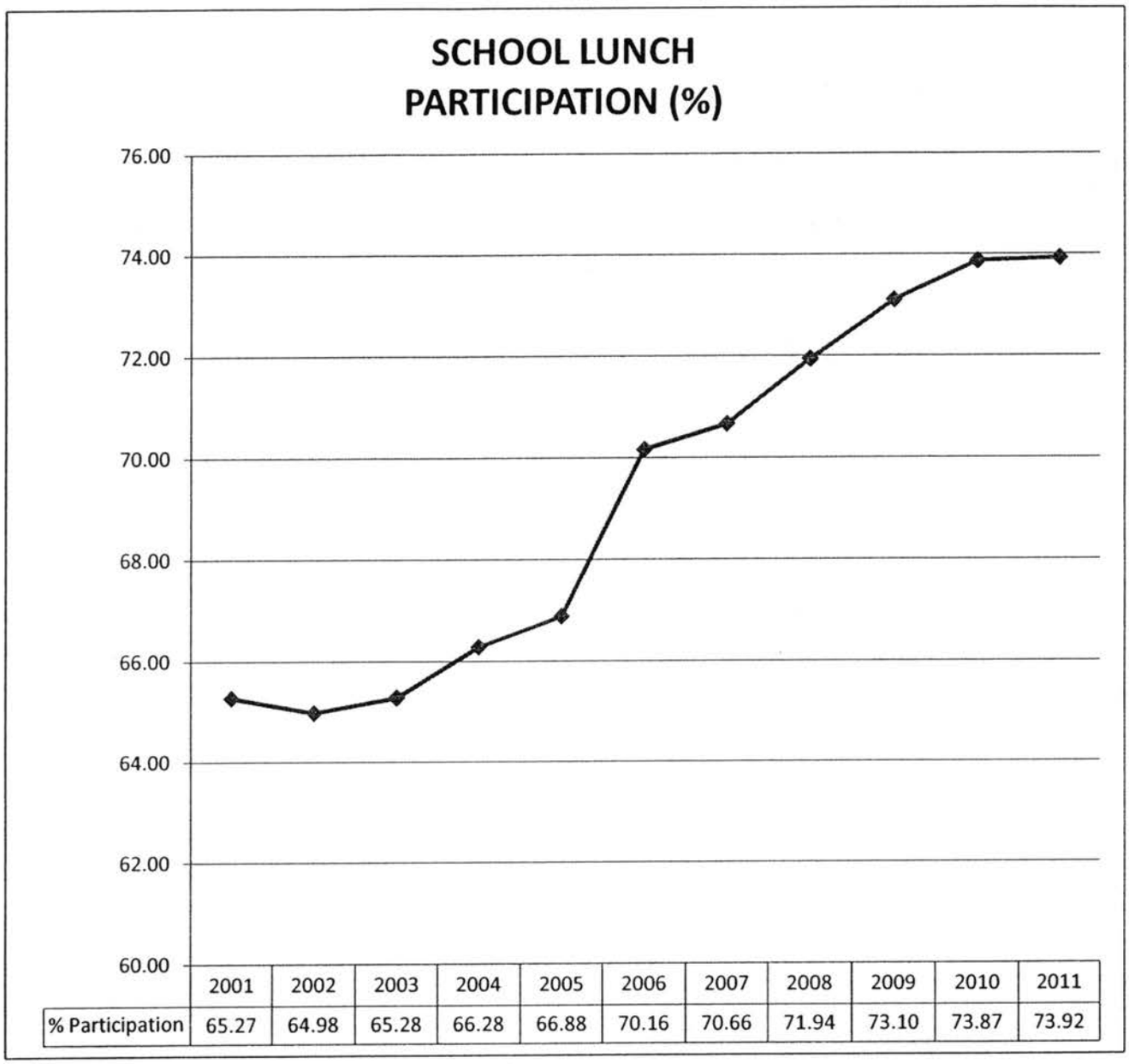
2007-08	ADP	ADA	HS	MS	ASP	HOP	SGR	TOTAL
SEPTEMBER	3329		28.7	95.8	96.0	94.8	95.9	72.3
OCTOBER	3349		30.6	94.7	97.2	94.7	98.2	73.4
NOVEMBER	3317		30.4	93.8	94.6	93.3	98.0	72.7
DECEMBER	3304		30.2	94.0	96.3	92.7	97.9	72.9
JANUARY	3315		30.2	95.1	96.5	94.7	97.7	73.6
FEBRUARY	3203		28.5	92.0	94.3	92.7	94.7	71.2
MARCH	3229		28.4	92.4	93.7	93.3	97.0	71.8
APRIL	3265		27.4	93.6	97.0	94.3	97.7	72.5
MAY/JUNE	3062		25.2	90.9	87.1	88.3	90.2	67.9
TOTAL	**3259**							**71.9**

2008-09	ADP	ADA	HS	MS	ASP	HOP	SGR	TOTAL
SEPTEMBER	3395		28.0	95.5	95.1	91.7	95.3	72.2
OCTOBER	3408		30.6	95.4	95.0	93.0	96.9	73.5
NOVEMBER	3400		29.9	96.4	95.7	94.1	97.0	73.9
DECEMBER	3381		30.5	96.0	95.2	93.1	96.3	73.8
JANUARY	3355		30.9	94.2	94.6	93.1	95.7	73.5
FEBRUARY	3379		32.4	94.8	94.6	92.5	94.6	74.1
MARCH	3255		28.3	88.6	93.2	94.1	94.4	71.4
APRIL	3438		31.5	95.9	97.0	96.0	97.6	75.5
MAY/JUNE	3183		28.3	92.5	86.4	88.7	89.6	70.0
Total	**3355**							**73.1**

2009-10	ADP	ADA	HS	MS	ASP	HOP	SGR	TOTAL
SEPTEMBER	3569	4949	33.3	99.9	85.7	84.5	86.5	78.0
OCTOBER	3452	5044	34.3	88.7	80.2	77.9	82.1	72.6
NOVEMBER	3551	5049	34.2	94.7	81.5	80.6	82.7	74.7
DECEMBER	3590	5073	35.0	94.7	82.6	81.2	82.5	75.2
JANUARY	3582	5055	33.9	95.5	86.2	80.4	81.9	75.6
FEBRUARY	3563	5046	35.6	94.5	82.9	79.2	82.2	74.9
MARCH	3515	5011	33.8	95.4	81.7	79.0	82.2	74.4
APRIL	3378	5062	31.8	81.2	82.6	80.0	82.4	71.6
MAY/JUNE	3211	5052	32.5	78.5	78.1	76.7	73.0	67.8
Total	**3490**							**73.9**

2010-11	ADP	ADA	HS	MS	ASP	HOP	SGR	TOTAL
SEPTEMBER	3540	5077	37.2	88.0	81.0	76.5	80.8	72.7
OCTOBER	3321	5067	35.4	81.5	75.0	73.9	77.5	68.7
NOVEMBER	3518	4975	38.0	85.9	82.0	79.2	83.4	73.7
DECEMBER	3460	4943	37.7	85.9	82.0	79.6	82.4	73.5
JANUARY	3455	4939	38.0	85.4	81.9	80.3	82.1	73.5
FEBRUARY	3414	4878	37.0	86.3	80.8	80.1	83.2	73.5
MARCH	3350	5035	34.9	84.8	73.6	73.7	78.9	69.2
APRIL	3397	4850	34.6	85.7	81.2	82.8	85.9	74.0
MAY/JUNE	3565	4988	32.8	79.3	78.4	77.0	73.5	68.2
Total	**3529**							**73.9**

FORMULA ADP= ALL MEALS DIVIDED BY # OF DAYS IN MONTH
ADA = TOTAL ADA OF ALL SCHOOLS
HS/MS/ASP/HOP/SGR = TOTAL LUNCHES DIVIDED BY # OF DAYS DIVIDED BY ADA OF THAT SCHOOL



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
% Participation	65.27	64.98	65.28	66.28	66.88	70.16	70.66	71.94	73.10	73.87	73.92

IV. COMMUNITY SERVICE

INTRODUCTION

The district census is currently at 42,939. The Early Childhood census fluctuates based on data collected on new births, adoptions (as available) and moves into and out of the district. The formulas for General Community Education decreased in 04-05, as did ECFE and School Readiness. Some of the money was restored in 06-07. Efforts are made to increase revenue from donations, tuition, sponsorships, fees, and grants.

REVENUE **Line #**

General Community Service **1**
General Community Education revenue is based on district population. The district's population for fiscal year 2011 was 40,831. The latest census data shows the district's population to be 42,939. For 2011-2012, the multiplier per capita is $5.42.

Fees **2**

Choices **4**
Disabled adult funding is based on a grant from the state and local levy authority. There has been no increase since 1990-91. Fees collected help to offset class and activity costs. A state grant, local levy, and program fees support the program.

Adult Basic Education **6**
The state and Federal grants are applied for annually. ABE is the only program in Community Education that receives Federal funds. In recent years we have written and received grant opportunities, as well we have sub-contracted with other groups. Enrollment in ABE continues to grow.

Interest **7**

Early Childhood Family Education **8**
The ECFE state grant and local levy are based on the number of children in the district age 0-4. The population high was 2,323 in 1994-95. The count in November 2008 was 1985. The per capita funding in 2005 was $96. The formula increased to $112 for the 2006-2007 school year and has been at $120 for the past three years.

School Readiness **10**
Kindergarten Readiness receives funding from the Minnesota Department of Education based on the amount of dollars allocated by the state and the number of programs that apply for funds. The local funding formula is based on population and K-12 free/reduced lunch numbers.

Kinder Plus (K+) **13**
In 2009-2010, the district added K+ for parents who wanted to have their kindergarteners enrolled in an educational opportunity for the entire school day.

Other **14**
This category includes early childhood screening, non-public school funds and grants. The district receives between $30-$50 from the Minnesota Department of Education for each preschooler who is screened. Revenues are based on actual expenditures, as this is a reimbursable program. Non-public student count includes St. Jospeh's, Park Christian, and home-schooled students.

EXPENDITURES **Line #**

General Community Service 18
Costs associated with the administration and support services for general Community Education programs are included. Community Education and district marketing costs are included. Expenses for Service Learning, after-school enrichment, summer camps and adult enrichment are also included.

Choices 20
Costs related to programs for adults with disabilities and programs that assist adults in their participation in regular community offerings are included.

Adult Basic Education 21
Costs related to the operation of the Adult Basic Education program including licensed teachers, paraprofessionals, administration, rent, technology and support services are included.

Early Childhood Family Education 22
Costs related to the Early Childhood Family Education program are included such as licensed teachers, paraprofessionals, and rent. Administrative and support services are shared with the Kindergarten Readiness programs.

School Readiness 23
Costs related to assisting children ages 3½ to 5 to enter kindergarten with the skills necessary for success are included. These costs include licensed teachers, paraprofessionals and rent. Administrative and support services are shared with the ECFE program.

Kinder Plus (K+) 24
In 2009-2010, the district added K+ for parents who wanted to have their kindergarteners enrolled in an educational opportunity for the entire school day. All instructional expenditures related to that program are included.

Other 25
Expenses related to actual costs incurred to fulfill grant and non-public school agreements. Early Childhood screening is also included.

INDEPENDENT SCHOOL DISTRICT #152
COMMUNITY SERVICE (04)

LINE #		2009-2010 ACTUAL	2010-2011 REVISED JUNE	2011-2012 PRELIMINARY	2012-2013 PROJECTED	2013-2014 PROJECTED	2014-2015 PROJECTED
	REVENUES:						
1	Gen Com Ed	291,579	290,782	293,892	299,770	305,765	311,881
2	Fees	156,049	133,648	140,000	142,800	145,656	148,569
3	Youth Development/Service	91,000	102,585	95,000	96,900	98,838	100,815
4	Choices	24,816	24,816	26,550	27,081	27,623	28,175
5	Choices Fees	3,976	5,900	5,900	6,018	6,138	6,261
6	ABE	392,905	368,250	360,000	367,200	374,544	382,035
7	Interest	318	300	318	324	331	337
8	ECFE	244,533	239,240	248,672	253,645	258,718	263,893
9	ECFE Fees	23,342	16,760	17,000	17,340	17,687	18,041
10	School Readiness	61,868	60,381	64,450	65,739	67,054	68,395
11	School Readiness Fees	21,042	20,599	20,400	20,808	21,224	21,649
12	School-Age Care Levy	0	54,200	54,200	55,284	56,390	57,517
13	K+ Fees	165,229	165,229	115,000	117,300	119,646	122,039
14	Other	85,091	64,786	64,786	66,082	67,403	68,751
15	**TOTAL REVENUES**	**1,561,748**	**1,547,476**	**1,506,168**	**1,536,291**	**1,567,017**	**1,598,358**
16	**$ CHANGE**	**64,655**	**(14,272)**	**(41,308)**	**30,123**	**30,726**	**31,340**
17	**% CHANGE**	**4.32%**	**-0.91%**	**-2.67%**	**2.00%**	**2.00%**	**2.00%**
	EXPENDITURES:						
18	General Com Ed	326,614	336,011	346,091	356,474	367,168	378,183
19	Youth Development/Service	87,499	93,719	96,531	99,427	102,410	105,482
20	Choices	25,771	26,550	26,550	27,347	28,167	29,012
21	ABE	389,681	368,250	366,250	377,238	388,555	400,211
22	ECFE	269,180	277,300	272,014	280,174	288,580	297,237
23	School Readiness	79,589	81,980	84,439	86,972	89,581	92,269
24	K+	163,224	186,586	300,000	309,000	318,270	327,818
25	Other	65,940	64,786	64,786	66,730	68,731	70,793
26	**TOTAL EXPENDITURES**	**1,407,498**	**1,435,182**	**1,556,661**	**1,603,361**	**1,651,462**	**1,701,006**
27	**$ CHANGE**	**(42,524)**	**27,684**	**121,479**	**46,700**	**48,101**	**49,544**
28	**% CHANGE**	**-2.93%**	**1.97%**	**8.46%**	**3.00%**	**3.00%**	**3.00%**
29	**REV OVER EXP (EXP OVER REV)**	**154,250**	**112,294**	**(50,493)**	**(67,069)**	**(84,444)**	**(102,648)**
30	**BEGINNING FUND BALANCE (CE, ECFE, SR)**	**88,227**	**242,477**	**354,771**	**304,278**	**237,209**	**152,764**
31	**ENDING FUND BALANCE (CE, ECFE, SR)**	**242,477**	**354,771**	**304,278**	**237,209**	**152,764**	**50,116**
32	**Fund Balance as % of Expenditures**	**17.23%**	**24.72%**	**19.55%**	**14.79%**	**9.25%**	**2.95%**

33 *Fund balance limits exist for General Community Education (including Adult Basic Education), Early Childhood Education, and School Readiness. Statutes require that the adjusted three-year average fund balance not exceed 25% of the prior year's program revenue before any adjustments for excess fund balance. Statutes define program revenue to include not only the state aid entitlement--and, for ECFE and Community Education, levy authority--but also any fees, grants and other program revenue. Projected limits for fiscal year 2011 are as follows: Community Education--$132,000; ECFE--$68,000; and SR--$18,500. These figures are subject to change once audited data are available.*

VII. DEBT SERVICE FUND

INTRODUCTION

The Debt Service Fund is used to show revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

When a bond issue is sold, the school board must levy a direct general tax upon the property of the district for the payment of principal and interest on such bonds as due. The revenue from such tax must be separately accounted for in a Debt Service Fund (M.S. 475.61).

When an excess is accumulated in a Debt Service Fund due to interest earnings, lower than anticipated tax delinquency, or excess building funds, the levy for debt redemption may be reduced in whole or in a part as dictated by fund balances and debt retirement requirements. Where there are accumulations in the fund as the process of debt repayment nears an end, the accumulations should be used to reduce debt levies. Where there is any balance left in the Debt Service Fund after all obligations have been discharged, such balance shall be permanently transferred to the General Fund, with an equal levy reduction (M.S. 475.61).

There can be no borrowing from the Debt Service Fund. Any cash balance or investment in a Debt Service Fund is held in trust for the bondholders, and must not be used to support cash deficits in other funds (M.S. 123B.78, Subd. 4).

Due to the successful passage of a $64 million bond referendum on March 12, 2002, the debt service fund has had a substantial increase.

REVENUES **Line #**

Local Property Tax Levy 1
This is determined by the bond payment schedule. The District must levy 105% of the annual debt service requirement.

Interest Income 4
Interest rates appear to be static in the short term.

State Sources 5-8
Aid received for the replacement of local taxes.

EXPENDITURES **Line #**

Principal on bonds 11
As required by bond payment schedule.

Interest on bonds 12
As required by bond payment schedule.

INDEPENDENT SCHOOL DISTRICT #152
DEBT SERVICE FUND (07)

LINE #		2009-2010 ACTUAL	2010-2011 REVISED JUNE	2011-2012 PRELIMINARY	2012-2013 PROJECTED	2013-2014 PROJECTED	2014-2015 PROJECTED
	REVENUES:						
1	Local property tax levy	6,477,169	5,277,119	6,311,286	6,311,286	6,311,286	6,311,286
2	OPEB Bonds Levy	365,277	520,157	495,387	495,387	495,387	495,387
	Other local sources:						
3	Proceeds of refunding bonds	0	0	0	0	0	0
4	Interest income	0	0	0	0	0	0
	State sources:						
5	HACA (Homestead credit)	483,650	453,662	included in levy	included in levy	included in levy	included in levy
6	Border city aid	623,843	572,894	included in levy	included in levy	included in levy	included in levy
7	Other appropriations	3,708	included in levy	included in levy	included in levy	included in levy	included in levy
8	State aid / Equalization Aid	0	0	0	0	0	0
9	State sources total	1,111,201	1,026,556	0	0	0	0
10	**TOTAL REVENUES**	**7,953,647**	**6,823,832**	**6,806,673**	**6,806,673**	**6,806,673**	**6,806,673**
	EXPENDITURES:						
11	Principal on bonds	3,380,000	3,500,000	3,675,000	3,675,000	3,675,000	3,675,000
12	Interest on bonds	4,329,600	2,503,500	2,334,749	2,334,749	2,334,749	2,334,749
13	OPEB Bond		460,985	495,387	495,387	495,387	495,387
14	Other debt service	1,284	900	900	900	900	900
15	**TOTAL EXPENDITURES**	**7,710,884**	**6,465,385**	**6,506,036**	**6,506,036**	**6,506,036**	**6,506,036**
16	**REV OVER (UNDER) EXP**	**242,763**	**358,447**	**300,637**	**300,637**	**300,637**	**300,637**
17	**BEGINNING FUND BALANCE**	**42,951,790**	**43,194,553**	**43,553,000**	**43,853,637**	**44,154,274**	**44,454,911**
18	**ENDING FUND BALANCE**	**$43,194,553**	**$43,553,000**	**$43,853,637**	**$44,154,274**	**$44,454,911**	**$44,755,548**

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.126R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Activities Council Advisory Committee 236, for your review.

Suggested Resolution: Move to approve the policy, Activities Council Advisory Committee 236, as presented.

LAK:mde
Attachment

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. ~~T~~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 ~~O~~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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.127R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Public Right to Know/Release of Information 303, for your review.

Suggested Resolution: Move to approve deleting policy, Public Right to Know/Release of Information 303, as presented.

LAK:mde
Attachment

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~~

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.128R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Protection and Privacy of Student Records 504, for your review.

Suggested Resolution: Move to approve the policy, Protection and Privacy of Student Records 504, as presented.

LAK:mde
Attachment

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 ~~4155~~ 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.

~~3~~4. 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;

~~4~~5. 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.

~~5~~6. 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.

~~6~~7. 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 on 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;

~~7~~8. To accrediting organizations in order to carry out their accrediting functions;

~~8~~9. 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;

~~9~~10. 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, i~~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;

~~10~~1. 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;

112. 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;

1~~8~~9. 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;

~~19~~20. 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.

~~3~~4. 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 RECRUIT~~MENT~~ING 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 recruit~~ers~~ing 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 recruit~~ers~~ing 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. Redisclosure

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. Redisclosure Not Prohibited

1. Subdivision A. of this section does not pre~~clude~~vent 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 redisclosure 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.

~~5~~6. 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 data, 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

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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 ~~O~~office and the district's Web site (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).

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 ~~O~~office or the district's Web site (www.moorhead.k12.mn.us).

2. Independent School District No.152 has adopted a School Board policy in order to comply with state and federal laws regarding education records. The policy does the following:

a. It classifies records as public, private or confidential.

b. It establishes procedures and regulations to permit parents/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.

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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:

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.129R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Students in Homeless Situations 514, for your review.

Suggested Resolution: Move to approve the policy, Students in Homeless Situations 514, as presented.

LAK:mde
Attachment

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:

~~e~~1. sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up);

~~e~~2. 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;

~~e~~4. abandoned in hospitals;

~~e~~5. awaiting foster care placement; or

~~6~~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)

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.130R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Student Discipline 551, for your review.

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

LAK:mde
Attachment

:udent Discipline

ype:	School Board Policy
:ction:	500 STUDENTS
ode:	551
dopted Date:	6/13/1989
evised Date(s):	05/11/2009, 06/14/2010
eviewed 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
ttached Files:	No Documents Found.

. PURPOSE

he purpose of this policy is to ensure that students are aware of and comply with the district's expectations for tudent conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that ıere is no interference with the educational process. ~~The school district will take appropriate disciplinary action hen students fail to adhere to the Code of Student Conduct established by this policy.~~

~~loorhead Area Public Schools believes that learning can best take place in an environment which is orderly, safe, imulating, and which enables all students to develop to their fullest potential. The atmosphere of the school must romote fairness, courtesy, honesty, and respect among students, school personnel, and community members.~~

. GENERAL STATEMENT

~~is the goal of the Moorhead Area Public Schools (MAPS) Discipline Handbook to promote growth in self-scipline and responsibility. In addition to state and federal law, it is understood that rules and regulations will be ecessary. To be useful, they must be clearly understood by everyone involved, administered consistently and fairly, ith consequences which are appropriate to the problem. While the Discipline Handbook developed within loorhead Area Public Schools will relate to activities within the school setting, the ultimate responsibility for owth in self-discipline is a cooperative effort of students, school personnel, home, and community. Students must nduct themselves in an appropriate manner that maintains a climate in which learning can take place. Proper udent conduct is necessary to facilitate the education process and to create an atmosphere conducive to student hievement.~~

ıe School Board recognizes that individual responsibility and mutual respect are essential components of the lucational process. The School Board further recognizes that nurturing the maturity of each student is of primary ıportance and is closely linked with the balance that must be maintained between authority and self-discipline as e individual progresses from a child's dependence on authority to the more mature behavior of self-control.

ll students are entitled to learn and develop in a setting which promotes respect of self, others, and property. oper positive discipline can only result from an environment which provides options and stresses student lf-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based utual understanding of rights and responsibilities.

udents must conduct themselves in an appropriate manner that maintains a climate in which learning can take ıce. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary 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.

III. ~~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.

B. 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.

C. 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.

D. 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.

E. 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.

F. 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.

G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the

Code of Student Conduct and this policy.

I. Community Members. Members of the community are expected to contribute to the establishment of an tmosphere in which rights and duties are effectively acknowledged and fulfilled.

~~hese statements under Rights and Responsibilities of Students, which apply to students of all ages, are not expected o cover every situation which may arise. Rights are "just claims or privileges." Responsibilities are defined as obligations or duties."~~

V. STUDENT RIGHTS

ll students have the right to an education and the right to learn.

~~. RIGHTS OF STUDENTS Every student has the right...~~

~~. To citizenship as granted by the U.S. Constitution and the State of Minnesota. Civil rights may not be abridged, bstructed, or in any other way altered, except in accordance with due process of law.~~

~~. To freedom from harassment due to gender, religion, culture, disability, race, sexual orientation, and/or age and to ek redress of such infractions by reporting such harassment to a building administrator, counselor, teacher, or other hool official.~~

~~To fair, consistent uniformity of application of rules without discrimination or bias within the learning vironment.~~

~~To air grievances, problems and concerns through legitimate channels and to propose changes in rules or policy rough channels provided by the schools for all students.~~

~~To express opinions and feelings as well as criticisms without violating the rights of others and to make choices rough appropriate means.~~

~~To privacy regarding school records consistent with legal requirements.~~

~~To privacy and security in his/her person, papers, and effects.~~

~~To be informed orally or in writing of any disciplinary charges and corrective measures in a manner consistent th the Pupil Fair Dismissal Act.~~

~~To be allowed to present his/her version of an incident in question in a fair hearing before any consequences are termined.~~

~~. To expect a safe, stimulating, and productive learning environment without interruptions, disruptions, or tractions from within or without the classroom setting.~~

~~. To have equal access to student activities and organizations.~~

~~. To be informed of all policies, rules, and regulations he/she shall be expected to follow in the classroom, ilding, and district via an easily understood form using written, visual, and oral approaches as necessary.~~

~~. To homebound instruction when extended absence is due to medical reasons.~~

~~. To make up within preseribed timelines work missed during any excused absence without discrimination or~~

harassment.

15. To be treated with dignity and respect by all members of the school community.

16. To avail himself/herself of the counseling services provided by the school district.

17. To choose his/her own manner of dress and personal grooming unless it presents a clear danger to students' health and safety, causes a clear interference with work, creates disorder in the learning environment, promotes illegal activities, or interferes with the rights of other students.

18. To expect authority to protect these rights.

B. 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.~~

~~V. 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.

~~. SCHOOL BOARD RESPONSIBILITIES~~

~~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 egulations.

8. To be responsible for discussion of the rules, rights, and responsibilities with students during their first week of chool.

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 iolations.

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 iscipline 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 hether its provisions are enforced.

. TEACHER RESPONSIBILITIES

To encourage all students to develop self-discipline and respect for authority.

To treat all students with dignity.

To recognize individual differences among students.

To prepare a classroom management plan that meets his/her needs and confer with the building administrator garding the acceptability of the plan as it relates to the school's discipline philosophy, model and school district olicy. Teachers will post and inform students and parents of classroom expectations.

To inform parent(s)/guardian(s) through standardized notification of student deficiency.

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.~~

~~F. ALL OTHER SCHOOL PERSONS WITH RESPONSIBILITY FOR STUDENT CONDUCT~~

~~1. To maintain discipline according to all rules and regulations as outlined in the MAPS Discipline Handbook and all building handbooks.~~

~~2. To communicate or confer with teachers or administrators regarding discipline problems.~~

~~3. To deal with students in a firm, fair, and consistent fashion.~~

VI. CODE OF STUDENT CONDUCT

A. 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 premises 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.

1. 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;

2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;

5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

6. Violation of the school district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;

3. 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;

1. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

2. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

3. Violation of the school district's Weapons Policy;

4. Violation of the school district's Violence Prevention Policy;

5. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as weapon;

6. 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;

7. 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;

8. 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;

9. Violation of any local, state, or federal law as appropriate;

0. 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;

1. Violation of the school district's Internet Acceptable Use and Safety Policy;

2. 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;

3. 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's 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;

31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;

33. 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;

34. 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;

35. Impertinent or disrespectful language toward teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;

37. 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;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. 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;

11. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

12. 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;

13. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

14. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

15. 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.

VII. 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.

6. Grounds for Removal - Grounds for removal from class shall include any of the following:

a. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

b. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

c. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

d. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

7. Permanent Removal from a Single Class - "Permanent removal" means the action taken by a building administrator to prohibit a student from attending a class period or activity period for the remainder of the semester or year. An alternative means of earning the credit will be provided.

8. Referral to In-school Support Services - means support services provided by the school or district, for example, structured study time, counseling, etc.

9. Suspension

a. Suspension means an action taken by the school administration prohibiting a pupil from attending school for a period of time no more than ten consecutive school days. If a suspension is longer than five days, the suspending administrator must provide the Superintendent with reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability.

b. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent(s)/guardian(s), arrange for a mental health screening for the student at the expense of the parent(s)/guardian(s). The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent(s)/guardian(s) should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

~~:. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for mplementing alternative educational services upon readmission and may not be used to extend the current uspension. The school administration may not impose consecutive suspensions against the same student for the ame course of conduct, or incident of misconduct, except where the student will create an immediate and substantial langer to self or to surrounding persons or property or where the school district is in the process of initiating an xpulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.~~

~~n the case of a student with a disability, the student's Individualized Education Program (IEP) Team must meet mmediately but not more than ten school days after the date on which the decision to remove the student from the tudent's current education placement is made. The IEP Team shall at that meeting: conduct a review of the elationship between the child's disability and the behavior subject to disciplinary action; and determine the ppropriateness of the child's education plan.~~

~~he 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 ays in a school year. The school administration shall implement alternative educational services when the uspension exceeds five (5) days. A separate administrative conference shall be conducted for each period of uspension.~~

~~1) the removal constitutes a change of placement.~~

~~he manifestation review must be conducted by the IEP Team and other qualified personnel within ten (10) days of ie district's disciplinary decision. Parents/guardians must be notified of all procedural safeguards at the time the isciplinary decision is made.~~

~~he IEP Team must be convened to develop a Functional Behavioral Assessment (FBA) within ten (10) business ays of removing a student for the 11th cumulative day in a school year or after a change of placement for isciplinary reasons. If the student already has a FBA, the IEP Team will need to review the student's Behavioral ntervention Plan (BIP).~~

~~s soon as practicable after developing a FBA plan and completing the FBA (but not more than 30 school days), the EP Team must meet to develop a BIP as appropriate.~~

~~the student with an IEP is placed in a 45 day unilateral placement, a FBA/BIP will be completed or modified. An BA/BIP or modification of existing plans will be conducted when the student's behavior has been determined to be manifestation of the student's disability.~~

~~ie school administration shall implement alternative educational services when the suspension exceeds five (5) ys.~~

~~lternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified struction, other modifications or adaptations, instruction through electronic media, special education services as dicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district in an alternative learning center under Minnesota Statute Section 123A.05 selected to allow the pupil to progress~~

toward meeting Minnesota Academic Standards under Section 120B.02 although in a different setting. The alternative education setting is determined by the IEP Team. A student with a disability or an IEP can be placed in a 45 school day interim alternative educational setting if at a school/premise the student possesses a weapon, knowingly possesses/uses illegal drugs or inflicts serious bodily injury upon another person.

Suspension procedures:

(1) Informal administrative conference before suspension – The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension.

(2) Administrator notified pupil of grounds for suspension – At the informal administrative conference, a school administrator shall notify the pupil on the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts. A separate administrative conference is required for each period of suspension.

3) Written notice of grounds for suspension – A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of Minnesota Statute Sections 121A.40 to 121A.56 shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent(s)/guardian(s) by mail within 48 hours of the conference (Administrative Procedure 5151.1). The district shall make reasonable efforts to notify the parent(s)/guardian(s) of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent(s)/guardian(s) within 48 hours of the suspension. Service by mail is complete upon mailing.

4) Suspension pending expulsion or exclusion – Not withstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the School Board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.

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 he 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 esource list is available from the Minnesota Department of Education (MDE).

. 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).

;. All hearings shall be held at a time and place reasonably convenient to the student, parent(s)/guardian(s) and shall e closed, unless the student, parent(s)/guardian(s) requests an open hearing.

. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at ts own expense.

. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the tudent's sole expense. The school district shall advise the student's parent(s)/guardian(s) that free or low-cost legal ssistance may be available and that a legal assistance resource list is available from MDE. The School Board may ppoint an attorney to represent the school district in any proceeding.

If the student designates a representative other than the parent(s)/guardian(s), the representative must have a written uthorization from the student and the parent(s)/guardian(s) providing them with access to and/or copies of the tudent's records.

. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer esignated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be iven under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

At a reasonable time prior to the hearing, the student, parent(s)/guardian(s), or authorized representative shall be iven access to all school district records pertaining to the student, including any tests or reports upon which the roposed dismissal action may be based.

. The student, parent(s)/guardian(s), or authorized representative, shall have the right to compel the presence of any chool district employee or agent or any other person who may have evidence upon which the proposed dismissal ction may be based, and to confront and cross-examine any witnesses testifying for the school district.

The student, parent(s)/guardian(s), or authorized representative, shall have the right to present evidence and stimony, including expert psychological or educational testimony.

The student cannot be compelled to testify in the dismissal proceedings.

The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented the hearing, which must be made to the School Board and served upon the parties within two (2) days after the ose of the hearing.

The School Board shall base its decision upon the findings and recommendation of the hearing officer and shall nder its decision at a meeting held within five (5) days after receiving the findings and recommendation. The chool Board may provide the parties with the opportunity to present exceptions and comments to the hearing fficer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing.

~~The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.~~

~~r. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner within twenty-one (21) calendar days of School Board action pursuant to Minn. Stat. 121A.49. The decision of the School Board shall be implemented during the appeal to the Commissioner.~~

~~s. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.~~

~~t. The school district shall report each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report shall include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The dismissal report must include state student identification numbers of affected students.~~

~~u. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent(s)/guardian(s) by mail of the student's right to attend and to be reinstated in the school district.~~

~~v. The school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.~~

~~11. Alternative Program – "Alternative Program" means educational opportunities made available within the school district but possibly at a site different from a student's originally assigned school.~~

~~12. Referral to Learner Support Services – A student who has not been determined to be eligible for special education but is suspected of having a disability and in need of special education, may be referred to the Special Education Child Study Team at his/her school. If the student is evaluated and found to have a disability and also found to be a student in need of specialized instruction as identified in an IEP, the team will consider if a behavioral intervention plan or other behavioral supports are appropriate.~~

~~13. Referral to Juvenile Authorities or Police – If a student's misbehavior violates the law, juvenile authorities or police will be contacted by the building administrator or designated representative. Every reasonable attempt shall be made to notify parents/guardians at the same time juvenile authorities or police are called. If the officer indicates that he/she is arresting the pupil, with or without a warrant, that officer shall have complete jurisdiction and responsibility in the matter and the building administrator or designee shall not interfere with the student's removal from the building.~~

A. Student conference with teacher, building administrator, counselor, or other school district personnel, and verbal warning;

B. 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

:elated to the violation.

C. Parent/guardian contact;

D. Parent/guardian conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

. Loss of school privileges;

. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

. 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;

. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

. Expulsion under the Pupil Fair Dismissal Act;

. Exclusion under the Pupil Fair Dismissal Act; and/or

. Other disciplinary action as deemed appropriate by the school district.

III. REMOVAL OF STUDENTS FROM CLASS

. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring ith the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's arents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the udent's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures tablished by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, uilding administrator, 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.

B. 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.

C. Procedure for the Classroom Teacher to Remove a Student From a Class Pursuant to the Pupil Fair Dismissal Act

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. Referral to In-school Support Services - means support services provided by the school or district, for example, structured study time, counseling, etc.

D. 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.

F. 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.

G. Reasonable Force

1. 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.

2. 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.

3. 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.

H. Prior to Dismissal Notification

1. The building administrator or designee shall read the Tennessen Warning (refer to Administrative Procedure 5.1.2) 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.

2. The building administrator or designee shall record the notification of the student receiving the Tennessen 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^{th}) consecutive day of suspension or the tenth (10^{th}) 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. 21A.40-21A.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 implemented 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 a 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.

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

esulted in a change of placement. Where a behavioral intervention plan previously has been developed, the eam 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 lisability, the school district shall continue to provide special education and related services during the period of xpulsion 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 school year if the student meets the definition of a habitual truant, the student has been provided appropriate ervices 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) nrolled under an Enrollment Options Program if the student is absent without lawful excuse for one r more periods on fifteen (15) school days and has not lawfully withdrawn from school.

~~4. Restorative Discipline Measures:~~

~~) Restorative Discipline is a type of discipline that seeks to restore damages made by the offending student. A easonable followup to a destructive action may be to try to restore, replace, repair, cleanup or apologize, as the ituation may dictate.~~

~~) Restorative Justice is a process whereby all the parties with a stake in a particular offense come together to resolve ollectively how to deal with the aftermath of the offense and its implications for the future. A restorative process onsists of a face-to-face encounter in the presence of a trained facilitator. The affected parties are brought together y a facilitator to discuss how they and others have been harmed by the incident and how that harm might be paired. Participants include the victim, the offender, individuals who support each of them and others who have een affected by the incident. Participation in the process is voluntary on the part of the victim or offender. This rocess is used in conjunction with the Clay County Restorative Justice Program.~~

~~I. NOTIFICATION OF POLICY VIOLATIONS~~

~~otification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as herwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, building administrator or her school district officials may provide additional notification as deemed appropriate.~~

~~II. STUDENT DISCIPLINE RECORDS~~

~~. It is the policy of the school district that complete and accurate student discipline records be maintained. The llection, dissemination, and maintenance of student discipline records shall be consistent with applicable school strict policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 3. A student's formal disciplinary record will be transferred to any private or public school where a student is rolling, or seeking to enroll full time or part time. The transmittal must confirm with the Family Educational ights and Privacy Act (FERPA). A student's expulsion, withdrawal or transfer from a school resulting from a eapons violation may only be disclosed to another school district relating to the admission of the student, unless the formation is otherwise public.~~

B. The school district must report, through the Minnesota Department of Education electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. The report must include a statement of alternative educational services given the student and the reason for the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include the state student identification numbers of affected students.

VIII. DISABLED STUDENTS

Students who are currently identified as disabled under IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 Plan specified a necessary modification.

IX. STANDARDS OF CONDUCT

Students who have been expelled and/or excluded from other districts will be admitted to the Moorhead school district only after the preparation of an admission plan. This plan, which shall be developed by the school district, shall include measures to improve a student's behavior and require parental involvement in the admission process as well as indicating the consequences to the student of not improving the student's behavior.

In accordance with the Minnesota Pupil Fair Dismissal Act, students of the district may be disciplined, suspended, expelled, or excluded for the reasons delineated below in addition to other situations which fall within the grounds contained in the Minnesota Pupil Fair Dismissal Act:

A. Willful violation of any rule of conduct specified in the discipline policy adopted by the School Board;

B. Willful conduct materially and substantially disrupting the rights of others to an education; and,

C. Willful conduct which endangers school district employees, the pupil or other pupils, or the property of the school.

Discipline should not be confused with punishment. The goal of discipline is a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct. Disciplinary policies within the public schools shall be enforced within the general guidelines as set forth below. These guidelines describe clearly the various administrative actions which will be taken for violations of the law and the school district standards of behavior.

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the corrective actions in Section IV including detention, removal from class, in-school suspension, out of school suspension, and restorative measures as fitting in a particular disciplinary situation.

This disciplinary policy will be applied to students with disabilities if: (1) an IEP Team for the student concludes that application of the disciplinary policy is indeed appropriate for the student, taking into consideration the student's disability; and, (2) if the disciplinary policy has been given to the student's parent(s)/guardian(s) with an indication that the team has concluded its application to be appropriate to the individual student.

Students may be subject to disciplinary action for conduct on or off school property which has a direct and immediate effect on the discipline or the general welfare of the school. This policy is particularly applicable where disciplinary action is reasonably necessary for the physical or emotional safety of the student, other students, teachers or other school personnel, or for the safety of school property. Measured by this standard, acts which may result in disciplinary action include but are not limited to the following:

\. 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.

. 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.

. ASSAULT - THREAT: A threat of bodily harm or death against another person, without material physical contact.

Parent(s)/Guardian(s) conference - Suspension

. 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

. 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.

. 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.

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

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

Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with 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

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

HARASSMENT: Harassment is participating in or conspiring with others to engage in harassing acts that injure,

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

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

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

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

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

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

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

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

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

B. VIOLATIONS AGAINST PROPERTY AND MINIMUM CORRECTIVE ACTIONS

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

1. ARSON: This is the intentional destruction or damage to any school building or property by means of fire or explosive. - Immediate notification of legal authorities - Suspension - Parent(s)/Guardian(s) conference

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

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

~~I. 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~~

~~J. 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~~

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

~~L. 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~~

~~M. OTHER VIOLATIONS AND MINIMUM CORRECTIVE ACTIONS~~

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

~~1. ALCOHOL: This refers to the possession, use, or being under the influence of any alcoholic product while on the school grounds or at school sponsored activities. – Notification of legal authorities – Suspension – Referral to Student Assistance Program – Parent(s)/Guardian(s) conference – Suspension from attending school-related activities as detailed below.~~

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

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

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

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

~~(Note: Weeks are counted as calendar weeks.)~~

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

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

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

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

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

(Note: Weeks are counted as calendar weeks.)

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

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

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

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

D. VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE AND MINIMUM CORRECTIVE ACTIONS

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

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

2. CONTINUAL WILLFUL DISOBEDIENCE: "Continual Willful Disobedience" means repeated refusal to follow school rules and regulations after conference resulting from the first violation. - Suspension - Parent(s)/Guardian(s) conference

3. DANGEROUS AND NUISANCE ARTICLES: A "Dangerous or Nuisance Article" is any article that, in the opinion of the school staff, may create danger, disturbance or may interfere with the normal conduct of the school. These devices may include but are not limited to: water guns, beepers, electronic games, and laser lights. - Confiscation - Student conference

4. DEFIANCE OF AUTHORITY: This is defined as willful refusal to follow the legal direction/order given by a staff member. - Suspension - Parent(s)/Guardian(s) conference

5. ELECTRONIC NETWORK ACCEPTABLE USE: This applies to the use and access to the school district computer system and safe use of the Internet, including electronic communications. The use of this resource is a privilege and not a right. The district may suspend or revoke a student's access to the electronic resources network if district policies for procedures have been violated. -Parent(s)/Guardian(s) conference

6. LEAVING THE SCHOOL GROUNDS: This applies to leaving the school grounds during school hours without the proper clearance. - Student conference - Detention

7. MISBEHAVIOR ON SCHOOL BUS Elementary (K-5) 1st offense - Warning 2nd offense - 3 school day

suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s). 3rd offense -- 5 school day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s). 4th offense -- 10 day suspension from riding the bus/meeting with parent(s)guardian(s). Further offenses -- Individually considered. Students may be suspended for longer periods of time including the remainder of the school year.

* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

Middle School and Secondary (6-12) 1st offense -- Warning 2nd offense -- 5 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s). 3rd offense -- 10 day suspension from riding the bus/conference (meeting/phone) with parent(s)/guardian(s). 4th offense -- 20 day suspension from riding the bus/meeting with parent(s)/guardian(s). 5th offense -- Suspended from riding the bus for the remainder of the school year.

* Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

. 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

. 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

0. SEVERE MISBEHAVIOR OR CONTINUED DISORDERLY CONDUCT ON SCHOOL BUS - Denial of transportation on school bus according to district policy

1. 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

2. 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

3. WILLFUL DISOBEDIENCE: "Willful Disobedience" is defined as any refusal to follow published school rules and regulations. - Student conference

. 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~~I~~V. 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).

XI~~I~~VI. 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~~ Prohibiting Intimidation and Bullying
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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.131R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Hazing Prohibition 571, for your review.

Suggested Resolution: Move to approve the policy, Hazing Prohibition 571, as presented.

LAK:mde
Attachment

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. Moorhead Area Public Schools encourages the reporting party or complainant to use the report form (Administrative 571.1) available from the building administrator or the school district office, but oral reports shall be considered complaints as well.

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.

Vl. 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:
Minn~~esota~~. Stat~~ute~~. 121A.69 (Hazing Policy)
Minn~~esota~~. Stat~~ute~~. 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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.132R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Prohibiting Intimidation and Bullying 578, for your review.

Suggested Resolution: Move to approve the policy, Prohibiting Intimidation and Bullying 578, as presented.

LAK:mde
Attachment

Prohibiting Intimidation and Bullying

Type:	School Board Policy
Section:	500 STUDENTS
Code:	578
Adopted Date:	3/8/2004
Revised Date(s):	05/12/2008
Reviewed Date(s):	05/12/2008
Attached Files:	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~~.~~

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~~

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.133R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Title I Policy Governing Parental Involvement 607, for your review.

Suggested Resolution: Move to approve the policy, Title I Policy Governing Parental Involvement 607, as presented.

LAK:mde
Attachment

Title 1 Policy Governing Parental Involvement

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	607
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 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 asessments, 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 l)

Cross Reference:
Moorhead School Board Policy 606: Title I Policy Governing Comparability

141

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.134R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, School District System Accountability 650, for your review.

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

LAK:mde
Attachment

142

School District System Accountability

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	650
Adopted Date:	8/26/2002
Revised Date(s):	05/11/2009, 06/14/2010
Reviewed Date(s):	11/10/2003, 06/13/2005, 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 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.

~~C~~D. 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.

~~E~~F. Reporting An "Annual Report on Curriculum, Instruction and Student Achievement" shall be approved by the School Board by October 1 of each year. The reports shall be published in the newspaper with the largest circulation in the district, by mail or by electronic means such as the school distict Web site. If electronic means are used, the school district must publish

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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 3501.0~~5~~7050 - 3501.0745 (~~K-12 Standards~~ Academic Standards for Mathematics)

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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 (~~IEPSs~~)~~, 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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.135R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, GRAD Testing, Accommodations, Modifications, Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students 656, for your review.

Suggested Resolution: Move to approve the policy, GRAD Testing, Accommodations, Modifications, Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students 656, as presented.

LAK:mde
Attachment

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)

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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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.136R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, MAPS District State Mandated Testing Plan and Procedure 660, for your review.

Suggested Resolution: Move to approve the policy, MAPS District State Mandated Testing Plan and Procedure 660, as presented.

LAK:mde
Attachment

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 ~~C~~D; 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~~ M~~innesota~~ ~~Department of~~ E~~ducation~~:

~~1~~a. All test booklets, answer sheets, and test materials shall be placed in locked storage before and after the test administration;

~~2~~b. The tests, testing materials, and answer sheets are nonpublic data under Minn~~esota~~. Stat~~ute~~. 13.34; and

~~3~~c. 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 standard~~s~~ 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 ~~A~~accommodation ~~P~~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, ~~S~~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, ~~S~~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/GUARDIANS 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:

~~1~~a. The graduation requirements; and

~~2~~b. 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 Minn~~esota~~. Rules~~,~~ Part 3501.0050, ~~S~~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 M~~innesota 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~~ 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 ~~A~~accommodation ~~P~~plan in accordance with Minn~~esota~~. 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:
Minn~~esota~~. Stat~~ute~~. 13.34 (Examination Data)
Minn~~esota~~. Stat~~ute~~. 120B.11 (School District Process)
Minn~~esota~~. Stat~~ute~~. 120B.36 Subd. 2 (Adequate Yearly Progress)
~~Minnesota Statute 123B.143, Subd. 1 (Superintendent)~~
Minn~~esota~~. Stat~~ute~~. 123B.30 (Statewide Testing and Reporting System)
Minn~~esota~~. Rule Parts 3501.0010 - 3501.0180 (~~Rules Relating to~~ Graduation Standards - Mathematics and Reading)
Minn~~esota~~. 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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.137R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Safety and Security Technology 712, for your review.

Suggested Resolution: Move to approve the policy, Safety and Security Technology 712, as presented.

LAK:mde
Attachment

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 SURVEILLANCE CAMERAS

A. Placement in ~~s~~School ~~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 ~~s~~School ~~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.

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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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.138R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: June 6, 2011

SUBJECT: Approval of Policy

Attached please find the policy, MAPS Electronic Network Acceptable Use and Safety 731, for your review.

Suggested Resolution: Move to approve the policy, MAPS Electronic Network Acceptable Use and Safety 731, as presented.

LAK:mde
Attachment

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~~electronic ~~N~~network 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~~computer ~~N~~network 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 reponsible 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 (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

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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 in employee and student handbooks and the website (www.moorhead.k12.mn.us).

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)
Minn~~esota~~. Stat~~ute~~. 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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.139R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: June 8, 2011

SUBJECT: Schedule School Board Work Session

A School Board work session is recommended for Monday, August 22, 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.

Due to several board members and administration attending the MSBA Summer Seminar on August 8, the regularly scheduled School Board meeting will not be held.

Suggested Resolution: Move to approve Monday, August 22, 2011 from 5:00 to 7:00 p.m. to conduct a School Board work session to discuss school district and board priorities, legislative and funding updates, board development, and district projects.

LAK:mde

S-M9-B05
27 June 2011

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

June 27, 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 knowledge bowl team for placing first in the region and fourth at the state tournament. Team members are Louis Sand, Austin Hauf, Henry Dobbs, Graham Stoltenow, and Andrew Carlson. Head coach is Audrey Erickson, and assistant coach is Eric Tollefson.

   We Are Proud of the Moorhead High School knowledge bowl team that won the KVLY-McDonald's High School Challenge. The final match aired May 14. Team members are Louis Sand, Austin Hauf and Henry Dobbs. Coaches are Audrey Erickson and Eric Tollefson.

We Are Proud of Moorhead High speech team members for placing at the 2011 National Forensic League national speech tournament June 13-18 in Dallas. Trevor Larson placed third in humorous interpretation, and Sam Wisenden and Nina Grollman placed fourth in duo interpretation. Seiko Shastri placed in the top 16 in extemporaneous, and Drew Lausch and Chino Farok placed in the top 30 in dramatic interpretation. Moorhead High School received a School of Excellence award in speech based on the team's performance. Rebecca Meyer-Larson is the speech coach.

We Are Proud of Moorhead High student Trevor Larson, who was named a 2011 Minnesota Scholar of Distinction in Theater Arts. The Scholars of Distinction award program, which is sponsored by the Minnesota Department of Education and supported by the Perpich Center for Arts Education, honors students who demonstrate excellence in theater arts, science, mathematics, social studies and leadership. Forty-one Scholars of Distinction were honored at a recognition ceremony May 21, 2011. Larson was one of eight students who received the designation of Scholar of Distinction in Theater Arts.

We Are Proud of Moorhead School Board members Laurie Johnson and Trudy Wilmer who have been honored by the Minnesota School Boards Association for completing the MSBA Leadership Development Program. The award recognizes those who have successfully attended the Phase I, II and III Orientation workshops.

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 School District Insurance Package - Revised Premium - Page 6

(2) Approval of Resolution Authorizing Sale of Aid Anticipation Certificates - Pages 7-10
(3) Approval of Attachment 10 Health and Safety Program Revenue Application - Pages 11-12
(4) Approval of Health and Safety Services Contract - Lakes Country Service Cooperative - Pages 13-14
(5) Approval of Lakes Country Service Cooperative Membership - Pages 15-17
(6) Approval of Bids - Moorhead High School Auditorium and Gymnasium Improvements - Pages 18-20

C. HUMAN RESOURCES MATTERS - Hiedeman
(1) Approval of Discontinuance of Early Childhood Family Education Coordinator - - Page 21
(2) Approval of Resignations - Page 22
(3) Approval of Change in Contracts - Page 23
(4) Approval of Other Leave of Absence - Page 24
(5) Approval of New Employees - Page 25

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **APPROVAL OF POLICY**: Kovash
Pages 26-30

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

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF RESOLUTION COMMITTING UNASSIGNED FUND BALANCE**: Kazmierczak
Pages 31-32

Suggested Resolution: Move to approve the commitment of unassigned fund balance for severance obligation for fiscal year 2011 in the amount to be determined at a later date.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF MOORHEAD HIGH SCHOOL STUDENT HANDBOOK**: Kovash
Page 33

Suggested Resolution: Move to approve the 2011-2012 Moorhead High School Student Handbook as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF 2011-12 MEMBERSHIPS**: Kovash
Pages 34-43

Suggested Resolution: Move to approve the following 2011-12 memberships: The Chamber Fargo Moorhead West Fargo, Minnesota Rural Education Association, Minnesota School Boards Association, Minnesota State High School League, National School Boards Association, and School for Equity in Education.

Moved by _____ Seconded by _____
Comments _____

7. **COMMITTEE REPORTS**

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

9. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
School Board	July 18	7 pm	PCE
MSBA Summer Seminar	August 7-8		Mpls
School Board Work Session	August 22	5 pm	PCE
School Board	August 22	7 pm	PCE
K-12 Classes Begin	September 6		

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.11.063 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 21, 2011

SUBJECT: Approval of School District Insurance Package – Revised Premium

At the May 23, 2011 school board meeting, the district's insurance agent, Tom Quam with Bremer Insurance, presented the district's insurance package for renewal. The premium specified and approved at that meeting was $306,182.03. A change in the estimated replacement cost is being made to two of the district's buildings – Probstfield Center for Education and Ellen Hopkins Elementary. Probstfield's estimated replacement cost is being adjusted from $7.3 million to $11.4 million, and Hopkins' estimated replacement cost is being adjusted from $12.4 million to $18.0 million. With the changes, the total premium increased by $3,085.79 and is now $309,276.82.

Suggested Resolution: Move to approve the revised insurance package in the amount of $309,276.82 from Riverport Insurance Company effective July 1, 2011 through June 30, 2012.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.11.065 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 21, 2011

SUBJECT: Resolution Authorizing Sale of Aid Anticipation Certificates

Current cash flow and fund balance projections require the district to engage in short-term borrowing authorized by Minnesota Statutes, Sections 126C.50 through 126C.56. For fiscal years 2009, 2010 and 2011 the district borrowed a cumulative total of $13 million in order to meet monthly financial obligations. The need for continued cash flow borrowing is primarily attributed to state aid payment shifts that the Minnesota Legislature continues to rely on to address Minnesota's ongoing fiscal crisis. The normal aid payment schedule is 90/10, which means that 90% of a district's state aid is received in the current fiscal year, and 10% is received in the next fiscal year. For fiscal year 2012, however, the aid payment shift is expected to be 70/30. The district will borrow $5 million for fiscal year 2012; approval of this resolution allows the district to proceed with the required steps necessary to finalize the sale of the aid anticipation certificates.

At the July 18, 2011 school board meeting, a representative from Ehlers & Associates, Inc. will present the proposals that are received, and a resolution awarding the sale of the aid anticipation certificates will be adopted.

Suggested Resolution: Move to approve the resolution providing for the sale of general obligation aid anticipation certificates of indebtedness, Series 2011A; and covenanting and obligating the district to be bound by and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of the principal and interest on these certificates.

WAK:nls
Attachments

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

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152, State of Minnesota, was duly held on June 27, 2011 at 7:00 p.m.

MEMBERS PRESENT:

MEMBERS ABSENT:

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION PROVIDING FOR THE SALE OF GENERAL OBLIGATION AID ANTICIPATION CERTIFICATES OF INDEBTEDNESS, SERIES 2011A; AND COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND BY AND TO USE THE PROVISIONS OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THESE CERTIFICATES

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

1. **Certificate Authorization.** The School Board has determined that it is necessary and desirable for the District to sell and issue its General Obligation Aid Anticipation Certificates of Indebtedness, Series 2011A in the total aggregate principal amount of $5,000,000 for the purpose of meeting current expenditures of the District.

2. **Sale.** The District has retained Ehlers & Associates, Inc. (Ehlers) in Roseville, Minnesota, as its independent financial advisor for the Certificates. Ehlers is authorized to solicit proposals in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9). If the issuance of the Certificates is approved, the Board shall meet at the time and place specified in the Official Statement to receive and consider proposals for the purchase of the Certificates.

3. **Official Statement; Negotiation of Sale.** Ehlers is authorized to prepare and distribute an Official Statement and to open, read and tabulate the proposals for presentation to the Board.

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

(b) The District further covenants to comply with all procedures now and hereafter established by the Departments of Management and Budget and Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section. The chair, clerk, superintendent or business manager is authorized to execute any applicable Minnesota Department of Education forms.

The motion for adoption of the foregoing resolution was duly seconded by Member_____,

and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

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

STATE OF MINNESOTA)
) ss.
COUNTY OF CLAY)

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

WITNESS MY HAND officially as such recording officer this ____ day of _____, 2011.

_____
School District Clerk

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.11.067 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 21, 2011

SUBJECT: Approval of Attachment 10 Health and Safety Program Revenue Application

Attached please find the document titled Attachment 10 Health and Safety Program Revenue Application. Attachment 10 must be approved annually by the School Board as part of the Minnesota Department of Education's (MDE) Health and Safety Program.

School District personnel, Melissa Mattson with Lakes Country Service Cooperative (LCSC), and Jane Eastes with LCSC in her role as a MDE Health and Safety Management Assistant have collaborated to update Attachment 10 to ensure that Moorhead Area Public Schools is up to date with applicable state and federal requirements. Upon approval, Attachment 10 will be submitted to the MDE.

Suggested Resolution: Move to approve Attachment 10 Health and Safety Program Revenue Application in accordance with the requirements of the Minnesota Department of Education's Health and Safety Program.

WAK:nls
Attachment

Minnesota Department of Education	Division of Program Finance 1500 Highway 36 West Roseville, MN 55113-4266	**HEALTH AND SAFETY** **(Attachment 10)** **PROGRAM REVENUE APPLICATION**	ED-02459-01 DUE: 07/22/2011

GENERAL INFORMATION AND INSTRUCTIONS: In accordance with Minnesota Statutes, section 123B.57, 1(a) the intent of this document is to satisfy the requirement for districts to submit their health and safety program application including hazardous substance removal, fire and life safety code repairs, Labor and Industry-regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management.

This completed form with attached school board approved minutes and Management Assistance Physical Hazard/Building Walkthrough report shall be provided to your regional management assistant professional for submittal to the Minnesota Department of Education before July 22, 2011.

IDENTIFICATION INFORMATION

District Name: Moorhead Area Public Schools		District Number and Type: 152 - 01
Health and Safety Coordinator: Dan Bacon	Telephone Number (218) 284 - 1411	E-Mail: dbacon@moorhead.k12.mn.us

Accident Investigation (View 29 CFR 1904.32)

1. Is the annual summary of injuries and illnesses recorded on the OSHA 300 posted from February 1 until April 30 of the following year? Yes ☒ No ☐
2. What is your 2010 Worker's Compensation Experience Modification Rate? 1.05
3. What is your district's most common injury? Slips and falls
4. Describe your procedure for accident investigation and implementing corrective action:
   Injured party is asked to complete an incident report form and submit that to his or her direct supervisor or the Human Resources Department. District personnel then take the necessary steps to mitigate the hazard when appropriate.

Bloodborne Pathogens (View 29 CFR 1910.1030)

1. Name of Exposure Control Officer: Melissa Jacobson/Christy Elias

Asbestos (View 40 CFR Part 763 Subpart E)

1. Name of AHERA Designated Person: Dan Bacon
2. Do you have current AHERA three-year and six-month inspection records on file? Yes ☒ No ☐

Bleachers (View Minn. Stat. § 326B.112)

1. How many sets of bleachers (55 inches above grade and higher) are in your districts? Five
2. Have all of your bleachers received the five-year certification? Yes ☒ No ☐

Chemical Hygiene (View 29 CFR 1910.1450)

1. Name of Chemical Hygiene Officer: Jana Kasper

Fire and Life Safety (View Minn. Stat. § 121A.037)

1. Are you conducting a minimum of one tornado, five fire and five lock-down drills within a school year per building? Yes ☒ No ☐
2. Are you conducting the first emergency evacuation drill within 10 days from the beginning of the school year? (MSFC 408.3.1) Yes ☒ No ☐

Indoor Air Quality (View US EPA Tools for Schools Program)

1. Name of IAQ Coordinator: Dan Bacon Certification Number: I2215
2. Date of last IAQ building walkthrough: Oct 22, 2011
3. Date of last Ventilation and Maintenance checklist: July 15, 2010

Machine Guarding (View 29 CFR 1910.212)

1. Name of Contact Person: Dan Bacon Certification Number: Oct 2010

Management Assistance

1. Do you contract with Management Assistance? Yes ☒ No ☐
2. Name of Management Assistance Professional: Jane Eastes

Mercury (View Minn. Stat. § 121A.33)

1. As of December 31, 2009, are you purchasing, storing or using elemental mercury or an instrument of measurement containing mercury for any purpose? (This does not apply to thermostats for heating, ventilation and air conditioning in the school.) Yes ☐ No ☒

Safety Committee (View Minn. Stat. § 182.676)

1. Are you conducting a minimum of four quarterly safety committee meetings per school year? Yes ☒ No ☐

VERIFICATION OF REPORT DATA

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The undersigned certifies that all information given in this report are true and correct.

Signature - Board Chair

Date

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.11.068 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 21, 2011

SUBJECT: Health and Safety Services Contract – Lakes Country Service Cooperative

Attached is the 2012-2014 contract with Lakes Country Service Cooperative for Health and Safety consultation and coordination services related to the management of district environmental health and safety concerns. The district has worked successfully with Lakes Country Service Cooperative in this capacity in the past. The annual cost of this service is $22,128.

Suggested Resolution: Move to approve the Health and Safety Services (2012-2014) contract with Lakes Country Service Cooperative as presented.

WAK:nls
Attachment

Lakes Country Service Cooperative
Health and Safety Program Plan I Service
Fiscal Years 12, 13, and 14

This agreement, made and entered into, by and between Lakes Country Service Cooperative, hereinafter referred to as "LCSC" and Moorhead Area Public Schools, ISD #152 centrally located in Moorhead, Minnesota, hereinafter referred to as "school", witnesseth:

1. That LCSC is engaged in providing consultation and coordination services related to the management of school district environmental health & safety concerns.

2. That the school desires to obtain and agrees to pay for said services.
   A. Program Description Summary
      LCSC shall furnish:
      1. Written programs.
      2. Facilitator time of a minimum of 22 visits per year. Facilitators will conduct training sessions, inspections, and record keeping tasks.
      3. Inspections for asbestos (six month surveillances and three-year reinspections), playgrounds, indoor air quality, and facility safety.
      4. Other services as noted in the Plan I description.
      Programs covered will include: Workplace Accident Injury Reduction Program (AWAIR), Asbestos, Bloodborne Pathogens, Chemical Hygiene (Laboratory Safety), Community Right-to-Know, Compressed Gas, Confined Space, Electrical Safety, Employee Right-to-Know, Hazardous Waste, Air Emissions Reporting, Hearing Conservation, Indoor Air Quality, Infectious Waste, Ladder Safety, Lead in Water and Paint, Lockout/Tagout, Machine Guarding, Radon Gas, Respiratory Protection, Above Ground/Underground Storage Tanks, Personal Protective Equipment, Powered Industrial Truck (Forklift), Playground Safety, and Welding Safety. Other programs will be added as deemed necessary. Programs added to the MDE's annual health and safety letter will be added at no extra charge.
   B. Program Guarantee
      Plan I written programs are guaranteed to meet all current statutes, rules, regulations, or standards, and further, if any fines result from written program deficiencies, the fines will be paid by the LCSC. Failure to implement or comply with regulatory written program by the school district is not covered by this program guarantee. The LCSC reserves the right to negotiate with the regulatory agency.

3. That LCSC shall furnish the Health & Safety Services at a cost of $ 22,128.00 annually.

4. That this contract begins July 1, 2011 and runs through June 30, 2014. Any district may discontinue this contract with a 90-day notice prior to the end of the fiscal year. Notification of any adjustment to the contract price will be sent 90 days prior to the end of the fiscal year. Laboratory and equipment fees or other special project fees not covered by this contract will be billed as occurred with prior approval from the district.

IN WITNESS WHEREOF, Parties hereto have executed this agreement this _____ day of _____, 2011.

LCSC MEMBER SCHOOL DISTRICT

By:_____
Authorized School Official

Date: _____

LAKES COUNTRY SERVICE COOPERATIVE

By: _____

Date: _____

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Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.11.064 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 21, 2011

SUBJECT: Approval of Lakes Country Service Cooperative Membership

Attached please find the Lakes Country Service Cooperative School District Membership for fiscal year 2012. Moorhead Area Public Schools' total cost of membership is $14,715.25. This amount includes the base fee plus fees associated with capital outlay and the elective options of Curriculum Consortium/MN Academic Standards Support Program, Early Childhood/Family Education Regional Services Coordinator and Center for Academic Excellence. Other services are fee based and are in addition to this agreement.

Suggested Resolution: Move to approve the Lakes Country Service Cooperative School District Membership Agreement FY 2012 as presented.

WAK:nls
Attachment

Lakes Country Service Cooperative

School District Membership Agreement FY 2012

Membership		Total
Base Fee per district plus		$1,200.00
$1.50 per student	5406 student count (max $5000) (ADM 2009-10 final data)	$ 5,000.00
Capital Outlay *(Cooperative facility maintenance fee)*		
Fergus Falls Site		$600.00
Moorhead Site		$400.00

Your membership includes these services at no additional cost.

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

Membership Electives *(optional additions to your membership)*		*Cost*
Business Services		Separate contract
Early Childhood Educators/School Readiness		Separate contract
Professional Development Workshops		Separate contract
Student Academic Challenges:		
→ Knowledge Bowl - Jr High		$40 per team/per meet
→ Knowledge Bowl - Sr High		$190 per team
→ Young Writers Conference		$27 per participant
→ Spelling Bee		$95 per participant
→ Honors Program *District provides $250 scholarship, LCSC provides additional scholarship*		Banquet cost per student
Curriculum Consortium / MN Academic Standards Support Program	$2500 base fee, plus .50 per K-12 student enrollment (June 1, 2011 enrollment 5321 x .50 = 2660.50 + 2500 base fee)	$ 5,160.50

Membership Electives (continued)

		Cost
Early Childhood/Family Education		
Regional Services Coordinator	$730 base fee,	$ 1,854.75
(must use Regional Coordinator Services to contract for staff time. Staff contract sent separately.)	plus .55 0-4 child count (Age 0-4 child count 2045 x .55 = 1124.75 + 730 base fee)	
LCSC Online Learning *(per district participation fee)*		Separate contract
Participation fee includes technology integration training for teachers, access to user groups, access to Moodle course management system, access to online courseware, free hosting of blended courses, regional program management and MDE coordination. Please note there are additional costs per student for fully-online courses.		
Health and Safety Program		Separate contract
Health and Safety Management Assistance		Separate contract
Facilities Project Management Services		$55.00 per hour
Media Services		$9.50 ea. video or pre-paid package
Nutrition/Wellness for Students		Separate contract
Food Service Registered Dietician Consulting (hourly/daily rates available)		Separate contract
Print Services		Time and materials. Project quotes available.
Technology Consulting (hourly/daily rates available)		Separate contract
Technology Services		
Technology Audits	$520 per day + actual mileage/expenses	$
Moodle Hosting	Hosting & Support: $1200 annually + $1/student	$
	Hosting Only: $75/class; $750/building	$

Center for Academic Excellence	*Student Enrollment*		*Choose One*	
Supports and recognizes high levels of academic achievement by students and teachers	1-100	$100.00	☐	$
	101-500	$175.00	☐	$
	501-1000	$250.00	☐	$
	1001-2000	$350.00	☐	$
	2001+	$500.00	☒	$ 500.00

Fee schedule available for all programs with separate contracts.

Total Membership $ 14,715.25

Assistant Superintendent *Date*

LCSC Executive Director *Date*

Moorhead Area Public Schools ISD 152
School District Name

218-739-3273
Phone Number

Please return completed agreement by July 15, 2011 to:

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

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 23, 2011

SUBJECT: Approval of Bids – Moorhead High School Auditorium and Gymnasium Improvements

Attached please find a tabulation of the bids received for work related to the Moorhead High School auditorium and gymnasium improvements. After reviewing the information with the district's architect, Zerr-Berg Architects, Inc. and the district's construction manager for the project, Gehrtz Construction Services, we have agreed that the project should be awarded as follows:

BID PACKAGE	CONTRACTOR	BASE BID
Drywall	G&M Lathing Contractors	3,400
Acoustical	Dow Acoustics	8,500
	Alternate 1	3,400
Folding Panel Partitions	Hufcor Minnesota, LLC	81,831
Athletic Equipment (gymnasium curtain)	H&B Specialized Products, Inc.	14,845

Please note that Hufcor's bid for the auditorium folding wall included new pocket doors whereas H&B's bid for the folding wall did not include pocket doors. The total project cost is estimated to be $123,575, which is considerably less than the original estimate of $139,350.

Suggested Resolution: Move to approve the bids for the Moorhead High School auditorium and gymnasium improvements as presented.

WAK:nls
Attachments

Moorhead Area Public Schools
High School Gym & Auditorium Improve.
Moorhead, Minnesota

Bid Date: 6/16/11

Project No. 11-032

gehrtz CONSTRUCTION SERVICES

ZERR BERG ARCHITECTS

BID PACKAGE	ESTIMATE	CONTRACTOR	BASE BID	Alternate No. 1 Replacement of Auditorium Study Hall acoustical ceiling system	Comments
0 General Conditions		Allowance	$ 1,000.00		
9B Drywall		G&M Lathing Contractors	$ 3,400.00		
9E Acoustical	9,890.00	Dow Acoustics	$ 8,500.00	$ 3,400.00	
10A Folding Panel Partitions	88,212.00	Hufcor Minnesota, LLC	$ 81,831.00		Includes new pocket doors, August Delivery
11B Athletic Equipment	28,898.00	H&B Specialized Products, Inc	$ 14,845.00		
Total Bid Packages	$ 127,000.00		$ 108,576.00		
Alternate No. 1 Replacement Ceiling			$ 3,400.00		
TOTAL BID PACKAGES	$ 127,000.00		$ 111,976.00		
Construction Management - 5%	6,350.00	Gehrtz Construction Services	5,599.00		
SUBTOTAL	$ 133,350.00		$ 117,575.00		
Architect/Engineer - Hourly	6,000.00	Zerr Berg Archtiects	6,000.00		
TOTAL	$ 139,350.00		$ 123,575.00		
TOTAL PROJECT COST	$ 139,350.00		$ 123,575.00		

Moorhead Area Public Schools
High School Gym & Auditorium Improve.
Moorhead, Minnesota
Bid Date: 6/16/11
Project No. 11-032

ZERR BERG ARCHITECTS

BID TABULATION June 16, 2011	Addenda acknowledged	Base Bid	Alternate 1 - Replacement of Auditorium Study Hall acoustical Ceiling system	Comments
9B - Drywall				
G & M Lathing Contractors, Inc. Fargo, ND		$3,400.00		
Stephenson Drywall & Lathing Moorhead, MN		$9,000.00		
9E - Acoustical				
DOW Acoustics Detroit Lakes, MN		$8,500.00	Add $3,400	
Floor to Ceiling Store/Bachman, Inc. Fargo, ND		$10,880.00	Add $4,945	
10A - Folding Panel Partitions				
Hufcor, LLC Golden Valley, MN		$81,831.00		Includes new pocket doors August delivery
H & B Eden Praire, MN		$79,863.00		Excludes new pocket doors 14 weeks delivery
11B - Athletic Equipment				
H & B Specialized Products, Inc. Eden Prairie, MN		$14,845.00		
Hufcor Minnesota, LLC Golden Valley, MN		$25,898.00		

Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.109

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: June 20, 2011

SUBJECT: Discontinuance of Early Childhood Family Education Coordinator

The administration requests the approval of the discontinuance of Early Childhood Family Education Coordinator.

Kim Bushaw ECFE Coordinator, Probstfield Center for Education, effective July 31, 2011.

SUGGESTED RESOLUTION: Move to approve the discontinuance of Early Childhood Family Education Coordinator Kim Bushaw pursuant to Article VIII, Section 10 of the Supervisors' 2010-2012 Master Agreement.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.111

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: June 21, 2011

SUBJECT: Resignations

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

Amanda Johnson	Community Education Graphic Design Secretary, effective June 24, 2011.
Ruth Edgerton	Paraprofessional, Ellen Hopkins Elementary, effective June 20, 2011.

SUGGESTED RESOLUTION: Move to approve the resignation of Amanda Johnson and Ruth Edgerton as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.110

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: June 21, 2011

SUBJECT: Change in Contract

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

Kim Nelson	Grade 5 Teacher, S.G. Reinertsen Elementary to Gifted & Talented/Media Integrationist, S. G. Reinertsen Elementary, effective August 31, 2011.
Louie Lauer	Grade 6, Social Studies, Horizon Middle School to Gifted & Talented/Media Integrationist, Horizon Middle School, effective August 31, 2011.

SUGGESTED RESOLUTION: Move to approve the change in contract for Kim Nelson and Louie Lauer as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.114

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: June 21, 2011

SUBJECT: Other Leave of Absence

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

A. J. Valan — Paraprofessional, High School, effective with the 2011-2012 school year.

SUGGESTED RESOLUTION: Move to approve the Other Leave of Absence for A. J. Valan pursuant to Article VIII, Section 7 of the Paraprofessionals' Master Agreement.

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Office of Human Resources
Moorhead Area Public Schools

Memo HR.11.112

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: June 21, 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.

Marc Wilson	Language Arts Teacher, Horizon Middle School, 1.00 FTE, MA (7) $47,122.00, effective August 30, 2011. (Replaces Jarrod Danuser)
Amy Pinkney	Grade 1 Teacher, Ellen Hopkins Elementary, 1.00 FTE, BA (0) $31,823.00, effective August 30, 2011. (New position)
Julie Kummer	Learner Support Services Teacher, Horizon Middle School, 1.00 FTE, BA (8) $41,045.00, effective August 30, 2011. (Replaces Nicole Blasing)
Jessica Rome	Elementary Counselor, S. G. Reinertsen Elementary, 1.00 FTE, MA (3) $41,510.00, effective August 30, 2011. (Replaces Lisa Karch)
Camille Ross	Reading Interventionist, Horizon Middle School, 1.00 FTE, BA (0) $31,823.00, effective August 30, 2011. (New position)

SUGGESTED RESOLUTION: Move to approve the employment of Marc Wilson, Amy Pinkney, Julie Kummer, Jessica Rome and Camille Ross as presented.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.142R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: June 20, 2011

SUBJECT: Approval of Policy

Attached please find policy, Fund Balance 802, for your review.

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

LAK:mde
Attachment

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Fund Balance

Type:	School Board Policy
Section:	800 BUILDINGS AND SITES
Code:	802
Adopted Date:	1/26/2009
Revised Date(s):	
Reviewed Date(s):	
Attached Files:	No Documents Found.

I. PURPOSE

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

II. GENERAL STATEMENT

The policy of this school district is to classify its fund balances based on the nature of the particular net resources reported in the separate funds of the district. The district will report fund balances in compliance with reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB). To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

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

III. DEFINITIONS

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

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

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

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

A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the School Board and that remain binding unless removed by the School Board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.

E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the

committed, assigned, and unassigned fund balances.

IV. ~~REQUIREMENT~~ CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

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

1. Reduce expenditures through implementation of cost containment measures.

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

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

4. A combination of the above.

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

C. The Fund Balance policy shall also apply to the administration of the Food Service Operating Fund and the Community Education Fund with proper consideration and adjustment to conform with reserve limits established by statute.

Please refer to Administrative Procedure 802.1.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. COMMITTING FUND BALANCE

A majority vote of the School Board is required to commit a fund balance to a specific purpose

and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The School Board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Executive Finance Committee. Assignments so made shall be reported to the School Board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the School Board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The School Board will conduct a semi-annual review of the sufficiency of the minimum unassigned general fund balance level.

Legal Reference:
Statement No. 54 of the Governmental Accounting Standards Board

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.11.070 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: June 23, 2011

SUBJECT: Approval of Resolution Committing Unassigned Fund Balance

Attached please find a resolution committing unassigned fund balance. This resolution is being presented based on a recommendation from the district's auditor, Eide Bailly, LLC. Approval of the resolution will allow the district to commit unassigned fund balance for severance obligation as of June 30, 2011. The district's auditor will determine the amount in the coming months for fiscal year 2011.

Suggested Resolution: Move to approve the commitment of unassigned fund balance for severance obligation for fiscal year 2011 in amount to be determined at a later date.

WAK:nls
Attachment

RESOLUTION COMMITTING UNASSIGNED FUND BALANCE

WHEREAS, board action is required to formalize the commitment of unassigned fund balance to specific purposes;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Independent School District 152 that effective June 30, 2011 the fund balance and the specific purposes for which they are committed are as follows:

Fund	Specific Purpose	Amount
General	Severance obligation	To be determined

_____ _____

Date School Board Chair

_____ _____

Date School Board Clerk

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.143R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: June 20, 2011

SUBJECT: Moorhead High School Student Handbook

Attached is the 2011-2011 Moorhead High School Student Handbook. According to Moorhead School Board Policy 221, the handbook is to be presented to the School Board for an annual review.

The changes made to the handbook have been highlighted in a lined-out version. The changes this year will also include specific discipline procedures for grades 9-12. The section will replace the separate discipline handbook. A completed copy of the handbook will be available on the district's Web site at www.moorhead.k12.mn.us.

Suggested Resolution: Move to approve the 2011-2012 Moorhead High School Student Handbook as presented.

LAK:mde
Attachment

Strike Thru TABLE OF CONTENTS

This Strike Thru version of the table of contents is meant to help review changes for last years MHS Student Handbook. An arrow indicates there has been a change or update to that section.

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

District website is www.moorhead.k12.mn.us.

Moorhead High School
Daily Class Schedule
~~2010-11~~ 2011-12

Period 1	8:25 - 9:10	Block 1 8:25 - 9:55
Period 2	9:15 - 10:00	
Period 3	10:05 - 10:50	Block 2 10:05 - 11:35
Period 4	10:55 - 11:40	
1st Lunch 11:40 - 12:15		Block 3 12:15 - 1:45 or
Period 5	11:45 - 12:30	(11:45 - 1:15)
Period 6	12:35 - 1:20	

2nd Lunch (Split Lunch) 12:30 - 1:05
Class 11:45 - 12:30/Lunch 12:30 - 1:05/Class 1:05 - 1:50

3rd Lunch 1:20-1:55		
Period 7	1:55 - 2:40	Block 4 1:55 - 3:25
Period 8	2:45 - 3:30	

Lunch Schedule

1st Lunch (11:40 - 12:15)	Art, Science, Math, Industrial Tech 5 & 6 Blocked
2nd Lunch (12:30 - 1:05)	English, Social St., World Lang. 5 & 6 Blocked Split Lunch
3rd Lunch (1:20 - 1:55)	ALL Skinnies (45 min) 5th and 6th in all departments 5 & 6 Blocked Business, FCS, Fitness/Wellness, LSS, Music Theatre Arts

Deposits to lunch accounts may be made throughout the school day into the meal account deposit box located by food and nutrition office or online through PaySchools.

Deposits must be made before 9:30 a.m. to be available for use the same day. Online payments through PaySchools require 24 hours to process.

WEDNESDAY COLLABORATIVE DAY SCHEDULE

Staff Collaboration Time = 8:10 - 9:00

Period 1	9:05 - 9:45	Block 1	9:05 - 10:25
Period 2	9:50 - 10:30		
Period 3	10:35 - 11:15	Block 2	10:35 - 11:55
Period 4	11:20 - 12:00		
Period 5	12:05 - 12:45	Block 3	12:05 - 1:25
Period 6	12:50 - 1:30		
Period 7	2:05 - 2:45	Block 4	2:05 - 3:25
Period 8	2:50 - 3:30		

Lunch Schedule
1st Lunch 12:00 - 12:35
2nd Lunch 12:45 - 1:20
Split Lunch (class 12:05 - 12:45/lunch/ class 1:20 - 2:00)
3rd Lunch 1:30 - 2:05

SHORTENED SCHOOL DAY SCHEDULE (2 Hours Late)

***Use 3rd period or Block 2 class to determine lunch shift**

Period 1	10:25 - 10:55	Block 1	10:25 - 11:25
Period 2	11:00 - 11:30		
Period 3	11:35 - 12:05	Block 2	
Period 4	12:10 - 12:40		

1st Lunch - 11:30 - 12:05
Class - 12:05 -1:05

Class - 11:35 - 12:05
2nd Lunch - 12:05 - 12:40
Class - 12:40 - 1:10

3rd Lunch - 12:40 - 1:10
Class - 11:35 - 12:35

Period 5	1:15 - 1:45	Block 3	1:15 - 2:15
Period 6	1:50 - 2:20		
Period 7	2:25 - 2:55	Block 4	2:25 - 3:25
Period 8	3:00 - 3:30		

1st Lunch - Art, Math, Science, Industrial Tech.

2nd Lunch - English, Social Studies, World Languages, ESL

3rd Lunch - all Skinnies, Business, FCS, Fitness/Wellness, LSS, Music, Theatre Arts

SEVERE WEATHER RELATED SCHOOL CLOSINGS: Occasionally the Superintendent of Schools will announce an emergency school early dismissal, late start or cancellation of school due to extreme heat, cold, snow or ice. As soon as the decision to close schools is made, an announcement will be made on the district website and all local radio and television stations. If you hear no announcement concerning Moorhead Schools, you should assume that school is open and a regular schedule is being followed. In the event schools are closed due to severe weather conditions, all after-school activities will be canceled.

See Shortened School Day Schedule for the two-hour late start to the school day.

- For additional information refer to School Board Policy 711 on the school district website or in the school office.

CRISIS MANAGEMENT: Moorhead Area Public Schools and Moorhead High School have a crisis management plan to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school.

For additional information refer to School Board Policy 710 on the school district website or in the school office.

ATTENDANCE: We believe that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the students.

Attendance is of vital importance, and it is essential that all efforts be made by the staff members of Moorhead Area Public Schools to ensure excellent attendance by the students of the district. The Moorhead School Board is committed to support staff members in every way possible to encourage optimum attendance. Class attendance is a joint responsibility of parents, students, teachers and administration.

For additional information refer to School Board Policy 515 on the school district website or in the school office.

EXCUSED ABSENCES: The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. The student has the right and obligation to make up any work missed with full credit. The State of Minnesota recognizes the following reasons for excused absence: personal illness, death or medical emergency in the immediate family, medical, dental or orthodontic treatment, counseling appointments, and inclement weather. Other reasons that could be acknowledged are personal requests for **absence made 24 hours in advance** (e.g. legal appointments, religious activities, travel, family vacations, competitions, state tournaments and school activities). We encourage parents to hold these requests to a

minimum. The school will be the final authority in excusing the student and issuing an Advance Make-up Slip.

NOTIFICATION OF ABSENCES: Notifying the school of absences which fall into the excused categories is the responsibility of the parent/ guardian of the student. Calls should be made the morning of the absence or a note should be brought in by the student on the morning of his or her return to school. **If an absence has not been excused in 48 hours it will remain unexcused.** ~~**The attendance number for grades 9-11 is 284-2303. The number for grade 12 students is 284-2304.**~~ **The attendance number is 284-2301. Parents/Guardians and students are encouraged to monitor attendance through PowerSchool.**

UNEXCUSED ABSENCES: Unexcused absences are all absences which can be avoided or delayed, and for which prior arrangements and/or approval have not been made through the principal's office. These absences indicate that the student is absent from school with or without the consent of parents, but the excuse given is not acceptable to the school administration. Unexcused absences or truancy receive no daily credit for work missed. Common unexcused absences may be: missing the bus, car trouble, oversleeping, work at home, work at a part-time job, need for extra sleep, baby sitting, hair appointments, shopping, visiting friends, skipping class, not returning to school following noon break, leaving school ill without checking out with the health office, falsifying notes or explanations for absence, etc.

1. An unexcused absence will result in detention time assigned.
2. Coaches and advisors will be advised of team members/students who have unexcused absences. When an unexcused absence is verified, a student will not be permitted to participate in each of that day's or the next day's scheduled extracurricular activities (e.g. practice, game, rehearsal).
3. On the third unexcused absence the student will be referred to a truancy intervention or counseling program. Once the referral has been made, attendance will be closely monitored, attendance contracts may be held and detention and in-school suspension will be used to enforce school district policy. Parental/guardian notification will be made.

MEDICAL RELATED ABSENCE: Physician verification will be required for excused absences if personal illness goes beyond three (3) consecutive days. If administration believes other reasons, other than illness, may underlie the repeated absences medical verification may be requested.

ILLNESS DURING THE SCHOOL DAY: Students becoming ill during the school day, ~~except in case of emergency, are to report to their regular class, then get a pass to the health office. If it is necessary to go home, the health office staff will contact the student's parent(s)/guardian or authorized representative to obtain release permission. If a parent(s)/ guardian or authorized representative cannot be contacted, the student will remain in school. Friends will not be excused to transport students.~~

~~Students who do not check out through the office are considered unexcused.~~ will have access to and services available at the school health office. Any student leaving school during the day due to illness must be excused by a parent/guardian according to the "Notification of Absences" procedure. Friends will not be excused to transport students.

HABITUAL TRUANT: A habitual truant is a student who is absent from attendance at school without lawful excuse for one or more class periods on seven school days during a school year and who has not lawfully withdrawn from school.

TARDINESS: Tardiness to class will be dealt with by each teacher as deemed appropriate; detention may be assigned as outlined in each teacher's discipline policy which will be explained to students at the beginning of each school year.

DETENTION: Detention will be held daily before school and after school. Detention **can not** be served during the scheduled school day of 8:25 a.m.-3:30 p.m. Detention will be assigned for unexcused absences and may be assigned for other disciplinary reasons. Freshmen, sophomores, and juniors who fail to attend detention will be assigned in-school suspension. **It is the students' responsibility to monitor PowerSchool for detention notification.**

Seniors are responsible for monitoring detentions assigned for attendance or other reasons and serving them in a timely manner. Students with unserved hours of detention and their parents will be notified regularly. If a senior has not served all of his or her assigned hours of detention by the second to the last Friday before graduation ceremonies, that senior will not be allowed to participate in the ceremonies.

ABSENCES FOR STUDENT ACTIVITIES: Student activities should be scheduled around the school day whenever possible. Students who miss a particular class consistently due to activities could have this privilege removed if their grade average begins to decline. Teachers are encouraged to report failing grades to students, parents, and administration as deemed appropriate. Students will not be granted excused absences from classes the morning following out-of-town activities. If unusual circumstances are present, they will be dealt with on an individual basis. Students in school-sponsored activities should not assume that they have the right to an extended deadline for school work.

MAKE-UP POLICIES FOR EXCUSED ABSENCES: School work missed because of an excused absence must be made up within two class days from the date of the student's return to school. This applies to school work assigned during the time period the student was absent from school. Any previously assigned work is due on the day of the student's return. The student will be required to make arrangements with the teacher to make up any school work missed and receive a

grade. A teacher may require additional assignments to compensate for any loss of class discussion and information.

School work not turned in to a teacher within the two-day guideline may result in the assignments receiving a lower grade or no credit. In the case of a prolonged (3 or more days) excused absence, the teacher and student should mutually agree upon a deadline. An administrator will mediate if mutual agreement is not reached.

For additional information refer to School Board Policy 515 on the school district website or in the school office.

ADVANCE MAKE-UP: In the event that students are aware they will be absent from school for more than two (2) days, they are to make arrangements in advance by bringing a written notice from their parent(s)/guardians(s) to the attendance office. This written request must be at least 24 hours in advance of the absence. The students will then be given an Advance Make-up Slip which they will have each of their teachers sign at least one (1) day prior to the date of absence. All assignments are to be made up in advance unless specific arrangements are made with teachers. Students who will be gone from school two (2) days or less will assume the responsibility to contact teachers and make arrangements for any missed work.

OUT-OF-SCHOOL SUSPENSION (OSS): "Suspension" means an action taken by the school principal or designee prohibiting a student from attending school in accordance with the Pupil Fair Dismissal Act. The purpose of suspension is to remove the student from the school environment and to provide time for professional staff, parent/guardian and student to discuss the matter and bring about an agreement of future conduct.

IN-SCHOOL SUSPENSION (ISS): In-School Suspension is used as an alternative to out-of-school suspension for students whose misbehavior is passive. Students assigned to in-school suspension do receive credit for work that can be done in the ISS room. Parents of students assigned to ISS will be notified.

PASSES: Students who need to leave their classes for purposes such as the washroom, office, health office, locker, or counselor must use the hallway pass included in their student handbook signed by their teacher. Students who abuse passes by being disruptive or using them excessively may lose this privilege. Students may be denied pass privileges after three (3) unexcused absences. Reinstatement of pass privileges will occur only after a suitable plan for correcting attendance problems has been developed by the student, submitted to the administration and followed successfully.

DISCIPLINE ~~HANDBOOK~~ PROCEDURES: All students receive a copy of the Moorhead Area Public Schools discipline ~~handbook~~ procedures at the start of each school year. Students are responsible to know its contents. School discipline ~~policies~~ procedures apply at all events in

which the school is involved, regardless of the site, as well as on school transportation.

For additional information refer to School Board Policy 551 on the school district website or in the school office.

GUIDELINES FOR VISITORS TO MHS: City ordinances and state statutes require that all visitors report to the main office immediately for a visitor's permit. Student visitors are not allowed. Exceptions will require advance administrative approval.

An individual or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district. Unauthorized persons in the building will be asked to leave and may be reported to the police; failure to leave will result in trespassing charges being filed.

For additional information refer to School Board Policy 905 on the school district website or in the school office.

DRUG-FREE SCHOOL: The area in and around Moorhead High School is a drug-free zone. Students are prohibited from using or possessing controlled substances, toxic substances*, and alcohol before, during, or after school hours, at school or in any other school location. Paraphernalia associated with controlled substances is prohibited. "Use" includes to sell, buy, distribute, dispense, possess, use or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving renumeration or consideration.
Discipline may include:
1. Suspension from school
2. Referral to Student Assistance and a chemical evaluation
3. Reported to the appropriate law enforcement agencies for possible legal action
4. Parental conference upon readmission

* toxic substances include any illegal or legal substance possessed or used with the intent of inducing intoxication or excitement of the central nervous system.

For additional information refer to School Board Policy 572 on the school district website or in the school office.

PASSIVE ALCOHOL SCREENING: Moorhead High School may choose to administer a passive alcohol screening (PAS) test to students who choose to attend after-school events such as, dances, athletic contests, etc. Students who are detected to have alcohol in their system from the PAS test will be referred to an on-duty officer from the Moorhead Police Department who may administer an official breathalyzer.

TOBACCO: Moorhead High has been designated a tobacco-free building. Tobacco use or possession, including smokeless tobacco, is not permitted by any student while on the school grounds or at school-sponsored events. Minimum corrective actions include:
- Referral to legal authorities
- Parent(s)/Guardian(s) conference
- Additional corrective actions may be used.

For additional information refer to School Board Policy 551 and 573 on the school district website or in the school office.

WEAPON-FREE SCHOOL: The area in and around Moorhead High School is a weapon-free zone. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; paint ball guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks, mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. Any student caught possessing a weapon on school grounds will be subject to discipline in accordance with the school district's discipline policy and procedures. Such discipline may include suspension or expulsion from school. Offenders may also be subject to increased penalties as defined by state law.

A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the building administrator's office shall not be considered to possess a weapon.

For additional information refer to School Board Policy 576 on the school district website or in the school office.

STUDENT DRESS AND APPEARANCE: It is the policy of the Moorhead Area Public Schools to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:

1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.

2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Moorhead School Board Policy 570.

When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified. Head coverings and hats are not allowed to be worn in the building, except for religious purposes, between the hours of 8 a.m. and 3:30 p.m. except with the approval of the building principal.

The state health department requires that students wear shirts and shoes when in the building.

For additional information refer to School Board Policy 577 on the school district website or in the school office.

MOORHEAD AREA PUBLIC SCHOOL DISTRICT 152 POLICY AGAINST HARASSMENT AND VIOLENCE RELATED TO RACE, COLOR, CREED, RELIGION, NATIONAL ORIGIN, SEX, MARITAL STATUS, DISABILITY, STATUS WITH REGARD TO PUBLIC ASSISTANCE, SEXUAL ORIENTATION, AND AGE

1. Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent harassment and violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age of any kind.
2. A harasser may be a student or an adult. Harassment may include the following when related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age:
a. name calling, joking or rumors;
b. pulling on clothing;
c. graffiti;
d. notes or cartoons;
e. unwelcome touching of a person or clothing;
f. offensive or graphic posters or book covers; or
g. any words (verbal, written or electronic) or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
3. If you believe you have been the victim of any type of harassment you should report it to any school district official.
4. This report may be oral or you may also make a written report. It should be given to a teacher, counselor, the building administrator or the Human Rights Officer (Director of Human Resources).

5. Your right to privacy will be respected as much as possible.
6. The school district will investigate all reports of harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age and the school district will take all appropriate actions based on the report.
7. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.
8. This is summary of the school district policy against harassment and violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age. Complete policies are available in the building administrator's office and the Superintendent's Office and at the school district's website at www.moorhead.k12.mn.us.

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

HAZING: "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other 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.

"Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

Reporting Procedure
A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute

hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
C. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately. 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.

For additional information refer to School Board Policy 571 on the school district website or in the school office.

DISRUPTIVE BEHAVIOR: Students who display disruptive behavior in a class may be removed from that class by a teacher or principal for up to five (5) days, placed in in-school suspension with the opportunity for parent-teacher conference provided. A second referral for disruptive behavior may result in permanent removal from the class after the opportunity for a conference with the student and parent(s)/guardian is provided. Students are expected to behave in an appropriate manner in the hallways between classes as well as before and after school.

Moorhead recognizes that the harm done by the presence and activities of gangs in the public schools exceeds the immediate consequences of activities such as violence and destruction of property. Gang activities create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive of the process of education and school activities. As a result, any dress, signals, or gestures identifying gang membership/affiliation are prohibited.

For additional information refer to School Board Policy 551 on the school district website or in the school office.

BULLYING: "Bullying" means any written, electronic or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to ~~one or more~~

a student or group of students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions.

For additional information refer to School Board Policy 578 on the school district website or in the school office.

BUILDING HOURS: Students should not be in the building before 7:55 a.m. and must leave before 4 p.m. unless arrangements have been made with a staff member or they are involved in school activities including use of the media center. Students who remain in the building outside of the designated building hours and cause disruptions will be referred to legal authorities.

LOITERING: Students are not allowed to loiter in locker bays or hallways while classes are in session.

CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR: Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop.

For additional information refer to School Board policy 721 on the school district website or in the school office.

PROCESS FOR ADDRESSING CONCERNS: When parents have concerns, they are asked to first contact the school employee who is nearest to the situation causing concern. If they do not receive satisfaction from that person, they should then contact the building principal or program director for assistance. If the matter is still unresolved, they are advised to contact the superintendent of schools. The parent may be asked by the superintendent to state the concern in writing and summarize the action to date. Should that fail, an appeal may be filed with the School Board through the superintendent's office.

MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT: It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the responsibility of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services.

It shall be a violation of school district policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

For additional information refer to School Board Policy 534 on the school district website or in the school office.

LOCKERS: Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials. Lockers have been assigned to each student. Students are expected to use the locker that is assigned to them and are not allowed to share lockers. Locks for lockers will be provided by the school. A deposit of $10 will be collected from each student and will be returned upon the student's graduation or withdrawal from MHS when the lock is returned to the main office. If you lose your lock, you must pay an additional $10 deposit to obtain a new one. Students are not allowed to write on the inside or outside of any locker. The use of a school locker is a privilege. Students who fail to comply with school locker use guidelines may lose locker use privileges. Replacement cost for lockers is $80 plus installation fee.

Lockers should always be locked when not in use. Do not give your combination to anyone else. Lockers should not be considered safe from theft. The school assumes no liability in the case of theft. Random locker checks will be conducted, and law enforcement K-9 units will randomly check lockers four to six times per year. We encourage students not to leave money or valuables in their lockers. Please leave valuables at home. In the rare instance that you must bring something of value to school, please leave it in the office so that it can be stored in the vault for the day and returned to you when school is dismissed.

For additional information refer to School Board Policy 574 on the school district website or in the school office.

POWERSCHOOL: PowerSchool allows parents and guardians to access their child's grades, attendance, and lunch account balance through their telephones or home computers. To access PowerSchool, parents and guardians need an authorization code, which is available in the school counseling office: you will be asked to show a picture ID

before codes are given. Please contact the office for more information. **Students are responsible to monitor PowerSchool for notification of detentions they may have been assigned for unexcused absences or disciplinary reasons.**

PAYSCHOOLS: Moorhead Area Public Schools offers an online payment processing system, PaySchools, to let parents or students make school-related payments online at their convenience, 24 hours a day, seven days a week. Access PaySchools through the district's website and pay for school-related fees and products online, either by e-check, Mastercard, Visa or Discover cards, or online PayPal account. Parents or students will immediately receive e-mail receipts confirming their purchases.

NUISANCE DEVICES: Because of the potential for disruption to the learning environment, students are not to bring items to school which may create a danger, create a disturbance or interfere with the normal conduct of the school. These devices typically may include, but are not limited to: water guns, chains, beepers, electronic games, or laser lights.

PERSONAL ELECTRONIC DEVICES (PEDs): Personal electronic devices include all electronic communication and entertainment devices that can be used by a student that includes cell phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants. PEDs, **except for cell phones**, may be used during passing time or in classrooms with teacher permission, or in the commons during study time. Signage will designate acceptable use areas for cell phones. Cell phones are prohibited from use in classrooms. Students are not allowed to use cell phones in any area in the building while they are scheduled to be in class.

Disciplinary action for inappropriate cell phone use:
First Offense - Phone is confiscated until the end of the day, parent/ guardian notified
Second Offense - Phone is confiscated and parent/guardian is required to meet with administrator to retrieve phone.
Third Offense and beyond - Phone is confiscated and student is suspended. Parent/guardian meeting is required upon student's return to school to retrieve phone

*The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
*PEDs may not be attached to the school network with a wired or wireless connection.
*Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed.
*PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).
- Student conference
- Confiscation

For additional information refer to School Board Policy 551 on the school district website or in the school office.

COMPUTER USE/COPYRIGHT POLICIES: Computers are provided for student use at several locations. Students are advised that "computer hacking," use of the computers to duplicate copyrighted materials or other inappropriate use may result in losing access to the machines and/or referral to authorities. Faculty and administrative computers are off limits to students.

For additional information refer to School Board Policies 730 and 731 on the school district website or in the school office.

VANDALISM: Students who destroy or vandalize school property will be required to pay for losses or damages. If you should happen to damage something by accident, please report it to a teacher or the office immediately.

IMPROPER ACTIVATION OF FIRE ALARMS: The improper activation of fire alarms is illegal. Any student who causes a false alarm will be suspended and referred to legal authorities. A second offense may result in expulsion.

FIRE, TORNADO AND LOCK DOWN DRILLS: Emergency drills will be conducted throughout the school year.

REGISTRATION: Student registration typically takes place in February for grades 9-11. Four year plans are discussed during the 9th grade year and updated as needed during registration. The four year plan serves as a guide for registration and is flexible to allow for changes. All students who request admission to Moorhead High School and have not attended a high school for the previous two weeks or longer will be encouraged to enroll in alternative education options for the remainder of the semester. These students will be eligible to enroll at the start of the next year or semester. Students who have failed a significant number of middle school/junior high courses may be required to take alternative/remedial course work as a condition of entering the high school.

GRADUATION REQUIREMENTS: Registration guidelines list a total of 29 credits. Moorhead High School students must successfully complete 26 credits. Along with completion of credits, students must pass Graduation-Required Assessments for Diploma (GRAD) in writing and reading. Passing the mathematics GRAD test is not currently required to graduate. Students not passing the math GRAD test are required to participate in a remediation plan and retest at least twice. All students participating in the graduation exercises must have completed the required minimum number of credits and met all graduation requirements as well as completed the Senior Checkout Process with his/her counselor. Students who fail to complete the Senior Checkout process will not be allowed to participate in the graduation exercises. Those students not participating in the graduation exercises will be able

to pick up their diplomas beginning on the Monday following the ceremony.

Beginning with the Class of 2011, students will be required to return or pay for all library books, textbooks or other school issued materials they failed to return during their years at MHS before they can begin the Senior Checkout process. The Senior Checkout process is required to participate in the graduation exercises.

It is an expectation that all library books, textbooks, and other school issued materials be returned every year. Students will be notified annually of missing materials.

If a senior has not served all of his or her assigned hours of detention by the second to the last Friday before graduation ceremonies, that senior will not be allowed to participate in the ceremonies.

For additional information refer to School Board Policy 640 on the school district website or in the school office.

GRADUATION DEFICIENCIES: Students who fail to meet graduation requirements at the end of four years of attendance will be permitted to continue in school and carry a course load sufficient to permit them to meet graduation requirements the following year.

FOREIGN EXCHANGE STUDENTS: Moorhead High School welcomes foreign exchange students who are sponsored by accredited agencies. All foreign exchange students are classified as freshmen, sophomores or juniors. Foreign exchange students are not eligible for status as a senior and are not entitled to graduation from Moorhead High School.

COUNSELING DEPARTMENT: One of the first resource people you will meet at Moorhead High school is your counselor. Your counselor is available to assist you in many areas of your high school career including:

- planning and developing an academic program that best fits your needs,
- identifying career goals and interests, providing resources which will give current information about colleges and other post-secondary institutions, and,
- helping you make good decisions about concerns and conflicts in your personal life.

Moorhead High School is proud to have five licensed professional school counselors on staff to work with parents and students. MHS also has a licensed professional addiction counselor and several outreach workers to assist with student concerns which include chemical usage, attendance, and nontraditional high school programming.

9th grade counselor	Toni Bach	284-2313
10-12 A-G	Rachel Lerum	284-2319
10-12 H-N	Jeff Robinson	284-2316
10-12 O-Z	Sarah Miller	284-2315

Student Assistance Scott Matheson 284-2314
Your counselor is truly interested in helping you succeed at MHS. Make it a point to get to know your counselor and see him or her frequently. Students are free to talk to any counselor, not just their assigned one.

MARKING SYSTEM: Moorhead High School uses letter grades of A, A-, B+, B, B-, C+, C, C-, D, D+, D-, and F. An "I" will indicate an incomplete in a subject. Assignments must be completed for credit no later than two weeks from conclusion of a course or the incomplete will be changed to failure. Special cases should be cleared with your counselor or principal.

PASS/FAIL OPTION: Students taking a required course load are eligible to request pass/fail in one or more classes but must be graded in a minimum of four classes. Check with your counselor for forms. Deadlines for pass/fail option is 15 school days from the start of the class. Once you have been graded, you cannot change to a pass/fail option. Students who drop two grade levels below the average that they are capable of carrying could have this option removed the first or third quarter, and they would be graded by letter grade in the course for the rest of the semester. Students who fail a course and retake it at a later time will have their original failure replaced by the more recent grade.

TESTING OUT OPTION: A student may receive credit for a course on a pass/fail basis before, during or after taking that course by successfully demonstrating mastery of its content through a testing process. Testing out is offered two times per year (October and February). The student must complete the application to test out one week before the assessment dates. For more information, please see your counselor.

For additional information or an application refer to School Board Policy 653 on the school district website or in the school office.

CLASS AUDIT: Any student who wishes to audit a class for no credit should meet with the course instructor and the assistant principal for details.

SENIOR HONOR STUDENTS: Seniors with a G.P.A. of 3.70 or higher through the first semester will be named a Moorhead Honor Student.

ACADEMIC LETTER: The purposes of the academic letter are motivation, incentive and recognition for work well done. The Academic Letter Committee follows these guidelines/qualifications:

- Grade 9 - 3.80 cumulative G.P.A. through first semester
- Grade 10 - 3.70 cumulative G.P.A. through first semester
- Grade 11 - 3.65 cumulative G.P.A. through first semester
- Grade 12 - 3.60 cumulative G.P.A. through first semester

A = 4.00, A- = 3.75, B+ = 3.50, B = 3.00, B- = 2.75, C+ = 2.50, C = 2.00, C- = 1.75, D+ = 1.50, D = 1.00, D- = .75

REPORT CARDS: Report cards are issued at the end of each nine-week grading period. They include a letter grade for each subject and a report on attendance and tardiness. If you feel there is an error on your

report card, bring it to the registrar's office and report it to the secretary. The last report card of the year will be mailed to the student's home.

HONOR CARDS: Gold cards will be given to students who earn a 3.5 - 4.0 G.P.A.; Silver to students with 3.0 - 3.49; White to students who improve their G.P.A. by .2 over the previous semester. Cards will be reissued each semester. Students must present both an ID and their card for each use. Lost cards will not be replaced. Discounts and premiums are for the cardholders use only. Abuse or misuse of the card will result in its forfeiture. Cards may also be forfeited at the discretion of the administration.

UNSATISFACTORY WORK REPORTS: Parents will be sent reports indicating unsatisfactory work in a subject near the midpoint of the course or any time students are not performing up to their capabilities. **Parents should contact the teacher who sent the report for a conference**. Teachers will send these reports while there is still time to improve the grade for that grading period.

DROPPING A CLASS: Once a student is enrolled in a class, you may drop it only after consultation with a counselor. You will also need parental permission. In most instances, you cannot drop a class with fewer than 15 students enrolled. The deadline for dropping a class is 15 school days from the start of the class. Any class dropped after this deadline will result in a withdraw/fail which carries the same GPA weight as an "F".

TRANSFERS OR WITHDRAWALS: If you wish to transfer from Moorhead High, report to the counseling office for a withdrawal form. Complete the form and take it to all your teachers, the library, your counselor and the assistant principal for their signatures. After **all** signatures have been obtained, return the form to the registrar's office. All textbooks should be returned to teachers as you check out with each of them. Records will be sent to another school only after all obligations have been met.

For additional information refer to School Board Policy 517 on the school district website or in the school office.

TRANSFER STUDENTS/GRADUATION: Students who transfer in as a senior may graduate by meeting the previous school's requirements and, therefore, be awarded a diploma by that school. If students plan to participate in Moorhead High School's graduation ceremony, they must meet district requirements.

MINNESOTA POST-SECONDARY ENROLLMENT OPTIONS ACT: As enacted by the 1985 Minnesota Legislature, with approval and acceptance, juniors and seniors may enroll for courses at an approved institution of higher learning as part of the student's full-time high school enrollment and receive both college credit and credit toward high school graduation requirements. No charge will be made to the student for the costs of tuition, fees and required textbooks and materials. All books

and materials must be returned to the college. If interested, see your counselor.

INDEPENDENT STUDY OPTIONS: Students who are interested in taking a course as independent study, including online, should contact a counselor. Independent study courses involve a considerable amount of reading, writing, and individual study.

HOMEBOUND INSTRUCTION: Students who are absent for 10 consecutive days are eligible for homebound instruction. Authorization from a physician must be on file requesting the same. All requests for homebound instruction are to be directed to the Department of Learner Support Services (284-3710) and can be initiated before the time lines are in effect.

MINNESOTA CHOICE PROGRAMS: The open enrollment option is available for students to attend the Minnesota school of their choice. The deadline for an application for open enrollment is January 15 of the preceding year. See your counselor for more information. For online study options please see your counselor.

For additional information see School Board Policies 511 and 610 on the school district website or in the school office.

CURRICULUM REVIEW: Parents have the right to review the curriculum and to determine which instruction will be provided by the parent. For additional information refer to School Board Policies 620 and 620.2 on the school district website or in the school office.

ACTIVITIES: All students are eligible if they meet activity guidelines, but not all students will earn the privilege to participate in activities. Skill, tenacity, hard work and attitude are the primary factors in determining who will participate and represent our school. Moorhead High shall be represented by students who are good citizens, scholars and athletes willing to abide by prescribed rules and high standards. This privilege and honor carries with it responsibilities to the community, school faculty and student body they represent. To ensure that the standards and ideals of Moorhead High are upheld and requirements enforced uniformly, standards of conduct have been established. Advisors or coaches may enforce rules that are more strict than those established, but these are minimum rules that must be enforced:

1. Any student failing two or more classes, or having two or more incompletes, will be ineligible for a minimum of two weeks. Student eligibility will be monitored at the end of each nine-week grading period. Students deemed ineligible will have to provide evidence that they have achieved passing status or have satisfied any incompletes to regain eligibility.
2. There shall be no conduct by students participating in activities, whether or not that activity is currently in season, that will bring discredit to the student, parents, activity, school or community. Penalties for rule violations will be administered at the discretion of school officials.

3. Moorhead School Board Policy and the Minnesota State High School League rules shall be enforced as the minimum standard of conduct for all participants in activities.
4. Students are expected to be in school on the day of a contest, play, concert or event as well as the following day. Violations may result in a forfeiture of practice on the succeeding day, loss of the right to appear in a public performance or meet and/or an unexcused absence.
5. Students must dress appropriately when representing the school. Neat, casual dress clothes are appropriate.
6. Awards and honors are presented in trust. Should the student violate that trust, the honor or award may be revoked.
7. Fees are charged to participate in certain school activities and all athletic programs; those fees are available in the activities office. The total fee for any student shall not exceed $350 per year.
For additional information regarding activity eligibility, fees, travel, or lettering information refer to School Board Policies 541, 542, 543 and 545 on the school district website or in the school office.

EXTRA CURRICULAR ACTIVITIES/ATHLETIC PROGRAMS: For information on how to participate in these or other MHS activities check with your counselor, the advisor, or the activities office. Groups include:

Carolers	Business Professionals of America
Cho Kio (Yearbook)	Destination Imagination
Apollo Strings	Key Club
Knowledge Bowl	Student Council
Math Competition	Science Olympiad
Drama	Pep Band
Speech	Industrial Arts Competition
Student Newspaper	

Athletic Programs: The following sports are available to students at Moorhead High School:

Fall:	Cross Country - girls and boys
	Football - boys
	Soccer - girls and boys
	Tennis - girls
	Swimming - girls
	Volleyball - girls
Winter:	Basketball - boys and girls
	Swimming - boys
	Gymnastics - girls
	Wrestling - boys
	Hockey - boys and girls
	Dance line - girls
Spring:	Track - boys and girls
	Golf - boys and girls
	Tennis - boys
	Baseball - boys
	Softball - girls

SCHOOL SONG

Onward Moorhead, Onward Moorhead
Fight right through that line!
Onward Moorhead, Onward Moorhead
Victory sure this time!
Onward Moorhead, Onward Moorhead
Fight on for your fame!
So fight, Moorhead, fight-fight-fight
To win this game.

SCHOOL SPIRIT/SPORTSMANSHIP: Moorhead Area Public Schools shares a vision with the Minnesota State High School League in seeking and maintaining high standards of sportsmanship in all sponsored programs. To be educationally sound, activities must provide a setting in all programs where important values such as dignity, equity, fairness and respect are fostered. Good sportsmanship enhances respect for opponents and officials through efforts at showing self-control and by showing genuine concern for others. It is the responsibility of students, coaches, faculty, cheerleaders, adult spectators, officials and the media to pursue these values.

Attending school-sponsored events is a privilege, not a right. Inappropriate conduct at school and/or school-sponsored events may result in the loss of this privilege.

Any student choosing to attend any school-sponsored activity (dances, plays, athletic events, etc.) in possession of or under the influence of any ~~illegal substance~~ controlled substances, toxic substances, and/or alcohol, will be prohibited from attending any school-related activities, outside of the school day. The period of suspension is listed below. Students will also be cited accordingly by the Moorhead Police Department.

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

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

3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.
(weeks are counted as calendar days)

For additional information see School Board Policy 551 on the school district website or in the school office.

STUDENT INSURANCE: The school district does not carry insurance on students. However, student insurance is available at a nominal cost on an individual basis. Contact the activities office for details.

FUND RAISING: All fund raising projects by any student group must be approved in advance by the advisor, principal, and Assistant Superintendent before any fund raising may begin.

For additional information refer to School Board Policy 544 on the school district website or in the school office.

UNCOLLECTED FEES: Fees assessed for damaged or lost books, school projects, damage to school property, or other expenses that have been accrued by students but remain unpaid after July 1 following the end of the school year will be referred to a collection agency.

MUSICAL INSTRUMENT RENTAL FEES: The Moorhead School Board authorizes a rental fee of $75 per instrument for each student playing a school-owned instrument. Students are also expected to sign an agreement listing their obligations for the maintenance of the instrument or repair of any damage beyond what may be expected from normal use.

The fee requirement may be waived if any of the following circumstances prevail:
1. If a family cannot afford to pay the fee, as determined by the building principal using the Free or Reduced-Price School Meals criteria.
2. In situations where students who provide their own musical instruments are asked to switch to a school-owned instrument to obtain a balance in instrumentation, no fee will be requested.
3. No student will be denied the right to participate in music because of any or all of the above.

For additional information and rental agreement refer to School Board Policy 831 on the school district website or in the school office.

PROTECTION AND PRIVACY OF PUPIL RECORDS: The following information is considered public information and may be disclosed unless the school principal is notified that this information is considered private. **State law requires that the names, addresses, and home telephone numbers of students in grades 11 and 12 be released to military recruiting officers unless a parent notifies the school in writing of their objection.

Name
Grade level
Date & place of birth
Participation in activities
Height and weight of team members
Dates of attendance
Degree and awards
Most recent and previous school
Photos in the normal course of school activities and other similar information to include data recorded by cameras on school property, including school buses

For additional information refer to School Board Policies 303 and 504 on the school district website or in the school office.

RELEASE OF INFORMATION: All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

For additional information refer to School Board Policy 504 on the school district website or in the school office.

PATRIOTIC EXERCISES: The School Board believes that one's respect of country is promoted by the ceremonies and observances held in the public schools and that the flag of the United States is a symbol of our American heritage and democratic ideals. In all classroom buildings K-12, the Pledge of Allegiance to the flag of the United States of America will be recited at least one or more times each week.

Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.

For additional information refer to School Board Policy 633 on the school district website or in the school office.

FIELD TRIPS: All school policies apply to students on field trips 24 hours a day for the duration of the trip.

For additional information refer to School Board Policy 632 on the school district website or in the school office.

PARENT TEACHER ADVISORY COUNCIL (PTAC): The PTAC is composed of parents and staff members who wish to become more actively involved at Moorhead High School. Meetings are held ~~once per month~~ four times a year. All parents are welcome to become members and are encouraged to call the main office for more information.

SURVEILLANCE EQUIPMENT: Moorhead High School premises are under the protection of electronic surveillance equipment during all hours of the day and evening.

For additional information refer to School Board Policy 712 on the school district website or in the school office.

TELEPHONES: The four free telephones in the commons are for student use. Calls are limited to three minutes. **Students may not use the office telephones.**

MESSAGES: All emergency messages will be handled by an administrator.

VENDING MACHINES: Vending machines are located in select areas. Beverage containers, wrappers and other items of this nature should be properly disposed of in the wastebaskets in the commons. Federal law prohibits vending machines from being turned on when school breakfast and lunch are served.

BUILDING CLEANLINESS: We ask that students be respectful and responsible by doing their part to keep the building clean. Help keep the building clean by depositing unwanted paper in wastebaskets or proper recycling bins.

Students are not allowed to bring food/beverages into classrooms (excluding water with teacher permission) unless it is appropriate for a class (e.g. Family Consumer Science). Breakfast and lunch food items must be eaten in the Commons/lunchroom. Students do have the privilege of bringing food/beverages into the building. Along with this privilege comes the responsibility of properly discarding waste and cleaning any spill or mess you may make. If building cleanliness becomes an issue this privilege may be revoked. Students not properly disposing waste will face disciplinary measures.

STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS AND SEARCHES:

It is the policy of the Moorhead Area Public School District to allow the limited use and parking of motor vehicles by students in school district locations. It is the position of the school district that a fair and equitable districtwide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

Student Parking of Motor Vehicles in School District Locations
Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving motor vehicles to Moorhead High School may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways or in other designated areas, (e.g. staff, visitors or busing lanes). **Vehicles in violation of parking regulations will receive a warning for the 1st offense and towed at owners expense for subsequent violations.**

Patrols, Inspections and Searches
School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

Student Use of Motor Vehicles
Students are permitted to use their vehicles during assigned lunch period for off-campus purposes, or for off-campus school programs during assigned times. Operating a motor vehicle on school property is a privilege not a right and necessitates safe driving in accordance with the law and conditions.

Violations
A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Students park at Moorhead High School at their own risk. Moorhead Area Public Schools is not responsible for any damage or theft that occurs to vehicles parked on school property.

Bus service is provided to all eligible students.

For additional information refer to School Board Policy 575 on the school district website or in the school office.

COMMUNICATION ASSISTANCE: If a parent or guardian is in need of accommodations to communicate with a child's school or to participate in a child's education, please contact Moorhead High at (218) 284-2300 to make a request. Examples of accommodations include: TDD at a child's school, large print or Braille materials, accessible meeting facilities, sign language interpreter or assistive listening device kit for all meetings, conferences, activities, etc.

HEALTH CARE: The health office is located in the Administrative office complex. A health tech is on duty from 8 a.m. to 4 p.m. A licensed school nurse staffs the health office on a part-time basis and is on call in case of emergencies.

Parents of students with special health conditions should notify the nurse at the beginning of the school year. Staff will be notified of special health conditions concerning their students.

The school does not provide aspirin or any other medication for students. If students need medication dispensed during school hours, parents must provide the health office with a physician's written order, written parental authorization and a properly labeled container with specific directions about how and when the medication is to be administered in school. Students may self-administer medication if the appropriate arrangements are made through the health office. Please contact the school nurse regarding any questions about medications in school.

Students who become ill in school should report to their teacher and obtain a pass to go to the health office. If it is necessary for a student to go home because of illness or injury, parents will be contacted to confirm those plans. Parents are asked to contact the main office with information regarding where they can be reached during the day and the name of a person who can be contacted when parents are unavailable in an emergency situation. Students should remain at home if they have a contagious illness or a temperature of 100 degrees or higher.

Minnesota law requires all students in grades 9-12 to have completed the primary series of immunizations including a total of two MMR (measles, mumps, rubella) vaccinations, at least three polio vaccinations, and a tetanus/diphtheria (TD) booster at or after age eleven. Students who have a medical or conscientious exemption from these requirements must have an exemption form on file in the health office.

Vision and hearing screening is done based on referrals from teacher, parents or students if a problem is suspected or as part of the assessment for special education services.

All school-related accidents (including extracurricular and out-of-town activities) should be reported to the nurse. Accident reports and emergency cards are kept on file in the nurse's office. A student who is absent from the classroom for an extended period of time (2-3 weeks) because of health problems should notify the counselor who will make arrangements for homebound tutoring.

Students who leave the school during the day due to illness must check out through the health office regardless of the circumstances. **Students who do not check out with the health office will be considered unexcused.**

For additional information regarding immunizations refer to School Board Policy 530. For additional information regarding medication refer to School Board Policy 532. These can be found on the school district website or in the school office.

MEDIA CENTER: The high school media center is easily accessible to the students and staff from 7:30 a.m. to 5 p.m. Monday through Thursday and 7:30 to 4 p.m. on Friday.

At the high school we have a large and excellent collection of materials that serve both the academic and recreational needs and interests of our students. These include over 22,000 fiction and nonfiction books, 85 magazine subscriptions, several daily and weekly newspapers, general and specific reference materials, both in print and electronic format. Equipment, including computers and printers, a photocopy machine and scanner are also available for student use. A highly qualified staff member is available to help students find resources, assist with computer programs, and give suggestions for recreational reading.

Students are responsible for returning materials on time so that they are available for use by others. If something is lost or damaged, the original cost of the item will be charged. Overdue lists are posted frequently outside of the library. Students with excessive overdue materials will lose their checkout privileges until their overdue materials are returned.

Students who are unable to abide by library policy and are disrupting other students or staff will be asked to leave. Food and beverages are not allowed in this facility. The deliberate abuse of any of the materials, programs or equipment located in the library/media center will be referred to a principal for disciplinary action.

HANDBOOK ONLINE: A current version of the Moorhead High School Student Handbook is available online at www.moorhead.k12.mn.us. The online version contains any changes to the handbook as well as links to related board policies (under schools "click" high school).

PESTICIDE USE: Occasionally pesticides are used to control harmful insects. Students will be notified if pesticides are used in the building or on the grounds.

~~School Calendar 2010-11~~

~~September 7~~	~~K-12 Classes Begin~~
~~October 8 & 9~~	~~Homecoming Parade, Game, Dance~~
~~October 14~~	~~Parent Teacher conferences (5-8:30)~~
~~October 18~~	~~Parent Teacher conferences (5-8:30)~~
~~October 20~~	~~P/T conferences (8-11:30) No School~~
~~October 21 & 22~~	~~Teacher Comp & EM No School~~
~~November 2~~	~~GRAD Writing Retest Grades 10-12~~
~~November 9~~	~~End of 1st Quarter~~
~~November 24, 25, & 26~~	~~No School~~
~~December 7~~	~~Parent Teacher conferences (5-8:30)~~
~~December 22~~	~~Winter Break Begins~~
~~January 3~~	~~Classes Resume~~
~~January 17~~	~~Teacher Workshops No School~~
~~January 21~~	~~End of 1st Semester/2nd Quarter~~
~~February 14~~	~~Parent Teacher conferences (5-8:30)~~
~~February 17~~	~~Parent Teacher conferences (5-8:30)~~
~~February 21 & 22~~	~~President's Day & Teacher Work. No School~~
~~March 16, 17, & 18~~	~~No School~~
~~March 30~~	~~End of 3rd Quarter~~
~~April 2~~	~~No School~~
~~April 12~~	~~Grade 9 GRAD Test of Written Comp.~~
~~April 12 & 13~~	~~MCA II Grade 10 Reading, Grade 11 Math~~
~~April 19~~	~~GRAD Writing Retest Grade 12~~
~~April 22~~	~~No School~~
~~April 26~~	~~Parent Teacher conferences (5-8:30)~~
~~May (dates TBD)~~	~~MCA II Science Test~~

~~May 30 — Memorial Day Holiday - No School~~
~~June 2 — Last Day for Students~~
~~June 5 — Graduation~~

~~EMERGENCY MAKEUP DAYS~~
~~June 3, 6, 7, 8, 9, 10~~

~~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.~~

School Calendar 2011-12

September 6	K-12 Classes Begin
September 23 & 34	Homecoming Parade, Game, Dance
October 17	Parent Teacher conferences (5-8:30)
October 18	Parent Teacher conferences (5-8:30)
October 19	P/T conferences (8-11:30) No School
October 20 & 21	Teacher Comp & EM No School
November 2	GRAD Writing Retest Grades 10-12
November 4	End of 1st Quarter
November 23, 24, & 25	No School
December 6	Parent Teacher conferences (5-8:30)
December 22	Winter Break Begins
January 3	Classes Resume
January 16	Teacher Workshops No School
January 20	End of 1st Semester/2nd Quarter
February 13	Parent Teacher conferences (5-8:30)
February 16	Parent Teacher conferences (5-8:30)
February 20	President's Day - No School
March 7, 8, & 9	No School
March 28	End of 3rd Quarter
April 6	No School
April 9	Teacher Workshops No School
April 17	Grade 9 GRAD Test of Written Comp.
April 17 & 18	MCA II Grade 10 Reading, Grade 11 Math
April 24	GRAD Writing Retest Grade 12
April 24	Parent Teacher conferences (5-8:30)
May (dates TBD)	MCA-II Science Test
May 28	Memorial Day - No School
May 31	Last Day for Students
June 3	Graduation

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.

Moorhead Area Public Schools

Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560
Fax: (218) 284-3333 • www.moorhead.k12.mn.us

Superintendent of Schools: (218) 284-3330
Assistant Superintendent: (218) 284-3370 • Human Resources: (218) 284-3350

Discipline Procedures – Grades 9-12

Administrative Procedure: 551.1
Date Adopted: 6/27/2011
Dates Reviewed:

Section: 500 STUDENT
Date Revised:

Purpose

Every student and employee of Moorhead Area Public Schools is entitled to learn and work in a safe school environment. To ensure this, the district and each school have established clear student discipline procedures, consequences appropriate to the behavior, and a practice to do so consistently.

General Statement

The Moorhead Area Public School Board believes that learning can best take place in an environment which is orderly, safe, stimulating, and which enable 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.

Students are expected to behave in accordance with federal, state and local laws; district policies and guidelines; and in a way that respects the rights and safety of others. Known violations of federal, state and local laws will be reported to local law authorities. Employees will take corrective action when a student's behavior does not fall within discipline guidelines.

The following are district wide discipline procedures. These procedures and the minimal consequences apply any time a student is present on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property. The discipline procedures and consequences apply when a district student engages in conduct outside of a school location or a school-sponsored event when the misconduct is a continuation of improper conduct that occurred on school grounds or the student's actions have a direct and immediate effect either on school discipline or on the general safety and welfare of students and staff.

Listed are the violations and the recommended consequences; although all actions will be taken on a case-by-case basis. Restitution or restorative discipline/justice may also be utilized when appropriate for the disciplinary infraction.

Restorative Discipline is a type of discipline that seeks to restore damages made by the offending student. A reasonable follow up to a destructive action may be to try to restore, replace, repair, clean up or apologize, as the situation may dictate.

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.

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 procedures. These procedures describe clearly the various administrative actions taken for violations of the law and the school district standards of behavior.

These disciplinary procedures 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 students, 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 students.

Listed are the violations and the recommended consequences for first, second and third offenses. Suspension may be served in school or out of school at the discretion of the administrator. The school district or school administration may impose more severe consequences beyond those set forth in these procedures based on the particular misconduct.

These procedures are based on school board policies, available on the district's website at www.moorhead.k12.mn.us or in the school offices.

Procedures

1. ABUSE, VERBAL

Verbal assaults or verbally abusive behavior includes, but is not limited to, use of language (verbal, written or electronic) that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people and is prohibited. Verbal abuse that is also sexual, religious, disability or racial harassment will be addressed under the guidelines for harassment.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension	3-5 day suspension	10 day suspension Recommendation to the superintendent for expulsion or exclusion

(*) Indicates disciplinary action assigned by building administration.

2. ALCOHOL AND CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, controlled substances and toxic substances, is prohibited while on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property. Further recommendation such as possible chemical assessment may also be required. A chemical assessment may be required on a second school offense prior to readmission to school.

Definitions:

A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.
B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.
C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-3 day suspension Notification of legal authorities Suspension from attending or participating in school-related activities Not allowed to attend any school-sponsored activity for six (6) weeks*	Parent(s)/Guardian(s) conference 3-5 day suspension Notification of legal authorities Referral to Student Assistance Suspension from attending or participating in school-related activities Not allowed to attend any school-sponsored activity for eight (8) weeks*	Parent(s)/Guardian(s) conference 5-10 day suspension Notification of legal authorities Referral to Student Assistance Suspension from attending or participating in school-related activities Not allowed to attend any school-sponsored activity for the remainder of the school year

(*) Weeks are counted as calendar weeks.

3. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivery, exchanging or intending to sell, deliver, exchange or distribute any alcoholic, controlled substances and toxic substances, is prohibited while on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property.

Definitions:

A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.

C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference Immediate notification of legal authorities 5-10 day suspension	Parent(s)/Guardian(s) conference Immediate notification of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion	Parent(s)/Guardian(s) conference Immediate notification of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion

4. ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

Grade Level	First Offense
Grades 9-12	Parent(s)/Guardian(s) conference 10 day suspension Immediate notification of legal authorities (police and fire marshal)

5. ASSAULT

Committing an act with intent to cause fear in another person of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) notification 1-3 day suspension Notify legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities Recommendation to the superintendent for expulsion or exclusion

6. ATTENDANCE, CHRONIC ABSENTEEISM

In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the value of attendance each school day by each student.

Grade Level	First Offense
Grades 6-12	Parent(s)/Guardian(s) notification Detention Referral to Truancy Intervention Program

7. BOMB THREAT OR TERRORISTIC THREAT

Intentionally making, publishing or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

(*) Indicates disciplinary action assigned by building administration.

8. BREAKING AND ENTERING

Entering a secured or restricted district location, during or after school hours, using an unauthorized mechanism of entering is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-12	Parent(s)/Guardian(s) conference 3-5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

9. BULLYING OR INTIMIDATING BEHAVIOR

"Bullying" means any written, verbal or electronic expression (email, Facebook, social media, SMS/MMS text, instant messaging), 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.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) notification 1-2 day suspension Notification of legal authorities	Parent(s)/Guardian(s) conference 2-5 day suspension Notification of legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Notification of legal authorities

(*) Indicates disciplinary action assigned by building administration.

10. DISHONESTY, ACADEMIC

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism or collusion is prohibited. Academic consequences may also be assigned.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1 day suspension	Parent(s)/Guardian(s) conference 1-3 day suspension	Parent(s)/Guardian(s) conference 3-10 day suspension

(*) Indicates disciplinary action assigned by building administration.

11. DISORDERLY CONDUCT

Disorderly conduct, which is an act that the student knows or has reasonable grounds to know that the act will alarm, anger, disturb others or provoke an assault or breach of the peace, is prohibited. Disorderly conduct is also engaging in offensive, obscene, abusive, boisterous or noisy conduct or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others. Disorderly conduct can include communication or expression created and/or distributed by an electronic means.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension	Parent(s)/Guardian(s) conference 10 day suspension

(*) Indicates disciplinary action assigned by building administration.

12. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

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 people, 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 student handbook adopted by the school board.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension	Parent(s)/Guardian(s) conference 10 day suspension

(*) Indicates disciplinary action assigned by building administration.

13. DRESS AND APPEARANCE

Inappropriate clothing or appearance is prohibited. Inappropriate clothing or appearance includes, but is not limited to:

- Wearing clothing or grooming in a manner that is sexually explicit or which conveys sexual innuendo or that may reasonably be construed as sexual. Examples of such clothing include "short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
- Wearing clothing that includes words or pictures that are obscene, vulgar, abusive and discriminatory or that promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
- Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups, including gangs or supremacist groups. This prohibition includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group; evidences gang membership or affiliation; or approves, advances or provokes any form of religious, racial or sexual harassment or violence against other individuals as defined in district policy.
- Wearing clothing or footwear that would damage school property.
- Wearing masks, face paint or grooming that limits or prevents identification of a student.
- Wearing clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others.
- Wearing clothing in a manner that displays undergarments.

The appropriateness of wearing of hats and caps will be determined at each school by the principal and may be worn in some cases (i.e., student undergoing chemotherapy, medical situations, religious purposes, class outside the building). Administrators reserve the right to deny admission to school functions based on dress or appearance determined to be inappropriate or disruptive to the educational process. When a student is found in violation of this guideline, the student will be directed to make modifications or be sent home for the day.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Student conference Modify clothing	Parent(s)/Guardian(s) notification Modify clothing or send home	Parent(s)/Guardian(s) notification Modify clothing or send home

(*) Indicates disciplinary action assigned by building administration.

14. DRIVING, CARELESS OR RECKLESS

Driving any motorized or nonmotorized vehicle on school locations in such a manner as to endanger people or property is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) notification Refer to legal authorities Detention or community service	Parent(s)/Guardian(s) conference 1-3 day suspension Refer to legal authorities	Parent(s)/Guardian(s) conference Refer to legal authorities Recommendation to the superintendent for expulsion or exclusion

15. FALSE ALARM

Intentionally calling 911 (emergency call) or giving a false alarm of a fire or tampering or interfering with any fire alarm or sprinkler system is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference Detention or 1-5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference Detention or 5-10 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

(*) Indicates disciplinary action assigned by building administration.

16. FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension	Parent(s)/Guardian(s) conference 10 day suspension

(*) Indicates disciplinary action assigned by building administration.

17. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games and other items used to promote a game of chance) is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension	Parent(s)/Guardian(s) conference 10 day suspension

(*) Indicates disciplinary action assigned by building administration.

18. 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 and is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Student conference Notification of Title IX Officer	Parent(s)/guardian(s) conference 1-5 day suspension Notification of Title IX Officer Notification of legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Notification of Title IX Officer Notification of legal authorities

(*) Indicates disciplinary action assigned by building administration.

19. 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. Hazing, by its very nature, often occurs off school grounds, after school hours, on nonschool days and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-3 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension Notification of legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Notification of legal authorities

(*) Indicates disciplinary action assigned by building administration.

20. INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Student conference Parent(s)/Guardian(s) notification Detention	Parent(s)/Guardian(s) notification 1-3 day suspension	Parent(s)/Guardian(s) conference 10 day suspension

(*) Indicates disciplinary action assigned by building administration.

21. MISBEHAVIOR ON THE SCHOOL BUS

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral 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.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Student conference and warning	Parent(s)/Guardian(s) conference 5 school day suspension from riding the bus	Parent(s)/Guardian(s) conference 10 school day suspension from riding the bus

Further offenses: Individually considered. Students may be suspended for longer periods of time including the remainder of the school year. When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

22. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited. These objects include, but are not limited to, laser pointers, flammable lighters, pagers, radios, personal electronic devices, magnets, snaps, stink bombs, bolt cutters, and crowbars.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) notification Student conference Confiscate	Parent(s)/Guardian(s) notification Confiscate 1-5 day suspension	Parent(s)/Guardian(s) conference Confiscate 10 day suspension

(*) Indicates disciplinary action assigned by building administration.

23. PERSONAL ELECTRONIC DEVICES (PEDs)

PEDs are all electronic communication and entertainment devices that can be used by an individual, including phones, camera, music players, calculators, electronic games, video players, computers and personal digital assistants.

A. The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
B. PEDs may 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.
C. PEDs may only be used in the classroom with teacher approval.
D. PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).

The following consequences will be used for the misuse of these devices.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) notification Student conference Confiscate 1 day	Parent(s)/Guardian(s) notification Confiscate 1-5 day suspension	Parent(s)/Guardian(s) conference Confiscate 10 day suspension

24. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture(s) that impinges upon the personal privacy of another. Misuse of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference Confiscate 1-2 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference Confiscate 3-5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference Confiscate 10 day suspension Referral to legal authorities

(*) Indicates disciplinary action assigned by building administration.

25. PUSHING, SHOVING, SCUFFLING

Physical contact, which may include fighting, that could harm others is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Detention	Parent(s)/Guardian(s) notification Detention or 2-3 day suspension	Parent(s)/Guardian(s) conference 1-5 day suspension

(*) Indicates disciplinary action assigned by building administration.

26. RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Student conference	Parent(s)/Guardian(s) conference 1-2 day suspension	Parent(s)/Guardian(s) conference 3-5 day suspension

(*) Indicates disciplinary action assigned by building administration.

27. SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera, an automatic locking door apparatus or electronic computer network safeguards.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 3-5 day suspension Restitution Notify legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Restitution Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Restitution Referral to legal authorities Recommendation to the superintendent for

			expulsion or exclusion

(*) Indicates disciplinary action assigned by building administration.

28. TECHNOLOGY AND TELECOMMUNICATION MISUSE

Misuse of computer equipment or network; deletion or violation of password-protected information, computer programs, data, passwords or system files; inappropriate accessing of files, directories and Internet sites including intentional tampering or bypassing Internet content filtering system; deliberate contamination of the electronic network and file storage system; unethical use of information; or violation of copyright laws are prohibited. In addition, the denial of network access due to misuse means that the student will not have access to the electronic network and computer resources.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension of computer privileges	Parent(s)/Guardian(s) conference 3-5 day suspension of computer privileges	Parent(s)/Guardian(s) conference 10 day suspension of computer privileges

29. THEFT, ROBBERY OR EXTORTION

The unauthorized taking of and/or the unauthorized possession of the property of another person is prohibited. This may also refer to the unauthorized taking of and/or the unauthorized possession of school property.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference 1-2 day suspension Restitution Referral to legal authorities	Parent(s)/Guardian(s) conference 3-5 day suspension Restitution Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Restitution Referral to legal authorities

30. TOBACCO, POSSESSION AND USE

Tobacco use or possession, including smokeless tobacco, is not permitted by any student while on the school grounds or at school-sponsored events.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference 3-5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

31. VANDALISM, WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS

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 is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 9-12	Parent(s)/Guardian(s) notification Student conference	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Restitution

	Notification of legal authorities Restitution Detention	Notification of legal authorities 1-5 day suspension	Notification of legal authorities 5-10 day suspension

32. 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.

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

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

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

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

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.

Grade Level	First Offense	Second Offense
Grades K-12	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion

Superintendent of Schools

Moorhead Area Public Schools

Memo S.11.144R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: June 20, 2011

SUBJECT: 2011-12 Memberships

Attached please find information related to memberships to The Chamber Fargo Moorhead West Fargo, Minnesota Rural Education Association, Minnesota State High School League, National School Boards Association, and Schools for Equity in Education.

Suggested Resolution: Move to approve the following 2011-12 memberships: The Chamber Fargo Moorhead West Fargo, Minnesota Rural Education Association, Minnesota School Boards Association, Minnesota State High School League, National School Boards Association, and School for Equity in Education.

LAK:mde
Attachments

MOORHEAD AREA PUBLIC SCHOOLS
2011-12 SCHOOL BOARD MEMBERSHIPS

ORGANIZATIONS:	COST
The Chamber (Fargo-Moorhead-West Fargo) (11-12)	$1,540
Minnesota Rural Education Association (11-12)	$2,400
Minnesota School Boards Association (10-11)	$9,319
Minnesota State High School League (10-11)	$2,530
National School Boards Association (11-12)	$4,525
Schools for Equity in Education (11-12)	$5,806
TOTAL	$26,120

THE CHAMBER
FARGO MOORHEAD WEST FARGO

MAY 6 - 2011

May 3, 2011

Lynne Kovash
Moorhead Area Public Schools
2410 14 St S
Moorhead, MN 56560-

Dear Lynne:

Thank you for your support of your Chamber during the past year. We've accomplished so much through the engagement and commitment of members like you. As we move forward, The Chamber remains committed to ensuring the strength of our regional business community and helping its members stay fiscally healthy.

As a member, you have access to an extensive menu of benefits, including varied opportunities to connect with potential clients and customers through referrals, networking events and affordable marketing opportunities.

- Achieve added exposure and find valuable deals through The Chamber's Virtual Expo (visit **FMWFChamber.com;** click on 'Virtual Expo') Booths are complimentary to members!
- Save money through discounts on group health insurance, business and personal insurances (Auto Owners and AAA) and an Employee Assistance Program.
- Get involved! A wide range of committees work to keep The Chamber moving forward. It's a great way to expand your business network.

It is a priority of The Chamber to advocate for pro-business legislation at all levels of government and to represent its membership in the public policy arena. When you don't have the time, the Chamber is speaking on your behalf to ensure our lawmakers are aware of the needs of our business community. Visit our new online Advocacy Center (**FMWFChamber.com**; click on "Advocacy") for details on what we're currently working on and let us know what's important to you.

Your Chamber staff is here to help you maximize your membership investment. As you renew, contact us for ideas on how to get more out of your Chamber membership.

Enclosed is your membership renewal invoice. Your continuing investment ensures access to our broad array of benefits and helps us to promote economic growth and prosperity for business.

Sincerely,

Craig Whitney
President/CEO

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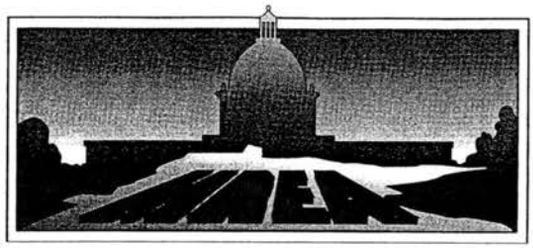

"Making Real Education Advances"

MAY 20 2011

Moorhead Public Schools
2410 14th Street S.
Moorhead MN 56560-0000

Dear MREA Member,

The Minnesota Rural Education Association is the only advocate exclusively for **rural** districts. With school board members, administrators, teachers and community members on the board of directors, MREA focuses on what is best for **rural** students -- equity of funding and equal opportunities.

Membership in MREA gives your district a voice at the legislature when you can't be there yourself. MREA staff has daily contact with legislative leaders and decision makers, influencing legislation from the **rural** perspective. We focus our energy on issues brought forth by our member districts. Issues we have been working on this session are:

- Allowing districts to lease busses from their capital expense fund;
- Establishing a better method of handling seasonal and recreation property taxes that provides income to your district;
- Repealing the school support staff maintenance of effort;
- Ensuring teacher evaluations are locally designed and implemented;
- Maintaining the Perpich Center for Arts status as an academy so rural students can attend;
- Fighting a state mandate to retain third graders due to literacy achievement;
- Repealing the 2% staff development set aside;
- Funding for all day K;
- Ensuring state required policies dealing with student athlete concussions work at the local level;
- Reducing the amount of testing;
- Repealing short term borrowing from districts; and
- Fighting attempts to change the way districts hold levy elections.

The strength of MREA is in its membership. We hope you will choose to renew your membership with MREA. Working together we can make rural Minnesota a great place for students to live and learn.

Sincerely,

Lee Warne

Lee Warne
Executive Director

MINNESOTA RURAL EDUCATION ASSOCIATION
P.O. Box 155, Brandon, MN 56315-0155 • 320.762.6574 • Fax: 888.884.7932 • Email: mrea@mnrea.org

The Minnesota State High School League provides educational opportunities for students through interscholastic athletic and fine arts programs and provides leadership and support for member schools.

Member of the National Federation of State High School Associations

April 2011

Dear Superintendent:

APR 19 2011

Minnesota Statutes 1993, Section 128C.01, requires individual school boards each year to authorize membership in the Minnesota State High School League. The Resolution for Membership affirms (1) that the board of education for your school delegates the control, supervision and regulation of League-sponsored athletic and fine arts activities to the Minnesota State High School League; (2) that your school board adopts the Constitution, Bylaws and Rules and Regulations of the League; and, (3) that the administration for and the responsibility for supervising the activities are assigned to your official school representative.

Formal approval by the governing board of your school district or school must be made prior to August 1, 2011, to enable the League office to certify your continuation or new membership in the League. If your Designated School Board Representative has changed from the fall, please make that change in the MSHSL website database.

I am enclosing the resolution form which provides for the appropriate school board action. The resolution form is provided in duplicate. **Please return one copy of the 2011-2012 Resolution for Membership to the Minnesota State High School League and retain one copy for your school files. The deadline for returning the resolution form is September 1, 2011. If the form is not received by the above date, a $250 late fee will be assessed. No school is eligible to compete in post-season tournaments unless the Resolution for Membership is on file in the League office.**

A billing for services, rule books and other supplies will be mailed to schools in mid-August as has been the accepted procedure in the past. This billing, which includes a $100 service fee, will be based on the information your school has submitted to the League office regarding the activities your school will sponsor during the 2011-2012 school year.

Please be reminded of the following:

1. September 1 is the due date for return of the resolution form. If you do not submit the resolution, your students ARE NOT covered by the catastrophic insurance plan, your school district must assume that responsibility, and your students will not be allowed to participate in League-sponsored events.

2. The resolution form must be completed in full, including signatures of the superintendent and clerk/secretary of the board of education.

I am sure that membership in the Minnesota State High School League will provide your students with rewarding benefits as they participate in the interscholastic activities sponsored by your school.

I would suggest that you place this resolution on your agenda as soon as possible and certainly not later than a June or July board meeting in order to avoid last-minute efforts late in the summer which may create problems for your board and administrative staff to meet the September 1, 2011 deadline.

Sincerely,

David V. Stead
Executive Director

DVS/lmj
Enclosures

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2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 (763) 560-2262, FAX (763) 569-0499
www.mshsl.org

Minnesota State High School League
2100 Freeway Boulevard
Brooklyn Center, MN 55430-1735
763-560-2262 Fax: 763.569.0499 www.mshsl.org

2011-2012 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

RESOLVED, that the Governing Board of School District Number _____, County of _____, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

_____ _____

_____ _____

_____ _____

is/are authorized by this, the Governing Board of said school district or school to:

1. _____ Make new application for membership in the Minnesota State High School League; School Enrollment (9-12): _____

   OR;

   _____ Renew its membership in the Minnesota State High School League; and,

2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representative identified by the Governing Board.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: _____ Signed: _____
Clerk/Secretary - Local Governing Board Superintendent or Head of School

Date: _____ Date: _____

District Office Address, City, Zip: _____

_____

School Superintendent's Phone: _____ School Superintendent's Email: _____

RETURN ONE COPY TO THE MSHSL <u>NOT LATER THAN SEPTEMBER 1, 2011</u>
Retain one copy for the school files.

Legislative/Administrative Successes
2010-2011

BUDGET/APPROPRIATIONS

- Helped mitigate cuts to major programs including Title I and special education (IDEA). For example, an amendment in H.R. 1 that would have reduced IDEA funding by more than $558 million was precluded, in part, because of strong opposition from NSBA and our grassroots members.
- Expanded efforts to lobby the new House & Senate Budget Committee leadership for an overall FY2012 budget allocation for education that will not result in budget cuts to Title I and IDEA.
- Urged the House & Senate Appropriations Committees to increase, or at least maintain, funding for Title I and IDEA before granting increases for new programs that will not benefit the majority of districts' efforts to raise student achievement.
- Strengthened rapport with House and Senate Appropriations Committee offices involved in negotiating a final FY 2011 appropriations bill to protect the funding base in formula grants.
- Engaged more bipartisan support for a new IDEA Full Funding Act in the House and Senate by garnering additional co-sponsors and sharing data about the growing budget disparities between federal and local funding for this program and federal mandate. The legislation would call for a five-year glide path to full funding.
- Actively supported efforts to pass legislation for full funding of the federal share for IDEA, working closely with the House Education & Workforce Committee and Senate Appropriations Committee to expedite legislative action and passage of bills. Recently, NSBA supported Rep. Chris Van Hollen's introduction of the "Keeping Our Pace Act" that calls for full funding of both IDEA and ESEA (NCLB).
- Continues to advocate for federal funding and incentives to assist local districts and states with: recruitment and retention of qualified and effective teachers; providing comprehensive professional development; building or expanding innovative teacher mentoring and preparation programs, such as the residency program included in the *Higher Education Act*; broadening the pool of teacher candidates; and supporting locally-designed performance-based or differential compensation programs.

ESEA REAUTHORIZATION

Developed and published comprehensive paper outlining NSBA's priorities for the ESEA reauthorization focused on overhaul of the current accountability framework, increased emphasis on valid and reliable assessments, increased focus on multiple measures of achievement including use of growth models, increased emphasis on teacher and principal effectiveness, including student performance and teacher and principal knowledge and competencies, improved support for coordinated comprehensive services to students, elimination of any expanded competitive grants when such expansions restrict or reduce subsequent formula-based federal grants, and full federal funding to support federal requirements.

- Conducted a survey to identify specific mandates, reports and data collection requirements that were considered unnecessary or counterproductive to attaining the goals of federal programs in response to the House Committee on Education and the Workforce Chairman, Representative John Kline (R-MN). Chairman Kline has begun a series of hearings addressing ESEA including the Role of the Federal Government and the impact of mandates, reports and data collection on local school boards.
- Continues Capitol Hill visits with great emphasis on members of the House and Senate education committees; and the key staff members of the respective House and Senate Committees engaged in developing a comprehensive bill.

- Continues to secure Administration and Congressional support for temporary relief for schools and school districts from severe sanctions.
- Continues to advocate for streamlining and adding consistency to existing HQT requirements, including those for supplemental service providers and providing practical flexibility, particularly for special education teachers, social science teachers and rural teachers of multiple core subjects.
- Meet regularly with the Elementary-Secondary education community lobbyists to share information and observations and design strategies to encourage a timely reauthorization effort in the House and Senate in the 112th Congress.

EARLY EDUCATION

- Elevated visibility of school boards as locations of leadership in early education on Capitol Hill and the Administration on the issue of early childhood: 1) NSBA and the Center for Public Education exhibited at the Early Childhood 2010: Innovation for the Next Generation Conference in August. The conference marked the first of its kind collaboration between the U.S. Department of Health and Human Services and the U.S. Department of Education. 2) NSBA delivered recommendations at two U.S Department of Education stakeholder meetings, had Barbara Bowman, Secretary Duncan's first consultant on early learning, speak to the NSBA Pre-K Legislative Committee meeting at national conference, and is coordinating an event for Women in Government Relations on early learning in the ESEA.
- Participated in a White House/Domestic Policy Council stakeholder meeting to discuss early learning in the context of the Early Learning Challenge Fund in H.R. 3221.
- Continues to lobby Congress to enact a new voluntary preschool program with a separate funding stream.

CHILD NUTRITION

- Actively engages the White House staff for the Democratic Policy Council, the Office of Legislative Affairs and the Office of Public Engagement to convey concerns about the financial and operational implications of the reauthorization for school districts.
- Issued strong letters of opposition to the House Education and the Workforce Committee regarding the child nutrition reauthorization bill in its current form, and continued to press Congress to respect local school board authority to address child nutrition and the variance in local circumstances
- Testified before the House Committee on education and the workforce on March 2, 2011.

PRIVATE SCHOOL VOUCHERS

- Aggressively worked with state associations and other national organizations under the 52-member National Coalition for Public Education (NCPE) umbrella to successfully remove a voucher proposal for special education students in military families in the FY2011 Defense Authorization Act. NSBA met several times with staff from the offices of Senate Majority Leader Harry Reid, Sens. Tom Harkin, Jim Webb, and Carl Levin, as well as the White House and Office of Special Education Programs to lobby against the voucher provision and develop alternatives and strategies to remove it. Staff also consulted with legislative staff in the Department of Defense on their official position and capacity for providing the services in the proposed defense authorization. The voucher proposal was replaced by a study to be completed by the U.S. Départments of Defense and Education on educational services for military dependent children with special needs.
- Fought the extension and expansion of the District of Columbia voucher program and solidified a bipartisan coalition of House Members to vote against H.R. 471, introduced by House Speaker John Boehner. Although the bill emanating from the House Oversight and Government Reform Committee prevailed in the House on a 225-195 vote, NSBA and the NCPE coalition fine tuned their strategies and met with a large complement of new Members and reached out and met with the Delegate from the District of Columbia, Eleanor Holmes Norton, D.C. City Council Members, and stakeholders in the capitol city. Staff also attended weekly House/Senate leadership meetings to follow legislative activities and make a case against vouchers in riders to the Continuing Resolution, free standing bills, or as an amendment to any other legislation in the U.S. Senate.

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 State Demographer and the State Economist outlined the "new normal" in Minnesota
- Challenging the status quo, a managing partner from Education Evolving discussed the current trends and future potential of online learning.
- The president of Decision Resources presented the results of a survey regarding the trends in the public's perception about public education.
- 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 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 Minnesota Department of Education Commissioner introduced the growth model and also shared information about the Governor's education budget proposal.
- 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.
- 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 Star Tribune and current President of Growth and Justice—a progressive think tank.

5-M9-BOS: 18 July 2011

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

July 18, 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. **ORGANIZATION OF THE SCHOOL BOARD**: Thompson

   A. MEETING DATE, TIME AND LOCATION

Suggested Resolution: Move to set the regular meetings of the School Board for 7:00 p.m. in the Probstfield Center for Education Board Room 224 on the second and fourth Monday of each month with the following exceptions: Monday, December 12 (one meeting in December), Tuesday, May 29 (Monday, May 28 Memorial Day holiday) and the annual organizational meeting Monday, July 16 (one meeting in July).

Moved by _____ Seconded by _____
Comments _____

B. SCHOOL BOARD COMPENSATION
Page 7

Suggested Resolution: Move to set the School Board member compensation rate at $_____ per month.

Moved by _____ Seconded by _____
Comments _____

C. COMMITTEE APPOINTMENTS
Pages 8-13

Suggested Resolution: Move to approve the committee appointments for the 2011-2012 school year.

Moved by _____ Seconded by _____
Comments _____

3. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash
(1) Approval of Official Newspaper Designation - Page 14
(2) Approval of Legal Services - Page 15

(3) Approval of June 13, 2011 Special Meeting Minutes and June 13 and 27, 2011 Regular Meeting Minutes - Pages 16-27

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
(1) Approval of July Claims - Page 28
(2) Approval of Resolution for Investment of Excess Funds for 2011-2012 - Pages 29-30
(3) Approval of Authorizing Staff to Initiate Financial Transactions for 2011-2012 - Pages 31-33
(4) Approval of Official Depositories for 2011-2012 - Page 34
(5) Approval of Resolution Authorizing Payment of Goods and Services for the 2011-2012 School Year - Pages 35-36
(6) Approval of Resolution for Collection of NSF Checks and Leases for 2011-2012 - Pages 37-38
(7) Approval of School Leaders Errors and Omissions Insurance Deductible - Page 39
(8) Approval of West Central Regional Juvenile Center Clerical Contract Renewal - Pages 40-42
(9) Approval of Dairy and Bakery Bids - Pages 43-46
(10) Approval of Addition of 1.0 FTE Second Grade Teaching Position at Robert Asp Elementary - Page 47
(11) Approval of Lakes Country Perkins Consortium Funding - Pages 48-52

C. HUMAN RESOURCES MATTERS - Hiedeman
(1) Approval of Resignation - Page 53
(2) Approval of New Employees - Pages 54-55

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF BIDS - ELLEN HOPKINS ELEMENTARY SECURITY IMPROVEMENTS**: Kovash
Pages 56-60

Suggested Resolution: Move to approve the bids for the Ellen Hopkins Elementary security improvements as presented.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF PART-TIME AND SUBSTITUTE PAY SCHEDULE CHANGE**: Kovash
Pages 61-62

Suggested Resolution: Move to approve the pay schedule as presented.

Moved by _____ Seconded by _____
Comments _____

6. **FIRST READING OF POLICY**: Kovash
Page 63-68

7. **APPROVAL OF MOORHEAD ELEMENTARY SCHOOLS PARENT AND STUDENT HANDBOOK**: Kovash
Page 69

Suggested Resolution: Move to approve the 2011-2012 Elementary Schools Parent and Student Handbook as presented.

Moved by _____ Seconded by _____
Comments _____

8. **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 _____

9. **OPEN PUBLIC MEETING**: Thompson

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

Moved by _____ Seconded by _____
Comments _____

10. **2010-12 MASTER AGREEMENT FOR SECRETARIAL AND CLERICAL EMPLOYEES**: Kovash
Page 70

Suggested Resolution: Move to approve the 2010-2012 Master Agreement for Secretarial and Clerical Employees as follow:

2010-11	2.41%	$29,370.00
2011-12	2.29%	$28,590.00
	4.70%	$57,960.00

Moved by _____ Seconded by _____
Comments _____

11. **STATE LEGISLATIVE UPDATE**: Kovash

12. **COMMITTEE REPORTS**

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

14. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
MSBA Summer Seminar	August 7-8		Mpls
Staff Development Committee	August 9	8-3 pm	PCE
School Board Work Session	August 22	5 pm	PCE
School Board	August 22	7 pm	PCE
New Teacher Luncheon	August 29	11:30 am	PCE
All-Staff Breakfast and Assembly	August 31	8-11:30 am	MHS
K-12 Classes Begin	September 6		

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.002R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: July 7, 2011

SUBJECT: School Board Compensation

The following are previous rates related to School Board compensation:

2000	$550 monthly per School Board member
2001	$550
2002	$550
2003	$550
2004	$550
2005	$550
2006	$700
2007	$700
2008	$700
2009	$700
2010	$700
2011	$700

Suggested Resolution: Move to set the School Board member compensation rate at $_____ per month.

LAK:mde

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.003R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: July 7, 2011

SUBJECT: 2011-2012 Committee Appointments

Attached is a copy of the 2010-2011 Committee Assignments. Please note changes indicated by an underline or strikethrough are for the 2011-2012 school year. Please review this document prior to the School Board meeting to expedite desired assignments for 2011-2012. School Board Chair, Kris Thompson, has requested that you be prepared to express your interests and volunteer for service on the various committees.

Suggested Resolution: Move to approve the committee appointments for the 2011-2012 school year.

LAK:mde
Attachment

(7/13/11)

COMMITTEES OF MOORHEAD AREA PUBLIC SCHOOLS
(including community involvement areas)

DISTRICT-WIDE STANDING COMMITTEES: These committees are recognized by the Moorhead School Board as having a defined purpose, are defined by law and/or Board policy, involve members of the community and school staff, meet on a regular basis during the school year, and include voting representatives of the School Board.

Responsibilities - review mission and formulate/affirm appropriate mission statement, record and communicate minutes of meetings, require regular membership rotation, develop an annual calendar submitted to the Superintendent for coordination of a district calendar, files a year-end report and/or makes a presentation to the School Board for the past year activities, district administrators or supervisors serve as ex-officio members.

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2010-2011 BOARD LIAISON
Activities Advisory Council - reviews and recommends extra- and co-curricular activity/academic policies and is knowledgeable of Minnesota High School League activities.	Superintendent Kovash Hulbert	4th Tu/mo six times a year; 7 am; MHS Conf Rm; 9/28, 10/26, 11/23, and 3/29	Erickson
Community Education Advisory Council - evaluates and recommends programs that meet the community's needs.	Assistant Superintendent Kazmierczak Winterfeldt	Six times a year; 7 pm; Probstfield; 9/14, 11/16, 2/15, 3/15, 4/19 and 6/21	Erickson/Johnson
Citizen Finance Advisory Committee - focuses on ~~long-range~~ school district financial ~~planning~~ topics.	Assistant Superintendent Kazmierczak	Four times a year; 5:30 p.m.; Probstfield.	Thompson/Tomhave
Executive Finance Committee - focuses on school district financial planning.	Assistant Superintendent Wayne Kazmierczak	Four times a year or as determined; Probstfield	Thompson/Tomhave
Instruction & Curriculum Advisory Committee (ICAC) - plans, evaluates and reports on district curriculum and assessment and monitors textbook selection and works with human resources on the direction of multi-cultural, gender fair, and disability sensitive issues.	Director of School Improvement and Accountability Eidsness	2nd Th/mo; 7-9 am; Probstfield; 9/9, 10/14, 11/11, 12/9, 1/13/11, 2/10, 3/10, 4/14, and 5/12	Wilmer/Fagerlie
Safe and Healthy Learners Committee - reviews and recommends policies and activities related to student and staff prevention, postvention and crisis issues involving chemical use, violence, grieving, and other related issues.	Dir of Learner Support Services Skarvold	3rd Tu/mo four times a year; 3-4 pm; Probstfield: 9/21, 11/16, 2/15/11 and 4/19	Fagerlie/Erickson

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2010-2011 BOARD LIAISON
~~Long Range/Strategic Planning Committee - carries out strategic planning, evaluating and reporting of the Strategic Plan.~~	~~Superintendent Kovash~~	~~1st Th/mo four times a year; 3:45 pm; Probstfield; 10/7, 1/6/11, 3/3 and 5/5~~	~~Siggerud/Tomhave~~
Policy Review Committee - reviews current policies and makes recommendation of new policies.	Superintendent Kovash	3rd Mo/mo four times a year; 7-8:30 pm; Probstfield; 11/15, 3/21/11, 4/18 and 5/16	Siggerud/Tomhave

ADMINISTRATIVE COMMITTEES: These are committees recognized by the School Board as serving in an advisory capacity to the Board and administration, serves a specific area, program or segment of the district, involve members of the staff and others as needed, may meet for a specific purpose until it is completed, may or may not include an appointed board member, designee or liaison, and completes a written report.

Responsibilities - are to review the purpose/task for establishment of the committee, record and communicate minutes to appropriate people, and file a written report of activities when task completed.

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2010-2011 BOARD LIAISON
Calendar Committee - develops and recommends fiscal-year district calendar.	Superintendent Kovash	January - March as needed.	Not Required
Continuing Education Committee - administers the process for certificate renewal of licensed staff.	Human Resources Hiedeman	1st Tu/mo; 6:45 am and 3:30 pm Village Inn and Probstfield (Alternate) (Oct-May)	Thompson
Early Childhood Advisory Committee - advises and provides support in the operation of the Early Childhood Family Education and School Readiness Programs and early childhood screening.	Dir of Learner Support Services Skarvold Winterfeldt/~~Bushaw/~~Grooters	2nd Th/mo four times a year; 6:30-8 pm; Probstfield; 9/9, 11/11, 1/13/11 and 3/10	Fagerlie
Health/Safety/Wellness Committee - identifies and addresses safety issues related to students, staff and visitors.	Human Resources Prop Serv & Transportation Hiedeman/Bacon	2nd Th/mo; 9:30 am; Probstfield; 10/14, 1/13/11 and 5/10	Erickson/Thompson
Indian Education Parent Committee - reviews grants obtained, provides input on how monies are disbursed, yearly financial report, and HSC report.	Dir of Learner Support Services Skarvold Norquay	1st Wed/mo five times per year; 5-7 pm; Probstfield 301: 9/8, 11/3, 1/5/11, 3/2, and 5/4	Fagerlie
Legislative Committee - develops recommendations for district's legislative program.	Superintendent Kovash	Year around, as needed	Erickson/ Thompson

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2010-2011 BOARD LIAISON
MN State High School League - supervision and regulation of League sponsored athletic and fine arts activities.	Superintendent Kovash		Siggerud
Negotiations - serves as liaison to other Board members during the negotiation process.	Superintendent Kovash	Year around, as needed Probstfield	Thompson/ Erickson Siggerud, Alt
Sabbatical Leave Committee - receives, reviews and recommends sabbatical leaves for certified staff.	Human Resources Hiedeman	February - April as needed. Probstfield	Fagerlie
Staff Development Committee - promotes professional and personal growth opportunities for all staff of ISD #152.	Director of School Improvement and Accountability Eidsness	Four times a year; 3:30-4:30 pm; MHS Conf Rm; 12/7, 2/8/11 and 4/5	Thompson/ Erickson
Special Educ Parent Advisory Committee - provides a communications network between parents and the special education department of the school district.	Dir of Learner Support Services Skarvold	Four times a year; 12-1 pm; Probstfield; 10/26, 12/9, 2/22/11 and 4/21	Wilmer
Technology Committee - assists in developing the long-range goals of implementing new technologies and maintaining current technologies throughout the district.	Assistant Superintendent Kazmierczak Markert	4th Tu/mo; 3:45 pm; Probstfield; 9/28, 10/26, 11/23, 1/25/11, 2/22, 3/22, 4/26 and 5/24 (excluding December)	Siggerud
Title I Parent Advisory Committee - assists in reviewing Title I and other federal programs.	Dir of Learner Support Services Dir of School Improvement and Accountability Skarvold/Eidsness	Three times a year; 5:30-7 pm; Probstfield 301; 10/12, 2/15/11 and 5/24	Wilmer

COMMUNITY COMMITTEES: These are committees that are not under the full jurisdiction of the school district and/or are shared with other entities and organizations. Representatives are appointed by the School Board, administration or both as appropriate.

Responsibilities - serve as representative of the school district either in voting or non-voting capacity, share and communicate committee information to the appropriate people.

Clay County Joint Powers Collaborative Governance Board - works in partnership with families and communities to enhance opportunities to improve child health and development, reduce barriers	Clay County Dawn Tommerdahl	Meets twice annually (Fall and Spring)	Thompson Alt. Erickson

COMMITTEE NAME/PURPOSE	DEPT/NAME RESPONSIBLE	MEETING-DATE/TIME/LOCATION	2010-2011 BOARD LIAISON
to adequate school performance, improve family functioning, enhance self esteem, and develop general employment skills.			
~~Interagency Early Intervention Committee (IEIC) - overseas the interagency provision of services to children identified with disabilities age birth to kindergarten entry.~~	~~Dir of Learner Support Services Skarvold Grooters~~	~~3rd Wed every other month: 12 pm; Family Service Center Room 2; 9/15, 11/17, 1/19/11, 3/16 and 5/18~~	~~Johnson/Siggerud~~
Joint Powers Committee - share resources for special projects and cooperatively make recommendations to local boards and councils.	(Rotates between school districts & cities of of Mhd & Dilworth, Clay County & Mhd Township)	1st Th/mo; 7 am; PCE; (MAPS through January 2011)	Tomhave/ Siggerud

ADOPT-A-SCHOOL AND SCHOOL BUILDING INFORMATION: The following is ~~Parent/Teacher Advisory Council meeting and Adopt-a-School representative information~~ Adopt-a-School representative information and Parent/Teacher Advisory Council meeting information.

SCHOOL BUILDING	PTAC PRESIDENT/PHONE #	MEETING-DATE/TIME/LOCATION	2010-2011 BOARD LIAISON
Ellen Hopkins School	Carla Houle 233--2698 Carla.Houle@meritcare.com Jennie Korsmo 287-5212 jennie.korsmo@fargodiocese.org	2nd Tuesday/month; 6:30-8 pm; Media Center; 9/14, 10/12, 11/9, 12/14, 1/11/11, 2/8, 3/7, 4/12, and 5/10 (excluding March)	Tomhave
Robert Asp School	Amber Nordstrom 233-3825 amber.nordstrom@sanfordhealth.org	~~1st Monday~~ 2nd Tuesday/month; 6:30 pm; Media Center; 9/13, 10/4, 11/1, 12/6, 1/3/11, 2/7, 3/7, 4/4, and 5/2 (excluding September)	Johnson
S.G. Reinertsen School	Suzanne Hedden 287-8062 suzanne.hedden@live.com	2nd Tuesday/month; 6:30 pm; Media Center; 9/14, 10/12, 11/9, 12/14, 1/11/11, 2/8, 3/1, 4/12, and 5/10 (excluding March)	Fagerlie
Horizon Middle School	LaRayne Schanz 236-7116 larayne@gomoorhead.com	1st Tuesday/month; 6:30 pm; Media Center; 9/7, 10/5, 11/1, 12/7, 1/4/11, 2/1, 3/1, 4/5, and 5/3 (excluding November)	Thompson

SCHOOL BUILDING	PTAC PRESIDENT/PHONE #	MEETING-DATE/TIME/LOCATION	2010-2011 BOARD LIAISON
Moorhead High School	Linda Granberg 236-5867 soccermomGran@aol.com	~~1st Monday/month;~~ Four times per year; 7 pm; Main Office Conf Room; ~~9/13,~~ 10/4 3, ~~11/1,~~ 12/~~6~~ 5, ~~1/13/11,~~ 2/~~7~~ 6, ~~3/7,~~ and 4/4 2	Siggerud
Red River Area Learning	~~TBD~~	~~TBD~~	Wilmer/Erickson

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.004C

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: July 7, 2011

SUBJECT: Official Newspaper Designation

Administration recommends *The Forum* be designated as the school district's official newspaper for the 2011-2012 school year.

Suggested Resolution: Move to designate *The Forum* as the school district's official newspaper for the 2011-2012 school year.

LAK:mde

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.005C

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: July 7, 2011

SUBJECT: Legal Services

The school district has historically obtained legal services on a time and material basis. Therefore, the administration recommends authorizing the administration to obtain legal services on a time and material basis.

Suggested Resolution: Move to approve obtaining legal assistance services on a time and material basis.

LAK:mde

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
JUNE 13, 2011

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

MEMBER ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 5:02 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

FOUNDATION DEVELOPMENT: Tom McSparron, West Central Initiative (WCI), presented information related to WCI's potential role in assisting the school district with developing a foundation. Discussion was held about how a foundation could consolidate fundraising activities in the district.

TEACHER RESIDENCY: Jill Skarvold, director of learner support services, provided details about UND's Resident Teacher Program. Resident teachers are graduate students who spend two years in a placement with a licensed special education teacher in the district. For fiscal year 12, the district will have a resident teacher at the secondary level with Cadie Olson and one at the elementary level with GayeLynn Tunheim. Skarvold explained that the applicant pool for special education positions has declined over the last 10 years, and this would help the district "grow our own" qualified applicants. Each resident teacher would have a one-year service obligation to the district only if a position is available and only if the teacher is offered a position.

LEGISLATIVE UPDATE: Due to time constraints, this item was tabled.

MEMBERSHIPS: Discussion was held related to School Board memberships for the 2011-12 school year. Memberships included The Chamber (Fargo-Moorhead-West Fargo), Lakes Country Service Cooperative, Minnesota Rural Education Association, Minnesota School Boards Association, Minnesota State High School League, National School Boards Association, and Schools for Equity in Education. Discussion was held related to not renewing the National

School Boards Association membership. Approval of these memberships will be requested at the July School Board meeting.

ANNUAL OPERATING PLAN/FINANCIAL INFORMATION: Kazmierczak, assistant superintendent, provided information related to the fiscal year 2012 preliminary budget. Due to time constraints, the agenda item would be further discussed at the regular board meeting at 7:00 p.m.

ADJOURNMENT: The meeting adjourned at 6:49 p.m.

_____
Cindy Fagerlie, Clerk

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 7:04 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 and the addition of pages 26.1 and 26.2.

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

WE ARE PROUD:

We Are Proud of Horizon Middle School student Luke Lillehaugen who had outstanding achievement in the 2011 Midwest Academic Talent Search. Forty-one students at Horizon participated in this year's Midwest Academic Talent Search sponsored by the Center for Talent Development at Northwestern University. Lillehaugen received the top score on the SAT and has been invited to the Northwestern University Recognition Ceremony for students who scored in the top 2 percent of participating students in the eight midwestern states. The Midwest Talent Search is coordinated at Horizon Middle School by Lois Brown.

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 May 9, 2011 Special Meeting Minutes and May 9 and 23, 2011 Regular Meeting Minutes as presented.

Claims - Approve the June Claims, subject to audit, in the amount of $904,002.29.

General Fund:	$736,242.05
Food Fund:	$137,860.16
Community Service Fund	$29,468.83
Debt Fund	$431.25
TOTAL	$904,002.29

Resignations

Doug Stave - Learner Support Services Teacher, S.G. Reinertsen Elementary, effective June 3, 2011.
Barb Netland - Food & Nutrition Server, Horizon Middle School, effective June 2, 2011.
Renee Halverson - Food & Nutrition Server, Horizon Middle School, effective June 2, 2011.
Miranda Wells - Food & Nutrition Server, Ellen Hopkins Elementary, effective May 27, 2011.

Change in Contracts

Michelle Hanson - Paraprofessional, EIS, from 4 days at 6.5 hours per day, to 5 days per week at 6.5 hours per day, effective August 13, 2011 (replaces Hilary Thorn).
Nancy Oster - ELL Teacher, S.G. Reinertsen Elementary, from .80 FTE to 1.00 FTE, effective with the 2011-2012 school year (replaces .20 of Julie Arnold).

Termination

Mark Evensen - Bus Driver, Transportation, effective June 7, 2011.

New Employees

April Johnson - Early Childhood Special Education, EIS, MA+10 (9) $52,519.00, 1.00 FTE, effective August 30, 2011 (replaces .50 of Jennifer Butze and .50 of Jennifer Sitter).
Katie Bergh - Speech/Language Pathologist, District, MA (3) $41,510.00, 1.00 FTE, effective August 30, 2011 (replaces .50 Amanda Kuehn & .50 Linda Davis).
Dustin Gramstad - Music, S.G. Reinertsen Elementary, BA (2) 34,122.00, 1.00 FTE, effective August 30, 2011 (replaces .567 Dustin Gramstad, .433 increase in sections).
Travis Husen - 4th Grade Teacher, Robert Asp Elementary, BA (0), 31,823.00, 1.00 FTE, effective August 30, 2011 (replaces Cheryl Olson).
Benjamin Pedersen - 5th Grade Teacher, S.G. Reinertsen Elementary, BA (1) $32,980.00, 1.00 FTE, effective August 30, 2011 (new position).
Megan Dahl - 2nd Grade Teacher, S.G. Reinertsen Elementary, BA+30 (1), 37,269.00, effective August 30, 2011 (replaces Joslyn Larson).
Julie Arnold - 5th Grade Teacher, Robert Asp Elementary, MA (0) $37,304.00, 1.00 FTE, effective August 30, 2011 (replaces Diane Lee-Falk).
Skip Toops - Head Wrestling Coach, Moorhead High School .110 Step 1, $3942.00, effective with the 2011-2012 season. (replaces Joe Gaughn).
David Teige - Science Teacher, Red River Area Learning Center, BA (0) $23,867.25, .75 FTE, effective August 30, 2011 (replaces Nandini Katti).
Darrin Olmscheid - Social Studies, Horizon Middle School, BA (0) $31,823.00, 1.00 FTE, effective August 31, 2011 (replaces Heidi Hoffman).

Clay County Public Health Agreement and Addendum to Agreement Renewal-Nursing Services - Approve the agreement and addendum with Clay CountyPublic Health for nursing services at a rate of $37 per hour.

Clay County Public Health Agreement and Addendum to Agreement Renewal-Early Childhood Screening Services - Move to approve the Clay County Public Health Agreement and Addendum to Agreement renewal allowing Moorhead Schools to contract for early childhood screening services at a rate of $37 per hour for ECS screening days.

Motion carried 7-0.

FIRST READING OF SCHOOL BOARD POLICY 802: FUND BALANCE: The board conducted a first reading of the policy, Fund Balance 802. The purpose of the policy revision is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Government Accounting Standards Board (GASB). Discussion was held regarding fund balance classifications and assigning fund balances.

2011-12 ANNUAL OPERATING PLAN: Kazmierczak, assistant superintendent, reviewed the district's Annual Operating Plan (AOP), beginning with an introduction to the new fund balance classifications outlined in Statement No. 54 of the Governmental Accounting Standards Board (GASB). The changes are intended to allow for more useful and transparent fund balance reporting. Restricted funds are those with legally enforceable constraints placed on their use. Committed funds are unrestricted funds used for specific purposes that are approved by School Board action. Assigned funds are comprised of unrestricted funds constrained by the district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. Unassigned fund balance amounts are the residual amounts in the general fund not reported in any other classification and could be available for expenditure. Assigned and unassigned funds can be used as a management tool and to improve transparency.

Kazmierczak reviewed the general fund, community education fund and food service fund. Increases in the general fund revenue include the referendum funds and an increase in compensatory funds. The projected general fund balance for June 30, 2012 is $8.4 million, which is close to what had been previously projected. Capital projects included in the AOP for the next fiscal year include the replacement of the folding doors in the Moorhead High auditorium and gymnasium, Horizon sidewalks, Reinertsen multi-purpose room expansion, and Ellen Hopkins and Robert Asp entry redesign to improve building security. Preliminary expenditures and revenue budgets, by fund, for fiscal year 2012 are as follows:

	Beginning Fund Balance	Revenues	Expenditures	Ending Fund Balance
Fund 01 General	$6,864,037	$54,321,260	$52,787,680	$8,397,616
Fund 02 Food Service	$586,386	$2,294,608	$2,233,247	$647,747
Fund 04 Community Service	$354,771	$1,506,168	$1,556,661	$304,278
Fund 07 Debt Service	$43,553,000	$6,806,673	$6,506,036	$43,853,637

Erickson moved, seconded by Johnson, to approve the 2011-12 Annual Operating Plan, which includes the preliminary budget for fiscal year 2012. Motion carried 7-0.

APPROVAL OF POLICY: Wilmer moved, seconded by Fagerlie, to approve the policy, Activities Council Advisory Committee 236, as presented. Motion carried 7-0.

APPROVAL OF DELETING POLICY: Tomhave moved, seconded by Fagerlie, to delete the policy, Public Right to Know/Release of Information 303, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Siggerud, to approve the policy, Protection and Privacy of Student Records 504, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Wilmer moved, seconded by Johnson, to approve the policy, Students in Homeless Situations 514, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Fagerlie, to approve the policy, Student Discipline 551, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Johnson, to approve the policy, Hazing Prohibition 571, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Johnson moved, seconded by Tomhave, to approve the policy, Prohibiting Intimidation and Bullying 578, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Wilmer moved, seconded by Fagerlie, to approve the policy, Title I Policy Governing Parental Involvement 607, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Tomhave, to approve the policy, School District System Accountability 650, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Erickson, to approve the policy, GRAD Testing, Accommodations, Modifications, Exemptions for Individualized Education Programs (IEPs), Section 504 Accommodations and Limited English Proficiency (LEP) Students 656, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Wilmer, to approve the policy, MAPS District State Mandated Testing Plan and Procedure 660, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Johnson, to approve the policy, Safety and Security Technology 712, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Johnson, to approve the policy, MAPS Electronic Network Acceptable Use and Safety 731, as presented. Motion carried 7-0.

SCHEDULE SCHOOL BOARD WORK SESSION: Siggerud moved, seconded by Wilmer, to approve Monday, August 22, 2011 from 5:00 to 7:00 p.m. to conduct a School Board work session to discuss school district and board priorities, legislative and funding updates, board development, and district projects. Motion carried 7-0.

COMMITTEE REPORTS: Brief reports were heard regarding GED graduation and RRALC Senior Celebration.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash reminded board members of the August 8-9 MSBA Summer Seminar with an early bird session scheduled the evening of August 7. Board members were asked to contact Michelle regarding their travel plans.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:54 p.m.

_____
Cindy Fagerlie, Clerk

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 7:02 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Kovash recommended the agenda proceed with revisions to pages 2 and 23.

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

WE ARE PROUD:

We Are Proud of the Moorhead High School knowledge bowl team for placing first in the region and fourth at the state tournament. Team members are Louis Sand, Austin Hauf, Henry Dobbs, Graham Stoltenow, and Andrew Carlson. Head coach is Audrey Erickson, and assistant coach is Eric Tollefson.

We Are Proud of the Moorhead High School knowledge bowl team that won the KVLY-McDonald's High School Challenge. The final match aired May 14. Team members are Louis Sand, Austin Hauf and Henry Dobbs. Coaches are Audrey Erickson and Eric Tollefson.

We Are Proud of Moorhead High speech team members for placing at the 2011 National Forensic League national speech tournament June 13-18 in Dallas. Trevor Larson placed third in humorous interpretation, and Sam Wisenden and Nina Grollman placed fourth in duo interpretation. Drew Lausch and Chino Farok placed in the top 30 in dramatic interpretation, and Seiko Shastri placed in the top 60 in extemporaneous. Moorhead High School received a School of Excellence award in speech based on the team's performance. Rebecca Meyer-Larson is the speech coach.

We Are Proud of Moorhead High student Trevor Larson, who was named a 2011 Minnesota Scholar of Distinction in Theater Arts. The Scholars of Distinction award program, which is sponsored by the Minnesota Department of Education and supported by the Perpich Center for Arts Education, honors students who demonstrate excellence in theater arts, science, mathematics, social studies and leadership. Forty-one Scholars of Distinction were honored at a recognition ceremony May 21, 2011. Larson was one of eight students who received the

designation of Scholar of Distinction in Theater Arts.

We Are Proud of Moorhead School Board members Laurie Johnson and Trudy Wilmer who have been honored by the Minnesota School Boards Association for completing the MSBA Leadership Development Program. The award recognizes those who have successfully attended the Phase I, II and III Orientation workshops.

Nina Grollman and Sam Wisenden performed their duo interpretation at the board meeting.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

School District Insurance Package - Revised Premium - Approve the revised insurance package in the amount of $309,276.82 from Riverport Insurance Company effective July 1, 2011 through June 30, 2012. Revised premiums are due to a change in replacement cost estimates for Probstfield Center for Education and Ellen Hopkins Elementary School.

Resolution Authorizing Sale of Aid Anticipation Certificates - Approve the resolution providing for the sale of general obligation aid anticipation certificates of indebtedness, Series 2011A; and covenanting and obligating the district to be bound by and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of the principal and interest on these certificates. The district will borrow $5 million for fiscal year 2012.

Attachment 10 Health and Safety Program Revenue Application - Approve Attachment 10 Health and Safety Program Revenue Application in accordance with the requirements of the Minnesota Department of Education's Health and Safety Program.

Health and Safety Services Contract - Lakes Country Service Cooperative - Approve the Health and Safety Services (2012-2014) contract with Lakes Country Service Cooperative as presented. The annual cost of this service is $22,128.

Lakes Country Service Cooperative Membership - Approve the Lakes Country Service Cooperative School District Membership Agreement FY 2012 as presented. The cost of the membership is $14,715.25.

Bids - Moorhead High School Auditorium and Gymnasium Improvements - Approve the bids for the Moorhead High School auditorium and gymnasium improvements as presented. Bids were awarded to G & M Lathing Contractors (drywall) for $3,400, Dow Acoustics (acoustical) for $8,500, Alternate 1 for $3,400, Hufcor Minnesota, LLC (folding panel partitions) for $81,831, and H & B Specialized Products, Inc. (athletic equipment) for $14,845.

Discontinuance of Early Childhood Family Education Coordinator - Approve the discontinuance of Early Childhood Family Education Coordinator Kim Bushaw pursuant to Article VIII, Section 10 of the Supervisors' 2010-2012 Master Agreement.

Resignations
Amanda Johnson - Community Education Graphic Design Secretary, effective June 24, 2011.
Ruth Edgerton - Paraprofessional, Ellen Hopkins Elementary, effective June 20, 2011.

Change in Contracts
Kim Nelson - Grade 5 Teacher, S.G. Reinertsen Elementary to Gifted & Talented/Media Integrationist, S. G. Reinertsen Elementary, effective August 31, 2011.
Louie Lauer - Grade 6, Social Studies, Horizon Middle School to Gifted & Talented/Media Integrationist, Hopkins Elementary School, effective August 31, 2011.

Other Leave of Absence
A. J. Valan - Paraprofessional, Moorhead High School, effective with the 2011-2012 school year.

New Employees
Marc Wilson - Language Arts Teacher, Horizon Middle School, 1.00 FTE, MA (7) $47,122.00, effective August 30, 2011 (replaces Jarrod Danuser).
Amy Pinkney - Grade 1 Teacher, Ellen Hopkins Elementary, 1.00 FTE, BA (0) $31,823.00, effective August 30, 2011 (new position).
Julie Kummer - Learner Support Services Teacher, Horizon Middle School, 1.00 FTE, BA (8) $41,045.00, effective August 30, 2011 (replaces Nicole Blasing).
Jessica Rome - Elementary Counselor, S.G. Reinertsen Elementary, 1.00 FTE, MA (3) $41,510.00, effective August 30, 2011 (replaces Lisa Karch).
Camille Ross - Reading Interventionist, Horizon Middle School, 1.00 FTE, BA (0) $31,823.00, effective August 30, 2011 (new position).

Motion carried 7-0.

APPROVAL OF POLICY: Erickson moved, seconded by Tomhave, to approve the policy, Fund Balance 802, as presented.

Fagerlie moved, seconded by Tomhave, to amend the motion to approve a revision to Policy 802, Section VIII. to read "The board also delegates the power to assign fund balances to the following: Superintendent or Assistant Superintendent." Motion carried 7-0.

The original motion, as amended, passed 7-0.

APPROVAL OF RESOLUTION COMMITTING UNASSIGNED FUND BALANCE: Fagerlie moved, seconded by Johnson, to approve the commitment of unassigned fund balance for severance obligation for fiscal year 2011 in the amount to be determined at a later date. Motion carried 7-0.

APPROVAL OF MOORHEAD HIGH SCHOOL STUDENT HANDBOOK: Russ Henegar, assistant principal, presented revisions recommended to the board.

Erickson moved, seconded by Johnson, to approve the 2011-2012 Moorhead High School Student Handbook as presented. Motion carried 7-0.

APPROVAL OF 2011-12 MEMBERSHIPS: Discussion was held related to memberships for the 2011-12 school year. Erickson suggested not renewing the National School Board Association membership for one year.

Siggerud moved, seconded by Wilmer, to approve the following 2011-12 memberships: The Chamber Fargo Moorhead West Fargo, Minnesota Rural Education Association, Minnesota School Boards Association, Minnesota State High School League, National School Boards Association, and School for Equity in Education.

Erickson moved, seconded by Tomhave, to amend the motion to exclude the National School Boards Association membership for fiscal year 12 and to reassess the membership next year. Motion carried 4-3; Fagerlie, Siggerud and Thompson dissenting.

The original motion, as amended, passed 7-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Community Education Advisory Council and the Citizen Finance Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Thompson reminded board members of the July 18 board meeting (one meeting in July) and at that meeting the 2011-12 board meetings will be set. Kovash noted consultant Bruce Miles will be attending the August 22 work session to work with board and administration related to district priorities. Kovash also stated she would continue to update the board related to a possible government shutdown. She added she had attended a Chamber event related to the effects of a shutdown.

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

_____
Cindy Fagerlie, Clerk

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.012 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 12, 2011

SUBJECT: July Claims

The July claims are as follows:

General Fund	$913,933.26
Food Fund	$46,761.09
Community Service Fund	$13,873.74
TOTAL	$974,568.09

Suggested Resolution: Move to approve the July claims, subject to audit, in the amount of $974,568.09.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.001 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 12, 2011

SUBJECT: Resolution for Investment of Excess Funds for 2011-2012

Attached please find the resolution giving authority and responsibility to invest funds which are not currently needed in accordance with Minnesota Statute 118A.04.

Suggested Resolution: Move to approve the resolution for investment of excess funds giving authority and responsibility to the Assistant Superintendent or designee in accordance with Minnesota Statute 118A.04 for the 2011-2012 school year.

WAK:nls
Attachment

RESOLUTION TO

AUTHORIZE PROCEDURES FOR THE INVESTMENT OF EXCESS FUNDS

The Assistant Superintendent, or designee, is hereby vested with the authority and responsibility to invest funds, which are not currently needed in accordance with Minnesota Statute 118A.04 for the 2011-2012 school year.

_____ _____

Chair Clerk

_____

Date

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.002 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 12, 2011

SUBJECT: Authorize Staff to Initiate Financial Transactions for 2011-2012

Please find attached letters to Mr. Jamey Pesek of Wells Fargo Bank and Mr. Hal Wentzel of Bremer Bank indicating the names of district personnel who have authority to make transactions on the listed accounts.

Suggested Resolution: Move to authorize the listed district personnel to make transactions on the listed accounts for the 2011-2012 school year.

WAK:nls
Attachments

31

Moorhead Area Public Schools
Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560
Fax: (218) 284-3333 • www.moorhead.k12.mn.us

Superintendent of Schools: (218) 284-3330
Assistant Superintendent: (218) 284-3370 • Human Resources: (218) 284-3350

July 12, 2011

Mr. Jamey Pesek
Wells Fargo Bank
PO Box 340
Moorhead, MN 56560

Dear Mr. Pesek:

We would like to update the list of district personnel who have access to our account as follows:

Authority to make phone transfers:	Denice Sinner	Minda Sadlowski
	Wayne Kazmierczak	Lynne Kovash
Authority to make stop payments:	Denice Sinner	Minda Sadlowski
	Wayne Kazmierczak	Lynne Kovash
Authority to obtain account information:	Denice Sinner	Minda Sadlowski
	Wayne Kazmierczak	Lynne Kovash
	Kristine Thompson	Bill Tomhave

The authority extends to the following district accounts:

010110
901204
900182
013426
012538

Thank you.

_____
Kristine Thompson, School Board Chair

_____
Cindy Fagerlie, School Board Clerk

_____
Bill Tomhave, School Board Treasurer

An Equal Opportunity Employer

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

Moorhead Area Public Schools
Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560
Fax: (218) 284-3333 • www.moorhead.k12.mn.us

Superintendent of Schools: (218) 284-3330
Assistant Superintendent: (218) 284-3370 • Human Resources: (218) 284-3350

July 12, 2011

Mr. Hal Wentzel
Bremer Bank, N.A.
3131 Frontage Road
Moorhead, MN 56560

Dear Mr. Wentzel:

We would like to update the list of district personnel who have access to our account as follows:

Authority to make phone transfers:	Denice Sinner	Linda Rundquist
	Wayne Kazmierczak	Lynne Kovash
Authority to make stop payments:	Denice Sinner	Linda Rundquist
	Wayne Kazmierczak	Lynne Kovash
Authority to obtain account information:	Denice Sinner	Linda Rundquist
	Wayne Kazmierczak	Lynne Kovash
	Kristine Thompson	Bill Tomhave

The authority extends to the following district account: 05119684

Thank you.

_____
Kristine Thompson, School Board Chair

_____
Cindy Fagerlie, School Board Clerk

_____
Bill Tomhave, School Board Treasurer

33

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.003 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent W. Kaz

DATE: July 12, 2011

SUBJECT: Official Depositories for 2011-2012

The following investment brokers and depositories are recommended for approval:

> Wells Fargo Bank, Bremer Bank, State Bank & Trust, State Bank of Hawley, US Bank, Gate City Bank, Bank of the West, Northwestern, Minnesota School District Liquid Asset Fund Plus.

Bonds are handled by US Bank & Trust Corporations within Wells Fargo Bank-Minneapolis.

Suggested Resolution: Move to designate the 2011-2012 School District official depositories as presented.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.004 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 12, 2011

SUBJECT: Resolution Authorizing Payment of Goods and Services for the 2011-2012 School Year

Attached please find the resolution providing authorization to make payment for goods and services in advance of School Board approval consistent with Minnesota Statutes 123B.11, 123B.02 and 471.38.

Suggested Resolution: Move to approve the resolution to authorize the Assistant Superintendent to make payment for goods and services in advance of School Board approval for the 2011-2012 school year consistent with Minnesota Statues 123B.11, 123B.02 and 471.38.

WAK:nls
Attachment

35

RESOLUTION TO AUTHORIZE PAYMENT OF GOODS AND SERVICES

IN ADVANCE OF SCHOOL BOARD APPROVAL

FOR THE 2011-2012 SCHOOL YEAR

BE IT HEREBY RESOLVED, for the 2011-2012 school year, consistent with Minnesota Statutes 123B.11, 123B.02 and 471.38, the Assistant Superintendent, or designee, are hereby vested with the authority to make the following payments in advance of School Board approval when necessary.

A. Payment of expense claims against the district:
   1. Postage payments.
   2. Purchases made by school district personnel, which do not exceed two hundred dollars; provided, however, such purchases have been authorized by an administrator.
   3. Officials, referees and judges' fees.
   4. Special program speaker and consulting fees.
   5. Petty cash fund replenishment.
   6. Utility bills.
   7. Registration and travel expenses.
   8. Employee group insurance payments.
   9. Employee flexible benefit plan payments.
   10. Employee retirement plan payments.
   11. Payments necessary for discount privileges.
   12. Contractual progress payments, common to building construction, as necessary to meet established due dates.

B. Investment purchases.

C. Electronic funds transfer payments covering investments and bond principal, interest and fiscal agent service charges. Assistant Superintendent shall follow these policy controls:
   - The disbursing bank shall keep on file a certified copy of this authorization, which allows electronic funds transfer.
   - The initiator shall document the request and obtain approval from the Assistant Superintendent, or designee, before making the transfer.
   - A written confirmation of the transaction shall be made no later than one business day after the transaction and shall be used to support the transaction.

_____ _____

Chair Clerk

_____

Date

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.005 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 12, 2011

SUBJECT: Resolution for Collection of NSF Checks and Leases for 2011-2012

Attached please find the resolution giving authority and responsibility to collect NSF checks and leases.

Suggested Resolution: Move to approve the resolution for collection of NSF checks and leases giving authority and responsibility to the Assistant Superintendent for the 2011-2012 school year.

WAK:nls
Attachment

RESOLUTION TO AUTHORIZE

COLLECTION OF NSF CHECKS AND LEASES

The Assistant Superintendent, or designee, is hereby vested with the authority and responsibility to collect NSF checks and leases for the 2011-2012 school year.

_____ _____

Chair Clerk

_____

Date

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.006 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 12, 2011

SUBJECT: School Leaders Errors & Omissions Insurance Deductible

Please find below a resolution that places the burden of the deductible for our current Errors & Omissions Insurance on the Moorhead Area Public School District.

Suggested Resolution: Move to approve that the Moorhead Area Public School District pay the deductible for any employee or School Board member who is protected by the School District's current Leaders Errors & Omissions Insurance.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.007 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 12, 2011

SUBJECT: West Central Regional Juvenile Center Clerical Contract Renewal

Attached is a renewal contract for clerical services for the School Program at the West Central Regional Juvenile Center for the 2011-2012 school year. The cost breakdown is as follows:

Salary	$38,979.00
FICA	$2,416.71
Medicare	$562.20
PERA	$2,825.99
Insurance Benefits	$9,156.00
TOTAL	$53,939.90

The School District's share is one-half or $26,969.95 billed in quarterly amounts of $6,742.48.

Suggested Resolution: Move to approve the West Central Regional Juvenile Center Clerical Contract for the 2011-2012 school year.

WAK:nls
Attachment

JUN 27 2011

West Central Regional Juvenile Center
STEPHEN LARSON, Director
Office Telephone: (218) 299-5150
Fax: (218) 299-7533

CLAY COUNTY

June 13th, 2011

Mr. Wayne Kazmierczak
Assistant Superintendent, Teaching/Learning
Moorhead Public Schools
Probstfield Center for Education
210 14th St So.
Moorhead, MN 56560

Dear Mr. Kazmierczak,

Enclosed you will find two copies of the contract for Clerical Services for the school program at the West Central Regional Juvenile Center for the 2011-2012 school year (July 1, 2011 – June 30, 2012).

There is a signature line on the contract from the Moorhead School Board Chairperson. Feel free to add the signature lines as needed for administrative purposes. Please sign and return a copy of the agreement to the juvenile center.

As we have previously done, we will bill the school district for one-half of the cost of the school clerical staff person. The cost breakdown is as follows,

Salary -	$38, 979.00
FICA -	$2,416.71
Medicare -	$562.20
PERA -	$2,825.99
Insurance Benefits	$9,156.00
Total	$53,939.90

The School District's share is one-half or $26,969.95 Quarterly billing will be in the amount of $6,742.48. If anyone should have any questions or are in need of further information please let me know.

Sincerely,

Stephen Larson, Director
West Central Regional Juvenile Center

919 8th Avenue North
P.O. Box 280
Moorhead, Minnesota 56561-0280

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Printed on recycled paper

JUN 27 2011

Contract for Clerical Services

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

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

The contract period of this agreement will be effective July 1, 2011 through June 30th, 2012. District #152's financial share for this service for the designated contract period will be $26,969.95. The West Central Regional Juvenile Center will bill Independent School District #152 on a quarterly basis in the amount of $6,742.48.

It is understood and agreed that if either party chooses to withdraw from this contract, it will give at least a sixty (60) day written notice to the other party. Otherwise, this agreement will remain in effect from the time period listed above.

Stephen Larson, Director
West Central Regional Juvenile Center

Date: 6/23/11

School Board Chairperson
Independent School District #152

Date: _____

Cc: Jill Skarvold
Deb Pender

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.12.011 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 12, 2011

SUBJECT: Dairy and Bakery Bids

Bids for dairy and bakery products have been received and reviewed as attached. The low bid for dairy products was from Cass Clay Creamery, and the low bid for bread products was from Pan-O-Gold Baking Company.

Suggested Resolution: Move to accept the dairy bid received from Cass Clay Creamery and the bakery bid received from Pan-O-Gold Baking Company.

WAK:nls
Attachment

Food Service

Moorhead Area Public Schools

Memo FS.12.001

TO: Wayne A. Kazmierczak, Assistant Superintendent

FROM: Donna Tvedt, Food Service Director

DATE: July 12, 2011

SUBJECT: 2011-2012 Dairy and Bakery Bids

Attached are the 2011-2012 dairy and bakery bid summaries. The low bidders are Cass Clay Creamery and Pan-O-Gold Baking Company. The milk prices are 0.0185-0.0263 (9.5-13.5%) more per carton than last year.

DT:nls
Attachment

2011-2012 MILK BID SUMMARY

QUANTITY	DESCRIPTION	CASS CLAY	DEAN FOODS
1.	Half Pint Size 1.0% Butterfat White/carton	.1831	.236
2.	Half Pint Size 2.0% Butterfat White/carton	.1952	.241
3.	Half Pint Size Fat Free White/carton	.1722	.225
4.	Half Pint Size Fat Free Chocolate/carton	.1949	.245
5.	Half Pint Size Lactose Free/carton	.65	.59
6.	1.0% Milk, Gallon	2.75	2.63
7.	Pt. - Whipping Cream	1.20 ESC	1.584 FIRM
8.	Shake Mix-Vanilla - 1/2 Gallon	2.30 FIRM	2.15 FIRM
9.	Shake Mix-Chocolate - 1/2 Gallon	2.65 FIRM	2.20 FIRM
10.	Novelties, 2 Dozen Per Box		
	A. Dixie Cups Ice Cream - 4oz	6.60 FIRM	6.50 FIRM
	Sherbet - 4 oz	7.13 FIRM	5.00 FIRM
	B. Creme Freeze 2.70 oz	6.60 FIRM	N/A
	C. Fudgesicles 2.7 oz	6.60 FIRM	5.00 FIRM
	D. Cheerios 3.0 oz	5.95 FIRM	6.00 FIRM
	E. Ice Cream Sandwiches - 4 oz	7.05 FIRM	6.00 FIRM
	F. Drumsticks - 3oz	8.10 FIRM	8.00 FIRM
11.	-5- Lb. Sour Cream	6.95 FIRM	6.50 FIRM
12.	-5- Lb. Sour Cream - Fat Free	5.75 FIRM	6.00 FIRM
13.	-5- Lb. Cottage Cheese, 2% Lowfat	7.50 FIRM	6.75 FIRM
14.	-5- Lb. Cottage Cheese, Fat Free	7.50 FIRM	6.75 FIRM
15.	-30- Lb. Cream Cheese	56.10 FIRM	7.00/3# FIRM
16.	-36-1 LB Grade AA BUtter	.50 OVERMARKET	.57 OVERMARKET
17.	-5- Lb. Yogurt, Lowfat, flavored	5.50 FIRM	4.230 FIRM
18.	-24- Oz. Yogurt, flavored	1.69 FIRM	N/A
19.	-6- Oz. 100% Apple Juice	0.25 FIRM	0.25 FIRM
18.	-6- Oz. 100% Grape Juice	N/A	0.25 FIRM
19.	-6- Oz. 100% Orange Juice	0.25 FIRM	0.25 FIRM

Cass-Clay
Base Price if escalator clause proposed: 14.82(skim)per hundredweight(skim milk). Adjusted for 2 % escalator clause.

Land-O-Lakes
Base Price if escalator clause proposed: $18.10 per hunderdweight. Adjusted for 2% escalator clause.

Using the 3 main milks (1%, Fat Free White and Fat Free flavored) going with Cass-Clay will save .052 on each student.

2011-2012 BREAD BID SUMMARY

UANITY	DESCRIPTION	PAN-O-GOLD	SARA LEE
,400 DOZ	Coney Buns, white whole wheat (first ingredient is whole wheat flour), sliced, bulk pack, standard length	1.26	1.44
,000 DOZ	Hamburger Buns, white whole wheat, (first ingredient is whole wheat flour) plain, sliced, bulk pack 4".	1.26	1.44
000 DOZ	Tea Biscuits, white whole wheat (first ingredient is whole wheat flour), dozen	1.25	1.44
000 DOZ	Steak Bun, white whole wheat (first ingredient is whole wheat flour) plain/sesame seed 5 1/2" sliced, dozen	1.40	1.80
500 LVS	Texas Toast, 1 1/2#, sliced (slices per loaf=(21)	1.15	1.15
000 LVS	French Bread, 1# sliced (slices per loaf=(19)	1.15	1.25
50 LVS	Bread, 1 1/2#, sliced, white whole wheat, (first ingredient is whole wheat flour) (slices per loaf=(24)	1.20	1.25

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.010 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 12, 2011

SUBJECT: Addition of 1.0 FTE Second Grade Teaching Position at Robert Asp Elementary

The projected 2011-2012 average 2nd grade class size at Robert Asp Elementary is 28.4 students. This figure exceeds the district targeted average of 25 for the 2nd grade and exceeds the figure, 27, at which the district takes action to address class size. A sixth section will be added which will bring the average class size down to 23.7.

The district's ability to add this section is directly related to the passage of the operating levy in November 2010. Please refer to the following, which was included in the literature leading up to 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.

> At the elementary level, the district estimates that approximately 5 positions would be needed to maintain current class sizes, to address specific class size issues such as larger grade levels moving through the elementary grades and to provide additional support for students in the areas of literacy and mathematics.

Suggested Resolution: Move to approve the addition of a 1.0 FTE second grade teaching position at Robert Asp Elementary.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.008 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 12, 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:

> Instructional materials and supplies from NASCO for the Family and Consumer Science Program at Moorhead High School valued at $7,862.32.

Suggested Resolution: Move to accept the instructional materials and supplies valued at $7,862.32 from the Lakes Country Perkins Consortium for the Family and Consumer Science Program at Moorhead High School.

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

JUN 24 2011

June 22, 2011

To: Nicole Odegard
Moorhead High School

From: Inger Wegener
Career and Technical Education Specialist

RE: APPROVED INSTRUCTIONAL MATERIALS REQUEST

The following request for instructional materials has been approved for funding by the Lakes Country Perkins Consortium:

Instructional Materials: Assorted materials and supplies; see enclosed listing.

Vendor(s): NASCO

Your total award is $7,862.32. These items are in the process of being purchased by the Lakes Country Perkins Consortium at the Lakes Country Service Cooperative and will be shipped directly to your attention at Moorhead High School. **Upon receipt, you must forward a copy of the packing or delivery slip to Paula Johnson at Lakes Country Service Cooperative, and note any backordered, and missing or damaged items.** Please remember that these items are to be used ONLY by the Family and Consumer Science Program at Moorhead High School, and other use is in violation of the Carl D. Perkins Career and Technical Education Act funds with which they were purchased. Please feel free to contact me at 1-800-739-3273, if you have any questions about your award.

Congratulations on your instructional materials award! I hope that you will find that this award will contribute to the Programs of Study, Reading and Mathematics Achievement, and Early College Opportunities in career and technical education at Moorhead High School.

Enc. NASCO Requisition Forms (2 forms, 3 pages)

CC Lynne Kovash, Superintendent
Gene Boyle, Principal

Service Cooperative Board of Directors

Chairperson Norman Kolstad, Underwood
Warren Nelson, Ashby
Barry Bergem, 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 Co[illegible], 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

COOPERATIVE Purchasing CONNECTION

Nasco

2011 Family & Consumer Sciences Requisition Form

Send orders to:
NASCO
901 Janesville Ave.
P.O. Box 901
Fort Atkinson, WI 53538-0901

Billing Information

Name: Lakes Country Service Coop.
Address: 1001 E. Mount Faith
City: Fergus Falls
State: MN
Zip: 56537
P.O. #:
Phone: 218-739-3273
E-Mail: pjohnson@lcsc.org

Shipping Information
(If different from billing informatic

Name: Nicole Odegard
Agency: Moorhead High School
Address: 2300 4th Avenue South
City: Moorhead
State: MN
Zip: 56537
Date: 5/23/2011

Nasco Quote #: 40801

Item #	Description	Page	Catalog Price	Disc. Price	Qty.	Total
VA25324H	Reading and Math Literacy	6	$24.95	$22.46	1	$22.46
VA28980H	Slideshow Food Pyramid	8	$39.95	$35.96	1	$35.96
VA28981H	Slideshow 6 Main Nutrients	8	$39.95	$35.96	1	$35.96
VA28982H	Slideshow Carbohydrates	8	$39.95	$35.96	1	$35.96
VA28983H	Slideshow Minerals	8	$39.95	$35.96	1	$35.96
VA28984H	Slideshow Protein	8	$39.95	$35.96	1	$35.96
VA28985H	Slideshow Reading Labels	8	$39.95	$35.96	1	$35.96
VA28986H	Slideshow Smart Weight Control	8	$39.95	$35.96	1	$35.96
VA25307H	Recipe for Reading Activities - Inc. Rdg into FACS	9	$34.50	$31.05	1	$31.05
VA23228H	Recipe for Writing: Writing Activities for FACS	9	$35.95	$32.36	1	$32.36
VA22822H	Child Dev. Toss Up Ball	31	$12.00	$10.80	1	$10.80
VA20830H	Child Dev. Bingo	31	$24.95	$22.46	1	$22.46
VA28888H	Kitchen Equip Posters Complete Set	60	$29.95	$26.96	1	$26.96
VA22683H	Cooking Up Success	62	$52.25	$47.03	1	$47.03
VA26103H	My Pyramid Cooking Demo Kit	69	$59.00	$53.10	1	$53.10
VA27268H	Herbs & Spices	70	$49.95	$44.96	1	$44.96
VA28557H	Practical, Healthy Cooking	70	$99.95	$89.96	1	$89.96
VA278885H	Food Preparation Techniques	70	$99.00	$89.10	1	$89.10
VA27888H	Kitchen Tools and Utensils	71	$99.00	$89.10	1	$89.10
VA26225H	Just the Facts: Salads	72	$49.95	$44.96	1	$44.96
GB41547H	Glo Germ Gel	78	$18.95	$17.06	2	$34.11
VA28698(x)H	Snap re-cap food and kitchen	79	$49.95	$44.96	1	$44.96
VA28316H	50 web-based lesson plans for nutrition, health, well.	99	$24.95	$22.46	1	$22.46
GB47218H	Smart Nutrition	111	$79.95	$71.96	1	$71.96
GB39946H	Daily Warmups: Character Education	135	$19.95	$17.96	1	$17.96
VA238941H	Life Skills book/worksheets	136	$29.95	$26.96	1	$26.96
VA28847H	Real Life Teens: Self Esteeem	139	$64.95	$58.46	1	$58.46
				$0.00		$0.00
				$0.00		$0.00

50

$1,132.79

COOPERATIVE Purchasing CONNECTION

Nasco

2011 Family & Consumer Sciences Requisition Form

Send orders to:
NASCO
901 Janesville Ave.
P.O. Box 901
Fort Atkinson, WI 53538-0901

Billing Information

Name: Lakes Country Service Coop.
Address: 1001 E. Mount Faith
City: Fergus Falls
State: MN
Zip: 56537
P.O. #:
Phone: 218-739-3273
E-Mail: pjohnson@lcsc.org

Shipping Information
(If different from billing informatic

Name: Nicole Odegard
Agency: Moorhead High School
Address: 2300 4th Avenue South
City: Moorhead
State: MN
Zip: 56537
Date: 5/23/2011

Nasco Quote #: 40801

Item #	Description	Page	Catalog Price	Disc. Price	Qty.	Total
WA288841H	Wearever Cook & Strain Stnls Stl 10 piece set	161	$79.95	$71.96	6	$431.73
WA28843H	Wearever Open stock covered sauce pan	161	$18.00	$16.20	6	$97.20
WA27727H	Farberware Rest. Pro 14" Open skillet w/helper	162	$39.95	$35.96	6	$215.73
WA23654H	Farberware Rest. Pro 12" Open skillet	162	$30.00	$27.00	6	$162.00
WA23655H	Farberware Rest. Pro 10" Open skillet	162	$25.00	$22.50	6	$135.00
WA16647H	Hi Temp. Softspoon 13 5/8"	171	$12.60	$11.34	6	$68.04
WA22343H	Hi Temp. Softspoon 10"	171	$9.35	$8.42	6	$50.49
WA24510H	Nordicware 3 piece bakers set	179	$22.50	$20.25	12	$243.00
WA22330H	Wilton Receipt Right Air Bake Pans 4-piece	179	$38.50	$34.65	12	$415.80
WA10822H	Springform Pan (Light color)	180	$15.50	$13.95	6	$83.70
WA20620H	Tart Pan	180	$4.95	$4.46	6	$26.73
WA27965H	Nordic Ware Angel food Cake pan	182	$23.50	$21.15	6	$126.90
WA28580H	Stainless Steel Mixing Bowls 5-piece set	186	$49.95	$44.96	6	$269.73
WA28223H	Ham. Beach Perf. Plus 6 speed mixer	188	$38.95	$35.06	6	$210.33
WA23657H	12 cup food processor kitchenaid	196	$209.95	$188.96	2	$377.91
WA25724H	Hamilton Beach Deep Fryer	197	$67.95	$61.16	3	$183.47
WA22806H	Hamilton Beach 4-qt. meal maker	198	$28.95	$26.06	3	$78.17
WA21933H	Bamboo Steamer Set	199	$14.45	$13.01	8	$104.04
WA20560H	West Bend 6 qt. electric wok	199	$70.75	$63.68	2	$127.35
WA27444H	Cuisinart Griddler Panini & Sand. Press	202	$60.50	$54.45	4	$217.80
WA28930H	Hi Rise Break Maker	205	$115.95	$104.36	3	$313.07
WA28922H	West Bend HiRise Rotary	208	$47.00	$42.30	2	$84.60
WA18337H	Cuisinart Ice Cream Maker	211	$64.50	$58.05	2	$116.10
WA23618H	Al Dente Pasta Machine	212	$29.95	$26.96	4	$107.82
WA28765H	ECKO Stainless Steel Knives 4-piece set (never sharpen	217	$15.75	$14.18	12	$170.10
WA27102H	Oneida Cutting Board Blue	222	$12.40	$11.16	12	$133.92
WA27103H	Oneida Cutting Board Green	222	$12.40	$11.16	12	$133.92
WA27104H	Oneida Cutting Board Red	222	$12.40	$11.16	12	$133.92
WA26466H	Bamboo Strainer	225	$6.25	$5.63	6	$33.75
WA24573H	Sunbeam Red Spatula (set of 3)	229	$9.00	$8.10	12	$97.20

WA25015H	Wilton Comfort Grip 9" Cookie Spatula	230	$5.85	$5.27	12	$63.18
WA26630H	Egg Separator	230	$1.20	$1.08	6	$6.48
WA09684H	Egg Slicer	230	$3.85	$3.47	6	$20.79
WA10370H	Stainless Steel Measuring Spoons	232	$1.25	$1.13	6	$6.75
WA26406H	Magnetic Measuring Spoons	233	$6.20	$5.58	2	$11.16
WA26510H	Magnetic Measuring Cups	233	$8.95	$8.06	6	$48.33
WA28793H	Magnetic Peeler Set	236	$7.50	$6.75	6	$40.50
WA28472H	Good Cook Silicone He Temp Basting Brush	237	$3.50	$3.15	3	$9.45
WA20650	Rolling Pin Cover	238	$2.00	$1.80	24	$43.20
WA27677H	Pastry Mat	238	$10.90	$9.81	12	$117.72
WA19210H	Biscuit/Cookie Cutter Set	239	$9.40	$8.46	6	$50.76
WA29002H	20 Piece Flatware sets include 4 ea. Windswept	253	$15.95	$14.36	8	$114.84
WA21891H	Utica Cutlery Co.	255	$88.95	$80.06	4	$320.22
WA07575H	Corelle 10 oz. bowls	258	$3.70	$3.33	30	$99.90
WA26819H	9" Turntable	265	$5.00	$4.50	12	$54.00
WA25058H	OXO Adjustable Drawer Organizer	266	$22.05	$19.85	12	$238.14
WA27100H	Neoprene set of 3 glove, thumbmitt, pot holder	270	$35.50	$31.95	12	$383.40
WA06600H	Flour sack towels (2 pack)	273	$4.75	$4.28	24	$102.60
WA26351H	Windowpane terry dish cloth (12 pack)	273	$13.50	$12.15	4	$48.60
				$0.00		$0.00

TOTAL: $6,729.53

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.003

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: July 12, 2011

SUBJECT: Resignations

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

Monica Swedmark	Paraprofessional, High School, effective July 25, 2011.

SUGGESTED RESOLUTION: Move to approve the resignation as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.004

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: July 12, 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.

Susie Kasprowicz	Bus Assistant, Transportation, $12.78 per hour, 4 hours per day, effective June 21, 2011. (Replaces Jeannie Zebley)
Sara Thronson	Early Childhood Special Education Teacher, EIS, BA (1) $32,980.00, 1.00 FTE, effective July 1, 2011. (Replaces .5 Danielle Hillebrand & .5 High School FTE)
Amber Mensing	5th Grade Teacher, S. G. Reinertsen Elementary, BA (1) $32,980.00, 1.00 FTE, effective August 30, 2011. (Replaces Kim Nelson)
Emily Wright	Learner Support Services Teacher, S. G. Reinertsen Elementary, BA (0) $31,823.00, 1.00 FTE, effective August 30, 2011. (Replaces Doug Stave)
Zachary Johnsrud	ELL Teacher, Horizon & S. G. Reinertsen Elementary, MA (3) $41,510.00, 1.00 FTE, effective August 30, 2011. (Replaces .5 Julie Arnold and .5 New)
Olivia Latimer	Band Teacher, Horizon Middle School, BA (4) $24,046.44, .66 FTE, effective August 30, 2011. (New position)
Lydea Aurentz	Language Arts Teacher, Horizon Middle School, BA (2) $34,122.00, 1.00 FTE, effective August 30, 2011. (Replaces Jane Taylor)
Elizabeth Fritel	Kindergarten Teacher, S. G. Reinertsen Elementary, BA (3) $35,279.00, effective August 30, 2011. (Replaces Marilyn Labrensz)
Zhang Guodong	Chinese Teacher, High School, BA (0) $20,823.00, 1.00 FTE, effective August 30, 2011. (New position, additional $11,000.00 will be paid directly to Zhang Guodong from Hanban)

Patricia Sullivan	Learner Support Services Facilitator, District Wide, MA+30 (10) $29,661.00, .5 FTE, effective August 30, 2011. (Replaces Patricia Sullivan)
Melissa Hagen	Elementary Teacher, Robert Asp Elementary, MA (7) $47,122.00, 1.00 FTE, effective August 30, 2011. (Replaces Julie Schauer)
Tony Huseby	Technology Trainer, District, C41 (15) $58,080.00, 8 hours per day, 220 days per year, effective August 1, 2011. (Replaces Denita Clapp)
Thomas Cox	Social Studies Teacher, Horizon Middle School, MA (0) $37,304.00, 1.00 FTE, effective August 30, 2011. (Replaces Doug Johnson)

SUGGESTED RESOLUTION: Move to approve the employment of Susie Kasprowicz, Sara Thronson, Amber Mensing, Emily Wright, Zachary Johnsrud, Olivia Latimer, Lydia Aurentz, Elizabeth Frittel, Zhang Guodong, Patricia Sullivan, Melissa Hagen, Tony Huseby and Thomas Cox as presented.

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.009 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: July 12, 2011

SUBJECT: Approval of Bids – Ellen Hopkins Elementary Security Improvements

Attached please find a tabulation of the bids received for work related to Ellen Hopkins Elementary security improvements to the main entry and office area. After reviewing the information with the district's architect, Zerr-Berg Architects, Inc. and the district's construction manager for the project, Gehrtz Construction Services, we have agreed that the project should be awarded as follows:

BID PACKAGE	CONTRACTOR	BASE BID
General Work & Labor	MBA Development	17,790
Millwork	Woodside Industries, Inc.	3,423
Sealants	Ellenson Caulking, LLC	965
Doors/Frames/Hardware	Fargo Glass & Paint Co.	8,420
Glass & Glazing	Fargo Glass & Paint Co.	3,300
Drywall	G&M Lathing Contractors, Inc.	10,710
Tilework	Ceramic Specialists	5,791
Acoustical	DOW Acoustics	2,145
Resilient Flooring/Carpeting	Floor to Ceiling	6,996
Painting	RT Painting	2,000
Building Sprinkler	NOVA Fire Protection, Inc.	2,340
Plumbing	Accel Mechanical	11,250
HVAC	Accel Mechanical	3,324
Electrical	Charlie & Sons Electric, Inc.	11,665

The total project cost is estimated to be $110,863, which is in line with preliminary estimates.

Suggested Resolution: Move to approve the bids for the Ellen Hopkins Elementary security improvements as presented.

WAK:nls
Attachments

Moorhead Area Public Schools
Ellen Hopkins Elementary Administration Remodel
Moorhead, MN
June 30, 2011

Project No. 11-033

gehrtz CONSTRUCTION SERVICES

ZERR BERG ARCHITECTS

BID PACKAGE		CONTRACTOR		BASE BID
	General Conditions	Allowance	$	5,000.00
6A	General Work & Labor	MBA Development	$	17,790.00
6B	Millwork	Woodside Industries, Inc.	$	3,423.00
7G	Sealants	Ellenson Caulking, LLC	$	965.00
8A	Doors / Frames / Hardware	Fargo Glass & Paint Co.	$	8,420.00
8E	Glass & Glazing	Fargo Glass & Paint Co.	$	3,300.00
9B	Drywall	G & M Lathing Contractors, Inc.	$	10,710.00
9C	Tilework	Ceramic Specialists	$	5,791.00
9E	Acoustical	DOW Acoustics	$	2,145.00
9G	Resilient Flooring/Carpeting	Floor to Ceiling	$	6,996.00
9I	Painting	RT Painting	$	2,000.00
21	Building Sprinkler	NOVA Fire Protection, Inc.	$	2,340.00
22	Plumbing	Accel Mechanical	$	11,250.00
23	HVAC	Accel Mechanical	$	3,324.00
26	Electrical	Charlie & Sons Electric, Inc.	$	11,665.00
TOTAL BID PACKAGES			$	**95,119.00**
	Construction Management - 5%	Gehrtz Construction Services	$	4,755.95
	SUBTOTAL		$	**99,874.95**
	Architect/Engineer 7%	Zerr Berg Architects		6,991.25
	Reimbursable Expenses Allowance	Allowance		767.84
	TOTAL		$	**107,634.04**
	Contingency - 3%	Allowance		3,229.02
				-
				-
TOTAL PROJECT COST			$	**110,863.06**

Moorhead Area Public Schools
Ellen Hopkins Elementary Administration Remodel
Moorhead, MN
Project No. 11-033

gehrtz CONSTRUCTION SERVICES

ZERR BERG ARCHITECTS, INC.

BID TABULATION	Addenda acknowledged	Base Bid
6A - General Work & Labor		
MBA Development Fargo, ND	1	$17,790.00
6B - Millwork		
Cabinet Makers, Inc. Fargo, ND	1	$3,915.00
R &S Casework, Inc. Fargo, ND		$4,630.00
Woodside Industries, Inc. Cavalier, ND	1	$3,423.00
7G - Sealants		
Ellenson Caulking, LLC Fargo, ND	1	$965.00
8A - Hardware/Metal Doors & Frames		
Central Door & Hardware, Inc. Fargo, ND	1	$9,818.00 no tax included
Fargo Glass & Paint Co. Fargo, ND	1	$8,420.00
8E - Glass & Glazing		
Red River Glazing, Inc. Fargo, ND	1	$3,710.00
Fargo Glass and Paint Fargo, ND	1	$3,300.00
Northland Glass and Glazing, LLC Fargo, ND	1	$4,975.00
9B - Drywall		
G & M Lathing Contractors, Inc. Fargo, ND	1	$10,710.00
Miller & Sons Drywall West Fargo, ND	1	$13,300.00
Stephenson Drywall Moorhead, MN	1	$18,500.00
Ystebo Drywall, Inc. Moorhead, MN		$17,446.00
Young and Davis Drywall, Inc. Bemidji, MN		$15,300.00
9C - Tilework		
Ceramic Specialists Fargo, ND	1	$5,719.00
McArthur Tile, Inc. Fargo, ND	1	$7,550.00

Moorhead Area Public Schools
Ellen Hopkins Elementary Administration Remodel
Moorhead, MN

Project No. 11-033

gehrtz CONSTRUCTION SERVICES

ZERR BERG ARCHITECTS

BID TABULATION	Addenda acknowledged	Base Bid
9E - Acoustical		
DOW Acoustics Detroit Lakes, MN		$2,145.00
Floor to Ceiling Fargo, ND	1	$2,882.00
9G - Resilient Flooring / Carpeting		
Floor Coverings Int'l West Fargo, ND	1	$9,784.00
Floor to Ceiling Fargo, ND	1	$6,996.00
9I - Painting		
Craig Geron Painting West Fargo, ND	1	$4,000.00
MBA Develpmnet Fargo, ND	1	$2,650.00
RT Painting Fargo, ND	1	$2,000.00
21 - Building Sprinkler		
Dakota Fire Protection, Inc. Grand Forks, ND	1	$3,784.00
NOVA Fire Protection, Inc. Fargo, ND		$2,340.00
22 - Plumbing		
Air Mechanical, Inc. West Fargo, ND	1	$35,000.00 22/23 combined
Accel Mechanical Fargo, ND	1	$11,250.00
Laney's Inc. Fargp, ND		$13,250.00
Peterson Mechanical Inc. Fargo, ND		$17,420.00 22/23 combined
23 - HVAC		
Air Mechanical, Inc. West Fargo, ND	1	$35,000.00 22/23 combined
Accel Mechanical Fargo, ND	1	$3,324.00
Midwest Mechanical Fargo, ND	1	$3,718.00
Laney's Inc. Fargo, ND		$10,398.00
Peterson Mechanical Inc. Fargo, ND		$17,420.00
All Seasons Mechanical Inc. Fargo, ND		$7,937.55
26 - Electrical		
CB & Sons Electric, Inc. Moorhead, MN	1	$12,600.00
Charlie & Sons Electric Moorhead, MN	1	$11,665.00

Office of Human Resources

Moorhead Area Public Schools

Memo HR.12.002

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: July 12, 2011

SUBJECT: Part-time and Substitute Pay Schedule Change

Attached is a copy of the Part-time and Substitute pay Schedule for 2011-2012. This pay schedule covers district employees who are not part of a contract or association.

SUGGESTED RESOLUTION: Move to approve the pay schedule as presented.

PART TIME AND SUBSTITUTE PAY SCHEDULE
~~2010-2011~~ 2011-2012

ADULT/COMMUNITY ED	2010-11	2011-12
Vocational Licensed Teacher (0-1years)/Coach	25.46	25.46
Vocational Licensed Teacher 2 years	26.00	26.00
Vocational Licensed Teacher 3 years or more	26.48	26.48
Vocational Teacher/Coach	16.52	16.52
After-school	15.57	15.57
Program Assistant/Classroom Aide	7.47	7.47
Evening Sec/part-time clerical and para	9.75	9.75
Catalog Delivery	7.38	7.38
Helper	7.25	7.25
Kid Source	7.25	7.25
Summer Program Student Coach (1-2 years)	8.00	8.00
Summer Program Student Coach (3+ years)	10.00	10.00
SUBSTITUTE TEACHERS		
Day 1-10 Consecutive same classroom	90.00	90.00
Day 11-30 Consecutive same classroom	113.00	113.00
Day 31 and over Consecutive same classroom (This pay is not retroactive)	173.90	173.90
Substitute Bonus: After 25 full-time days any classroom	100.00	100.00
LICENSED TUTORS - TEACHERS	24.71	24.71
ASSISTANT SERVERS - FOOD SERVICE		
Part-time (non-contract) (start)	12.15	12.15
After 3 years	12.45	12.45
After 5 years	12.75	12.75
After 10 years	13.05	13.05
NOON HOUR SUPERVISORS/FOOD SERVICE WORKERS/SUBS		
Part-time (non-contract) (start)	9.00	10.00
After 2 years	9.30	10.30
After 5 years	9.60	10.60
After 10 years	9.90	10.90
INTERPRETERS		
Part-time (non-contract)	23.53	23.53
COTAS		
Part-time (non-contract)	17.58	17.58
SECRETARIES		
Part-time (non-contract)	9.75	10.00
PARAPROFESSIONALS (TEACHERS ASSISTANTS)		
Part-time (non-contract)	9.75	10.00
Substitute	9.75	10.00
CUSTODIANS		
Part-time (non-contract)	9.75	10.00
STUDENT GENERAL HELP	7.25	7.25
CURRICULUM WRITING	27.34	27.34
EXCEL/TARGETED SERVICES	40.00	40.00
Summer School (newly hired staff after 7-1-07)	27.34	27.34

Revised 07/12/11

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.010R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: July 11, 2011

SUBJECT: First Reading of Policy

The School Board will conduct a first reading of the attached policy, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds 554.

The policy has been revised to reflect legislative changes to restrictive procedures which go into effect August 1, 2011.

LAK:mde
Attachment

Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds

Type:	School Board Policy
Section:	500 STUDENTS
Code:	554
Adopted Date:	3/8/2004
Revised Date(s):	02/11/2008
Reviewed Date(s):	02/11/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT

The Moorhead Area Public Schools is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

All students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

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B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.

D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as a leader of the crisis team.

E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.

F. "Emergency" means a situation ~~in which immediate intervention is necessary to protect a student or other individual from physical injury, emotional abuse due to verbal and nonverbal gestures, or to prevent severe property damage~~ where immediate intervention is needed to protect a student or other individual from physical injury or to prevent serious property damage.

G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPS FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request

assistance from the police liaison officer or a peace officer.

B. Removal by Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30 calendar-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and Moorhead School Board Policy 504: Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal law, state statute or local ordinance to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, 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.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. ~~Requiring the student to assume and maintain a specified physical position, activity, or posture that induces physical pain as an aversive procedure~~ Corporal punishment prohibited by Minn. Stat. 221A.58;

2. ~~Presenting intense sounds, lights, or other sensory stimuli as an aversive stimulus~~ Requiring a student to assume and maintain a specified physical position, activity, or posture that induces physical pain;

3. ~~Using noxious smell, taste, substance, or spray as an aversive stimulus~~ Totally or partially restricting a student's senses as punishment;

4. Denying or restricting ~~the~~ a student's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the student's functioning except when temporarily ~~when the student is perceived to be destroying or damaging equipment or devices~~ removing the equipment or device is needed to prevent injury to the student or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the student as soon as possible;

5. ~~Using faradic skin shock~~ Interacting with a student in a manner that constitutes sexual abuse, neglect or physical abuse under Minn. Stat. 626.556;

6. ~~Restricting, totally or partially, the student's auditory or visual sense, except that study carrels may be used as an academic intervention~~ Physical holding (as defined in Minn. Stat. 125A.0941) that restricts or impairs a student's ability to breathe;

7. Withholding regularly scheduled meals or water; and/or

8. Denying ~~the~~ a student access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent(s)/guardian(s) of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of ~~Conditional~~ Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more ~~conditional~~ restrictive procedures, the crisis team may employ those ~~conditional~~ restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds~~. If the crisis team initiates use of conditional procedures in an emergency, the student's IEP team shall meet as soon as possible, but no later than five (5) school days after emergency procedures have commenced~~ , as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat. 125A.0942, Subd. 5, and otherwise comply with the requirements of 125A.0942.

Legal References:

Minn. Stat. 13.01, *et seq*. (Minnesota Government Data Practices Act)
Minn.~~esota~~ Stat.~~ute~~ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn.~~esota~~ Stat.~~ute~~ 121A.582 (Student Discipline; Reasonable Force)
Minn.~~esota~~ Stat.~~ute~~ 121A.61 (Discipline and Removal of Students from Class)
Minn.~~esota~~ Stat.~~ute~~ 121A.67, Subd. 2 (Aversive and Deprivation Procedures)
~~Minnesota Statute 130.01, et seq. (Minnesota Government Data Practices Act)~~
Minn. Stat. 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn.~~esota~~ Stat.~~ute~~ 609.06 (Authorized Use of Force)
Minn.~~esota~~ Stat.~~ute~~ 609.379 (Permitted Actions)
~~Minnesota Rule 3525.0200, Subp. 2c (Definition of "Emergency")~~
~~Minnesota Rule 3525.2900, Subp. 5 (The IEP and Regulated Interventions)~~
20 U.S.C. 1232g *et seq*. (Family Educational Rights and Privacy (FERPA))
20 U.S.C. 1415(k)(~~96~~) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))
34 C.F.R. 300.5~~29~~35 (IDEA Regulation Regarding Involvement of Law Enforcement)

Cross References:
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 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 710: School District Crisis Management

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.008R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: July 11, 2011

SUBJECT: Moorhead Elementary Schools Parent and Student Handbook

Attached is the 2011-2012 Moorhead Elementary Schools Parent and Student Handbook. According to School Board Policy 221, the handbook is to be presented to the School Board for an annual review.

Changes made to the handbook have been highlighted in a lined-out version. A completed copy of the handbook will be available on the district's Web site at www.moorhead.k12.mn.us.

Suggested Resolution: Move to approve the 2011-2012 Moorhead Elementary Schools Parent and Student Handbook as presented.

LAK:mde
Attachment

Moorhead Elementary Schools
Parent & Student Handbook
2011-12

Working together for excellence in learning

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

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

Elementary School Phone Numbers

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

Ellen Hopkins Elementary School
2020 11th St. S. 284-4300

Mary Jo Schmid, Principal 4330
Monnie Soderberg, Secretary.....4301
Karen Thom, Secretary 4302
Health Office.....4310
Library Media Center.....4334
Fax.....4333

Robert Asp Elementary School
910 11th St. N..... 284-6300

Chris Triggs, Principal 6330
Winifred Evensen, Secretary.....6301
Kathy Enkers, Secretary.....6302
Health Office.....6310
Library Media Center.....6334
Fax.....6333

S.G. Reinertsen Elementary School
1201 40th Ave. S. 284-5300

Anne Moyano, Principal 5330
Heather Hedlund, Secretary 5302
Kathy Martinez, Secretary 5301
Health Office.....5310
Library Media Center.....5334
Fax.....5333
Kindergarten at Probstfield 3800

Daily Schedule

Grades 1–5

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

Kindergarten

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

School Year Office Hours

7 a.m.–4 p.m. Monday–Friday

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

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

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

Neu ban khong biet doc tieng Anh va muon giup do trong ngon ngu cua ban, xin goi so 284-3330.

284-3330.

284-3330.

如果你不懂英語，希望要母語
幫助，請打电話給 284-3330.

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

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

2011-2012 Elementary Calendar

August 2011

24 EIS-12 Para Prof. Development Day
30 Prof. Development (a.m.) / Teacher Work Day (p.m.)
31 Professional Development

September

1 Elementary Back-to-School Night, 5:30-7 p.m.
1-2 Professional Development
2 K-5 Teacher Comp (2 hrs)
5 Labor Day
6 K-12 Classes Begin
14, 28 K-12 Prof. Development Before/After School
21 K-5 Prof. Development After School
28-Oct. 18 Fall NWEA MAP Testing

October

5 K-5 Prof. Development After School
12, 26 K-12 Prof. Development Before/After School
17, 18 K-12 P/T Conferences (5-8:30 p.m.)
17, 18 Kindergarten P/T Conferences (day)
19 ***No Classes K-12*** / K-12 P/T Conferences (8-11:30 a.m.) / K-8 P/T Conferences (12:30-4 p.m.) / 9-12 Comp (p.m.) (Conf.)
20-21 ***No School*** / Education Minnesota (EM)

November

2, 16 K-5 Prof. Development After School
4 End of 1st Quarter (MHS)
9, 30 K-12 Prof. Development Before/After School
23 ***K-12 No School*** / Teacher Comp. (Conf.)
24-25 ***No School***

December

14 K-12 Prof. Development Before/After School
22 Winter Break Begins / Teacher Comp Day (PD)

January 2012

3 K-12 Classes Resume
3-13 Winter NWEA MAP Testing
11, 25 K-12 Prof. Development Before/After School
16 ***No Classes K-12*** / Prof. Development (a.m.) / Teacher Work Day (p.m.) / Martin Luther King Jr. Day
20 End of 2nd Quarter/Semester (MHS)
23-Feb. 3 Winter NWEA MAP Testing

February

1, 15 K-5 Prof. Development After School
8, 22 K-12 Prof. Development Before/After School
20 ***No School*** / Presidents' Day

March

5, 6 Kindergarten P/T Conferences (day)
5, 6 K-8 P/T Conferences (5-8:30 p.m.)
7 ***No Classes K-12*** / EIS-12 Para Prof. Development Day / Grades K-5 P/T Conferences (8-11:30 a.m., 12:30-4 p.m.)
8-9 ***No School*** / Teacher Comp. (Conf. / PD)
14, 28 K-12 Prof. Development Before/After School
21 K-5 Prof. Development After School
26-May 18 MTAS Reading and Math Testing Window
Fall-May 18 Grades 3-8 MCA Mathematics Online Testing Window
26-May 18 MCA Science Testing Window (Gr. 5, 8, MHS)
28 End of 3rd Quarter (MHS)

April

4, 25 K-5 Prof. Development After School
6 ***No School***
9 ***No Classes K-12*** / K-5 Teacher Comp (PD)
11 K-12 Prof. Development Before/After School
17, 19 Reading MCA Gr. 3-8
30-May 25 Spring NWEA MAP Testing

May

2, 9 K-5 Prof. Development After School
16, 23 K-5 Prof. Development After School
28 ***No School*** / Memorial Day
31 Last Day for K-12 Students

June

1 Last Day for K-12 Staff / K-5 Teacher Work Day (3 hrs) / K-5 Teacher Comp (4 hrs)

Possible Emergency Make-up Days
June 3, 6, 7, 8, 9, 10

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

For more events at specific schools or in the district, please see the district calendar or view the calendar information online at www.moorhead.k12.mn.us.

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Public Notice: Protection and Privacy of Student Records

~~**2010-11**~~ **2011-12 Calendar**

Welcome Moorhead Elementary Students and Families

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

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

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

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

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

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

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

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

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

Absences and Tardies

We believe:

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

Types of Absences

Excused Absences: The excused absence is for all legitimate reasons. The administration will determine the legitimacy of all absences. A student has the right and obligation to make up any work missed with full credit. The student will be required to make arrangements with the teacher to make up any school work missed and receive a grade. A teacher may require additional assignments to compensate for any loss of class discussion and information. In the case of a prolonged (three or more days) excused absence, the teacher and student should mutually agree upon a deadline for completion of makeup work.

The State of Minnesota recognizes the following reasons for absence: illness, serious illness in the student's immediate family, a death in the student's immediate family or of a close friend or relative, medical, dental or orthodontic treatment or counseling appointment, court appearances, religious instruction not to exceed three hours in any week, or inclement weather. To be considered an excused absence, the student's parents/guardians may be asked to verify, in writing, the reason for the student's absence from school. Other reasons that could be acknowledged are personal requests for absence made 24 hours in advance (e.g., legal appointments, religious activities, travel, family vacations, state tournaments and school activities). We encourage parents/guardians to hold these requests for absence to a minimum. A doctor's statement may be required after three or more consecutive absences or excessive periodic absences due to illness.

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

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

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

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

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

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

Reporting Absences
Please report all absences either through PowerSchool, by calling the school or by sending a signed note. When calling, speak to the secretary or leave a message stating your child's name, the teacher's name and the reason for the absence. This report allows us to inform the teacher so that plans can be modified in the classroom. It also keeps us current on the childhood illnesses which may be affecting our students.

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

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

Breakfast, Lunch, Milk
A nutritious lunch and breakfast will be served every day. School breakfast is available beginning at 7:45 a.m. and costs $1. Students have a thirty-minute lunch period. Lunch periods are staggered beginning at 10:50 a.m. Lunch costs $1.75 and includes milk. Students eligible for free or reduced lunch are also eligible for free breakfast. More information about free and reduced meals is available in the school office.

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

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

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

Students may have milk as a morning snack. There are no free or reduced arrangements for morning milk. Parents/guardians will receive a permission form for morning milk and only those children who return the form may receive morning milk. Milk charges are taken from the breakfast/lunch account. Milk is also available to children who choose to eat cold lunch at noon. It is sold for $.40.

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

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

ACADEMIC AND ACTIVITY PROGRAMS

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

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

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

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

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

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

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

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

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

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

Classrooms are at Ellen Hopkins and Robert Asp Elementary. Students in the S.G. Reinertsen Elementary attendance area will attend kindergarten and K+ at Probstfield Center for Education. Call Moorhead Community Education at 218-284-3400 or visit https://communityed.moorhead.k12.mn.us for more information.

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

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

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

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

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

Music

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

Orchestra

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

Physical Education

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

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

Please send a written note to the physical education teacher if your child is unable to participate in class. In most cases, if a child is well enough to attend school he or she should be allowed to participate in physical education. <u>If a child is unable to participate for more than three days a doctor's statement may be required.</u>

School Safety Patrol

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

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

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

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

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

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

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

POLICIES

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

Bullying/Intimidation
An act of bullying~~/intimidation~~, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying~~/intimidation~~ but also to students who, by their indirect behavior, support another student's act of bullying~~/intimidation~~. This policy also applies to any student whose conduct at any time or in any place constitutes bullying~~/intimidation~~ that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees. 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.

If a student has been bullied or knows of other students being bullied or intimidated, the student should contact an adult staff member for help. Refer to the discipline procedures section in this handbook and to School Board Policy 578 on the school district website or in the school office.

Child Abuse and Neglect

It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the policy of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services or the proper city or county law enforcement agency.

It shall be a violation of school district policy for any school personnel to fail to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years. Refer to School Board Policy 534 on the website or in the school office.

Crisis Management

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

Drug-Free and Weapon-Free Zones

The area around each elementary school is a drug-free and weapon-free zone. Anyone caught possessing or selling ~~drugs or anyone caught possessing,~~ alcohol or chemicals or using or recklessly handling a dangerous weapon may be subject to increased penalties as defined in state and federal law. Refer to School Board Policies 572 and 576 on the website or in the school office.

Emergency Drills

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

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

Emergency drills are conducted so we can:

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

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

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

Harassment and Violence

Moorhead Area Public School District 152 Policy Against Harassment and Violence Related to Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation and Age

1. Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent harassment and violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age of any kind.

2. A harasser may be a student or an adult. Harassment may include the following when related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age:

a. name calling, joking or rumors;
b. pulling on clothing;
c. graffiti;
d. notes or cartoons;
e. unwelcome touching of a person or clothing;
f. offensive or graphic posters or book covers; or
g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

3. If you believe you have been the victim of any type of harassment you should report it to any school district official.

4. This report may be oral or you may also make a written report. It should be given to a teacher, counselor, the building administrator or the Human Rights Officer (Director of Human Resources).

5. Your right to privacy will be respected as much as possible.

6. The school district will investigate all reports of harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age, and the school district will take all appropriate actions based on the report.

7. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.

8. This is summary of the school district policy harassment and violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age.

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

Hazing Prohibition - Policy 571

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.

B. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURE

A. Any person who believes he of she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.

B. The building administrator is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.

C. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building administrator immediately.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. DISSEMINATION OF POLICY

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

I. PURPOSE

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

II. GENERAL STATEMENT

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. Moorhead Area Public Schools encourages the reporting party or complainant to use the report form (Administrative 571.1) available from the building administrator or the school district office, but oral reports shall be considered complaints as well.

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 the annual review of the handbook with students and staff.

School District Electronic Network Acceptable Use and Safety

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

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

I. PURPOSE

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

II. GENERAL STATEMENT

A. Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover

evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

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

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

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

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

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

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

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

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

B. School officials may, in their discretion, employ the use of trained dogs for the purpose of conducting a

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

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

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

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

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

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

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

V. DIRECTIVES AND GUIDELINES

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

VI. SEIZURE OF CONTRABAND

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

VIII. VIOLATIONS

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

Tobacco-Free Environment

Smoking and the use of tobacco products shall be prohibited on all school district property, including district-owned and contracted vehicles. Possession by an elementary, middle or high school student of any type of

tobacco product while on district property shall be considered a violation of the tobacco-free environment policy. This prohibition includes all school district property and all off campus school district-sponsored events.

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy. Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment.

The Moorhead Area Public Schools will be proactive in tobacco-free help programs. Student help programs will be provided for students as outlined in Moorhead School Board Policy 553 Crisis Intervention and Student Support. Any violations of the tobacco-free environment policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

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

Weather Related and Emergency School Closings

Occasionally the Superintendent of Schools will announce an emergency school early dismissal, late start or cancellation of school due to extreme heat, cold, snow, ice or other emergencies. As soon as the decision to close schools is made, an announcement will be made on all local radio and television stations and posted on the district's website at www.moorhead.k12.mn.us. If you hear no announcement concerning Moorhead Area Public Schools, you should assume that school is open and that a regular schedule is being followed. We do not close early as often as many of our neighboring rural school districts. In the event schools are closed due to severe weather conditions, all after-school activities will be canceled.

Please do not call the school to find out whether school is being canceled. Our phone lines are very limited and we need to be able to make outgoing calls in an emergency situation. Please listen to radio or television and plan ahead so that your child knows what to do in case school closes early. If your family has any unusual circumstances that might cause difficulty in case of a school closing, let us know when your child registers for school.

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

Wellness

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

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

physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

Refer to School Board Policy 536 and Administrative Procedures ~~536.1~~ on the website or in the school office.

DISCIPLINE PLAN

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

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

Discipline at School

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

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

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

~~• To encourage students to develop self-discipline and respect for authority.~~

~~• To treat students with dignity.~~

~~• To recognize individual differences among students.~~

~~• To prepare a written plan for discipline that meets his/her needs and confer with the principal or building administrator regarding the acceptability of the plan. These rules shall be posted in the classroom and given to students.~~

~~• To inform parents/guardians through standardized notification of student deficiency.~~

which states: 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.

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

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

Teachers will create classroom rules with their students during the opening days of school. If a teacher decides to involve the principal or building administrator in a disciplinary situation, or if the principal becomes involved as the result of a situation in one of the common areas of the school, ~~the procedure will be:~~
~~The principal~~ they will consult ~~with the student's teacher~~ if possible before deciding upon a course of action. ~~One exception is acts of physical aggression on the playground, where students will normally be assigned to spend one or more days of their recess time off the playground.~~

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

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

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

follow directions
respect property
respect people
keep hands, feet, and objects to self

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

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

Bus lines
stay behind the white lines on the sidewalk
stay in line while waiting and while loading the bus

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

Hallways
use quiet voices
walk

Assemblies
use quiet voices
show courtesy to presenters
sit in assigned place
remain in the gym for the entire program

refrain from fighting

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

Discipline Procedures

Purpose

Every student and employee of Moorhead Area Public Schools is entitled to learn and work in a safe school environment. To ensure this, the district and each school have established clear student discipline procedures, consequences appropriate to the behavior, and a practice to do so consistently.

General Statement

The Moorhead Area Public School Board believes that learning can best take place in an environment which is orderly, safe, stimulating, and which enable 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.

Students are expected to behave in accordance with federal, state and local laws; district policies and guidelines; and in a way that respects the rights and safety of others. Known violations of federal, state and local laws will be reported to local law authorities. Employees will take corrective action when a student's behavior does not fall within discipline guidelines.

The following are district wide discipline procedures. These procedures and the minimal consequences apply any time a student is present on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property. The discipline procedures and consequences apply when a district student engages in conduct outside of a school location or a school-sponsored event when the misconduct is a continuation of improper conduct that occurred on school grounds or the student's actions have a direct and immediate effect either on school discipline or on the general safety and welfare of students and staff.

Listed are the violations and minimum consequences; although all actions will be taken on a case-by-case basis. Restitution or restorative discipline/justice may also be utilized when appropriate for the disciplinary infraction.

Restorative Discipline is a type of discipline that seeks to restore damages made by the offending student. A reasonable follow up to a destructive action may be to try to restore, replace, repair, clean up or apologize, as the situation may dictate.

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.

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 procedures. These procedures describe clearly the various administrative actions taken for violations of the law and the school district standards of behavior.

These disciplinary procedures 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 students, 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 students.

Listed are the violations and the minimum consequences for first, second and third offenses. Suspension may be served in school or out of school at the discretion of the administrator. The school district or school administration may impose more severe consequences beyond those set forth in these procedures based on the particular misconduct.

These procedures are based on school board policies, available on the district's website at www.moorhead.k12.mn.us or in the school offices.

Procedures

1. ABUSE, VERBAL

Verbal assaults or verbally abusive behavior includes, but is not limited to, use of language (verbal, written or electronic) that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people and is prohibited. Verbal abuse that is also sexual, religious, disability or racial harassment will be addressed under the guidelines for harassment.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference Removal from class	Parent(s)/Guardian(s) conference Removal from class or suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference Removal from class	Parent(s)/Guardian(s) conference Removal from class or suspension

(*) Indicates disciplinary action assigned by building administration.

2. ALCOHOL AND CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, controlled substances and toxic substances, is prohibited while on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property. Further recommendation such as possible chemical assessment may also be required. A chemical assessment may be required on a second school offense prior to readmission to school.

Definitions:

A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.

C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Notification of legal authorities	Parent(s)/Guardian(s) conference 1-3 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 3-5 day suspension Referral to legal authorities
Grades 4-5	Parent(s)/Guardian(s) conference Notification of legal authorities	Parent(s)/Guardian(s) conference 1-3 day suspension Notification of legal authorities Referral to Student Assistance	Parent(s)/Guardian(s) conference 3-5 day suspension Notification of legal authorities Referral to Student Assistance

3. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivery, exchanging or intending to sell, deliver, exchange or distribute any alcoholic, controlled substances and toxic substances, is prohibited while on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property.

Definitions:

A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.

C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities 3 day suspension

Grades 4-5	Parent(s)/Guardian(s) conference Notification of legal authorities 5-10 day suspension	Parent(s)/Guardian(s) conference Immediate notification of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion	Parent(s)/Guardian(s) conference Immediate notification of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion

4. ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

Grade Level	First Offense
Grades K-3	Parent(s)/Guardian(s) conference 1-5 day suspension Immediate notification of legal authorities (police and fire marshal)
Grades 4-5	Parent(s)/Guardian(s) conference 3-10 day suspension Immediate notification of legal authorities (police and fire marshal)

5. ASSAULT

Committing an act with intent to cause fear in another person of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference 1-5 day suspension Notification of legal authorities
Grades 4-5	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference 1-5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 1-5 day suspension Referral to legal authorities

6. ATTENDANCE, CHRONIC ABSENTEEISM

In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the value of attendance each school day by each student.

Grade Level	First Offense
Grades K-5	Parent(s)/Guardian(s) conference Referral to Truancy Intervention Program

7. BOMB THREAT OR TERRORISTIC THREAT

Intentionally making, publishing or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	* Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference 5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities
Grades 4-5	* Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference 5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

(*) Indicates disciplinary action assigned by building administration.

8. BREAKING AND ENTERING

Entering a secured or restricted district location, during or after school hours, using an unauthorized mechanism of entering is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-12	Parent(s)/Guardian(s) conference 3-5 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/Guardian(s) conference 10 day suspension Referral to legal authorities

9. BULLYING OR INTIMIDATING BEHAVIOR

"Bullying" means any written, verbal or electronic expression (email, Facebook, social media, SMS/MMS text, instant messaging), 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.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference Removal from class or activity or suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference Removal from class or activity	Parent(s)/Guardian(s) conference Removal from class or activity or suspension

(*) Indicates disciplinary action assigned by building administration.

10. DISHONESTY, ACADEMIC

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism or collusion is prohibited. Academic consequences may also be assigned.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Same/next day dismissal
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Same/next day dismissal

(*) Indicates disciplinary action assigned by building administration.

11. DISORDERLY CONDUCT

Disorderly conduct, which is an act that the student knows or has reasonable grounds to know that the act will alarm, anger, disturb others or provoke an assault or breach of the peace, is prohibited. Disorderly conduct is also engaging in offensive, obscene, abusive, boisterous or noisy conduct or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others. Disorderly conduct can include communication or expression created and/or distributed by an electronic means.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal or 1-2 day suspension

Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

12. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

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 people, 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 student handbook adopted by the school board.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference Removal from class	Parent(s)/Guardian(s) conference 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

13. DRESS AND APPEARANCE

Inappropriate clothing or appearance is prohibited. Inappropriate clothing or appearance includes, but is not limited to:

- Wearing clothing or grooming in a manner that is sexually explicit or which conveys sexual innuendo or that may reasonably be construed as sexual. Examples of such clothing include "short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
- Wearing clothing that includes words or pictures that are obscene, vulgar, abusive and discriminatory or that promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
- Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups, including gangs or supremacist groups. This prohibition includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group; evidences gang membership or affiliation; or approves, advances or provokes any form of religious, racial or sexual harassment or violence against other individuals as defined in district policy.
- Wearing clothing or footwear that would damage school property.
- Wearing masks, face paint or grooming that limits or prevents identification of a student.

- Wearing clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others.
- Wearing clothing in a manner that displays undergarments.

The appropriateness of wearing of hats and caps will be determined at each school by the principal and may be worn in some cases (i.e., student undergoing chemotherapy, medical situations, religious purposes, class outside the building). Administrators reserve the right to deny admission to school functions based on dress or appearance determined to be inappropriate or disruptive to the educational process. When a student is found in violation of this guideline, the student will be directed to make modifications or be sent home for the day.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-8	* Student conference Modify clothing	Parent(s)/Guardian(s) notification Modify clothing or send home	Parent(s)/Guardian(s) conference Modify clothing or send home

(*) Indicates disciplinary action assigned by building administration.

14. FALSE ALARM

Intentionally calling 911 (emergency call) or giving a false alarm of a fire or tampering or interfering with any fire alarm or sprinkler system is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	* Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension Referral to legal authorities
Grades 4-5	* Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension Referral to legal authorities

(*) Indicates disciplinary action assigned by building administration.

15. FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

Grade Level	First Offense	Second Offense	Third Offense

Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

16. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games and other items used to promote a game of chance for stakes) is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian conference Removal from class or activity or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

17. 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 and is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	* Notification of Title IX Officer	Parent(s)/Guardian(s) conference Notification of Title IX Officer	Parent(s)/Guardian Conference Removal from class or activity or 1-2 day suspension Notification of Title IX Officer

Grades 4-5	* Notification of Title IX Officer	Parent(s)/Guardian(s) conference Notification of Title IX Officer	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension Notification of Title IX Officer

(*) Indicates disciplinary action assigned by building administration.

18. 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. Hazing, by its very nature, often occurs off school grounds, after school hours, on nonschool days and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

19. INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

20. MISBEHAVIOR ON THE SCHOOL BUS

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral 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.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Student conference and warning	Parent(s)/Guardian(s) conference 3 school day suspension from riding the bus	Parent(s)/Guardian(s) conference 5 school day suspension from riding the bus
Grades 4-5	Student conference and warning	Parent(s)/Guardian(s) conference 3 school day suspension from riding the bus	Parent(s)/Guardian(s) Conference 5 school day suspension from riding the bus

Further offenses: Individually considered. Students may be suspended for longer periods of time including the remainder of the school year. When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

21. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited. These objects include, but are not limited to, laser pointers, flammable lighters, pagers, radios, personal electronic devices, magnets, snaps, stink bombs, bolt cutters, and crowbars.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	* Confiscate	Parent(s)/Guardian(s) conference Confiscate	Parent(s)/Guardian(s) conference 1-2 day suspension
Grades 4-5	* Confiscate	Parent(s)/Guardian(s) conference Confiscate	Parent(s)/Guardian(s) conference 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

22. PERSONAL ELECTRONIC DEVICES (PEDs)

PEDs are all electronic communication and entertainment devices that can be used by an individual, including phones, camera, music players, calculators, electronic games, video players, computers and personal digital assistants.

A. The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
B. Elementary: PEDs may not be used during the school day. Cell phones may be used before and after school. Secondary: 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.
C. PEDs may only be used in the classroom with teacher approval.

D. PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).

The following consequences will be used for the misuse of these devices.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Confiscate	Parent(s)/Guardian(s) conference Confiscate	Parent(s)/Guardian(s) conference 1-2 day suspension
Grades 4-5	Parent(s)/Guardian(s) conference Confiscate	Parent(s)/Guardian(s) conference Confiscate	Parent(s)/Guardian(s) conference 1-2 day suspension

23. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture(s) that impinges upon the personal privacy of another. Misuse of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

24. PUSHING, SHOVING, SCUFFLING

Physical contact, which may include fighting, that could harm others is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

25. RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference Removal from class or activity or 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

26. SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera, an automatic locking door apparatus or electronic computer network safeguards.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference 1-2 day suspension
Grades 4-5	*	Parent(s)/Guardian(s) conference	Parent(s)/Guardian(s) conference 1-2 day suspension

(*) Indicates disciplinary action assigned by building administration.

27. TECHNOLOGY AND TELECOMMUNICATION MISUSE

Misuse of computer equipment or network; deletion or violation of password-protected information, computer programs, data, passwords or system files; inappropriate accessing of files, directories and Internet sites including intentional tampering or bypassing Internet content filtering system; deliberate contamination of the electronic network and file storage system; unethical use of information; or violation of copyright laws are prohibited. In addition, the denial of network access due to misuse means that the student will not have access to the electronic network and computer resources.

Grade Level	First Offense	Second Offense	Third Offense

Grades K-3	Parent(s)/Guardian(s) conference 1-2 day suspension of computer privileges	Parent(s)/Guardian(s) conference 2-3 day suspension of computer privileges	Parent(s)/Guardian(s) conference Suspension of computer privileges
Grades 4-5	Parent(s)/Guardian(s) conference 1-2 day suspension of computer privileges	Parent(s)/Guardian(s) conference 2-3 day suspension of computer privileges	Parent(s)/Guardian(s) conference Suspension of computer privileges

28. THEFT, ROBBERY OR EXTORTION

The unauthorized taking of and/or the unauthorized possession of the property of another person is prohibited. This may also refer to the unauthorized taking of and/or the unauthorized possession of school property.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference 1-2 day suspension Notify legal authorities
Grades 4-5	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference 1-2 day suspension Notify legal authorities

29. TOBACCO, POSSESSION AND USE

Tobacco use or possession, including smokeless tobacco, is not permitted by any student while on the school grounds or at school-sponsored events.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference 1-2 day suspension Referral to legal authorities
Grades 4-5	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference Referral to legal authorities	Parent(s)/Guardian(s) conference 1-2 day suspension Referral to legal authorities

30. VANDALISM, WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS

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 is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-3	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Notification of legal authorities Restitution Removal from class or activity or suspension	Parent(s)/Guardian(s) conference Notification of legal authorities Restitution Removal from class or activity or suspension
Grades 4-5	Parent(s)/Guardian(s) conference Restitution	Parent(s)/Guardian(s) conference Notification of legal authorities Restitution Removal from class or activity or suspension	Parent(s)/Guardian(s) conference Notification of legal authorities Restitution Removal from class or activity or suspension

31. 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.

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

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

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

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

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.

Grade Level	First Offense	Second Offense

Grades K-12	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion

School Bus Service, Safety and Responsibility

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

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

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

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

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

Refer to School Board Policy 720 and 721 on the website or in the school office.

Student Dress and Appearance

It is the policy of the Moorhead Area Public Schools to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather (i.e., winter coats and boots in the winter).
2. Clothing that does not create a health or safety hazard (i.e., shoes with wheels).
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

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

MEETING UNIQUE NEEDS

English as a Second Language (ESL)

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

Health Services

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

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

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

The immunization dates (month, day, and year) are entered on the History and Physical Examination form, signed by the doctor or clinic where they were given, and are due the first day of school. Transferring students have 30 days to provide the school with immunization and health records. The Clay County Public Health

Clinic, located at 715 11th St. N., offers immunizations throughout the week. Please call 299-7777 for an appointment.

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

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

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

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

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

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

Special Education Services

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

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

Supplemental Teaching and Enrichment Program (STEP)
STEP refers to an array of programs and activities for children needing enrichment outside of that provided in the classroom.

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

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

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

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

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

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

PARENTS AND TEACHERS IN PARTNERSHIP

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

Conferences and Progress Reports
Parent-teacher conferences are held each fall and midyear. Parents/guardians sign up for conference times when they attend Back-to-School Night and the fall Parent-Teacher Conferences. At the fall conference you can

expect to review and discuss the expectations for academic learning and personal development at your child's grade level, student progress, and any concerns or questions you or the teacher have. During the midyear conference, student progress on the grade level expectations will be discussed. The conferences are brief and do not replace regular contact with your child's teacher. If you need to conference with a teacher at other times or have a question or concern, feel free to contact him or her.

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

Family Involvement

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

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

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

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

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

infosnap

Moorhead Area Public Schools uses *infosnap*, the district's online student registration system which provides a secure and efficient registration process. *infosnap* allows parents/guardians to enter registration information about their students — including emergency contacts, nutrition services, transportation, health, athletics and activities — in one online form. Computer access is available at the school if needed. Once a student's registration information is complete, parents/guardians only need to review and update the information annually.

If you have a question on how to complete an *infosnap* form, contact your school's main office. If you are having technical difficulties, contact the *infosnap* support line at 866-986-1601 Ext. 7095 or support@infosnap.com. Moorhead Area Public Schools does not provide technical support for *infosnap*.

Messages and Phone Calls

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

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

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

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

When the parent/guardian requests information on their child's classroom teacher's professional qualifications, Moorhead Area Public Schools must respond in a timely manner to the requested information and, at a minimum, report the following:
a. Whether or not the teacher has met Minnesota's licensing requirements for the grade level(s) and core academic subject(s) he or she teaches;
b. Whether or not the teacher is teaching under a variance status;
c. The education level and subject area of the teacher's college degree major and any graduate degree or certificate held;
d. Whether the child is provided services by paraprofessionals, and if so, their qualifications.

Robert Asp and Hopkins Elementary shall provide to each parent/guardian:
a. Information on the level of achievement of the parent's child on the state academic assessments.
b. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

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

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

PowerSchool
PowerSchool, the district's student management system, provides information about your student's attendance and lunch account balance. Parents/guardians are provided usernames and passwords to access information about their child. Usernames and passwords have not changed. You do not need new password information if you have have it from previous years. Parents/guardians who do not have a username and password may get those in the school office. Parents/guardians must bring a photo ID with them.

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

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

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

OTHER INFORMATION

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

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

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

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

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

Lost and Found
Each year many articles of clothing and other items are lost. Please encourage your child to inquire about and to look for these articles around their classroom, locker and gym. They should also check the lost and found box. If your child is unsuccessful in finding their missing items, then perhaps a family member should check the box

as well. If your child's articles of clothing are marked in some way, it will be much easier to identify and claim them. Unclaimed clothing is donated to charity throughout the year. Lost glasses, keys and jewelry are kept in the school office.

Parent/Guardian Information
Typically, the school will mail information to the address where the student resides. If a noncustodial parent, shared-custody parent, or other entitled individual wishes to receive school mailings and other school information, that person should call the office to make arrangements.

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

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

Patriotic Exercises
In all classroom buildings K-12, the Pledge of Allegiance to the flag of the United States of America will be recited at least one or more times each week. Any student who, for reasons of conscience, does not wish to salute the flag or say the Pledge of Allegiance, will be excused from the exercises. Refer to School Board Policy 633 on the website or in the school office.

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

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

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

Personal Electronic Devices (PEDs)
Students should not bring articles such as personal listening devices, electronic games, video players, music players and other electronic equipment to school. ~~Cell phones may not be used during the school day for phone calls or text messaging.~~ Cell phones may be used before and after school in the designated hall areas. The school district shall not be liable for the loss, damage, or misuse of any electronic or other valuable item brought to school. ~~Electronic devices may not be attached to the school network with a wired or wireless connection. Any device that has the capability to take photographs or record video or audio shall not be used in restrooms or any other area where privacy is assumed.~~

Personal electronic devices also are governed by other district policies (e.g., harassment, copyright, acceptable use). Students are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, etc. If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

Student conference and confiscation of items may be used if students do not follow this policy. Refer to School Board Policy 551 on the website or in the school office.

Pesticide Applications

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

Pets in School

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

Treats

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

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

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

~~1. Parents and eligible students are hereby informed that they have the following rights:~~

~~a. That parent or eligible student has a right to inspect and review the student's education records. A parent or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected.~~

~~b. That the parent or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing, shall identify the item the parent or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible student wishes the school district to make. The request shall be signed and dated by the parent or eligible student. If the school district decides not to amend the record as requested by the parent or eligible student, the school district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.~~

c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent.

d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the School Board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;

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

f. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C 1232g, and the rules promulgated thereunder. Said complaint should be directed to:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605.

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

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

2. Independent School District No. 152 has adopted a School Board policy in order to comply with state and federal laws regarding education records. The policy does the following:

a. It classifies records as public, private or confidential.

b. It establishes procedures and regulations to permit parents or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.

c. It establishes procedures and regulations to allow parents or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

d. It establishes procedures and regulations for access to and disclosure of education records.

e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.

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

4. Pursuant to applicable law, Independent School District No. 152 gives notice to parents of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

~~a. The information listed above shall be public information which the school district may disclose from the education records of a student.~~

~~b. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.~~

~~c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building administrator within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:~~
~~(1) Name of student and parent, as appropriate;~~
~~(2) Home address;~~
~~(3) School presently attended by student;~~
~~(4) Parent's legal relationship to student, if applicable;~~
~~(5) Specific category or categories of directory information which is not to be made public without the parent's or eligible student's prior written consent.~~

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

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

~~IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION, THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE RESPONSIBLE AUTHORITY (BUILDING ADMINISTRATOR) BY SEPTEMBER 1 EACH YEAR. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:~~
~~(1) NAME OF STUDENT AND PARENT, AS APPROPRIATE;~~
~~(2) HOME ADDRESS;~~
~~(3) STUDENT'S GRADE LEVEL;~~
~~(4) SCHOOL PRESENTLY ATTENDED BY STUDENT;~~
~~(5) PARENT'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;~~
~~(6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH IS NOT TO BE RELEASED TO MILITARY RECRUITERS.~~
~~(7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.~~

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

~~INDEPENDENT SCHOOL DISTRICT NO. 152~~
~~MOORHEAD, MINNESOTA~~
~~August 2010~~

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 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 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).

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:

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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;

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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.

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(2) HOME ADDRESS;

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(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 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.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.005

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: July 12, 2011

SUBJECT: 2010-2012 Master Agreement for Secretarial and Clerical Employees

Negotiators from the District and Minnesota School Employees Association have reached a tentative agreement on a two-year contract for Secretarial and Clerical Employees. The contract period is from July 1, 2010 – June 30, 2012. The secretarial/clerical employees ratified the contract on June 28, 2011.

Contract terms included the following changes:

Language changes to the contract include the following articles:

1. Article VI Basic Schedules and Rates of Pay
2. Article IX Leave Provisions and Vacations

Financial changes were as follows:

2010-2011	2.41%	$29,370.00
2011-2012	2.29%	$28,590.00
	4.70%	$57,960.00

These totals are within the Board guidelines and the contract is recommended for approval.

SUGGESTED RESOLUTION: Move to approve the 2010-2012 Master Agreement for Secretarial and Clerical Employees as follows:

2010-2011	2.41%	$29,370.00
2011-2012	2.29%	$28,590.00
	4.70%	$57,960.00

S-ISD-BOS
22 Aug 2011

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

August 22, 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 from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of July 18, 2011 Regular Meeting Minutes - Pages 6-11

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of August Claims - Page 12
   (2) Acceptance of Donations - Page 13

C. HUMAN RESOURCES MATTERS - Hiedeman
   (1) Approval of Resignations - Page 14
   (2) Approval of Other Leave of Absence - Page 15
   (3) Approval of Family/Medical Leaves - Page 16
   (4) Approval of Early Retirements - Page 17
   (5) Approval of Change in Contracts - Page 18
   (6) Approval of New Employees - Pages 19-20

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold
   (1) Approval of Clay County Interagency Purchase of Services Agreement - Pages 21-27
   (2) Approval of Keys to Kindergarten Agreement - Pages 28-30

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

Moved by _____ Seconded by _____
Comments _____

3. **APPROVAL OF HORIZON MIDDLE SCHOOL STUDENT HANDBOOK**: Kovash
   Page 31

   Suggested Resolution: Move to approve the 2011-2012 Horizon Middle School Student Handbook as presented.

   Moved by _____ Seconded by _____
   Comments _____

4. **MOORHEAD HIGH SCHOOL HALL OF HONOR**: Kovash
   Pages 32-34

5. **APPROVAL OF POLICY**: Kovash
Pages 35-39

Suggested Resolution: Move to approve the policy, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds 554, as presented.

Moved by _____ Seconded by _____
Comments _____

6. **ACT TEST RESULTS**: Kovash
Pages 40-42

7. **TRUANCY INTERVENTION PROGRAM FUNDING REQUEST**: Kovash
Page 43

Suggested Resolution: Move to approve the Truancy Intervention Program funding in the amount of $30,000 for the 2011-12 school year.

Moved by _____ Seconded by _____
Comments _____

8. **SCHEDULE SCHOOL BOARD WORK SESSION**: Kovash
Page 44

Suggested Resolution: Move to approve Monday, September 12, 2011 from 5:00 to 7:00 p.m. to conduct a School Board work session to discuss school district and board priorities, legislative and funding updates, board development, and district projects.

Moved by _____ Seconded by _____
Comments _____

9. **CLOSE PUBLIC MEETING**: Erickson

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 _____

10. **OPEN PUBLIC MEETING**: Erickson

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

    Moved by _____ Seconded by _____
    Comments _____

11. **LEGISLATIVE UPDATE**: Kovash

12. **COMMITTEE REPORTS**

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

14. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
New Teacher Luncheon	August 29	11:30 am	PCE Gym
All-Staff Breakfast and Assembly	August 31	8-11:30 am	MHS
Joint Powers Committee	September 1	7 am	City Hall
K-12 Classes Begin	September 6		
Horizon PTAC	September 6	6:30 pm	Media Center
Special - School Board	September 12	5 pm	PCE
School Board	September 12	7 pm	PCE
Early Childhood Advisory Com	September 13	5-7 pm	PCE
Hopkins PTAC	September 13	6:30 pm	Media Center
Asp PTAC	September 13	6:30 pm	Media Center
Reinertsen PTAC	September 13	6:30 pm	Media Center
Com Educ Adv Council	September 13	7 pm	PCE
Instr and Curr Adv Com	September 15	7 am	PCE
Safe and Healthy Learners Com	September 20	3 pm	PCE
Title I District Parent Adv Com	September 20	5:30-7 pm	PCE
Homecoming Parade	September 23	4 pm	
Hall of Honor Induction Ceremony	September 24	5 pm	Meadows
School Board	September 26	7 pm	PCE
Activities Advisory Council	September 27	7 am	MHS

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 7:02 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Kovash recommended the agenda proceed with revisions to pages 2, 4, 5, 32, and 33 and the addition of page 69.1.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

ORGANIZATION OF THE SCHOOL BOARD:

Meeting Date. Time and Location - Tomhave moved, seconded by Wilmer, to set the regular meetings of the School Board for 7:00 p.m. in the Probstfield Center for Education Board Room 224 on the second and fourth Monday of each month with the following exceptions: Monday, August 22 (one meeting in August); Monday, December 12 (one meeting in December); Tuesday, May 29 (Monday, May 28 Memorial Day holiday); and the annual organizational meeting Monday, July 16 (one meeting in July). Motion carried 7-0.

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

Committee Assignments - Erickson moved, seconded by Wilmer, to approve the committee appointments for the 2011-2012 school year as discussed:

DISTRICT-WIDE STANDING COMMITTEES:
Erickson and Wilmer - Activities Advisory Council
Erickson and Johnson - Community Education Advisory Council
Thompson and Tomhave - Citizen Finance Advisory Committee
Thompson and Tomhave - Executive Finance Committee
Wilmer and Fagerlie - Instruction and Curriculum Advisory Committee (ICAC)
Fagerlie and Erickson - Safe and Healthy Learners Committee
No committee action for fiscal year 2011-12 - Long Range/Strategic Planning Committee
Tomhave and Siggerud - Policy Review Committee

ADMINISTRATIVE COMMITTEES:
Not Required - Calendar Committee
Thompson - Continuing Education Committee
Fagerlie - Early Childhood Advisory Committee
Erickson and Johnson - Health/Safety/Wellness Committee
Fagerlie - Indian Education Parent Committee
Erickson and Thompson - Legislative Committee
Siggerud - Minnesota State High School League
Thompson and Erickson (Siggerud Alternate) - Negotiations Committee
Fagerlie - Sabbatical Leave Committee
Erickson and Thompson - Staff Development Committee
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 Board Governance Board
Based on state reconfiguration of IICs, the committee will meet regionally - Interagency Early Intervention Committee
Siggerud and Tomhave - Clay County Joint Powers Committee

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

Motion carried 7-0.

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

Newspaper Designation - Designate *The Forum* as the school district's official newspaper for the 2011-2012 school year.

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

Minutes - Approve the June 13, 2011 Special Meeting Minutes and June 13 and 27, 2011 Regular Meeting Minutes as presented.

Claims - Approve the July Claims, subject to audit, in the amount of $974,568.09.

General Fund:	$913,933.26
Food Fund:	$46,761.09
Community Service Fund:	$13,873.74
TOTAL	$974,568.09

Resolution for Investment of Excess Funds - Approve the resolution for investment of excess funds giving authority and responsibility to the Assistant Superintendent or designee in accordance with Minnesota Statute 118A.04 for the 2011-2012 school year.

Authorize Staff to Initiate Financial Transactions - Authorize the listed district personnel to make transactions on the listed accounts for the 2011-2012 school year.

Official Depositories - Designate the 2011-2012 school district official depositories: Wells Fargo Bank, Bremer Bank, State Bank & Trust, State Bank of Hawley, US Bank, Gate City Bank, Bank of the West, Northwestern, Minnesota School District Liquid Asset Fund Plus.

Resolution Authorizing Payment of Goods and Services - Approve the resolution to authorize the Assistant Superintendent to make payment for goods and services in advance of School Board approval for the 2011-2012 school year consistent with Minnesota Statutes 123B.11, 123B.02 and 471.38.

Resolution for Collection of NSF Checks and Leases - Approve the resolution for collection of NSF checks and leases giving authority and responsibility to the Assistant Superintendent for the 2011-2012 school year.

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

West Central Regional Juvenile Center Clerical Contract Renewal - Approve the West Central Regional Juvenile Center Clerical Contract for the 2011-2012 school year. The district share is one-half or $26,969.95.

Dairy and Bakery Bids - Accept the dairy bid received from Cass Clay Creamery and the bakery bid received from Pan-O-Gold Baking Company.

Robert Asp Teaching Position - Approve the addition of a 1.0 FTE second grade teaching position at Robert Asp Elementary.

Lakes Country Perkins Consortium Funding - Accept the instructional materials and supplies valued at $7,862.32 from the Lakes Country Perkins Consortium for the Family and Consumer Science Program at Moorhead High School.

Resignations
Monica Swedmark - Paraprofessional, Moorhead High School, effective July 25, 2011.

New Employees
Susie Kasprowicz - Bus Assistant, Transportation, $12.78 per hour, 4 hours per day, effective June 21, 2011 (replaces Jeannie Zebley).
Sara Thronson - Early Childhood Special Education Teacher, EIS, BA (1) $32,980.00, 1.00 FTE, effective July 1, 2011 (replaces .5 Danielle Hillebrand and .5 High School FTE).
Amber Mensing - 5th Grade Teacher, S.G. Reinertsen Elementary, BA (1) $32,980.00, 1.00 FTE, effective August 30, 2011 (replaces Kim Nelson).
Emily Wright - Learner Support Services Teacher, S.G. Reinertsen Elementary, BA (0) $31,823.00, 1.00 FTE, effective August 30, 2011 (replaces Doug Stave).
Zachary Johnsrud - ELL Teacher, Horizon and S.G. Reinertsen Elementary, MA (3) $41,510.00, 1.00 FTE, effective August 30, 2011 (replaces .5 Julie Arnold and .5 New).
Olivia Latimer - Band Teacher, Horizon Middle School, BA (4) $24,046.44, .66 FTE, effective August 30, 2011 (new position).
Lydea Aurentz - Language Arts Teacher, Horizon Middle School, BA (2) $34,122.00, 1.00 FTE, effective August 30, 2011 (replaces Jane Taylor).
Elizabeth Fritel - Kindergarten Teacher, S.G. Reinertsen Elementary, BA (3) $35,279.00, effective August 30, 2011 (replaces Marilyn Labrensz).
Zhang Guodong - Chinese Teacher, Moorhead High School, BA (0) $20,823.00, 1.00 FTE, effective August 30, 2011 (new position, additional $11,000.00 will be paid directly to Zhang Guodong from Hanban).
Patricia Sullivan - Learner Support Services Facilitator, District Wide, MA+30 (10) $29,661.00, 5 FTE, effective August 30, 2011 (replaces Patricia Sullivan).
Melissa Hagen - Elementary Teacher, Robert Asp Elementary, MA (7) $47,122.00, 1.00 FTE, effective August 30, 2011 (replaces Julie Schauer).
Tony Huseby - Technology Trainer, District, C41 (15) $58,080.00, 8 hours per day, 220 days per year, effective August 1, 2011 (replaces Denita Clapp).
Thomas Cox - Social Studies Teacher, Horizon Middle School, MA (0) $37,304.00, 1.00 FTE, effective August 30, 2011 (replaces Doug Johnson).

Motion carried 7-0.

APPROVAL OF BIDS - ELLEN HOPKINS ELEMENTARY SECURITY IMPROVEMENTS: Tomhave moved, seconded by Fagelie, to approve the bids for the Ellen Hopkins Elementary security improvements as presented. The total project cost is estimated to be $110,863, which is in line with preliminary estimates. Motion carried 7-0.

APPROVAL OF PART-TIME AND SUBSTITUTE PAY SCHEDULE CHANGE: Erickson moved, seconded by Wilmer, to approve the pay schedule as presented. Motion carried 7-0.

FIRST READING OF POLICY: The board conducted a first reading on policy, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from the School Grounds 554. The policy was revised to reflect legislative changes to restrictive procedures which go into effect August 1, 2011.

Dr. Kovash introduced the new Robert Asp Elementary School principal, Chris Triggs.

APPROVAL OF MOORHEAD ELEMENTARY SCHOOLS PARENT AND STUDENT HANDBOOK: S.G. Reinertsen Principal Anne Moyano reviewed the changes made in the handbook and additional revisions were recommended.

Tomhave moved, seconded by Johnson, to approve the 2011-2012 Elementary Schools Parent and Student Handbook as revised. Motion carried 7-0.

APPROVAL OF INCREASE TO THE SECONDARY MEAL PRICE: Siggerud moved, seconded by Fagerlie, to increase the price of the secondary meal price from $1.90 to $2.00. Motion carried 7-0. According to federal requirements, the secondary meal price was below average which necessitated the change.

CLOSE PUBLIC MEETING: Erickson moved, seconded by Siggerud, to close the public meeting at 7:50 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 by Wilmer, to open the public meeting at 8:10 p.m. Motion carried 7-0.

2010-12 MASTER AGREEMENT FOR SECRETARIAL AND CLERICAL EMPLOYEES: Fagerlie moved, seconded by Tomhave, to approve the 2010-2012 Master Agreement for Secretarial and Clerical Employees as follows:

2010-11	2.41%	$29,370.00
2011-12	2.29%	$28,590.00
	4.70%	$57,960.00

Motion carried 7-0.

STATE LEGISLATIVE UPDATE: Kovash noted that not much progress had been made on the education bill but would keep board members informed. Kovash said the district may borrow up to $10 million for fiscal year 2011-12.

COMMITTEE REPORTS: None.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Thompson reminded board members to contact Michelle with their travel plans related to the August 7-8 MSBA Summer Seminar 2011. Thompson noted the New Teacher Luncheon was scheduled for August 29 and the back-to-school All Staff Breakfast and Assembly were scheduled for August 31.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:23 p.m.

_____
Cindy Fagerlie, Clerk

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.016 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: August 16, 2011

SUBJECT: August Claims

The August claims are as follows:

General Fund	$1,039,014.39
Food Fund	$10,504.74
Community Service Fund	$65,050.91
TOTAL	$1,114,570.04

Suggested Resolution: Move to approve the August claims, subject to audit, in the amount of $1,114,570.04.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.015 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: August 16, 2011

SUBJECT: Donation

Moorhead Area Public Schools has received the following donation from Concordia College:

- 68 padded chairs
- 17 30" x 60" tables
- 14 24" x 48" tables

The estimated value of the items is between $5,000-$8,000.

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.12.007

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: August 15, 2011

SUBJECT: Resignations

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

Robert Mundt	Paraprofessional, Horizon Middle School, effective August 10, 2011.
Peter Ferguson	Teacher, Ellen Hopkins Elementary, effective August 8, 2011.
Victor Rios	Bus Driver, Transportation, effective July 29, 2011.
Helen Walker	Paraprofessional, Ellen Hopkins Elementary, effective August 15, 2011.
Nancy Halvorson	Lunchroom Supervisor, S. G. Reinertsen Elementary, effective June 2, 2011.
Jeffrey Hopper	Food and Nutrtion Server, Horizon Middle School, effective July 20, 2011.
Jolene Hubrig	Paraprofessional, S. G. Reinertsen Elementary, effective August 10, 2011.
Olivia Stephenson	Paraprofessional, Ellen Hopkins Elementary, effective August 12, 2011.

SUGGESTED RESOLUTION: Move to approve the resignations of Robert Mundt, Peter Ferguson, Victor Rios, Helen Walker, Nancy Halvorson, Jeffrey Hopper, Jolene Hubrig and Olivia Stephenson as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.012

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: August 15, 2011

SUBJECT: Other Leave of Absence

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

Sandy Arntson	Paraprofessional, Horizon Middle School, effective August 15, 2011 for the 2011-2012 school year.

SUGGESTED RESOLUTION: Move to approve the Other Leave of Absence for Sandy Arntson pursuant to Article VIII, Section 8 of the Paraprofessional Master Agreement.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.009

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: August 15, 2011

SUBJECT: Family/Medical Leave

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

Sandy McMaines	Paraprofessional, Ellen Hopkins Elementary, effective August 24, 2011 for an undetermined amount of time.
Beth Henning	Kindergarten Teacher, S. G. Reinertsen Elementary, effective beginning with the 2011-2012 school year, for an undetermined amount of time.
Maggie Thoreson	Elementary Teacher, Ellen Hopkins Elementary, effective approximately February 22, 2011 through approximately April 4, 2012.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for pursuant to Article VIII, Section 3 of the Paraprofessional Master Agreement and Article 39, Section 1 of the Teachers' Master Agreement for Beth Henning and Maggie Thoreson.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.008

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: August 15, 2011

SUBJECT: Early Retirement

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

Cynthia Schaefer	Paraprofessional, S. G. Reinertsen Elementary, effective September 1, 2011.
Karen Elker	Paraprofessional, S. G. Reinertsen Elementary, effective September 1, 2011.
Carol Sellent	Paraprofessional, High School, effective August 19, 2011.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Cynthia Schaefer, Karen Elker and Carol Sellent as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.010

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: August 15, 2011

SUBJECT: Change in Contract

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

Jennifer Butze	Early Childhood Special Education Teacher, 1.00 FTE to .5 FTE Early Childhood Special Education Teacher and .50 Special Education Facilitator. (Replaces Pat Sullivan)
Kyle Aanenson	Paraprofessional, S. G. Reinertsen Elementary, .5 FTE to 1.00 FTE. (New position)
Karina Hovdy	Speech Language Assistant, Early Intervention Services, .5 FTE to .6 FTE. (Replaces .1 of Mary Beth Plankers position)
Kathy Brekke	Music Teacher, High School, from .666 FTE to .833 FTE. (New Position Referendum)
Cheryl Adams	Family Consumer Science Teacher, High School, from .833 FTE to 1.0 FTE. (New position referendum)
Chauncy Hendershot	Social Studies Teacher, High School, from .75 FTE to 1.0 FTE. (New position referendum)

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.011

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: August 15, 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.

Amber From	STEM Teacher, Horizon Middle School, .63 FTE, BA (4) $22,953.42, effective August 30, 2011. (New Position Referendum)
Trevor Wickenheiser	Elementary Teacher, Robert Asp Elementary, 1.00 FTE, BA (5) $37,590.00, effective August 30, 2011. (New Position Referendum)
John Dobmeier	Social Studies Teacher, High School, .5 FTE, BA (0) 15,991.50, effective August 30, 2011. (Replaces .5 Audrey Shafer Erickson)
Jennifer Stenberg	Paraprofessional, Ellen Hopkins Elementary, B21 (3) $14.26 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011. (Replaces Ruth Edgerton)
Travis Husen	Assistant Boys Soccer coach, High School, .070 Step 0, $2419, effective with the 2011-2012 season. (Replaces Danny Sam)
Darrin Olmscheid	Assistant Volleyball coach, High School, .070 Step 0, $2419, effective with the 2011-2012 season. (Replaces Michelle Bakken)
Benjamin Patrie	Language Arts Teacher, Horizon Middle School, 1.00 FTE, BA (0) $31,823.00, effective August 30, 2011. (Replaces Kate Evenson)
Keith Hartleben	Counselor/Dean of Students, Horizon Middle School, 1.00 FTE, MA (0) $37,304.00, effective August 30, 2011. (New position Referendum)

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

Amanda Johnson	K+ Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $14.05 per hour, 2-3 days per week, 6.5 hours per day, effective August 24, 2011. (Replaces Melinda Anderson)

SUGGESTED RESOLUTION: Move to approve the employment of Amber From, Trevor Wickenheiser, John Dobmeier, Jennifer Stenberg, Travis Husen, Darrin Olmscheid, Benjamin Patrie, Keith Hartleben, and Amanda Johnson as presented.

Office of Learner Support Services
Moorhead Area Public Schools

LSS.12.002

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: July 26, 2011

RE: Clay County Interagency Purchase of Services Agreement

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

The agreement is being submitted for a time period of 6 months (Jul-Dec). Until interagency guidance on Mental Health Services is received from Minnesota Department of Education, agreements will continue to be set up on a six month timeframe. A provision in the agreement will enable us to operate for up to 2 months beyond the end of the agreement if needed.

The renewal agreement, which covers the period from July 1, 2011, to December 31, 2011 is not to exceed the amount of $120,276.00. The entire cost of this program is paid with a combination of state aid, medical assistance funds and payment from Clay County Social Services.

SUGGESTED RESOLUTION: Move to approve the July 1, 2011 to Dec 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 & Outreach Treatment Program not to exceed the amount of $120,276.00.

JS:ca
Attachment

CLAY COUNTY
INTERAGENCY PURCHASE OF SERVICE AGREEMENT

Clay County Social Service Center, Moorhead Independent School District #152 and Lakeland Mental Health Center Inc., enter into this interagency agreement for the period July 1, 2011 to December 31, 2011 for the provision of:

SCHOOL BASED MENTAL HEALTH SERVICES FOR CHILDREN

WITNESSETH

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

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

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

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

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

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

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

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

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

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

NOW THEREAFTER, THE PARTIES TO THIS AGREEMENT HEREBY AGREE AS FOLLOWS:

1. **Purpose of Agreement.** The purpose of this Agreement shall be to provide, through cooperative effort, a comprehensive program of instructional and therapeutic services to the children and families who are residents of the Moorhead School District #152.

2. **Compliance with Laws/Standards.** The contractor agrees to comply with all Federal, state and local laws, ordinances, rules, regulations and executive orders pertaining to unlawful discrimination on account of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability or age.

3. **Records Disclosure/Retention.** Contractor's bonds, records, documents, papers, accounting procedures and practices, and other evidences relevant to the Contract are subject to the examination, duplication, transcription and audit by the County and either the Legislative or State Auditor, pursuant to Minn. Stat. §16B.06, Subd. 4. Such evidences are also subject to review by the Comptroller General of the United States, or a duly authorized representative, if federal funds are used for any work under this Contract. The Contractor agrees to maintain such evidences for a period of five(5) years from the date services or payment were last provided or made or longer if any audit in progress requires a longer retention period.

4. **Worker Health, Safety and Training.** Contractor shall be solely responsible for the health and safety of its employees in connection with the work performed under this Contract. Contractor shall make arrangements to ensure the health and safety of all subcontractors and other persons who may perform work in connection with this Contract. Contractor shall ensure that all personnel of contractor and subcontractors are properly trained and supervised and, when applicable, duly licensed or certified appropriate to the tasks the personnel are engaged in under this Contract. Contractor shall comply with t he "Occupational Safety and Health Act" and the "Employee Right to Know Act," Minn. Stat. §182.65, et seq., where applicable.

5. **Data Privacy.** For purpose of the Contract all data collected, created, received, maintained or disseminated shall be governed by the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and Minnesota Rules implementing the Act now in force or hereafter adopted, as well as federal laws on data privacy. The Contractor will strictly comply with these statutes and rules. All subcontractors shall contain the same or similar data practices compliance requirements. The person employed by the Contractor to assure compliance with Minn. Stat. § 13.46, subd. 10(d), shall be the authorized representative unless otherwise states in the Contract.

6. **HIPAA.** The Contractor agrees to maintain and protect all individual identifiable Health Information (IIHI) in accordance with all regulations promulgated pursuant to the Health Insurance Portability and Accountability Act (HIPAA) an applicable state law relating to

medical records. Specifically, the Contractor will use the IIHI only to effectuate the purposes of the agreement and will:

A. Appropriately safeguard IIHI
B. Report any misuse of IIHI
C. Secure satisfactory assurances from any subcontractor, if applicable
D. Grant individuals access and ability to amend their IIHI
E. Make available an accounting of disclosures of an individual's IIHI
F. Release applicable records to the County
G. Upon termination, return or destroy all IIHI in accordance with retention schedules

7. **Appeals.** The Contractor shall assist the County in complying with the provisions of Minn. Stat. §256.045, Administrative and Judicial Review of Human Services Matters.

8. **Reporting.** Contractor shall comply with the provisions of the "Child Abuse Reporting Act," Minn. Stat. §626.556, as amended, and the "Vulnerable Adult Reporting Act," Minn. Stat. §626.557, as amended, and any rules promulgated by the Minnesota Department of Human Service, implementing such Acts.

9. **MDHS Third-Party Beneficiary.** Contractor acknowledges and agrees that the Minnesota Department of Human Services is a third-party beneficiary and as a third-party beneficiary, is an affected party of this Contract. Contractor specifically acknowledges and agrees that the Minnesota Department of Human Services has standing to and may take any appropriate administrative action or sue Contractor for any appropriate relief in law or equity, including but not limited to, rescission, damages or specific performance of all or any part of the Contract between the County Board and Contractor. Contractor specifically acknowledges that the County Board and the Minnesota Department of Human Services are entitled to, and may recover from Contractor, reasonable attorneys' fees and costs and disbursements associated with any action taken under this paragraph that is successfully maintained. This provision shall not be construed to limit the rights of any party to the Contract or any other third party beneficiary, nor shall it be construed as a waiver of immunity under the Eleventh Amendment to the United States Constitution or any waiver of immunity. (Minn. Stat. §245.466, Subd. 3; Minn. R. 9525.1870, subp.2)

10. **Psychotherapists.** Contractor has and shall continue to comply with the provisions of Minn. Stat. Ch. 148A, as amended, with regard to any currently or formerly employed psychotherapists and/or applicants for psychotherapist positions.

11. **Insurance Requirements.** Contractor further agrees that in order to protect itself as well as the County under the indemnity provisions set forth above, it will at all times during the term of this Contract keep in force insurance protection in the minimum amount established for maximum liability pursuant to Minnesota Statute §466.04

    Any policy obtained and maintained under this clause shall provide that it shall not be cancelled, materially changed, or not renewed without thirty days prior notice thereof to County.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Chair, Board of Education
Moorhead Independent School District #152

Date

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

7-25-11
Date

Rhonda Porter, Director
Clay County Social Services

Date

Board Chairperson
Clay Tail County Human Services

Date

Approved as to Form and Execution:

Michelle Winkis, County Attorney

Date

Office of Learner Support Services
Moorhead Area Public Schools

LSS.12.001

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: July 27, 2011

RE: Keys To Kindergarten Agreemenet

Attached is an agreement between The United Way of Cass-Clay and Keys To Kindergarten. United Way is giving $35,640.00 to the program from June 15, 2011 to July 15, 2012. The payments will come to Moorhead Area Public Schools around the dates of July 15, 2011 and July 15, 2012.

The Keys To Kindergarten program will provide important school readiness experiences to age eligible, low income children and their parents. This collaborative effort will develop a partnership between parents and schools to ensure children possess positive social, emotional, physical and cognitive skills for a seamless transition to Kindergarten.

SUGGESTED RESOLUTION: Move to approve the agreement from United Way of Cass-Clay in the amount of $35,640.

JS:ca

United Way of Cass-Clay

MEMORANDUM OF AGREEMENT BY AND BETWEEN:

United Way of Cass-Clay: (Herinafter referred to as United Way)

AND

Keys to Kindergarten: (Herinafter referred to as Agency)

This agreement is entered with a spirit of mutual confidence, understanding and trust. It is agreed that:

1. The United Way assumes the responsibility for an annual community-wide fund raising campaign in support of the selected and approved Agency or program(s).

2. The Agency assumes the responsibility of full cooperation in the annual fund raising effort and will encourage and enlist the participation of its constituency and members in such activities. The Agency will conduct an annual United Way campaign among its employees and will solicit its Board of Directors.

3. The United Way recognizes the right of the Agency to determine its programs and services, its policy of operation and to administer its own internal affairs.

4. The Agency agrees to submit outcome and budget reports after each program session and at the end of each granting period. (Dec. 2011, Dec. 2012)

5. The Agency agrees to abide by United Way's approved Agency Self-Support Fund Raising Guidelines and will rely on fund raising activities that are ethical and effective.

6. The Agency agrees to maintain responsible management, including Board of Directors and an Executive Director, or a like position.

7. The Agency agrees to cooperate with other human service agencies, both public and private, in preventing duplication of efforts and in promoting efficiency and economy of administration in human service programs.

8. The Agency agrees to report to the Community Building Committee any major program and/or budget changes that may affect how United Way allocated dollars are spent.

9. The United Way agrees that its records shall be audited annually by a certified public accountant and a report forwarded to the Board of Trustees of the United Way and made available to the Agency.

10. The United Way will **not accept** donor-directed campaign designations to this program.

11. The Agency agrees to mention its participation as a United Way agency in all verbal presentations, news releases, media programs, letterheads, brochures, etc. where United Way dollars are a part of the program or services. This includes the display of the United Way logo.

12. The United Way will, in cooperation with the Agency, direct its own public relations and marketing efforts so as to assist the Agency with the educational campaign of its funded programs. The United Way will publicize its affairs and those of the Agency's supported programs as widely as possible.

13. The United Way and the Agency agree to comply with the Standards of Accounting and Financial Reporting for Voluntary Health and Welfare Organizations.

14. Programs receiving funding from the United Way of Cass-Clay must comply with all applicable state and federal non-discrimination, equal opportunity and affirmative action laws and regulations. As part of the United Way of Cass-Clay's statement of diversity, funded programs are strongly encouraged to be inclusive and serve individuals,

REGARDLESS OF THEIR RACE, COLOR, RELIGION, NATIONAL ORIGIN, ANCESTRY, AGE, GENDER, SEXUAL ORIENTATION, MARITAL STATUS, MEDICAL CONDITION, PHYSICAL OR MENTAL ABILITY, SOCIO-ECONOMIC STATUS OR GEOGRAPHIC LOCATION WITHIN THE CASS-CLAY SERVICE AREA.

15. IF, BY ANY ACT OR DEFAULT ON THE PART OF THE AGENCY, OR BY AN OPERATION OR PROCESS OF LAW, OR BY ANY MEANS WHATSOEVER, THE FUNDS ALLOCATED TO THE AGENCY MAY NO LONGER BE USED FOR THEIR INTENDED PURPOSES, THEN SUCH FUNDS IN TOTAL OR UNSPENT, SHALL REVERT TO THE UNITED WAY.

16. THE AGENCY AND THE UNITED WAY SHALL USE THEIR BEST EFFORTS TO COMPLY WITH THE EXPLICIT AND IMPLICIT TERMS OF THIS AGREEMENT.

17. THIS AGREEMENT MUST BE SUBMITTED TO THE UNITED WAY PRIOR TO THE RELEASE RELEASE OF ALLOCATED DOLLARS TO THE AGENCY.

18. THE AGENCY OR THE UNITED WAY MAY TERMINATE THIS AGREEMENT UPON PRIOR WRITTEN NOTICE TO THE OTHER, SUBJECT TO THE FOLLOWING PROCEDURES:
   A. THE AGENCY SHALL GIVE THE UNITED WAY SUCH WRITTEN NOTICE, AS DIRECTED BY THE AGENCY'S BOARD OF DIRECTORS, ON OR BEFORE AUGUST 31, PRIOR TO THE NEXT CAMPAIGN YEAR, I.E., THE SUMMER OF THE SAME YEAR WHEN FUNDS ARE RAISED FOR THE NEXT YEAR.
   B. THE UNITED WAY SHALL GIVE SUCH NOTICE OF TERMINATION WHEN SO DIRECTED BY ITS BOARD OF TRUSTEES.

19. THE UNITED WAY AGREES TO PAY THE AGENCY $35,640 OVER A TWO YEAR PERIOD. YEARLY PAYMENTS OF $17,820 WILL BE MADE ON THE FOLLOWING DATES:
   1) JULY 15, 2011: $17,820
   2) JULY 15, 2012: $17,820

THE RELEASE OF PAYMENTS IS CONTIGNENT ON RECEIPT OF YEAR-END OUTCOME AND BUDGET REPORTS TO UNITED WAY.
THIS AGREEMENT SHALL BE IN FULL FORCE AND EFFECTIVE FROM JUNE 15, 2011 THROUGH DECEMBER 31, 2012, UNLESS TERMINATED SOONER BY THE AGENCY OR UNITED WAY.

IN SIGNING THIS AGREEMENT THE UNITED WAY AND AGENCY UNDERSTAND AND AGREE TO THE TERMS LISTED ABOVE.

_____
AGENCY

_____
PROGRAM

_____
PRINTED NAME OF REPRESENTATIVE

_____
TITLE OF REPRESENTATIVE

_____
SIGNATURE

_____
DATE

SHERRI J. THOMSEN, UNITED WAY OF CASS-CLAY
PRESIDENT

_____
SIGNATURE

_____
DATE

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.009R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: July 11, 2011

SUBJECT: Horizon Middle School Student Handbook

Attached is the 2011-2012 Horizon Middle School Student Handbook. According to Moorhead School Board Policy 221, the handbook is to be presented to the School Board for an annual review.

The changes made to the handbook have been highlighted in a lined-out version. A completed copy of the handbook will be available on the district's Web site at www.moorhead.k12.mn.us.

Suggested Resolution: Move to approve the 2011-2012 Horizon Middle School Student Handbook as presented.

LAK:mde
Attachment

HORIZON MIDDLE SCHOOL

Moorhead Area Public Schools

2011-2012 Student Handbook

HORIZON MIDDLE SCHOOL

3601 12 Avenue South, Moorhead, MN 56560
Office Phone (218) 284-7300

Welcome to Horizon Middle School!

The mission statement of the district is **to develop the maximum potential of every learner to thrive in a changing world**. The goal of Horizon Middle School is to support this mission and make it a reality. As you walk through the doors of Horizon Middle School, you will experience enhanced educational programming and numerous activity options. You will have the advantage of learning and working in a state-of-the-art facility that was designed to accommodate small learning communities of core classes, exploratory classes and activity areas.

- Horizon Middle School ~~began~~ follows an initiative called Positive Behavioral Interventions and Supports (PBIS) ~~during the 2007-2008 school year~~. The goal of PBIS is to create and sustain school environments that are ~~positive~~, respectful, responsible, and safe for adults and students. ~~The premise is to change environments to better meet the needs of the students and adults. The goal is NOT to change individuals but to create environments that allow individuals to be successful academically and socially.~~ PBIS establishes a common language and vision for all individuals in the school. ~~The PBIS system provides strategies to students that allow them to display appropriate behaviors while at school and at home. It is a data driven initiative that will help us redesign and support teaching and learning environments that are effective, efficient, relevant, and durable~~.

- Parent Teacher Advisory Council (PTAC) is a wonderful way to get involved in the school. Meetings are held the first Tuesday of every month at 6:30 p.m. unless otherwise noted.

- Infosnap is an information gathering process that allows parents/guardians to complete and/or update their students information and register for athletics and activities online. Click on the infosnap link from the HMS website to log on.

- PowerSchool is a resource for parents/guardians that allows them to access their child's grades, attendance, and lunch account balance through their telephones or home computers. Please contact our Counseling Office at Extension 7312 to obtain an authorization code.

Noteworthy points of interest:

1) Cell phones, iPods and MP3 players are not allowed to be used during the school day. Text messaging is not allowed as phones are not to be used at all from 7:45 a.m.-2:15 p.m. iPods *may* be allowed in the weight room with teacher permission.
2) We will not disrupt teachers while teaching so phone messages will be left with the secretary and then passed along to your child.
3) Parents/guardians will be called on discipline issues and may be asked to come to school for a conference. If the issue is major a suspension will result and the parent/guardian must come and pick the child up from school (page 4).
4) Inquire about lost and found items at the main office.
5) Grading and homework guidelines were developed building wide. See page 9 for the principles and expectations.
6) Call the Attendance Line (284-7303) as soon as possible in the morning or night before if your child will not be in school or submit absences in PowerSchool.
7) Horizon will be a No Gum Zone.
8) If your child is absent for more than 3 consecutive days or 12 days per school year due to illness a doctor's note will be required.
9) No school on the following days: September 5, October 19-21, November 23-25, December 22-January 2, January 16, February 20, March 7-9, April 9 and May 28.
10) Parent Teacher conferences: October 17 and 18 (5-8:30 p.m.), October 19 (8-11:30 a.m., 12:30-4 p.m.), March 5 and 6 (5-8:30 p.m.), March 7 (8-11:30 a.m.).

If we can be of assistance feel free to call us at:
School Office 284-7300.
Lori Lockhart, Principal 284-7330
Jeremy Larson, Assistant Principal 284-7331
Counseling Office 284-7312
~~Janel Simonson (Counselor) 284-7313~~
Shari Gustafson (Counselor) 284-7314

This document can be made available in an alternate format such as large print or audio cassette. Call 284-3310 to make a request.

If you do not read English and would like help in your own language, please call 284-3310.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 284-3310.

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ACCELERATED CLASSES

Based on test scores and teacher recommendation, students are selected for accelerated classes. Students must maintain a grade of A or B in an accelerated class to continue membership in the class. Students who were not placed in an accelerated class at the beginning of the school year, but who demonstrate marked gains at any point during the school year, may be invited to move to an accelerated class. Consultation with parents is an important part of any proposed schedule change.

ACCIDENTS

All school-related accidents, whether they involve students or visitors and whether they occur during or outside of school hours, must be reported to the school nurse or health assistant immediately.

APPEARANCE

Horizon Middle School's (HMS) guidelines regarding dress are simple; clothing must be clean and appropriate. Clothing must not cause a disruption to the educational program. Students may not wear clothing that advertises alcohol, cigarettes, or other controlled substances or that has inappropriate wording or graphics. If students should wear an article of clothing that is inappropriate, they will be asked to wear something else or to turn the article of clothing inside-out and will be advised not to wear the clothing to school again. Students may not wear chains, caps or jackets in school. Bare midriffs, tops with spaghetti straps, all see-through fabrics, and bandanas are examples of attire that are not suitable for school. Shorts and skirts must be of length that when the student's arms are fully extended at their sides, the length is at least as long as the student's fingertips. Underwear cannot be visible; this includes boxer shorts. Teachers and administrators also may refer students to parent(s)/guardian(s) when clothing or grooming is questioned.

Students may not wear head coverings during the school day unless approved by the principal. Exemptions will be made for medical and religious reasons.

For additional information, please refer to School Board Policy 577 on the district website or in the school office.

ASSEMBLIES

At all times, student behavior should be courteous. Unacceptable conduct includes whistling, uncalled-for clapping, and any type of disruptive or distracting behavior during an assembly program.

Students who have caused a disruption at an assembly may be excused from attending further assembly programs within the school year.

ATTENDANCE

We believe that students who have regular attendance achieve more at school and are better adjusted to school. Learning that is lost due to absences can never be adequately replaced. Regular, sound attendance habits require the cooperation of students, parent(s)/guardian(s), and educators.

EXCUSED ABSENCES

HMS complies with Minnesota State Statute in requiring that all students of middle school age attend school regularly when school is in session. The state of Minnesota recognizes the following reasons for excused absences: personal illness and/or medical, dental, or orthodontic treatment, death in the student's immediate family or of a close friend or relative, serious illness in the student's immediate family, court appearances occasioned by family or personal action, religious instructions not to exceed three hours in any week, physical emergency conditions (such as fire, flood, storm, etc.), official school field trip or other school-sponsored outing, or removal of a student pursuant to a suspension. Parents/guardians must notify the school by phone at 284-7303 by 10 a.m. on the day of the absence to report the reason for the absence. When you call the attendance line, 284-7303, you will hear a voice message. Please leave your child's name, grade, and reason for absence. Please call in *each day* that your child is absent due to illness. Physician verification may be requested for excused absences if personal illness goes beyond three consecutive days or twelve or more cumulative days absences due to an illness.

Other reasons that could be acknowledged are personal requests for absence made 24 hours in advance (e.g. legal appointments, travel family vacations, state tournaments and school activities). We encourage parent(s)/guardian(s) to hold these requests for absence to a minimum. Students are responsible for completing coursework as if they were in attendance.

All work must be turned in before students participate in such an activity unless the teacher has made other arrangements. If a test is given on the day that students return to class, they are expected to take the exam. As in all cases of absence, students are responsible to obtain and complete make-up work.

Parent(s)/Guardian(s) may be asked to verify in writing the reason for a student's absence from school. School work missed because of an excused absence must be made up within two days from the date of the student's return to school. This applies to school work assigned during the time period the student was absent from school. Any previously assigned work is due on the day of the student's

return. The student will be required to make arrangements with the teacher to make up any school work missed and receive a grade. A teacher may require additional assignments to compensate for any loss of class discussion and information.

EXTENDED EXCUSED ABSENCE

A request for extended excused absence includes educational trips or competitions where students are accompanied by a parent(s)/guardian(s) or coaches. In order to offer the best educational experience for students, parent(s)/guardian(s) are asked to refrain from scheduling family vacations, etc., during the school year. In cases of extended excused absence, a parent or guardian should call the school or send a signed note to indicate the date(s) of the future absence, along with the reason for the absence. The students must then secure an advance make-up slip from the office. It is the students' responsibility to circulate the slip to teachers, who will give the assignments for the day(s) of the absence. Unless a teacher has indicated otherwise, all work must be made up before the student leaves on the extended excused absence.

LEAVING AND RETURNING TO SCHOOL DURING THE SCHOOL DAY

If students must leave school during the day for any reason, they must report to the office before leaving and/or upon returning. If a student is to be picked up from school, parent(s)/guardian(s) must call the school, send a signed note, or call for their children to receive an out-of-building pass. Students returning from an appointment during the school day must check into the office before returning to class. By presenting an appointment card, students will be given an admit-to-class pass.

Horizon Middle School students have a closed lunch period. During the lunch period, students will be released only to their own parent(s)/guardian(s); parent(s)/guardian (s) are asked to come to the office and to meet their child there.

UNEXCUSED ABSENCES

Parents must call the school each day that a student will not be attending or send a note to school accounting for each day missed when the student returns to school. If the parent (s)/guardian(s) does not notify the school within two days of the student's return to school, the absence will remain unexcused. Unexcused absences are all absences which can be avoided or delayed and those for which prior arrangements have not been made. Common unexcused absences include missing the bus, oversleeping, baby-sitting, hair appointments, visiting friends, skipping class, working at home, and leaving school ill without checking out with the school nurse.

For additional information on attendance policies, please refer to School Board Policy 515 on the district website or in the school office.

BULLYING

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property, at school bus stops, while riding school district approved transportation, or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the appropriate school district officials (teachers, administrators, coaches/advisors and other employees). A student may report bullying anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.

For additional information, please refer to School Board Policy 578 on the school district website or in the school office.

BUILDING CLEANLINESS

Our community has provided us with a beautiful school building. We ask that students be respectful and responsible by doing their part to keep the building clean. Students are not allowed to bring food/beverages into classrooms without teacher permission. Breakfast and lunch food items must be eaten in the cafetorium. Students must discard waste and clean any spills or messes. Students who do not properly dispose of waste will face disciplinary measures.

BUS PROCEDURES/CONDUCT

Safe and efficient transportation of students to and from school, on field trips, and to school-sponsored events is necessary to the educational process at HMS. Student cooperation is needed so that bus drivers can devote their entire attention to driving. Students are to remain seated, to refrain from loud talking, and to accept direction from bus drivers. Violations of bus conduct rules and/or failure to accept direction from a bus driver may result in suspension of bus riding privileges.

Students must ride the bus to which they've been assigned. In cases of emergency when a parent(s)/guardian(s) needs a

student to ride a different bus than the assigned bus, written notification to the office must be presented. The final authority on ridership in these cases are individual bus drivers to make the determination if space is available. For additional information, please refer to School Board Policies 720-721 on the district website or in the school office.

CELL PHONES

Students may not turn on or use their cell phones during the school day. If a student uses a cell phone, it will be confiscated.
1st offense – return to student at the end of the day
2nd offense – parent/guardian must pick up the phone
3rd offense – administration has the right to hold the phone
Cell phones may be used after 2:15 p.m. At no time should cell phones be seen or heard during the school day. Should a student have a cell phone that is visible during the day, the cell phone will be confiscated.

COMMUNICATION ASSISTANCE

If a parent(s)/guardian(s) needs accommodations to communicate with school staff or in any way participate in their child's education, please contact the school office to request accommodations such as TDD, interpreters, assistive listening device kits, etc.

COMPUTER INFORMATION

The past few years have seen a dramatic change in the way technology helps students relate to the world. Access to the Internet is an opportunity that HMS offers to its students. Bringing the Internet into the classroom provides new resources and opportunities to the educational experience.

Because we realize that there are no present technical solutions which can completely guarantee that students will be restricted from unwanted Internet material, the staff at HMS will make every effort to educate the students in the proper use of the system and will appropriately deal with any misuses or abuses. Should any student violate any of the provisions of the district and HMS Acceptable Use policy, his or her account may be terminated, future access may be denied, and disciplinary actions may be taken in accordance with school district policy. In addition, all users are held responsible for understanding that the inappropriate use of the communication system may be in violation of state, federal, and local laws. Violation can lead to investigation and prosecution by law enforcement agencies.

Parents/guardians who do not wish to allow their children access to the Internet, or any other electronic communication services at school, should indicate this desire by contacting a principal.

For additional information, please refer to School Board Policy 731 on the district website or in the school office.

CONCERNS

When parent(s)/guardian(s) have concerns, they are asked to first contact the school employee who is nearest to the situation causing the concern. If they do not receive satisfaction from that person, they should then contact the building principal for assistance. If the matter is still unresolved, they are advised to contact the superintendent of schools. They may be asked to state the concern in writing and to summarize the action taken to date. Should that fail, an appeal may be filed with the school board through the superintendent's office.

CONFERENCES

Parent/guardian conferences are scheduled twice during the school year; the school calendar indicates specific dates. Parents and guardians will have the opportunity to meet with their child's team teachers and also with exploratory teachers.

At any time, parents and guardians are encouraged to call or e-mail individual teachers with questions or concerns. A staff directory is available on the district website and in the school office.

For additional information, please refer to the "Parent(s)/ Guardian(s) Involvement" section of this handbook.

COPYRIGHT POLICIES

Students are reminded that indiscriminate copying of print and online material is illegal.

For additional information, please refer to School Board Policies 730 and 731 on the district website or in the school office.

~~*COUNSELING AND GUIDANCE SERVICES*~~

~~We wish to assist young people in developing inner resources and social skills to help with emotional growth and responsible decision making. Young people must be involved in relationships with other people to acquire attitudes, values, roles, competencies, and ways of viewing the world that are shared by family, peers, and community. The Horizon Middle School counseling program is designed to help young people with their social, emotional, mental, and academic concerns.~~

~~*COUNSELING SERVICES OFFERED*~~

~~Consultation – Counselors consult with parent(s)/guardian (s), educators, administrators, and community agencies~~

~~regarding strategies to help students. Our main focus is to be an advocate for the students.~~

~~Personal Counseling – Counseling is provided on a small group and/or individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action is taken.~~

~~Crisis Counseling – Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short term in nature. When necessary, appropriate referral sources are used.~~

~~Group Counseling – Group counseling is done based on student interest. Groups include but are not limited to: new student, friendship, family change, studies skills, grief, concerned persons.~~

~~Career Counseling – Counselors meet with students individually to discuss academics as well as future goals.~~

~~Referral – Counselors use referral sources to deal with crisis such as suicide, violence, abuse, terminal illness, drug and alcohol use, and other long-term issues.~~

~~Testing – The counselors coordinate the use of the MAP tests and the Minnesota Comprehensive Assessments (grades six through eight).~~

CURRICULUM REVIEW

Parents/guardians have the right to review the curriculum and to determine which instruction will be provided by the parent(s)/guardian(s). If you wish to review particular curricular areas, please call a principal.

For further information, please refer to School Board Policies 620 and 620.2 on the district website or in the school office.

DEAN OF STUDENTS AND COUNSELING SERVICES

At Horizon Middle School, young people must be involved with other people to acquire attitudes, values, roles, competencies, and ways of viewing the world that are shared by family, peers, and community. The Horizon Middle School student dean/counseling program is designed to help young people with their social, emotional, mental, and academic concerns through this process.

A dean/counselor will be assigned to each grade level. They will be responsible for the following student services:

Student Mediation, Problem Solving and Discipline: Student Deans/Counselors will assist students in identifying problems, causes, alternatives, and consequences so that appropriate action is taken. They will facilitate minor discipline issues and contact parents with resulting actions.

Positive Behavioral Intervention Supports(PBIS): Deans/ Counselors will work with the PBIS data and PBIS committee as well as grade level teachers to determine behavioral expectations/consequences and celebrations.

Consultation: Outreach services as well as communication with parent(s)/guardian(s), educators, administrators, and other community agencies will be in place when and as needed to assist students.

Personal and Group Counseling: Counseling and problem solving is provided on a small group and/or individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks.

Crisis Counseling - Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short term in nature. When necessary, appropriate referral sources are used.

504 Administration: Deans/Counselors will coordinate, facilitate, implement and monitor student 504's.

Testing/Assessment: The counselors coordinate the use of the MAP tests and the Minnesota Comprehensive Assessments II (grades six through eight).

DETENTION

Students who have failed to follow the rules of the school will be assigned detention. You will receive information from your child's team teachers regarding the team's detention policies. School detention is held after school, during lunch, and/or on Saturdays. Students are given 24 hours to make arrangements for transportation. Students who have been assigned detention must arrive on time, have study materials or a book to read, and work silently. Students will spend detention time studying and/or performing service projects in the building. If students do not have transportation home from detention, parent(s)/ guardian(s) should contact a principal to discuss an alternate plan.

Students who are given several detentions may be referred to a student assistance team to explore reasons for

detentions. Students who accumulate detentions may be excluded from optional school functions.

DISCIPLINE GUIDELINES AND PROCEDURES
STATEMENT OF PHILOSOPHY

It is the position of the School Board of District 152 and the administrators and staff at the middle school that learning can best take place in an environment which is orderly, safe and stimulating, and which enables all students to develop to their fullest potential. The atmosphere of the school must promote fairness, courtesy, honesty, and respect among students, school personnel, and community members. To achieve this philosophy, these basic principles are applied:

A. The main purpose of schooling is learning, and learning requires a safe and orderly environment. Student disruptive behavior will not be allowed to interrupt the learning of other students.

B. Students are fully capable of making choices about their behavior and are responsible for their behavior. Should a student choose to misbehave, the student has made that choice knowing there are consequences for misbehavior.

VIOLATIONS AGAINST PERSONS AND MINIMUM CORRECTIVE ACTIONS

Minimum corrective actions for specified violations are described below. In addition, the school retains the right to use any and all of the corrective actions in Policy 551, including detention, removal from class, in school suspension, out of school suspension, and restorative justice as fitting in a particular disciplinary situation.

1. ASSAULT – IN POSSESSION OF WEAPON: A student who threatens bodily harm or death to another without material physical contact while in possession of a weapon.
   - Parent(s)/Guardian(s) notification
   - Immediate out-of-school suspension
   - Confiscation of weapon
   - Immediate notification of police
   - Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.

   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 or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance.
   - Student conference
   - Parent(s)/Guardian(s) notification

4. DIRECT ATTACK ON ANOTHER PERSON: Defined as attacking another person carried out by violent means, for example, by hitting or knocking to the ground.
   - Parent(s)/Guardian(s) conference
   - Suspension
   - Recommendation to the Superintendent for expulsion for a period of time not to exceed one year.
   - Notification of police.

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

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

7. DISRUPTIVE BEHAVIOR IN THE CLASSROOM: "Disruptive Behavior" is defined as:
   A. Willful conduct that significantly disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
   B. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school; and
   C. Willful violation of any rule of conduct specified in the Discipline Handbook adopted by the School Board.
   - Removal from class
   - Parent(s)/Guardian(s)/Teacher conference prior to return
   - Detention

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

- Parent(s)/Guardian(s) conference
- Suspension

9. HARASSMENT: Harassment is participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals. Harassment, whether willful or otherwise, includes offensive behavior relating to gender, religion, culture, disability, race, sexual orientation, and/or age.

- Student conference
- Detention
- Notification of parents or guardians
- Notification of Title IX officer in cases of repeated sexual harassment.

10. HAZING: This means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.

- Parent(s)/Guardian(s) conference
- Suspension

11. INTERFERENCE/OBSTRUCTION: "Interference" or "obstruction" means any action taken to attempt to prevent a staff member from exercising his or her legally assigned duties.

- Parent(s)/Guardian(s) conference
- Suspension

12. POSSESSION OF A WEAPON: "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school activity.

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

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

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

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

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

13. VERBAL ABUSE: Verbal assaults, or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people.

- Parent(s)/Guardian(s) conference
- Suspension

VIOLATIONS AGAINST PROPERTY AND MINIMUM CORRECTIVE ACTIONS

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

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

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

2. FALSE FIRE ALARMS:

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

3. ROBBERY OR EXTORTION: This refers to the obtaining of property from another person where his or her consent was induced by a use of force.

- Notification of legal authorities

- Suspension
- Parent(s)/Guardian(s) conference

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

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

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

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

OTHER VIOLATIONS AND MINIMUM CORRECTIVE ACTIONS

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

1. ALCOHOL: This refers to the possession, use, or being under the influence of any alcoholic product while on the school grounds or at school sponsored activities.
- Notification of legal authorities
- Suspension
- Referral to Student Assistance Program
- Parent(s)/Guardian(s) conference
- Suspension from attending school-related activities as detailed below.

In addition, any student possessing, using or being under the influence of any alcoholic product while at a school-sponsored activity:
- 1st violation - The student will not be allowed to attend any school-sponsored activity for six weeks.
- 2nd violation - The student will not be allowed to attend any school-sponsored activity for eight weeks.
- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

Note: A week is counted as a calendar week.

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

In addition, any student possessing, using or being under the influence of any controlled substance while at a school-sponsored activity:
- 1st violation - The student will not be allowed to attend any school-sponsored activity for six weeks.
- 2nd violation - The student will not be allowed to attend any school-sponsored activity for eight weeks.
- 3rd violation - The student will not be allowed to attend any school-sponsored activity for the remainder of the school year.

Note: A week is counted as a calendar week.

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

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

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

6. TOBACCO - USE: This is defined as the use of any type of tobacco product, chewing, holding a lighted tobacco

product, or exhaling smoke from the mouth or nose on school property or at school-sponsored activities.
- Referral to legal authorities
- Parent(s)/Guardian(s) conference

VIOLATIONS AGAINST SCHOOL ADMINISTRATIVE PROCEDURE AND MINIMUM CORRECTIVE ACTIONS

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

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

2. CONTINUAL WILLFUL DISOBEDIENCE: "Continual Willful Disobedience" means repeated refusal to follow school rules and regulations after conference resulting from the first violation.
- Suspension
- Parent(s)/Guardian(s) conference

3. DANGEROUS AND NUISANCE ARTICLES: A "Dangerous or Nuisance Article" is any article that, in the opinion of the school staff, may create danger, disturbance, or may interfere with the normal conduct of the school. These devices may include but are not limited to: water guns, beepers, electronic games, and laser lights.
- Confiscation
- Student conference

4. DEFIANCE OF AUTHORITY: This is defined as willful refusal to follow the legal direction/order given by a staff member.
- Suspension
- Parent(s)/Guardian(s) conference

5. ELECTRONIC NETWORK ACCEPTABLE USE: This applies to the use and access to the school district computer system and safe use of the Internet, including electronic communications. The use of this resource is a privilege and not a right. The district may suspend or revoke a student's access to the electronic resources network if district policies or procedures have been violated.
- Parent(s)/Guardian(s) conference

6. LEAVING THE SCHOOL GROUNDS: This applies to leaving the school grounds during school hours without the proper clearance.
- Student conference
- Detention

7. MISBEHAVIOR ON SCHOOL BUS
- 1st offense – Warning
- 2nd offense – 5 day suspension from riding the bus/ conference (meeting/phone) with parents.
- 3rd offense – 10 day suspension from riding the bus/ conference (meeting/phone) with parents.
- 4th offense – 20 day suspension from riding the bus/ meeting with parents.
- 5th offense – Suspended from riding the bus for the remainder of the school year.

- * Note: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

8. PERSONAL ELECTRONIC DEVICES (PEDs):
Personal electronic devices include all electronic communication and entertainment devices that can be used by an individual that includes phones, camera, music players, calculators, electronic games, video players, computers, and personal digital assistants.
- a) The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
- b) PEDs may not be attached to the school network with a wired or wireless connection.
- c) Any PED that has the capability to take photographs or record video or audio shall not be used in restrooms, locker rooms or any other area that privacy is assumed.
- d) PEDs may be used in designated areas during school hours. The building administration will determine the designated common areas. Those areas will be indicated by signage and outlined in the school handbook.
- e) PEDs may only be used in the classroom with teacher approval.
- f) PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).
- Student conference
- Confiscation

9. RECORD AND IDENTIFICATION FORGERY: This category includes falsifying signatures or data as well as refusal to give proper identification when requested to do so by a staff member.
- Parent(s)/Guardian(s) conference
- Detention

10. SEVERE MISBEHAVIOR OR CONTINUED DISORDERLY CONDUCT ON SCHOOL BUS:
- Denial of transportation on school bus according to district policy

11. STUDENT ATTIRE: This refers to student attire or personal grooming which creates a danger to health or

~~safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership.~~

~~——Student conference~~

~~12. TRESPASSING: This refers to persons physically present on a school campus or at a school activity after being requested to leave by the building administrator or other person lawfully responsible for the control of said premises.~~

~~——Warning~~

~~——Referral to legal authorities~~

~~——Parent(s)/Guardian(s) conference~~

~~13. WILLFUL DISOBEDIENCE: "Willful Disobedience" is defined as any refusal to follow published school rules and regulations.~~

~~——Student conference~~

~~Students may be disciplined for off campus conduct which disrupts, interferes, or otherwise affects the environment, activities or operation of the school.~~

~~Rules that apply to students during the school day also apply to field trips, school activities, bus stops, and district approved transportation.~~

~~Teachers and principals may use reasonable force to restrain or correct a student only when necessary to prevent the child from injuring him or herself, others, or property or to prevent bodily harm to another.~~

~~In addition to these guidelines, HMS may use restitution, community service, behavior instruction, student/parent or guardian information session, or other alternative strategies to improve student behavior.~~

~~For further information, please refer to School Board Policy 551 on the school district website or in the school office.~~

~~***DISCIPLINE HANDBOOK***~~

~~All students receive and review the Moorhead Area Public Schools Discipline Handbook at the start of each school year. Students are responsible to know its contents.~~

~~In addition to the district handbook, building policies are included in this handbook. New entries may be made throughout the year by posting them in the daily announcements, which will be read to students and posted on the Horizon Middle School website.~~

Purpose

Every student and employee of Moorhead Area Public Schools is entitled to learn and work in a safe school environment. To ensure this, the district and each school have established clear student discipline procedures, consequences appropriate to the behavior, and a practice to do so consistently.

General Statement

The Moorhead Area Public School Board believes that learning can best take place in an environment which is orderly, safe, stimulating, and which enable 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.

Students are expected to behave in accordance with federal, state and local laws; district policies and guidelines; and in a way that respects the rights and safety of others. Known violations of federal, state and local laws will be reported to local law authorities. Employees will take corrective action when a student's behavior does not fall within discipline guidelines.

The following are district wide discipline procedures. These procedures and the minimal consequences apply any time a student is present on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property. The discipline procedures and consequences apply when a district student engages in conduct outside of a school location or a school-sponsored event when the misconduct is a continuation of improper conduct that occurred on school grounds or the student's actions have a direct and immediate effect either on school discipline or on the general safety and welfare of students and staff.

Listed are the violations and minimum consequences; although all actions will be taken on a case-by-case basis. Restitution or restorative discipline/justice may also be utilized when appropriate for the disciplinary infraction.

Restorative Discipline is a type of discipline that seeks to restore damages made by the offending student. A reasonable follow up to a destructive action may be to try to restore, replace, repair, clean up or apologize, as the situation may dictate.

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.

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 procedures. These procedures describe clearly the various administrative actions taken for violations of the law and the school district standards of behavior.

These disciplinary procedures 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 students, 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 students.

Listed are the violations and minimum consequences for first, second and third offenses. Suspension may be served in school or out of school at the discretion of the administrator. The school district or school administration may impose more severe consequences beyond those set forth in these procedures based on the particular misconduct.

These procedures are based on school board policies, available on the district's website at www.moorhead.k12.mn.us or in the school offices.

Procedures

1. ABUSE, VERBAL

Verbal assaults or verbally abusive behavior includes, but is not limited to, use of language (verbal, written or electronic) that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people and is prohibited. Verbal abuse that is also sexual, religious, disability or racial harassment will be addressed under the guidelines for harassment.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension	2-3 day suspension	3-5 day suspension

2. ALCOHOL AND CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, controlled substances and toxic substances, is prohibited while on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property. Further recommendation such as possible chemical assessment may also be required. A chemical assessment may be required on a second school offense prior to readmission to school.

Definitions:

A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.

C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference 1-3 day suspension Notification of legal authorities Suspension from attending or participating in school-related activities Not allowed to attend any school-sponsored activity for six (6) weeks*	Parent(s)/ Guardian(s) conference 3-5 day suspension Notification of legal authorities Referral to Student Assistance Suspension from attending or participating in school-related activities Not allowed to attend any school-sponsored activity for eight (8) weeks*	Parent(s)/ Guardian(s) conference 5-10 day suspension Notification of legal authorities Referral to Student Assistance Suspension from attending or participating in school-related activities Not allowed to attend any school-sponsored activity for the remainder of the school year

(*) Weeks are counted as calendar weeks.

3. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivery, exchanging or intending to sell, deliver, exchange or distribute any alcoholic, controlled substances and toxic substances, is prohibited while on district property, participating in a school-sponsored activity, traveling in a district vehicle or attending any school-sponsored event off district property.

Definitions:

A. "Alcohol" includes any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. 812, including analogues and look-alike drugs.

C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Immediate notification of legal authorities 5-10 day suspension	Parent(s)/ Guardian(s) conference Immediate notification of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion	Parent(s)/ Guardian(s) conference Immediate notification of legal authorities 10 day suspension Recommendation to the superintendent for expulsion or exclusion

4. ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

Grade Level	First Offense
Grades 6-8	Parent(s)/Guardian(s) conference 10 day suspension Immediate notification of legal authorities (police and fire marshal)

5. ASSAULT

Committing an act with intent to cause fear in another person of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference 1-3 day suspension Notify legal authorities	Parent(s)/ Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference 10 day suspension Referral to legal authorities Recommendation to the superintendent for expulsion or exclusion

6. ATTENDANCE, CHRONIC ABSENTEEISM

In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the value of attendance each school day by each student.

Grade Level	First Offense
Grades 6-12	Parent(s)/Guardian(s) notification Detention Referral to Truancy Intervention Program

7. BOMB THREAT OR TERRORISTIC THREAT

Intentionally making, publishing or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference 5 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference 10 day suspension Referral to legal authorities

8. BREAKING AND ENTERING

Entering a secured or restricted district location, during or after school hours, using an unauthorized mechanism of entering is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades K-12	Parent(s)/ Guardian(s) conference 3-5 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference 5-10 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference 10 day suspension Referral to legal authorities

9. BULLYING OR INTIMIDATING BEHAVIOR

"Bullying" means any written, verbal or electronic expression (email, Facebook, social media, SMS/MMS text, instant messaging), 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.

Grade Level	First Offense	Second Offense	Third Offense

Grades 6-8	Parent(s)/ Guardian(s) conference 1-2 day suspension Notification of legal authorities	Parent(s)/ Guardian(s) conference 2-5 day suspension Notification of legal authorities	Parent(s)/ Guardian(s) conference 5-10 day suspension Notification of legal authorities

10. DISHONESTY, ACADEMIC

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism or collusion is prohibited. Academic consequences may also be assigned.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention	Parent(s)/ Guardian(s) conference 1 day suspension	Parent(s)/ Guardian(s) conference 1-3 day suspension

11. DISORDERLY CONDUCT

Disorderly conduct, which is an act that the student knows or has reasonable grounds to know that the act will alarm, anger, disturb others or provoke an assault or breach of the peace, is prohibited. Disorderly conduct is also engaging in offensive, obscene, abusive, boisterous or noisy conduct or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others. Disorderly conduct can include communication or expression created and/or distributed by an electronic means.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension	Parent(s)/ Guardian(s) conference 2-3 day suspension	Parent(s)/ Guardian(s) conference 3-5 day suspension

12. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

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 people, 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 student handbook adopted by the school board.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension	Parent(s)/ Guardian(s) conference 2-3 day suspension	Parent(s)/ Guardian(s) conference 3-5 day suspension

13. DRESS AND APPEARANCE

Inappropriate clothing or appearance is prohibited. Inappropriate clothing or appearance includes, but is not limited to:

- Wearing clothing or grooming in a manner that is sexually explicit or which conveys sexual innuendo or that may reasonably be construed as sexual. Examples of such clothing include "short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
- Wearing clothing that includes words or pictures that are obscene, vulgar, abusive and discriminatory or that promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
- Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups, including gangs or supremacist groups. This prohibition includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group; evidences gang membership or affiliation; or approves, advances or provokes any form of religious, racial or sexual harassment or violence against other individuals as defined in district policy.
- Wearing clothing or footwear that would damage school property.
- Wearing masks, face paint or grooming that limits or prevents identification of a student.
- Wearing clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others.
- Wearing clothing in a manner that displays undergarments.

The appropriateness of wearing of hats and caps will be determined at each school by the principal and may be worn in some cases (i.e., student undergoing chemotherapy, medical situations, religious purposes, class outside the building). Administrators reserve the right to deny admission to school functions based on dress or appearance determined to be inappropriate or disruptive to the educational process. When a student is found in violation of this guideline, the student will be directed to make modifications or be sent home for the day.

Grade Level	First Offense	Second Offense	Third Offense

Grades K-8	* Student conference Modify clothing	Parent(s)/ Guardian(s) notification Modify clothing or send home	Parent(s)/ Guardian(s) conference Modify clothing or send home

(*) Indicates disciplinary action assigned by building administration.

14. FALSE ALARM

Intentionally calling 911 (emergency call) or giving a false alarm of a fire or tampering or interfering with any fire alarm or sprinkler system is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference Detention or 2-3 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference Detention or 3-5 day suspension Referral to legal authorities

15. FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1 day suspension	Parent(s)/ Guardian(s) conference 1-3 day suspension	Parent(s)/ Guardian(s) conference 3-5 day suspension

16. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games and other items used to promote a game of chance for stakes) is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension	Parent(s)/ Guardian(s) conference 1-3 day suspension	Parent(s)/ Guardian(s) conference 3-5 day suspension

17. 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 and is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension Notification of Title IX Officer	Parent(s)/ Guardian(s) conference 1-3 day suspension Notification of Title IX Officer Notification of legal authorities	Parent(s)/ Guardian(s) conference 3-5 day suspension Notification of Title IX Officer Notification of legal authorities

18. 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. Hazing, by its very nature, often occurs off school grounds, after school hours, on nonschool days and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension	Parent(s)/ Guardian(s) conference 1-3 day suspension Notification of legal authorities	Parent(s)/ Guardian(s) conference 3-5 day suspension Notification of legal authorities

19. INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention	Parent(s)/ Guardian(s) conference Detention or 1-3 day suspension	Parent(s)/ Guardian(s) conference 3-5 day suspension

20. MISBEHAVIOR ON THE SCHOOL BUS

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral 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.

Grade Level	First Offense	Second Offense	Third Offense

Grades 6-8	Student conference and warning	Parent(s)/ Guardian(s) conference 5 school day suspension from riding the bus	Parent(s)/ Guardian(s) conference 10 school day suspension from riding the bus

Further offenses: Individually considered. Students may be suspended for longer periods of time including the remainder of the school year. When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

21. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited. These objects include, but are not limited to, laser pointers, flammable lighters, pagers, radios, personal electronic devices, magnets, snaps, stink bombs, bolt cutters, and crowbars.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Confiscate Detention	Parent(s)/ Guardian(s) conference Confiscate and return to parents Detention or 1-3 day suspension	Parent(s)/ Guardian(s) conference Confiscate and return to parents after one week 1-5 day suspension

22. PERSONAL ELECTRONIC DEVICES (PEDs)

PEDs are all electronic communication and entertainment devices that can be used by an individual, including phones, camera, music players, calculators, electronic games, video players, computers and personal digital assistants.

A. The district shall not be liable for the loss, damage or misuse of any electronic device brought to school.
B. PEDs may 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.
C. PEDs may only be used in the classroom with teacher approval.
D. PEDs are also governed by other district policies (e.g. harassment, copyright, acceptable use).

The following consequences will be used for the misuse of these devices.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Confiscate Detention	Parent(s)/ Guardian(s) conference Confiscate and return to parents Detention or 1-3 day suspension	Parent(s)/ Guardian(s) conference Confiscate and return to parents after one week 1-5 day suspension

23. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture (s) that impinges upon the personal privacy of another. Misuse of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Confiscate 1-2 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference Confiscate 2-5 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference Confiscate and keep in office 5-10 day suspension Referral to legal authorities

24. PUSHING, SHOVING, SCUFFLING

Physical contact, which may include fighting, that could harm others is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention	Parent(s)/ Guardian conference Detention or 2-3 day suspension	Parent(s)/ Guardian(s) conference 1-5 day suspension

25. RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension	Parent(s)/ Guardian(s) conference 1-5 day suspension

26. SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera, an automatic locking door apparatus or electronic computer network safeguards.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension Restitution Notify legal authorities	Parent(s)/ Guardian(s) conference 2-3 day suspension Restitution Referral to legal authorities	Parent(s)/ Guardian(s) conference 3-5 day suspension Restitution Referral to legal authorities

27. TECHNOLOGY AND TELECOMMUNICATION MISUSE

Misuse of computer equipment or network; deletion or violation of password-protected information, computer programs, data, passwords or system files; inappropriate accessing of files, directories and Internet sites including intentional tampering or bypassing Internet content filtering system; deliberate contamination of the electronic network and file storage system; unethical use of information; or violation of copyright laws are prohibited. In addition, the denial of network access due to misuse means that the student will not have access to the electronic network and computer resources.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension of computer privileges	Parent(s)/ Guardian(s) Conference 2-3 day suspension of computer privileges	Parent(s)/ Guardian(s) conference Suspension of computer privileges

28. THEFT, ROBBERY OR EXTORTION

The unauthorized taking of and/or the unauthorized possession of the property of another person is prohibited. This may also refer to the unauthorized taking of and/or the unauthorized possession of school property.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Detention or 1-2 day suspension Restitution Referral to legal authorities	Parent(s)/ Guardian(s) conference 2-3 day suspension Restitution Referral to legal authorities	Parent(s)/ Guardian(s) conference 3-5 day suspension Restitution Referral to legal authorities

29. TOBACCO, POSSESSION AND USE

Tobacco use or possession, including smokeless tobacco, is not permitted by any student while on the school grounds or at school-sponsored events.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference 1-2 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference 2-3 day suspension Referral to legal authorities	Parent(s)/ Guardian(s) conference 3-5 day suspension Referral to legal authorities

30. VANDALISM, WILLFUL DAMAGE OF SCHOOL PROPERTY OR OF THE PROPERTY OF OTHERS

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 is prohibited.

Grade Level	First Offense	Second Offense	Third Offense
Grades 6-8	Parent(s)/ Guardian(s) conference Notification of legal authorities Restitution Detention	Parent(s)/ Guardian(s) conference Restitution Notification of legal authorities 1-5 day suspension	Parent(s)/ Guardian(s) conference Restitution Notification of legal authorities 5-10 day suspension

31. 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.

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

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

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

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

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.

Grade Level	First Offense	Second Offense
Grades K-12	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion	Parent(s)/Guardian(s) conference Immediate out of school suspension Confiscation of weapon Immediate notification of police Recommendation to superintendent for expulsion or exclusion

For additional information, please refer to School Board Policy 551 on the district website or in the school office.

DRUG AND WEAPON FREE ZONES

The area around Horizon Middle School is a drug and weapon free zone. Anyone caught possessing or selling drugs or anyone caught possessing, using, or recklessly handling a dangerous weapon may be subject to increased penalties as defined in state and federal law.

For additional information, please refer to School Board Policies 572 and 576 on the district website or in the school office.

FAILED CLASSES

Students who fail trimester classes are expected to attend opportunities for credit make up; opportunities may be offered after school, on Saturdays, and/or during the summer to make up core class credits.

FAMILY INVOLVEMENT

Families are encouraged to attend school events. Volunteers are needed to help in classrooms, chaperone field trips, operate concessions, supervise activities, etc. If you are interested in helping, please complete a volunteer form that is available in our office.

All parent(s)/guardian(s) are encouraged to attend Horizon PTAC meetings which are held the first Tuesday ~~Thursday~~ of each month (provided school is in session that day) at 6:30 p.m. in the media center. For additional information, please refer to School Board Policy 901 on the district website or in the school office.

FIELD TRIPS

Students may have opportunities to participate in field trips. In addition to parental/guardian permission slips, teacher requirements for participation in field trips may include, but are not limited to, completed homework assignments and acceptable behavior in class. While on field trips, students are expected to observe all school rules.

FIRE, LOCKDOWN, AND TORNADO DRILLS

Fire, lockdown, and tornado drills are held at irregular intervals throughout the school year. In drills or in a real emergency situation, remember to:

1. Observe directions given by staff.
2. Walk quickly and quietly to the designated area.

FOOD AND BEVERAGES

Students may not receive pizza deliveries, birthday cakes, etc., during the school day. Fast food is not allowed to be brought in or supplied by a parent/guardian. Soda, gatorade and other beverages are not allowed during the school day.

GANG ACTIVITY

Moorhead Schools recognizes that the harm done by the presence and activities of gangs in our school exceeds the immediate consequences of such activities such as violence and destruction of property. Gang activity also creates an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities. As a result, any dress, hand signs, or gestures proclaiming gang membership and/or affiliation or that may be interpreted as such are prohibited. For additional information, please refer to School Board Policy 577 on the district website or in the school office.

GRADING SYSTEM AND REPORT CARDS

HMS uses the traditional A-F grading scale. A grade of I, or incomplete, is given when students have not been able to complete assignments due to illness, emergency, or a prearranged absence. If the incomplete work is not made up within two weeks after the end of the trimester, the I grade changes to an F. It is the student's responsibility to communicate with teachers and to complete and turn in late work.

Shortly after the end of each trimester, student report cards will be distributed. Parents/guardians are encouraged to use PowerSchool to obtain grade and attendance information

about their child's progress at school. PowerSchool access codes are available in the school office.

Students who fail trimester classes are expected to attend opportunities for credit makeup; opportunities may be offered after school, on Saturdays, and/or during the summer to make up core class credits.

GUM

Horizon will not allow gum. It was a building wide decision to move to a gum-free facility in 2009-2010.

HANDBOOK

This handbook may be changed or amended during the school year. Contact the principal or visit our website at www.moorhead.k12.mn.us for more information. All students and parents are responsible for the content of this handbook. School Board policies to further explain and clarify any and all school policy can be retrieved at http://www.moorhead.k12.mn.us/district/schoolboard/policies/.

HARASSMENT AND VIOLENCE POLICY

Everyone at Moorhead Area Public Schools has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent harassment and violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age of any kind.

A harasser may be a student or an adult. Harassment may include the following when related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age:

1. name calling, joking or rumors
2. pulling on clothing
3. graffiti
4. notes or cartoons
5. unwelcome touching of a person or clothing
6. offensive or graphic posters or book covers; or
7. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

If you believe you have been the victim of any type of harassment, you should report it to any school district official. This report may be oral or you may also make a written report. It should be given to a teacher, counselor, the building administrator or the Human Rights Officer (Director of Human Resources). Your right to privacy will be respected as much as possible.

The school district will investigate all reports of harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age, and the school district will take all appropriate actions based on your report. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported a concern.

This is summary of the school district policy against harassment and violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age. For additional information, refer to School Board Policy 570 on the school district website or in the school office.

HAZING

No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing. A parent(s)/guardian(s) permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. This policy applies to behavior that occurs on or off school property and during and after school hours. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

DEFINITIONS

"Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that

adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

"Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

REPORTING PROCEDURE

1. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
2. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
3. Teachers, administrators, coaches/advisors, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
4. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

SCHOOL DISTRICT ACTION

1. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
2. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
3. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

HEALTH SERVICES

A health assistant is on duty each day from 7:30 a.m. until 2:30 p.m. A licensed school nurse staffs the health office on a part-time basis and is on call in case of emergencies. All accidents must be reported to the health office immediately. Parents/guardians of students with special health conditions must notify the school nurse at the beginning of each school year. Staff will be advised of special health conditions affecting their students. Each year, all parent(s)/guardian(s) are asked to complete a student health update form, which gives information regarding home and work phone numbers, a listing of physician and hospital preferences, and the name of a person who will be contacted when parent(s)/guardian(s) are unavailable in an emergency situation.

The school does not provide aspirin or other medication for students. If students need prescription medication dispensed during school hours, parent(s)/guardian(s) must provide the health office with a physician's written order, written parental/guardian authorization, and a properly labeled container with specific directions about how and when the medication is to be administered in school.

Students who become ill during the school day should secure from their teacher a pass to the health office. If it is necessary for students to go home because of illness, a school official will contact parent(s)/guardian(s) to provide transportation home. Students should remain at home if they have a contagious illness or a temperature of 100 degrees or higher. Students should have a normal

temperature for 24 hours prior to returning to school after an illness.

Vision and hearing screening is done for all seventh graders and by request for students in grades 6 or 8. Scoliosis screening to detect abnormal curvature of the spine is done for all seventh grade girls and eighth grade boys.

Certain immunizations or a signed exemption form are required by state statute. Failure to provide written verification of required immunization or an exemption form will result in a student not being able to attend school until this is received by the health office. Minnesota law requires all students who enter the seventh grade to have a total of two MMR (measles, mumps, rubella) vaccines, a series of three Hepatitis B vaccinations, and two varicella vaccination (or history of chickenpox disease). A tetanus/diphtheria (Td) booster given after age eleven will be required of all students in grades 7-12.

For additional information regarding immunizations, please refer to School Board Policy 530 on the district website or in the school office. For additional information regarding medication, please refer to School Board Policy 532.

HOMECOMING

HMS students will not be released to attend high school homecoming activities during the school day.

HOMEBOUND INSTRUCTION

Students who are absent for ten consecutive days are eligible for housebound instruction. In order to receive in-home tutoring, a physicians' authorization is necessary. Requests for homebound instruction should be directed to Learner Support Services at 284-3710.

HOMEWORK AND GRADING PRINCIPLES

A task force was formed in January 2009 to review the current grading principles and use of homework. Teachers, students, parents and administrators were involved in the process. The following principles were created for building wide guidance (grades 6-8). The principles will assist us as a staff to follow common expectations that will result in more equity and clarity as it pertains to our building's practices. Here are the agreed upon principles all staff are required to follow:

1) Homework is necessary and expected to be completed.
2) Homework should be relevant and tied to a learning target. Connections between homework and the learning targets are discussed.
3) Students are provided feedback through teacher comments, examples, activities, reinforcement, and discussion.
4) The final class grade is comprised of a balance between homework and assessments. Assessments are weighed more than homework and make up the majority of the final grade.

INFOSNAP

Infosnap is an information gathering process that allows parents/guardians to complete and/or update their students information and register for athletics and activities online. Click on the infosnap link from the HMS website to log on.

LAW ENFORCEMENT IN SCHOOL

A full-time school resource officer is a member of the HMS staff. Also, HMS has extended a standing invitation to any Moorhead police officer to visit our school.

Our school resource officer may be invited to participate in student conferences regarding individual student conduct. Should an official police investigation take place, parent(s)/guardian(s) will be contacted before questioning occurs.

LEARNER SUPPORT SERVICES

Learner Support Services provides educational services designed to meet a variety of student needs. Learner Support Services encompass special education, accelerated education (STEP), and English language learners (ELL) services. Students served through Learner Support Services have met the required criteria for services and have an educational plan which is written by a team to address the student's needs.

Students can be referred for Learner Support Services by their parent(s)/guardian(s) or school personnel. If parent(s)/guardian(s) feel that their child may have unique learning needs, they should contact a guidance counselor or their child's teacher.

LIABILITY FOR LOST OR STOLEN ARTICLES

Students are reminded not to bring valuable articles to school and to be sure that all belongings in hall and gym lockers are secured. The school is not responsible for any lost or stolen articles of personal property.

LOCKERS

Each student is assigned a locker. The school does not provide locker security, and students are advised to purchase a combination or key lock. Students are required to provide the office with an extra key or the combination. If a student occupies a locker other than the one assigned, a school employee will remove the lock from the locker and all items inside it; the student may claim any possessions in the office.

Locker maintenance concerns must be reported to a secretary in the office; lockers will be repaired by custodians as soon as possible. If something is missing

from a locker, students should notify a counselor or principal.

Under no circumstances are students to share lockers or to share their locker combinations or keys with others. Students should not keep valuable items in their lockers.

Students are responsible for the appearance of their lockers. Lockers should be clean and free of graffiti. When students are attaching pictures, posters, or mirrors to the inside of their lockers, they must use Poster Tac or a similar product; no tape or glue may be used.

LOCKER SEARCH

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

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

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

DEFINITIONS

1. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-a-likes," alcoholic beverages, controlled substances and "look-a-likes," overdue books, and other materials belonging to the school district, and stolen property.
2. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.
3. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student or staff members, a student' suspicious behavior, a student's age and past history or record of conduct, or other reliable sources of information.
4. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

PROCEDURES

A. School officials may inspect lockers and desks at any time they believe inspection would be in the best interest of the school, the staff, or the student body. Student lockers, desks and personal possessions may be randomly searched throughout the school year without notice, without student consent and without a search warrant.

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

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

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

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

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

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

H. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

DIRECTIVES AND GUIDELINES

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

SEIZURE OF CONTRABAND

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

VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion or expulsion, and the student may, when appropriate, be referred to legal authorities.
For further information, please refer to School Board Policy 574 on the district website or in the school office.

LOST AND FOUND

Articles other than P.E. clothing that are found in and around the school should be turned into the office, where owners may claim their property. After several announcements are made to the effect that students should claim items, the items left are donated to charity. The lost and found area is in the main office and may be accessed during regular office hours. Students are asked to label all clothing clearly and permanently with first and last names, so that proper identification can be made on lost items.

LUNCH AND BREAKFAST

Horizon Middle School offers several lunch options each day - hot lunch, Subs-Your-Way and an Ala Carte line. The Subs-Your-Way line offers eight made to order sandwich or wrap choices daily. The hot lunch line has a different menu option each day as posted on the Horizon website at https://www.moorhead.k12.mn.us/schools/hzn/. The Ala Carte line provides supplemental offerings ranging from fruit cups to corndogs. This line is not intended to be a replacement for a lunch line, simply an addition.

To encourage good nutrition, a well-balanced lunch is offered for $2.00. All lunches include milk. In addition, milk is sold for $.40 and the Ala Carte line has items ranging from $.25 to $1.50. Breakfast is available from 7:20-7:40 a.m. and is $1.00.

Students may deposit money into their meal accounts in the school office or parents may make payments online through PaySchools. To access their lunch accounts, students will punch in their student number.

Parents/guardians may take their own children out to lunch if they call for the students in the office at the beginning of the lunch period. Under no circumstances will anyone other than the student's own parent(s)/guardian(s) (or teacher, in the case of a field trip) be allowed to take any student from the building during the lunch hour.

Students may not receive pizza deliveries, birthday cakes, etc., during the school day. Fast food is not allowed to be brought in or supplied by a parent/guardian.

While in the lunchroom, students are expected to cooperate by:

1. Knowing their student number.
2. Being orderly in the serving line.
3. Being courteous, cooperative, and respectful to food servers and lunchroom supervisors.
4. Remain seated except to dump their tray.
5. Not removing food from the cafeteria.
6. Leaving the table and floor clean.
7. Depositing all lunch refuse in wastebaskets.

Failure to follow these rules will result in consequences ranging from eating in an assigned seat to receiving out-of-school suspension.

If you have questions about the lunch program, please call the food and nutrition service director at 284-3324 or the food and nutrition service secretary at 284-2327.

MAKE-UP WORK

Regardless of the type of absence, students are responsible for obtaining and completing make-up work.

MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT

It is the policy of the Moorhead Area Public Schools to fully comply with Minnesota Statute 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse. It is the responsibility of Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings. In all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused, an immediate report is made to Clay County Social Services.

It shall be a violation of school district policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

Refer to School Board Policy 534 on the website or in the school office.

MEDIA CENTER SERVICES

The HMS media center is open from 7 a.m. until 3:30 p.m.; licensed personnel are on duty from 7:15 a.m. through 2:45 p.m. Students are encouraged to use the media center as much as possible. The media center is accessed by students in a number of ways. Coursework will include visits to the center for research and for supplemental assignments. Research skills are taught in various classes and are followed by assignments.

Students are responsible for all material used or checked out to them. If materials are lost, damaged, or destroyed, students are expected to pay replacement costs.

MESSAGES

Out of respect to our teachers and their need to teach we will not interrupt the instruction in the classroom with phone calls. Please leave your message with the building secretary, and it will get to your child.

NEWSLETTER

A newsletter, which contains important school-related information, will be sent home with students. The newsletter is also available on the district website.

NUISANCE ITEMS

Nuisance items are not allowed at school because of the disruption to our learning environment. A list of nuisance items includes but is not limited to: laser lights, stink bombs, and water pistols. All such items will be confiscated.

OFFICE HOURS

The HMS office is open Monday through Friday from 6:30 a.m. to 3:30 p.m. Teachers are available from 7:15 a.m. through 2:45 p.m. Students should not be in the building before 7:30 a.m. or after 2:30 p.m. unless they are participating in an activity, receiving help from a teacher, using the media center, or serving detention.

ONLINE LEARNING OPPORTUNITiES

Please contact our Counseling Office at 284-7312.

PARENT/GUARDIAN INFORMATION

Typically, the school will mail information to the address where the student resides. If a noncustodial parent, shared-custody parent, or other entitled individual wishes to receive school mailings, that person should call the counseling office at 284-7312 to make arrangements.

PARENT-TEACHER ADVISORY COMMITTEE (P.T.A.C.)

The mission of the Parent-Teacher Advisory Committee of HMS is to give parent(s)/guardian(s) the opportunity to be involved in their children's education. The committee seeks parental/guardian input on issues and concerns, plans ways to provide special parent(s)/guardian(s) meetings to address these issues and concerns, publicizes the meetings, and provides program evaluations. The P.T.A.C. membership, consisting of parent(s)/guardian(s) and school personnel, meets each month. Any parent(s)/guardian(s) is welcome to attend our P.T.A.C. meetings, which are held the first Tuesday of each month, provided that there is school that day, at 6:30 p.m. in the media center unless otherwise noted. PTAC collects a $20 donation to assist with student activities and fees that exist above and beyond the classroom experience.

PASS LOG SYSTEM

Pass logs are needed for going to the restroom, library, or locker. Teachers may use emergency passes when the need arises. Students who need to meet with a teacher, counselor, or principal must have their pass logs signed by that person before they will be excused.

This pass system is designed to develop student responsibility and is not intended to keep students from going where they need or want to be.

PATRIOTIC EXERCISES

Each school day will begin with the pledge of allegiance. Any student who, for reasons of conscience does not wish to salute the flag or recite the Pledge of Allegiance will be excused from the exercise.

Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Others must respect another person's right to make that choice.

For further information, please refer to School Board Policy 633 on the district website or in the school office.

PAYSCHOOLS

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

Items that may be purchased online include lunch, breakfast and milk payments, middle school activity participation fees and high school season athletic tickets.

PaySchools uses "Secure Sockets Layer" (SSL) to encrypt and protect transaction information. Neither PaySchools nor Moorhead Area Public Schools store personal bank or credit card information to ensure privacy and security for users.

Access PaySchools at www.moorhead.k12.mn.us.

~~*PERSONAL ELECTRONIC DEVICES (PEDs)*~~

~~Personal electronic devices include all electronic communication and entertainment devices that can be used by an individual and includes phones, cameras, music players, calculators, electronic games, video players, computers, and personal digital assistants.~~

~~Students should not bring personal electronic devices to school. They are only allowed if a teacher has requested the use of the devices. If a student persists in exhibiting or using a cell phone during the school day, the phone will be returned only to a parent(s) or guardian(s).~~
~~See page 3.~~
~~Music players may be used in the weight room with teacher permission. Electronic games should not be brought to school and will be confiscated if students are using them during the school day.~~

PHYSICAL EDUCATION

Physical education at HMS is co-educational and stresses fitness, flexibility, rhythms, aerobics, and team sports. Students are expected to wear appropriate clothing for physical education classes. They may not participate in P.E. class in the same clothing that they wear during the rest of the school day. The recommended P.E. uniform consists of black shorts, white T-shirt, gym shoes, a sweatshirt, and sweatpants. Inappropriate clothing for P.E. includes but is not limited to: cut-off shorts, tank tops, and bare midriff shirts. Approved P.E. uniforms are available for purchase in the main office. Showers are available and recommended; students must provide their own towels. All students are assigned a P.E. locker in a locker room. It is highly recommended that a student provide his/her own combination lock. Key locks are not recommended since keys can be lost, stolen, or accidentally locked in the locker. The combination must be recorded with the P.E. teacher so that the teacher can give out the correct combination if the student has forgotten theirs. Vandalism and/or theft will be handled accordingly by district policy regarding physical education equipment.

Students are able to make up physical education classes in two ways. One is by attending the weight room in our building for 30 minutes for each class period missed. The second way is through participation in an organized school or community activity that involves physical activity over a period of time, is regularly scheduled, is supervised by a coach or program director, and is open to any student; 30 minutes of an activity must be documented for each class period missed. Verification of make-up time is the responsibility of the student. Long term absences will be handled on an individual basis (vacations, illnesses, injuries, etc.)

Students who must be excused from physical education for more than five periods of class must give the health assistant a written doctor's statement describing the reason for non-participation and the expected date that the student may resume normal activities. In these cases, the teacher will likely find an alternative assignment for students. To be excused from P.E. for fewer than five class periods, the students must provide the health assistant with a signed request from a parent(s)/guardian(s). In these cases, the student will be expected to make up time as outlined above. It's the students" responsibility to adhere to the doctor's/ parent's/guardian's recommendations regarding class participation for medical concerns.

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORT

PBIS is a school-wide program that is data driven and focuses on the school environment. Data is collected and

monitored on an on-going basis to identify areas of need. These areas can be both academic or behavioral in nature. Interventions and strategies are put in place to help alleviate problematic areas so the focus can remain on student achievement and student success.

POSITIVE INCENTIVE PROGRAM

The Positive Incentive Program Committee seeks to provide rewards and incentives to promote and recognize academic achievement at HMS. Academic credit cards, and Breakfasts of Champions are parts of this committee's work.

Academic credit cards are issued to students who have grade point averages above 3.0 and also to students who have raised their grade point averages by 0.2 percent over the previous quarter. Card holders benefit from discounts and gifts from several participating area businesses.

Throughout the year, teachers are asked to select students who excel in various areas to be honored at our Breakfasts of Champions.

POWER SCHOOL

PowerSchool allows parents and guardians to access their child's grades, attendance, and lunch account balance through their telephones or home computers. To access PowerSchool, parents and guardians need an authorization code, which is available in the school counseling office; you will be asked to show a picture ID before codes are given.

~~In the school office, instruction sheets provide information about how to access data. Also, at the first PTAC meeting of the school year, a workshop will be held that demonstrates access methods.~~

PROGRESS REPORTS

Progress reports are given to advise parent(s)/guardian(s) of student academic progress. The reports are sent home throughout the school year and communicate praise or concern. All D and F progress reports will be mailed home midway through each trimester. If parent(s)/guardian(s) receive a progress report and have questions, they are encouraged to contact teachers.

Parents/guardians are encouraged to use PowerSchool to receive current grade and attendance information.

PUBLIC DISPLAY OF AFFECTION (PDA)

The staff and administration of Horizon Middle School feel that PDA in school is inappropriate. This behavior may result in parent contact and/or discipline at the discretion of administration.

PUBLIC INFORMATION/DATA PRIVACY POLICY

The following student information is considered public and may be disclosed unless the school principal is notified in writing that the information is considered private:

- Name and grade level
- Date and Place of Birth
- Participation in Activities
- Height and Weight of Team Members
- Dates of Attendance
- Degree and Awards
- Most Recent Previous School
- Photos in the normal course of school activities, including data recorded by cameras on school property, including school buses

In compliance with state law, anyone who requests data must first meet with a school administrator to discuss the use of the information and will incur any costs associated with obtaining the information. A public notice outlining this policy will be distributed by each building principal. For additional information, please refer to School Board Policies 303 and 504 on the district website or in the school office.

REGISTRATION AND REQUIRED CLASSES

In late winter, students register for the following year's classes. Students are urged to examine future plans as well as individual interests and abilities when they choose courses.

RENTAL OF MUSICAL INSTRUMENTS

The Moorhead School Board authorizes a rental fee of $75 per instrument each semester for each child playing a school owned instrument. Students are also expected to sign an agreement listing their obligations for the maintenance of the instrument or repair of any damage beyond what may be expected from normal use.

The fee requirement may be waived if any of the following circumstances prevail:

1. If a family cannot afford to pay the fee as determined by the building principal by using the Free or Reduced-Price School Meals criteria.
2. In situations where students who provide their own musical instruments are asked to switch to a school-owned instrument to obtain a balance in instrumentation, no fee will be requested.
3. No student will be denied the right to participate in music because of any or all of the above.

For additional information about rental and for the rental agreement, please refer to School Board Policy 831 and 831.1 on the school district website or in the school office.

REPORT CARDS

Report cards will be distributed at the conclusion of each trimester. First and second trimester report cards are

distributed to students. Third trimester report cards ~~may be printed from PowerSchool or picked up in the office during the weeks following school dismissal. If a report card can not be picked up, please call the office to have the report card mailed out.~~ will be mailed out.

RESPONSE TO INTERVENTION TEAM (RtI)
Horizon staff meet often as a support team/problem-solving team who respond to students when they are not succeeding academically or behaviorally. RtI involves ongoing evaluations of the degree that students (a) master academic material in response to effective instruction and (b) demonstrate appropriate, prosocial behavior in response to effective classroom management. When students are not progressing or "responding," academically or behaviorally, to effective instructional conditions, RtI includes a functional assessment/problem-solving process to determine the reason(s) for the lack of success, and the implementation of strategic and intensive interventions to help those students progress and be successful.

SCHEDULE CHANGES
In general, students are not allowed to drop courses. Parents/guardians who are concerned about their child's schedule are invited to contact a principal or counselor to discuss their concerns.

SCHOOL DISTRICT CRISIS MANAGEMENT POLICY
Teachers and support staff have established, learned and practiced and emergency procedures. In times of emergency, it is imperative that students fully cooperate with school and emergency staff.

For additional information, please refer to School Board Policy 710 on the district website or in the school office.

SCHOOL DISTRICT INFORMATION NETWORK USE POLICY
Each fall, students receive training on acceptable use of district technology. Students also receive information about Internet safety. Students who use technology inappropriately will lose the privilege of using district computers.

For further information, please refer to School District Policy 731 on the district website or in the school office.

START (STUDENTS TALKING ABOUT REAL THINGS)
Every student will begin the day with a twenty-minute START period. During this time, students will hear school announcements. Activities which promote study skills, citizenship, scholastic achievement, leadership, and awareness of current news events are planned for this time. In their school supplies, students should have a notebook reserved for START activities.

STORM AND EMERGENCY SCHOOL CLOSURE
Unless there are extreme weather conditions or emergency situations, schools in Moorhead will be in session as scheduled. When HMS or the district as a whole is closed or closing, announcements will be made over local radio and television stations. In this situation, parent(s)/guardian (s) may call for their children at school by coming to the office.

On the student registration form, parent(s)/guardian(s) of rural students are asked to submit the name of an urban Moorhead resident who will provide emergency housing for their child when rural buses are not running due to storm conditions.

For additional information, please refer to School Board Policy 711 on the district website or in the school office.

STUDENT TRANSPORTATION SAFETY POLICY
All students are taught bus rules and regulations regarding student conduct and school bus safety. The district's "Pupil Transportation Safety Policy" brochure is included in each student's back-to-school materials.

SUMMER SCHOOL
Students who are not making expected academic progress may be referred to HMS or the Red River Area Learning Center to make up coursework that they have failed during the regular school year or to improve academic skills.

SAFETY AND SECURITY TECHNOLOGY
Safety and security technology has been installed in public areas of the building and on the grounds. For additional information, please refer to School Board Policy 712 on the district website or in the school office.

SUSPENSIONS
IN-SCHOOL SUSPENSION (ISS)
Students may be placed in in-school suspension for disciplinary reasons or for a cooling-off period. Students who are placed in ISS must report to the ISS room on time, have books and other study materials with them, and take direction from the ISS supervisor. Students will receive assignments and take tests in the ISS room. Should a student choose not to follow the rules or refuse to accept direction from the supervisor, the student will be removed from school. A student assistance team will review instances of recurrent in-school suspensions to determine causes of behavior that result in ISS assignments.

OUT-OF-SCHOOL SUSPENSION (OSS)

Students will be placed in out-of-school suspension in compliance with the district discipline policy and this handbook. When students are assigned out-of-school suspension, they are not to be in HMS, on the HMS school grounds, or in the buildings or on the grounds of any other school in the district during the time of the suspension.

Students are expected to make up all coursework. Parents/ guardians may request to pick up their child's assignments; twenty-four hours notice is needed to communicate the need and for teachers to compile homework assignments.

TARDIES

Students who arrive at school after 7:45 a.m. must report to the office before proceeding to their class. If a parent(s)/ guardian(s) has called to report an excused tardy (for illness, appointments, or emergencies) or comes into the office with the child to report such a reason, the student will be given a pass and will proceed to class. If the nature of the tardy is unexcused (for skipping, missing the bus, oversleeping, etc.), the student will be assigned one period of detention on the fourth such offense and on each subsequent offense. If a student reports to the office more than one period (including START as a period) late, and the absence is unexcused, ~~two~~ one periods of detention for each period missed will be assigned.

TELEPHONE

There ~~are two~~ is a free telephones for students to use. Students must dial "9" to access an outside line.

TEXTBOOKS

All basic texts are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. In order to locate misplaced books more easily, students should write their name, grade, and school on the book label. Students will be required to pay for lost or damaged school-owned textbooks.

THEFT

Moorhead Area Public Schools do not have insurance for stolen items. Thefts can be kept to a minimum if students:

1. Keep their lockers locked.
2. Do not share lockers.
3. Do not share their locker combinations with others.
4. Do not bring items of significant value to school.
5. Immediately report any theft to the office.

To assist in the return of stolen property, students are asked to clearly and permanently label all clothing and other belongings with their first and last names. Anyone responsible for theft will be referred to the Moorhead police and will be subject to treatment as outlined in the district discipline policy.

TOBACCO-FREE ENVIRONMENT

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

Usage of any tobacco product by any person at any time while on district property shall be considered a violation of the Tobacco-Free Environment Policy. Possession by an elementary, middle or high school student of any type of tobacco product while on district property shall be considered a violation of the tobacco-free environment policy. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition includes all school district property and all off campus school district-sponsored events except for lighting tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony (Minnesota Statute 144.4165).

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or other person who is found to have violated this policy.

Signs will be placed at the entrance to each school district building stating that it is a tobacco-free environment. The success of this tobacco-free environment policy will depend on the thoughtfulness, consideration and cooperation of students, staff and citizens. All individuals on school premises share in the responsibility for adhering to and enforcing this policy. Although any individual may report observed violations, school district employees shall be expected to report all observed violations in accordance with the procedures listed below.

The Moorhead Public Schools will be proactive in tobacco-free help programs. A list of several resources will be made available for the convenience and preference of the employee.

Student help programs will be provided for students as outlined in Moorhead School Board Policy 553 Crisis Intervention and Student Support.

Any violations of the tobacco-free environment policy by students shall be referred to the appropriate building administrator. Students who violate provisions of the policy shall be subject to the building student discipline procedures.

Notification will be provided indicating that Moorhead Area Public Schools are a tobacco-free environment. This

policy shall appear in the student handbook. The school district will develop a method of discussing this policy with students and employees.

For further information, please refer to School Board Policy 573 on the district website or in the school office.

TRANSFERS
Students who are leaving HMS to transfer to another school should obtain a form the counseling office. All textbooks must be returned to teachers; teachers will sign off on the form with a check to indicate that books have been returned and will also indicate the grade earned. The completed form must then be returned to the counseling office.

For additional information, please refer to School Board Policy 517 on the district website or in the school office.

TRUANCY
HMS complies with Minnesota State Statute by reporting to Clay County officials any student who has been absent from school without an excuse for one or more periods on seven different days within a single school year.

For additional information, please refer to School Board Policy 515 on the district website or in the school office.

USE OF PESTICIDES
Weeds will be sprayed the first two weeks of June and the last two weeks of August. Buildings will be checked on a quarterly basis by a licensed exterminator. We will monitor and control pests by the use of glue traps and mechanical devices. Should the use of a pesticide become apparent, we will notify those parent(s)/guardian(s) who request. If you would like to be notified prior to pesticide applications made on days other than those specified in the estimated schedule (excluding emergency applications), please complete the "Request for Pesticide Notification" form, which you can get in our school office, and return it to the principal's office.

The long-term health effects on children from the application of such pesticides or the class or chemicals to which they belong may not be fully understood.

VANDALISM
The construction and maintenance of our school buildings and equipment are provided at great cost to taxpayers. Students who destroy or vandalize school property are required to pay for any loss or damage. If students willfully damage or destroy school property, the Moorhead police will be notified. If students should accidentally damage something, they should report it to their teacher or the office immediately.

VISITORS
City ordinances and state statute require that all visitors display a visitor's permit. Parents/guardians are always welcome. However, because of teacher schedules, please call for an appointment if you wish to meet with a particular teacher.

Please note that during the school day, only the east and south doors will allow entrance to the building.

Students wishing to bring a guest to school must obtain approval from an administrator at least one day in advance of the visit; the visit is limited to no more than one-half day. Students in the Fargo, West Fargo, and DGF systems area are excluded from visiting. Visiting students must be in grades six through eight. Visiting students may not go on field trips. Visiting students will not be allowed during the last five days of the school year.

For additional information, please refer to School Board Policy 905 on the district website or in the school office.

Please observe the parking directions as indicated on the diagram you received during orientation sessions.

WEDNESDAY READING PERIOD
Religious released time is observed Wednesday mornings from October through April. During that time, the Wednesday schedule extends START time by ten minutes.

WELLNESS POLICY
The Moorhead Area Public Schools will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, concession stands, and student stores. School staff will not use food or beverage choices that do not meet nutritional standards as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education program or behavior intervention plan) and will not withhold food or beverages as punishment (see Administrative Procedure 536.1.) The Moorhead Area Pubic Schools encourages parent(s)/guardian(s) to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. Parents and guardians have a primary and active role in promoting and protecting their child's health and well-being. Parents/guardians are encouraged to participate with their children in physical activities beyond the school day.

SCHOOL ACTIVITIES

PURPOSE OF THE ACTIVITIES PROGRAM

The goals of HMS's activities program are to allow students to explore their interests and abilities, to improve their skills, and to learn the importance of teamwork and sportsmanship. In order to achieve these goals for students, the HMS staff is committed to providing a well-balanced activities program that is available to all students. It is our hope that students participate in as many activities as they have the interest, time, and energy to pursue. All students who participate in activities are reminded that to participate, they must be making progress in their academic coursework. Another expectation for student participants is that their conduct be becoming to them and to Horizon Middle School. If a student's behavior is inappropriate, the student will be notified by a coach, by an advisor, or by the activities director that he/she is excluded from practice or competition for a specified period of time, for the season, or for the year.

Particular behaviors that could result in exclusion from activities include but are not limited to: theft, inappropriate language, unsportsmanlike conduct, insubordination (which means not accepting direction from school personnel such as coaches, hall supervisors, bus drivers, practicum students, etc.), misuse of equipment, reckless behavior, and/or not adhering to rules as presented by school personnel or in written communication. Students who are academically ineligible will NOT be allowed out of school for an early dismissal to attend activities, or be allowed to travel with a team or group. Students will be allowed, and are encouraged, to attend all practices during the time of ineligibility. Once eligible, the students can resume traveling with the team.

ATTENDANCE

Students are expected to be in school on the day of a contest, play, concert or event as well as the following day. Violations may result in a forfeiture of practice on the succeeding day, loss of the right to appear in a public performance or meet and/or an unexcused absence.

~~***ELIGIBILITY***~~

~~Eligibility for participation may be limited by academic standing, disciplinary matters, or enrollment status. If you have any questions about eligibility for participation in any aspect of the educational program contact the principal. For additional information regarding eligibility, please refer to School Board Policy 541.~~

ELIGIBILITY

It is the philosophy at Horizon Middle School that academics must come before extra-curricular activities. In order for a student to participate in an activity, that student must be passing 4 classes. If the student is failing 2 or more classes, that student will not be allowed to participate until their grades have increased. The ineligibility period will run for 1 week from Monday to Sunday. If a student is ineligible for multiple weeks, removal from the activity may be a consequence. For students that are ineligible they must attend the homework club or meet with their teacher afterschool Mondays and Wednesdays. The student may participate in practice on Tuesday, Thursday and Friday but may not participate in any competitions.

FEES

A $65 activity fee is charged for each middle school activity listed as a Tier 1 activity, and a $25 fee for Tier 2 activities. There is a $150 maximum total student activity fee for each participant during a school year. Activity fees for families will be capped at $750. Activity fees for families that qualify for free or reduced-price lunches will be capped at $375. In case of financial difficulty, the parent (s)/guardian(s) should contact the activity director at 284-7331 to determine that the fee can be waived. Fees are not refunded after the third week. For some activities, students are asked to purchase their own uniforms. For more information regarding activity fees, please refer to School Board Policy 542.

INJURIES

Students must report all injuries immediately to their coach/adviser. If the student receives medical attention, the student must provide the trainer with a physician's signed verification that the student is able to participate in athletics. The verification forms are available from the trainer or your physician. Students who do not provide such verification are not allowed to participate until the form is received.

INSURANCE

The school does not assume liability for any injuries that occur while students are participating in activities. It is recommended that parent(s)/guardian(s) secure adequate coverage for their children. Each fall, the school distributes a flier for a private carrier that insures school children; participation is optional.

LIABILITY

The school does not assume liability for any injuries that occur while students are participating in activities. In order to take part in any school activity, students and parent(s)/ guardian(s) are required to sign acknowledgment of risk and/or eligibility statements. By signing these documents, parent(s)/guardian(s) and students assume liability for any injury, or even death, that may occur as a result of student participation in activities.

ATHLETIC ACTIVITIES

Athletic activities at HMS are scheduled into four blocks. First block activities are football, girls' volleyball, cross country running, girls' swimming, and girls' diving. Second block activities are girls' basketball, boys' wrestling, boys' swimming, and boys' diving. Boys' basketball and gymnastics occupy the third block. In the fourth block, golf, tennis, and track are offered.

INTRAMURAL ACTIVITIES

Sixth grade intramural activities will be scheduled if student interest is demonstrated and if adult supervision can be secured.

IMPORTANT NOTICE!

All students participating in extracurricular athletics must have on record a physical examination performed by a licensed medical professional before a student can begin practice. Physical examinations need to be done every three years.

All students are required to return a Horizon Middle School Eligibility Statement form, an Acknowledgment of Risk form, and a health history form. All forms must be in before a student is issued equipment and may participate. These forms must be signed by the student and his/her parent or guardian.

HMS belongs to the FM Middle School League. Member schools are West Fargo Middle School, Carl Ben Eielson Middle School, Ben Franklin Middle School, Discovery Middle School, Sullivan Middle School, and Dilworth/ Glyndon/Felton. Although most contests are held in the metro area, occasionally teams may be required to travel a greater distance. Most transportation to other schools or sites for practices is provided by the school.

Transportation to and from games is provided by our school district. Students are expected to ride player buses to and from contests. If a student's parent(s)/guardian(s) attend a contest and wish to take their child home, they must personally inform their child's coach. No notes are accepted. Players are allowed to ride home with their own parent(s)/guardian(s) only; coaches will not authorize students to ride home with friends or other relatives. For additional information regarding transportation, please refer to School Board Policy 543.

The philosophy of HMS athletics emphasizes participation. All students who attend regularly and whose behavior is appropriate will play in athletic competitions. We do not, however, guarantee equal playing time to all individuals.

At the beginning of each season, organizational meetings are held. All meetings are announced on the daily announcements.

Practices for fall sports begin before the start of school. With this exception, HMS teams do not compete in the summer or during any school vacations.

Basically, there are two practice sessions for indoor sports at the middle school: from 2:30 to 4 p.m. and from 4 to 5:30 p.m. Football and track practices begin right after school. The schedules for other outdoor sports will vary. Practices for some sports are scheduled at the Moorhead Sports Center, Moorhead High School, local parks, and local golf courses; these practices are scheduled when facilities are free and are announced at the beginning of each season.

No after school activities will occur on the last school day before vacations.
Games are normally held on weekday afternoons; there will be occasional evening, Saturday, and school day contests. At the beginning of the season, each participating student receives a game schedule along with coaches' names and phone numbers. If students are unable to attend practice or competition, they must validate the absence with their coach.

Students must advise their coaches of any illnesses or previous injuries that may impact participation.

Sanford Health provides a certified athletic trainer to our school. The trainer is usually available Monday through Friday from 2:15 p.m. until all home activities are concluded. The trainer assists with conditioning and manages emergencies. Students and parent(s)/guardian(s) are invited to consult with our trainer about conditioning, exercise, diet, and sports injuries.

When students must miss school because of participation, they must have work made up before they leave. Students must be in school for at least one-half day on the day of a practice or activity in order to participate. When activities are terminated due to poor weather, students are expected to be in attendance for the remainder of the school day. All teams have coaches; coaches may be assisted by practicum students and other volunteers.

BOYS' BASKETBALL – THIRD BLOCK

There are four seventh and four eighth grade boys' basketball teams. Each team will practice as one unit. During competitions, however, each team is divided into two sub-teams. Based on readiness, cooperation, talent, and attendance, players are assigned to sub-teams by their

coaches. On contest days, one sub-team will play the F-M League schedule; the other sub-team will play games with other Moorhead teams and/or other schools. All students will play in a League game at least once during the season. Movement between the sub-teams will be determined by coaches; consideration will be given to attendance, skill level, and improvement. Practices are held in the middle school gyms and may be before or after school. After the initial practice time, games are scheduled one or two times per week. It has been the custom to have a tournament at the high school near the end of the season. **Tier 1**

BOYS' SWIMMING AND DIVING – SECOND BLOCK
HMS students practice and compete with high school athletes. Practices are at the high school pool daily from 3:30 p.m. to 5:30 p.m. Competition suits are provided. Swimming and diving will begin in late November. **High School Fee $150**

CROSS COUNTRY RUNNING – FIRST BLOCK
There is one HMS cross country team. Practices are held after school and last approximately one hour. Middle school students run 1.6 miles in meets, which are held throughout the season. Uniforms are provided by the school. **Tier 1**

FOOTBALL – FIRST BLOCK
There are two seventh and two eighth grade football teams. Practices are held daily at the middle school field. All teams practice for approximately one and one half hours. After the initial practice period, games are held once a week. If students do not receive adequate game time during F-M League contests, coaches may schedule inter-squad or intra-squad games in lieu of practices.

Students purchase their own jerseys at approximately $18. Students are placed on either a gray or black team in their seventh grade year; they will remain on that team in eighth grade, so that they may use the same jersey. If a student has an older sibling or friend who already has a jersey, and the student wishes to use that uniform as well, the student should let a coach know, so the student can be placed on the matching team. Protective and safety equipment and game pants are school issue; students will be charged only if they have damaged equipment beyond usual wear and tear. Students must purchase and wear mouth guards. **Tier 1**

GIRLS' BASKETBALL – SECOND BLOCK
There are three seventh and three eighth grade girls' basketball teams. Each team will practice as one unit. During competitions, however, each team is divided into two sub-teams. Based on readiness, cooperation, talent, and attendance, players are assigned to sub-teams by their coaches. On contest days, one sub-team will play the F-M League schedule; the other sub-team will play games with other Moorhead teams and/or other schools. All students will play in a League game at least once during the season. Movement between the sub-teams will be determined by coaches. Games are scheduled once or twice per week. **Tier 1**

GIRLS' SWIMMING AND DIVING – FIRST BLOCK
HMS students practice and compete with high school athletes. Practices are at the high school pool daily from 3:30 p.m. to 5:30 p.m. **High School Fee $150**

GOLF – FOURTH BLOCK
Boys' and girls' golf competitors practice together but compete separately. Indoor practices may be held at the Moorhead Sports Center before or after school, and outdoor practices are after school at local golf courses. Transportation is provided to and from the middle school for both practices and meets. Students must have their own set of golf clubs to participate. No uniforms are required. Golf meets are held during the school day. Most meets are held in town; competitions in places such as Detroit Lakes are scheduled also. Meets are scheduled according to weather conditions. **Tier 1**

GYMNASTICS – THIRD BLOCK
HMS students practice and compete with high school athletes. **High School Fee $150**

HIGH SCHOOL TEAMS
Occasionally, middle school students may, because of interest or ability, be invited to participate on high school athletic teams. The petitioning procedure in such cases is that the high school coach write a letter and confer with the high school activities director. If both are in agreement that high school competition is in the best interest of the student, the high school activities director then approaches the HMS activities director and principal. If everyone is still in agreement that the move would be a positive one, the coach will approach the student's parent(s)/guardian(s). If the parent(s)/guardian(s) confirms the school's decision, the student is then approached with the matter. The letter or petition is signed; then the HMS student becomes a member of the high school team. Students and/or parent(s)/guardian(s) may express an interest in the process to a coach. For information about lettering, please refer to School Board Policy 545.

TENNIS – FOURTH BLOCK
Girls' tennis and boys' tennis are offered to seventh and eighth graders. Indoor practices may occur at HMS before and after school. Outdoor practices are held at MSUM, Concordia College and Moorhead High School after school and evenings. Transportation to and from the parks is

provided; students and their parent(s)/guardian(s) are responsible for transportation for practices at the senior high. Students provide their rackets; the school supplies tennis balls. No uniforms are required. **Tier 1**

Girls' tennis participants are divided into beginning and intermediate groups. Each group is likely to be a mixed group, containing both seventh and eighth graders. Students practice through the season for tournaments, which are held in the parks during a school day in May. Ribbons are awarded to tournament winners. **Tier 1**

TRACK AND FIELD – FOURTH BLOCK

Girls' and boys' track and field practices and meets are held on the same days and times. Practices are held on the HMS track, weather permitting. Indoor practices may be called before and after school in the middle school gym. During competitions, athletes will compete against others of the same grade and gender.

After an initial practice period, an indoor evening meet is held at the Bison Sports Arena on the NDSU campus. Outdoor meets are held after school, with the exception of an all-city, all-day meet at NDSU that concludes the season. Ribbons are awarded to event winners of the all-city outdoor meet. **Tier 1**

VOLLEYBALL – FIRST BLOCK

Practices are held at HMS after school. After the initial practice period, games are scheduled once or twice a week.

There are actually two teams within each volleyball team. Participants are ability-grouped; attendance and progress may cause students to move from one team to the other. **Tier 1**

WEIGHT ROOM

Our weight room is open during first and fourth blocks on Mondays and Thursdays from 2:30 to 4 p.m. During second and third blocks, the weight room is open Monday through Thursday from 2:30 to 4 p.m. A weight room supervisor is on duty to assist with safety concerns and individual programs. The weight room at the high school is also available for middle school students to use. In general, weekdays from 3:30 to 5 p.m. are scheduled for student use. **No Fee**

WRESTLING – SECOND BLOCK

HMS has one wrestling team, which is composed of seventh and eighth graders. Wrestling practices are held HMS. After the practice period, meets are scheduled. Wrestling uniforms are provided by the school. Students must purchase and wear mouth guards. **Tier 1**

ACADEMIC AND OTHER ACTIVITIES

DESTINATION IMAGINATION

Destination ImagiNation is a program that promotes problem solving, creativity and teamwork. Teams of five to seven students solve two types of Challenges within the program year. The Central Team Challenge involves structural, technical or theatrical oriented skills and takes several months to solve. Instant Challenges stimulate the team's ability to think quickly and creatively with only minutes to prepare solutions. All Moorhead teams compete at the regional competition at Horizon. The top team in each problem, at each level, advances to the state competition in Minneapolis in April. State winners compete at the Global Finals in May. Each team requires an adult team manager.
Tier 2

GEOGRAPHY BEE

The National Geographic Society's National Geography Bee is held each year beginning in December and involves over 5 million students nationwide. The bee consists of three levels of competition: school, state, and national. All students at HMS compete in the preliminary round which is conducted in all social studies classes. From this competition, a school champion is determined. The school level winner then must complete a written examination to qualify for the state competition with only the top 100 scorers moving on to the bee in St. Paul. The winner of the state competition advances to the national competition, which is held at the headquarters of the National Geographic Society in Washington, D.C. The winner there receives a $25,000 scholarship. There is no charge to participate. **No Fee**

HONOR CHOIR

A selected group of students will be invited to become Honors Choir members; singing and dancing skills are the primary determiners for selection. The group will practice before and/or after school and will perform at school and community events. Students may be asked to provide concert attire. **Tier 2**

HONOR BAND

Honor Band is open to all band students at the middle school. Auditions are held in the fall and rehearsals take place after school in the band room. See Mrs. Pesola for more information. **Tier 2**

JAZZ BAND
Jazz Band is open to students in seventh and eighth grade. Auditions are held in the fall and rehearsals take place after school. **Tier 2**

SCHOOL NEWSPAPER
Students plan, write, edit, lay out, print, and fold our school newspaper. The newspaper is produced periodically throughout the school year. **No Fee**

KNOWLEDGE BOWL
The Knowledge Bowl Team practices twice a week after school and participates in three regional meets each fall. During the meets, teams of students compete in both written and oral rounds by answering questions related to all areas of learning. Questions test students' recall, problem solving, and critical thinking skills. The middle school Knowledge Bowl season ends after Thanksgiving. **Tier 2**

KNOWLEDGE MASTER
There are two Knowledge Master Open competitions each year, one in December and one in April. Each competition consists of 200 challenging questions that require higher-level thinking skills and cover 14 curriculum areas. The contests run on school computers to allow all schools the opportunity to compete in a large academic event without the expense of traveling to a central site. Scores are based on a combination of speed and accuracy. The HMS Team competes with more than 900 teams nationwide in this competition. **No Fee**

LEGO LEAGUE
Lego League is open any student interested in learning how to program Lego NXT robots and participating in a team challenge in January. Our team is called "TEAM SPUDNIK"! Yearly Challenges are based on "real world" scientific topics like Nanotechnology, energy, transportation, and accessibility. Teams can choose to participate in official tournaments or local competitions. We plan on having one local competition this year and our annual competition in Grand Forks. We typically meet in mornings, lunch periods and one afternoon per week from 2:15-4:00PM. **Tier 2**

~~*LINKING UP*~~
~~Linking Up is a mentorship program that is sponsored jointly by Concordia College, Metro Youth Partnership, and Horizon Middle School. Students are matched with mentors; once per week through most of the school year, mentors and students engage in activities here at school and in the community. Students are referred to the program through the counseling office. **No Fee**~~

MATHCOUNTS
Mathcounts is a national competition sponsored by the Society of Engineers. Math teachers receive a sample problem kit, which is used in algebra and pre-algebra classes. After these "warm-ups," students are tested. These test scores, plus grades, are used to choose the top four students plus two alternates; these students are named to the Mathcounts team. This team moves on to chapter competition at Minnesota State University Moorhead. The top two chapter teams compete at state level, and the four individuals who earn top scores there move on to national competition. National winners receive scholarships. **Tier 2**

PLAY
Each winter, the middle school, with support from community education, produces a play or review. All students are invited to try out for the production, and volunteers are needed to assist with props, makeup, programs, and other tasks. Most practices are held here at HMS; the play will be presented at the high school, and several practices near the production date will also be held at Moorhead High. **Tier 2**

SCIENCE OLYMPIAD
HMS students who enjoy science have the opportunity to join the Science Olympiad Team. The team meets after school two or three times each week to work on the fifteen activities that have been chosen for the year. These activities may include building a car, plane or bridge, identifying fossils, performing experiments, or developing competencies in other areas. The team competes in the Regional Tournament at ~~MSUM~~ Minnesota State University Moorhead in February and the State Tournament at the University of St. Thomas in St. Paul in March. The top Minnesota team advances to the national competition. **Tier 2**

SPELLING BEE
In January, all HMS English students take a spelling test. The top twenty sixth, seventh, and eighth grade spellers then compete in a spelling bee at HMS. The top six spellers from each grade advance to district competition. The top three spellers at the district level then participate in the regional competition; winners there advance to state and national contests. HMS students have competed at the state level. **No Fee**

STUDENT COUNCIL
Each fall, sixth, seventh, and eighth grade students are selected as Student Council representatives. Student Council members meet throughout the school year; they are involved in decisions that impact students here at HMS and

also are active in fundraising to benefit the school and the community. In the past, Student Council has conducted daffodil sales to benefit the Cancer Society, organized a dance and donated its proceeds to the F-M Food Pantry, and purchased weight room equipment for our building. **No Fee**

TRI-COLLEGE MATH

The Tri-College Math contest is held each year on a rotating basis at North Dakota State University, Minnesota State University Moorhead, and Concordia. Each school may enter four teams. A team consists of eight members, not more than four of whom are in the ninth grade and at least one of whom is in the seventh grade. Students are chosen by teachers based on classroom achievement, Mathcounts testing, and the student's previous Tri-College Math Contest scores. Team members participate in the individual and in the team competitions. **No Fee**

PUBLIC NOTICE

Independent School District No. 152 gives notice to parent(s)/guardian(s) of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

1. Parents/guardians and eligible students are hereby informed that they have the following rights:
   a. That the parent(s)/guardian(s) or eligible student has a right to inspect and review the student's educational records. A parent(s)/guardian(s) or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent(s)/guardian(s) or eligible student will be notified of the time and place where the records may be inspected.
   b. That the parent(s)/guardian(s) or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent(s)/guardian(s) or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing; shall identify the item the parent(s)/guardian(s) or eligible student believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student; shall state the reason for this belief; and shall specify the correction the parent(s)/guardian(s) or eligible student wishes the school district to make. The request shall be signed and dated by the parent(s)/guardian(s) or eligible student. If the school district decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the school district will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) of eligible student when notified of the right to a hearing.
   c. That the parent(s)/guardian(s) or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her task. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility, and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, and student health and welfare.
   d. That the parent(s)/guardian(s) or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C. 1232g, and the rules promulgated thereunder. Said complaint should be directed to:

      Family Policy Compliance Office
      U.S. Department of Education
      400 Maryland Avenue S.W.
      Washington, DC 20202-4605
   e. That the parent(s)/guardian(s) or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of student records.
   f. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's Office.

2. Independent School District No. 152 has adopted a school board policy in order to comply with state and federal laws regarding education records. The policy does the following:
   a. It classifies records as public, private or confidential.
   b. It establishes procedures and regulations to permit parent(s)/guardian(s) or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
   c. It establishes procedures and regulations to allow parent(s)/guardian(s) or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
   d. It establishes procedures and regulations for access to and disclosure of education records.
   e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent(s)/guardian(s) or student when required prior to disclosure.

3. Copies of the school board policy and accompanying procedures and regulations are available to parent(s)/guardian(s) and students upon request to the Superintendent.

4. Pursuant to applicable law, Independent School District No. 152 gives notice to parent(s)/guardian(s) of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."
   "Directory information" includes the following information relating to a student: the student's name; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

   a. The information listed above shall be public information which the school district may disclose from the education records of the student.
   b. Should the parent(s)/guardian(s) of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's/guardian's or eligible student's prior written consent except to school officials as provided under federal law.
   c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent(s)/guardian(s) or eligible student must make a written request to the building principal within thirty (30) days after the

~~date of the last publication of this notice. This written request must include the following information:~~

~~(1) Name of student;~~
~~(2) Home address;~~
~~(3) School presently attended by student;~~
~~(4) Parents/guardians legal relationship to student, if applicable;~~
~~(5) Specific category or categories of directory information which is not to be made public without the parent's/guardian's or eligible student's prior written consent.~~

~~INDEPENDENT SCHOOL DISTRICT NO. 152~~
~~MOORHEAD, MINNESOTA~~
~~DATED: AUGUST 2000~~

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 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 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).

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 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:

Year at a Glance

August 2011

15 Season begins for Girls' Swimming and Diving, (MHS)
17 Registration for students new to the district, 7 a.m.-2 p.m., Counseling Office
22 Season begins for Cross Country, Football, and Volleyball
23 Orientation: Grades 6, 7 & 8 Stop in between 7 a.m.-3 p.m. Pick up schedules and other back-to-school materials. Have photo taken.
30 Back-To-School Night, Grade 6, 6-7:30 p.m. House meeting, Classroom visit, Principals presentation.

September 2011

1 Back-To-School Night, Grade 7, 6:30 - 7:30 p.m. Grade 8, 7:30 - 8:30 p.m. House meeting, Classroom visit, Principals presentation.
6 PTAC meeting, 6:30 p.m., Media Center
15 Orchestra Registration for Grade 5, 6-8 p.m., Horizon Cafetorium
23 Grade 6 & 7 Orchestra in Homecoming Parade

October 2011

4 PTAC meeting, 6:30 p.m., Media Center
Vision and hearing screening
Vision and hearing screening
17,18 Conferences, 5-8:30 p.m.
19 Conferences, 8-11:30 a.m., 12:30-4 p.m.
24 Season begins for Girls' Basketball

27 Grade 7 and 8 Orchestra Concert at Horizon, 7:30 p.m.
Vision and hearing rescreening

November 2011

1 PTAC meeting, 6:30 p.m., Media Center
1 Grade 5 & 6 Orchestra Concert at NDSU, 7:30 p.m.
3 Season begins for Wrestling
14 Season begins for Gymnastics (MHS)
7 Grade 7 Band Concert, 6:30 p.m., cafetorium
7 Grade 8 Band Concert, 7:30 p.m., cafetorium
28 Season begins for Boys' Swimming and Diving (MHS)
30 End of 1st Trimester

December 2011

6 Grade 6 Choir Concert, 6:30 p.m., cafetorium
6 Grade 7 Choir Concert, 8:00 p.m., cafetorium
8 Grade 8 Choir Concert, 7:30 p.m., cafetorium
6 PTAC meeting, 6:30 p.m., Media Center
1 Grade 6 Band Concert, 6:30 p.m., cafetorium
20 Grade 6 Holiday Concert, 6:00 p.m., cafetorium
20 Grade 7 & 8 Orchestra Concert, 7:30 p.m., cafetorium

January 2012

3 Season begins for Boys' Basketball
3 PTAC meeting, 6:30 p.m., Media Center
6,7,9 Registration at Moorhead High
for 8th graders, 6 p.m., New Commons

February 2012

6 PTAC meeting, 6:30 p.m., Media Center
6,7,9 Registration at Moorhead High
for 8th graders, 6 p.m., New Commons
13 Grade 8 Band, Choir, and Orchestra Valentine's Concert,
7:30 p.m., cafetorium

March 2012

12 PTAC meeting, 6:30 p.m., Media Center
1,2,3 Horizon Play, 7 p.m. MHS
4 Horizon Play, 2 p.m. MHS
Grade 6 Band Concert, 6:30 p.m., cafetorium
Grade 7 Band Concert, 8 p.m., cafetorium
2 End of 2nd Trimester
15 Grade 5 & 7 Orchestra Concert at MHS, 6:00 p.m.
15 Grade 6 & 9 Orchestra Concert at MHS, 8 p.m.
20 Honor Band and Jazz Band Concert, 7:00
5 Conferences, 5-8:30 p.m.
6 Conferences, 5-8:30 p.m.
7 Conferences, 8-11:30 a.m.
26 Season begins for Track and Field, Boy's Tennis, Girls'
Tennis, Boys' Golf, and Girls' Golf

April 2012

3 PTAC meeting, 6:30 p.m., Media Center
17,19 Minnesota Comprehensive Reading Assessments
(tentative dates)
24 Grade 6 Choir Concert, 6:30 p.m., cafetorium
24 Grade 7 Choir Concert, 8:00 p.m., cafetorium
26 Grade 8 Choir Concert, 7:30 p.m., cafetorium
Grade 5 Band Instrument Display Night, 7-9 p.m.

May 2012

1 PTAC meeting, 6:30 p.m., Media Center
1 Grade 6 Band Concert, 6:30 p.m., cafetorium
1 Grade 7 Band Concert, 7:30 p.m., cafetorium
3 Grade 8 Band Concert, 7:30 p.m., cafetorium
24 Band Solo and Ensemble Concert, 6:30 p.m.
29 Grade 6 Orchestra Concert, MHS Gym, 6:00 p.m
29 Grade 7 & 8 Orchestra Concert, MHS Gym, 7:30 p.m.
31 Last day of school

Possible Emergency Make-Up Days

June 1, 4, 5, 6, 7, 8 and 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.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.021R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: August 16, 2011

SUBJECT: Moorhead High School Hall of Honor

The Moorhead High School Hall of Honor recognizes alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Alumni are recognized for their outstanding accomplishments while at Moorhead High School as well as achievements following graduation. Alumni may not be considered for nomination until ten years following their graduation from Moorhead High School.

Faculty, staff and other community members are recognized for their contributions to Moorhead High School. Individuals may not be current employees of the school district and may not be considered for nomination until five years following their completion of employment with the district.

Beginning with eight inaugural members in 2004, 39 members have been inducted into the Hall of Honor. This fall the five 2011 members to the Hall of Honor will be recognized at an induction ceremony on September 24. This year's inductees are:

- Lisa Nelson Borgen, a 1980 Moorhead High School graduate, was elected Clay County attorney in 1999 and served until 2006 when she was appointed 7th Judicial District Court Judge. Borgen was elected to her current term in 2008.

- Rodney J. Kossick, a 1955 Moorhead High School graduate, worked as a blind rehabilitation specialist and consultant in North Dakota, Washington, Australia, Wisconsin and South Vietnam.

- Vincent Pulicicchio, known as "Mr. P" to his students, taught orchestra for Moorhead Area Public Schools for 34 years. In 1965, he developed Apollo Strings, a string ensemble that traveled across the United States, Canada, Europe and behind the Iron Curtain. Pulicicchio died on Jan. 18, 2010, at age 82.

- Larry W. Shellito, a 1964 Moorhead High School graduate, was appointed Adjutant General of the Minnesota National Guard from 2003 to 2010. Retired Major General Shellito was appointed as the 17th commissioner of the Minnesota Department of Veterans Affairs in January 2011.

- Mark Voxland, a 1968 Moorhead High School graduate, is an electrical contractor with Voxland Electric. He was elected to the Moorhead City Council in 1988 and has been mayor of Moorhead since 2002.

The nomination form is attached. Nominations may also be submitted on the district's website. The Hall of Honor committee has reviewed nominations and conducted research of records to select outstanding candidates. Hall of Honor committee members are Curt Borgen, Gene Boyle, Mary Flesberg, Pam Gibb, Don Hulbert, Bob Remark, Donna Richards, and Arnold Ellingson.

The administration of Moorhead Area Public Schools expresses appreciation for the hard work of committee members to continue to make the Moorhead High School Hall of Honor a reality.

Corporate sponsors of the Moorhead High School Hall of Honor are Moorhead Public Service, State Bank and Trust and Gate City Bank.

LAK:mde
Attachment

Moorhead High School Hall of Honor

Nomination Form

Membership in the Moorhead High School Hall of Honor will consist of alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Alumni will be recognized for their outstanding accomplishments while at Moorhead High School as well as achievements following graduation. Alumni may not be considered for nomination until ten years following their graduation from Moorhead High School. Faculty, staff and other community members will be recognized for their contributions to Moorhead High School. The individual must not be a current employee of the school district and may not be considered for nomination until five years following his or her completion of employment with the district.

Nominations are accepted continuously throughout the year. Nominations received after Jan. 15 of the induction year will be considered for future recognition. Nominations previously received are kept to be considered for future recognition.

Please provide as much of the following information as possible.

Check the appropriate category / categories:
Alumnus/Alumna _____ Former Faculty/Staff _____ Other _____

Name of Nominee _____
(First) (MI) (Last) (Maiden Name)

Graduation Year _____ Retirement Year _____

Present Address _____
(Street) (City) (State) (Zip Code)

Work Phone ( ) _____ Home Phone ( ) _____

E-mail Address _____

Attach a statement as to why you feel this person should be inducted into the Hall of Honor. Please consider the following criteria as a guideline in recommending the nominee:

Alumnus / Alumna:

- Successful activities/academic endeavors while at Moorhead High School
- Demonstrates qualities of character and leadership
- Attained achievement in at least one of the following areas: personal and/or professional life, community service, or the demonstration that education is a lifelong experience

Former Faculty / Staff or Other Community Member

- Brought credit to or made significant contribution to Moorhead High School through personal endeavor and leadership

Supporting documents and additional letters of recommendation are strongly encouraged with the application.

Person making nomination:
Name _____
Address _____
_____
_____
Home Phone ( ) _____
Work Phone ( ) _____
E-mail _____

Return Nomination Form to:
Moorhead High School
Hall of Honor
2300 4th Avenue South
Moorhead, MN 56560

Date Received _____

Form revised 1.08

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Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.018R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: August 15, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds 554, for your review.

Suggested Resolution: Move to approve the policy, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds 554, as presented.

LAK:mde
Attachment

Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds

Type:	School Board Policy
Section:	500 STUDENTS
Code:	554
Adopted Date:	3/8/2004
Revised Date(s):	02/11/2008
Reviewed Date(s):	02/11/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT

The Moorhead Area Public Schools is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

All students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all

or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.

D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as a leader of the crisis team.

E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.

F. "Emergency" means a situation ~~in which immediate intervention is necessary to protect a student or other individual from physical injury, emotional abuse due to verbal and nonverbal gestures, or to prevent severe property damage~~ where immediate intervention is needed to protect a student or other individual from physical injury or to prevent serious property damage.

G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPS FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal by Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30 calendar-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall

transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and Moorhead School Board Policy 504: Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal law, state statute or local ordinance to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, 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.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. ~~Requiring the student to assume and maintain a specified physical position, activity, or posture that induces physical pain as an aversive procedure~~ Corporal punishment prohibited by Minn. Stat. 121A.58;

2. ~~Presenting intense sounds, lights, or other sensory stimuli as an aversive stimulus~~ Requiring a student to assume and maintain a specified physical position, activity, or posture that induces physical pain;

3. ~~Using noxious smell, taste, substance, or spray as an aversive stimulus~~ Totally or partially restricting a student's senses as punishment;

4. Denying or restricting ~~the~~ a student's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the student's functioning except when temporarily ~~when the student is perceived to be destroying or damaging equipment or devices~~ removing the equipment or device is needed to prevent injury to the student or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the student as soon as possible;

5. ~~Using faradic skin shock~~ Interacting with a student in a manner that constitutes sexual abuse, neglect or physical abuse under Minn. Stat. 626.556;

6. ~~Restricting, totally or partially, the student's auditory or visual sense, except that study carrels may be used as an academic intervention~~ Physical holding (as defined in Minn. Stat. 125A.0941) that restricts or impairs a student's ability to breathe;

7. Withholding regularly scheduled meals or water; and/or

8. Denying ~~the~~ a student access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's

parent(s)/guardian(s) of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of ~~Conditional~~ Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more ~~conditional~~ restrictive procedures, the crisis team may employ those ~~conditional~~ restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds~~. If the crisis team initiates use of conditional procedures in an emergency, the student's IEP team shall meet as soon as possible, but no later than five (5) school days after emergency procedures have commenced~~ , as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat. 125A.0942, Subd. 5, and otherwise comply with the requirements of 125A.0942.

Legal References:

Minn. Stat. 13.01, *et seq*. (Minnesota Government Data Practices Act)
Minn.~~esota~~ Stat.~~ute~~ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn.~~esota~~ Stat.~~ute~~ 121A.582 (Student Discipline; Reasonable Force)
Minn.~~esota~~ Stat.~~ute~~ 121A.61 (Discipline and Removal of Students from Class)
Minn.~~esota~~ Stat.~~ute~~ 121A.67, Subd. 2 (Aversive and Deprivation Procedures)
~~Minnesota Statute 130.01, et seq. (Minnesota Government Data Practices Act)~~
Minn. Stat. 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn.~~esota~~ Stat.~~ute~~ 609.06 (Authorized Use of Force)
Minn.~~esota~~ Stat.~~ute~~ 609.379 (Permitted Actions)
~~Minnesota Rule 3525.0200, Subp. 2c (Definition of "Emergency")~~
~~Minnesota Rule 3525.2900, Subp. 5 (The IEP and Regulated Interventions)~~
20 U.S.C. 1232g *et seq*. (Family Educational Rights and Privacy (FERPA))
20 U.S.C. 1415(k)(9~~6~~) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))
34 C.F.R. 300.5~~2935~~ (IDEA Regulation Regarding Involvement of Law Enforcement)
Minn. Stat. 121A.58 (Corporal Punishment)
Minn. Stat. 626.556 (Reporting of Maltreatment of Minors)

Cross References:
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 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 710: School District Crisis Management

Department of School Improvement and Accountability
Moorhead Area Public Schools

Memo SIA.12.001 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability

DATE: August 16, 2011

SUBJECT: ACT Test Results

Attached please find a copy of the report for Moorhead Area Public Schools' ACT scores for 2011 graduates. The report shows trend data for average ACT scores over the last five years, as well as the percentage of ACT-tested students ready for college-level coursework. The ACT is a curriculum-based achievement test in the areas of English, mathematics, reading and science which is designed to measure skills and knowledge needed for success in the first year of college. Scores range on a scale from 0-36.

Average composite ACT scores increased slightly for Moorhead's 2011 graduates from 22.1 in 2010 to 22.8 in 2011, which is .1 below the Minnesota state average. Reported results will be discussed in further detail at the August 22 school board meeting.

MOE:nls
Attachments

ACT®

July 18, 2011
Code: 247140

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

AUG 11 2011

183790249

011062110

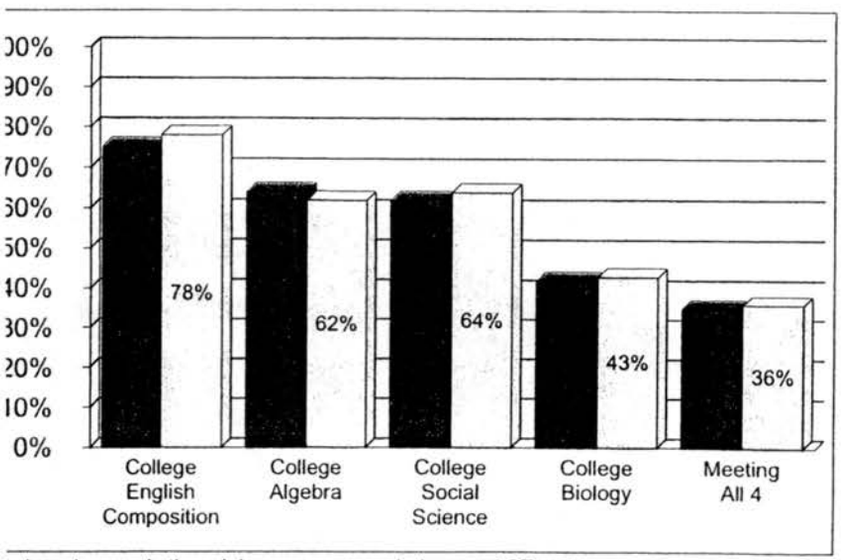
is report reflects the achievement of your graduates on the ACT over time and an indication of the extent which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational velopment in English, mathematics, reading, and science designed to measure the skills needed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

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

Table 1: Five Year Trends - Average ACT Scores

ad Year	District	State	District	State	District	State	District	State	District	State	District	State
2007	287	43,534	21.8	21.8	23.9	22.5	23.4	22.8	23.0	22.5	23.2	22.5
2008	289	44,863	21.3	21.9	23.8	22.6	23.0	23.0	22.8	22.5	22.9	22.6
2009	251	43,642	21.4	22.0	23.6	22.7	23.0	23.1	23.1	22.6	22.9	22.7
2010	283	44,323	21.0	22.3	22.6	22.9	22.3	23.2	22.1	22.8	22.1	22.9
2011	**269**	**44,952**	**21.8**	**22.3**	**23.1**	**23.0**	**23.1**	**22.9**	**22.9**	**22.8**	**22.8**	**22.9**

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



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

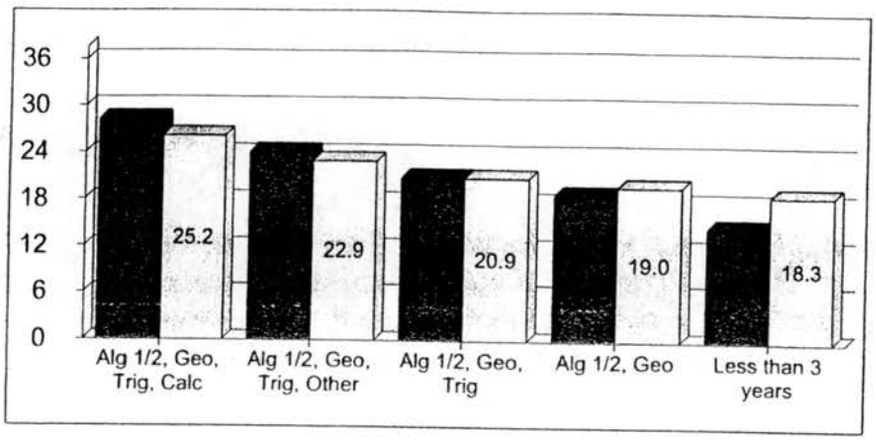
* English Composition: 18 on ACT English Test
* Algebra: 22 on ACT Mathematics Test
* Social Science: 21 on ACT Reading Test
* Biology: 24 on ACT Science Test

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

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

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

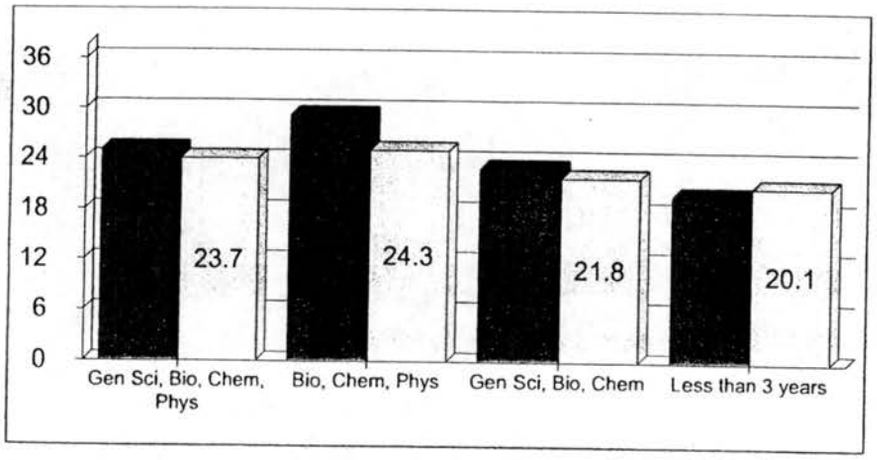
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

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

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

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

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

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

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

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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.020R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: August 16, 2011

SUBJECT: Truancy Intervention Program Funding Request

Due to the loss of funding and budget reductions, the Truancy Intervention Program (TIP) is requesting funding to assist with programming for the 2011-12 school year. The total FY 11 budgeted amount is $151,215.00. Funding information is as follows:

Clay County Collaborative	$57,186.97
United Way of Cass-Clay	$15,000.00
Clay County Social Services*	$32,000.00
Clay County School Districts without Moorhead	$6,065.87
TOTAL	$110,252.84

* Proposed

The request has been made to Moorhead Schools for $40,962.15. The TIP employs 5.0 FTEs and serves approximately 850 students in Moorhead and 50 students from Clay County schools. The recommendation includes $30,000 to fund TIP and to continue to look for alternative ways to provide funding for the program.

Suggested Resolution: Move to approve the Truancy Intervention Program funding in the amount of $30,000 for the 2011-12 school year.

LAK:mde

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.019R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: August 15, 2011

SUBJECT: Schedule School Board Work Session

A School Board work session is recommended for Monday, September 12, 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, September 12, 2011 from 5:00 to 7:00 p.m. to conduct a School Board work session to discuss school district and board priorities, legislative and funding updates, board development, and district projects.

LAK:mde

S-MG-B05
12 Sept 2011

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

September 12, 2011
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. **DISTRICT PRIORITIES AND GOALS**: Kovash

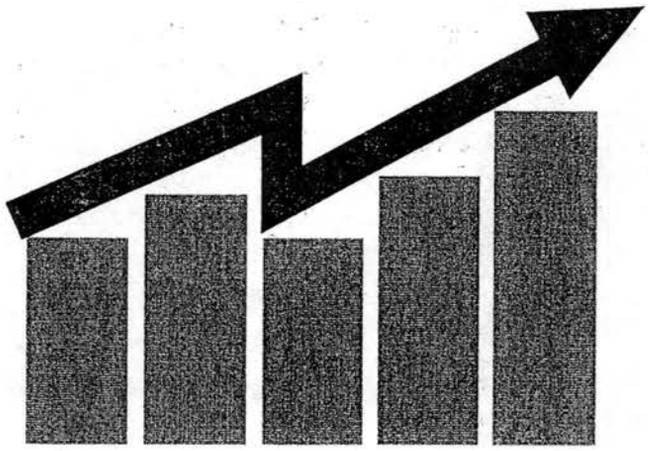
3. **EDUCATION FUNDING**: Kovash
   Pages 3-9

4. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Early Childhood Advisory Com	September 13	5-7 pm	PCE
Hopkins PTAC	September 13	6:30 pm	Media Center
Asp PTAC	September 13	6:30 pm	Media Center
Reinertsen PTAC	September 13	6:30 pm	Media Center
Com Educ Adv Council	September 13	7 pm	PCE
Instr and Curr Adv Com	September 15	7 am	PCE
Safe and Healthy Learners Com	September 20	3 pm	PCE
Title I District Parent Adv Com	September 20	5:30-7 pm	PCE
Homecoming Parade	September 23	4 pm	
Hall of Honor Induction Ceremony	September 24	5 pm	Meadows
School Board	September 26	7 pm	PCE
Activities Advisory Council	September 27	7 am	MHS
Technology Committee	September 27	3:45 pm	PCE

Funding Education for the Future



May 25, 2011

Minnesota Department of Education

Minnesota Department of Education

May 2011

"Education was key to our state's past prosperity, and it will be key to our future prosperity. An excellent public education system will be the driving force behind job creation in Minnesota. We must prepare today's students for the jobs and the industries of the future, and thus we must make important innovations in our public school system. With this plan, we will take what is good with Minnesota's K-12 education and make it even better, to ensure every student full opportunity to succeed in this ever more competitive global economy."

- Governor Mark Dayton – February 4, 2011

When Governor Dayton introduced his 7-Point Plan for Achieving Excellence for all Minnesota students, education funding for the future was number 1 on the priority list. Minnesota's future is dependent upon a strong system of public schools that provides assurances every student has access to a high-quality education that helps them reach their full potential.

The Education Finance Working Group has thoroughly considered the expectations schools face, the needs of our changing student population, and the increased challenge of ensuring every student graduates from high school well prepared for college and career. The recommendations contained in this report are the result of intensive dialogue; a focus on student learning and instruction; careful analysis of funding patterns in districts of differing size, demographics and region; and study of school finance reform proposals developed over the past eight years.

The working group's conclusion clearly shows there is a better way to fund Minnesota schools for the 21st century by:

- Improving the adequacy, equity, and stability of pre K-12 education funding;
- Simplifying and streamlining education funding;
- Preserving local control;
- Closing achievement gaps;and
- Promoting high achievement for all students.

I encourage you to review this report carefully. It contains a blueprint for our future – a future in which we meet Minnesota's constitutional obligation to provide a "uniform system of public schools" with improved education funding that takes what's good and makes it better.

Sincerely,

Dr. Brenda Cassellius

Dr. Brenda Cassellius
Commissioner of Education

executive summary

Minnesota's future economic success depends upon a strong system of public schools to create the highly skilled workforce necessary to compete in a global economy. Adequate, equitable and stable school funding that encourages innovation will help provide assurances that every student has access to a high-quality education that leaves them well prepared for success in college and career.

The Education Finance Working Group thoroughly considered expectations for students and schools, the needs of a changing student population, and the increased challenges of ensuring every student achieves at their highest potential. The recommendations contained in this report are the result of intensive dialogue; a focus on student learning and instruction; careful analysis of funding patterns in districts of differing size, demographics and region; and study of school finance reform proposals developed over the past eight years.

Major Recommendations

Below are the major recommendations from the Commissioner's Working Group on Education Funding:

1. Invest in early learning, with resources targeted first to all-day kindergarten for students living in poverty.

2. Roll a portion ($400) of referendum levies into the general education formula to provide a more adequate, uniform and stable funding base for all districts and charter schools, and to lessen reliance on local referenda.

3. Establish a uniform general education levy by consolidating and replacing existing school levies, including a portion of existing referendum levies rolled into the formula. There will be no increase in total school levies with a component of the levy spread on tax capacity and a component spread on referendum market value.

4. Simplify funding formulas and student accounting to make E-12 education funding more understandable and transparent.

5. Reform basic skills funding by rolling extended-time funding into compensatory education revenue targeted to concentrations of poverty and allowing districts flexibility in the use of an additional 10% of revenue.

executive summary

6. Refocus integration funding by including it in the basic skills portion of the general education revenue. Funding will be based on the number of students of color in each district with each district receiving $600 times the number of students of color enrolled in the district. Funding would be all state aid and some transition funding is recommended.

7. Recognize and reward growth by creating a noncompetitive grant program to recognize schools with outstanding growth in student achievement and disseminate best practices.

8. Change special education tuition bill by sharing of excess special education costs between the resident school district and the serving school district or charter school for open-enrolled students.

9. Recognize regional cost differences by rolling a portion of referendum revenue into a new location equity levy for the seven county metro area and for non-metro regional centers.

10. Restore inflation-adjusted general education formula to FY 2003 levels by setting the formula allowance at $6,290 for FY 2013.

11. Reduce charter school lease aid as an offset to formula increases.

12. Phase in revenue increases and uniform general education levy to assure a smooth transition.

appendix a

Working Group Membership

Earl Athman, Business Manager
Pierz Public Schools

Julie Blaha, Teacher / President
Anoka-Hennepin Education Minnesota

Mary Cecconi, Parent Advocate
Parents United for Public Schools

Art Coulson, School Board Member
Rosemount-Apple Valley-Eagan Schools

Ric Dressen, Superintendent
Edina Public Schools

Les Fujitake, Superintendent
Bloomington Public Schools

Hector Garcia, Executive Director
Chicano Latino Affairs Council (CLAC)

Peggy Ingison (Co-Chair)
Chief Financial Officer
Minneapolis Public Schools

Joann Knuth, Executive Director
MN Assoc. of Secondary School Principals

Eric Mahmoud, Executive Director
The Best Academy

Coleman McDonough, Principal
North Branch High School

Bob Meeks, Executive Director
MN School Boards Association (MSBA)

Colleen Mertesdorf
Director of Finance and Operations
Faribault Public Schools

Christopher E. Mills
Superintendent and Elementary Principal
Stephen/Argyle Central Schools

Tom Nelson (Co-Chair)
Interim Superintendent
Stillwater Area Public Schools #834

Jerry Ness, Superintendent
Fergus Falls Public Schools

Mary Cathryn Ricker, Teacher / President
St. Paul Federation of Teachers

Dane Smith, President
Growth and Justice

Elona Street-Stewart, Chair
St. Paul School Board

Shari Thompson, Business Manager
East Metro Integration District #6067

Denny Ulmer, Director
Bemidji Regional Interdistrict Council

Greg Vandal, Former Superintendent
Sauk Rapids

Deb Wall, Director of Special Education
Forest Lake School District

Ex-Officio Members

Representative Jim Davnie

Representative Pat Garofalo

Representative Mindy Greiling

Senator Gen Olson

Senator LeRoy Stumpf

Minnesota Department of Education

Brenda Cassellius, Commissioner

Rose Hermodson, Assistant Commissioner

Tom Melcher, Director of Program Finance

appendix c

	E-12 Education Revenue Change Options				
	$ in Thousands				
	Description	Current Law Revenue	Proposed Revenue	Revenue Change	Aid Appropriation Change @ 70%
1	General Education Revenue Components:				
	Basic	4,916,240	5,523,690	607,450	
	Gifted & Talented	11,513	-	(11,513)	
	Extended time	76,067	-	(76,067)	
	Basic Skills:				
	Compensatory	452,560	550,536	97,976	
	LEP	40,367	47,882	7,515	
	Sparsity	24,367	25,544	1,177	
	Transport Sparsity	60,009	62,910	2,901	
	Training & Experience	159	-	(159)	
	Operating Capital	196,866	196,778	(88)	
	Equity	94,482	-	(94,482)	
	Transition	29,294	-	(29,294)	
	Q Comp	81,909	81,909	-	
	Referendum Revenue	895,213	420,623	(474,590)	
	Alternative Attendance Adjustment	(145)	(499)	(354)	
	Pension Adjustment	(31,243)	7,084	38,327	
2	General Education New Revenue Components:				
	Declining Enrollment	-	14,527	14,527	
	Regional Cost Adjustment	-	233,272	233,272	
	Integration Revenue	97,362	101,695	4,333	
	Eliminate Safe Schools Levy	27,222	-	(27,222)	
	Charter School Lease Aid	55,111	51,562	(3,549)	
	New Transition	-	150	150	
	Revenue Phase-In	-	(216,964)	(216,964)	
	Subtotal - General Education Changes	7,027,353	7,100,699	73,346	51,342
3	All Day Kindergarten	-	46,110	46,110	32,277
4	High Growth Revenue	-	7,000	7,000	4,900
5	Special Education Changes	846,220	846,220	-	-
6	Total Changes	7,873,573	8,000,029	126,456	88,519

appendix d

	E-12 Education Levy Change Options			
	$ in Thousands			
	Description	Levy Changes on ANTC	Levy Changes on RMV	Total Levy Changes
1	General Education Levy changes:			
	* Eliminate Operating Capital Levy	(112,869)		(112,869)
	* Eliminate Equity Levy		(74,181)	(74,181)
	* Metro and Regional Center Cost Adjustment		181,540	181,540
	* Roll in old Transition Levy to Referendum		(23,962)	(23,962)
	* $400 Referendum Roll in to formula allowance		(414,988)	(414,988)
	* Eliminate Integration Levy	(29,784)		(29,784)
	* Proposed new Transition Levy		-	-
	Subtotal - General Education Changes	(142,653)	(331,591)	(474,244)
2	Eliminate Safe Schools levy	(27,222)		(27,222)
3	Alt Facilities aid adjustment	-		-
4	Subtotal - Proposed Levy Reduction	(169,875)	(331,591)	(501,466)
5	Proposed new General Education Levies on ANTC and RMV	169,875	331,592	501,466
6	Net Change in Levies	0	1	1

S-M9-B05
12 September 2011

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

September 12, 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 boys and girls track team members who qualified for state. They are Glen Ellingson, Brendan Johnson, Gabe Wright, Chelsea Klemetson, Kristin Drechsel, Ashley Heinze and Taylor Janssen. Individual place winners were Glen Ellingson, first place in 3,200 meters and seventh place in 1,600 meters, Brendan Johnson, third place in pole vault, Gabe Wright, 16th place in high jump, Chelsea Klemetson, sixth place in high jump, Ashley Heinze, sixth place in 400 meters and 13th place in 100-meter hurdles, Taylor Janssen, eighth place in 1,600 meters, and Kristin Drechsel, 17th place in discus. The boys and girls track

coaches are Jon Moe, Justin Gall, Jeremy Blake, John Gallagher, Dennis Nelson, Kevin Feeney, Bre Worinarowicz, Nicole Wiesner, Brody Clarke, Chauncy Hendershot, and Lindsay Bucholz.

E. Matters Presented by Citizens/Other Communications (Non-Agenda Items) (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of August 22, 2011 Regular Meeting Minutes - Pages 5-9

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of September Claims - Page 10
   (2) Acceptance of Donations - Pages 11-12
   (3) Approval of Dakota Medical Foundation Grant Award - Pages 13-22

C. HUMAN RESOURCES MATTERS - Hiedeman
   (1) Approval of Resignations - Page 23
   (2) Approval of Family/Medical Leaves - Page 24
   (3) Approval of Change in Contracts - Page 25
   (4) Approval of New Employees - Pages 26-28

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold
   (1) Approval of Alternative Delivery of Specialized Instructional Services - Pages 29-30
   (2) Approval of Indian Education Grant Renewal - Pages 31-33

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

Moved by _____ Seconded by _____
Comments _____

3. **OPENING ENROLLMENT**: Kazmierczak
Pages 34-36

4. **APPROVAL OF BIDS - S.G. REINERTSEN ELEMENTARY MULTI-PURPOSE ROOM ADDITION**: Kazmierczak
Pages 37-39

Suggested Resolution: Move to approve the bids for the S.G. Reinertsen Elementary School multi-purpose room addition as presented.

Moved by _____ Seconded by _____
Comments _____

5. **COMMITTEE REPORTS**

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

7. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Early Childhood Advisory Com	September 13	5-7 pm	PCE
Hopkins PTAC	September 13	6:30 pm	Media Center
Asp PTAC	September 13	6:30 pm	Media Center
Reinertsen PTAC	September 13	6:30 pm	Media Center
Com Educ Adv Council	September 13	7 pm	PCE
Instr and Curr Adv Com	September 15	7 am	PCE
Safe and Healthy Learners Com	September 20	3 pm	PCE
Title I District Parent Adv Com	September 20	5:30-7 pm	PCE
Homecoming Parade	September 23	4 pm	
Hall of Honor Induction Ceremony	September 24	5 pm	Meadows
School Board	September 26	7 pm	PCE
Activities Advisory Council	September 27	7 am	MHS
Technology Committee	September 27	3:45 pm	PCE

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

MEMBERS ABSENT: Kristine Thompson.

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

Superintendent Kovash noted that the paperwork and chart paper on many of the walls in the board room were the results of recent Sheltered Instruction Observation Protocol (SIOP) meetings in the district.

PREVIEW OF AGENDA: Superintendent Kovash recommended the agenda proceed with revisions to pages 14, 16, 20, and 21.

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the July 18, 2011 Meeting Minutes as presented.

Claims - Approve the July Claims, subject to audit, in the amount of $1,114,570.04.

General Fund:	$1,039,014.39
Food Fund:	$10,504.74
Community Service Fund:	$65,050.91
TOTAL	$1,114,570.04

Donation - Accept donations from Concordia College of 68 padded chairs and 31 tables with an estimated value between $5,000-$8,000. Administration will send a thank you.

Resignations
Robert Mundt - Paraprofessional, Horizon Middle School, effective August 10, 2011.
Peter Ferguson - Teacher, Ellen Hopkins Elementary, effective August 8, 2011.
Victor Rios - Bus Driver, Transportation, effective July 29, 2011.
Helen Walker - Paraprofessional, Ellen Hopkins Elementary, effective August 15, 2011.
Nancy Halvorson - Lunchroom Supervisor, S.G. Reinertsen Elementary, effective June 2, 2011.
Jeffrey Hopper - Food and Nutrtion Server, Horizon Middle School, effective July 20, 2011.
Jolene Hubrig - Paraprofessional, S.G. Reinertsen Elementary, effective August 10, 2011.
Olivia Stephenson - Paraprofessional, Ellen Hopkins Elementary, effective August 12, 2011.

DeNett Walstrom - Crossing Guard/Cafeteria Supervisor, S.G. Reinertsen Elementary, effective August 17, 2011.
Joanne Poehls - Food and Nutrition Worker, S.G. Reinertsen Elementary, effective August 16, 2011.
Stephanie Manesis - Paraprofessional, Adult Basic Education, Probstfield Center for Education, effective August 22, 2011.

Other Leave of Absence
Sandy Arntson - Paraprofessional, Horizon Middle School, effective August 15, 2011 for the 2011-2012 school year.

Family/Medical Leaves
Sandy McMaines - Paraprofessional, Ellen Hopkins Elementary, effective August 24, 2011 for an undetermined amount of time.
Beth Henning - Kindergarten Teacher, S.G. Reinertsen Elementary, effective beginning with the 2011-2012 school year, for an undetermined amount of time.
Maggie Thoreson - Elementary Teacher, Ellen Hopkins Elementary, effective approximately February 22, 2012 through approximately April 4, 2012.

Early Retirements
Cynthia Schaefer - Paraprofessional, S.G. Reinertsen Elementary, effective September 1, 2011.
Karen Elker - Paraprofessional, S.G. Reinertsen Elementary, effective September 1, 2011.
Carol Sellent - Paraprofessional, High School, effective August 19, 2011.

Change in Contracts
Jennifer Butze - Early Childhood Special Education Teacher, 1.00 FTE to .5 FTE Early Childhood Special Education Teacher and .50 Special Education Facilitator (replaces Pat Sullivan).
Kyle Aanenson - Paraprofessional, S.G. Reinertsen Elementary, .5 FTE to 1.00 FTE (new position).
Karina Hodny - Speech Language Assistant, Early Intervention Services, .5 FTE to .6 FTE (replaces .1 of Mary Beth Plankers position).
Kathy Brekke - Music Teacher, Moorhead High School, from .666 FTE to .833 FTE (New Position - Referendum).
Cheryl Adams - Family Consumer Science Teacher, Moorhead High School, from .833 FTE to 1.0 FTE (New Position - Referendum).
Chauncy Hendersho - Social Studies Teacher, Moorhead High School, from .75 FTE to 1.0 FTE (New Position - Referendum).

New Employees
Amber From - STEM Teacher, Horizon Middle School, .63 FTE, BA (4) $22,953.42, effective August 30, 2011 (New Position - Referendum).

Trevor Wickenheiser - Elementary Teacher, Robert Asp Elementary, 1.00 FTE, BA (5) $37,590.00, effective August 30, 2011 (New Position - Referendum).
John Dobmeier - Social Studies Teacher, Moorhead High School, .5 FTE, BA (0) 15,991.50, effective August 30, 2011 (replaces .5 Audrey Shafer Erickson).
Jennifer Stenberg - Paraprofessional, Ellen Hopkins Elementary, B21 (3) $14.26 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011 (replaces Ruth Edgerton).
Travis Husen - Assistant Boys Soccer Coach, Moorhead High School, .070 Step 0, $2419, effective with the 2011-2012 season (replaces Danny Sam).
Darrin Olmscheid - Assistant Volleyball Coach, Moorhead High School, .070 Step 0, $2419, effective with the 2011-2012 season (replaces Michelle Bakken).
Benjamin Patrie - Language Arts Teacher, Horizon Middle School, 1.00 FTE, BA (0) $31,823.00, effective August 30, 2011 (replaces Kate Evenson).
Keith Hartleben - Counselor/Dean of Students, Horizon Middle School, 1.00 FTE, MA (0) $37,304.00, effective August 30, 2011 (New Position - Referendum).
Amanda Johnson - K+ Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $14.05 per hour, 2-3 days per week, 6.5 hours per day, effective August 24, 2011 (replaces Melinda Anderson).
Matthew Evensen - Elementary Teacher, Ellen Hopkins Elementary, 1.00 FTE, BA (0) $31,823.00, effective August 30, 2011 (replaces Peter Ferguson).
Jed Carlson - Social Studies Teacher, Horizon Middle School, 1.00 FTE, BA (3) $35,279.00, effective August 30, 2011 (replaces William Franklin).
Rebecca Sheldon - Spanish Immersion Teacher, Ellen Hopkins Elementary, 1.00 FTE, BA+30 (3) $39,948.00, effective August 30, 2011 (replaces Megan Kochmann).
Deb Dawson - Kindergarten Teacher, S. G. Reinertsen Elementary, 1.00 FTE, effective August 30, 2011 (replaces Beth Henning).
Darla Mohr - Security/Noon Supervisor, Horizon Middle School, B21 (0-2) $14.05 per hour, 5 hours per day, effective August 24, 2011 (replaces Kent Dvoracek).
Collin Lindhorst - Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011 (replaces Helen Walker).
Lisa Hasbargen - Paraprofessional, EIS, B21 (3) $14.26 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011 (replaces Hilary Thorn).
Rebecca Loeslie - Paraprofessional, EIS, B21 (3) $14.26 per hour, 6.5 hours per day, 4 days per week, effective August 24, 2011 (replaces Michelle Hanson).
Ashley Magelky - Paraprofessional, S.G. Reinertsen Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011 (replaces Cindy Schaefer).
Beverly Bjertness - Learner Support Services Teacher, Ellen Hopkins Elementary, 1.00 FTE, MA +30 (10) $59,322.00, effective August 30, 2011 (replaces Leah Wickenheiser).

Clay County Interagency Purchase of Services Agreement - Approve the July 1, 2011 to Dec. 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 $120,276.00.

Keys to Kindergarten Agreement - Approve the agreement from United Way of Cass-Clay in the amount of $35,640. The program provides important school readiness experiences to age eligible, low income children and their parents.

Motion carried 6-0.

APPROVAL OF HORIZON MIDDLE SCHOOL STUDENT HANDBOOK: Horizon Middle School principal Lori Lockhart reviewed the changes with the board.

Johnson moved, seconded by Siggerud, to approve the 2011-2012 Horizon Middle School Student Handbook as presented. Motion carried 6-0.

MOORHEAD HIGH SCHOOL HALL OF HONOR: Moorhead High School principal Gene Boyle reported the Moorhead High School (MHS) Hall of Honor recognizes alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Beginning with eight inaugural members in 2004, 39 members have been inducted into the Hall of Honor. This fall the five 2011 members to the Hall of Honor will be recognized at an induction ceremony on September 24. The MHS Hall of Honor 2011 inductees are Lisa Nelson Borgen, Rodney J. Kossick, Vincent Pulicicchio, Larry W. Shellito, and Mark Voxland.

The Hall of Honor Committee reviewed nominations and conducted research of records to select outstanding candidates. The Hall of Honor Committee members are Curt Borgen, Gene Boyle, Mary Flesberg, Pam Gibb, Don Hulbert, Bob Remark, Donna Richards, and Arnold Ellingson. Corporate sponsors of the MHS Hall of Honor are Moorhead Public Service, State Bank and Trust and Gate City Bank.

APPROVAL OF POLICY: Tomhave moved, seconded by Wilmer, to approve the policy, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds 554, as presented. Motion carried 6-0.

ACT TEST RESULTS: Missy Eidsness, Director of School Improvement and Accountability, reviewed the district's ACT results with the board. The district's composite ACT score is 22.8, which in an increase from 22.1 in 2010. The state average is 22.9 and the national average is 21.1, on a scale of 0-36. About 67 percent of the Moorhead High seniors took the ACT and 63 percent of the district's seniors from all locations took the ACT. In Minnesota, 72 percent took the ACT. Minnesota remains one of top state's in the nation for ACT score.

TRUANCY INTERVENTION PROGRAM FUNDING REQUEST: Kovash reported that due to the loss of funding and budget reductions, the Truancy Intervention Program (TIP) is requesting funding to assist with programming for the 2011-12 school year. The TIP employs 5.0 FTEs and serves approximately 850 students in Moorhead and 50 students from Clay County

schools. Funding for the program also comes from Clay County Collaborative, United Way of Cass-Clay, Clay County Social Services and the other Clay County school districts. The recommendation includes $30,000 to fund TIP and additional work will be done to find alternative ways to fund the program.

Siggerud moved, seconded by Fagerlie, to approve the Truancy Intervention Program funding in the amount of $30,000 for the 2011-12 school year. Motion carried 6-0.

SCHEDULE SCHOOL BOARD WORK SESSION: Fagerlie moved, seconded by Johnson, to approve Monday, September 12, 2011 from 5:00 to 7:00 p.m. to conduct a School Board work session to discuss school district and board priorities, legislative and funding updates, board development, and district projects. Motion carried 6-0.

CLOSE PUBLIC MEETING: Tomhave moved, seconded by Wilmer, to close the public meeting at 7:48 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 6-0.

OPEN PUBLIC MEETING: Tomhave moved, seconded by Johnson, to open the public meeting at 8:47 p.m. Motion carried 6-0.

LEGISLATIVE UPDATE: Kovash provided brief highlights of the 2011 K-12 budget and policy overview which impacts school districts. Highlights included changes to the length of school year, early graduation vouchers, literacy, and teacher and principal evaluations.

COMMITTEE REPORTS: A brief report was provided related to the Staff Development Committee meeting.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Superintendent Kovash noted a MREA Area meeting was scheduled for August 25 from 10 a.m. - 12 p.m. in Detroit Lakes. Tomhave said he would attend the meeting with Dr. Kovash. Kovash reported that a MSBA Fall Area meeting was scheduled for September 20 in Fergus Falls. Board members were asked to contact Michelle if interested in attending.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:54 p.m.

_____
Cindy Fagerlie, Clerk

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.019 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: September 6, 2011

SUBJECT: September Claims

The September claims are as follows:

General Fund	$1,267,916.63
Food Fund	$16,540.20
Community Service Fund	$66,624.92
TOTAL	$1,351,081.75

Suggested Resolution: Move to approve the September claims, subject to audit, in the amount of $1,351,081.75.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.018 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: September 6, 2011

SUBJECT: Donation

Moorhead Area Public Schools has received the following donation from AMVETS Post No. 7:

- $200 was donated to Moorhead Community Education to support the AARP Safety Driving Program

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

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.021 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: September 6, 2011

SUBJECT: Donation

Moorhead Area Public Schools has received the following donation from Fashion Bug. The local store conducted a school supply drive during the month of August 2011 to benefit our local elementary schools.

- Two boxes of various school supplies valued at approximately $150

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

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.022 C

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: September 6, 2011

SUBJECT: Dakota Medical Foundation Grant Award

Moorhead Area Public Schools (MAPS) has been awarded a grant from Dakota Medical Foundation (DMF)/Dakota Medical Charities for the 2011-2012 school year to help fund the implementation of the district's newly revised wellness policy. The award amount is $2,000.

Dakota Medical Foundation has established an aggressive goal to reduce the childhood obesity rate in the Fargo-Moorhead metropolitan area by 10% by 2020. DMF has been and will continue to work closely with school districts in the region over the next several years in a variety of ways, including helping districts either develop wellness policies or revise existing wellness policies, to implement changes resulting from the policy development, and to continually strengthen policies through a regular review process.

Suggested Resolution: Move to approve the Dakota Medical Foundation/Dakota Medical Charities grant award of $2,000.

WAK:nls
Attachment

DMF

DAKOTA MEDICAL FOUNDATION

YOUR HEALTH IS OUR FOUNDATION

August 9, 2011

AUG 17 2011

Wayne Kazmierczak
Moorhead Public Schools
2410 14 St S
Moorhead, MN 56560

Dear Wayne:

Congratulations! **Your organization has been recommended to receive a DMF board discretionary grant award in the amount of $2,000 for School Wellness Policy Implementation – 2011-2012**. We are honored to partner with you.

A **grant agreement** outlining your project's payment/report schedule and report requirements is enclosed. Please carefully review the report requirements and contact me to discuss, if necessary.

A **conflict of interest form** is included with the grant agreement and must be signed as indicated. Please identify any relationship your organization and/or its staff, committee, or board members may have with Foundation staff, committee, or board members.

A press release template that can be used to announce your grant award is also enclosed. Please forward a copy of your press release to Dakota Medical Foundation for PRE-APPROVAL prior to any grant fund disbursements. Also please include a proposed media distribution list.

A copy of the fully signed grant agreement will be mailed to you for your files.

A grant report reminder will be e-mailed to you approximately one month prior to the report due date.

We look forward to your project's success and stand ready to assist you in any way.

Sincerely,

Deb Watne

Deb Watne
Grants Director

DW/klp

Encl.

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DAKOTA MEDICAL FOUNDATION

GRANT AGREEMENT
by and between
DAKOTA MEDICAL FOUNDATION/DAKOTA MEDICAL CHARITIES and

GRANT PARTNER:	**MOORHEAD PUBLIC SCHOOLS**
ADDRESS:	**2410 14 St S - Moorhead, MN 56560**
CONTACT PERSON:	**Wayne Kazmierczak**
GRANT AMOUNT:	**$2,000**
PROJECT TITLE:	**School Wellness Policy Implementation - 2011-2012**
PROJECT DESCRIPTION:	**To implement the new district-wide school wellness policy to help students become more healthy and ready to learn.**
PROJECT START DATE:	**August 15, 2011**
PROJECT END DATE:	**February 15, 2012**
PAYMENT SCHEDULE:	**September 15, 2011: $2,000**
REPORT SCHEDULE AND REQUIREMENTS:	**FINAL REPORT** **Due date: April 1, 2012** **To include:** **1. Report on expenditure of funds.** **2. Summary of phase-in activities implemented.** **3. Samples of wellness policy communications provided.** **4. Report on evaluation of progress made on communicating and implementing the new wellness policy utilizing the WellSAT assessment and an outside review.**

THIS AGREEMENT ("Agreement") by and between Dakota Medical Foundation/Dakota Medical Charities ("Foundation") and **Moorhead Public Schools** ("Grant Partner") is effective on the **9th day of August, 2011** ("Effective Date").

The Foundation and the Grant Partner agree as follows:

I. USE OF GRANT FUNDS, GRANT CHANGES/AMENDMENTS

A. **Authorized Use of Grant Funds**.

1. Grant Partner must expend the grant funds solely for tax exempt 501(c)(3) charitable and/or educational purposes and/or governmental purposes as defined by the U.S. Internal Revenue Code to carry out the project entitled **School Wellness Policy Implementation - 2011-2012** as

described in Grant Partner's application dated **August 9, 2011,** which is hereby incorporated into this Agreement. Grant funds shall only be expended in accordance with the specifications and time frame contained in the Grant Application.

2. No part of the grant shall be used:

   a. To carry on propaganda or otherwise to attempt to influence legislation within the meaning of Code section 4945(d)(1);
   b. To influence the outcome of any specific public election, or to carry on (directly or indirectly) any voter registration drive within the meaning of Code section 4945(d)(2);
   c. To make any grants which do not comply with the individual grant requirements of Code section 4945(d)(3) or the organizational grant requirements of Code section 4945(d)(4);
   d. To undertake any activity for any purpose other than a charitable purpose specified in Code section 170(c)(2)(b); or
   e. To provide material support or resources to any individual or entity that it knows, or has reason to know, is an individual or entity that advocates, plans, sponsors, engages in, or has engaged in terrorist activity.

B. **Grant Changes/Amendments**.

1. Grant Partner shall notify the Foundation **prior to** deviations from the original application including, but not limited to, changes in: project purpose, timeline, budget, or personnel. Such amendments, changes, or modifications shall be effective only upon written approval by the Foundation. Failure to notify the Foundation of deviations may result in grant termination and repayment of any expenditures associated therewith.

2. The Grant Partner **is allowed** to implement a **ten-percent variance between budget line items** *without* Foundation approval. It is understood that the variance is an adjustment **between** budget line items only and will not increase the overall grant budget.

II. REPORTS

A. **Grant Reports/Performance Monitoring/Evaluation**.

1. The Grant Partner agrees to submit interim and final reports to the Foundation according to the schedule set forth in this agreement including and without limitation: 1) a financial report comparing the amounts actually expended for each item with the budgeted amount approved by the Foundation and 2) a final report upon completion of the grant period. Grant Partners who fail to submit required reports will not be eligible for future funding from the Foundation.

2. Grant Partner shall also submit any other grant reports requested by the Foundation, within a reasonable time period, utilizing the format designated by the Foundation. Grant Partner shall also supply the Foundation with information necessary or desirable to permit the Foundation to review the grant's use and its effect on the public status of Grant Partner.

3. The Grant Partner understands that Foundation staff may schedule site visits as part of its regular monitoring and evaluation process.

B. **Authorized Agent**. For purposes of administration of the reporting and compliance provisions of this agreement, the Foundation's authorized agent is J. Patrick Traynor, President.

C. **Changes in Financial Position/Management Team/Organizational Structure**.

1. **Grant Partner shall notify the Foundation immediately if there is any substantial negative change in Grant Partner's financial position, management team members, or organizational structure.** Grant Partner shall supply the Foundation, upon its request, with any

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information as may be necessary or desirable to permit the Foundation to review Grant Partner's financial status, management team and/or organizational structure.

D. **Conflicts of Interest Disclosure Form**. Grant Partner acknowledges that Grant Partner must continuously disclose Grant Partner's potential conflicts of interest with the Foundation so that the Foundation can protect its tax-exempt status by avoiding transactions, arrangements, or uses of the Foundation's funds that might unreasonably benefit the private interests of Grant Partner or any individual, including benefits to Grant Partner's related persons, which include without limitation, Grant Partner's directors, trustees, officers, committee members, agents, contractors, key employees, and/or anyone acting on Grant Partner's behalf in any capacity, or immediate family members thereof.

Thus, the President/Executive Director (or equivalent thereof) of Grant Partner, and the President/Chair (or equivalent thereof) of the board of directors of Grant Partner shall complete or arrange for the completion of the attached Foundation Conflicts of Interest Disclosure Form ("form") and shall have a continuing obligation to immediately update the form if at any time throughout the grant period there is new information to report on the form.

_____ I've read the above paragraph and understand our obligations relating to conflicts of interest.
(initial here)

III. TERMINATION AND REPAYMENT

A. **Termination**. This Agreement shall automatically terminate at the project end date provided that all obligations which are by their nature continuing, including without limitation Sections II., III. A., IV., V. A.-E. and VI. B., shall survive any expiration or termination of this Agreement. This Agreement may be terminated by the Foundation at any time upon written notice to Grant Partner for any reason, including but not limited to: 1) The Foundation is not satisfied, in its sole discretion, with the performance of the project, Grant Partner's financial status, changes in organizational structure or management team members, or 2) Grant Partner fails to comply with one or more conditions of this Agreement. If this Agreement is terminated prior to the scheduled completion of the project the Grant Partner shall provide the Foundation with a full accounting of the grant amount, including without limitation, a description of all expenses relating to the project and receipts for grant funds expended.

B. **Repayment**.

1. If grants funds have not been completely expended by the project end date, the Grant Partner may return the unspent funds to the Foundation or provide an accounting of the unspent balance and a proposed plan to expend the remaining funds. If the Foundation does not approve the proposed plan to expend the grant funds beyond the original grant period, the Grant Partner agrees to repay the unspent balance within 30 days of written notice by the Foundation.

2. Within 30 days after demand by the Foundation, Grant Partner shall repay to the Foundation the amount requested to be repaid, including any interest earned thereon, in the event that the Foundation, in its sole discretion, determines that the Grant Partner:

   a. has violated the terms of this Grant Agreement or prior Grant Applications or Grant Agreements; or
   b. has made an unauthorized use of grant funds; or
   c. has changed the purpose of the project, failed to conduct the specified project within the time frame set forth, or within the budget parameters set forth; or
   d. has changed its charitable purposes, or has ceased to be exempt under Section 501(c)(3) of the Code, or has ceased to be a public charity or operation foundation as described in Sections 509 and 4942 of the Code, respectively.

Repayment will not be required as to funds properly expended pursuant to the terms of this Agreement through the date of receipt of written notice of termination to Grant Partner.

IV. ACCOUNTING

A. **Accounts and Records**. Grant Partner shall establish and maintain accurate and complete accounts and financial or other records in relation to the receipt and expenditure of any and all grant funds for the project so they adequately show that the grant funds were used exclusively for the purposes described in this agreement.

Whether or not Grant Partner maintains a separate bank account, this grant should be treated as a "restricted fund" and no part of it shall be used for purposes other than those designated for this grant.

These project accounts and records shall be retained by the Grant Partner from the Effective Date of this Agreement and for at least three (3) years following the project end date.

B. **Audit**. The project accounts and records of the Grant Partner shall be audited in the same manner as all other accounts and records of the Grant Partner are audited. The Grant Partner's project accounts and records (including but not limited to accounts and records relating to the project) may be audited and/or inspected on the Grant Partner's premises or otherwise by individuals or organizations designated and authorized by the Foundation at any time during the period specified in this grant agreement and within three years thereafter.

V. GENERAL CONDITIONS

A. **Publicity/Acknowledgement**.

1. The Foundation encourages you to publicize this grant. The Grant Partner shall refer to the Foundation in any printed publicity related to the grant award or the project supported by the grant. However, please do not issue press releases, public announcements or news articles without first consulting the Foundation. The Foundation will review and approve or revise releases. Grant Partner agrees to make any reasonable changes suggested by the Foundation.

2. Foundation funding should be acknowledged on all graphic material, programs and other publications related to the project.

3. If representatives of your organization are interviewed by news media about activities supported by this grant, we would appreciate your citing the support of the Foundation.
4. Oral acknowledgement should be given at any event for which there is no printed material.

5. Please include in your grant reports copies of any coverage this grant receives in newspapers, newsletters, or other publications.

B. **Right to Use Name**.

The Grant Partner authorizes the Foundation to use the name of the Grant Partner and project partners as part of press releases, brochures, newsletters, and other publications prepared for the purpose of public education and information, and to demonstrate the Foundation's scope of grantmaking. The use of the name of the Grant Partner in our publications is for example only and does not convey or imply that the Foundation will make future awards to the Grant Partner.

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C. **Copyright, Foundation Use of Data and Public Use Data Types**.

1. All copyright interests in materials produced as a result of this grant are owned by the grant Partner. The Grant Partner grants to the Foundation a nonexclusive, irrevocable, perpetual, royalty-free license to reproduce, publish, republish, summarize, excerpt or otherwise use and license to others to use, in print or electronic form, including in electronic databases or in any future form not yet discovered or implemented, any and all such materials produced in connection with this grant.

2. The Grant Partner represents and warrants that the material produced by the Grant Partner under this grant will be original and not infringe upon any copyright or any other right of any other person, and has not previously been published.

D. **Privacy and Security of Health Information**. The Grant Partner represents and warrants that any individually identifiable health information used or disclosed in connection with the grant will be obtained in compliance with applicable statutes and regulations regarding the privacy and security of such information, including but not limited to the Health Information Portability and Accountability Act of 1996, 42 U.S.C. Section 201 et seq (42 U.S.C. Section 1320d-1320d-8), and that in any reporting to the Foundation, such data will be de-identified within the meaning of the HIPAA privacy rule or will be otherwise permissible by law.

E. **Defense; Indemnification**. Grant Partner hereby agrees to indemnify, defend and hold harmless the Foundation and its officers, directors, employees and agents from any liability, damage, loss or expense (including reasonable attorney fees and expenses of litigation) incurred or imposed upon the Foundation in connection with any claims, suits, actions, demands, or judgments arising out of or connected with the project or the grant. Grant Partner shall promptly notify the Foundation of any such claim, and shall cooperate with the Foundation in defense of the claim. Grant Partner agrees, at its own expense, to engage counsel approved in writing by the Foundation to assist in defense of such claim.

F. **Binding Agreement and Assignment**. Except as otherwise provided in this agreement, Grant Partner shall perform within its own organization the work provided for under this Agreement and shall not assign, subcontract, sublet, or transfer any of the work described without receiving written consent from the Foundation. This Agreement shall inure to the benefit of and be binding on the Foundation and Grant Partner and its successors and assignees, if any.

G. **Independent Parties**. The relationship between Grant Partner and Foundation is that of independent contractors and not that of principal and agent, employer and employee, partnership or joint ventures. No party hereto has the authority to bind the other party without express written authorization of the other party.

H. **No Third Party Rights**. It is the explicit intention of the parties that no person or entity other than the parties is or shall be entitled to bring any action to enforce any provision of this Agreement, and that the covenants and agreements set forth in this Agreement shall be solely for the benefit of and enforceable only by the parties or their respective successors and assigns as permitted hereunder.

I. **Qualifying Distribution**. The Grant Partner agrees to take such further actions reasonably requested by the Foundation, and to comply with the provisions of any future regulations promulgated under Code sections 4942 or 4945 that are applicable to the grant, to ensure that the grant: a) will constitute a "qualifying distribution" by the Foundation within the meaning of Code section 4942(g), b) will not constitute a "taxable expenditure" by the Foundation within the meaning of Code section 4945, and c) will not violate the USA Patriot Act (Public Law 107-56), Executive Order 13224, or any other applicable United States law, regulation, or order.

J. **Venue**. This Agreement is governed by the laws of the State of North Dakota.

VI. GRANT PARTNER'S TAX STATUS

A. Initial one of the following representations:

_____ Grant Partner hereby represents and warrants that it is exempt from federal income tax under Section 501(a) of the Internal Revenue Code of 1986, as amended (the Code) and as described in Section 501(c)(3) of the Code, and that its determination letters from the Internal Revenue Service ("Service") are still valid and have not been revoked.

_____ Grant Partner hereby represents and warrants that it is a governmental entity operated for public purposes.

_____ Grant Partner is not exempt from federal income tax under Section 501(a) of the Code as described in Section 501(c)(3) of the Code, and is not a governmental entity for public purposes. Grant Partner hereby represents and warrants that its tax status is_____ (e.g. "exempt under Section 501(c)(6)" or "not exempt"). Grant Partner shall use the funds as required herein in support of the Foundation's exempt purposes.

B. Grant Partner shall notify the Foundation immediately if there is any pending or actual change in the Grant Partner's tax status.

By signing the space provided below, you represent and warrant that you have full power and authority to enter into this agreement and that your organization agrees to comply with the foregoing terms.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives.

MOORHEAD PUBLIC SCHOOLS

By: _____
Signature of President/Executive Director
(or equivalent thereof) of Grant Partner

_____
(Please print name of above signature)

Title: _____

Date: _____

By: _____
Signature of President/Chair (or equivalent thereof)
of the Board of Directors of Grant Partner

_____
(Please print name of above signature)

Title: _____

Date: _____

DAKOTA MEDICAL FOUNDATION/
DAKOTA MEDICAL CHARITIES

Deb Wathe
Deb Wathe, Grants Director

Date: 8/12/11

J. Patrick Traynor
J. Patrick Traynor, President

Date: 8/12/11

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DAKOTA MEDICAL FOUNDATION/DAKOTA MEDICAL CHARITIES
ORGANIZATIONAL ENTITY GRANT PARTNER
CONFLICTS OF INTEREST DISCLOSURE FORM

Grant Partner acknowledges that Grant Partner must continuously disclose Grant Partner's potential conflicts of interest with Dakota Medical Foundation/Dakota Medical Charities ("Foundation") so that the Foundation can protect its tax-exempt status by avoiding transactions, arrangements, or uses of the Foundation's funds that might unreasonably benefit the private interests of any individual or Grant Partner, including benefits to Grant Partner and Grant Partner's related persons, which include without limitation, Grant Partner's directors, trustees, officers, committee members, agents, contractors, key employees, and/or anyone acting on Grant Partner's behalf in any capacity or immediate family members thereof.

Thus, the President/Executive Director (or equivalent thereof) of Grant Partner, and the President/Chair (or equivalent thereof) of the Board of Directors of Grant Partner, shall complete, or arrange for the completion of this Foundation Conflicts of Interest Disclosure Form ("form") and shall have a continuing obligation to immediately update the form if at any time throughout the grant period there is new information to report on the form.

Potential Conflicts

I acknowledge that the Foundation must be informed about *any* potential conflicts of interest any individual or Grant Partner, Grant Partner's related persons, and/or anyone acting on grant Partner's behalf in any capacity may have with the Foundation and any of the Foundation's officers, directors and staff, including without limitation, any opportunities that Grant Partner and/or Grant Partners related persons or any individual may have to direct the use of the Foundation's funds directly or indirectly to any of Grant Partner's related persons or their immediate family members, any individual, or any organization in which Grant Partner or Grant Partner's related persons may have a financial interest or position of control.

I have the following concerns about any potential conflicts of interest that Grant Partner or Grant Partner's related persons may have with the Foundation and any of its officers, directors and staff:

_____

_____

I have, to the best of my knowledge, disclosed all potential or actual conflicts of interest with the Foundation. I agree to immediately report to the Foundation any changes in my above representations.

_____ _____
Signature of President/Executive Director (or equivalent thereof) of Grant Partner — Date

_____ _____
Signature of President/Chair (or equivalent thereof) of the Board of Directors of Grant Partner — Date

DMF PRESS RELEASE REQUIREMENTS AND TEMPLATE

5/2011

NOTE: Please forward a copy of your press release to Dakota Medical Foundation for PRE-APPROVAL *prior to any grant fund disbursements.* Also please include a proposed media distribution list.

Outlined below is a sample press release that can help you in announcing your grant to the public. This is an excellent way to gain recognition for your organization, as well as build media relationships for the future. Contact your local television and newspaper assignment editors to determine who would be the appropriate person to whom you should send the press release. Determine their deadline date and fax it to them, typed on your letterhead. You may want to do a follow-up call to that media representative once your program is up and running. Invite them to come out and see the work you are doing.

If you have questions or need assistance, call Deb Watne, grants director, 701-356-2654 (toll free 877-977-5770) or e-mail debwatne@dakmed.org.

SAMPLE PRESS RELEASE

Copy to your letterhead

FOR IMMEDIATE RELEASE
(DATE)

Contact: Organization Representative
(Phone number)

(ORGANIZATION) RECEIVES $(AMOUNT) GRANT FROM DAKOTA MEDICAL FOUNDATION

(CITY, STATE) (Organization name) has received a grant in the amount of $(amount) from Dakota Medical Foundation to support (INSERT PROJECT DESCRIPTION AND RELEVANT FACTS AND FIGURES).

(Organization name) is a nonprofit organization serving (i.e., children and adults with disabilities). Programs include (INSERT DESCRIPTION).

Dakota Medical Foundation, Fargo, ND, focuses its efforts on improving health and access to medical and dental care in the region, with a special emphasis on children. Since 1996, the Foundation has invested nearly $42 million to 374 nonprofit organizations in the region. For more information, see www.dakmed.org.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.014

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources
DATE: September 6, 2011

SUBJECT: Resignations

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

Sue Nichols	Food and Nutrition Server, Robert Asp Elementary, effective August 22, 2011.
Jill Gruman	Math Teacher, High School, effective August 24, 2011.
Kent Kolstad	Theatre Technical Director position, Moorhead High School, effective September 26, 2011.
Stephanie Gruenberg	Assistant Server, S. G. Reinertsen Elementary, effective August 30, 2011.
Curt Tilleraas	Food and Nutrition Server, S. G. Reinertsen Elementary, effective August 29, 2011.
Maria Segovia	Food and Nutrition Server, High School, effective September 1, 2011.
Tiffany Gress	Sign Language Interpreter, S. G. Reinertsen Elementary/High School, effective September 7, 2011.

SUGGESTED RESOLUTION: Move to approve the resignations of Sue Nichols, Jill Gruman, Kent Kolstad, Stephanie Gruenberg, Curt Tilleraas, Maria Segovia and Tiffany Gress as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.013

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: September 6, 2011

SUBJECT: Family/Medical Leave

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

Sarah Wothe	Elementary Teacher, S. G. Reinertsen Elementary, effective approximately November 15, 2011 for approximately six weeks.
Barbro Olson	Food and Nutrition Server, High School/RRALC from September 6, 2011 for approximately 6-8 weeks.

SUGGESTED RESOLUTION: Move to approve the request for Family/Medical Leave for Sarah Wothe pursuant to Article 39, Section 1 of the Teachers' Master Agreement and Barbro Olson pursuant to Article 9, Section 6 of the Dietary and Food Service Agreement.

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Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.015

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: September 6, 2011

SUBJECT: Change in Contract

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

Eng Nguyen	Food and Nutrtion Server, Horizon to Food and Nutrtion Server, Robert Asp Elementary, effective September 6, 2011.
Leah Spotts	Paraprofessional, ABE/ESL 7 hours per week to Paraprofessional, ABE/ESL/GED 14 hours per week, effective September 12, 2011.
Eugene Life	Food and Nutrition Server, S. G. Reinertsen Elementary to Food and Nutrition Assistant, S. G. Reinertsen Elementary effective September 6, 2011.
Kathy Evert	Health Tech/Secretary, Early Learning Center, from 1.0 FTE to .60 FTE, effective September 6, 2011.

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Eng Nguyen, Leah Spotts, Eugene Life and Kathy Evert as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.016

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: September 6, 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.

Michael Weiss	Paraprofessional, Robert Asp Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011. (Replaces Estela Cruz)
Natasha Osowski	Paraprofessional, S. G. Reinertsen Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011. (Replaces Karen Elker)
Ashlee Sirek	Paraprofessional, S. G. Reinertsen Elementary, B21 (0-2) $14.05 per hour, 3.25 hours per day, 181 days per year, effective August 24, 2011. (Replaces Kyle Aanenson)
Nancy Halvorson	Paraprofessional, S. G. Reinertsen Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011. (Replaces Jolene Hubrig)
Michael Thompson	Paraprofessional, Horizon Middle School, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011. (Replaces Robert Mundt)
Julia Kramer	K+ Teacher, Probstfield Center for Education and Robert Asp Elementary, $25.46 per hour, 8 hours per day, effective August 30, 2011. (New due to enrollment increase)
Abbey Zuehlsdorff	K+ Teacher, Ellen Hopkins Elementary, $25.46 per hour, 8 hours per day, effective August 30, 2011. (New due to enrollment increase)
Leah Trontvet	Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011. (Replaces Olivia Stephenson)

Jean Sando	English/Language Arts Teacher, High School, 1.00 FTE, MA (1) $38,697.00, effective August 24, 2011. (Class size reduction position)
Marly Simmons	Math Teacher, High School, 1.00 FTE, BA (0) $31,823.00, effective August 30, 2011. (Replaces Jill Gruman)
Shelly Hawley	Paraprofessional, High School, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011. (Replaces Carol Sellent)
Ashley Michaelson	K+ Teacher, Robert Asp Elementary, $25.46 per hour, 8 hours per day, effective August 30, 2011. (Replaces Deb Dawson)
Lindsey Wagler	Paraprofessional, Robert Asp Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 30, 2011. (Replaces Joanne Isaac)
AnnaMarie Rodriquez	K+ Teacher, Robert Asp Elementary, $25.46 per hour, 4.8 hours per day, effective August 30, 2011. (New due to enrollment increase)
Beatrice Johnk	Food and Nutrition Server, Robert Asp Elementary, 2.75 hours per day, $10.00 per hour, effective September 6, 2011. (Replaces Sue Nichols)
Galen Bares	Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective September 6, 2011. (Replaces Jeff Hopper)
Jessica Hansen	Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective September 6, 2011. (Replaces Renee Halverson)
Kim Bergley	Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective September 6, 2011. (Replaces Barb Netland)
Jenny McLeod	Food and Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day, $10.00 per hour, effective September 6, 2011. (New position)
Nancy Richards	Food and Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day, $10.00 per hour, effective September 6, 2011. (New position)
Angelique King	Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective September 6, 2011. (Replaces Lori Raske)
Lynn Glatt	Food and Nutrition Server, Hopkins Elementary, 2.75 hours per day, $10.00 per hour, effective September 6, 2011. (Replaces Miranda Wells)

Carol Gustafson	Food and Nutrition Server, High School/RRALC, A11 (0) $112.70 per hour, 5.5 hours day, effective September 6, 2011. (Replaces Barbro Olson temporarily)
Carmelle Lange	Food and Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day, $10.00 per hour, effective September 6, 2011. (Replaces Curt Tilleraas)
Denise Paulson	Health Tech/Secretary, Early Learning Center, .40 FTE, B21 (0-2) $14.43 per hour, 6.5 hours 2 days per week. (Replaces Kathy Evert)

SUGGESTED RESOLTUION: Move to approve the employment of Michael Weiss, Natasha Osowski, Ashlee Sirek, Nancy Halvorson, Michael Thompson, Julia Kramer, Abbey Zuehlsdorff, Leah Trontvet, Jean Sando, Marly Simmons, Shelly Hawley, Ashley Michaelson, Lindsey Wagler, AnnaMarie Rodriquez, Beatrice Johnk, Galen Bares, Jessica Hansen, Kim Bergley, Jenny McLeod, Nancy Richards, Angelique King, Lynn Glatt, Carol Gustafson, Carmelle Lange and Denise Paulson as presented.

Office of Learner Support Services
Moorhead Area Public Schools

LSS.12.004

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: August 12, 2011

RE: Alternative Delivery of Specialized Instructional Services

Moorhead Area Public Schools has been approved for funding from Minnesota Department of Education (MDE) for Alternative Delivery of Specialized Instructional Services. The project is approved for $245,788.54.

The project reimburses Moorhead Area Public Schools for 3.5 FTE for Literacy Teachers and 1.5 FTE for Family Advocates through Early Risers. This is Moorhead's eigth year of funding from Minnesota Department of Education for Alternative Delivery of Specialized Instructional Services. Review of program data and MDE approval are required annually.

SUGGESTED RESOLUTION: Move to approve the funding from Minnesota Department of Education for Alternative Delivery of Specialized Instructional Services for 3.5 FTE Literacy Teachers and 1.5 FTE Family Advocates.

JS:ca

Attachment

Minnesota Department of Education

August 1, 2011

LYNNE KOVASH, SUPERINTENDENT
152-1-0-0 MOORHEAD PUBLIC SCHOOL DISTRICT
2410 14TH ST. S
MOORHEAD MN 56560

Dear Superintendent:

Congratulations! The Minnesota Department of Education (MDE) would like to inform you that your 2011-2012 application for funding for the Alternative Delivery of Specialized Instructional Services (ADSIS) under Minnesota Statute § 125A.50 has been approved. The total budget request that was approved is $359,166.50; the state aid approved for your district's 2012 ADSIS application is **$245,788.54**.

As part of the accountability requirements in this program, recipients are required to submit evaluation reports. The reports are an important component in documenting data that helps to determine the effectiveness of these services. The Minnesota Department of Education has contracted with an outside evaluator, Lange Consultants, to study the effectiveness of the ADSIS programs. Your cooperation in working with the evaluator is expected and appreciated.

Cammy Lehr and Cindy Shevlin-Woodcock are your contacts for any program related questions you may have related to your application and program. You may contact Cammy at 651/582-8563 or cammy.lehr@state.mn.us or Cindy at 651/582-8656 or by email cindy.shevlin-woodcock@state.mn.us.

Your contact for any budget and fiscal related questions is Mike Landers at 651/582-8810 or mike.landers@state.mn.us.

We wish you success in the delivery of your ADSIS services and look forward to working with you.

Sincerely,

Brenda Cassellius

Dr. Brenda Cassellius
Commissioner of Education

cc: Cindy Shevlin-Woodcock, Program Specialist
Mike Landers, Budget
ADSIS Review File

1500 Highway 36 West, Roseville, MN 55113-4266 651-582-8200 TTY: 651-582-8201

education.state.mn.us

Office of Learner Support Services
Moorhead Area Public Schools

LSS.12.003

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: August 12, 2011

RE: Indian Education Grant Renewal

The U. S. Department of Education Office of Indian Education has issued the Grant Award Notification Renewal for Indian Education for the 2011-2012 school year in the amount of $55,135.00 to Moorhead Area Public Schools.

The majority of the grant funding will be used for the American Indian Home School Liaison, American Indian Resource Teacher and Academic Tutors.

SUGGESTED RESOLUTION: Move to accept the renewal of the Indian Education Grant from the U. S. Department of Education for $55, 135.00 for the 2011-2012 school year.

JS:ca

Attachment

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

MOORHEAD AREA PUBLIC SCHOOLS
2410 14th Street South
Moorhead, MN 56560

2 AWARD INFORMATION

PR/AWARD NUMBER	S060A110637
ACTION NUMBER	1
ACTION TYPE	New
AWARD TYPE	Formula

3 PROJECT STAFF

RECIPIENT STATE DIRECTOR
Jill Skarvold (218) 284-3711
jskarvold@moorhed.k12.mn.us
EDUCATION PROGRAM CONTACT
Bernard L Garcia (202) 260-1454
bernard.garcia@ed.gov
EDUCATION PAYMENT HOTLINE
G5 PAYEE 888-336-8930
HELPDESK
edcaps.user@ed.gov

4 PROJECT DESCRIPTION

84.060A
Formula Grants to LEAs

5 KEY PERSONNEL

N/A

6 AWARD PERIODS

BUDGET PERIOD	07/01/2011 - 06/30/2012
FEDERAL FUNDING PERIOD	07/01/2011 - 06/30/2012

FUTURE BUDGET PERIODS

N/A

7 AUTHORIZED FUNDING

CURRENT AWARD AMOUNT	$55,135.00
PREVIOUS CUMULATIVE AMOUNT	$0.00
CUMULATIVE AMOUNT	$55,135.00

8 ADMINISTRATIVE INFORMATION

DUNS/SSN	076510668
REGULATIONS	CFR PART Not Available EDGAR AS APPLICABLE
ATTACHMENTS	A , C , E4 , E5 , E5 , L - OESE , M - OESE , N , O , P , S , U , V , W

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY:	PL PL 107-110 VII ESEA AS AMENDED BY THE NO CHILD LEFT BEHIND ACT OF 2001
PROGRAM TITLE:	INDIAN EDUCATION - GRANTS TO LOCAL EDUCATIONAL AGENCIES
CFDA/SUBPROGRAM NO:	84.060A

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0101A	2011	2011	ES000000	B	E10	000	060	4101A	$55,135.00

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US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

10 PR/AWARD NUMBER: S060A110637
RECIPIENT NAME: MOORHEAD AREA PUBLIC SCHOOLS

TERMS AND CONDITIONS

(1) By accepting this award, the recipient agrees to notify the relevant program office in the Department and provide a reasonable period of time for the Department to respond, before it can agree to provide any portion of this award to the Association of Community Organizations for Reform Now (ACORN) or its subsidiaries. This condition takes into account Division B, Title I, Section 1104, of the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P. Law No. 112-10), which incorporates the conditions specified in Division E, Section 511 of the Consolidated Appropriations Act, 2010 (P. Law. No. 111-117), and pending litigation on related matters. If you have any questions about this condition or the status of these matters, please contact the program office.

(2) SPECIAL TERMS AND CONDITIONS SPECIFIC TO FY 2011 INDIAN FORMULA GRANT AWARDS

On April 15, 2011, the President signed into law P.L. 112-10, the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (Act) providing funding for the Indian Education Formula Grant Program for FY 2011. The Act provides for a 0.2 percent across-the-board rescission of Department of Education discretionary funds appropriated for FY 2011. As a result, FY 2011 Indian Education Formula Grant allocations have been recalculated to reflect the reduction.

Block 7 of the GAN contains the revised FY 2011 award amount. There is no need for you to make any adjustment in the Electronic Application System for Indian Education (EASIE) to reflect this revised grant award amount.

Should the Office of Indian Education require any further action related to the amount of your budget, you will be contacted directly with instructions on how to proceed.

(3) THE FOLLOWING ITEMS ARE INCORPORATED INTO THE GRANT AGREEMENT:

1. THE RECIPIENT'S APPROVED APPLICATION.
2. THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS - - -
34 CFR 75, 77, 78, 79, 80, 81, 82, 85, AND 86.
3. THE BUDGET PERIOD FOR THIS AWARD IS 12 MONTHS. ALL ALLOWABLE COSTS MUST BE INCURRED WITHIN THIS PERIOD. CARRYOVER OF FUNDS ARE NOT AUTHORIZED.
4. UNDER SECTION 75.261(c) OF EDGAR, THE DEPARTMENT REQUIRES PRIOR APPROVAL FOR EXTENSION OF THE FUNDING PERIOD SPECIFIED IN BLOCK 6 ACCORDING TO THE PROCEDURES SPECIFIED IN SECTION 75.261(c).

REMINDER: PAYMENT OF GRANT FUNDS WILL BE BY DIRECT DEPOSIT TO THE RECIPIENT'S FINANCIAL INSTITUTION AND ONLY UPON THE RECIPIENT'S REQUEST.

OTHER INFORMATION AFFECTING THIS ACTION IS PROVIDED IN THE ATTACHMENTS SHOWN IN BLOCK 8.

Michael Gast

AUTHORIZING OFFICIAL

JUL 05 2011

DATE

33

er. 1

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.023 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: September 6, 2011

SUBJECT: Opening Enrollment

Attached please find a copy of the opening enrollment data for September 6, 2011. Included are enrollment data from the district's elementary and secondary schools and the district's off-site educational programs.

Opening K-12 enrollment was 5,363, which is 84 students more than opening enrollment from a year ago and 142 more students than were enrolled at the end of the 2010-2011 school year. The largest class in the district is fifth grade with 441 students followed closely by a larger-than-expected kindergarten enrollment of 439 students. Twelfth grade is the smallest grade level in the district with 395 students. Enrollment in the Kinder Plus (K+) program showed a dramatic increase over last year. The 2010-2011 school year opened with 122 K+ students compared to this year's 233 students, which is more than double the ending K+ enrollment of 111 students from June 2011.

Enrollment typically fluctuates the first few weeks of the school year before stabilizing in October and November. An updated enrollment report and projected figures for the next several school years will be presented to the School Board in November.

WAK:nls
Attachments

MOORHEAD AREA PUBLIC SCHOOLS
ENROLLMENT
September 6, 2011

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total K-5 Enrollment	*Month Ago Comparison 06/01/11*	*Opening Enrollment 09/06/11*	*Year Ago Comparison 09/07/10*
Robert Asp Elementary	24 23 24 23 24 23 141	25 25 24 25 24 123	24 24 24 24 24 24 144	26 27 27 27 26 133	24 24 24 25 25 122	29 28 30 30 28 145	808	*775*	*808*	*760*
Ellen Hopkins Elementary	21 23 22 24 138	24 24 26 24 135	25 26 25 25 2 148	25 25 24 24 1 140	29 27 29 124	23 25 25 23 3 133	818	*790*	*818*	*804*
Self-contained										
SI	*26 22*	*25 12*	*13 8* *24*	*18 23*	*23 16*	*9* *25*				
SG Reinertsen Elementary	*24 23* *24 24* *24 24* *17* *K at PCE* 160	25 25 25 25 25 25 150	24 23 23 22 23 23 138	25 25 26 25 25 24 150	26 27 25 26 26 26 156	27 28 28 28 26 26 163	757 *160* 917	*753* *140* *893*	*757* *160* *917*	*761* *135* *896*
Total Enrollment - District	439	408	430	423	402	441	***2543***	*2458*	*2543*	*2460*
Average Class Size - District	23.1	24.7	23.8	25.6	25.9	26.5				

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total			
Horizon Middle School^	403	424	426	N/A	N/A	N/A	N/A	1253	*1237*	*1253*	*1264*
Moorhead High School	N/A	N/A	N/A	418	390	413	356	1577	*1504*	*1577*	*1555*
Red River ALC	N/A	N/A	N/A	3	16	16	36	71	*83*	*71*	*82*
Red River ALC - Middle	0	0	0	N/A	N/A	N/A	N/A	0	*14*	*0*	*1*
Outreach Program (HS & MS)	N/A	0	1	2	3	1	0	7	*7*	*7*	*7*
Detention Center & Shelter Care	1	1	0	1	2	4	3	12	*18*	*12*	*10*
Total Enrollment by Grade	404	425	427	424	411	434	395	***2920***	*2863*	*2920*	*2919*
TOTAL K-12 ENROLLMENT								***5463***	*5321*	*5463*	*5379*
Early Intervention Services (EIS)								161	*215*	*161*	*132*
K+ Program								233	*111*	*233*	*122*

*Self-contained classroom, figures not included in average class size calculation
Shaded cells indicate multi-age classroom
SI = Spanish Immersion
K at PCE indicates kindergarten students attending school at Probstfield
^12 sections in grades 6, 7, and 8

PRINTED AT 1:37 PM ON 9/6/11

MOORHEAD AREA PUBLIC SCHOOLS
OPENING ENROLLMENT
SEPTEMBER 6, 2011

	Opening Enrollment 09/06/11	November 2010 Projections	Opening Enrollment Compared to November 2010 Projections	Opening Enrollment 09/07/10	Cohort Comparison 1-Year Progression
Kindergarten	439	385	54	384	N/A
Grade 1	408	399	9	421	24
Grade 2	430	441	-11	414	9
Grade 3	423	425	-2	402	9
Grade 4	402	417	-15	454	0
Grade 5	441	452	-11	385	-13
Grade 6	404	403	1	439	19
Grade 7	425	443	-18	416	-14
Grade 8	427	425	2	415	11
Grade 9	424	402	22	396	9
Grade 10	411	399	12	439	15
Grade 11	434	424	10	385	-5
Grade 12	395	378	17	429	10
Total K-5	2543	2519	24	2460	N/A
Total 6-8	1256	1271	-15	1270	N/A
Total 9-12	1664	1603	61	1649	N/A
Total K-12	**5463**	**5393**	70	5379	N/A

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.020 R

TO: Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: September 6, 2011

SUBJECT: Approval of Bids – S.G. Reinertsen Elementary Multi-Purpose Room Addition

Attached please find a tabulation of the bids received for work related to the S.G. Reinertsen Elementary multi-purpose room addition. After reviewing the information with the district's architect, Zerr-Berg Architects, Inc. and the district's construction manager for the project, Gehrtz Construction Services, we have agreed that the project should be awarded as depicted in the attached document titled Bid Package Summary. The district received multiple and competitive bids in the significant bid categories.

Currently, the total project cost is estimated to be $588,198, including all bid packages, construction management services, and architectural fees. Additional expenses will include a required site survey and costs associated with financing the project.

Suggested Resolution: Move to approve the bids for the S.G. Reinertsen Elementary School multi-purpose room addition as presented.

WAK:nls
Attachments

37

BID PACKAGE SUMMARY
S.G. Reinertsen Multi-Purpose Room Addition

BID PACKAGE	CONTRACTOR	BASE BID
Landscaping	Kroshus Landscaping	3,450
Concrete—Building	MN-Kota Concrete	57,744
Masonry	Haugen Masonry	46,800
Structural Steel—Material	Mid America Steel	29,950
Structural Steel—Erection	Magnum Contracting	18,800
General Work & Labor	Waters Construction	28,575
Millwork (Materials)	LSI Corporation	4,675
Moisture Protection	A & R Roofing	24,240
Sealants	Ellenson Caulking	3,431
Hardware/Metal Doors/Frames	Central Door & Hardware	1,350
Aluminum Framed Entrances & Curtain Walls	Rusco Window Co.	34,730
Drywall	Fergus Drywall	38,346
Terrazzo	WTG Terrazzo/Tile	40,950
Acoustical/Carpet & Base	Flament Ulman	6,443
Painting	Tony Eckert & Sons	4,470
Fire Protection	NOVA Fire Protection	4,985
Plumbing/HVAC & Temperature Controls	Peterson Mechanical	73,360
Electrical & Fire Alarm Systems	CB & Sons Electric	35,770

Moorhead Area Public Schools
S.G. Reinertsen Elem. Multi-Purpose Addition
Moorhead, MN

September 1, 2011

ZBA/GCS Project No. 11-034

gehrtz CONSTRUCTION SERVICES

ZERR BERG ARCHITECTS

BID PACKAGE		CONTRACTOR	BASE BID
	General Conditions	Allowance	$ 20,000.00
2A	**Earthwork**	Allowance	$ 25,000.00
2H	**Landscaping**	Kroshus Landscaping	$ 3,450.00
3A	**Concrete - Building**	MN-Kota Concrete	$ 57,744.00
4	**Masonry**	Haugen Masonry	$ 46,800.00
5A	**Structural Steel - Material**	Mid America Steel	$ 29,950.00
5B	**Structural Steel - Erection**	Magnum Contracting	$ 18,800.00
6A	**General Work & Labor**	Waters Construction	$ 28,575.00
6B	**Millwork (Materials)**	LSI Corporation	$ 4,675.00
7A	**Moisture Protection**	A & R Roofing	$ 24,240.00
7G	**Sealants**	Ellenson Caulking	$ 3,431.00
8A	**Hardware / Metal Doors / Frames**	Central Door & Hardware	$ 1,350.00
8E	**Aluminum Framed Entrances & Curtain Walls**	Rusco Window Co.	$ 34,730.00
9B	**Drywall**	Fergus Drywall	$ 38,346.00
9D	**Terrazzo**	WTG Terrazzo / Tile	$ 40,950.00
9E/9G	**Acoustical / Carpet & Base**	Flament Ulman	$ 6,443.00
9I	**Painting**	Tony Eckert & Sons	$ 4,470.00
21	**Fire Protection**	NOVA Fire Protection	$ 4,985.00
22/23	**Plumbing/HVAC & Temperature Controls**	Peterson Mechanical	$ 73,360.00
26	**Electrical & Fire Alarm Systems**	CB & Sons Electric	$ 35,770.00
	Total Bid Packages		**$ 503,069.00**
TOTAL BID PACKAGES			**$ 503,069.00**
	Construction Management - 5%	Gehrtz Constrctuion Services, Inc	$ 25,153.45
	SUBTOTAL		**$ 528,222.45**
	Architect/Engineer - 7%	Zerr Berg Architects	36,975.57
	Reimbursable Expenses Allowance		3,000.00
	TOTAL		**$ 568,198.02**
	Contingency -		20,000.00
	Soil Borings / Site Survey		TBD
	Furniture / Fixtures & Equipment		TBD
	Owner Costs		
TOTAL PROJECT COST			**$ 588,198.02**

S-MG-BOS
26 Sept 11

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

September 26, 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 - Wayne Kazmierczak, Assistant Superintendent

   C. Approval of Meeting Agenda

   Moved by _____Seconded by _____
   Comments _____

   D. "We Are Proud"

   We Are Proud of Gene Boyle, principal at Moorhead High School, for being named Western Division Principal of the Year for 2011-12 by the Minnesota Association of Secondary School Principals. Boyle was recognized by MASSP in June.

   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 Resignations - Page 5
   (2) Approval of Change in Contracts - Page 6
   (3) Approval of New Employees - Pages 7-8
   (4) Approval of Holiday Date Changes - Pages 9

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **CERTIFICATION OF 2011 PAYABLE 2012 PROPOSED PROPERTY TAX LEVY**: Kazmierczak
Pages 10-12

Suggested Resolution: Move to approve the Maximum for the 2011 Payable 2012 Proposed Property Tax Levy.

Moved by _____ Seconded by _____
Comments _____

4. **2010-11 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT**: Kazmierczak
Page 13

Suggested Resolution: Move to approve the draft 2010-2011 Annual Report on Curriculum, Instruction and Student Achievement.

Moved by _____ Seconded by _____
Comments _____

5. **COMMITTEE REPORTS**

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

7. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Technology Committee	September 27	3:45 pm	PCE
MHS PTAC	October 3	7 pm	MHS Conf Rm
Staff Development Com	October 4	8am-12pm	PCE
Continuing Education Com	October 4	6:45 am	Village Inn
Horizon PTAC	October 4	6:30 pm	Media Center
Hopkins PTAC	October 4	6:30 pm	Media Center
Asp PTAC	October 4	6:30 pm	Media Center
Joint Powers Committee	October 6	7 am	City Hall
School Board	October 10	7 pm	PCE
Reinertsen PTAC	October 11	6:30 pm	Media Center
Instr and Curr Adv Com	October 13	7 am	PCE
Health/Safety/Wellness Com	October 13	9:30 am	PCE
School Board	October 24	7 pm	PCE
Activities Advisory Council	October 25	7 am	MHS Conf Rm
Technology Committee	October 25	3:45 pm	PCE
State of the District	October 27	6:30 pm	PCE

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.020

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: September 19, 2011

SUBJECT: Resignations

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

Carmelle Lange	Food and Nutrition Server, S. G. Reinertsen Elementary, effective September 12, 2011.
Grace Lopez	Paraprofessional, EIS, effective September 30, 2011.

SUGGESTED RESOLTUION: Move to approve the resignation of Carmelle Lange and Grace Lopez as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.018

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: September 19, 2011

SUBJECT: Change in Contract

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

Audra Hart	Early Learning Secretary, EIS, A13 (3) $14.88 per hour to B22 (3) $15.84 per hour effective September 27, 2011.
Sarah Carlson	Lunchroom K+ Paraprofessional, 2 hours per day to Robert Asp Elementary to K+ Paraprofessional, B21 (0-2) $14.05 per hour, 6.5 hours per day, effective September 6, 2011.
Sheila Waclawik	Community Education Secretary, Probstfield Center for Education from 1028.5 hours per year to 1073.5 hours per year, effective July 1, 2011.

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Audra Hart, Sarah Carlson and Sheila Waclawik as presented.

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

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.019

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: September 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.

Feryal Ali	K+ Paraprofessional, Robert Asp Elementary, B21 (0-2) $14.05 per hour, 4 hours per day, effective September 14, 2011. (New due to enrollment increase)
Solveig Overturf	Lunchroom Supervisor/Crossing Guard, S. G. Reinertsen Elementary, $10.00 per hour, 5.25 hours per day, effective September 20, 2011. (Replaces DeNett Walstrom)
Amy Bradsteen	Paraprofessional, Robert Asp Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, effective August 31, 2011. (student moved into Robert Asp boundaries)
Vicki Steen-Kinslow	Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective September 13, 2011. (Replaces Eng Ngyun)
Crystal Maxwell	Food and Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day, $10.00 per hour, effective September 13, 2011. (Replaces Curt Tilleraas)
Michael Weiss	Morning Lunchroom Supervisor, Robert Asp Elementary, 30 minutes per day, $10.00 per hour, effective September 6, 2011. (Replaces Linda Peterson)
Pedro Rodriquez	Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective September 6, 2011. (Replaces Carol Moeckel)
Amy Ziegler	Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective September 6, 2011. (Position was never filled in the 10-11 school year)

Victoria Cowles	Crossing Guard, Ellen Hopkins Elementary, 1 hour per day, $10.00 per hour, effective September 6, 2011. (Replaces Patricia Beiswenger)
Cory Perryman	Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective September 6, 2011. (Replaces Kiara Schroeder)
Colleen Geffe-Dahe	Kindergarten Teacher, Robert Asp and S. G. Reinertsen Elementary, MA +20 (10) $56,665.00, effective August 30, 2011. (New due to enrollment increase)
Angie Vicha	K+ Paraprofessional, Probstfield Center for Education, B21 (0-2) $14.05 per hour, 4 hours per day, effective September 19, 2011. (New due to increase in enrollment)
Karen Wagner	K+ Teacher, Probstfield Center for Education, $25.46 per hour, 2 hours per day, effective September 19, 2011. (New due to increase in enrollment)

SUGGESTED RESOLUTION: Move to approve the employment of Feryal Ali, Solveig Overturf, Amy Bradsteen, Vicki Steen-Kinsloe, Crystal Maxwell, Michael Weiss, Pedro Rodriquez, Amy Ziegler, Victoria Cowles, Cory Perryman, Colleen Geffe-Dahle, Angie Vicha and Karen Wagner as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo **HR.12.021**

TO: Lynne A. Kovash, Superintendent

FROM: Ann Hiedeman, Director of Human Resources

DATE: September 21, 2011

RE: Holiday Date changes

Normally, when a holiday falls on a weekend, the previous Friday or following Monday is named as the holiday. With this in mind, the following recommendations are made:

Christmas Eve holiday, which falls on a Saturday for 2011, be moved to Friday, December 23, 2011 and Christmas Day holiday, which falls on a Sunday, be moved to Monday, December 26, 2011

New Year's Eve holiday, which falls on a Saturday for 2011, be moved to Friday, December 30, 2011 and New Year's Day holiday, which falls on a Sunday for 2012, be moved to Monday, January 2, 2012.

These changes are in synchronization with the school calendar for 2011-12 and are not student contact days.

SUGGESTED RESOLUTION: Move that the above named holidays be adjusted as presented.

AH:jal

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.027 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: September 20, 2011

SUBJECT: Certification of 2011 Payable 2012 Proposed Property Tax Levy

The school board is required to certify to the county auditor the school district's preliminary 2011 Payable 2012 Property Tax Levy by October 7, 2011. Attached are pages 24 and 25 of the Levy Limitation and Certification document from the Minnesota Department of Education (MDE). The district will certify the maximum levy; certifying the preliminary levy in this manner allows for changes prior to the final levy certification in December. Changes are made for a variety of reasons such as changes to Health and Safety projects or changes to our projected enrollment figures.

The school district portion of the property tax levy has increased by 3.83% from a year ago to $14,100,821. Last year's levy amount was $13,580,220. Keep in mind that the figures presented here are preliminary and could change in the coming weeks.

School districts are not required to hold a separate Truth in Taxation hearing or continuation hearing. The district is required to discuss the levy and the budget at a regularly scheduled board meeting and allow the public to speak; this will occur at the December 12, 2011 board meeting at 7:00 p.m. The final levy certification will be approved at this same meeting.

Suggested Resolution: Move to approve the Maximum for the 2011 Payable 2012 Proposed Property Tax Levy.

WAK:nls
Attachment

I. COMPUTATION OF 2011 PAYABLE 2012 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TACONITE ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER-EXEMP	4,383,546.73	20,191.51	N/A			4,403,738.24
GEN-RMV OTHER-EXEMP	729,630.71	28,837.44-	N/A			700,793.27
GEN-NTC VOTER-EXEMP			N/A			
GEN-NTC OTHER-EXEMP	1,554,766.70	114,060.09	179.46-			1,668,647.33
TOTAL GENERAL	6,667,944.14	105,414.16	179.46-			6,773,178.84
COM SERV-EXEMP	476,236.99	51,177.16	60.85-			527,353.30
DEBT-VOTER-NONEXEMP	6,020,215.00	288,049.46-	84.25-			5,732,081.29
DEBT-OTHER-NONEXEMP						
TOTAL DEBT SERV	6,020,215.00	288,049.46-	84.25-			5,732,081.29
OPEB-VOTER-NONEXEMP			N/A			
OPEB-OTHER-NONEXEMP	1,210,638.00	142,430.59-	N/A			1,068,207.41
TOTAL OPEB/PENSION	1,210,638.00	142,430.59-	N/A			1,068,207.41
TOTAL	14,375,034.13	273,888.73-	324.56-			14,100,820.84

II. COMPARISON OF 2010 PAYABLE 2011 LEVY LIMITATION WITH 2011 PAYABLE 2012 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	2010 PAY 2011 LIMITATION	2011 PAY 2012 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	6,380,750.08	6,773,178.84	392,428.76	6.15 %
COMMUNITY SERVICE	458,866.22	527,353.30	68,487.08	14.93
GENERAL DEBT SERVICE *1	6,026,195.92	5,732,081.29	294,114.63-	4.88-
OPEB DEBT SERVICE *1	714,408.00	1,068,207.41	353,799.41	49.52
TOTAL	13,580,220.22	14,100,820.84	520,600.62	3.83 %

III. COMPARISON OF 2010 PAYABLE 2011 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH
2011 PAYABLE 2012 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS:

FUND	2010 PAY 2011 CERTIFIED LEVY + ADJUSTMENTS	2011 PAY 2012 CERTIFIED LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	6,380,750.08			%
COMMUNITY SERVICE	458,866.22			
GENERAL DEBT SERVICE *1	6,026,195.92			
OPEB DEBT SERVICE *1	714,408.00			
TOTAL AFTER ADJUSTMENTS	13,580,220.22			%

TABLE II AND III FOOTNOTE: AMOUNTS SHOWN REFLECT REDUCTIONS FOR DEBT SERVICE EXCESS AND/OR DEBT SERVICE AID.

12

LINE #	LIMITATION COMPONENTS	2010 PAY 2011 LIMITATION	2010 PAY 2011 CERTIFIED LEVY	2011 PAY 2012 LIMITATION	2011 PAY 2012 PROPOSED LEVY	2011 PAY 2012 CERTIFIED LEVY	NOTES
SUBTOTALS BY LEVY CATEGORY							
(5001)	GENERAL-RMV VOTER-JOBZ EXEMPT	4,261,180.26	4,261,180.26	4,403,738.24			*2
(5002)	GENERAL-RMV OTHER-JOBZ EXEMPT	653,086.79	653,086.79	700,793.27			*2
(5003)	GENERAL-NTC VOTER-JOBZ EXEMPT						
(5004)	GENERAL-NTC OTHER-JOBZ EXEMPT	1,466,483.03	1,466,483.03	1,668,647.33			*2
(5009)	COMMUNITY SERV-NTC OTHER-EXEMPT	458,866.22	458,866.22	527,353.30			*2
(5013)	GENL DEBT-NTC VOTER-NONEXEMPT	6,026,195.92	6,026,195.92	5,732,081.29			
(5014)	GENL DEBT-NTC OTHER-NONEXEMPT						*2
(5019)	OPEB DEBT-NTC VOTER-NONEXEMPT						
(5020)	OPEB DEBT-NTC OTHER-NONEXEMPT	714,408.00	714,408.00	1,068,207.41			
SUBTOTALS BY FUND							
(5005)	GENERAL FUND	6,380,750.08	6,380,750.08	6,773,178.84			*3
(5009)	COMMUNITY SERVICES FUND	458,866.22	458,866.22	527,353.30			*3
(5015)	GENERAL DEBT SERVICE FUND	6,026,195.92	6,026,195.92	5,732,081.29			*3
(5021)	OPEB/PENSION DEBT SERVICE FUND	714,408.00	714,408.00	1,068,207.41			*3
SUBTOTALS BY TAX BASE							
	REFERENDUM MARKET VALUE	4,914,267.05	4,914,267.05	5,104,531.51			
	NET TAX CAPACITY	8,665,953.17	4,914,267.05-	8,996,289.33			
SUBTOTALS BY TRUTH IN TAXATION CATEGORY							
	VOTER APPROVED	10,287,376.18		10,135,819.53			
	OTHER	3,292,844.04		3,965,001.31			
TOTAL LEVY							
	TOTAL LEVY	13,580,220.22	13,580,220.22	14,100,820.84			

NOTE: SCHOOL DISTRICTS MUST CERTIFY PROPOSED AND FINAL LEVIES VIA THE WEB-BASED LEVY CERTIFICATION SYSTEM AVAILABLE ON THE MDE WEBSITE, HTTP://EDUCATION.STATE.MN.US.

FOOTNOTES:

*2 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING REFERENDUM EQUALIZATION AID (PRIOR TO TAX BASE REPLACEMENT AID).

*3 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING GENERAL EDUCATION AID.

FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2012. FOR PAYABLE 2011 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

Department of School Improvement and Accountability
Moorhead Area Public Schools

Memo SIA.12.003 R

TO: Dr. Lynne A. Kovash, Superintendent

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

DATE: September 20, 2011

SUBJECT: 2010-2011 Annual Report on Curriculum, Instruction and Student Achievement

Attached is the draft copy of the 2010-2011 Annual Report on Curriculum, Instruction and Student Achievement, a report from the Instruction and Curriculum Advisory Committee (ICAC) reviewing the past year's accomplishments in student achievement. The report has been reviewed by the Instruction and Curriculum Advisory Committee.

Also attached is a copy of the state requirements for the report. These requirements are mandated through legislative action. The school board must approve the report by October 1. The report will be distributed in electronic form on the district's website, with printed copies available through the Superintendent's office. The paper copy of the annual report will be presented to the board and then placed on the website.

Due to the state government shutdown in July, the 2011 Minnesota Comprehensive Assessments (MCA) results, as well as the district's Adequate Yearly Progress (AYP) results were delayed. MCA results were received in time to be included in the attached draft of the annual report. Unfortunately, the district may not receive results for AYP status until September 30. In order to comply with the state's law, the attached version of the report must still be approved by October 1. Once AYP results are received, the annual report will be updated and brought to the School Board for final approval.

Suggested Resolution: Move to approve the draft 2010-2011 Annual Report on Curriculum, Instruction and Student Achievement.

MOE:nls
Attachments

June 2011

Minnesota Department of Education

Guidelines
School District Process and Annual Public Reporting
Minnesota's Standards-Based System

The mission statement (Minnesota Statutes, section 120A.03) of public education in Minnesota, a system for lifelong learning, is to ensure individual academic achievement, an informed citizenry, and a highly productive workforce. Districts are responsible for creating an identifiable process for continuous improvement and annual reporting to the public.

Data-driven decision making, community involvement, and public reporting are key components in a continuous improvement process to increase student learning. Information and assistance regarding district and school level processes are available through the Minnesota Department of Education (MDE) Division of School Improvement.

MINNESOTA STATUTES, SECTION 120B.11 SCHOOL DISTRICT PROCESS

Minnesota Statutes, section 120B.11 (Subd. 2) Adopting Policies

School board shall have in place an adopted written policy that includes:

- District goals for instruction including the use of best practices, district and school curriculum, and achievement for all student subgroups;
- Process for evaluating each student's progress toward meeting academic standards and identifying strengths and weaknesses of instruction and curriculum affecting students' progress;
- System for periodically reviewing and evaluating all instruction and curriculum;
- Plan for improving instruction, curriculum, and student achievement; and
- Education effectiveness plan aligned with Minnesota Statutes, section 122A.625 that integrates developments in educational technology with classroom instruction.

Minnesota Statutes, section 120B.11 (Subd. 3) District Advisory Committee

- School Board shall establish an advisory committee to ensure active community participation in all phases of planning and improving instruction and curriculum affecting state and district academic standards.
- To the extent possible the committee shall reflect diversity of district and sites.
- Committee shall include teachers, parents, support staff, students, and community residents.
- Whenever possible parents and community shall comprise two-thirds of the advisory committee.
- District may establish building teams as subcommittees of the district advisory committee.
- The district committee shall recommend to the school board rigorous academic standards, student achievement goals and measures, assessments, and program evaluations.
- Learning sites may expand on district evaluations.

Minnesota Statutes, section 120B.11 (Subd. 4) Building Team

A school may establish a building team to develop and implement an education effectiveness plan to align and improve instruction, curriculum, and student achievement. The team shall advise the board and the advisory committee about developing an instruction and curriculum improvement plan that aligns curriculum, assessment of student progress in meeting state and district academic standards, and instruction. Minnesota Statutes, section 123B.04 details school site decision-making agreements.

Minnesota Department of Education

2010–11 Checklist
Annual Report on Curriculum, Instruction and Student Achievement

The school board shall publish a summary of the report in the local newspaper with the largest circulation in the district, by mail, or by electronic means such as the district website. If electronic means are used a school district must publish notice of the report in a periodical of general circulation in the district. School districts must make copies of the report available to the public on request.

_____ The annual public report is to be titled, *Annual Report on Curriculum, Instruction and Student Achievement* and contain the district name and number.

_____ The report is to be approved by the district Board of Education **by October 1** of each year.

The annual public report includes the following items:

_____ Student achievement goals for meeting state academic standards.

_____ Results of local assessment data, and any additional test data.

_____ Annual school district improvement plans including staff development goals under Minnesota Statutes, section 122A.60.

_____ Information about district and learning site progress in realizing previously adopted improvement plans.

_____ Districts that have a site decision-making agreement will include information about the amount and type of revenue attributed to each site as defined in Minnesota Statutes, section 123B.04.

_____ District advisory committee information provided with names, date terms expire, membership criteria, and application date.

OTHER REPORTING REQUIREMENTS

_____ A biennial review of the district testing program that includes the following items:
- Written objectives of testing program.
- Names of tests and grade levels tested.
- Use of test results.
- Student achievement results compared to previous years.

_____ Constituent surveys are reported on a periodic basis.

Minnesota Legislative Web Site: www.leg.state.mn.us
Minnesota Statutes Site: http://www.leg.state.mn.us/leg/statutes.htm
Minnesota Rules Site: http://www.revisor.leg.state.mn.us

Annual Public Reporting

Minnesota Statutes, section 120B.11 (Subd. 5) Report

By October 1 each year the school board shall adopt an annual public report to be published in a newspaper, distributed by mail, or distributed electronically.

If electronic means such as the district website are used, school districts must publish notice of the report in a periodical of general circulation in the district. School districts must make copies of the report available to the public upon request.

The report title shall contain the district name and number and be titled:
"***Annual Report on Curriculum, Instruction and Student Achievement.***"

Report must include:

Student achievement goals for meeting academic standards;
Results of local assessment data and any additional test data;
District improvement plans including staff development goals under Minnesota Statutes, section 122A.60;
Information about district and learning sites progress on previous improvement plans;
Amount and type of revenue attributed to each educational site with a decision-making agreement as defined in Minnesota Statutes, section 123B.04; and
Advisory committee membership, date terms expire, method and criteria board uses to select members, and application date.

Minnesota Statutes, section 120B.11 (Subd. 6) Student Evaluation

The board shall provide graduates or GED recipients the opportunity to report on the quality of instruction, curriculum, and services; quality of delivery; utility of facilities; and effectiveness of district administration.

Minnesota Statutes, section 120B.11 (Subd. 7) Periodic Report

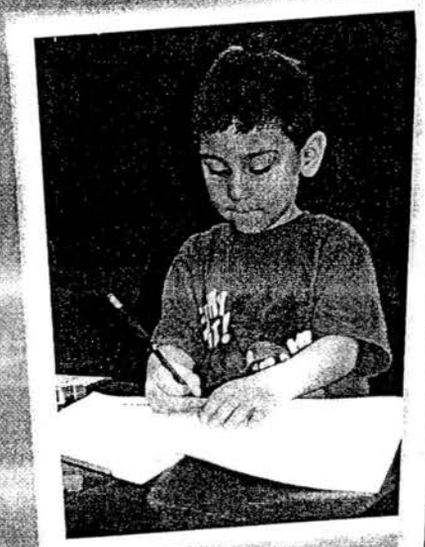
Districts shall periodically ask constituencies about satisfaction with school and report results.

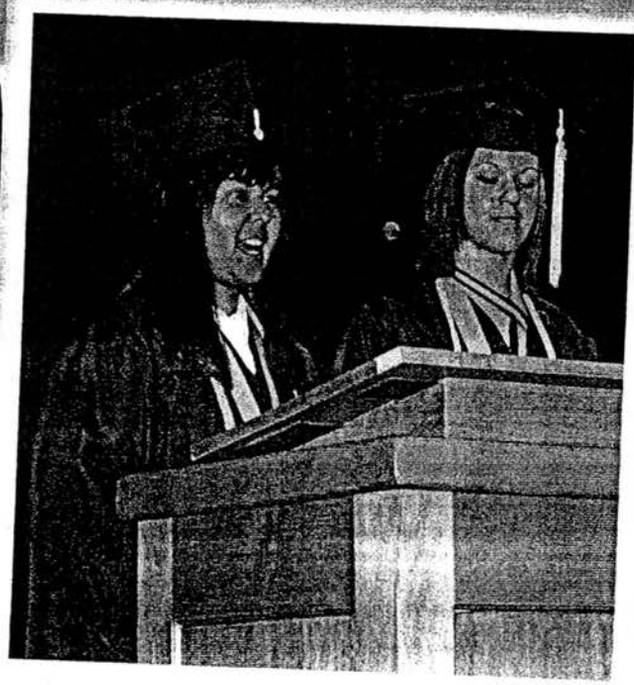
Minnesota Statutes, section 120B.11 (Subd. 8) Biennial Evaluation; Assessment Program

At least every two years the district report shall include evaluation of the district testing program including:

(1) written objectives of the assessment program;
(2) names of tests and grade levels tested;
(3) use of test results; and
(4) student achievement results compared to previous years.

DRAFT





Focus on Results

Moorhead Area Public Schools

2010-11 Annual Report on Curriculum, Instruction and Student Achievement

Welcome to the 2010-11 Annual Report on Curriculum, Instruction and Student Achievement

Focus on Results

Continuous improvement efforts in the Moorhead Area Public Schools have developed a strong foundation for student learning. Our district continues efforts to ensure all students are proficient, and we are working together to close the achievement gap for students.

This year's district theme, "Focus on Results," demonstrates our efforts to ensure our students' success and share those results with our community. We also will focus on our commitment to our community for high quality schools.

As a result of the passage of the operating levy referendum in November 2010, Moorhead Area Public Schools can maintain the quality of education provided for our students. Community residents will continue to receive a good value from their investment in our district.

The operating levy referendum will play an important role in maintaining class sizes and programs, as outlined in the five priority areas last fall. Progress on our referendum priorities is outlined on pages 12-13. Because state funding remains unpredictable, the operating levy alone will not offer a long-term solution to every financial challenge facing the district, but it does provide critical assistance to our schools.

We still have hard work ahead. This report contains results from the 2011 Minnesota Comprehensive Assessments-II and the new Minnesota Comprehensive Assessments-III for mathematics for grades 3-8. The state-required MCA-II/IIIs are one of the multiple ways Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals. We are concerned about our MCA scores, but our district continues efforts to ensure all students are proficient.

We want to share what is happening in our schools — where we're going and how we're doing along the way. That way we can focus on results together.

Sincerely,

Dr. Lynne A. Kovash

Dr. Lynne A. Kovash
Superintendent

This document can be made available in an alternate format such as large print, Braille or audio recording. Call 218-284-3330 to make a request.

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

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

Neu ban khong biet doc tieng Anh va muon giup do trong ngon ngu cua ban, xin goi so 284-3330.

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Instruction and Curriculum Advisory Committee

The Instruction and Curriculum Advisory Committee provides a forum where parents, community members and school officials can work together to evaluate, review and plan the district's academic programming.

The committee helps ensure that there is continuous improvement in what is taught in each and every subject area for students in grades K–12.

Community members are either recommended by various groups including principals, parents, etc., or they can volunteer on their own. All terms are for two years. Members can be re-appointed.

People interested in serving on the Instruction and Curriculum Advisory Committee should express interest to a building administrator or should call 284-3330 by Nov. 1.

2010-11 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Mary Cihlar 2011
Rep: Red River ALC

Missy Eidsness 2012
Rep: Administration

Cindy Fagerlie 2011
Rep: School Board

Charlie Fisher 2011
Rep: Gifted/Talented Teacher

Mary Flesberg 2012
Rep: Secondary Teacher

Pamela Gibb, Secretary 2012
Rep: District Communications

Linda Granberg 2011
Rep: Moorhead High Parent

Dana Haagenson 2011
Rep: Hopkins Parent

Russ Henegar 2011
Rep: Principal

Sonia Hohnadel 2011
Rep: School Board

Laurie Johnson 2011
Rep: Robert Asp Parent

Carol Ladwig 2011
Rep: Senior Citizens

Donna Norquay 2012
Rep: Community Diversity

Louis Ochoa, Jr. 2011
Rep: Moorhead Police Dept.

Chizuko Shastri 2011
Rep: Moorhead High Parent

Seiko Shastri 2011
Rep: Senior Class

Teresa Shume 2012
Rep: Hopkins Parent

Denice Sinner 2012
Rep: Special Education

Terri Smith 2011
Rep: Moorhead High Parent

Faye Smiley-Aakre 2011
Rep: Elementary Teacher / Community Diversity

Bill Tomhave 2012
Rep: Higher Education

Kris Valan 2011
Rep: Higher Education

Paige Wakefield 2013
Rep: Sophomore Class

Trudy Wilmer 2012
Rep: School Board

John Wirries, Chair 2012
Rep: Reinertsen Parent

Curriculum and Instruction Goals of Moorhead Area Public Schools

These student performance goals establish broad curriculum expectations for Moorhead Area Public Schools that encompass the Minnesota Academic Standards and the federal No Child Left Behind Act.

Goal 1: All students will be required to demonstrate essential skills as determined by the School Board at each grade level and in the Minnesota Academic Standards to participate in lifelong learning.

Goal 2: Each student will have the opportunity to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

Visit the district website at www.moorhead.k12.mn.us for a copy of School Board Policy 601.

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2010-11 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Reviewed curriculum and instruction implications of the district's priority areas through school and committee updates.
- Reviewed district test results and the district's testing program, including a review of progress toward goals.
- Reviewed the implications of the No Child Left Behind requirements and the district's continuous improvement efforts, including the district improvement plan and district literacy committee's work.
- Reviewed the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitored the implementation of the Minnesota Academic Standards.
- Continued to monitor compensatory education programs including Elementary and Secondary Education Act and Indian Education.
- Reviewed proposals for curricular additions or deletions.
- Reviewed early learning and K+ programs.
- Reviewed STEM and Project Lead the Way implementation.
- Reviewed the revised elementary progress reports.
- Discussed community efforts for increasing graduation rates.
- Reviewed community-based concerns related to instruction and curriculum.

Measuring Student Progress

Minnesota Academic Standards

Minnesota adopted academic standards in the areas of language arts, mathematics, the arts, social studies and science. These standards will be reviewed and revised on a cyclical basis both at the state and district levels.

The standards provide a summary description of what students know or are able to do within a particular subject area and at a particular grade level.

Grade-level benchmarks specify the academic knowledge and skills that schools must offer and students must achieve to satisfactorily complete a state standard.

Moorhead has incorporated the standards for language arts, math, social studies and science. Other district developed standards have been incorporated into the K-12 curriculum. The reviseed mathematics standards are being implemented. This included algebra for all eighth-grade students by 2010-11.

Measuring Achievement

Moorhead Area Public Schools uses a variety of methods to measure student progress and determine whether our students are meeting their learning goals. Methods include:

- NWEA Measures of Academic Progress (MAP)
- Minnesota Comprehensive Assessments (MCA-II/III)
- MCA-II / GRAD
- AIMSweb
- Various Literacy Assessments
- In-class Unit and Skills Assessments
- Common Assessments
- College Admissions Tests

Among the Highlights

Measures of Academic Progress

The MAP assessments are taken each fall and spring by students in grades 2-9 to measure students' academic progress in reading and mathematics skills.

Minnesota Comprehensive Assessments-II/III

The MCA-IIs measure academic knowledge in the skills of language arts and mathematics. Students in grades 3-8 and 10 participate in the MCA-II tests in reading, while students in grades 3-8 and 11 take the MCA-II or MCA-III tests in mathematics. In 2010-11, students in grades 5 and 8 and high school biology students took the MCA-II in the area of science.

Results of these tests help the district make decisions about curriculum and assist in determining progress on standards. Refer to page 11 for more information.

MCA-II / GRAD

The MCA-II/GRAD is a set of high school tests in reading, mathematics and writing that all students entering grade 8 in 2005-06 or later must pass to graduate from a public high school in Minnesota.

These tests measure proficiency on the Minnesota Academic Standards and other essential skills. The GRAD (Graduation-Required Assessments for Diploma) component of the MCA-II replaced the Basic Skills Tests.

Refer to page 8 for more information.

Highlights of the 2011 Minnesota Comprehensive Assessments Results

Results from last spring's Minnesota Comprehensive Assessment were released by the Minnesota Department of Education Sept. 14. Science results were released Aug. 12.

Our district has mixed results in reading and mathematics, and we are concerned about the MCA test scores. There won't be immediate gains from some of the initiatives put in place last year, but the district is focusing on literacy, teacher effectiveness and curriculum. Additionally, the district will examine classrooms where test scores have increased over time to learn from them.

Reading: Statewide scores in reading showed a slight improvement. In Moorhead, four grade levels made gains from last year. Robert Asp grade 3 results (82 percent proficient) will be investigated to determine whether literacy efforts in the early grades at Robert Asp are paying off.

Mathematics: It was anticipated that mathematics scores would decline this year in grades 3-8 because of the change from the MCA-II to MCA-III. The new test is aligned to the new, more rigorous mathematics standards. Scores aren't comparable to previous years for grades 3-8.

Scores on the grade 11 math test at Moorhead High, where students took the MCA-II, increased by 11 percent from last year and are above state average.

Science: Minnesota scores remained relatively flat. In Moorhead, the district scores are below where we want them to be. Students need a strong science background to be competitive. New science curriculum has been purchased and will be used beginning this fall. An MSUM professor will be working with elementary teachers as part of a collaboration to increase science scores.

Measuring Student Progress

Grades K-5: District-Wide Testing for 2011-12

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Math MCA-III	3-5	Jan. 3-May 18, 2012	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-II	3-5	April 17 & 19, 2012	
Science MCA-II	5	March 26-May 18, 2012	
NWEA Measures of Academic Progress (MAP)	2–5	Fall, new students Sept. 6-30, 2011 Winter, selected students Jan. 3-13 & 23-Feb. 3, 2012 Spring, all students April 23-May 18, 2012,	To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting
ACCESS for ELs (WIDA)	English learners in K-5	Feb. 6-March 23, 2012	To demonstrate growth in reading, writing, listening and speaking and to assess progress in acquiring the academic English language in grades K-5. ELs take ACCESS and reading MCA-II in grades 3-5. For K-2, reading and writing is assessed with a teacher observation rating.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5 as identified in IEP	March 26-May 18, 2012	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II/III
Minnesota Comprehensive Assessments-Modified in: Math		Jan. 3-May 18, 2012	
Reading		April 17 & 19, 2012	
AIMSweb Indicators of Early Literacy/Oral Reading Fluency Skills	K-5	Sept. 6-23, 2011 Jan. 9-20, 2012 April 30-May 13, 2012	To determine a student's level of proficiency with early literacy and reading skills
Various Literacy Assessments	K-5 selected students	Throughout the school year	To determine a student's reading level and skills
Common Math Assessment	K-1	Mid year and end year progress reports	To determine a student's level of proficiency with early numeracy and math skills
National Assessment of Educational Progress (NAEP)	4	Odd-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress

Grades 6-8: District-Wide Testing for 2011-12

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II in: Math MCA-III	6-8	Jan. 3-May 18, 2012	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-II	6-8	April 17 & 19, 2012	
Science MCA-II	8	March 26-May 18, 2012	
Minnesota Comprehensive Assessments-III Reading Field Test	6	Feb. 6-March 2, 2012	To field test the computerized version of the reading MCA
NWEA Measures of Academic Progress (MAP)	6-8	Fall, new students Sept. 6-30, 2011 Winter, selected students Jan. 3-13 & 23-Feb. 3, 2012 Spring, all students April 23-May 18, 2012	To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting
ACCESS for ELs (WIDA)	English learners in 6-8	Feb. 6-March 23, 2012	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 6-8. ELs take ACCESS and reading MCA-II in grades 6-8.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8 as identified in IEP	March 26-May 18, 2012	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II
Minnesota Comprehensive Assessments-Modified in: Math		Jan. 3-May 18, 2012	
Reading		April 17 & 19, 2012	
AIMSweb Reading Comprehension (MAZE-CBM)	6	Sept. 12-23, 2011 Jan. 9-20, 2012 April 30-May 13, 2012	To determine a student's level of proficiency with reading comprehension skills
EXPLORE	8	Oct. 12, 2011	To provide information and assist in counseling individual college-bound students; norm-referenced achievement tests in reading/language arts, math, science, and social studies; career inventory
Common Math Assessment	6-8	Throughout year as determined by PLCs, grade level and middle school teams	To determine a student's level of proficiency with math skills
National Assessment of Educational Progress (NAEP)	8	Even-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress

Grades 9-12: District-Wide Testing for 2011-12

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	10	April 17 & 18, 2012	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress; reading and math MCA-II/GRAD required for graduation in Minnesota for students in grade 12 and below
Mathematics	11	April 17 & 18, 2012	
Science	Biology students	March 26-May 18, 2012	
GRAD Test of Written Composition	10-12 who have not passed	Nov. 2, 2011, April 24, 2012	To ensure minimum competency in writing; required for graduation
	9	April 17, 2012	
NWEA Measures of Academic Progress (MAP)	9	Fall, new students Sept. 6-30, 2011 Winter, selected students Jan. 3-13 & 23-Feb. 3, 2012 Spring, all students April 23-May 18, 2012	To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting
ACCESS for ELs (WIDA)	English learners 9-12	Feb. 6-March 23, 2012	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 9-12. ELs take ACCESS and reading MCA-II in grade 10.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP	March 26-May 18, 2012	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II
Minnesota Comprehensive Assessments-Modified in: Math		April 17 & 18, 2012	
Reading		April 17 & 18, 2012	
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
PLAN (pre ACT)	10	Oct. 27, 2011	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test
PSAT (pre SAT)	11 (optional)	Oct. 12, 2011	
ACT	11–12 (optional but recommended)	Various Saturdays and locations throughout the year	
SAT / SAT II	11–12 (optional)		

Continued on page 8

GRAD Results

Moorhead students on track for meeting Minnesota's graduation requirements

The GRAD (Graduation-Required Assessments for Diploma) component of the MCA is a set of high school tests in reading, mathematics and writing that all students entering grade 8 in 2005-06 or later must pass to graduate from a public high school in Minnesota. These tests measure proficiency on the Minnesota Academic Standards and other essential skills.

Students in grade 9 take the GRAD writing test. Students take the reading MCA/GRAD in grade 10 and the mathematics MCA/GRAD in grade 11, and in the process they are also taking the GRAD component.

Students who are not proficient on these tests or who don't pass the GRAD component will have several opportunities to retake the GRAD component. Remediation plans are developed according to individual student needs. Special testing accommodations may be made for students with special learning plans (i.e. IEP, 504, LEP). Some students may also be permanently or temporarily exempted.

Moorhead Area Public Schools' testing and graduation policies are available on the district's website at www.moorhead.k12.mn.us.

2011 GRAD (Graduation-Required Assessments for Diploma) Results

		District	State
Grade 9 Writing	Number Passing	351	54,936
	Percent Passing	92.9%	89.1%
	Number Not Passing	27	6,744
	Percent Not Passing	7.1%	10.9%
Grade 10 Reading	Number Passing	305	48,260
	Percent Passing	74.9%	78.7%
	Number Not Passing	102	13,055
	Percent Not Passing	25.1%	21.3%
Grade 11 Mathematics	Number Passing	200	35,815
	Percent Passing	58.5%	59.2%
	Number Not Passing	142	24,670
	Percent Not Passing	41.5%	40.8%

Continued from page 7

Grades 9-12: District-Wide Testing for 2011-12

Tests	Grades Tested	Dates	Objectives/Uses
Armed Services Vocational Aptitude Battery (ASVAB)	11–12 (optional)	Nov. 10, 2011	To determine students' vocational aptitude and interests
Common Math Assessment	9-12	Throughout year as set by PLCs and grade level teams	To determine a student's level of proficiency with math skills
Advanced Placement Exams	10, 11, 12	May 7-11, 2012 May 14-18, 2012	To determine college credit related to student scores for students enrolled in AP coursework

No Child Left Behind Act

District focuses on continuous improvement

At the center of the No Child Left Behind Act, the federal education law, are several measures focusing on student achievement and accountability. The federal law requires states to develop academic standards and test students' progress toward achieving the standards.

Adequate Yearly Progress (AYP) is the level of improvement that school districts and schools must achieve each year as determined under the No Child Left Behind Act (NCLB). School districts have until 2013-14 to achieve 100 percent proficiency for all students in all subgroups.

In Minnesota, three areas determine whether a school district or school has made Adequate Yearly Progress. Those areas include participation and proficiency for eight specific subgroups of students and attendance or graduation rate for all students. Subgroups include students with limited English proficiency (LEP), students with special education needs, students receiving free or reduced lunch, and students who are White, Black, Asian/Pacific Islander, American Indian, and Hispanic.

Results of the Minnesota Comprehensive Assessments-II are used to determine whether a school meets the participation and proficiency requirements.

No Child Left Behind requires that students are tested in grades 3-8 and in high school. Minnesota uses the Minnesota Comprehensive Assessments-II to meet this requirement.

Additionally, NCLB requires annual tests for science once in grades 3-5, once in grades 6-8 and once in grades 9-12.

The No Child Left Behind Act is in the reauthorization process at the federal legislative level. Currently Minnesota has appliced for a waiver to the penalty part of NCLB.

What are SMART Goals?

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

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

SMART Goal	Indicators	Measure	Targets
Specific & strategic, measurable, attainable, results-based, time-bound	Standards & objectives (weak areas for students)	Tools we'll use to determine where students are now and whether they are improving	The attainable performance level we would like to see

SMART Goals are

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

Measurable
- resulting in real measurable student achievement results

Attainable
- manageable and feasible with the resources at hand

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

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

(from Conzemius & O'Neill, 2002)

Adequate Yearly Progress

Schools meet majority of AYP requirements

2011 AYP results will be added after the release of the data.

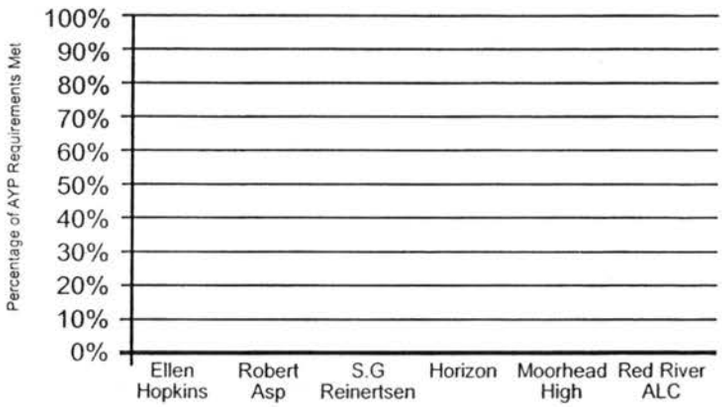
Moorhead Area Public Schools made Adequate Yearly Progress in 2006 and 2007, but did not make AYP based on 2008, 2009 and 2010 MCA-II results. The school district has 36 eligible groups and met ?? percent of the requirements for AYP under No Child Left Behind as outlined below.

?? schools did not make AYP because of performance by students in specific subgroups as outlined below. ??? Schools met the requirements for Adequate Yearly Progress under No Child Left Behind as follows:

- Ellen Hopkins Elementary has 23 eligible groups and met ?? percent of the requirements for AYP.
- Robert Asp Elementary has 23 eligible groups and met ?? percent of the requirements for AYP.
- S.G. Reinertsen Elementary has 23 eligible groups and met ?? percent of the requirements for AYP.
- Horizon Middle School has 31 eligible groups and met ?? percent of the requirements for AYP.
- Moorhead High School has 18 eligible groups and met ?? percent of the requirements for AYP.
- Red River Area Learning Center has four eligible groups and met ?? percent of the requirements for AYP.

Moorhead Area Public Schools will continue to work with the continuous improvement plan to focus on increasing achievement for all students.

AYP Requirements Met by Schools



Adequate Yearly Progress

"Yes" means made AYP in that area. "No" means did not make AYP in that area. A "–" means the subgroup was too small to count toward AYP. Subgroup size for participation is 40 or more students; subgroup size for proficiency is 20 or more students. "N/A" means not applicable for AYP.

		Participation / Proficiency by Student Subgroup										
		All	American Indian	Asian	Hispanic	Black	White	Limited English Proficient	Special Education	Free / Reduced Lunch	Attendance	Graduation
Moorhead School District	**Reading**											
	Math											
Ellen Hopkins Elementary	**Reading**											
	Math											
Robert Asp Elementary	**Reading**											
	Math											
S.G. Reinertsen Elementary	**Reading**											
	Math											
Horizon Middle School	**Reading**											
	Math											
Moorhead High School	**Reading**											
	Math											
Red River Area Learning Center	**Reading**											
	Math											

Minnesota Comprehensive Assessments

MCA results assist school district in determining curriculum

Beginning in 2005-06, students in grades 3-8, 10 and 11 took the Minnesota Comprehensive Assessments-II (MCAs) to determine their progress toward the state's academic standards. In 2011, students in grades 3-8 took the MCA-III in mathematics.

On the MCA-II/IIIs, student performance is broken down into four achievement levels with level four indicating exceeding the standards. Students who score in level three are considered meeting state standards. Students scoring in level two partially meet the standards, and students scoring in level one do not meet the standards. Students in levels three and four are considered to be proficient.

The MCA-II/III tests measure students' progress toward high academic standards. Students in grade 12 and younger are required to pass the MCA-II/GRAD, which is taken at the high school level.

The administrative and teaching staff continue to develop programs to address achievement levels of all students. The Measures of Academic Progress or MAP assessment provides information on the progress that individual students make toward meeting grade-level benchmarks.

Teachers at all levels will be developing and using districtwide common assessments to measure achievement in each grade level.

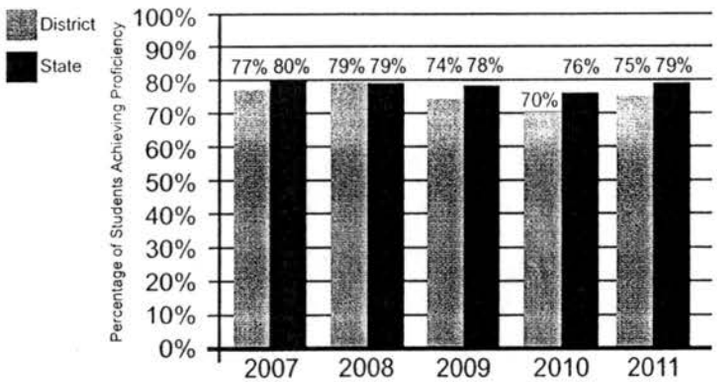
Priority areas focus on student achievement

In 2009-10, five district strategic priorities were developed and remained the focus through the 2010-11 school year. The priorities were student learning; professional practice and supervision; safe, healthy and respectful environment; community involvement and support; and organizational effectiveness

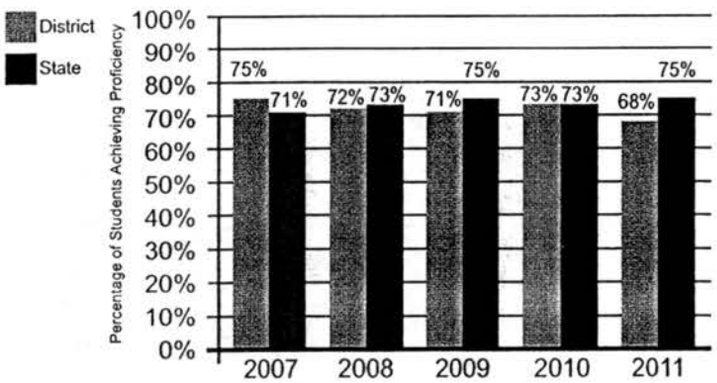
These have been further developed. The five priority areas for 2011-12 are:

- Increase student learning and success in all academic and behavioral areas through guaranteed viable curriculum, literacy and teacher effectiveness.
- Increase growth of all employees through recruitment, retention, training, development and supervision.
- Provide a safe, healthy and respectful environment.
- Improve satisfaction and involvement with students, parents and community.
- Improve overall organizational effectiveness to support high standards throughout the district.

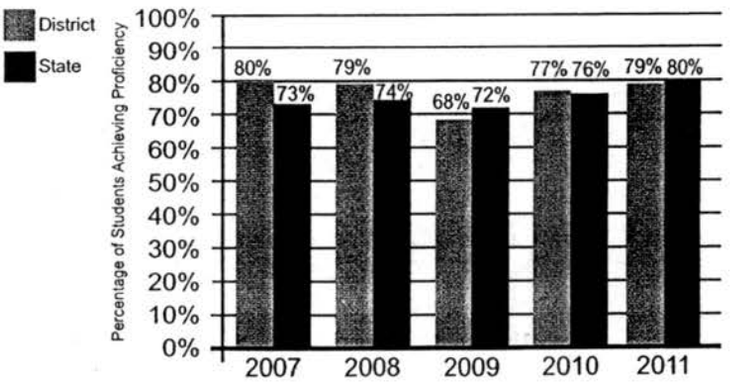
Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 3



Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 4



Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 5



Continuous Improvement Process

District committed to 2010 operating levy priority areas

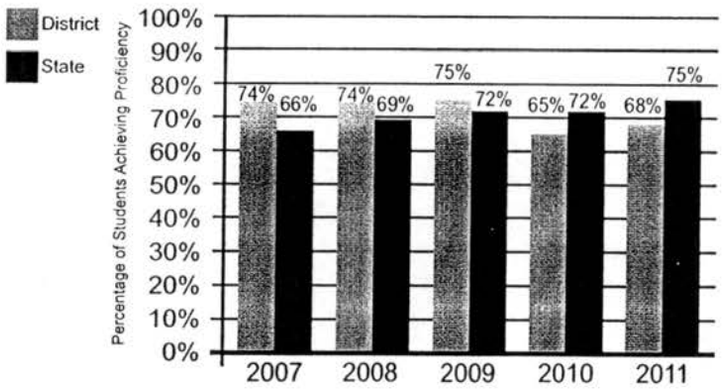
Moorhead Area Public Schools outlined five operating levy priority areas during the 2010 referendum. Below is progress on each of the five priority areas.

Priority Area 1: To provide a source of stable and predictable revenue to avoid further reductions including teacher and staff layoffs, program reductions or elimination, and reduced services. ($3,700,000)
Minnesota's financial struggles continue. One significant outcome from Minnesota's 2011 legislative session was a 60/40 payment shift resulting in a need for the district to borrow approximately $9 million for fiscal year 2011-12 to meet cash flow needs. $50 was added to the basic allowance each year of the biennium. The district had been projecting deficits of $2.0 million for 2011-2012, $2.85 million for 2012-2013, and $3.7 million for 2013-2014. With the referendum revenue, the district projects a deficit of $1.2 million in 2014-2015. Any increase in state aid and any reductions in expenditures in the next several years will reduce that deficit.

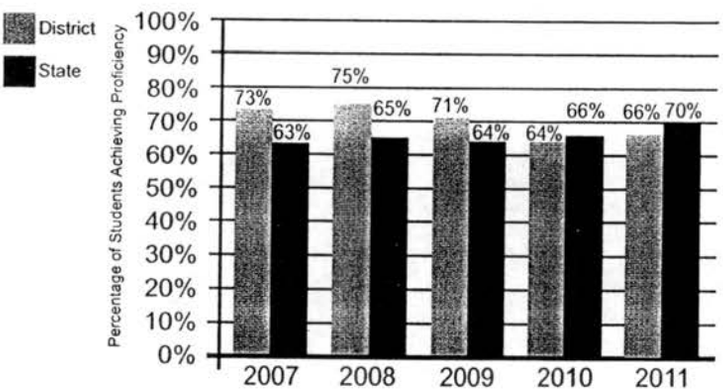
Priority Area 2: To provide resources necessary to preserve and improve class sizes in the core academic areas at the secondary level and to preserve and improve class sizes at the elementary level. (up to $1,000,000)
• Added or restored positions at Moorhead High School for 2011-12 in music, language arts, mathematics, science; retained positions added with EduJobs funds (2.125 FTE in the areas of science, mathematics and language arts).
• Added or restored positions at Horizon Middle School in

continued next page

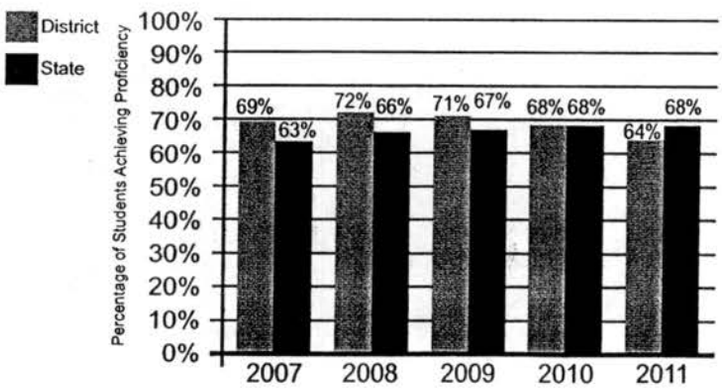
Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 6



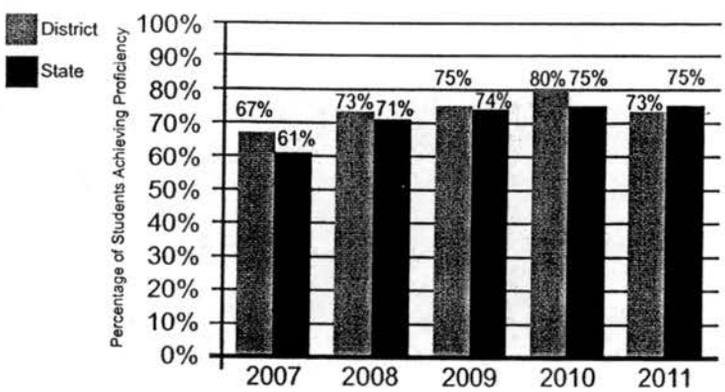
Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 7



Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 8



Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 10



Continuous Improvement Process

Referendum priorities focus on class size, technology and early learning

instrumental music, STEM, ELL, literacy support, mathematics, dean of students; teachers will teach five out of six classes which will dramatically impact class size; retained positions added with EduJobs funds (1.125 FTE mathematics and 1.0 FTE 6th grade).

• Retained elementary positions added with EduJobs funds (1.0 FTE at Ellen Hopkins Elementary); added 2.5 FTE at Robert Asp Elementary and 1.0 FTE at S.G. Reinertsen Elementary; average class size is 24.

• Total FTE changes for the 2011-12 school year are 18.125.

Priority Area 3: To repair and replace aging technology equipment and expand student use of and access to technology. ($250,000)

• Conducted a district wide technology audit and upgraded the network infrastructure in 2010-11.

• Plans for 2011-12 are to complete the network infrastructure upgrade, upgrade wireless access points, increase technology integration to include the expansion of online learning options such as hybrid courses, implement online teacher evaluation system, begin a replacement cycle to bring the district's hardware back into a 5-6 year replacement cycle, add computer labs to accommodate the district's STEM initiative, upgrade security cameras and add cameras in buildings that do not have cameras.

Priority Area 4: To provide increased access to world languages. ($150,000)

• Added full-time Chinese teacher at Moorhead High School for 2011-12.

• Plan for additional sections of Chinese at Moorhead High for 2012-13 based on student demand.

• Study the feasibility of a Foreign Language in the Elementary Schools (FLES) program to be implemented in 2012-13.

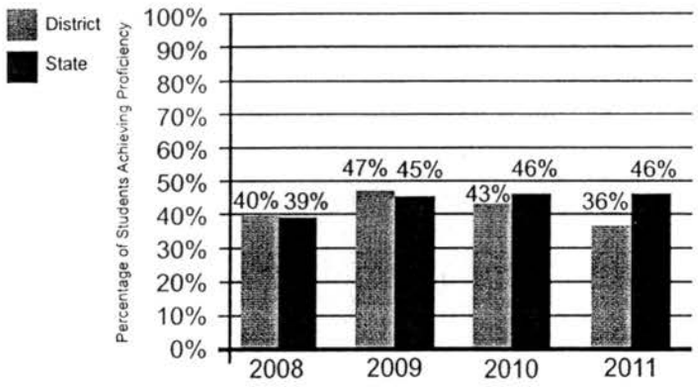
Priority Area 5: To provide increased access to early childhood programs. ($150,000)

• Added Jump Start in January 2011 to serve an additional 36 at-risk preschool students in collaboration with Head Start.

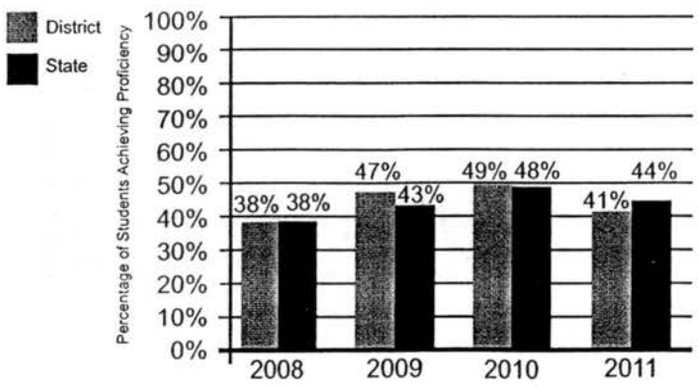
• Continue Jump Start in 2011-12 and look to expand preschool offerings by leveraging funding sources to maximize the use of resources from Community Education, special education, general education and fees

• Dramatically reduced Kinder Plus (K+) fees for the 2011-12 school year with the addition of a no fee category for the lowest income families.

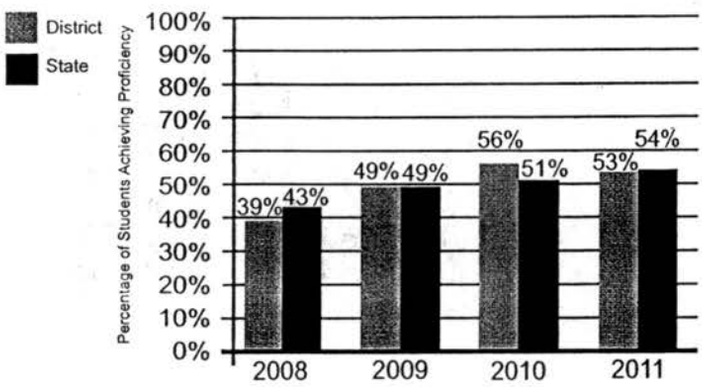
Minnesota Comprehensive Assessments (MCA-II)
District Science – Grade 5



Minnesota Comprehensive Assessments (MCA-II)
District Science – Grade 8



Minnesota Comprehensive Assessments (MCA-II)
District Science – High School



Improving Student Achievement

District Academic Goals

Moorhead Area Public Schools updated the AYP Improvement Plan in 2009-10 and 2010-11.

Focuses in 2010-11 were Sheltered Instruction Observation Protocol or SIOP and the implementation of grade level and course professional learning communities (PLCs).

For the 2011-12 school, there are three essential outcomes that are the primary focus.

Teacher effectiveness:
Emphasis will be on lesson planning and identifying the components of effective lessons. This will include model teaching, writing and posting objectives, background knowledge and checking for understanding.

Viable and guaranteed curriculum:
Emphasis will be on the main ideas based on the standards for the grade or course being taught. Professional learning communities or PLCs will review data and reflect on each course or grade level's curriculum to identify, prioritize and nest the power standards.

Literacy:
Emphasis will be on integrating literacy into lessons. Meaningful opportunities will be provided for students to write, read and discuss in their classes.

Performance Targets for 2010-12

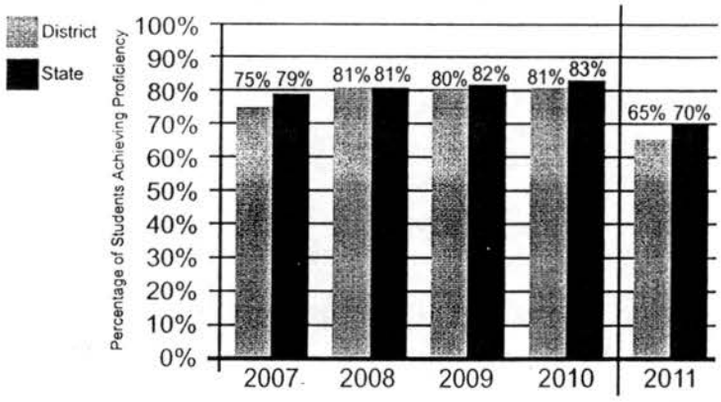
Reading
We will improve the reading proficiency of all students so that the percentage of students proficient will increase from 70.86% to 80% as measured on the accountability tests by 2012.

Progress toward goal:

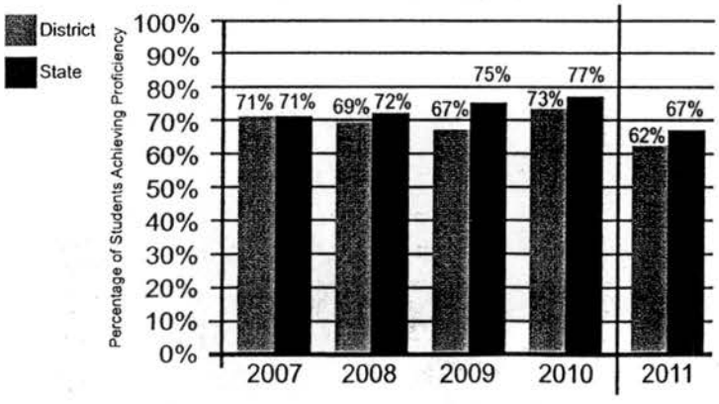
- 70.42 percent of students were proficient on the 2011 accountability tests.

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grade 8 students took the MCA-III and all grade 11 students took the MCA-II. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

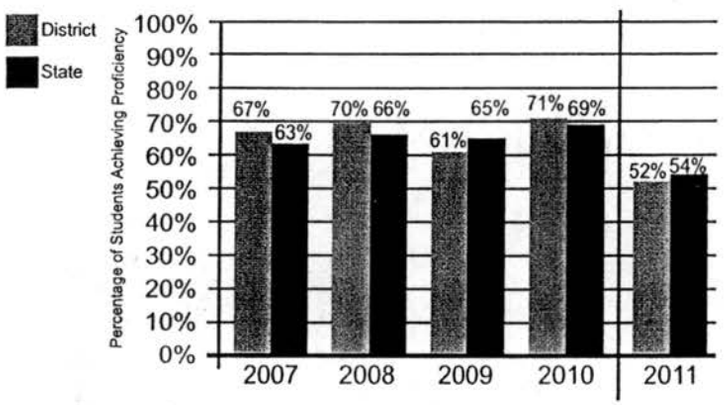
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 3



Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 4



Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 5



Improving Student Achievement

District Academic Goals

Mathematics

We will improve the mathematics proficiency of all students so that the percentage of students proficient will increase from 63.87% to 75% as measured on the accountability tests by 2012.

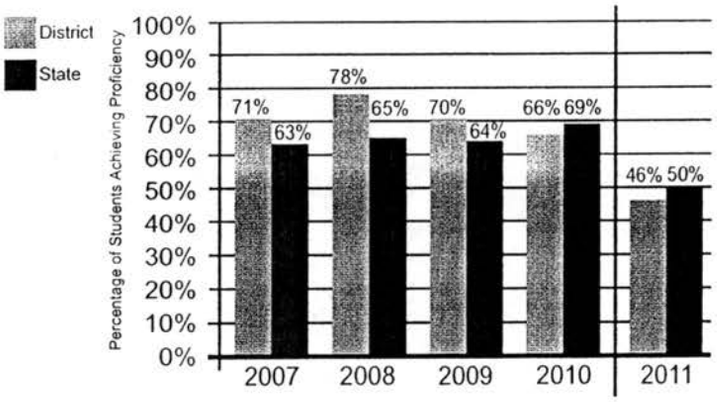
Progress toward goal:

- 54.32 percent of students were proficient on the 2011 accountability tests. MCA-II resuls are not comparable to MCA-III results.

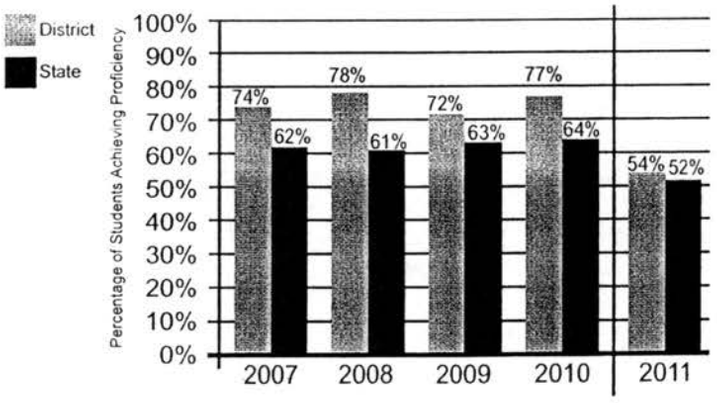
In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grade 8 students took the MCA-III and all grade 11 students took the MCA-II. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

Moorhead High School students guide Robert Asp Elementary fifth-grade students in using descriptive language to write a narrative to share with the class.

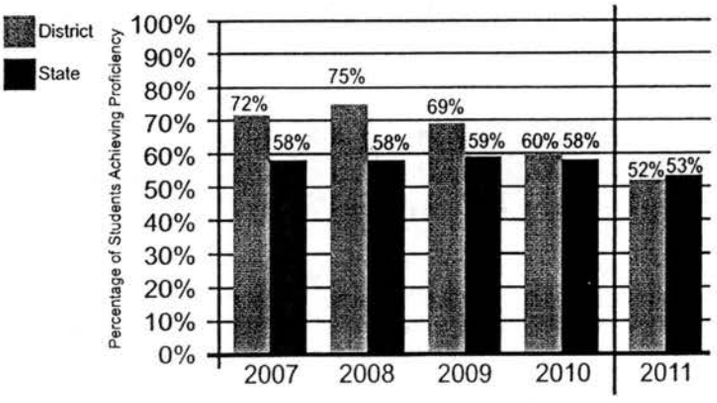
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 6



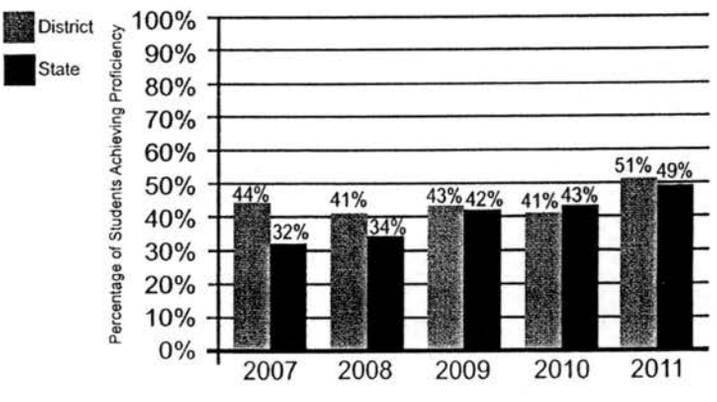
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 7



Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 8



Minnesota Comprehensive Assessments-II
District Mathematics – Grade 11



Ellen Hopkins Elementary School

Ellen Hopkins
Elementary School
2020 11th St. S., Moorhead, MN 56560
(218) 284-4300

Principal: Dr. Mary Jo Schmid

Original Construction: 1957-58
Most Recent Remodeling: 2011
Square Footage: 111,005

Attendance Rate (2010-11)	%
Enrollment by Grade (October 2010)	
• Kindergarten	132
• Grade 1	155
• Grade 2	144
• Grade 3	128
• Grade 4	134
• Grade 5	111
• Total	804
Diversity of Student Population (2010-11)	
• American Indian	%
• Asian	%
• Hispanic	%
• Black	%
• White	%
Percentage of Students Eligible for Free or Reduced-Price Lunch	%
Percentage of Students Receiving Learner Support Services	
Special Education	%
English Language Learners	%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2010-11

Goal 1

Ellen Hopkins Elementary School staff will improve the math proficiency in all Hopkins student subgroups so that their proficiency increases by 15 percent on the MCA-II by May 2011.

Progress toward goal:

- In 2011 students took the MCA-III, which is not comparable to the 2010 MCA-II results. Subgroup scores did not increase by 15 percent.

Goal 2

Ellen Hopkins Elementary School staff will improve the reading proficiency in all Hopkins student subgroups so that their proficiency increases by 15% on the MCA-II by May 2011.

Progress toward goal:

- None of the six subgroups increased proficiency by 15 percent.

Goal 3

The Ellen Hopkins Elementary School staff will create an effective learning environment using the PBIS model for improved student behavior for all Hopkins students so that 60 percent will demonstrate improved behavior as demonstrated by reduced behavioral referrals by May 2011.

Progress toward goal:

-

School Improvement Goals for 2011-12

Goal 1 — Ellen Hopkins Elementary School staff will improve the reading proficiency in all Hopkins student subgroups so that their proficiency increases by 15% on the MCA-II by May 2012.

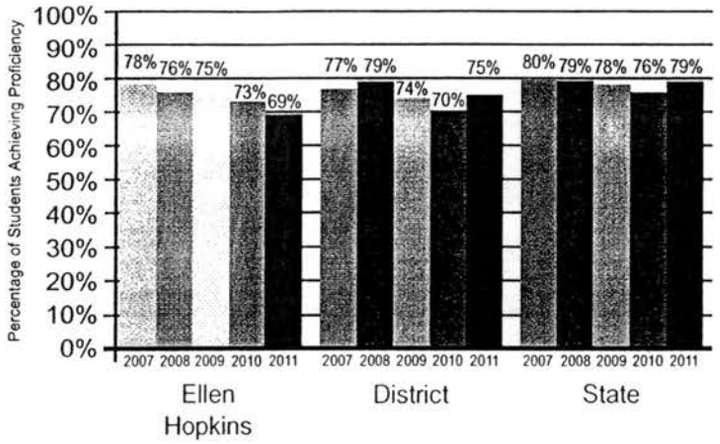
Goal 2 — Ellen Hopkins Elementary School staff will improve the math proficiency in all Hopkins student subgroups so that their proficiency increases by 15% on the MCA-II by May 2012.

Goal 3 — The Ellen Hopkins Elementary School staff will create an effective learning environment using the PBIS model for improved student behavior for all Hopkins students so that 60 percent will demonstrate improved behavior as demonstrated by reduced behavioral referrals by May 2012.

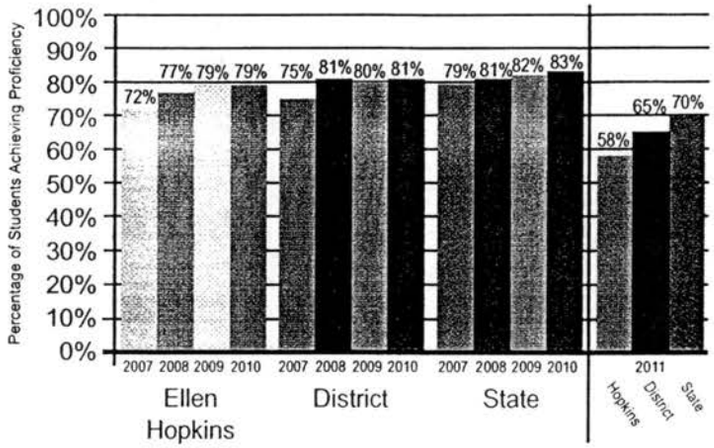
Ellen Hopkins Elementary School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 3-5 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

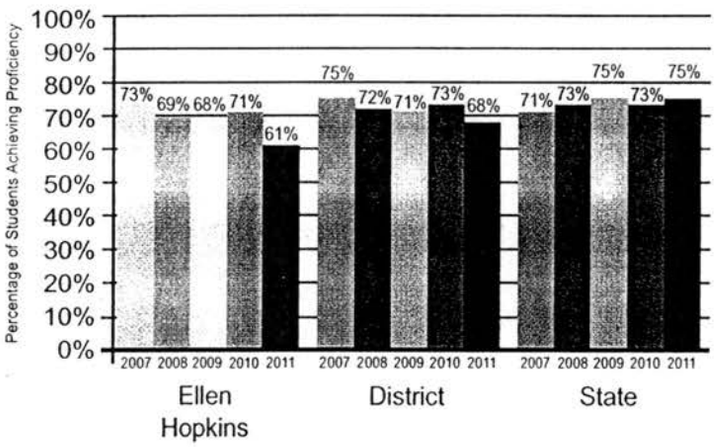
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 3



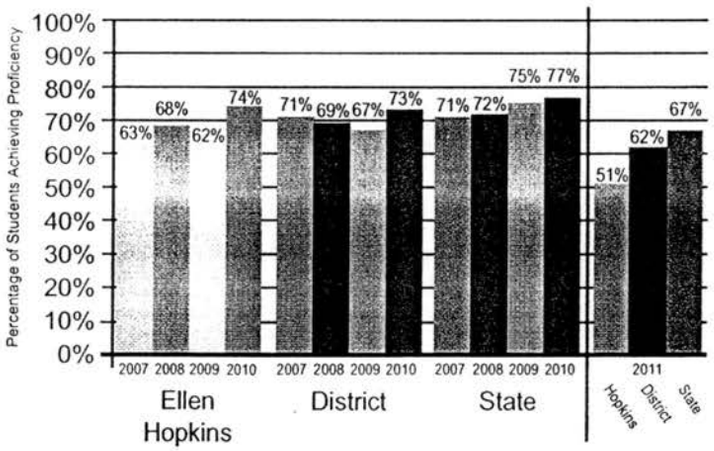
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



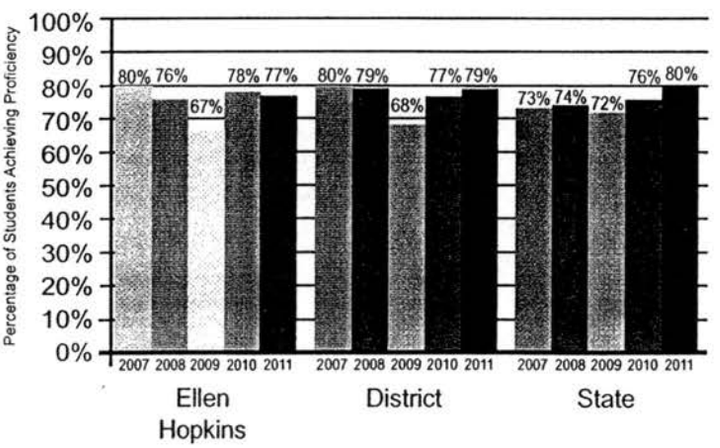
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 4



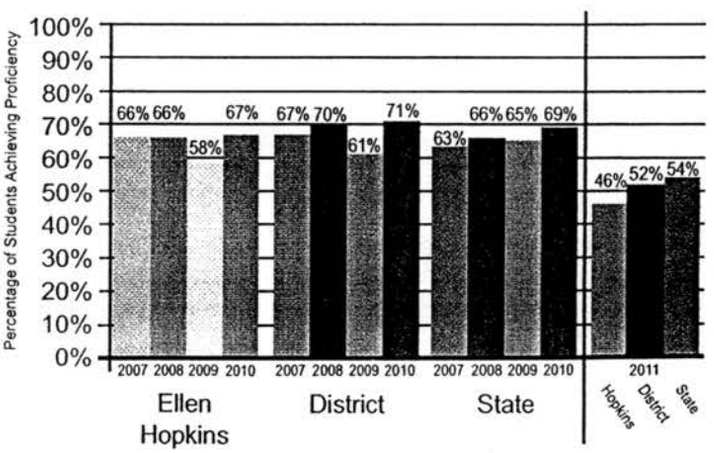
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



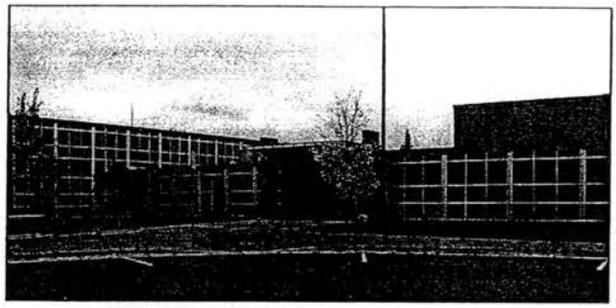
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 5



Robert Asp Elementary School



Robert Asp Elementary School
910 11th St. N., Moorhead, MN 56560
(218) 284-6300

Principal: Kevin Kopperud

Original Construction: 1957-58
Most Recent Remodeling: 2004
Square Footage: 98,510

Attendance Rate (2010-11)	%
Enrollment by Grade (October 2010)	
• Kindergarten	116
• Grade 1	131
• Grade 2	117
• Grade 3	119
• Grade 4	147
• Grade 5	143
• Total	773
Diversity of Student Population (2010-11)	
• American Indian	%
• Asian	%
• Hispanic	%
• Black	%
• White	%
Percentage of Students Eligible for Free or Reduced-Price Lunch	%
Percentage of Students Receiving Learner Support Services	
Special Education	%
English Language Learners	%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2010-11

Goal 1
Students in grades 3-5 at Robert Asp Elementary will increase their mathematics proficiency from 71 percent to 79 percent on the 2011 MCA-II math assessment.

Progress toward goal:

•

Goal 2
Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 69 percent to 76 percent on the 2011 MCA-II reading assessment.

Progress toward goal:

•

Goal 3
Robert Asp Elementary will decrease the number of students missing 11 or more school days from 25 percent to 15 percent using the daily attendance record.

Progress toward goal:

•

School Improvement Goals for 2011-12

Goal 1
Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 69 percent to 80 percent on the 2012 MCA-II reading assessment.

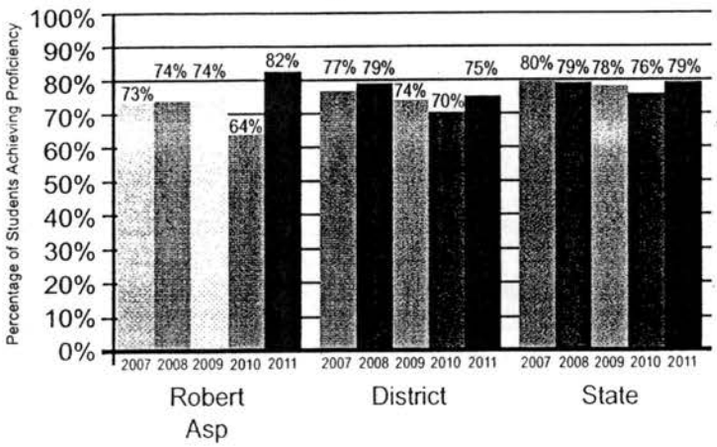
Goal 2
Students in grades 3-5 at Robert Asp Elementary will increase their mathematics proficiency from 70 percent to 80 percent on the 2012 MCA-II math assessment.

Goal 3
All students will demonstrate an increase in behavior that communicates care, consideration and respect of self and others through the development of a systematic plan for behavior.

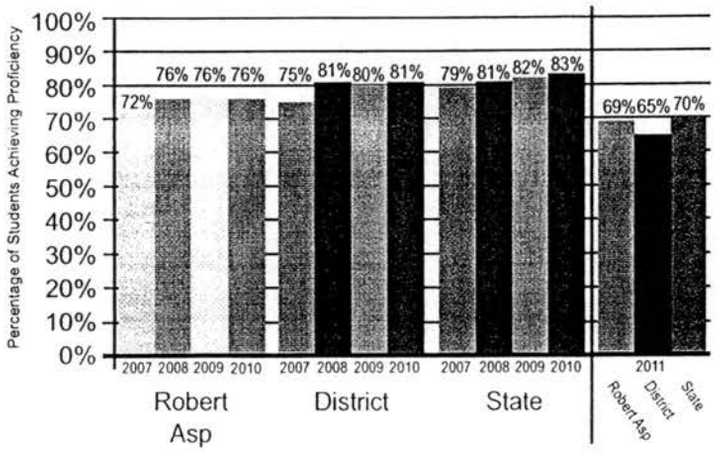
Robert Asp Elementary School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 3-5 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

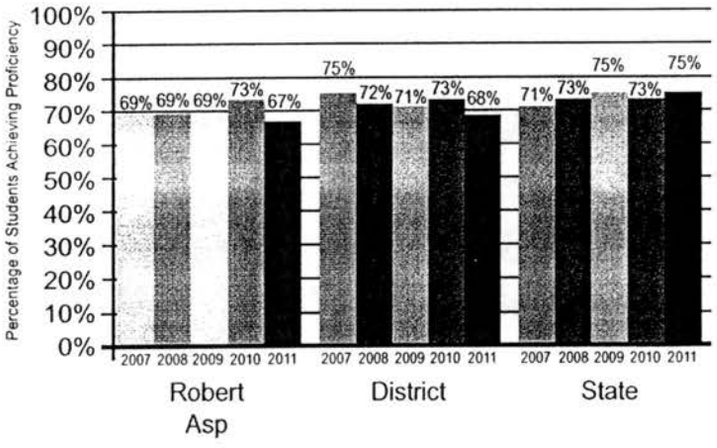
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 3



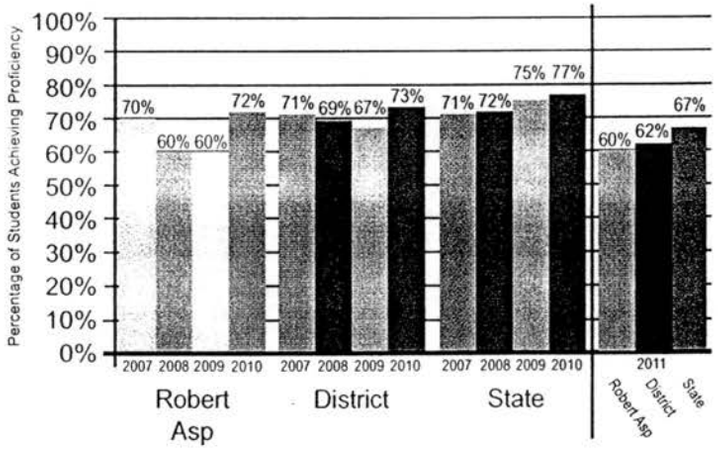
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



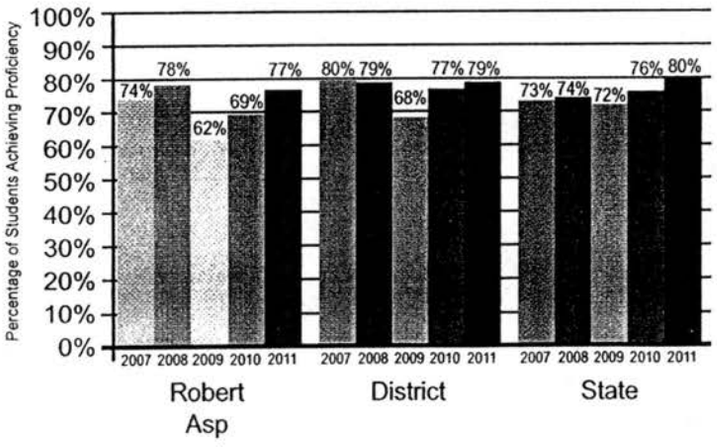
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 4



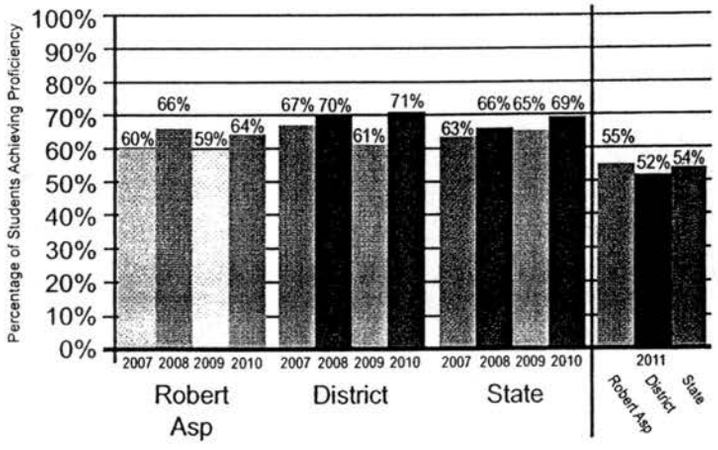
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



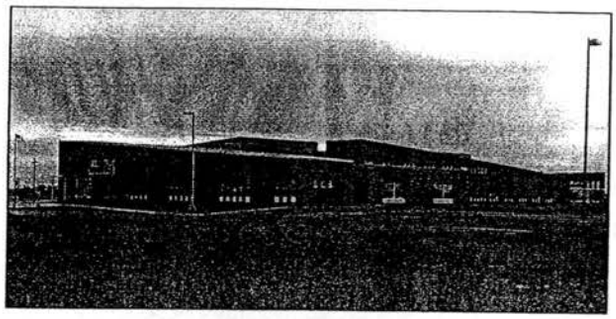
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 5



S.G. Reinertsen Elementary School



S.G. Reinertsen
Elementary School
1201 40th Ave. S., Moorhead, MN 56560
(218) 284-5300

Principal: Anne Moyano

Original Construction: 2004
Square Footage: 103,600

Attendance Rate (2010-11)	%
Enrollment by Grade (October 2010)	
• Kindergarten at Probstfield Center	140
• Grade 1	145
• Grade 2	160
• Grade 3	154
• Grade 4	167
• Grade 5	139
• Total	905
Diversity of Student Population (2010-11)	
• American Indian	%
• Asian	%
• Hispanic	%
• Black	%
• White	%
Percentage of Students Eligible for Free or Reduced-Price Lunch	%
Percentage of Students Receiving Learner Support Services	
Special Education	%
English Language Learners	%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2010-11

Goal 1
S.G. Reinertsen Elementary staff will improve student math skills and knowledge so that 85 percent of grades 3-5 students demonstrate proficiency on the 2011 MCA-II mathematics assessment.

Progress toward goal:

•

Goal 2
S.G. Reinertsen Elementary staff will improve student reading skills and knowledge so that 82 percent of grades 3-5 students demonstrate proficiency on the 2011 MCA-II reading assessment.

Progress toward goal:

•

Goal 3
100 percent of S.G. Reinertsen Elementary students, when interviewed, will correctly state the three school rules. When incident reports are totaled at the end of the year, 85 percent of Reinertsen students will have received no major incident reports for the year. No more than 4 percent of students will have three or more major incident report.

Progress toward goal:

•

School Improvement Goals for 2010-11

Goal 1
S.G. Reinertsen Elementary staff will improve student math skills and knowledge so that 85 percent of grades 3-5 students demonstrate proficiency on the 2012 MCA-III mathematics assessment.

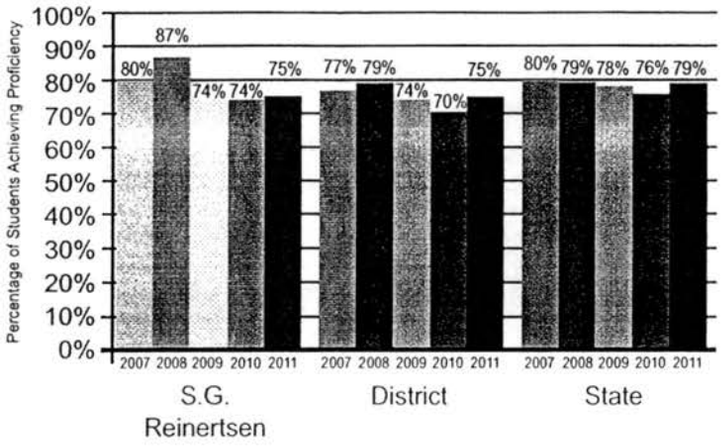
Goal 2
S.G. Reinertsen Elementary staff will improve student literacy skills and knowledge so that 82 percent of grades 3-5 students demonstrate proficiency on the 2012 MCA-II reading assessment.

Goal 3
100 percent of S.G. Reinertsen Elementary students, when interviewed, will correctly state the three school rules. When incident reports are totaled at the end of the year, 85 percent of Reinertsen students will have received no major incident reports for the year. No more than 3.5 percent of students will have three or more major incident report. Total number of bus conduct reports for the year will reduce from 90 to 70.

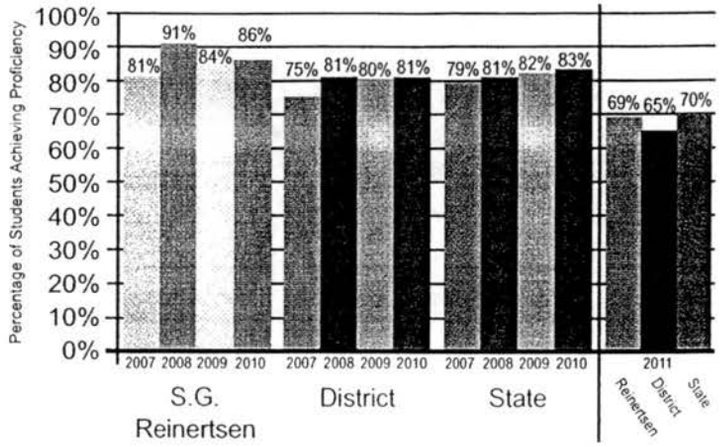
S.G. Reinertsen Elementary School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 3-5 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

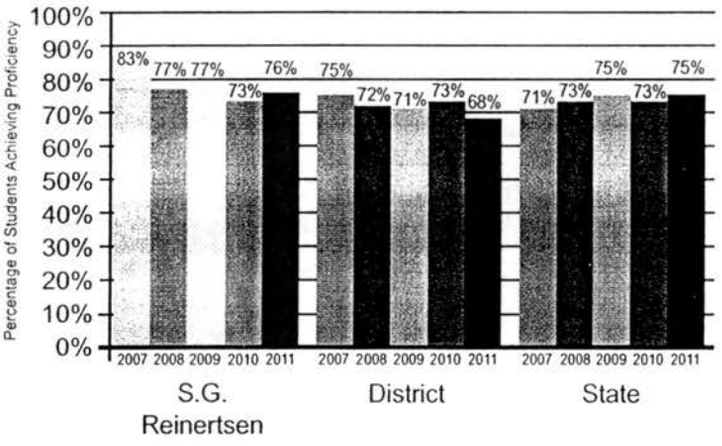
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 3



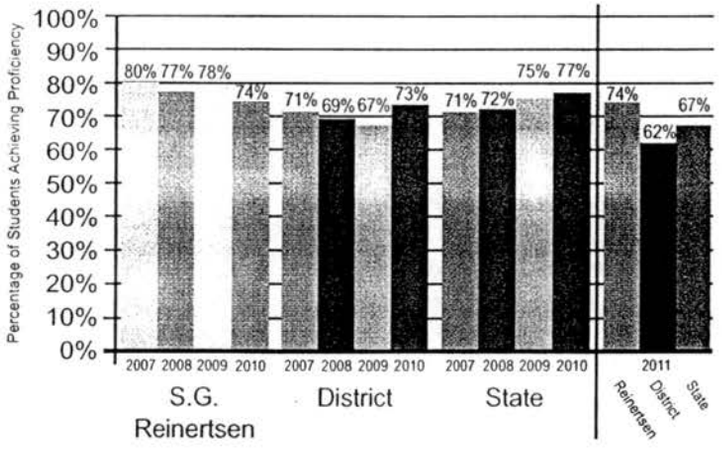
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



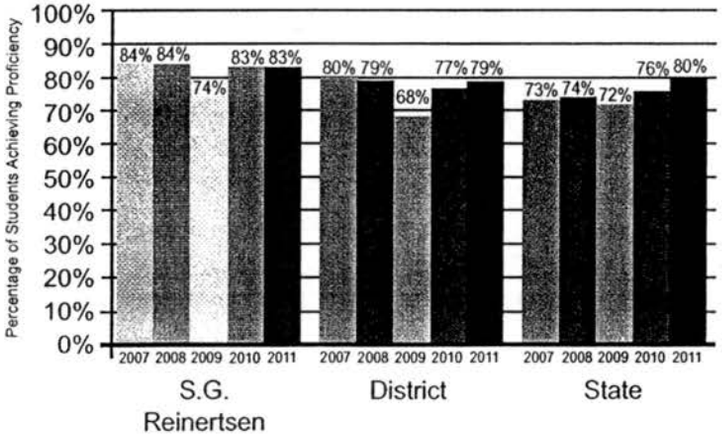
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 4



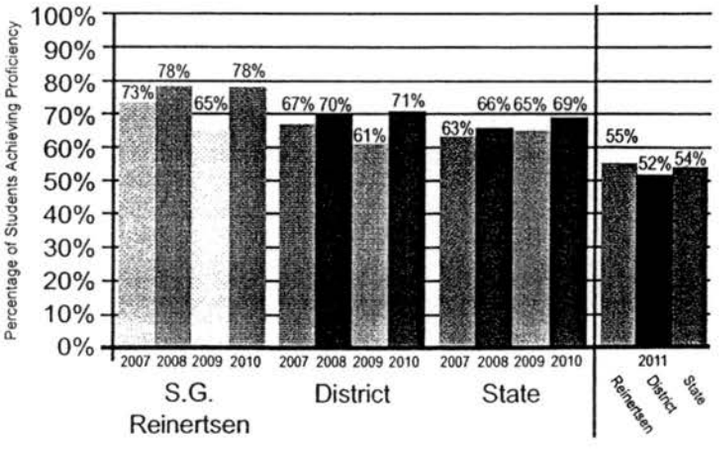
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



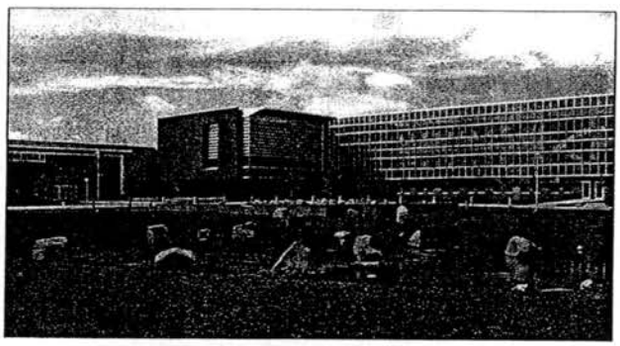
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 5



Horizon Middle School



Horizon Middle School
3601 12th Ave. S., Moorhead, MN 56560
(218) 284-7300

Principal: Lori Lockhart
Assistant Principal: Jeremy Larson

Original Construction: 2004
Square Footage: 238,000

Attendance Rate (2010-11)	%
Enrollment by Grade (October 2010)	
• Grade 6	432
• Grade 7	415
• Grade 8	408
• Total	1,255
Diversity of Student Population (2010-11)	
• American Indian	%
• Asian	%
• Hispanic	%
• Black	%
• White	%
Percentage of Students Eligible for Free or Reduced-Price Lunch	%
Percentage of Students Receiving Learner Support Services	
Special Education	%
English Language Learners	%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2010-11

Goal 1
Horizon Middle School will improve the math scores of grades 6-8 students as measured by the spring 2011 MCA-II to the following percent proficient: Grade 6 – 75 percent; Grade 7 – 70 percent; Grade 8 – 80 percent.

Progress toward goal:

- In 2011 students took the MCA-III, which is not comparable to the 2010 MCA-II results. The students proficient are Grade 6 – 46 percent, Grade 7 – 54 percent and Grade 8 – 54 percent.

Goal 2
Horizon Middle School will improve the reading scores of grades 6-8 students as measured by the spring 2011 MCA-II to the following percent proficient: Grade 6 – 80 percent; Grade 7 – 70 percent; Grade 8 – 70 percent.

Progress toward goal:

- The students proficient are Grade 6 – 68 percent, Grade 7 – 66 percent and Grade 8 – 66 percent.

Goal 3
Horizon Middle School will improve the core and subgroups by evaluating current practices (curriculum, student product, etc.).

Progress toward goal:

-

School Improvement Goals for 2011-12

Goal 1
Horizon Middle School will improve the math scores of all grades 6-8 students by 5 percent as measured by the spring 2012 MCA-III.

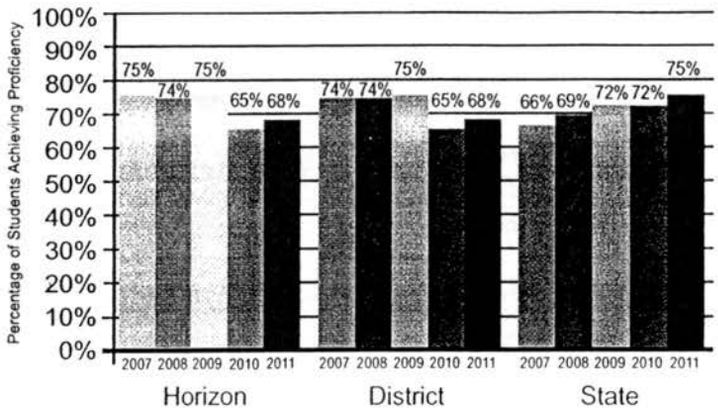
Goal 2
Horizon Middle School will improve the reading scores of all grades 6-8 students by 5 percent as measured by the spring 2012 MCA-II.

Goal 3
Horizon Middle School students will have a safe, healthy and respectful learning environment.

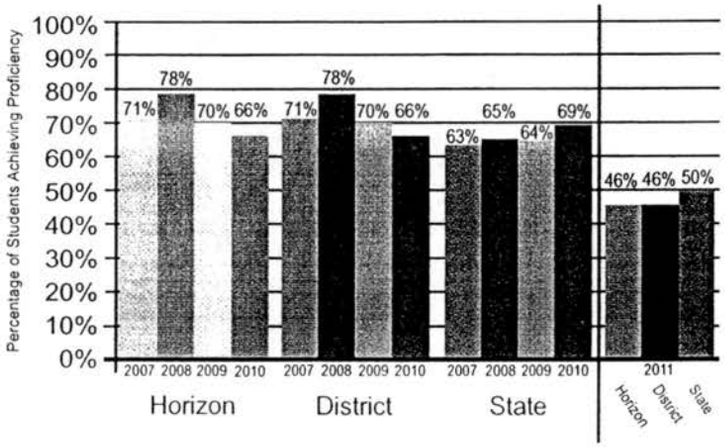
Horizon Middle School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 6-8 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

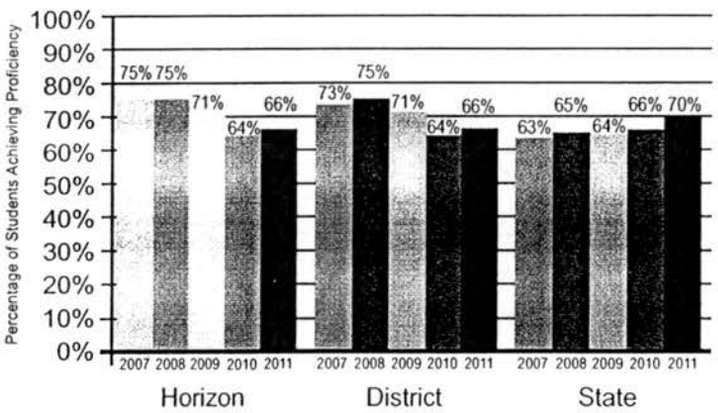
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 6



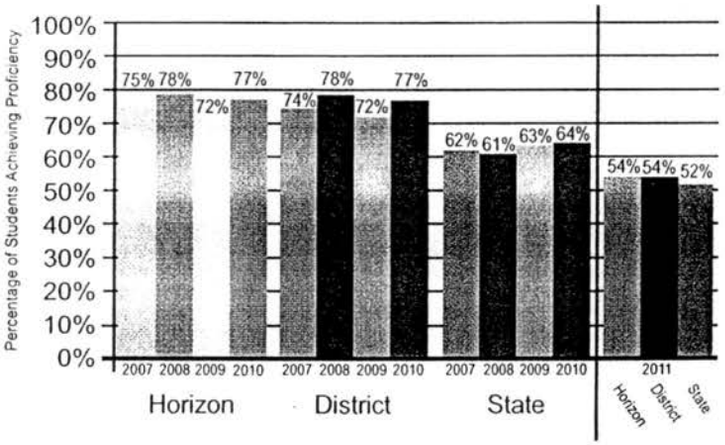
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 6



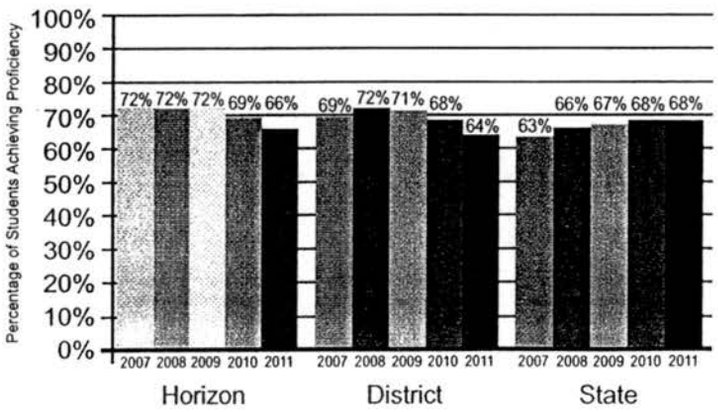
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 7



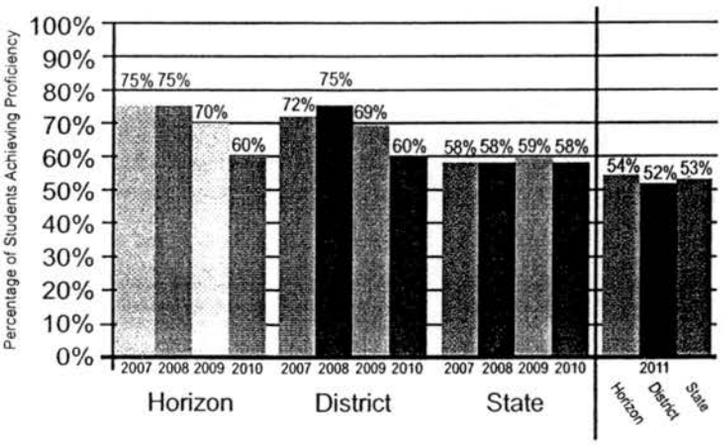
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 7



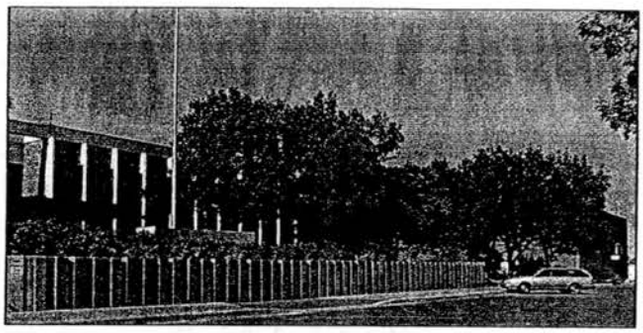
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 8



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 8



Moorhead High School



Moorhead High School
2300 4th Ave. S., Moorhead, MN 56560
(218) 284-2300

Principal: Gene Boyle
Assistant Principals:
Russ Henegar and Dave Lawrence

Original Construction: 1967
Most Recent Remodeling: 2004
Square Footage: 361,797

Attendance Rate (2010-11)	%
Graduation Rate (2010-11)	%
Enrollment by Grade (October 2009)	
• Grade 9	382
• Grade 10	414
• Grade 11	355
• Grade 12	396
• Total	1,547
Diversity of Student Population (2010-11)	
• American Indian	%
• Asian	%
• Hispanic	%
• Black	%
• White	%
Percentage of Students Eligible for Free or Reduced-Price Lunch	%
Percentage of Students Receiving Learner Support Services	
Special Education	%
English Language Learners	%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2010-11

Goal 1
Students proficient on the MCA-II mathematics assessment will exceed the state percentage of students achieving proficiency by 3 percent.

Progress toward goal:
- Students proficient exceeded the state percentage of students proficient by 4 percent.

Goal 2
85 percent of Moorhead High School grade 10 students will be proficient on the MCA-II reading assessment.

Progress toward goal:
- 75 percent of students were proficient.

Goal 3
Moorhead High School will increase each subtest within the ACT test by .2 points.

Progress toward goal:
- All subtests increased by more than .2 points (English: .7 points, Math: .5 points, Reading: .8 points, Science: .7 points, Composite: .6 points)

School Improvement Goals for 2011-12

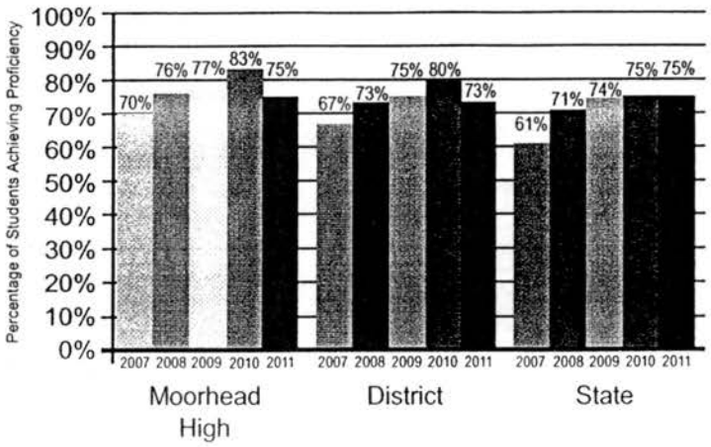
Goal 1
Students proficient on the MCA-II mathematics assessment will exceed the state percentage of students achieving proficiency by 3 percent.

Goal 2
85 percent of Moorhead High School grade 10 students will be proficient on the 2012 MCA-II reading assessment.

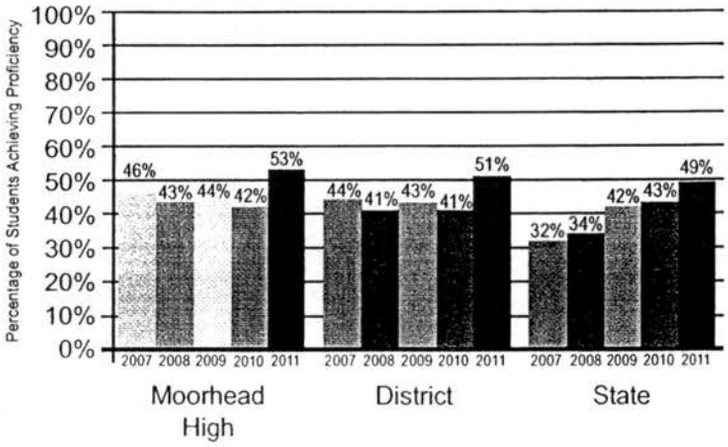
Moorhead High School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grade 11 students took the MCA-II.

Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 10



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 11

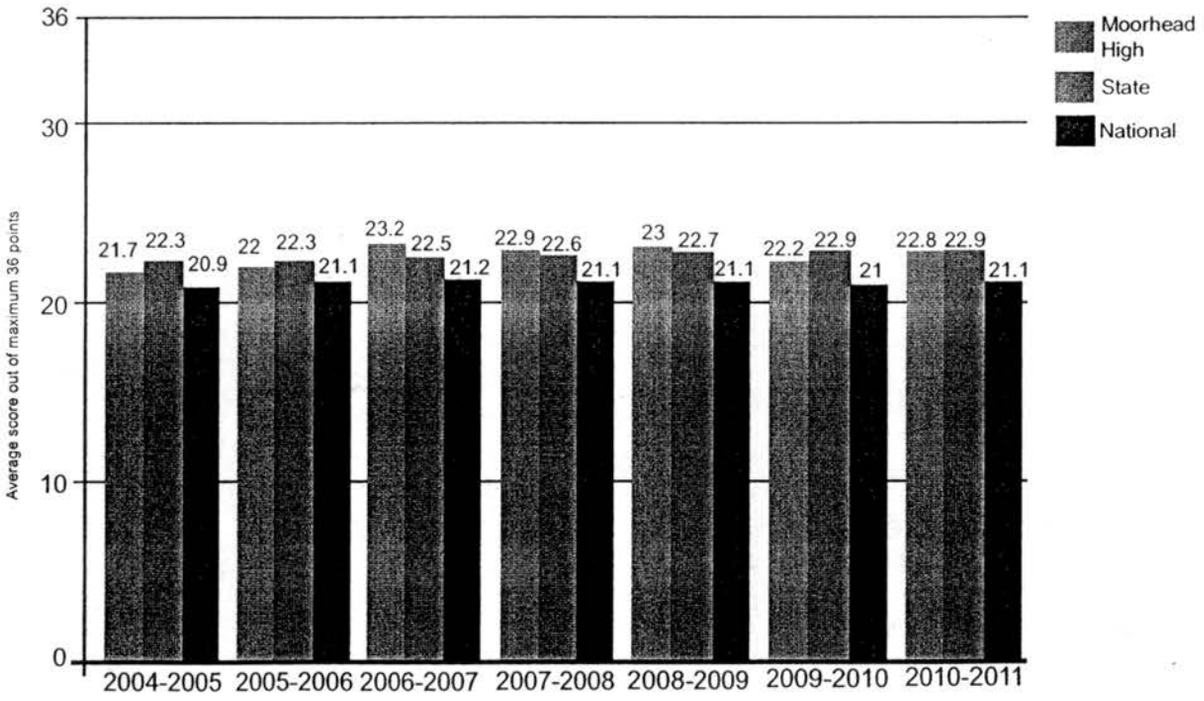


ACT Average Scores from 2004-2005 to 2010-2011

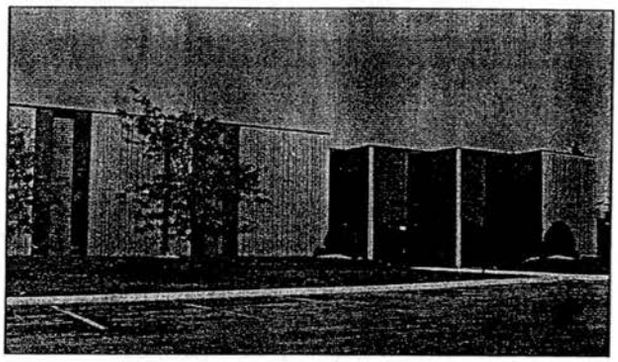
The American College Test or ACT is the admissions test most widely required by colleges in the Midwest. The test has a point range from 1-36.

Number of Moorhead High students taking the test each year:

2004-05:	296
2005-06:	246
2006-07:	285
2007-08:	288
2008-09:	249
2009-10:	280
2010-11:	267



Red River Area Learning Center



Red River Area Learning Center
1100 32nd Ave. S., Moorhead, MN 56560
(218) 284-2200

Program Manager:
Deb Pender-Tilleraas

Attendance Rate (2010-11)

Enrollment by Grade (October 2010)

• Grade 6	0
• Grade 7	1
• Grade 8	3
• Grade 9	13
• Grade 10	20
• Grade 11	24
• Grade 12	29
• Total	90

Diversity of Student Population (2010-11)

• American Indian	%
• Asian	%
• Hispanic	%
• Black	%
• White	%

Percentage of Students Eligible for Free or Reduced-Price Lunch %

Percentage of Students Receiving Learner Support Services

Special Education	%
English Language Learners	%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school. The Red River Area Learning Center has goals related to the learning environment, intervention processes, family involvement, and school climate. Outlined here are student achievement goals.

School Improvement Goals for 2010-11

Goal 1

Grade 11 students proficient on the 2011 MCA-II mathematics assessment will improve from 0 percent to 3 percent.

Progress toward goal:

- 0 percent of students were proficient.

Goal 2

Grade 10 students proficient on the 2011 MCA-II reading assessment will improve from 38 percent to 41 percent.

Progress toward goal:

- 28 percent of students were proficient.

Goal 3

100 percent of Red River ALC students will be introduced to the Circle of Courage model that addresses school climate and personal responsibility. 20 percent of students will require additional support. These students will demonstrate a minimum of 10 percent growth on an hourly management system which focuses on individual accountability.

Progress toward goal:

- This goal was met.

School Improvement Goals for 2011-12

Goal 1

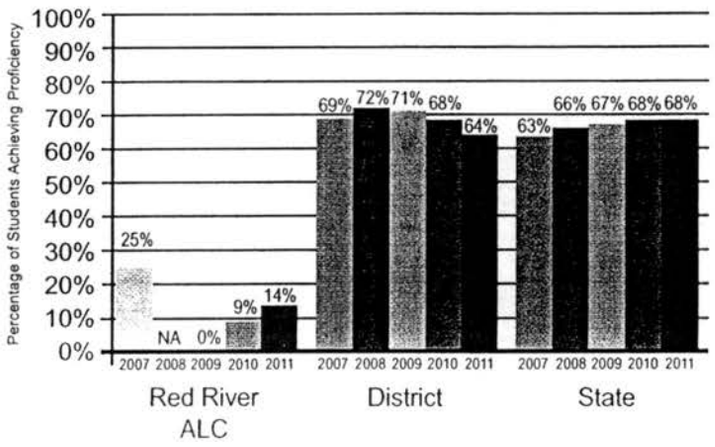
Grade 11 students proficient on the 2012 MCA-III mathematics assessment will improve from 0 percent to 3 percent.

Goal 2 – Grade 10 students proficient on the 2012 MCA-II reading assessment will improve from 14 percent to 20 percent.

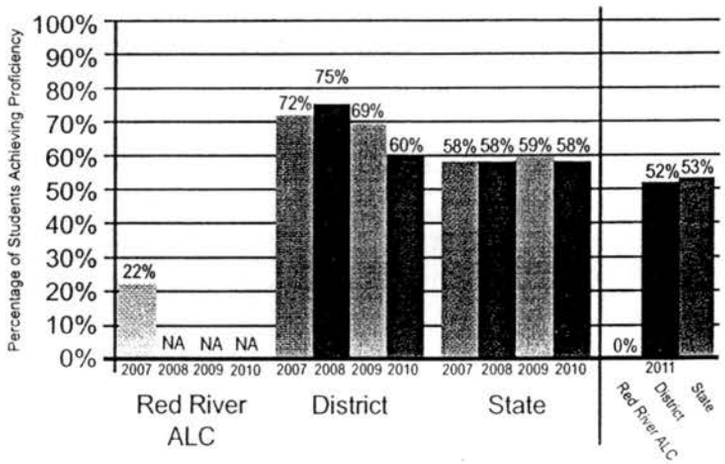
Red River Area Learning Center

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grade 11 students took the MCA-II and all grade 8 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

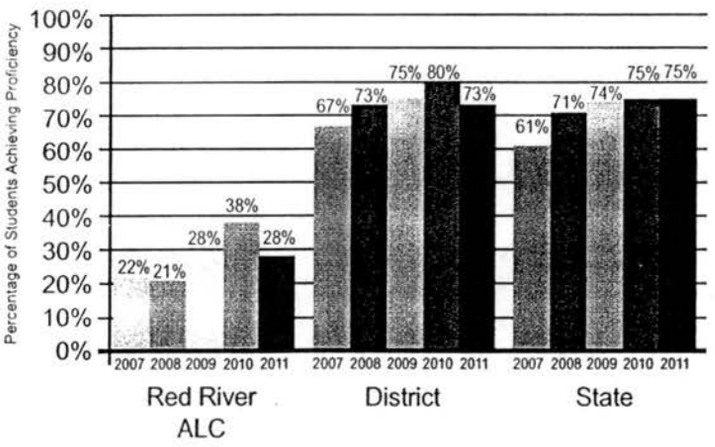
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 8



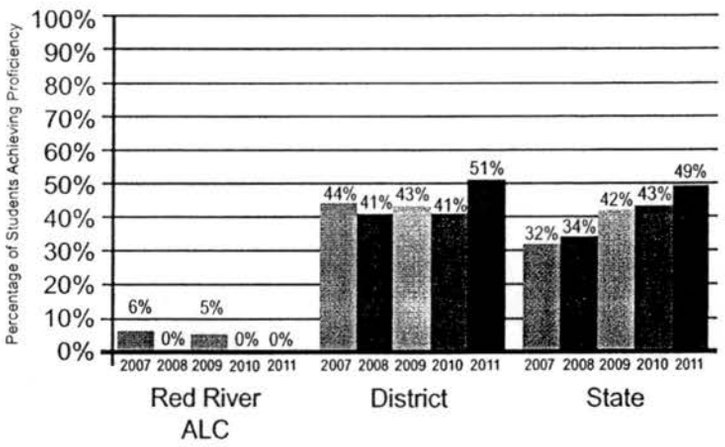
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 8



Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 10



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 11



Moorhead Area Public Schools

Independent School District 152

2410 14th St. S., Moorhead, MN 56560

www.moorhead.k12.mn.us

2011 School Board

Kristine Thompson, Chair • Lisa Erickson, Vice Chair
Cindy Fagerlie, Clerk • Bill Tomhave, Treasurer
Laurie Johnson, Director • Mike Siggerud, Director • Trudy Wilmer, Director

Administration

Dr. Lynne A. Kovash
Superintendent

Wayne Kazmierczak
Assistant Superintendent

The Annual Report on Curriculum, Instruction and Student Achievement is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district website at www.moorhead.k12.mn.us.
Photos in this publication were taken during the 2010-11 school year.
Designed and edited by Pamela J. Gibb.

Moorhead Area Public Schools, ISD 152, is an equal opportunity educator and employer.

5-MG-BOS
10 Oct 11

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

October 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 Pam Gibb, communications coordinator, for earning the distinction of being Accredited in Public Relations by completing the examination process governed by the Universal Accreditation Board. The process includes a portfolio presentation to a Readiness Review panel and sitting for an examination to assess competence in 60 areas of knowledge, skills and abilities. Gibb was recognized at the National School Public Relations Association conference in July.

   E. Matters Presented by Citizens/Other Communications (Non-Agenda Items)
   (Citizens who wish to address a non-agenda item have the opportunity to speak by

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

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of September 12, 2011 Special Meeting Minutes and September 12 and 26, 2011 Regular Meeting Minutes - Pages 5-13

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of October Claims - Page 14

C. HUMAN RESOURCES MATTERS - Hiedeman
   (1) Approval of Resignations - Page 15
   (2) Approval of Change in Contracts - Page 16
   (3) Approval of Family/Medical Leaves - Page 17
   (4) 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 2010-11 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT**: Kovash
Page 19

Suggested Resolution: Move to approve the 2010-2011 Annual Report on Curriculum, Instruction and Student Achievement.

Moved by _____ Seconded by _____
Comments _____

4. **COMMUNICATIONS PLAN 2011-12**: Kovash
   Pages 20-24

5. **COMMITTEE REPORTS**

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

7. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Reinertsen PTAC	October 11	6:30 pm	Media Center
Instr and Curr Adv Com	October 13	7 am	PCE
Health/Safety/Wellness Com	October 13	9:30 am	PCE
School Board	October 24	7 pm	PCE
Activities Advisory Council	October 25	7 am	MHS Conf Rm
Technology Committee	October 25	3:45 pm	PCE
State of the District	October 27	6:30 pm	PCE

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
SEPTEMBER 12, 2011

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

MEMBER ABSENT: Mike Siggerud.

CALL TO ORDER: Chair Thompson called the meeting to order at 5:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

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

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

DISTRICT PRIORITIES AND GOALS: The School Board and Central Office Team members met with Bruce Miles of Big River Consulting Group and discussed the district's five strategic priorities and the board's roles in supporting those priorities.

EDUCATION FUNDING: Kovash commented on the report *Funding Education for the Future* from the Minnesota Department of Education related to recommendations for future educataion funding improvements.

ADJOURNMENT: The meeting adjourned at 6:42 p.m.

_____
Cindy Fagerlie, Clerk

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

MEMBER ABSENT: Mike Siggerud.

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 approval of the agenda as presented.

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

WE ARE PROUD:

We Are Proud of the Moorhead High boys and girls track team members who qualified for state. They are Glen Ellingson, Brendan Johnson, Gabe Wright, Chelsea Klemetson, Kristin Drechsel, Ashley Heinze and Taylor Janssen. Individual place winners were Glen Ellingson, first place in 3,200 meters and seventh place in 1,600 meters, Brendan Johnson, third place in pole vault, Gabe Wright, 16th place in high jump, Chelsea Klemetson, sixth place in high jump, Ashley Heinze, sixth place in 400 meters and 13th place in 100-meter hurdles, Taylor Janssen, eighth place in 1,600 meters, and Kristin Drechsel, 17th place in discus. The boys and girls track coaches are Jon Moe, Justin Gall, Tom Dooher, Jeremy Blake, John Gallagher, Dennis Nelson, Kevin Feeney, Bre Worinarowicz, Nicole Wiesner, Brody Clarke, Chauncy Hendershot, and Lindsay Buchholz.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the August 22, 2011 Meeting Minutes as presented.

Claims - Approve the September Claims, subject to audit, in the amount of $1,351,081.75.

General Fund:	$1,267,916.63
Food Fund:	$16,540.20
Community Service Fund:	$66,624.92
TOTAL	$1,351,081.75

Donation - Accept donations from AMVETS Post No. 7 of $200 to Community Education to support the AARP Safety Driving Program and Fashion Bug for two boxes of various school

supplies valued at approximately $150 for the district's elementary schools. Administration will send a thank you.

Dakota Medical Foundation Grant Award - Approve the Dakota Medical Foundation/Dakota Medical Charities grant award of $2,000. The award will help fund the implementation of the district's newly revised wellness policy.

Resignations

Sue Nichols - Food and Nutrition Server, Robert Asp Elementary, effective August 22, 2011.
Jill Gruman - Math Teacher, Moorhead High School, effective August 24, 2011.
Kent Kolstad - Theatre Technical Director position, Moorhead High School, effective September 26, 2011.
Stephanie Gruenberg - Assistant Server, S.G. Reinertsen Elementary, effective August 30, 2011.
Curt Tilleraas - Food and Nutrition Server, S.G. Reinertsen Elementary, effective August 29, 2011.
Maria Segovia - Food and Nutrition Server, Moorhead High School, effective September 1, 2011.
Tiffany Gress - Sign Language Interpreter, S.G. Reinertsen Elementary effective September 7, 2011.

Family/Medical Leaves

Sarah Wothe - Elementary Teacher, S.G. Reinertsen Elementary, effective approximately November 15, 2011 for approximately six weeks.
Barbro Olson - Food and Nutrition Server, Moorhead High School/RRALC from September 6, 2011 for approximately 6-8 weeks.

Change in Contracts

Eng Nguyen - Food and Nutrtion Server, Horizon to Food and Nutrtion Server, Robert Asp Elementary, effective September 6, 2011.
Leah Spotts - Paraprofessional, ABE/ESL 7 hours per week to Paraprofessional, ABE/ESL/GED 14 hours per week, effective September 12, 2011.
Eugene Life - Food and Nutrition Server, S.G. Reinertsen Elementary to Food and Nutrition Assistant, S. G. Reinertsen Elementary effective September 6, 2011.
Kathy Evert - Health Tech/Secretary, Early Learning Center, from 1.0 FTE to .60 FTE, effective September 6, 2011.

New Employees

Michael Weiss - Paraprofessional, Robert Asp Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011 (replaces Estela Cruz).
Natasha Osowski - Paraprofessional, S.G. Reinertsen Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011 (replaces Karen Elker).

Ashlee Sirek - Paraprofessional, S.G. Reinertsen Elementary, B21 (0-2) $14.05 per hour, 3.25 hours per day, 181 days per year, effective August 24, 2011 (replaces Kyle Aanenson).

Nancy Halvorson - Paraprofessional, S.G. Reinertsen Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011 (replaces Jolene Hubrig).

Michael Thompson - Paraprofessional, Horizon Middle School, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011 (replaces Robert Mundt).

Julia Kramer - K+ Teacher, Probstfield Center for Education and Robert Asp Elementary, $25.46 per hour, 8 hours per day, effective August 30, 2011 (new due to enrollment increase).

Abbey Zuehlsdorff - K+ Teacher, Ellen Hopkins Elementary, $25.46 per hour, 8 hours per day, effective August 30, 2011 (new due to enrollment increase).

Leah Trontvet - Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011 (replaces Olivia Stephenson).

Jean Sando - English/Language Arts Teacher, Moorhead High School, 1.00 FTE, MA (1) $38,697.00, effective August 24, 2011 (class size reduction position).

Marly Simmons - Math Teacher, Moorhead High School, 1.00 FTE, BA (0) $31,823.00, effective August 30, 2011 (replaces Jill Gruman).

Shelly Hawley - Paraprofessional, Moorhead High School, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 24, 2011 (replaces Carol Sellent).

Ashley Michaelson - K+ Teacher, Robert Asp Elementary, $25.46 per hour, 8 hours per day, effective August 30, 2011 (replaces Deb Dawson).

Lindsey Wagler - Paraprofessional, Robert Asp Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, 181 days per year, effective August 30, 2011 (replaces Joanne Isaac).

AnnaMarie Rodriquez - K+ Teacher, Robert Asp Elementary, $25.46 per hour, 4.8 hours per day, effective August 30, 2011 (new due to enrollment increase).

Beatrice Johnk - Food and Nutrition Server, Robert Asp Elementary, 2.75 hours per day, $10.00 per hour, effective September 6, 2011 (replaces Sue Nichols).

Galen Bares - Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective September 6, 2011 (replaces Jeff Hopper).

Jessica Hansen - Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective September 6, 2011 (replaces Renee Halverson).

Kim Bergley - Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective September 6, 2011 (replaces Barb Netland).

Jenny McLeod - Food and Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day, $10.00 per hour, effective September 6, 2011 (new position).

Nancy Richards - Food and Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, $10.00 per hour, effective September 6, 2011 (new position).

Angelique King - Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective September 6, 2011 (replaces Lori Raske).

Lynn Glatt - Food and Nutrition Server, Hopkins Elementary, 2.75 hours per day, $10.00 per hour, effective September 6, 2011 (replaces Miranda Wells).

Carol Gustafson - Food and Nutrition Server, Moorhead High School/RRALC, A11 (0) $12.70

per hour, 5.5 hours day, effective September 6, 2011 (replaces Barbro Olson temporarily).
Carmelle Lange - Food and Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, $10.00 per hour, effective September 6, 2011 (replaces Curt Tilleraas).
Denise Paulson - Health Tech/Secretary, Early Learning Center, .40 FTE, B21 (0-2) $14.43 per hour, 6.5 hours 2 days per week (replaces Kathy Evert).

Alternative Delivery of Specialized Instructional Services - Approve the funding from Minnesota Department of Education for Alternative Delivery of Specialized Instructional Services for 3.5 FTE Literacy Teachers and 1.5 FTE Family Advocates.

Indian Education Grant Renewal - Accept the renewal of the Indian Education Grant from the U.S. Department of Education for $55,135.00 for the 2011-2012 school year.

Motion carried 6-0.

OPENING ENROLLMENT: Opening K-12 enrollment was 5,363, which is 84 students more than opening enrollment from a year ago and 142 more students than were enrolled at the end of the 2010-2011 school year. The largest class in the district is fifth grade with 441 students followed closely by a larger-than-expected kindergarten enrollment of 439 students. Twelfth grade is the smallest grade level in the district with 395 students. Enrollment in the Kinder Plus (K+) program showed a dramatic increase over last year. The 2010-2011 school year opened with 122 K+ students compared to this year's 233 students, which is more than double the ending K+ enrollment of 111 students from June 2011. Approximately half of the students are paying the full fee or reduced rate A and the other half are paying reduced rate B or no fee. Enrollment typically fluctuates the first few weeks of the school year before stabilizing in October and November. An updated enrollment report and projected figures for the next several school years will be presented to the School Board in November.

APPROVAL OF BIDS - S.G. REINERTSEN ELEMENTARY MULTI-PURPOSE ROOM ADDITION: Tomhave moved, seconded by Johnson, to approve the bids for the S.G. Reinertsen Elementary School multi-purpose room addition as presented. Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Horizon PTAC, Joint Powers Committee, Executive Finance Committee, and MREA Regional meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Thompson asked board members to contact Michelle if they were planning on attending the September 20 MSBA Fall Area meeting in Fergus Falls. Board members were also asked to contact Michelle if they planned to attend the MHS Hall of Honor Induction Ceremony scheduled for September 24. Board members discussed their participation in the September 23 Homecoming Parade.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:35 p.m.

_____
Cindy Fagerlie, Clerk

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Mike Siggueerd, Kristine Thompson, Bill Tomhave, Trudy Wilmer, and Wayne Kazmierczak.

MEMBER ABSENT: Dr. Lynne A. Kovash.

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: Assistant Superintendent Kazmierczak recommended approval of the agenda with revisions to pages 6, 11, 12, and page 4 of the 2010-11 Annual Report on Curriculum, Instruction and Student Achievement and the addition of page 12.5.

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

WE ARE PROUD:
We Are Proud of Gene Boyle, principal at Moorhead High School, for being named Western Division Principal of the Year for 2011-12 by the Minnesota Association of Secondary School Principals. Boyle was recognized by MASSP in June.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: John D. Durham, 506 Cedar Lane, said he had concerns related to safety at the intersection in front of the high school (4th Avenue and Oak Way) and requested assistance from the school district in getting additional safety lights installed.

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

Resignations
Carmelle Lange - Food and Nutrition Server, S.G. Reinertsen Elementary, effective September 12, 2011.
Grace Lopez - Paraprofessional, EIS, effective September 30, 2011.

Change in Contracts
Sarah Carlson - Lunchroom K+ Paraprofessional, 2 hours per day to Robert Asp Elementary to K+ Paraprofessional, B21 (0-2) $14.05 per hour, 6.5 hours per day, effective September 6, 2011.
Sheila Waclawik - Community Education Secretary, Probstfield Center for Education from 1028.5 hours per year to 1073.5 hours per year, effective July 1, 2011.

New Employees
Feryal Ali - K+ Paraprofessional, Robert Asp Elementary, B21 (0-2) $14.05 per hour, 4 hours per

day, effective September 14, 2011 (new due to enrollment increase).
Solveig Overturf - Lunchroom Supervisor/Crossing Guard, S.G. Reinertsen Elementary, $10.00 per hour, 5.25 hours per day, effective September 20, 2011 (replaces DeNett Walstrom).
Amy Bradsteen- Paraprofessional, Robert Asp Elementary, B21 (0-2) $14.05 per hour, 6.5 hours per day, effective August 31, 2011 (student moved into Robert Asp boundaries).
Vicki Steen-Kinslow - Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective September 13, 2011 (replaces Eng Ngyun).
Crystal Maxwell - Food and Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, $10.00 per hour, effective September 13, 2011 (replaces Curt Tilleraas).
Michael Weiss - Morning Lunchroom Supervisor, Robert Asp Elementary, 30 minutes per day, $10.00 per hour, effective September 6, 2011 (replaces Linda Peterson).
Pedro Rodriquez - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective September 6, 2011 (replaces Carol Moeckel).
Amy Ziegler - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective September 6, 2011 (position was never filled in the 10-11 school year).
Victoria Cowles - Crossing Guard, Ellen Hopkins Elementary, 1 hour per day, $10.00 per hour, effective September 6, 2011 (replaces Patricia Beiswenger).
Cory Perryman - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective September 6, 2011 (replaces Kiara Schroeder).
Colleen Geffe-Dahe - Kindergarten Teacher, Robert Asp and S.G. Reinertsen Elementary, MA +20 (10) $56,665.00, effective August 30, 2011 (new due to enrollment increase).
Angie Vicha - K+ Paraprofessional, Probstfield Center for Education, B21 (0-2) $14.05 per hour, 4 hours per day, effective September 19, 2011 (new due to increase in enrollment).
Karen Wagner - K+ Teacher, Probstfield Center for Education, $25.46 per hour, 2 hours per day, effective September 19, 2011 (new due to increase in enrollment).

Holiday Date Changes - Approve Christmas Eve holiday, which falls on a Saturday for 2011, be moved to Friday, December 23, 2011 and Christmas Day holiday, which falls on a Sunday, be moved to Monday, December 26, 2011, New Year's Eve holiday, which falls on a Saturday for 2011, be moved to Friday, December 30, 2011 and New Year's Day holiday, which falls on a Sunday for 2012, be moved to Monday, January 2, 2012.

Motion carried 7-0.

CERTIFICATION OF 2011 PAYABLE 2012 PROPOSED PROPERTY TAX LEVY:
Kazmierczak said the latest information from the Minnesota Department of Education indicates an increase of 4.73 percent. Approximately 4.55 percent of Moorhead's levy increase is attributed to the change in state law that shifted more tax burden to the local level.

12 Siggerud moved, seconded by Johnson, to approve the Maximum for the 2011 Payable 2012 Proposed Property Tax Levy. Motion carried 7-0.

2010-11 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT: Eidness noted that due to the state government shutdown in July, the 2011 Minnesota Comprehensive Assessments (MCA) results, as well as the district's Adequate Yearly Progress (AYP) results were delayed. MCA results were received in time and included in the draft annual report. The district may not receive results for AYP status until September 30. In order to comply with the state's law, the draft version of the report must be approved by October 1. Once AYP results are received, the annual report will be updated and brought to the School Board for final approval.

Fagerlie moved, seconded by Wilmer, to approve the draft 2010-2011 Annual Report on Curriculum, Instruction and Student Achievement. Motion carried 7-0.
Siggerud left the meeting at 7:26 p.m. and returned at 7:30 p.m.

COMMITTEE REPORTS: Brief reports were heard regarding the Hopkins PTAC, MHS Hall of Honor Induction Ceremony, Asp PTAC, Instruction and Curriculum Advisory Committee, Reinertsen PTAC, Safe and Healthy Learners Committee, Title I Parent District Advisory Committee, Community Education Advisory Council, Continuing Education Committee and MSBA Fall Area meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:40 p.m.

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Cindy Fagerlie, Clerk

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.029 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: October 4, 2011

SUBJECT: October Claims

The October claims are as follows:

General Fund	$1,655,041.68
Food Fund	$145,306.96
Community Service Fund	$23,199.48
TOTAL	$1,823,548.12

Suggested Resolution: Move to approve the October claims, subject to audit, in the amount of $1,823,548.12.

WAK:nls

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.023

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: October 4, 2011

SUBJECT: Resignations

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

Becky Domholt	Food and Nutrition Server, S. G. Reinertsen Elementary, effective October 7, 2011.
Marysol Hankel	ESL Paraprofessional, Adult Basic Education, effective October 6, 2011.
Denise Young	K+ Paraprofessional, Probstfield Center for Education, effective September 28, 2011.
Amy Ziegler	Lunchroom Supervisor, Ellen Hopkins Elementary, effective September 30, 2011.

SUGGESTED RESOLUTION: Move to approve the resignations of Becky Domholt, Marysol Hankel, Denise Young and Amy Ziegler as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.022

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: October 4, 2011

SUBJECT: Change in Contract

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

John Dobmeier	Social Studies Teacher, High School from .50 FTE, BA (0) $15,911.50 to .50 FTE Social Studies and .17 FTE Journalism, $21,321.41, effective with the 2011-2012 school year. (Replaces Kenton Kolstad)
Karen Wagner	K+ Paraprofessional, EIS, B21 (3) $14.26 per hour , 4 hours per day. This is in addition to Karen's 2 hours per day as a K+ Teacher. (Replaces .2 Grace Lopez, .2 Marysol Hankel and .23 Karina Hodney)
Audra Hart	Early Learning Secretary, Probstfield Center for Education, A13 (3) $14.88 to B22 (3) $15.84.

SUGGESTED RESOLUTION: Move to approve the Change in Contract for John Dobmeier, Karen Wagner and Audra Hart as presented.

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Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.025

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: October 4, 2011

SUBJECT: Family/Medical Leave

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

Jill Meyer	Paraprofessional, High School, effective approximately January 29, 2012 for approximately six weeks.
Paulette Hagen	Teacher, Red River Area Learning Center, effective approximately November 28, 2011 for approximately six weeks.
Eva Riendeau	LSS Teacher, Horizon Middle School, effective October 3, 2011 thru October 30, 2011.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave pursuant to Article VIII, Section 3 of the Paraprofessional Master Agreement and pursuant to Article 39, Section 1 of the Teachers' Master Agreement.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.024

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: October 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.

Elisa Ramirez	Paraprofessional, Horizon Middle School, 6.5 hours per day, B21 (0-2) $14.05 per hour, effective August 30, 2011. (Replaces Sandy Arntson)
Jennifer Keller	Paraprofessional, EIS, B21 (3) $14.26 per hour, 6.5 hours per day, 4 days per week, effective October 3, 2011. (Replaces .8 of Grace Lopez)

SUGGESTED RESOLUTION: Move to approve the employment of Elisa Ramirez and Jennifer Keller as presented.

Department of School Improvement and Accountability
Moorhead Area Public Schools

Memo SIA.12.004 R

TO: Dr. Lynne A. Kovash, Superintendent

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

DATE: October 4, 2011

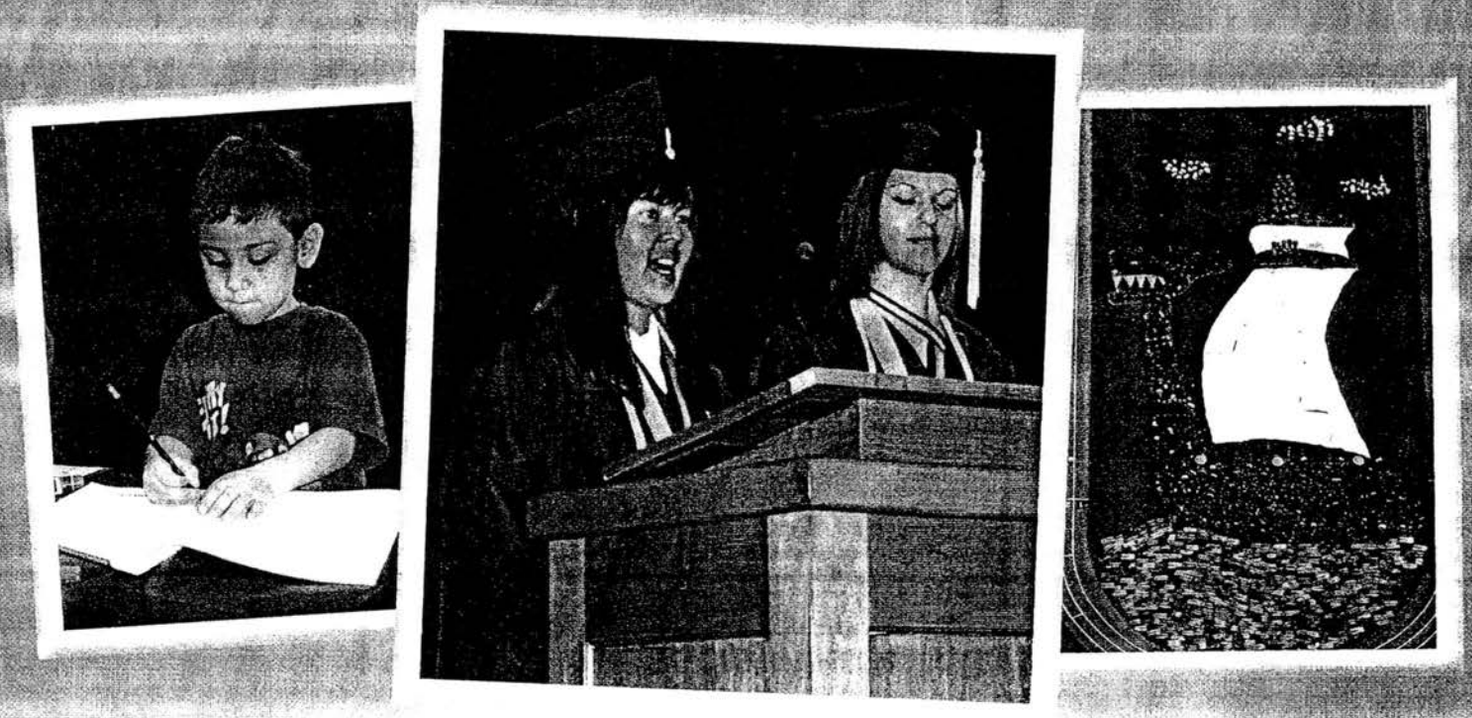
SUBJECT: Final 2010-2011 Annual Report on Curriculum, Instruction and Student Achievement

Attached is the final copy of the 2010-2011 Annual Report on Curriculum, Instruction and Student Achievement that now includes Adequate Yearly Progress (AYP) data that was released September 30, 2011. Also attached is a copy of the summary report that will be printed and mailed to all district households in October.

Suggested Resolution: Move to approve the final 2010-2011 Annual Report on Curriculum, Instruction and Student Achievement.

MOE:nls
Attachments

DRAFT



Focus on Results

Moorhead Area Public Schools

2010-11 Annual Report on Curriculum, Instruction and Student Achievement

Welcome to the 2010-11 Annual Report on Curriculum, Instruction and Student Achievement

Focus on Results

Continuous improvement efforts in the Moorhead Area Public Schools have developed a strong foundation for student learning. Our district continues efforts to ensure all students are proficient, and we are working together to close the achievement gap for students.

This year's district theme, "Focus on Results," demonstrates our efforts to ensure our students' success and share those results with our community. We also will focus on our commitment to our community for high quality schools.

As a result of the passage of the operating levy referendum in November 2010, Moorhead Area Public Schools can maintain the quality of education provided for our students. Community residents will continue to receive a good value from their investment in our district.

The operating levy referendum will play an important role in maintaining class sizes and programs, as outlined in the five priority areas last fall. Progress on our referendum priorities is outlined on pages 12-13. Because state funding remains unpredictable, the operating levy alone will not offer a long-term solution to every financial challenge facing the district, but it does provide critical assistance to our schools.

We still have hard work ahead. This report contains results from the 2011 Minnesota Comprehensive Assessments-II and the new Minnesota Comprehensive Assessments-III for mathematics for grades 3-8. The state-required MCA-II/IIIs are one of the multiple ways Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals. We are concerned about our MCA scores, but our district continues efforts to ensure all students are proficient.

We want to share what is happening in our schools — where we're going and how we're doing along the way. That way we can focus on results together.

Sincerely,

Dr. Lynne A. Kovash

Dr. Lynne A. Kovash
Superintendent

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Call 218-284-3330 to make a request.

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Kẽ ban khong biet doc tiếng Anh va muon giup đỡ trong ngôn ngữ cua ban, xin goi số 284-3330.

هەر کەسێ تو بە ئینگلیزی نزانی بخوێنی، ئو حەتیە ئەرزانا ڤێ نمرێ بکە: 284-3330.

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Instruction and Curriculum Advisory Committee

The Instruction and Curriculum Advisory Committee provides a forum where parents, community members and school officials can work together to evaluate, review and plan the district's academic programming.

The committee helps ensure that there is continuous improvement in what is taught in each and every subject area for students in grades K–12.

Community members are either recommended by various groups including principals, parents, etc., or they can volunteer on their own. All terms are for two years. Members can be re-appointed.

People interested in serving on the Instruction and Curriculum Advisory Committee should express interest to a building administrator or should call 284-3330 by Nov. 1.

2010-11 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Mary Cihlar 2011
Rep: Red River ALC

Missy Eidsness 2012
Rep: Administration

Cindy Fagerlie 2011
Rep: School Board

Charlie Fisher 2011
Rep: Gifted/Talented Teacher

Mary Flesberg 2012
Rep: Secondary Teacher

Pamela Gibb, Secretary 2012
Rep: District Communications

Linda Granberg 2011
Rep: Moorhead High Parent

Dana Haagenson 2011
Rep: Hopkins Parent

Russ Henegar 2011
Rep: Principal

Sonia Hohnadel 2011
Rep: School Board

Laurie Johnson 2011
Rep: Robert Asp Parent

Carol Ladwig 2011
Rep: Senior Citizens

Donna Norquay 2012
Rep: Community Diversity

Louis Ochoa, Jr. 2011
Rep: Moorhead Police Dept.

Chizuko Shastri 2011
Rep: Moorhead High Parent

Seiko Shastri 2011
Rep: Senior Class

Teresa Shume 2012
Rep: Hopkins Parent

Denice Sinner 2012
Rep: Special Education

Terri Smith 2011
Rep: Moorhead High Parent

Faye Smiley-Aakre 2011
Rep: Elementary Teacher / Community Diversity

Bill Tomhave 2012
Rep: Higher Education

Kris Valan 2011
Rep: Higher Education

Paige Wakefield 2013
Rep: Sophomore Class

Trudy Wilmer 2012
Rep: School Board

John Wirries, Chair 2012
Rep: Reinertsen Parent

Curriculum and Instruction Goals of Moorhead Area Public Schools

These student performance goals establish broad curriculum expectations for Moorhead Area Public Schools that encompass the Minnesota Academic Standards and the federal No Child Left Behind Act.

Goal 1: All students will be required to demonstrate essential skills as determined by the School Board at each grade level and in the Minnesota Academic Standards to participate in lifelong learning.

Goal 2: Each student will have the opportunity to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

Visit the district website at www.moorhead.k12.mn.us for a copy of School Board Policy 601.

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2010-11 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Reviewed curriculum and instruction implications of the district's priority areas through school and committee updates.
- Reviewed district test results and the district's testing program, including a review of progress toward goals.
- Reviewed the implications of the No Child Left Behind requirements and the district's continuous improvement efforts, including the district improvement plan and district literacy committee's work.
- Reviewed the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitored the implementation of the Minnesota Academic Standards.
- Continued to monitor compensatory education programs including Elementary and Secondary Education Act and Indian Education.
- Reviewed proposals for curricular additions or deletions.
- Reviewed early learning and K+ programs.
- Reviewed STEM and Project Lead the Way implementation.
- Reviewed the revised elementary progress reports.
- Discussed community efforts for increasing graduation rates.
- Reviewed community-based concerns related to instruction and curriculum.

Measuring Student Progress

Minnesota Academic Standards

Minnesota adopted academic standards in the areas of language arts, mathematics, the arts, social studies and science. These standards will be reviewed and revised on a cyclical basis both at the state and district levels.

The standards provide a summary description of what students know or are able to do within a particular subject area and at a particular grade level.

Grade-level benchmarks specify the academic knowledge and skills that schools must offer and students must achieve to satisfactorily complete a state standard.

Moorhead has incorporated the standards for language arts, math, social studies and science. Other district developed standards have been incorporated into the K-12 curriculum. The revised mathematics standards are being implemented. This included algebra for all eighth-grade students by 2010-11.

Measuring Achievement

Moorhead Area Public Schools uses a variety of methods to measure student progress and determine whether our students are meeting their learning goals. Methods include:

- NWEA Measures of Academic Progress (MAP)
- Minnesota Comprehensive Assessments (MCA-II/III)
- MCA-II / GRAD
- AIMSweb
- Various Literacy Assessments
- In-class Unit and Skills Assessments
- Common Assessments
- College Admissions Tests

Among the Highlights

Measures of Academic Progress

The MAP assessments are taken each fall and spring by students in grades 2-9 to measure students' academic progress in reading and mathematics skills.

Minnesota Comprehensive Assessments-II/III

The MCA-II/IIIs measure academic knowledge in the skills of language arts and mathematics. Students in grades 3-8 and 10 participate in the MCA-II tests in reading, while students in grades 3-8 and 11 take the MCA-III or MCA-II tests in mathematics. In 2010-11, students in grades 5 and 8 and high school biology students took the MCA-II in the area of science.

Results of these tests help the district make decisions about curriculum and assist in determining progress on standards. Refer to page 11 for more information.

MCA-II / GRAD

The MCA-II/GRAD is a set of high school tests in reading, mathematics and writing that all students entering grade 8 in 2005-06 or later must pass to graduate from a public high school in Minnesota.

These tests measure proficiency on the Minnesota Academic Standards and other essential skills. The GRAD (Graduation-Required Assessments for Diploma) component of the MCA-II replaced the Basic Skills Tests.

Refer to page 8 for more information.

Highlights of the 2011 Minnesota Comprehensive Assessments Results

Results from last spring's Minnesota Comprehensive Assessments were released by the Minnesota Department of Education Sept. 14. Science results were released Aug. 12.

Our district has mixed results in reading and mathematics, and we are concerned about the MCA test scores. There won't be immediate gains from some of the initiatives put in place last year, but the district is focusing on literacy, teacher effectiveness and curriculum. Additionally, the district will examine classrooms where test scores have increased over time to learn from them.

Reading: Statewide scores in reading showed a slight improvement. In Moorhead, four grade levels made gains from last year. Robert Asp grade 3 results (82 percent proficient) will be investigated to determine whether literacy efforts in the early grades at Robert Asp are paying off.

Mathematics: It was anticipated that mathematics scores would decline this year in grades 3-8 because of the change from the MCA-II to MCA-III. The new test is aligned to the new, more rigorous mathematics standards. Scores aren't comparable to previous years for grades 3-8.

Scores on the grade 11 math test at Moorhead High, where students took the MCA-II, increased by 11 percent from last year and are above state average.

Science: Minnesota scores remained relatively flat. In Moorhead, the district scores are below where we want them to be. Students need a strong science background to be competitive. New science curriculum has been purchased and will be used beginning this fall. An MSUM professor will be working with elementary teachers as part of a collaboration to increase science scores.

Measuring Student Progress

Grades K-5: District-Wide Testing for 2011-12

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in:			To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Math MCA-III	3-5	Jan. 3-May 18, 2012	
Reading MCA-II	3-5	April 17 & 19, 2012	
Science MCA-II	5	March 26-May 18, 2012	
NWEA Measures of Academic Progress (MAP)	2–5	Fall, new students Sept. 6-30, 2011 Winter, selected students Jan. 3-13 & 23-Feb. 3, 2012 Spring, all students April 23-May 18, 2012,	To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting
ACCESS for ELs (WIDA)	English learners in K-5	Feb. 6-March 23, 2012	To demonstrate growth in reading, writing, listening and speaking and to assess progress in acquiring the academic English language in grades K-5. ELs take ACCESS and reading MCA-II in grades 3-5. For K-2, reading and writing is assessed with a teacher observation rating.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5 as identified in IEP	March 26-May 18, 2012	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II/III
Minnesota Comprehensive Assessments-Modified in: Math		Jan. 3-May 18, 2012	
Reading		April 17 & 19, 2012	
AIMSweb Indicators of Early Literacy/Oral Reading Fluency Skills	K-5	Sept. 6-23, 2011 Jan. 9-20, 2012 April 30-May 13, 2012	To determine a student's level of proficiency with early literacy and reading skills
Various Literacy Assessments	K-5 selected students	Throughout the school year	To determine a student's reading level and skills
Common Math Assessment	K-1	Mid year and end year progress reports	To determine a student's level of proficiency with early numeracy and math skills
National Assessment of Educational Progress (NAEP)	4	Odd-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress

Grades 6-8: District-Wide Testing for 2011-12

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II in: Math MCA-III	6-8	Jan. 3-May 18, 2012	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-II	6-8	April 17 & 19, 2012	
Science MCA-II	8	March 26-May 18, 2012	
Minnesota Comprehensive Assessments-III Reading Field Test	6	Feb. 6-March 2, 2012	To field test the computerized version of the reading MCA
NWEA Measures of Academic Progress (MAP)	6-8	Fall, new students Sept. 6-30, 2011 Winter, selected students Jan. 3-13 & 23-Feb. 3, 2012 Spring, all students April 23-May 18, 2012	To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting
ACCESS for ELs (WIDA)	English learners in 6-8	Feb. 6-March 23, 2012	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 6-8. ELs take ACCESS and reading MCA-II in grades 6-8.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8 as identified in IEP	March 26-May 18, 2012	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II
Minnesota Comprehensive Assessments-Modified in: Math		Jan. 3-May 18, 2012	
Reading		April 17 & 19, 2012	
AIMSweb Reading Comprehension (MAZE-CBM)	6	Sept. 12-23, 2011 Jan. 9-20, 2012 April 30-May 13, 2012	To determine a student's level of proficiency with reading comprehension skills
EXPLORE	8	Oct. 12, 2011	To provide information and assist in counseling individual college-bound students; norm-referenced achievement tests in reading/language arts, math, science, and social studies; career inventory
Common Math Assessment	6-8	Throughout year as determined by PLCs, grade level and middle school teams	To determine a student's level of proficiency with math skills
National Assessment of Educational Progress (NAEP)	8	Even-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress

Grades 9-12: District-Wide Testing for 2011-12

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II (MCA-IIs) in: Reading	10	April 17 & 18, 2012	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress; reading and math MCA-II/GRAD required for graduation in Minnesota for students in grade 12 and below
Mathematics	11	April 17 & 18, 2012	
Science	Biology students	March 26-May 18, 2012	
GRAD Test of Written Composition	10-12 who have not passed	Nov. 2, 2011, April 24, 2012	To ensure minimum competency in writing; required for graduation
	9	April 17, 2012	
NWEA Measures of Academic Progress (MAP)	9	Fall, new students Sept. 6-30, 2011 Winter, selected students Jan. 3-13 & 23-Feb. 3, 2012 Spring, all students April 23-May 18, 2012	To provide a measure of a student's academic progress in reading and mathematics skills and assist with building, classroom and student goal setting
ACCESS for ELs (WIDA)	English learners 9-12	Feb. 6-March 23, 2012	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 9-12. ELs take ACCESS and reading MCA-II in grade 10.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP	March 26-May 18, 2012	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II
Minnesota Comprehensive Assessments-Modified in: Math		April 17 & 18, 2012	
Reading		April 17 & 18, 2012	
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
PLAN (pre ACT)	10	Oct. 27, 2011	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test
PSAT (pre SAT)	11 (optional)	Oct. 12, 2011	
ACT	11–12 (optional but recommended)	Various Saturdays and locations throughout the year	
SAT / SAT II	11–12 (optional)		

Continued on page 8

GRAD Results

Moorhead students on track for meeting Minnesota's graduation requirements

The GRAD (Graduation-Required Assessments for Diploma) component of the MCA is a set of high school tests in reading, mathematics and writing that all students entering grade 8 in 2005-06 or later must pass to graduate from a public high school in Minnesota. These tests measure proficiency on the Minnesota Academic Standards and other essential skills.

Students in grade 9 take the GRAD writing test. Students take the reading MCA/GRAD in grade 10 and the mathematics MCA/GRAD in grade 11, and in the process they are also taking the GRAD component.

Students who are not proficient on these tests or who don't pass the GRAD component will have several opportunities to retake the GRAD component. Remediation plans are developed according to individual student needs. Special testing accommodations may be made for students with special learning plans (i.e. IEP, 504, LEP). Some students may also be permanently or temporarily exempted.

Moorhead Area Public Schools' testing and graduation policies are available on the district's website at www.moorhead.k12.mn.us.

2011 GRAD (Graduation-Required Assessments for Diploma) Results

		District	State
Grade 9 Writing	Number Passing	351	54,936
	Percent Passing	92.9%	89.1%
	Number Not Passing	27	6,744
	Percent Not Passing	7.1%	10.9%
Grade 10 Reading	Number Passing	305	48,260
	Percent Passing	74.9%	78.7%
	Number Not Passing	102	13,055
	Percent Not Passing	25.1%	21.3%
Grade 11 Mathematics	Number Passing	200	35,815
	Percent Passing	58.5%	59.2%
	Number Not Passing	142	24,670
	Percent Not Passing	41.5%	40.8%

Continued from page 7

Grades 9-12: District-Wide Testing for 2011-12

Tests	Grades Tested	Dates	Objectives/Uses
Armed Services Vocational Aptitude Battery (ASVAB)	11–12 (optional)	Nov. 10, 2011	To determine students' vocational aptitude and interests
Common Math Assessment	9-12	Throughout year as set by PLCs and grade level teams	To determine a student's level of proficiency with math skills
Advanced Placement Exams	10, 11, 12	May 7-11, 2012 May 14-18, 2012	To determine college credit related to student scores for students enrolled in AP coursework

No Child Left Behind Act

District focuses on continuous improvement

At the center of the No Child Left Behind Act, the federal education law, are several measures focusing on student achievement and accountability. The federal law requires states to develop academic standards and test students' progress toward achieving the standards.

Adequate Yearly Progress (AYP) is the level of improvement that school districts and schools must achieve each year as determined under the No Child Left Behind Act (NCLB). School districts have until 2013-14 to achieve 100 percent proficiency for all students in all subgroups.

In Minnesota, three areas determine whether a school district or school has made Adequate Yearly Progress. Those areas include participation and proficiency for all students and eight specific subgroups of students and attendance and graduation rate for all students. Subgroups include students with limited English proficiency (LEP), students with special education needs, students receiving free or reduced lunch, and students who are White, Black, Asian/Pacific Islander, American Indian, and Hispanic.

Results of the Minnesota Comprehensive Assessments-II are used to determine whether a school meets the participation and proficiency requirements.

No Child Left Behind requires that students are tested in grades 3-8 and in high school. Minnesota uses the Minnesota Comprehensive Assessments-II to meet this requirement.

Additionally, NCLB requires annual tests for science once in grades 3-5, once in grades 6-8 and once in grades 9-12.

The No Child Left Behind Act is in the reauthorization process at the federal legislative level. Currently Minnesota has appliced for a waiver to the penalty part of NCLB.

What are SMART Goals?

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

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

SMART Goal	Indicators	Measure	Targets
Specific & strategic, measurable, attainable, results-based, time-bound	Standards & objectives (weak areas for students)	Tools we'll use to determine where students are now and whether they are improving	The attainable performance level we would like to see

SMART Goals are

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

Measurable
- resulting in real measurable student achievement results

Attainable
- manageable and feasible with the resources at hand

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

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

(from Conzemius & O'Neill, 2002)

Adequate Yearly Progress

Schools meet majority of AYP requirements

Moorhead Area Public Schools made Adequate Yearly Progress in 2006 and 2007, but did not make AYP based on 2008, 2009, 2010 and 2011 MCA-II/III results. The district has 38 eligible groups and met 71 percent of the requirements for AYP under No Child Left Behind as outlined below.

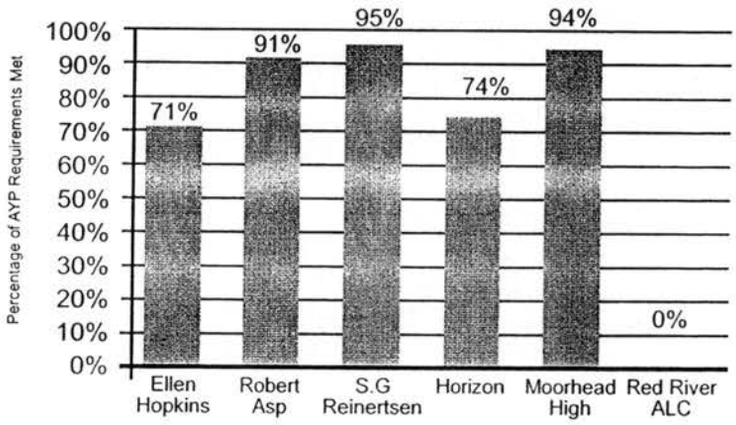
An AYP determination should not be seen as a red flag, but rather as an invitation to learn more about a school. In Moorhead, none of the schools made AYP because of performance by students in specific subgroups as outlined below. Moorhead High School, Horizon Middle School and Robert Asp Elementary are in the sixth year and Hopkins Elementary is in the fourth year (non-consecutive) of not making AYP.

Schools met the requirements for Adequate Yearly Progress under No Child Left Behind as follows:

- Ellen Hopkins Elementary has 21 eligible groups and met 71 percent of the requirements for AYP.
- Robert Asp Elementary has 23 eligible groups and met 91 percent of the requirements for AYP.
- S.G. Reinertsen Elementary has 21 eligible groups and met 95 percent of the requirements for AYP.
- Horizon Middle School has 31 eligible groups and met 74 percent of the requirements for AYP.
- Moorhead High School has 17 eligible groups and met 94 percent of the requirements for AYP.
- Red River Area Learning Center has three eligible groups and met 0 percent of the requirements for AYP.

Moorhead Area Public Schools will continue to work with the continuous improvement plan to focus on increasing achievement for all students.

AYP Requirements Met by Schools



Adequate Yearly Progress

"Yes" means made AYP in that area. "No" means did not make AYP in that area. A "–" means the subgroup was too small to count toward AYP. Subgroup size for participation is 40 or more students; subgroup size for proficiency is 20 or more students. "N/A" means not applicable for AYP.

		Participation / Proficiency by Student Subgroup										
		All	American Indian	Asian	Hispanic	Black	White	Limited English Proficient	Special Education	Free / Reduced Lunch	Attendance	Graduation
Moorhead School District	**Math**	Yes / Yes	Yes / No	Yes / Yes	Yes / No	Yes / No	Yes / Yes	Yes / Yes	Yes / No	Yes / No	Yes	Yes
	Reading	Yes / No	Yes / Yes	Yes / Yes	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Yes / Yes		
Ellen Hopkins Elementary	**Math**	Yes / Yes	–	–	– / No	–	Yes / Yes	– / Yes	Yes / No	Yes / Yes	Yes	N/A
	Reading	Yes / No	–	–	– / No	–	Yes / No	– / Yes	Yes / No	Yes / Yes		
Robert Asp Elementary	**Math**	Yes / Yes	–	–	Yes / Yes	–	Yes / Yes	– / Yes	Yes / No	Yes / Yes	Yes	N/A
	Reading	Yes / Yes	–	–	Yes / Yes	–	Yes / Yes	– / Yes	Yes / No	Yes / Yes		
S.G. Reinertsen Elementary	**Math**	Yes / Yes	–	–	–	– / Yes	Yes / Yes	– / Yes	Yes / Yes	Yes / Yes	Yes	N/A
	Reading	Yes / Yes	–	–	–	– / Yes	Yes / Yes	– / Yes	Yes / No	Yes / Yes		
Horizon Middle School	**Math**	Yes / Yes	– / Yes	–	Yes / No	Yes / Yes	Yes / Yes	Yes / No	Yes / No	Yes / Yes	Yes	N/A
	Reading	Yes / No	– / No	–	Yes / No	Yes / Yes	Yes / No	Yes / Yes	Yes / Yes	Yes / No		
Moorhead High School	**Math**	Yes / Yes	–	–	–	–	Yes / Yes	– / Yes	– / No	Yes / Yes	N/A	Yes
	Reading	Yes / Yes	–	–	–	–	Yes / Yes	–	Yes / Yes	Yes / Yes		
Red River Area Learning Center	**Math**	– / No	–	–	–	–	–	–	–	–	No	N/A
	Reading	– / No	–	–	–	–	–	–	–	–		

Minnesota Comprehensive Assessments

MCA results assist school district in determining curriculum

Beginning in 2005-06, students in grades 3-8, 10 and 11 took the Minnesota Comprehensive Assessments-II (MCAs) to determine their progress toward the state's academic standards. In 2011, students in grades 3-8 took the MCA-III in mathematics.

On the MCA-II/IIIs, student performance is broken down into four achievement levels with level four indicating exceeding the standards. Students who score in level three are considered meeting state standards. Students scoring in level two partially meet the standards, and students scoring in level one do not meet the standards. Students in levels three and four are considered to be proficient.

The MCA-II/III tests measure students' progress toward high academic standards. Students in grade 12 and younger are required to pass the MCA-II/GRAD, which is taken at the high school level.

The administrative and teaching staff continue to develop programs to address achievement levels of all students. The Measures of Academic Progress or MAP assessment provides information on the progress that individual students make toward meeting grade-level benchmarks.

Teachers at all levels will be developing and using districtwide common assessments to measure achievement in each grade level.

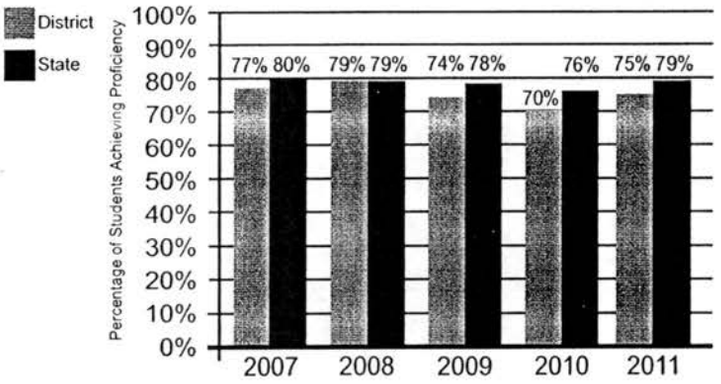
Priority areas focus on student achievement

In 2009-10, five district strategic priorities were developed and remained the focus through the 2010-11 school year. The priorities were student learning; professional practice and supervision; safe, healthy and respectful environment; community involvement and support; and organizational effectiveness.

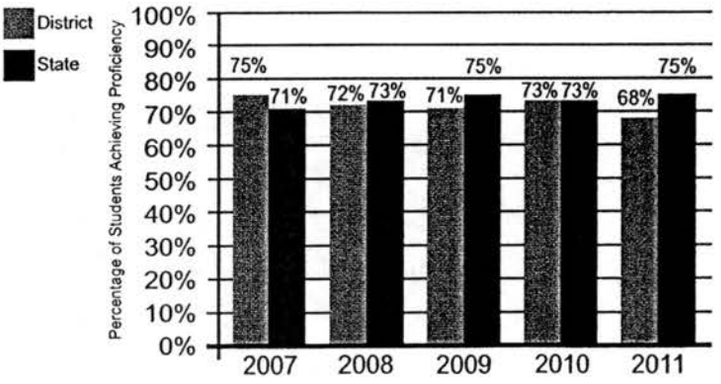
These have been further developed. The five strategic priority areas for 2011-12 are:

- Increase student learning and success in all academic and behavioral areas through guaranteed viable curriculum, literacy and teacher effectiveness.
- Increase growth of all employees through recruitment, retention, training, development and supervision.
- Provide a safe, healthy and respectful environment.
- Improve satisfaction and involvement with students, parents and community.
- Improve overall organizational effectiveness to support high standards throughout the district.

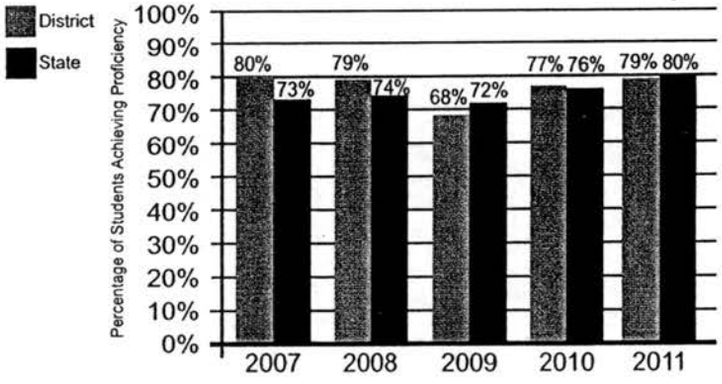
Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 3



Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 4



Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 5



Continuous Improvement Process

District committed to 2010 operating levy priority areas

Moorhead Area Public Schools outlined five operating levy priority areas during the 2010 referendum. Below is progress on each of the five priority areas.

Priority Area 1: Provide a source of stable and predictable revenue to avoid further reductions including teacher and staff layoffs, program reductions or elimination, and reduced services. ($3,700,000)
Minnesota's financial struggles continue. One significant outcome from Minnesota's 2011 legislative session was a 60/40 payment shift resulting in a need for the district to borrow approximately $9 million for 2011-12 to meet cash flow needs. $50 was added to the basic allowance each year of the biennium. The district had been projecting deficits for each of the next three years; however, with the referendum revenue, the district does not anticipate a deficit until 2014-15 or 2015-16. Any increase in state aid or reduction in expenditures in the next several years will further improve this projection.

Priority Area 2: 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)
• Added or restored positions at Moorhead High School for 2011-12 in music, language arts, mathematics, science; retained positions added with EduJobs funds (2.125 FTE in the areas of science, mathematics and language arts).
• Added or restored positions at Horizon Middle School in instrumental music, STEM, ELL, literacy support, math-

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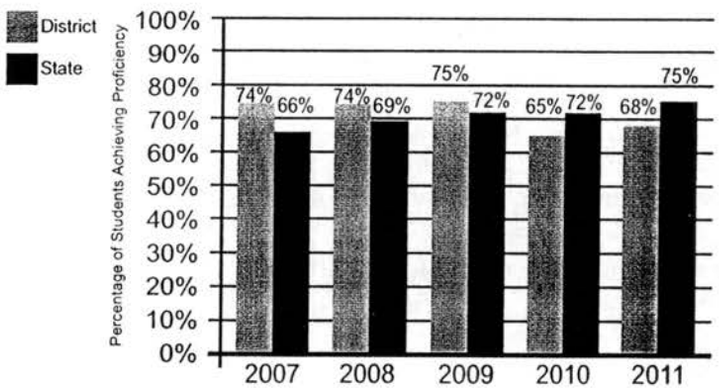
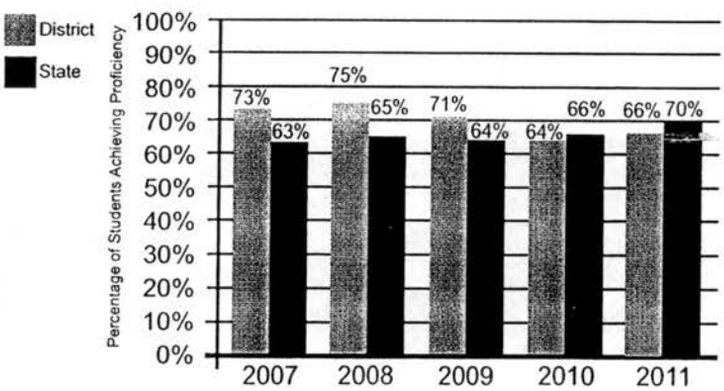
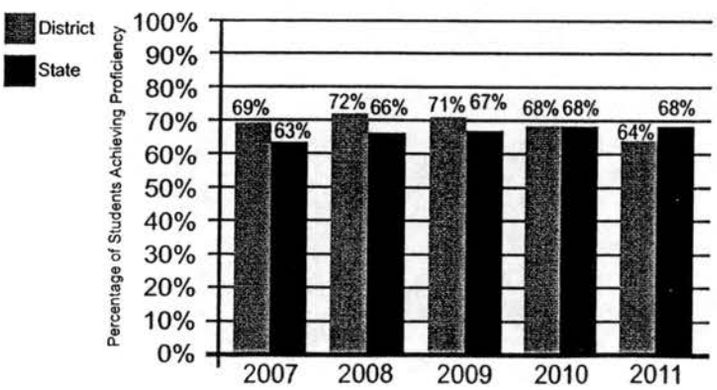
Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 6



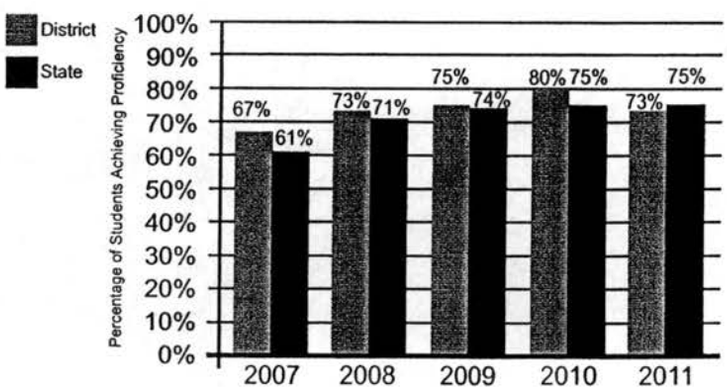
Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 7



Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 8



Minnesota Comprehensive Assessments (MCA-II)
District Reading – Grade 10



Continuous Improvement Process

Referendum priorities focus on class size, technology and early learning

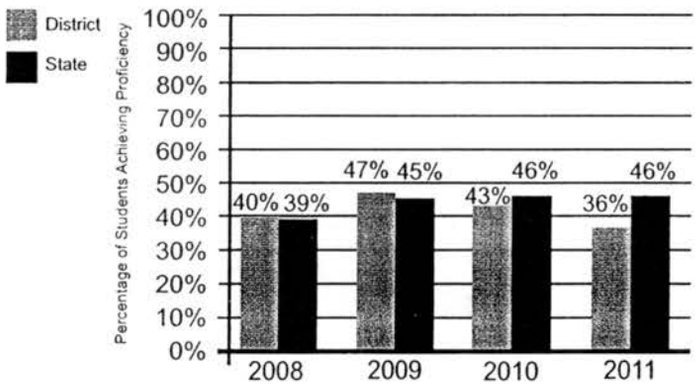
ematics, dean of students; teachers will teach five out of six classes which will dramatically impact class size; retained positions added with EduJobs funds (1.125 FTE mathematics and 1.0 FTE 6th grade).
• Retained elementary positions added with EduJobs funds (1.0 FTE at Ellen Hopkins Elementary); added 2.5 FTE at Robert Asp Elementary and 1.0 FTE at S.G. Reinertsen Elementary; average class size is 24.
• Total FTE changes for the 2011-12 school year are 18.125.

Priority Area 3: Repair and replace aging technology equipment and expand student use of and access to technology. ($250,000)
• Conducted a district wide technology audit and upgraded the network infrastructure in 2010-11.
• Plans for 2011-12 are to complete the network infrastructure upgrade, upgrade wireless access points, increase technology integration to include the expansion of online learning options such as hybrid courses, implement online teacher evaluation system, begin a replacement cycle to bring the district's hardware back into a 5-6 year replacement cycle, add computer labs to accommodate the district's STEM initiative, upgrade security cameras and add cameras in buildings that do not have cameras.

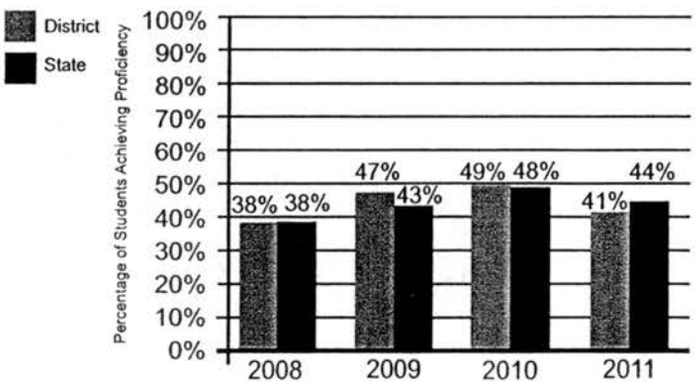
Priority Area 4: Provide increased access to world languages. ($150,000)
• Added a full-time Chinese teacher at Moorhead High School for 2011-12.
• Plan to expand world language opportunities at Horizon Middle School.
• Study the feasibility of a Foreign Language in the Elementary Schools (FLES) program to be implemented in 2012-13.

Priority Area 5: Provide increased access to early childhood programs. ($150,000)
• Added Jump Start in January 2011 to serve an additional 36 at-risk preschool students in collaboration with Head Start.
• Continue Jump Start in 2011-12 and look to expand preschool offerings by leveraging funding sources to maximize the use of resources from Community Education, special education, general education and fees.
• Dramatically reduced Kinder Plus (K+) fees for the 2011-12 school year with the addition of a no fee category for the lowest-income families.

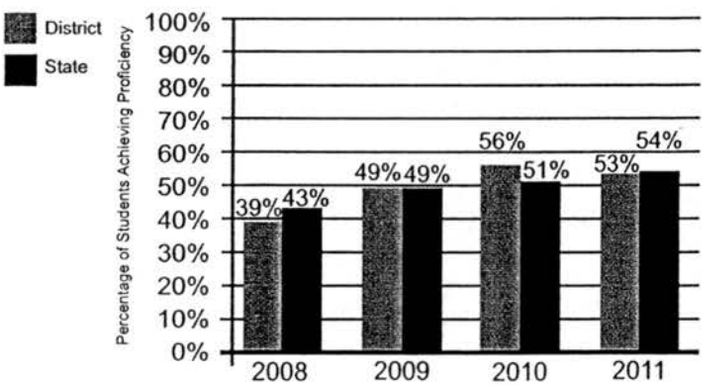
Minnesota Comprehensive Assessments (MCA-II)
District Science – Grade 5



Minnesota Comprehensive Assessments (MCA-II)
District Science – Grade 8



Minnesota Comprehensive Assessments (MCA-II)
District Science – High School



Improving Student Achievement

District Academic Goals

Moorhead Area Public Schools updated the AYP Improvement Plan in 2009-10 and 2010-11.

Focuses in 2010-11 were Sheltered Instruction Observation Protocol or SIOP and the implementation of grade level and course professional learning communities (PLCs).

For the 2011-12 school year, there are three essential outcomes that are the primary focus.

Teacher effectiveness:
Emphasis will be on lesson planning and identifying the components of effective lessons. This will include model teaching, writing and posting objectives, background knowledge and checking for understanding.

Viable and guaranteed curriculum:
Emphasis will be on the main ideas based on the standards for the grade or course being taught. Professional learning communities or PLCs will review data and reflect on each course or grade level's curriculum to identify, prioritize and nest the power standards.

Literacy:
Emphasis will be on integrating literacy into lessons. Meaningful opportunities will be provided for students to write, read and discuss in their classes.

Performance Targets for 2010-12

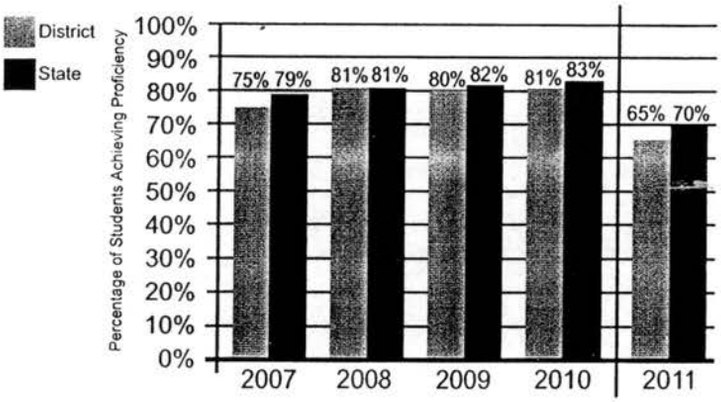
Reading
We will improve the reading proficiency of all students so that the percentage of students proficient will increase from 70.86% to 80% as measured on the accountability tests by 2012.

Progress toward goal:

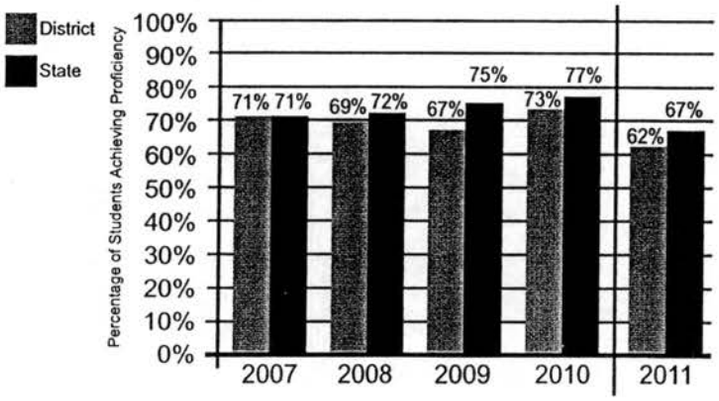
- 70.42 percent of students were proficient on the 2011 accountability tests.

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grade 8 students took the MCA-III and all grade 11 students took the MCA-II. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

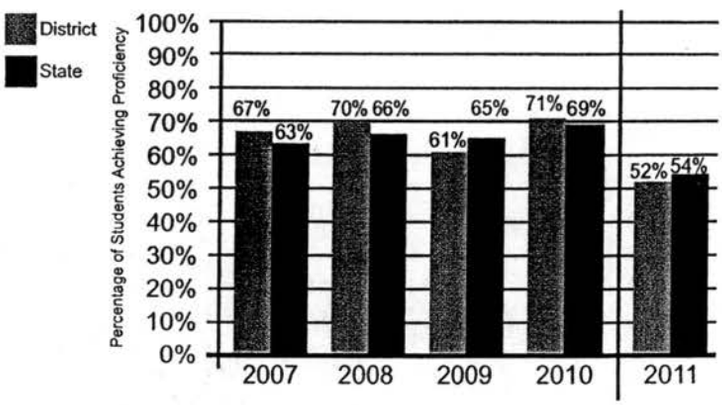
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 3



Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 4



Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 5



Improving Student Achievement

District Academic Goals

Mathematics

We will improve the mathematics proficiency of all students so that the percentage of students proficient will increase from 63.87% to 75% as measured on the accountability tests by 2012.

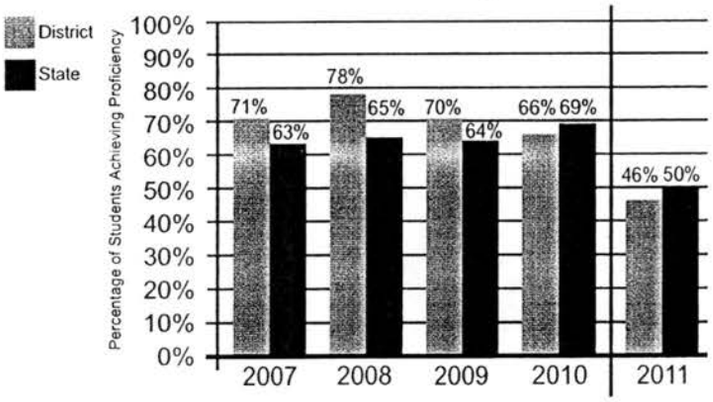
Progress toward goal:

- 54.32 percent of students were proficient on the 2011 accountability tests. MCA-III results are not comparable to MCA-II results.

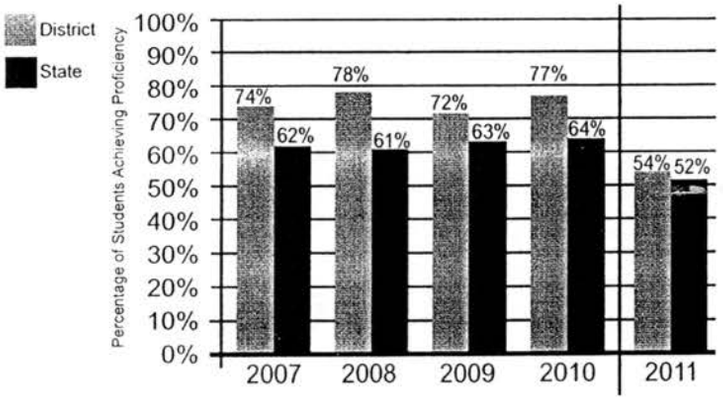
In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grade 8 students took the MCA-III and all grade 11 students took the MCA-II. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

Moorhead High School students guide Robert Asp Elementary fifth-grade students in using descriptive language to write narratives to share with the class.

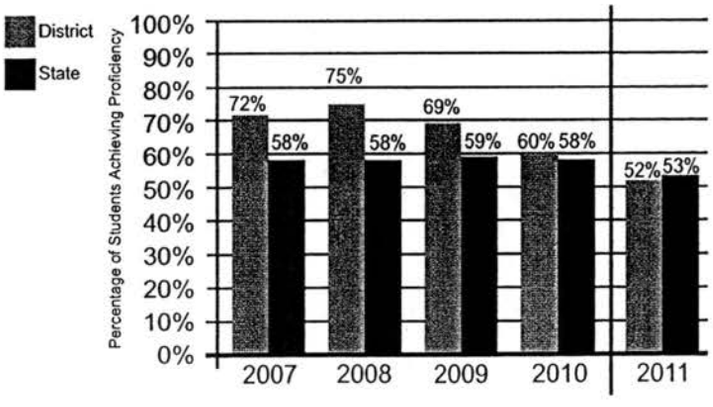
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 6



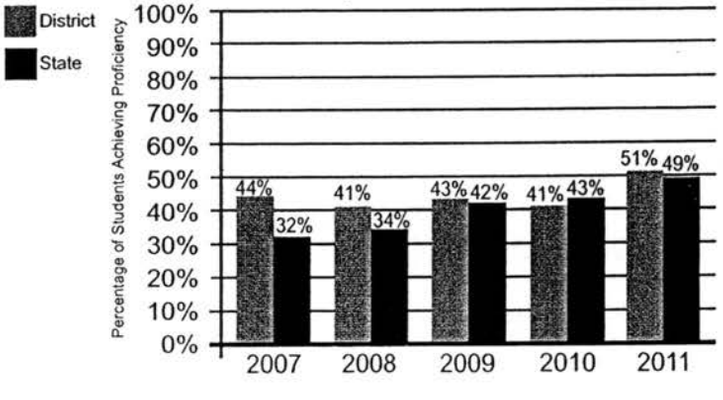
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 7



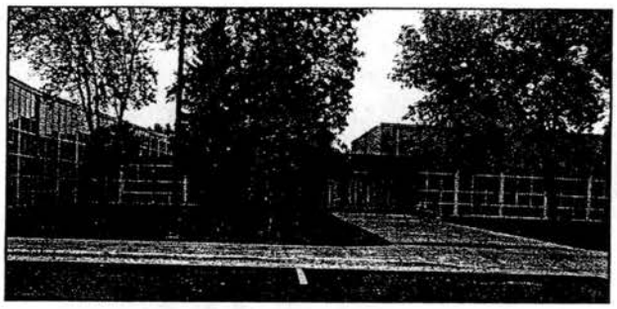
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 8



Minnesota Comprehensive Assessments-II
District Mathematics – Grade 11



Ellen Hopkins Elementary School



Ellen Hopkins
Elementary School
2020 11th St. S., Moorhead, MN 56560
(218) 284-4300

Principal: Dr. Mary Jo Schmid

Original Construction: 1957-58
Most Recent Remodeling: 2011
Square Footage: 111,005

Attendance Rate (2010-11)	95.6%
Enrollment by Grade (October 2010)	
• Kindergarten	132
• Grade 1	155
• Grade 2	144
• Grade 3	128
• Grade 4	134
• Grade 5	111
• Total	804
Diversity of Student Population (2010-11)	
• American Indian	4.2%
• Asian	1.8%
• Hispanic	10.9%
• Black	4.8%
• White	78.4%
Percentage of Students Eligible for Free or Reduced-Price Lunch	51.2%
Percentage of Students Receiving Learner Support Services	
Special Education	23.9%
English Language Learners	7.4%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2010-11

Goal 1

Ellen Hopkins Elementary School staff will improve the math proficiency in all Hopkins student subgroups so that their proficiency increases by 15 percent on the MCA-II by May 2011.

Progress toward goal:

- In 2011 students took the MCA-III, which is not comparable to the 2010 MCA-II results. Subgroup scores did not increase by 15 percent.

Goal 2

Ellen Hopkins Elementary School staff will improve the reading proficiency in all Hopkins student subgroups so that their proficiency increases by 15% on the MCA-II by May 2011.

Progress toward goal:

- None of the six subgroups increased proficiency by 15 percent.

Goal 3

The Ellen Hopkins Elementary School staff will create an effective learning environment using the PBIS model for improved student behavior for all Hopkins students so that 60 percent will demonstrate improved behavior as demonstrated by reduced behavioral referrals by May 2011.

Progress toward goal:

- PBIS is 73 percent implemented, however data collection for monitoring and decision making is 38 percent implemented and will continue to be implemented during 2011-12.

School Improvement Goals for 2011-12

Goal 1 — Ellen Hopkins Elementary School staff will improve the reading proficiency in all Hopkins student subgroups so that their proficiency increases by 15% on the MCA-II by May 2012.

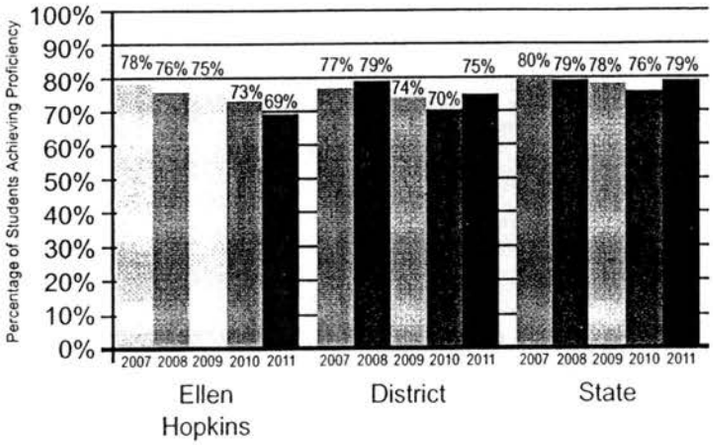
Goal 2 — Ellen Hopkins Elementary School staff will improve the math proficiency in all Hopkins student subgroups so that their proficiency increases by 15% on the MCA-III by May 2012.

Goal 3 — The Ellen Hopkins Elementary School staff will create an effective learning environment using the PBIS model for improved student behavior for all Hopkins students so that 60 percent will demonstrate improved behavior as demonstrated by reduced behavioral referrals by May 2012.

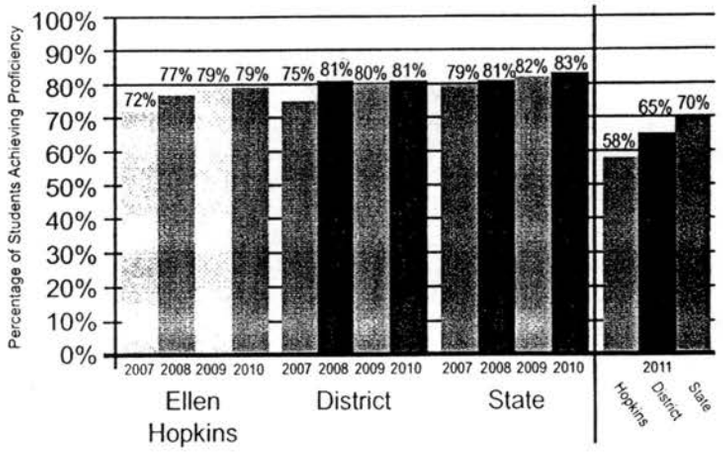
Ellen Hopkins Elementary School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 3-5 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

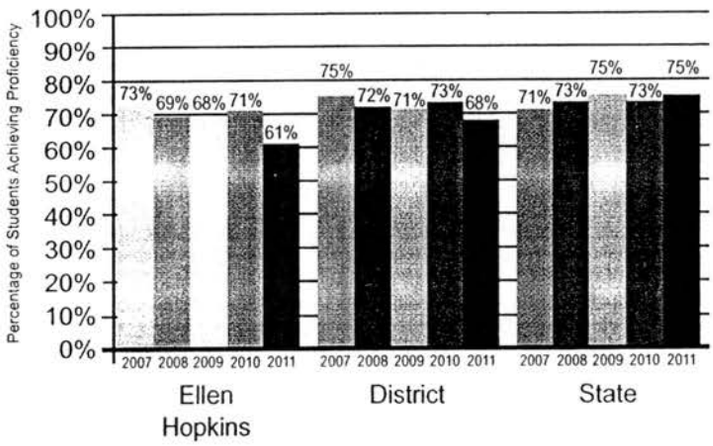
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 3



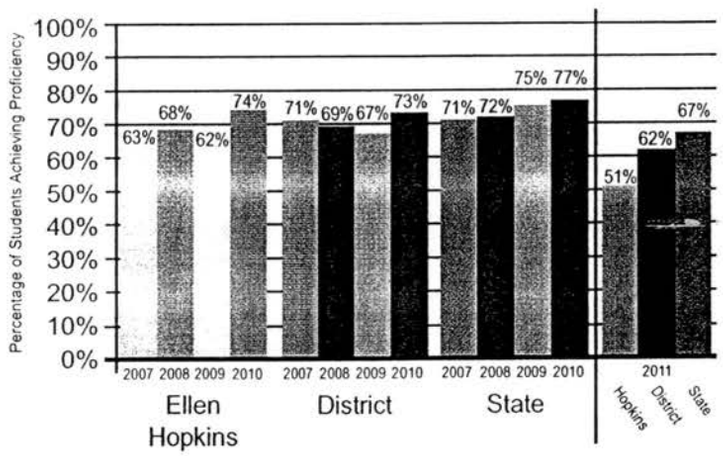
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



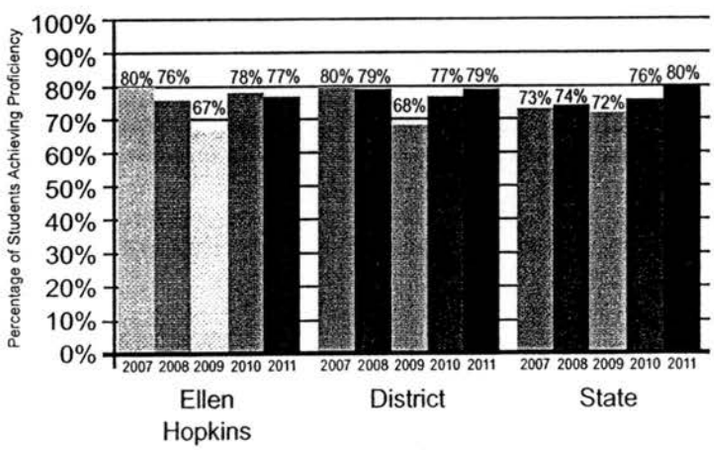
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 4



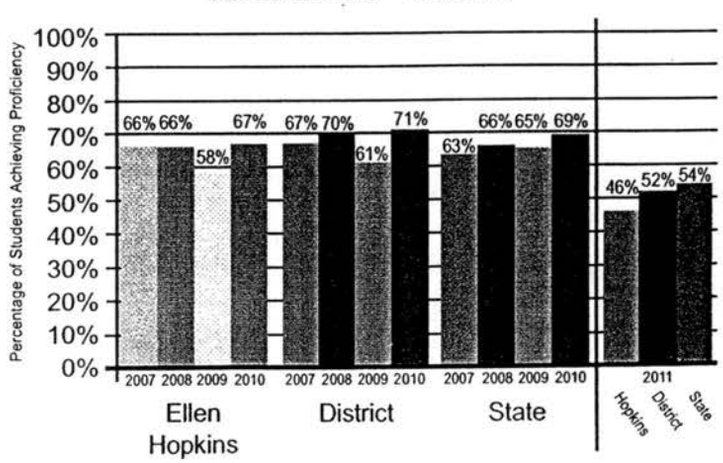
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



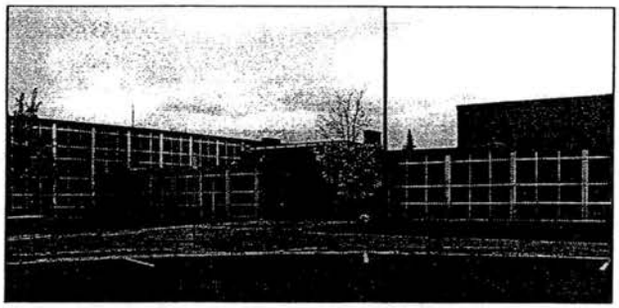
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 5



Robert Asp Elementary School



Robert Asp Elementary School
910 11th St. N., Moorhead, MN 56560
(218) 284-6300

2010-11 Principal: Kevin Kopperud
2011-12 Principal: Chris Triggs

Original Construction: 1957-58
Most Recent Remodeling: 2004
Square Footage: 98,510

Attendance Rate (2010-11)	95.3%
Enrollment by Grade (October 2010)	
• Kindergarten	116
• Grade 1	131
• Grade 2	117
• Grade 3	119
• Grade 4	147
• Grade 5	143
• Total	773
Diversity of Student Population (2010-11)	
• American Indian	4.3%
• Asian	1.3%
• Hispanic	12.1%
• Black	5.5%
• White	76.8%
Percentage of Students Eligible for Free or Reduced-Price Lunch	46.1%
Percentage of Students Receiving Learner Support Services	
Special Education	17.5%
English Language Learners	9.0%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2010-11

Goal 1
Students in grades 3-5 at Robert Asp Elementary will increase their mathematics proficiency from 71 percent to 79 percent on the 2011 MCA-II math assessment.

Progress toward goal:
- In 2011 students took the MCA-III, which is not comparable to the 2010 MCA-II results. 61 percent were proficient.

Goal 2
Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 69 percent to 76 percent on the 2011 MCA-II reading assessment.

Progress toward goal:
- 75 percent were proficient.

Goal 3
Robert Asp Elementary will decrease the number of students missing 11 or more school days from 25 percent to 15 percent using the daily attendance record.

Progress toward goal:
- This goal was not met.

School Improvement Goals for 2011-12

Goal 1
Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 75 percent to 80 percent on the 2012 MCA-II reading assessment.

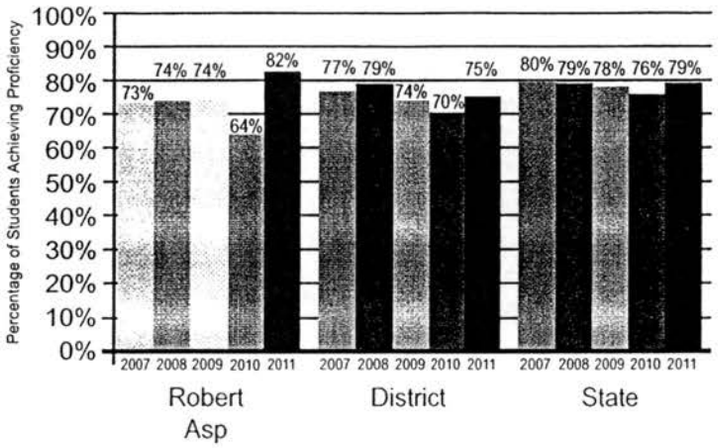
Goal 2
Students in grades 3-5 at Robert Asp Elementary will increase their mathematics proficiency to 61 percent to 80 percent on the 2012 MCA-III math assessment.

Goal 3
All students will demonstrate an increase in behavior that communicates care, consideration and respect of self and others through the development of a systematic plan for behavior.

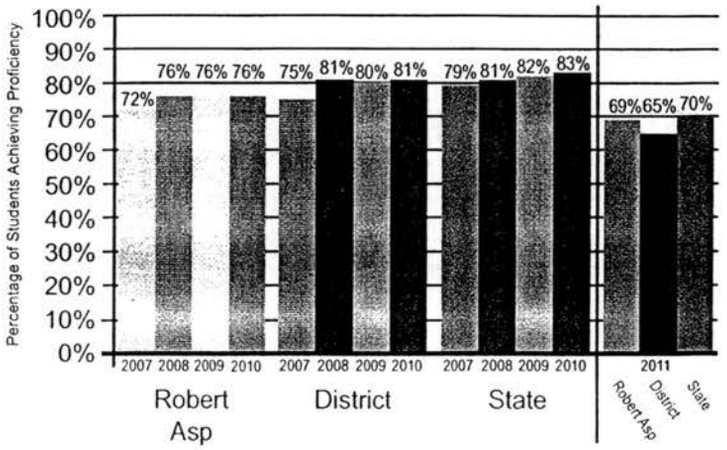
Robert Asp Elementary School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 3-5 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

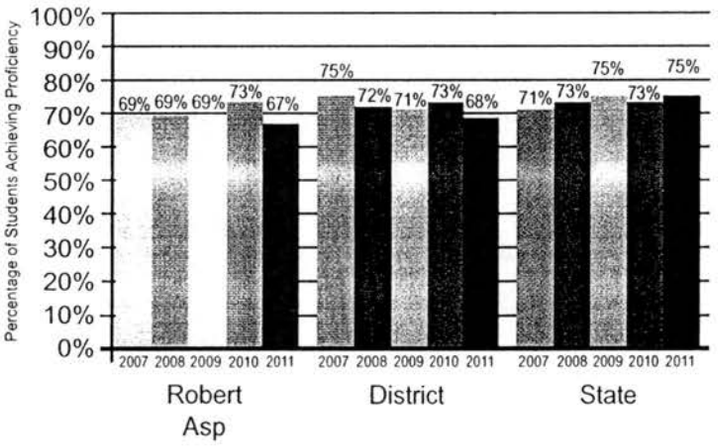
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 3



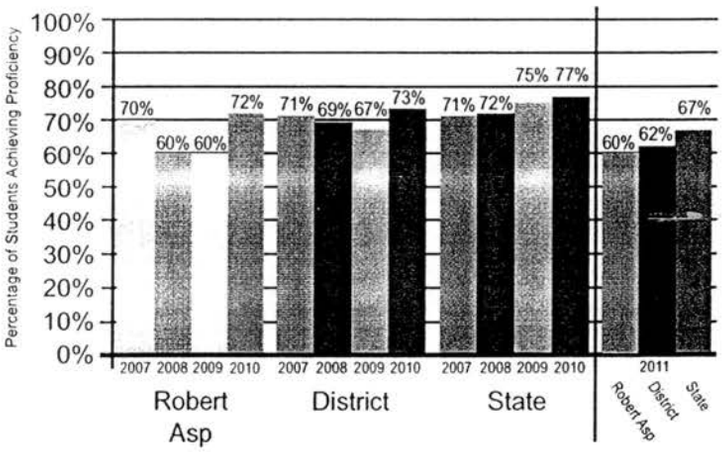
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



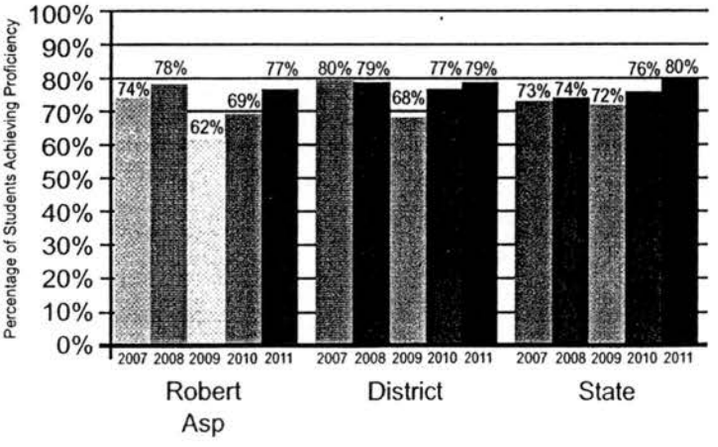
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 4



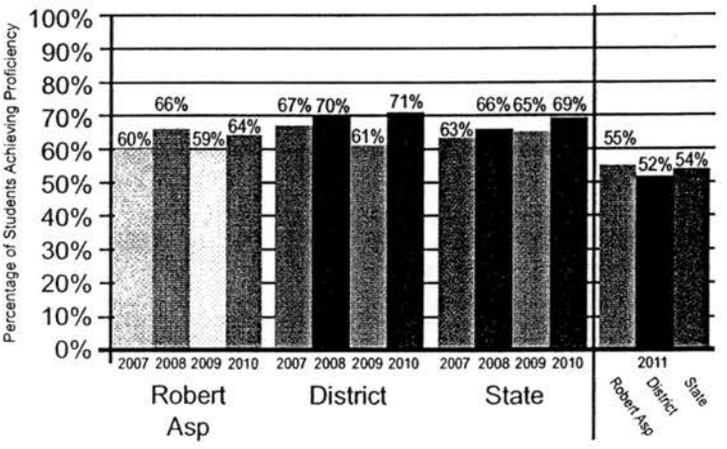
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



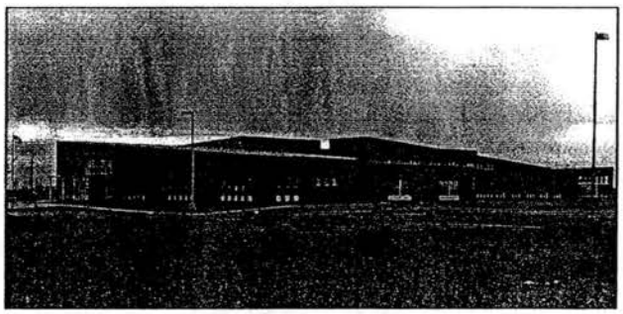
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 5



S.G. Reinertsen Elementary School



S.G. Reinertsen
Elementary School
1201 40th Ave. S., Moorhead, MN 56560
(218) 284-5300

Principal: Anne Moyano

Original Construction: 2004
Square Footage: 103,600

Attendance Rate (2010-11)	96.3%
Enrollment by Grade (October 2010)	
• Kindergarten at Probstfield Center	140
• Grade 1	145
• Grade 2	160
• Grade 3	154
• Grade 4	167
• Grade 5	139
• Total	905
Diversity of Student Population (2010-11)	
• American Indian	2.2%
• Asian	.8%
• Hispanic	4.8%
• Black	5.7%
• White	86.6%
Percentage of Students Eligible for Free or Reduced-Price Lunch	36.5%
Percentage of Students Receiving Learner Support Services	
Special Education	14.5%
English Language Learners	11.2%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2010-11

Goal 1

S.G. Reinertsen Elementary staff will improve student math skills and knowledge so that 85 percent of grades 3-5 students demonstrate proficiency on the 2011 MCA-II mathematics assessment.

Progress toward goal:

- In 2011 students took the MCA-III, which is not comparable to the 2010 MCA-II results. 66 percent were proficient.

Goal 2

S.G. Reinertsen Elementary staff will improve student reading skills and knowledge so that 82 percent of grades 3-5 students demonstrate proficiency on the 2011 MCA-II reading assessment.

Progress toward goal:

- 78 percent were proficient.

Goal 3

100 percent of S.G. Reinertsen Elementary students, when interviewed, will correctly state the three school rules. When incident reports are totaled at the end of the year, 85 percent of Reinertsen students will have received no major incident reports for the year. No more than 4 percent of students will have three or more major incident report.

Progress toward goal:

- 90 percent of interviewed students correctly stated the three school rules, 86 percent had no major incident reports, and 4 percent had three or more incident reports.

School Improvement Goals for 2011-12

Goal 1 — S.G. Reinertsen Elementary staff will improve student math skills and knowledge so that 85 percent of grades 3-5 students demonstrate proficiency on the 2012 MCA-III mathematics assessment.

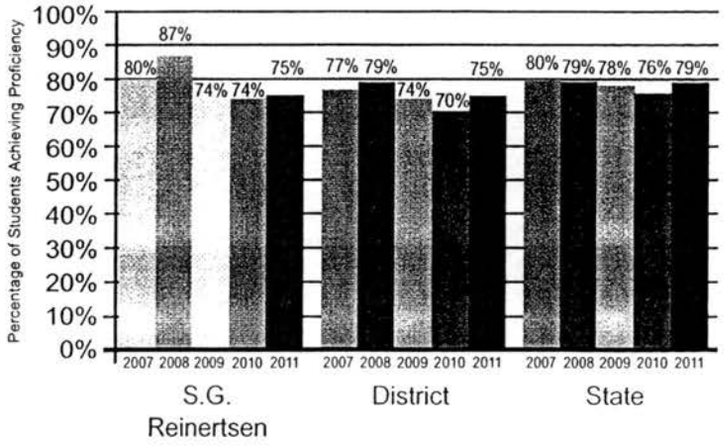
Goal 2 — S.G. Reinertsen Elementary staff will improve student literacy skills and knowledge so that 82 percent of grades 3-5 students demonstrate proficiency on the 2012 MCA-II reading assessment.

Goal 3 — 100 percent of S.G. Reinertsen Elementary students, when interviewed, will correctly state the three school rules. At the end of the year, 85 percent of Reinertsen students will have received no major incident reports for the year. No more than 3.5 percent of students will have three or more major incident report. Bus conduct reports for the year will reduce from 90 to 70.

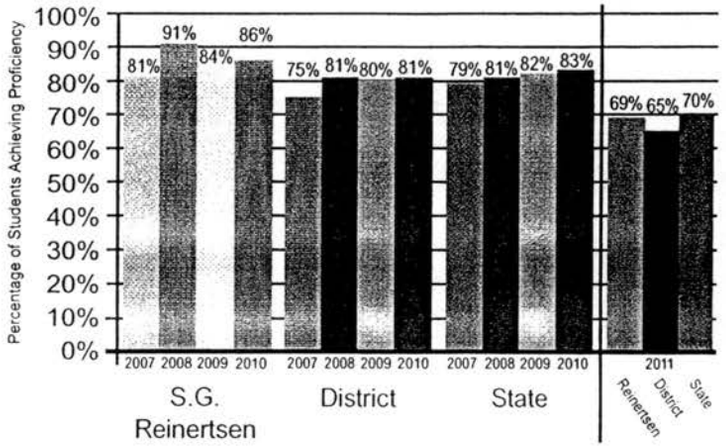
S.G. Reinertsen Elementary School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 3-5 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

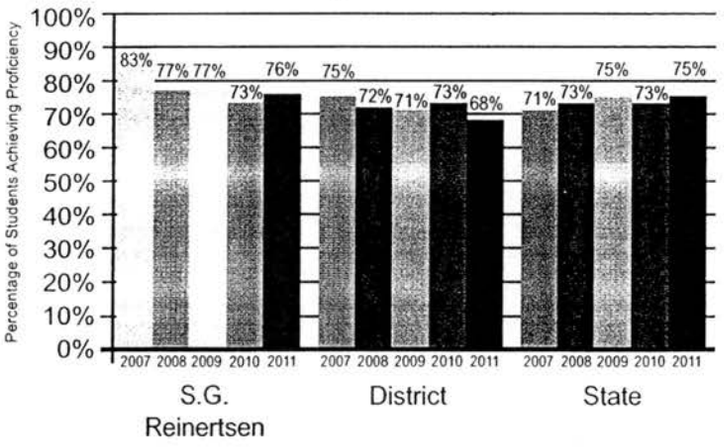
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 3



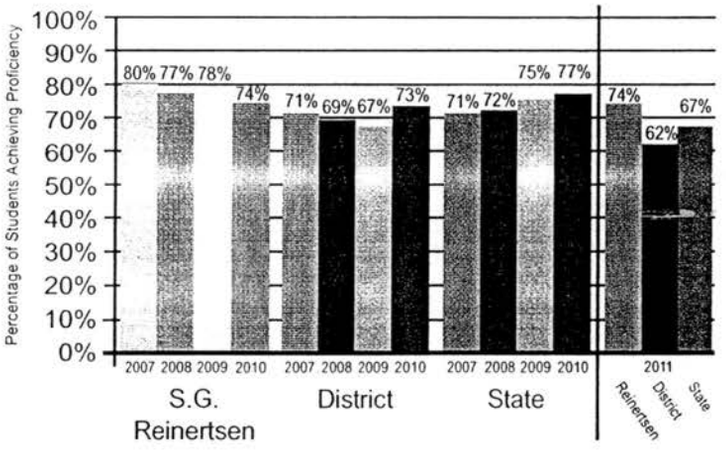
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



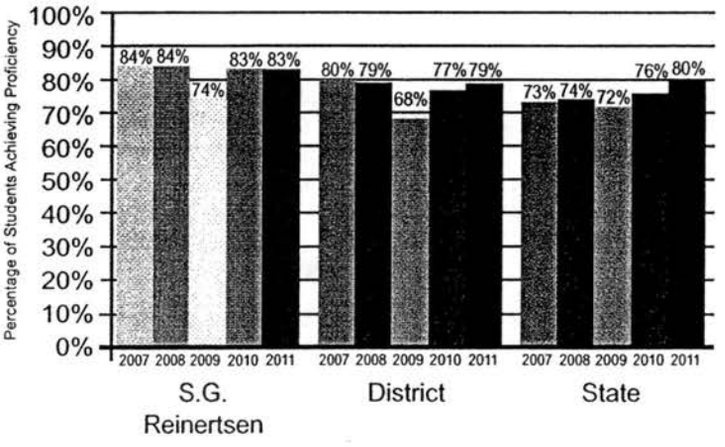
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 4



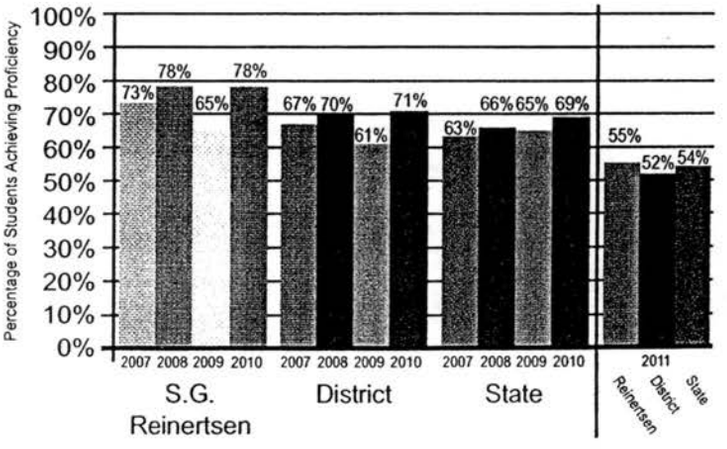
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



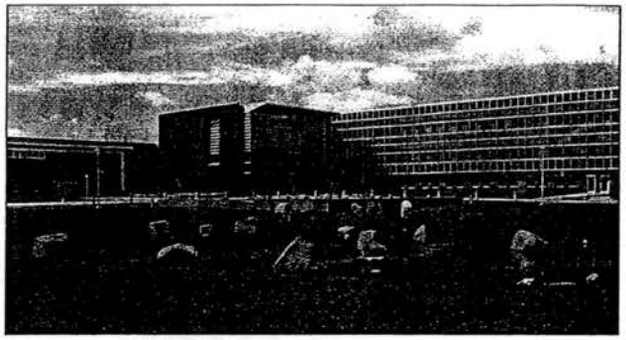
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 5



Horizon Middle School



Horizon Middle School
3601 12th Ave. S., Moorhead, MN 56560
(218) 284-7300

Principal: Lori Lockhart
Assistant Principal: Jeremy Larson

Original Construction: 2004
Square Footage: 238,000

Attendance Rate (2010-11)	95.8%
Enrollment by Grade (October 2010)	
• Grade 6	432
• Grade 7	415
• Grade 8	408
• Total	1,255
Diversity of Student Population (2010-11)	
• American Indian	1.6%
• Asian	1.6%
• Hispanic	7.4%
• Black	4.9%
• White	83.8%
Percentage of Students Eligible for Free or Reduced-Price Lunch	37.7%
Percentage of Students Receiving Learner Support Services	
Special Education	14.4%
English Language Learners	6.2%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2010-11

Goal 1

Horizon Middle School will improve the math scores of grades 6-8 students as measured by the spring 2011 MCA-II to the following percent proficient: Grade 6 – 75 percent; Grade 7 – 70 percent; Grade 8 – 80 percent.

Progress toward goal:

- In 2011 students took the MCA-III, which is not comparable to the 2010 MCA-II results. The students proficient are Grade 6 – 46 percent, Grade 7 – 54 percent and Grade 8 – 54 percent.

Goal 2

Horizon Middle School will improve the reading scores of grades 6-8 students as measured by the spring 2011 MCA-II to the following percent proficient: Grade 6 – 80 percent; Grade 7 – 70 percent; Grade 8 – 70 percent.

Progress toward goal:

- The students proficient are Grade 6 – 68 percent, Grade 7 – 66 percent and Grade 8 – 66 percent.

Goal 3

Horizon Middle School will improve the core and subgroups by evaluating current practices (curriculum, student product, etc.).

Progress toward goal:

- Current practices were evaluated. Three more subgroups made Adequate Yearly Progress in 2011 than in 2010.

School Improvement Goals for 2011-12

Goal 1

Horizon Middle School will improve the math scores of all grades 6-8 students by 5 percent as measured by the spring 2012 MCA-III.

Goal 2

Horizon Middle School will improve the reading scores of all grades 6-8 students by 5 percent as measured by the spring 2012 MCA-II.

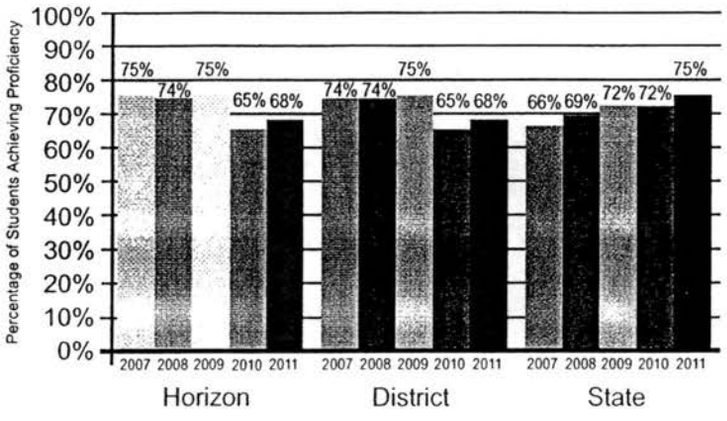
Goal 3

Horizon Middle School students will have a safe, healthy and respectful learning environment.

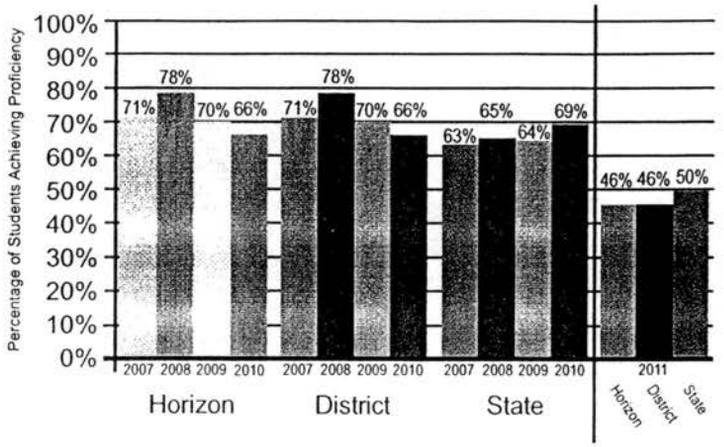
Horizon Middle School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grades 6-8 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

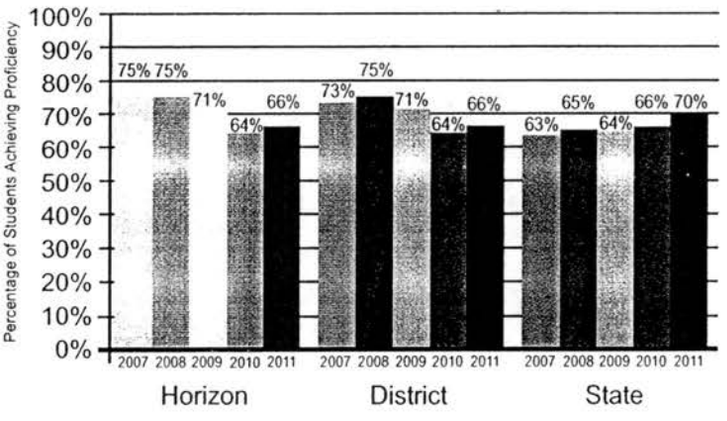
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 6



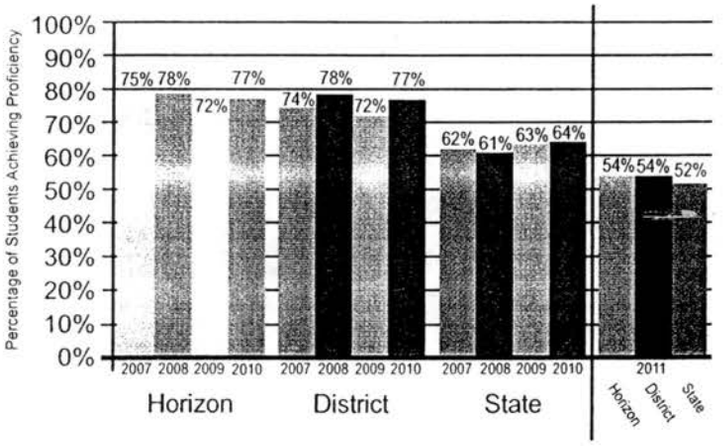
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 6



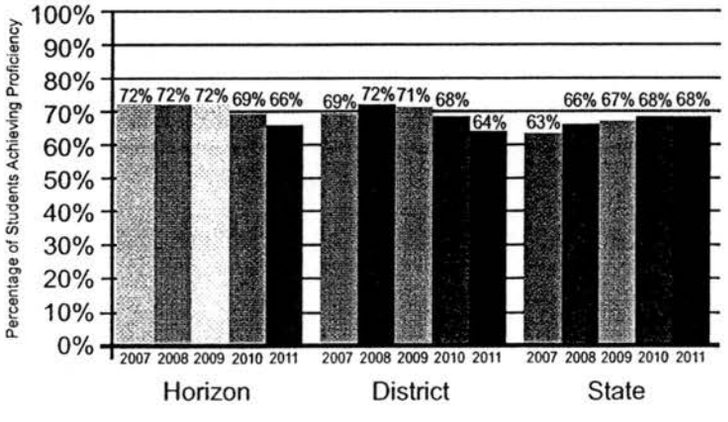
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 7



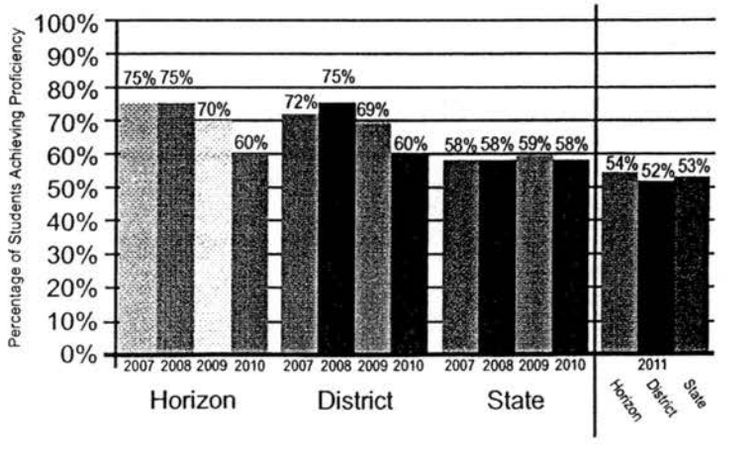
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 7



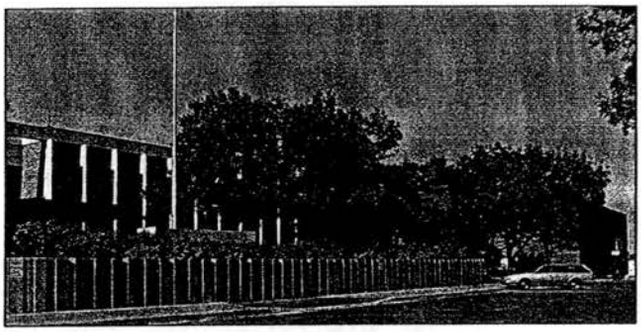
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 8



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 8



Moorhead High School



Moorhead High School
2300 4th Ave. S., Moorhead, MN 56560
(218) 284-2300

Principal: Gene Boyle
Assistant Principals:
Russ Henegar and Dave Lawrence

Original Construction: 1967
Most Recent Remodeling: 2004
Square Footage: 361,797

Attendance Rate (2010-11)	93.2%
Graduation Rate (2010-11)	97.1%
Enrollment by Grade (October 2010)	
• Grade 9	382
• Grade 10	414
• Grade 11	355
• Grade 12	396
• Total	1,547
Diversity of Student Population (2010-11)	
• American Indian	2.4%
• Asian	1.9%
• Hispanic	5.2%
• Black	3.3%
• White	87.2%
Percentage of Students Eligible for Free or Reduced-Price Lunch	27.5%
Percentage of Students Receiving Learner Support Services	
Special Education	13.7%
English Language Learners	3.2%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2010-11

Goal 1
Students proficient on the MCA-II mathematics assessment will exceed the state percentage of students achieving proficiency by 3 percent.

Progress toward goal:
- Students proficient exceeded the state percentage of students proficient by 4 percent, 53 percent to 49 percent. This is an 11 percent increase from 2010.

Goal 2
85 percent of Moorhead High School grade 10 students will be proficient on the MCA-II reading assessment.

Progress toward goal:
- 75 percent of students were proficient, which is the same as the state average.

Goal 3
Moorhead High School will increase each subtest within the ACT test by .2 points.

Progress toward goal:
- All subtests increased by more than .2 points (English: .7 points, Math: .5 points, Reading: .8 points, Science: .7 points, Composite: .6 points).

School Improvement Goals for 2011-12

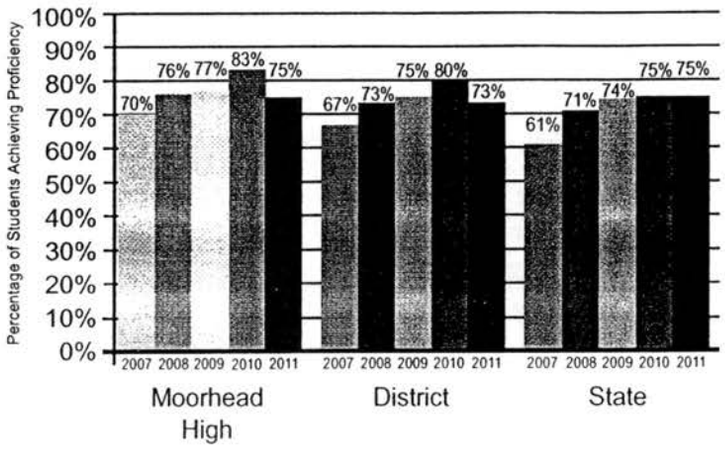
Goal 1
Students proficient on the 2012 MCA-II mathematics assessment will exceed the state percentage of students achieving proficiency by 3 percent.

Goal 2
85 percent of Moorhead High School grade 10 students will be proficient on the 2012 MCA-II reading assessment.

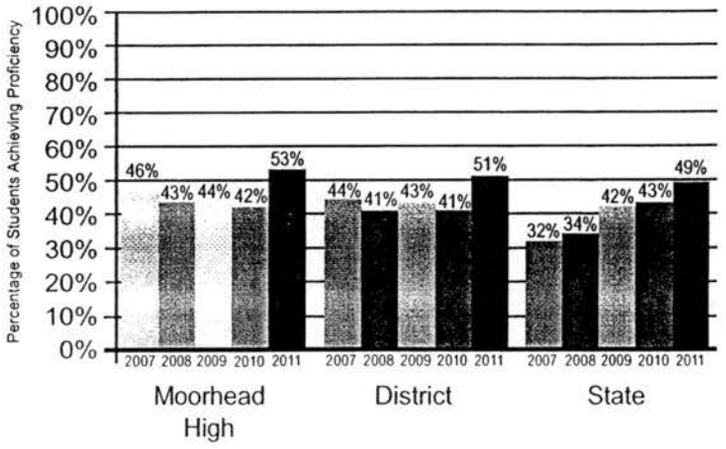
Moorhead High School

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grade 11 students took the MCA-II.

Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 10



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 11

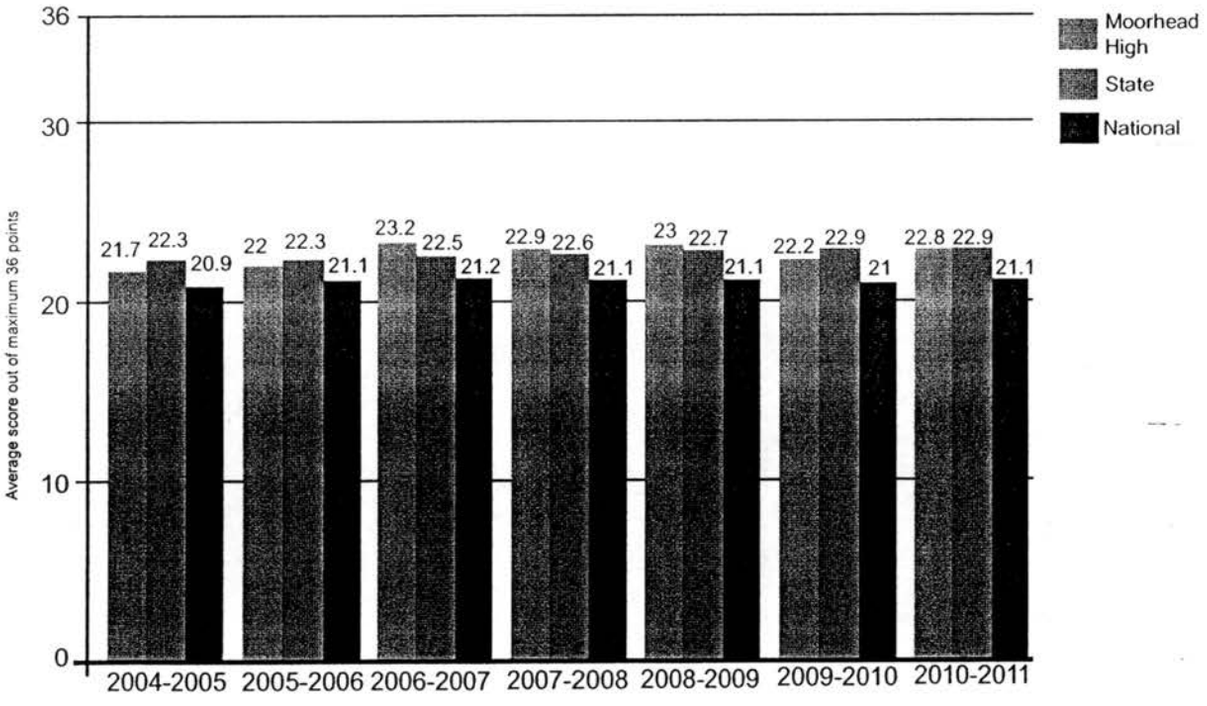


ACT Average Scores from 2004-2005 to 2010-2011

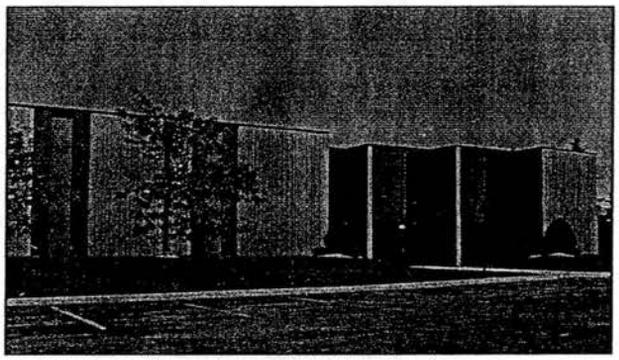
The American College Test or ACT is the admissions test most widely required by colleges in the Midwest. The test has a point range from 1-36.

Number of Moorhead High students taking the test each year:

2004-05:	296
2005-06:	246
2006-07:	285
2007-08:	288
2008-09:	249
2009-10:	280
2010-11:	267



Red River Area Learning Center



Red River Area Learning Center
1100 32nd Ave. S., Moorhead, MN 56560
(218) 284-2200

Program Manager:
Deb Pender-Tilleraas

Attendance Rate (2010-11)	83.8%
Enrollment by Grade (October 2010)	
• Grade 6	0
• Grade 7	1
• Grade 8	3
• Grade 9	13
• Grade 10	20
• Grade 11	24
• Grade 12	29
• Total	90
Diversity of Student Population (2010-11)	
• American Indian	14.2%
• Asian	0%
• Hispanic	31.7%
• Black	14.2%
• White	40.0%
Percentage of Students Eligible for Free or Reduced-Price Lunch	91.5%
Percentage of Students Receiving Learner Support Services	
Special Education	17.5%
English Language Learners	18.3%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school. The Red River Area Learning Center has goals related to the learning environment, intervention processes, family involvement, and school climate. Outlined here are student achievement goals.

School Improvement Goals for 2010-11

Goal 1

Grade 11 students proficient on the 2011 MCA-II mathematics assessment will improve from 0 percent to 3 percent.

Progress toward goal:

- 0 percent of students were proficient.

Goal 2

Grade 10 students proficient on the 2011 MCA-II reading assessment will improve from 38 percent to 41 percent.

Progress toward goal:

- 28 percent of students were proficient.

Goal 3

100 percent of Red River ALC students will be introduced to the Circle of Courage model that addresses school climate and personal responsibility. 20 percent of students will require additional support. These students will demonstrate a minimum of 10 percent growth on an hourly management system which focuses on individual accountability.

Progress toward goal:

- This goal was met.

School Improvement Goals for 2011-12

Goal 1

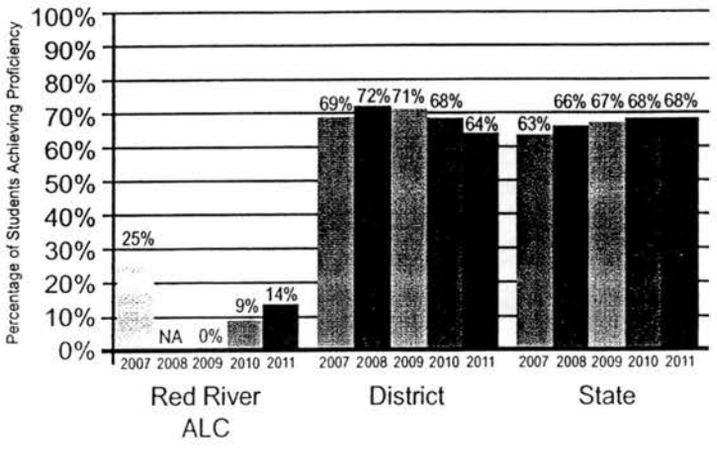
Grade 11 students proficient on the 2012 MCA-III mathematics assessment will improve from 0 percent to 3 percent.

Goal 2 – Grade 10 students proficient on the 2012 MCA-II reading assessment will improve from 28 percent to 31 percent.

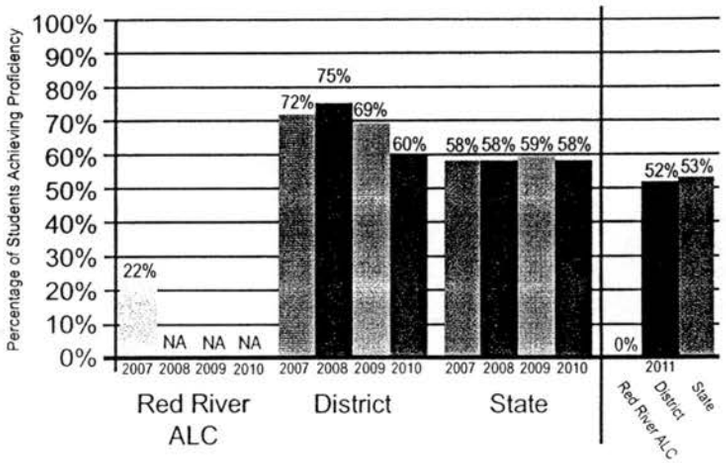
Red River Area Learning Center

In 2007-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011, all grade 11 students took the MCA-II and all grade 8 students took the MCA-III. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

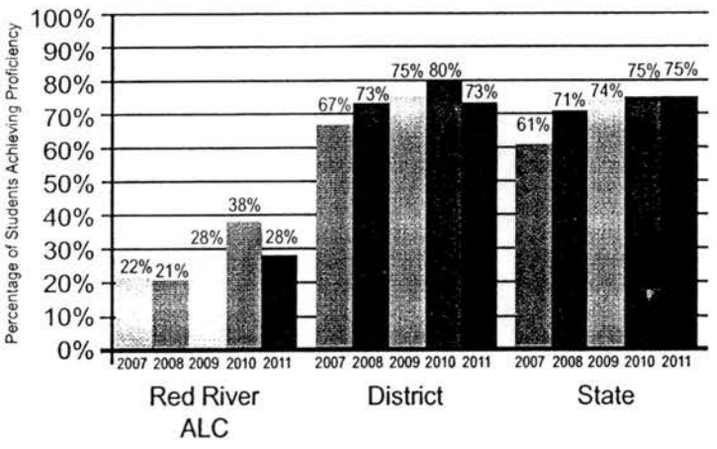
Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 8



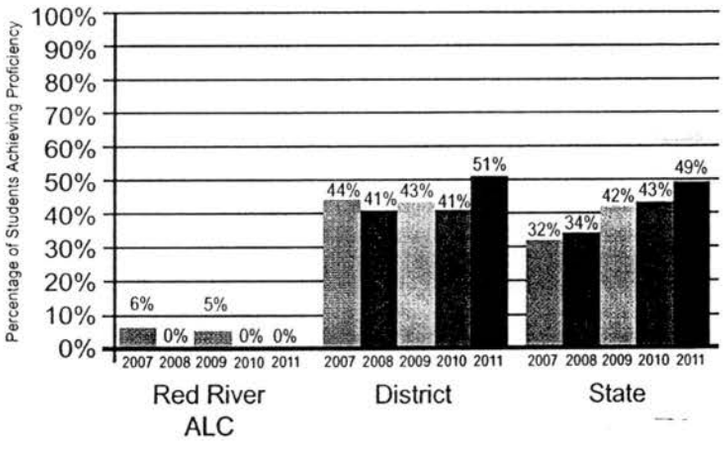
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 8



Minnesota Comprehensive Assessments (MCA-II) Reading – Grade 10



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 11



Moorhead Area Public Schools

Independent School District 152

2410 14th St. S., Moorhead, MN 56560
www.moorhead.k12.mn.us

2011 School Board

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Cindy Fagerlie, Clerk • Bill Tomhave, Treasurer
Laurie Johnson, Director • Mike Siggerud, Director • Trudy Wilmer, Director

Administration

Dr. Lynne A. Kovash
Superintendent

Wayne Kazmierczak
Assistant Superintendent

The Annual Report on Curriculum, Instruction and Student Achievement is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district website at www.moorhead.k12.mn.us.
Photos in this publication were taken during the 2010-11 school year.
Designed and edited by Pamela J. Gibb.

Moorhead Area Public Schools, ISD 152, is an equal opportunity educator and employer.

Moorhead Area Public Schools

Summary of the 2010-11 Annual Report on Curriculum, Instruction and Student Achievement

Focus on Results

Moorhead Area Public Schools continues efforts to ensure all students are proficient, and we are working together to close the achievement gap for students. We still have hard work ahead. This year's district theme, "Focus on Results," demonstrates our efforts to ensure our students' success and share those results with our community. We also will focus on our commitment to our community for high quality schools.

As a result of the passage of the operating levy referendum in November 2010, Moorhead Area Public Schools can maintain the quality of education provided for our students. Community residents will continue to receive a good value from their investment in our district.

Our district's annual report highlights test scores, district progress toward improvement goals from the past year and goals for this year. The full report is available on the district's website at www.moorhead.k12.mn.us or in the Superintendent's Office. This brief summary demonstrates our district's commitment to improving student achievement.

Sincerely,

Dr. Lynne A. Kovash

Dr. Lynne A. Kovash
Superintendent of Schools

Full annual report available online

This notice of the district's Annual Report on Curriculum, Instruction and Student Achievement is distributed to the community as required by **Minnesota Statute, Chapter 120B, Subd. 5**.

Additional information about student achievement, assessment data and school improvement goals is included in the complete report, which is available on the district's website at www.moorhead.k12.mn.us or from the Superintendent's Office.

Students on track for meeting state's graduation requirements

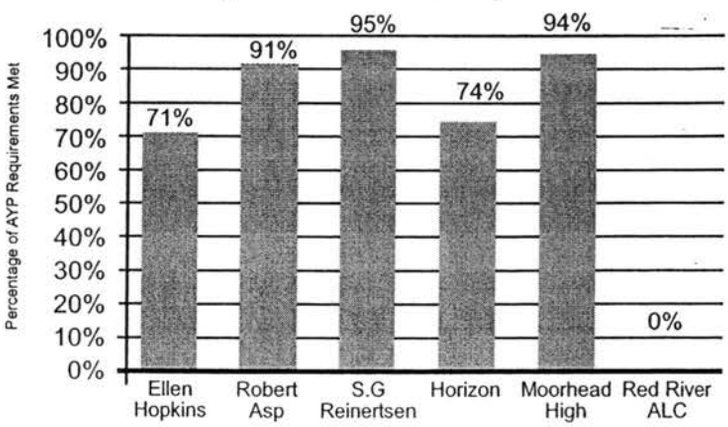
The GRAD (Graduation-Required Assessments for Diploma) component of the Minnesota Comprehensive Assessments are high school tests in reading, mathematics and writing that students must pass to graduate from a Minnesota public high school. These tests measure proficiency on the Minnesota Academic Standards and other essential skills. Students who do not pass the GRAD have opportunities to retake the tests.

2011 GRAD Assessment Results			
		District	State
Grade 9 Writing	Percent Passing	92.9%	89.1%
	Percent Not Passing	7.1%	10.9%
Grade 10 Reading	Percent Passing	74.9%	78.7%
	Percent Not Passing	25.1%	21.3%
Grade 11 Mathematics	Percent Passing	58.5%	59.2%
	Percent Not Passing	41.5%	40.8%

District, schools meet majority of federal AYP requirements

Moorhead Area Public Schools made Adequate Yearly Progress in 2006 and 2007, but did not make AYP based on 2008, 2009, 2010 and 2011 Minnesota Comprehensive Assessments results. The school district met 71 percent of the requirements for AYP under No Child Left Behind.

AYP Requirements Met by Schools



2010-11 Curriculum and Instruction Advisory Committee: Mary Cihlar, Missy Eidsness, Cindy Fagerlie, Charlie Fisher, Mary Flesberg, Pam Gibb, Linda Granberg, Dana Haagenson, Russ Henegar, Sonia Hohnadel, Laurie Johnson, Carol Ladwig, Donna Norquay, Louis Ochoa Jr., Chizuko Shastri, Seiko Shastri, Teresa Shume, Denice Sinner, Terri Smith, Faye Smiley-Aakre, Bill Tomhave, Kris Valan, Paige Wakefield, Trudy Wilmer and John Wirries (Chair).

Visit www.moorhead.k12.mn.us or contact the Superintendent's Office at 284-3330 for the complete report.

District committed to 2010 operating levy priority areas

Moorhead Area Public Schools outlined five operating levy priority areas during the 2010 referendum. Below is progress on each of the five priority areas.

Priority Area 1: Provide stable and predictable revenue to avoid further reductions. ($3,700,000)

Minnesota's financial struggles continue. One outcome from Minnesota's 2011 legislative session was a 60/40 payment shift resulting in a need for the district to borrow approximately $9 million for 2011-12 to meet cash flow needs. $50 was added to the basic allowance each year of the biennium. The district had been projecting deficits for each of the next three years; however, with the referendum revenue, the district does not anticipate a deficit until 2014-15 or 2015-16. Any increase in state aid or reduction in expenditures in the next several years will further improve this projection.

Priority Area 2: Preserve and improve class sizes in the core academic areas at the secondary level and preserve and improve class sizes at the elementary level. (Up to $1,000,000)

- Retained positions added with EduJobs funds in 2010-11.
- Added or restored positions at Moorhead High School in music, language arts, mathematics and science and at Horizon Middle School in instrumental music, STEM, ELL, literacy support, mathematics and dean of students.
- Added 3.5 elementary positions; average class size is 24.
- Total FTE changes for the 2011-12 school year are 18.125.

Priority Area 3: Repair and replace aging technology equipment and expand student use of and access to technology. ($250,000)

- Conducted a district wide technology audit and upgraded the network infrastructure in 2010-11.
- Plans for 2011-12 are to upgrade wireless access points, increase technology integration to include the expansion of online learning options, implement online teacher evaluation system, return to a 6-year hardware replacement cycle, add computer labs to accommodate STEM initiative, and upgrade and add security cameras.

Priority Area 4: Increase access to world languages. ($150,000)

- Added full-time Chinese teacher at Moorhead High School for 2011-12 and will plan to expand world language opportunities at Horizon Middle School.

Priority Area 5: Increase access to early childhood programs. ($150,000)

- Dramatically reduced Kinder Plus (K+) fees for the 2011-12 school year; added Jump Start to serve an additional 36 at-risk preschool students in collaboration with Head Start.

ECRWSS
POSTAL PATRON

Administration
Dr. Lynne A. Kovash
Superintendent
Wayne Kazmierczak
Assistant Superintendent

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Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.036R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: October 4, 2011

SUBJECT: Communications Plan 2011-12

Moorhead Area Public Schools strategic priority areas address the need for continued and improved communications. The specific priority areas addressed in the attached Communications Plan 2011-12 are:

- Improve satisfaction and involvement with students, parents and community.
- Improve overall organizational effectiveness to support high standards throughout the district.

The plan will be discussed at the October 10 board meeting.

LAK:mde
Attachment

Communications Plan 2011-12
Moorhead Area Public Schools

Moorhead Area Public Schools is committed to establishing and supporting planned and systematic two-way communications between the district and its internal and external publics. Such communications will further student achievement by building confidence, morale, goodwill, cooperation and support between and among staff, School Board, students, parents/ guardians and community.

In previous communication plans, the goals of communications and marketing efforts have been to:

- provide consistent, clearly articulated messages to develop support for the district by building stakeholder knowledge and understanding,
- foster student achievement by establishing a positive school climate through the support of parents and the community, and
- promote the district's schools and programs to further the growth of the district and community.

According to School Board policy, goals for the communications program are:

1. To build goodwill for Moorhead Area Public Schools.
2. To disseminate accurate and timely information about district policies, activities, programs, procedures, achievements and decisions to staff and the public.
3. To cooperate in every reasonable way with the media.
4. To communicate student and staff achievement to stakeholders.
5. To establish and support appropriate and effective communication between the administration and district employees.
6. To train and support all staff in carrying out positive, effective public relations as an integral part of their activities.
7. To identify trends and concerns of the community that may impact the school district.
8. To maintain a written communication plan.

Guiding Philosophy

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

Mission

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

Vision

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

Core Values

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

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

District's Strategic Plan Priority Areas

1. Increase student learning and success in all academic and behavioral areas through guaranteed viable curriculum, literacy and teacher effectiveness.
2. Increase growth of all employees through recruitment, retention, training, development and supervision.
3. Provide a safe, healthy and respectful environment.
4. Improve satisfaction and involvement with students, parents and community.
5. Improve overall organizational effectiveness to support high standards throughout the district.

Survey Results

In 2009, Decision Resources conducted a survey for Moorhead Area Public Schools that indicated:

- 82 percent of district residents are pleased with the quality of education provided by the school district.
- 79 percent believe they receive a good value from their investment in Moorhead Area Public Schools.
- 51 percent of district residents think that the district is not adequately funded.
- 44 percent of residents believe that the district's budget outlook for the next five years is likely to get a little worse or much worse.
- 62 percent feel either very informed or somewhat informed about decisions made by the School Board and administration.
- Three communication channels are considered credible sources of information by a combined majority of district residents: The Forum (local newspaper) at 41 percent, district mailings at 18 percent, and the district website at 11 percent.

Audiences

Internal

- Employees
- Board Members

External

- Parents/Guardians
- Residents
- Students
- Community Leaders

- Businesses
- Legislators
- Prospective Residents

Desired Behaviors and Attitudes
The following desired behaviors and attitudes are the focus:

Internal Audiences
- Take pride and ownership in the school district.
- Keep informed of key issues.
- Work as a high-performing organization whose employees respect and value customer feedback.

External Audiences
- Feel involved and engaged in the public schools.
- Exhibit community pride and trust in the district.
- Support Moorhead Area Public Schools.

Communication Goals
Communication Goal: Develop and maintain positive, collaborative relationships with stakeholders to strengthen understanding about, support for and confidence in Moorhead Area Public Schools.
District Strategic Priorities 1, 2, 4, 5

Communication Goal: Establish a clear brand identity for the district and build on that image and reputation.
District Strategic Priorities 1, 2, 4, 5

Communication Goal: Create key messages and talking points for a consistent voice throughout all communications.
District Strategic Priorities 1, 2, 4, 5

Communication Goal: Use a variety of channels to maximize awareness and support of the district's policies, activities, programs, procedures, achievements and decisions.
District Strategic Priorities 1, 2, 3, 4, 5

Communication Goal: Establish an effective employee communication plan to improve internal communication and employee engagement.
District Strategic Priority 2, 5

Communication Goal: Maintain a proactive media relations program to enhance the district's image.
District Strategic Priorities 1, 2, 3, 4, 5

Communications Objectives

- The percent of district residents pleased with the quality of education provided by the school district will increase from 82 percent in 2009 to 85 percent on the 2012 community survey.
- The number of students open enrolling out of the district will decrease by 2 percent between 2010-11 and 2012-13.
- The percent of district residents who consider district mailings and the district website credible sources of information will increase from 29 percent to 34 percent on the 2012 community survey.
- 70 percent of parents will report they receive accurate information about district decisions on a parent satisfaction survey.
- 85 percent of employees will report they understand district issues on an employee survey.

Evaluation

The following resources will be used to evaluate this communications plan:

- Staff survey
- Community survey
- Website analytics
- Media coverage
- Feedback
- School and/or department surveys

S-M9 - BSS
24 Oct 11

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

October 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 Heidi Fisher, a developmental adaptive physical education teacher at Horizon Middle School, for receiving the 2011 DAPE Teacher of the Year Award from the Minnesota Association for Health, Physical Education, Recreation and Dance. The award recognizes outstanding service and contributions in developmental adapted physical education. Fisher was recognized at the MNAHPERD fall conference on Oct. 7.

   E. Matters Presented by Citizens/Other Communications (Non-Agenda Items)
   (Citizens who wish to address a non-agenda item have the opportunity to speak by

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

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Acceptance of Gift Acknowledgement - Page 5

C. HUMAN RESOURCES MATTERS - Hiedeman
   (1) Approval of Resignations - Page 6
   (2) Approval of Family/Medical Leave - Page 7
   (3) Approval of Retirement - Page 8
   (4) Approval of New Employees - Page 9
   (5) Approval of Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination - Pages 10-11

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **APPROVAL OF 2011-12 STRATEGIC PRIORITIES AND GOALS**: Kovash
Pages 12-19

Suggested Resolution: Move to approve the 2011-12 Strategic Priorities and Goals as presented.

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF RESOLUTION APPROVING AND AUTHORIZING THE EXECUTION OF A LEASE AGREEMENT, A GROUND LEASE AGREEMENT AND RELATED DOCUMENTS AND CERTIFICATES**: Kazmierczak
Pages 20-23

Suggested Resolution: Move to approve the Resolution Approving and Authorizing the Execution of a Lease Agreement, a Ground Lease Agreement and Related Documents and Certificates as presented.

Moved by _____ Seconded by _____
Comments _____

5. **SCHEDULE SCHOOL BOARD WORK SESSION**: Kovash
Page 24

Suggested Resolution: Move to approve Monday, November 28, 2011 from 5:00 to 6:45 p.m. to conduct a School Board work session to discuss facilities planning.

Moved by _____ Seconded by _____
Comments _____

6. **FINAL DISTRICT AND SCHOOL PROFILES FOR 2005-06 THROUGH 2009-10**: Kovash
Page 25

Suggested Resolution: Move to approve the final District and School Profiles for 2005-06 through 2009-10.

Moved by _____ Seconded by _____
Comments _____

7. **COMMITTEE REPORTS**

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

9. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Activities Advisory Council	October 25	7 am	MHS Conf Rm
Technology Committee	October 25	3:45 pm	PCE
State of the District	October 27	6:30 pm	PCE
Continuing Educ Committee	November 1	6:45 am	Village Inn
Horizon PTAC	November 1	6:30 pm	Media Center
Asp PTAC	November 1	6:30 pm	Media Center
Reinertsen PTAC	November 1	6:30 pm	Media Center
Spec Educ Parent Adv Com	November 2	12 pm	PCE
Indian Education Parent Com	November 2	5:30 pm	PCE
Joint Powers Committee	November 3	7 am	City Hall
Staff Development Committee	November 7	3:45 pm	PCE
Hopkins PTAC	November 7	6:30 pm	Media Center
Instr and Curr Adv Committee	November 10	7 am	PCE
Early Childhood Advisory Com	November 10	6:30 pm	PCE
School Board	November 14	7 pm	PCE
Safe and Healthy Learners Com	November 15	3 pm	PCE
Com Educ Advisory Council	November 15	7 pm	PCE
Community Listening Session	November 17	7 pm	MHS Media Ctr
Policy Review Committee	November 21	7 pm	PCE
Technology Committee	November 22	3:45 pm	PCE
Activities Advisory Council	November 22	7 am	MHS Conf Rm
School Board	November 28	7 pm	PCE

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.031 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: October 18, 2011

SUBJECT: Gift Acknowledgement

Community Education has received $150 from West Central Initiative through an Otto Bremer Foundation grant to assist with work related to curriculum alignment for pre-K to grade three students. The funds will be used to provide an in-service opportunity for local child care providers focused on building strong pre-academic skills for children in their care settings.

Suggested Resolution: Move to accept the West Central Initiative funds and direct administration to send a thank you.

WAK:nls

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.027

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: October 18, 2011

SUBJECT: Resignations

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

Brent Vetter	Bus Driver, Transportation, effective October 6, 2011.
Jasen Sauvageau	Food and Nutrition Server, High School, effective October 17, 2011.

SUGGESTED RESOLUTION: Move to approve the resignation of Brent Vetter and Jasen Sauvageau as presented.

Office of Human Resources

Moorhead Area Public Schools

Memo HR.12.029

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: October 18, 2011

SUBJECT: Family/Medical Leave

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

Barbro Olson	Food and Nutrition Server, High School/RRALC, extend the leave from October 28, 2011 thru January 2, 2012.

SUGGESTED RESOLUTION: Move to approve the extension of Family/Medical Leave for Barbro Olson as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.030

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: October 18, 2011

SUBJECT: Retirement

The administration requests approval of Retirement for the following person:

Gene Boyle Principal, High School, effective June 30, 2012.

SUGGESTED RESOLUTION: Move to approve the Retirement of Gene Boyle as presented.

AH/smw

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.028

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: October 18, 2011

SUBJECT: New Employees

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

Joanna Beeson	Food and Nutrition Server, S. G. Reinertsen Elementary, $10.00 per hour, 2.75 hours per day, effective October 13, 2011. (Replaces Becky Domholt)
Candyce Waldner	Food and Nutrition Server, S. G. Reinertsen Elementary, $10.00 per hour, 2.75 hours per day, effective October 11, 2011. (Eugene Life)
Chad Englund	Bus Driver, Transportation, $13.68 per hour, 2 hours per day, effective August 15, 2011 (Replaces 1/3 of Victor Rios)
Ryan Short	Paraprofessional, Horizon Middle School, B21 (0) $14.05 per hour, 6.5 hours per day, effective October 17, 2011. (Replaces Richard Rauenhorst)
Barbara Honer	Adult Basic Education Paraprofessional, Probstfield Center for Education, B21 (0-2) $14.05 per hour, 6.5 hours per day, 3 days per week, 36 weeks per year, effective October 25, 2011. (Replaces Marysol Henkel)
Angela Flaten	Preschool on Wheels Teacher, Probstfield Center for Education, $25.46 per hour, 4 hours per day, 4 days per week, effective November 1, 2011. (Replaces Shauna Fischer)

SUGGESTED RESOLUTON: Move to approve the employment of Joanna Beeson, Candyce Waldner, Chad Englund, Ryan Short, Barbara Honer and Angela Flaten as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.026

TO: Lynne A. Kovash, Superintendent

FROM: Ann Hiedeman, Director of Human Resources

DATE: October 17, 2011

RE: Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination

Attached please find the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination. The second part of the assurance is completed on the Department of Education web site.

The Assurance of Compliance with State and Federal Law Prohibiting Discrimination needs to be submitted annually by November 15.

SUGGESTED RESOLUTION: Move to approve the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination as presented.

AH:jal

10

Minnesota Department of Education	Monitoring and Compliance 1500 Highway 36 West Roseville, MN 55113-4266	**ASSURANCE OF COMPLIANCE WITH STATE AND FEDERAL LAW PROHIBITING DISCRIMINATION**	ED-00199-08 DUE: 11/15

GENERAL INFORMATION AND INSTRUCTIONS: Pursuant to Minnesota Statutes, section 127A.42, subd. 3, each school board shall annually submit to the Commissioner of Education a statement of compliance with state and federal laws prohibiting discrimination and provide the designated supporting information to assure that statement. Complete this form as directed and return it to the above address by November 15. Retain a copy for your files.

IDENTIFICATION INFORMATION

School District Name			District Number
Moorhead Area Public Schools			152
Name of District Contact Person	**Title**	**Telephone Number**	**FAX Number**
Ann Hiedeman	Human Resource Director	(218) 284-3350	(218) 284-3353

STATEMENT OF ASSURANCE

The undersigned hereby affirm that the above named school district is in compliance with the following state and federal laws prohibiting discrimination:

1. Minnesota Statute, section 363.03, Minnesota Human Rights Act, which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age.
2. Title VI of the Civil Rights Act of 1964 (42 USC 2000d., et. seq.; 34 CFR Part 100), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.
3. Title VII of the Civil Rights Act of 1964 (42 USC 2000e., et. seq.; P.L. 88-352), as amended by the Equal Employment Opportunity Act of 1972 (P.L. 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.
4. Title IX of the Education Amendments of 1972 (20 USC, Section 1681; 34 CFR Part 106), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.
5. The Age Discrimination in Employment Act of 1967 (29 USC, Section 621; 42 USC Section 6101; 29 CFR Part 860), which prohibits discrimination on the basis of age (over 40 years).
6. Minnesota Statute, section 121A.04, which prohibits sex discrimination in athletic programs.
7. Minnesota Statute, section 121A.03, which requires school districts to have a policy prohibiting sexual/racial/religion harassment and violence which applies to students, teachers, administrators and other school personnel.
8. Minnesota Rules, Chapter 3535, relating to equality of educational opportunity and school desegregation, and prohibition of discriminatory practices.
9. Section 504 of the Rehabilitation Act of 1973 34 C.F.R. part 104, prohibiting discrimination on the basis of disability.
10. American with Disabilities Act 42 U.S.C. § 12101, *et seq.*, also prohibiting discrimination on the basis of disability.
11. Minnesota Rules, part 3500.0550 relating to Inclusive Educational Program Plan.
12. Equal Education Opportunities and Transportation of Students (20 U.S.C. § 1703).
13. Title VII of the Civil Rights Act of 1964 Pregnancy Discrimination Act (within Title VII) 42 U.S.C. § 2000 e(k).
14. Fair Housing Act 42 U.S.C. § 3601 *et seq.* 24 C.F.R. part 100.
15. Age Discrimination Act 42 U.S.C. § 6101, 6102; 45 C.F.R. part 100.
16. Prohibition of Discrimination Based on Blindness (20 U.S.C. § 1684).
17. May 25, 1970, Office of Civil Rights Memorandum, "Identification of Discrimination and Denial of Service on the Basis of National Origin".
18. August 1975, Office of Civil Rights Memorandum, "Identification of Discrimination in the Assignment of Children to Special Education Programs".

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal and state financial assistance extended after the date hereof to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), including installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date. The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statute, section 127A.42, subd. 3 and agreements made in this assurance. This assurance is binding on the district and the persons whose signatures appear below and who are authorized to sign on behalf of the district.

Furthermore, the undersigned hereby affirm that there is a copy of each of these laws in each building in the district and that the information given on page two and three of this form is accurate and complete.

Signature - School District Superintendent	Date
Signature - President or Chairperson of School Board	Date
Signature - Clerk of School Board	Date

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.039R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: October 18, 2011

SUBJECT: 2011-12 Strategic Priorities and Goals

Attached you will find the revised 2011-12 Strategic Priorities and Goals document from the September 12, 2011 work session. The priorities and goals have been developed through collaborative processes including data retreats, board work sessions, listening sessions and direct feedback.

Suggested Resolution: Move to approve the 2011-12 Strategic Priorities and Goals as presented.

LAK:mde
Attachment

safe
literacy
parents
academic
training
throughout
students
behavioral
involvement
district
development
employees
standards
effectiveness
supervision
high
areas
community
student
Increase
guaranteed
organizational
respectful
learning
Improve
environment
overall
retention
satisfaction
curriculum
healthy
viable
growth
Provide
support
success
teacher
recruitment

Moorhead Area Public Schools Strategic Priorities and Goals
2011-12

	School Board	Central Office Team	Principals	Coordinators	Staff	Other
Priority Area 1 (Academic): Increase student learning and success in all academic and behavioral areas through guaranteed and viable curriculum, literacy and teacher effectiveness.						
Goal 1.1: Implementation of District Improvement Plan (Teacher Effectiveness, PBIS, PLCs, Data, Parent Involvement).	Monitor results.	Provide leadership, support and monitor results.	Implement building improvement plan. Utilize data coach to assist with collecting data.	Support plans in each building.	Support plans in each building.	LCSC, MDE, Pearson
Outcome: Data collected through MCA, EPAS, NWEA, AIMS Web, Discipline Reporting, Survey.	Review results as provided.	Aggregate district results and report progress.	Report school data.	Assist with reporting school data.	Assist with reporting school data.	
Goal 1.2: Implementation of PS Studio (multi-year goal).	Monitor results.	Provide leadership, support and monitor results with positive talk in buildings. Provide timeline and training schedule.	Assist with development of plan for implementation and training.	Assist with development of plan for implementation and training.	Take part in training as needed.	
Outcome: Monitor usage of PS studio with 80% utilization year one with data analytics.	Review results as provided.	Review and adjust based upon feedback and timeline.	Provide feedback and information to assist in successful implementation.	Provide feedback and information to assist in successful implementation.	Provide feedback and information to assist in successful implementation.	

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	School Board	Central Office Team	Principals	Coordinators	Staff	Other
Goal 1.3: Determine and implement an early childhood model to align with school-age expectations (multi-year goal).	Monitor results.	Provide leadership, develop plan, provide support and monitor results.	Work with teachers to develop plan and provide feedback.	Work with teachers to develop plan and provide feedback.	Provide data and plans for successful implementation of plan.	State task force on early childhood. United Way. Childcare centers and preschools.
Outcome: Model developed with clear outcomes tied to kindergarten readiness.	Review results as provided.	Review and adjust based upon feedback and timeline.	Provide feedback and information to assist in successful implementation.	Provide feedback and information to assist in successful implementation.	Provide feedback and information to assist in successful implementation.	

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Moorhead Area Public Schools Strategic Priorities and Goals
2011-12

	School Board	Central Office Team	Principals	Coordinators	Staff	Other
Priority Area 2 (Human Capital): Increase growth of all employees through recruitment, retention, training, development and supervision.						
Goal 2.1: Implementation of systematic evaluation process.	Monitor plan.	Regular conversations regarding evaluations; drive staff development. Provide support on how to talk about evaluations in the buildings. Administrators assist with evaluations. Revisit regularly; purposeful.	Do it. Communication among principals with what is working and what is not working.	Support with evaluations and plans for supporting staff as needed.	Work together to develop plan to support staff.	
Outcome: System determined with plan for implementation to provide evaluation of staff on a cyclical basis with 100% staff evaluated.	Review results and components of the system.	Review and adjust based upon feedback and timeline.	Provide feedback and information to assist in successful implementation.	Provide feedback and information to assist in successful implementation.	Provide feedback and information to assist in successful implementation.	
Goal 2.2: Implementation of teacher induction program.	Review program and components.	Inventory principals' interest and availability for participation.	Suggestions as to what should be included.	Suggestions as to what should be included.	Data from new teachers at the end of the first year.	Key staff and instructional coaches.
Outcome: 95% retention of high quality teachers.	Review results and components of the system.	Review and adjust based upon feedback and timeline.	Provide feedback and information to assist in successful implementation.	Provide feedback and information to assist in successful implementation.	Provide feedback and information to assist in successful implementation.	

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Moorhead Area Public Schools Strategic Priorities and Goals
2011-12

	School Board	Central Office Team	Principals	Coordinators	Staff	Other
Priority Area 3 (Environment): Provide a safe, healthy and respectful environment.						
Goal 3.1: Implementation of system of positive behavior supports.	Monitor data.	Determine how to utilize additional staff. Provide leadership support and monitor for results.	Collect building data. Utilize school psychologists as a resource.	Acknowledge good behavior in students and teachers at PCE. Know what buildings need for training.	Assist with development and follow through of the plan.	Community based partners; collaborate to build support; internal and external partners.
Outcome: Behavior referrals will decrease by 25% district wide.	Review results as provided.	Review and adjust based upon feedback and data.	Provide feedback and data to assist in successful ongoing implementation.	Provide feedback and data to assist in successful ongoing implementation.	Provide feedback and data to assist in successful ongoing implementation.	
Goal 3.2: Improve school safety.	Review plans as needed.	Support and leadership in providing hardware update, improving crisis manuals and additional security items.	Work with district and building staff to update crisis manual and procedures.	Work with district and building staff to update crisis manual and procedures.	Work with district and building staff to update crisis manual and procedures.	Law enforcement and fire department assistance as needed.
Outcome: 100% of school manuals updated.	Review results as provided.	Report outcomes to board.	Assist with outcome reports to district administration.	Provide feedback.	Provide feedback.	

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Moorhead Area Public Schools Strategic Priorities and Goals
2011-12

	School Board	Central Office Team	Principals	Coordinators	Staff	Other
Priority Area 4 (Community Involvement): Improve satisfaction and involvement with students, parents and community.						
Goal 4.1: Development and implementation of district communication plan.	Plan presented to board.	Provide leadership, support and monitor results.	Use communication tools as provided. Communicate use of referendum funding.	Use communication tools as provided. Communicate use of referendum funding.	Use communication tools as provided. Communicate use of referendum funding.	
Outcome: As listed in plan.	Monitor outcomes of the plan.	Monitor outcomes of the plan.	Assist with implementation of the plan and data collection.	Assist with implementation of the plan and data collection.	Assist with implementation of the plan and data collection.	
Goal 4.2: Collaborate with community partners to improve student outcomes.	Monitor collaboration with community partners.	Communicate meeting requests and work done within community partners, and focus on student learning through community collaboration.	Collaborate as requested to meet strategic priorities.	Collaborate as requested to meet strategic priorities.	Collaborate as requested to meet strategic priorities.	
Outcome: Community partnerships will be used to focus on student learning priorities.	Monitor work done with community partners.	Communicate regarding community partners.	Communicate regarding community partners.	Communicate regarding community partners.	Communicate regarding community partners.	
Goal 4.3: Commitment to referendum priorities	Monitor use of referendum funding to meet referendum priorities.	Communicate funding priorities and results.	Communicate funding priorities and results.	Communicate funding priorities and results.	Communicate funding priorities and results.	
Outcome: 75% of community members know use of referendum funding.	Monitor outcomes of the referendum funding.	Provide information for community.	Provide information for staff and parents.	Assist with dissemination of information.	Assist with dissemination of information.	

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Moorhead Area Public Schools Strategic Priorities and Goals
2011-12

	School Board	Central Office Team	Principals	Coordinators	Staff	Other
Priority Area 5 (Organizational Effectiveness): Improve overall organizational effectiveness to support high standards throughout district.						
Goal 5.1: Implementation of district communication plan.	Plan presented to board.	Provide leadership, support and monitor results.	Use communication tools as provided. Communicate use of referendum funding.	Use communication tools as provided. Communicate use of referendum funding.	Use communication tools as provided. Communicate use of referendum funding.	
Outcome: As listed in plan.	Monitor outcomes of the plan.	Monitor outcomes of the plan.	Assist with implementation of the plan and data collection.	Assist with implementation of the plan and data collection.	Assist with implementation of the plan and data collection.	
Goal 5.2: Maintain fiscal accountability by aligning resources to instructional needs and priorities for student achievement.	Monitor through financial reports and presentations.	Provide process and leadership to develop budget based on instructional needs and priorities for student achievement.	Communicate needs to district administration to develop budget based on instructional needs and priorities for student achievement.	Communicate needs to school administration to develop budget based on instructional needs and priorities for student achievement.	Communicate needs to school administration to develop budget based on instructional needs and priorities for student achievement.	
Outcome: Compliance and accuracy with all financial reports.	Monitor financial information.	Monitor financial information and provide documents for public information.	Utilize information provided.	Utilize information provided.		

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Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.030 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: October 20, 2011

SUBJECT: Approval of Resolution Approving and Authorizing the Execution of a Lease Agreement, a Ground Lease Agreement and Related Documents and Certificates

Attached please find the necessary documents relating to the approval of the Resolution Approving and Authorizing the Execution of a Lease Agreement, a Ground Lease Agreement and Related Documents and Certificates. The district's financial advisor, Ehlers & Associates, Inc., conducted a Request for Proposals (RFP) for lease-purchase financing of the S.G. Reinertsen Elementary Multi-Purpose Room Addition. The RFP was sent to two leasing companies that had expressed interest in financing the project: Kinetic Leasing, Inc. out of Fargo, North Dakota and Capital One Public Funding out of Corrales, New Mexico. Ehlers has recommended approving the proposal from Kinetic Leasing, Inc. based primarily on the interest rate received: 4.16% from Kinetic Leasing compared to 4.40% from Capital One. A document titled Comparison of Proposals is attached for your review.

Suggested Resolution: Move to approve the Resolution Approving and Authorizing the Execution of a Lease Agreement, a Ground Lease Agreement and Related Documents and Certificates as presented.

WAK:nls
Attachments

Moorhead School District No. 152

October 19, 2011

Lease Purchase for Addition to S.G. Reinertsen Elementary School
Comparison of Proposals

Proposed Lessor	Capital One Public Funding Corrales, New Mexico	Kinetic Leasing Fargo, North Dakota
Estimated Issuance Costs		
Financial Advisor	5,000	5,000
Lessee's Counsel	5,000	5,000
Transaction Fee	0	250
Total	10,000	10,250
Project Costs	591,315	591,315
Lease Amount	601,315	601,565
Interest Rate	4.40%	4.16%
Semi-Annual Payments	$27,592.62	$27,156.19
Total Payments	$827,778.69	$814,685.73
Prepayment Options	Years 1-5: no prepayment Years 6-10: prepayment at 102% of unpaid balance Years 11-15: prepayment at 100% of unpaid balance	May be prepaid based on a defined schedule, from 101.2% of unpaid balance after 1st payment, declining to 100.1% after 29th payment.

Prepared by Ehlers and Associates, Inc.

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

HELD: OCTOBER 24, 2011

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152 was held on the 24th day of October, 2011, at seven o'clock p.m.

The following Board members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING AND AUTHORIZING THE EXECUTION OF A LEASE AGREEMENT, A GROUND LEASE AGREEMENT AND RELATED DOCUMENTS AND CERTIFICATES

BE IT RESOLVED by the School Board of the Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, as follows:

1. The District has received a proposal from Kinetic Leasing, Inc. in response to its October 12, 2011 Request for Proposals to provide tax-exempt lease-purchase financing for an Addition to the S.G. Reinertsen Elementary School. That proposal is determined to comply with said Request for Proposals and to be the best proposal submitted, and is hereby accepted. Knutson Flynn & Deans, P.A. is directed to review and/or prepare a final Lease Agreement, Ground Lease Agreement, and Escrow Agreement (if necessary) (the "Agreements"), and other necessary certificates and documents that reflect the transaction.

2. The District's Assistant Superintendent is hereby authorized to execute the Agreements and any related documents thereto on behalf of the District, and to execute such other certificates, documents and agreements as may be necessary and appropriate to effectuate the transactions contemplated by the Agreements and said related documents. The Agreements and the related documents may contain such necessary and appropriate variations, omissions and insertions as the Assistant Superintendent shall determine to be necessary, and the execution thereof shall be conclusive evidence of such determination and its approval by the Board.

3. Lessee has not issued tax-exempt obligations (not including "private activity bonds" as defined in Section 141 of the Internal Revenue Code of 1986, as amended) in an aggregate amount in excess of $10 million during the calendar year in which the Lease commences. Thus, the lease is designated as a qualified tax-exempt obligation for purposes of Section 265(b)(c) of the Internal Revenue Code of 1986, as amended, relating to deductibility of interest by financial institutions.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon roll call vote the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)SS
COUNTY OF CLAY)

I, the undersigned, being the fully qualified and acting Clerk of the Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, do hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of the District held on the 24th day of October, 2011, with the original thereof on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the adoption of a resolution approving and authorizing the execution of a Lease Agreement, Ground Lease Agreement and related documents and certificates.

WITNESS MY HAND officially as such Clerk this _____ day of October, 2011.

_____
Clerk

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.040R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: October 18, 2011

SUBJECT: Schedule School Board Work Session

A School Board work session is recommended for Monday, November 28, 2011 from 5:00 to 6:45 p.m. in Board Room 224 (PCE). The discussion will include facilities planning.

Suggested Resolution: Move to approve Monday, November 28, 2011 from 5:00 to 6:45 p.m. to conduct a School Board work session to discuss facilities planning.

LAK:mde

Department of School Improvement and Accountability
Moorhead Area Public Schools

Memo SIA.12.006 R

TO: Dr. Lynne A. Kovash, Superintendent

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

DATE: October 20, 2011

SUBJECT: Final District and School Profiles for 2005-06 through 2009-10

Attached is the final copy of the District and School Profiles for 2005-06 through 2009-10. The profile is a district document that contains trend data on demographics and student achievement. The data in the attached document covers a five-year period: 2005-06 through 2009-10. For the categories indicated, data was unavailable to update the profile at this time. Either the data was not accessible or the data needs to be reported in a new format and will be recalculated for the next five-year period.

Suggested Resolution: Move to approve the final District and School Profiles for 2005-06 through 2009-10.

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.

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(Data reported is for full-time secondary students at the separate site program.)

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DISTRICT DATA

DEMOGRAPHIC DEFINITIONS

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 information is collected from MARSS.

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

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

6. Spanish Immersion Program Enrollment

The Spanish Immersion Program Enrollment data 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 request 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 from 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

Migrant enrollment refers to 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 from MARSS.

11. Mobility

The mobility number includes students who have 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 from MARSS.

12. Free and Reduced Lunch Program

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

This 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 information on the percentage of students transported in the Moorhead School District. The number of students transported is divided by the total number of K-12 students.

DISTRICT DATA

DEMOGRAPHIC DATA

	2005-06	2006-07	2007-08	2008-09	2009-10
1. Average Daily Attendance (ADA)	4864	4937	4926	4635	4657
2. Average Daily Membership (ADM)	5175	5221	5052	4898	4919
3. Attendance Rate	94.00%	94.56%	95.00%	94.62%	94.69%
4. English Learners (EL)					
(EL - State Reimbursement)	433	376	391	244	296
(EL Students Served)	433	454	431	366	426

5. October 1 Enrollment	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
Total	*5297*	*5339*	*5437*	*5399*	*5412*

6. Spanish Immersion Program Enrollment	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
Total	*241*	*241*	*248*	*257*	*275*

DISTRICT DATA

DEMOGRAPHIC DATA

	2005-06	2006-07	2007-08	2008-09	2009-10
7. Open Enrollment					
Into Moorhead	114	131	161	169	181
Out of Moorhead	270	261	346	441	453
8. Private School Enrollment	486	455	547	521	537
9. Home School Enrollment	110	113	120	150	135
10. Migrant Enrollment	254	144	142	120	84
11. Mobility	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**
Transfers Into District					
From Other Minnesota Districts	220	220	279	242	251
From Other States & Countries	234	310	316	282	216
From Non-public	46	42	58	41	58
Transfers Out of District					
To Other Minnesota Districts	199	209	267	194	202
To Other States & Countries	102	153	116	143	137
To Non-public	11	16	12	10	8
Transfers Within the District	246	293	284	293	266

12. Free and Reduced Lunch Program	**Oct. 2005**	**Oct. 2006**	**Oct. 2007**	**Oct. 2008**	**Oct. 2009**
Free	1305	1245	1302	1332	1442
Reduced	280	348	344	321	353
Percentage of Students Free & Reduced	29.7%	29.2%	30.3%	30.1%	32.6%
13. Ethnicity	**Oct. 2005**	**Oct. 2006**	**Oct. 2007**	**Oct. 2008**	**Oct. 2009**
Native American	166 3.17%	169 3.17%	170 3.13%	227 3.84%	192 3.17%
Asian	78 1.49%	88 1.65%	86 1.59%	92 1.56%	96 1.58%
Hispanic	442 8.44%	455 8.53%	471 8.67%	526 8.90%	514 8.48%
Black	133 2.54%	158 2.96%	166 3.06%	218 3.69%	292 4.82%
White	4421 84.37%	4469 83.71%	4544 83.58%	4848 82.02%	4967 81.95%
Percent Minority	***15.63%***	***16.29%***	***16.45%***	***17.98%***	***18.05%***

14. Home Language	2005-06	2006-07	2007-08	2008-09	2009-10
Adangme	0	0	0	0	3
Afrikaan	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

14. Home Language (continued)	2005-06	2006-07	2007-08	2008-09	2009-10
Turkish	1	1	1	0	0
Ukranian	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
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
Total Disabilities Served	***913***	***905***	***918***	***931***	***902***
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 annually in reading and mathematics. 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.

Grade	Beginning-of-Year Median	Beginning-of-Year Mean	Middle-of-Year Median	Middle-of-Year Mean	End-of-Year Median	End-of-Year Mean
K	146	147.6	151	152.4	155	156.3
1	160	160.2	167	166.5	173	171.9
2	179	179.7	186	186.0	190	189.6
3	192	191.6	197	196.3	200	199.0
4	201	200.1	205	203.7	207	205.8
5	208	206.7	211	209.6	212	211.1
6	213	211.6	215	213.8	216	214.8
7	217	215.4	219	217.3	219	217.9
8	220	219.0	222	220.6	223	221.2
9	222	220.9	223	221.9	224	222.6
10	226	223.9	227	224.9	228	225.4
11	227	225.2	228	225.6	227	225.6

2008 MATHEMATICS STATUS NORMS (RIT VALUES)

Grade	Beginning-of-Year Median	Beginning-of-Year Mean	Middle-of-Year Median	Middle-of-Year Mean	End-of-Year Median	End-of-Year Mean
K	148	149.5	152	153.1	158	158.1
1	164	163.4	171	169.9	178	176.7
2	179	179.5	186	186.5	191	190.8
3	192	192.1	199	198.0	203	202.4
4	203	203.0	208	207.6	211	211.4
5	212	211.7	216	216.0	220	219.2
6	219	218.3	222	221.4	225	223.8
7	225	224.1	228	226.4	230	228.3
8	230	229.3	232	230.9	234	232.7
9	233	231.6	234	232.5	236	234.0
10	237	235.2	238	235.9	239	237.1
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

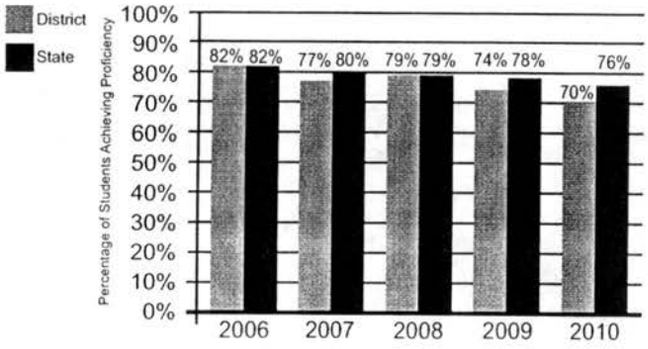
This rate includes ninth grade students in 2004-2005 plus students who moved in minus students who moved out. This rate is similar to the Four-Year Graduation Rate, but allows four or five years for students to graduate. The number of graduates included in the group is divided by the total.

6. Six-Year Graduation Rate

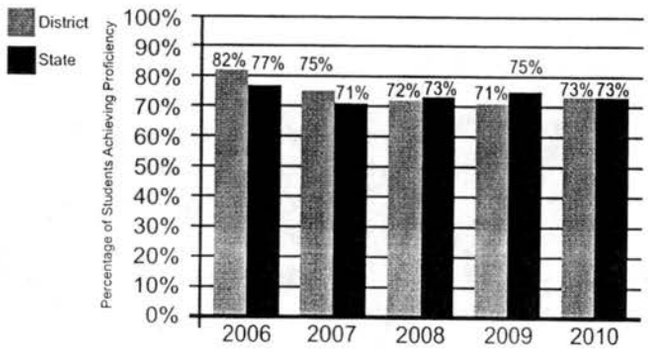
This rate includes ninth grade students in 2003-2004 plus students who moved in minus students who moved out. This rate is similar to the Four-Year Graduation Rate, but allows four, five or six years for students to graduate. The number of graduates included in the group is divided by the total.

Minnesota Comprehensive Assessments (MCA-II)

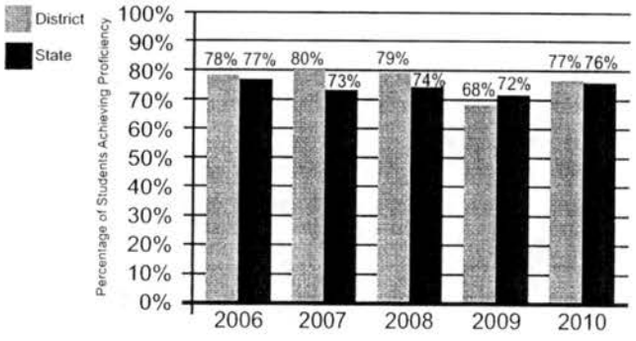
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 3



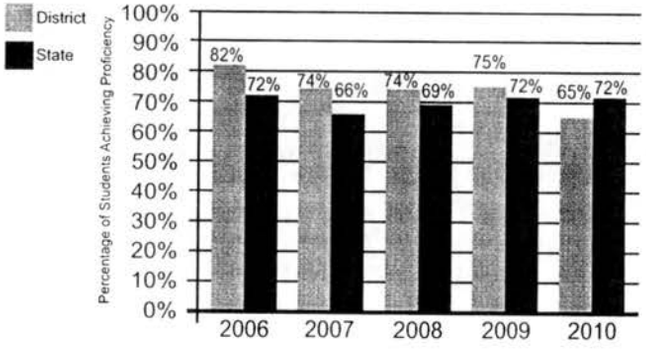
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 4



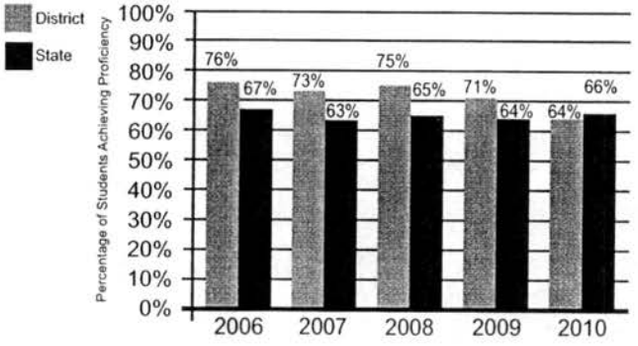
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 5



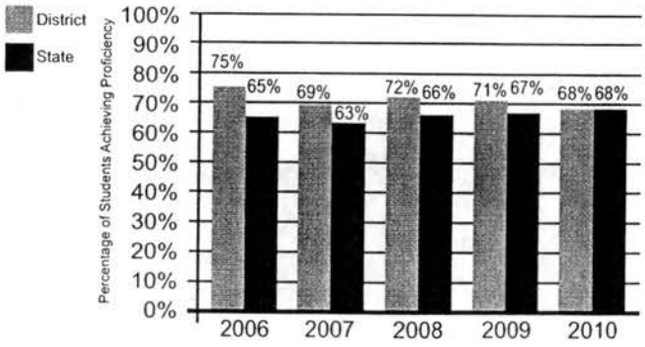
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 6



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 7

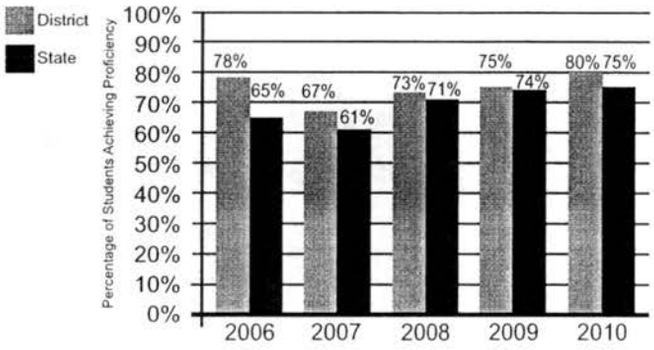


MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II) DISTRICT READING – GRADE 8

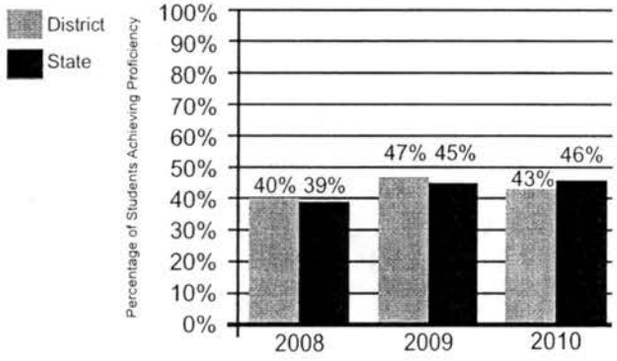


Minnesota Comprehensive Assessments (MCA-II)

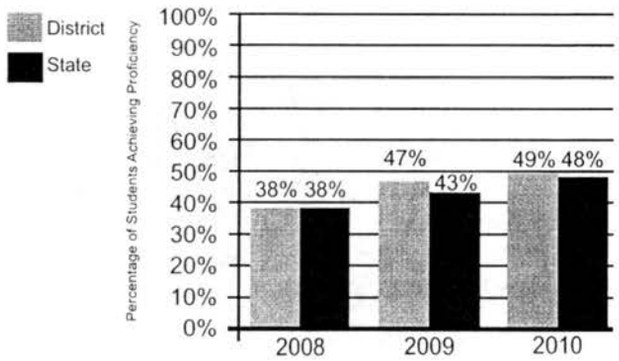
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)
DISTRICT READING – GRADE 10



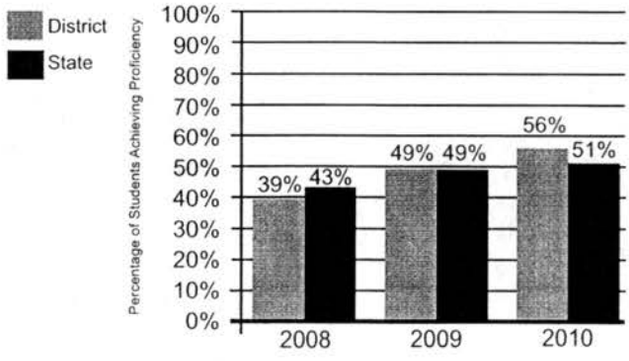
MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)
DISTRICT SCIENCE – GRADE 5



MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)
DISTRICT SCIENCE – GRADE 8

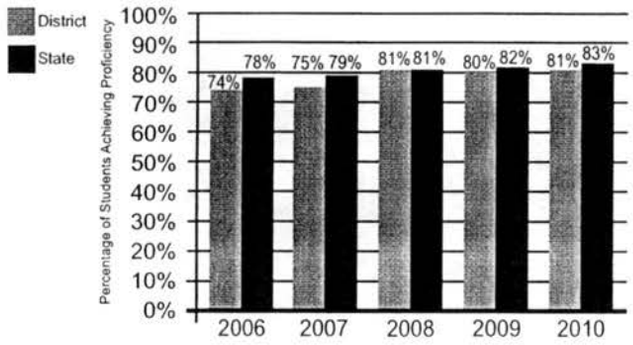


MINNESOTA COMPREHENSIVE ASSESSMENTS (MCA-II)
DISTRICT SCIENCE – HIGH SCHOOL

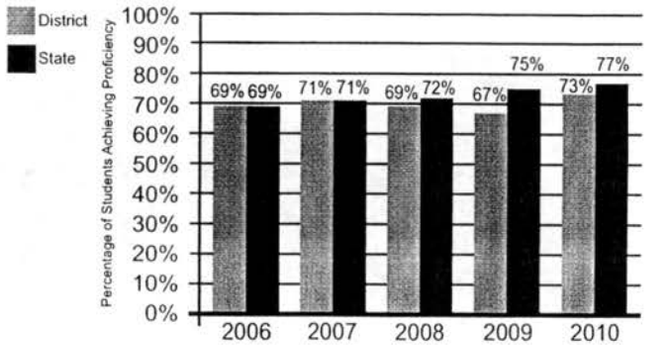


Minnesota Comprehensive Assessments (MCA-II)

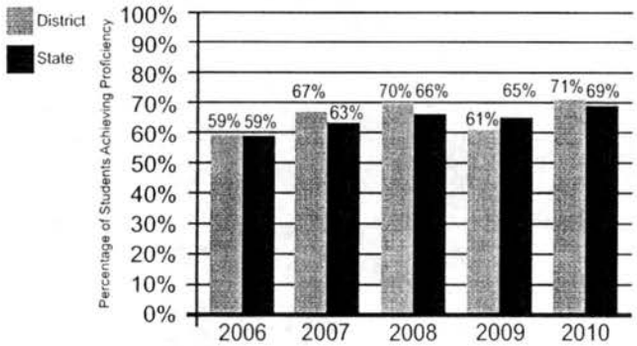
MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS – GRADE 3



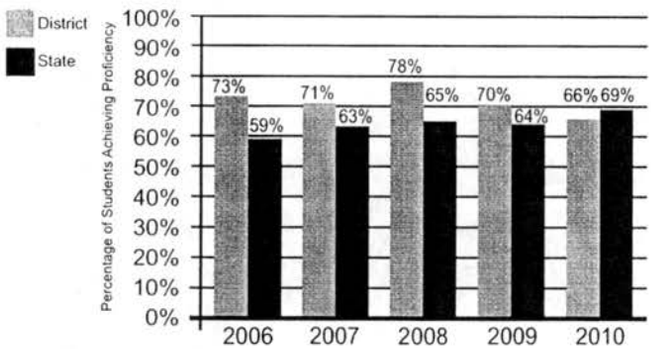
MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS – GRADE 4



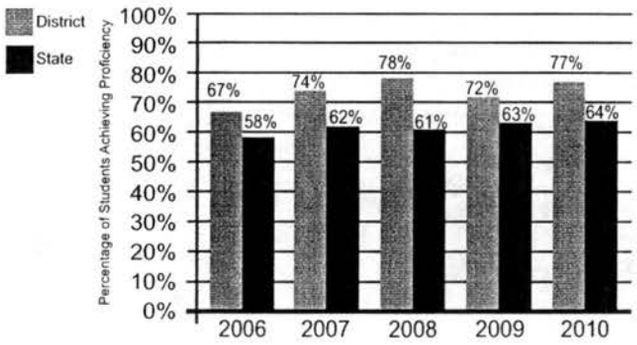
MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS – GRADE 5



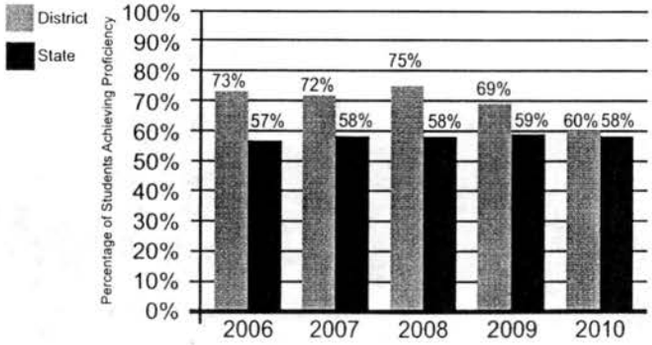
MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS – GRADE 6



MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS – GRADE 7

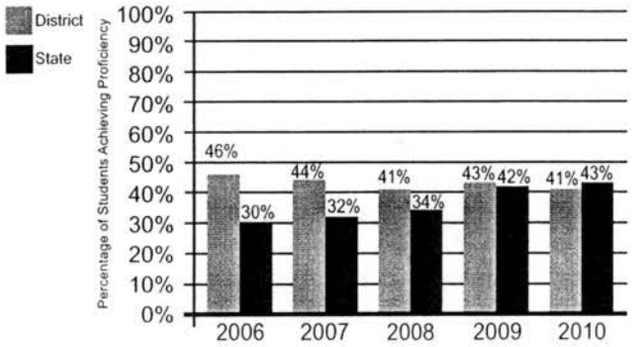


MINNESOTA COMPREHENSIVE ASSESSMENTS-II DISTRICT MATHEMATICS – GRADE 8



Minnesota Comprehensive Assessments (MCA-II)

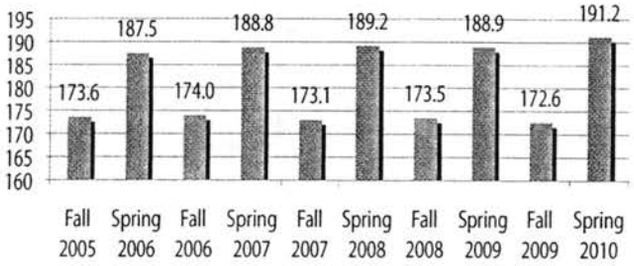
MINNESOTA COMPREHENSIVE ASSESSMENTS-II
DISTRICT MATHEMATICS – GRADE 11



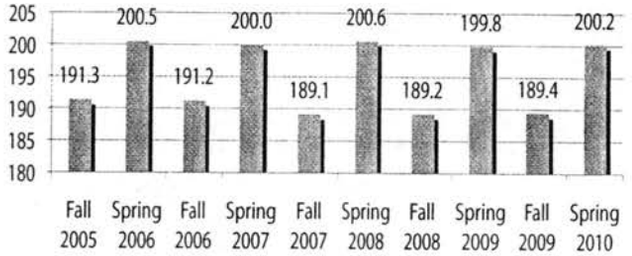
Measures of Academic Progress (MAP)

NWEA Grade Level Mean RIT

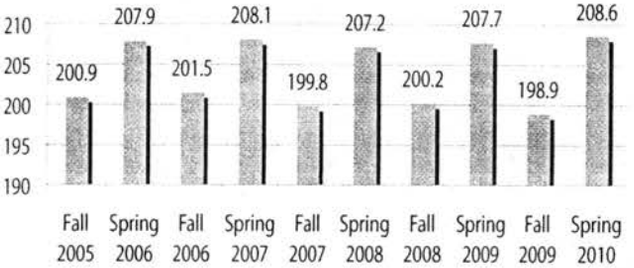
GRADE 2 READING



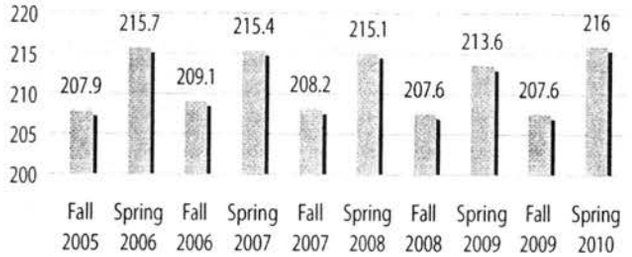
GRADE 3 READING



GRADE 4 READING



GRADE 5 READING



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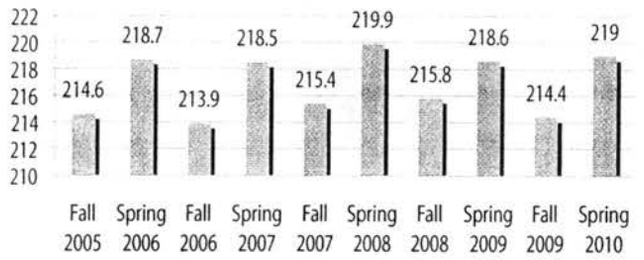

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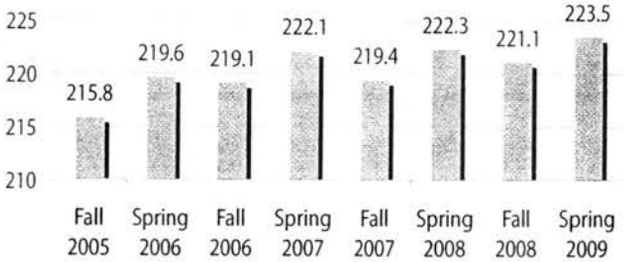
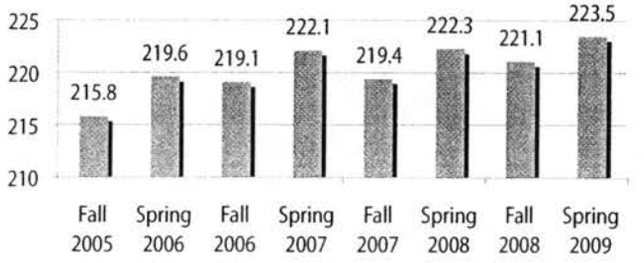
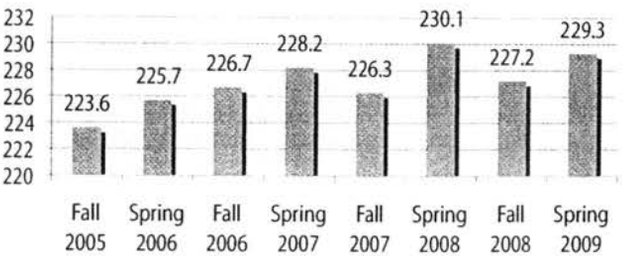


GRADE 8 READING



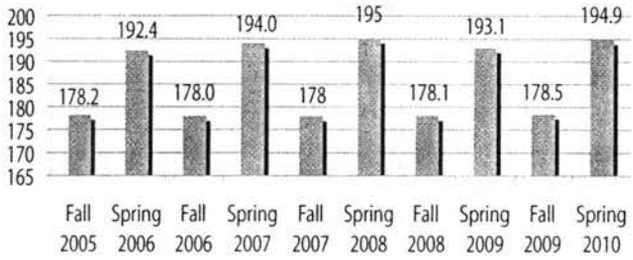
GRADE 9 READING



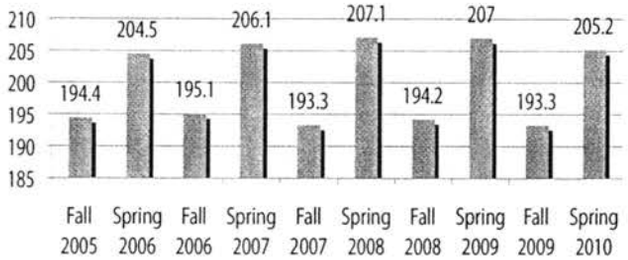
Measures of Academic Progress (MAP)

NWEA Grade Level Mean RIT

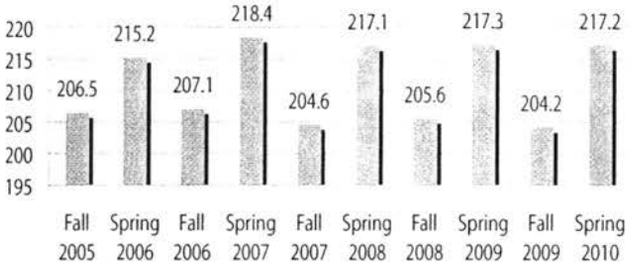
GRADE 2 MATHEMATICS



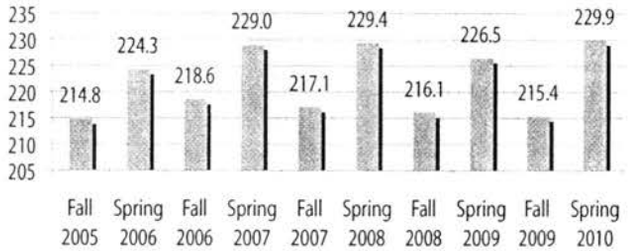
GRADE 3 MATHEMATICS



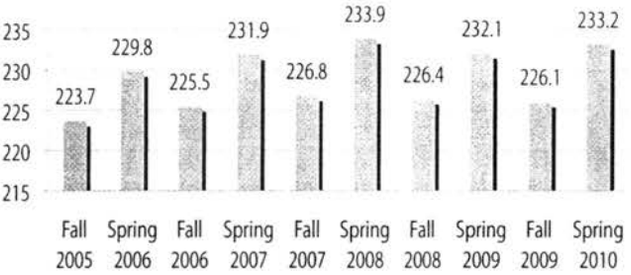
GRADE 4 MATHEMATICS



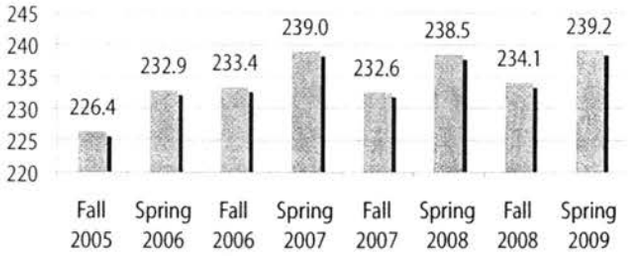
GRADE 5 MATHEMATICS



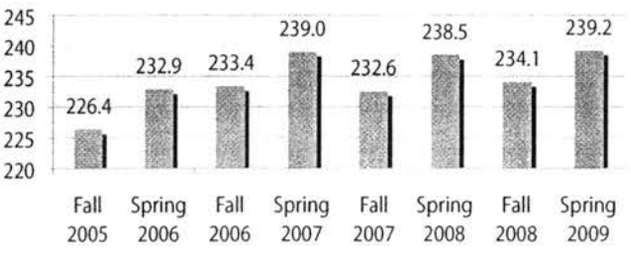
GRADE 6 MATHEMATICS



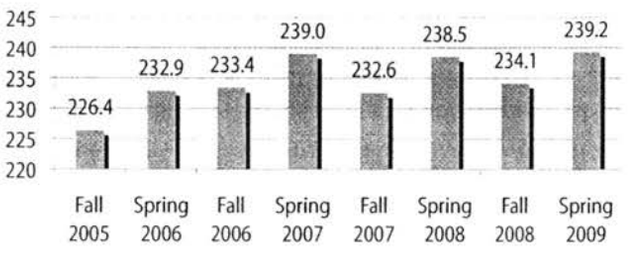
GRADE 7 MATHEMATICS



GRADE 8 MATHEMATICS



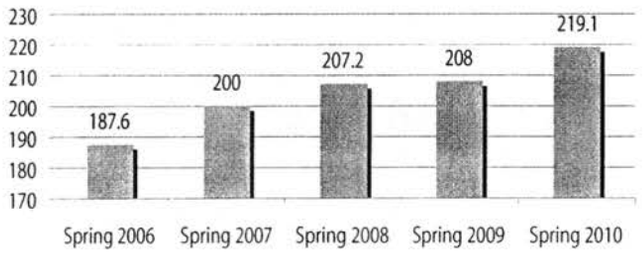
GRADE 9 MATHEMATICS



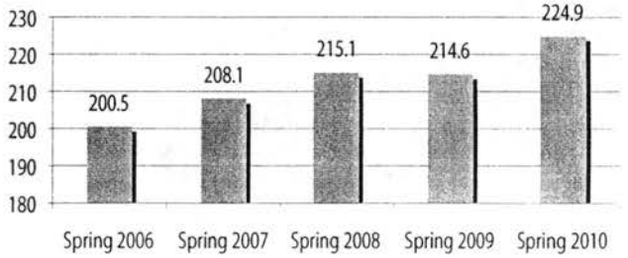
Measures of Academic Progress (MAP)

Cohort Progression

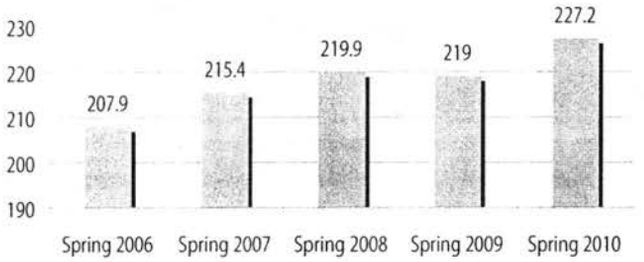
CLASS OF 2016 READING



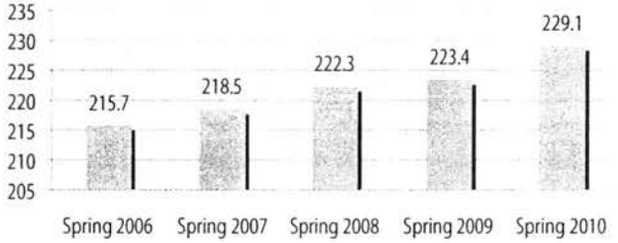
CLASS OF 2015 READING



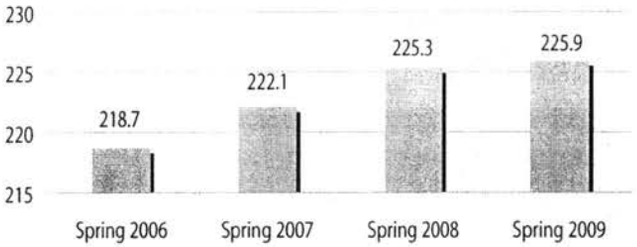
CLASS OF 2014 READING



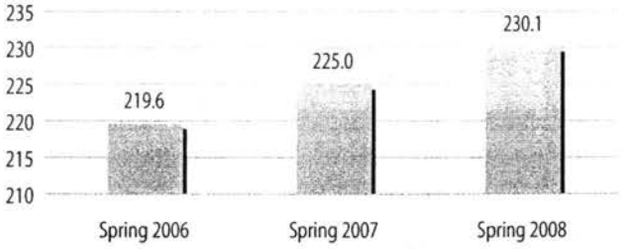
CLASS OF 2013 READING



CLASS OF 2012 READING



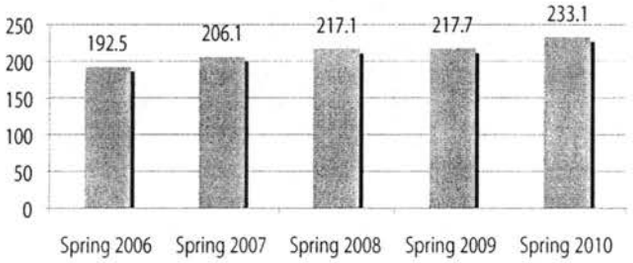
CLASS OF 2011 READING



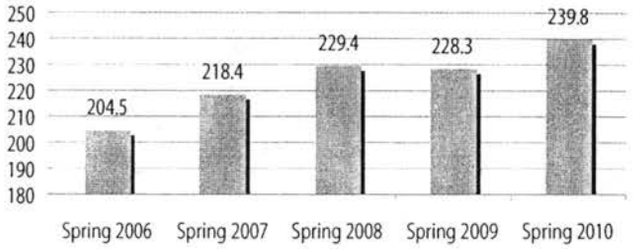
Measures of Academic Progress (MAP)

Cohort Progression

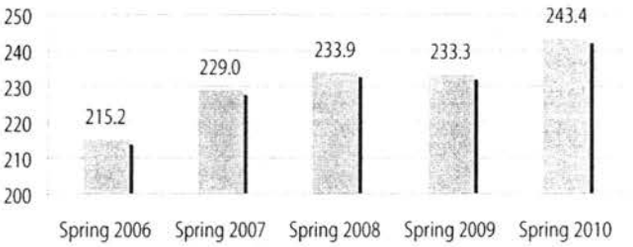
CLASS OF 2016 MATH



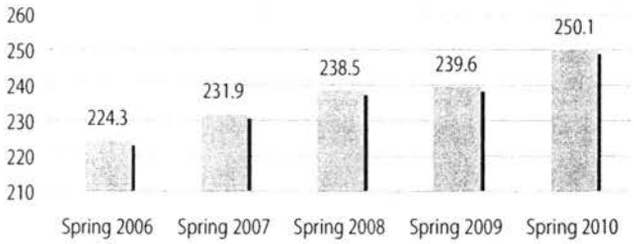
CLASS OF 2015 MATH



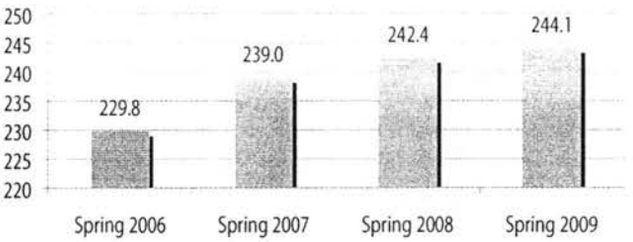
CLASS OF 2014 MATH



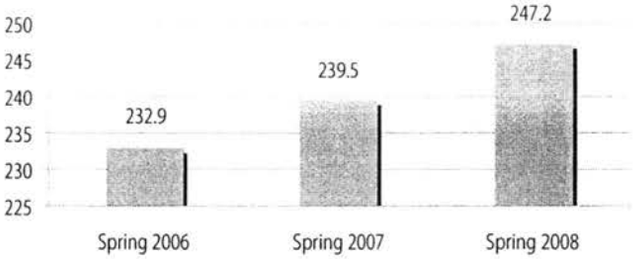
CLASS OF 2013 MATH



CLASS OF 2012 MATH



CLASS OF 2011 MATH



AIMSweb

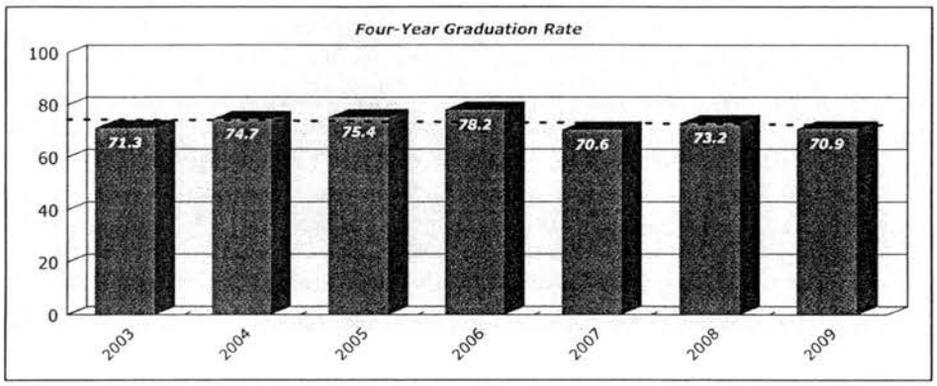
Criterion referenced was 2010-2011 Benchmarks.

Grade & Probe	Percentage of Students at Benchmark or Above Spring 2009	Number of Students Tested	Percentage of Students at Benchmark or Above Spring 2010	Number of Students Tested
Kindergarten				
LSF	43%	424	45%	423
PSF	73%	424	70%	423
NWF	46%	424	52%	423
Grade 1				
NWF	50%	440	60%	432
PSF	82%	407	77%	431
RCBM	55%	440	62%	432
Grade 2				
RCBM	61%	429	66%	398
Grade 3				
RCBM	62%	387	68%	435
Grade 4				
RCBM	64%	419	70%	386
Grade 5				
RCBM	66%	366	66%	419

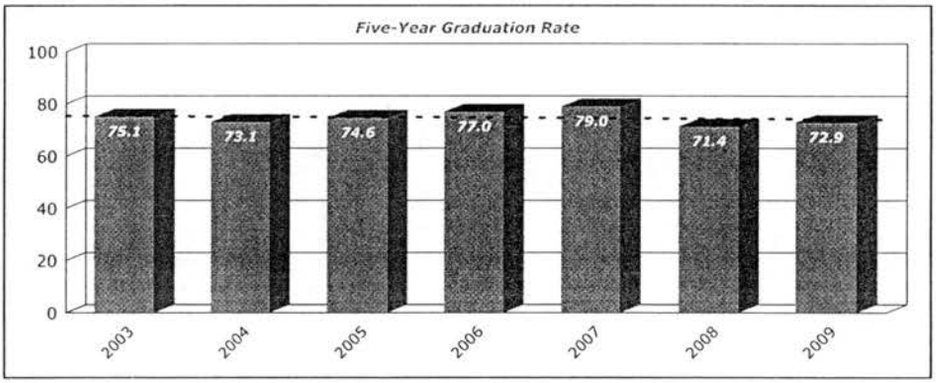
Four-Year Graduation Rate Percentage Trend Data

	2005-06	2006-07	2007-08	2008-09	2009-10
Graduate	78.2%	70.6%	73.2%	70.9%	77.2%
Dropout	4.4%	6.6%	7.4%	5.7%	4.1%
Continuing in Other Minnesota Districts	9.4%	13.7%	8.7%	13.1%	10.6%
Unknown (students may be continuing in another state)	8.1%	9.1%	10.7%	10.3%	8.1%
TOTAL STUDENT COUNT	**458**	**517**	**503**	**457**	**482**

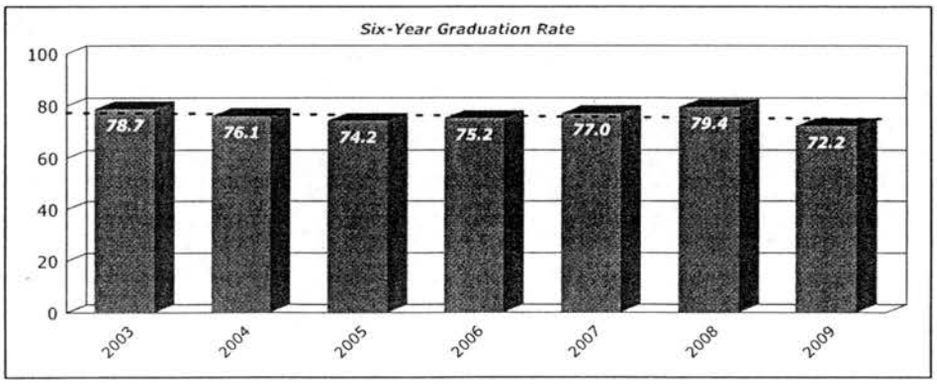
Four-Year Graduation Rate



Five-Year Graduation Rate



Six-Year Graduation Rate



1. Teaching Staff

This data reflects the number of teaching staff at the end of the year. The information is disaggregated by degrees and years of experience in Moorhead. 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. 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 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
Less Than 3 Years Experience	*N/A*	3.81%	1.35%	4.61%	2.82%
More Than 10 Years Experience	*N/A*	70.45%	72.40%	71.40%	75.04%
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
Total Absences	***5631.5***	***5253.5***	***5829.5***	***5561***	***5348***
Average Days Absent	***13.84***	***12.88***	***14.57***	***13.49***	***14.22***

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 information is collected from MARSS.

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

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

6. Mobility

The mobility number includes students who have 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

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

This 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 in grades K-5 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 elementary principal.

12. Student Discipline Reports

The information is collected from each elementary principal, as well as the Discipline Incident Reporting Summary as required by the Minnesota Department of Education.

Alcohol

The possession or use of, or act of being under the influence of, any alcoholic substance while on school property or at school-sponsored activities.

Assault

Committing an act with intent to cause fear in another person of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another person.

Bullying

Means any written, verbal or electronic expression (email, Facebook, social media, SMS/MMS text, instant messaging), 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.

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. It can include communication or expression created and/or distributed by an electronic means.

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 means any written, verbal or electronic expression, physical act or gesture, or pattern thereof and, 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 property or at school-sponsored activities.

Theft
The unauthorized taking of and/or the unauthorized possession of the property of another person. Theft may also refer to the unauthorized taking of and/or the unauthorized possession of school property.

Threat/Intimidation
A declaration of the intention to inflict punishment, injury, etc., in retaliation for, or conditionally upon, some action. Additionally, to force into or deter from some action by inducing fear.

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
Verbal assaults or verbally abusive behavior includes, but is not limited to, use of language (verbal, written and/or electronic) that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people. Verbal abuse that is also sexual, religious, disability or racial harassment is categorized as harassment.

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 elementary 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 the elementary 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 the elementary principal.

16. Absences

Total absences are calculated by adding the number of excused days and unexcused days. This information is collected from PowerSchool. Each absence is coded excused or unexcused by the half day. Acceptable reasons for an excused absence are defined in the student handbook. All other absences would be considered unexcused.

1. Teaching Staff

This data reflects the number of teaching staff at the end of the year. The information is disaggregated by degrees and years of experience in Moorhead. 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

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
1. Average Daily Attendance (ADA)	721	731	728	632	630
2. Average Daily Membership (ADM)	744	767	761	660	659
3. Attendance Rate	95.90%	95.31%	96.01%	95.70%	95.60%
4. English Learners (EL)	59	68	71	69	74

5. October 1 Enrollment	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
Total	*752*	*768*	*774*	*804*	*800*

6. Mobility	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
Percentage 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 4.8%	29 3.8%	24 3.1%	37 4.4%	36 4.2%
Asian	13 1.7%	10 1.3%	7 0.9%	8 0.9%	16 1.9%
Hispanic	65 8.7%	71 9.3%	75 9.7%	93 11.0%	85 10.0%
Black	19 2.5%	23 3.0%	24 3.1%	37 4.4%	51 6.0%
White	616 82.2%	634 82.7%	644 83.2%	668 79.2%	662 77.9%
Percent Minority	*17.8%*	*17.3%*	*16.8%*	*20.8%*	*22.1%*

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
Total Disabilities Served	*98*	*117*	*132*	*126*	*118*

11. Retention in Grade	2005-06	2006-07	2007-08	2008-09	2009-10
Kindergarten	2	3	2	2	3
Grade 1	1	0	0	1	2
Grade 2	1	1	1	0	0
Grade 3	0	0	0	0	0
Grade 4	0	0	0	0	0
Grade 5	0	0	0	0	1

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					
Days Excused	4,546	4,543.5	4,601.5	4,472.5	5,038
Days Unexcused	791.5	906.5	841	961.5	927.5
Total	*5,337.5*	*5,450*	*5,442.5*	*5,434*	*5,965.5*

* Student discipline report data is unavailable for the 2008-09 and 2009-10 school years at Ellen Hopkins.

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 Hop	2006 District	2006 State	2007 Hop	2007 District	2007 State	2008 Hop	2008 District	2008 State	2009 Hop	2009 District	2009 State	2010 Hop	2010 District	2010 State
Reading															
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
Grade 3 Mathematics															
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 Hop	2006 District	2006 State	2007 Hop	2007 District	2007 State	2008 Hop	2008 District	2008 State	2009 Hop	2009 District	2009 State	2010 Hop	2010 District	2010 State
Reading															
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
Grade 4 Mathematics															
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 Hop	2006 District	2006 State	2007 Hop	2007 District	2007 State	2008 Hop	2008 District	2008 State	2009 Hop	2009 District	2009 State	2010 Hop	2010 District	2010 State
Reading															
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
Grade 5 Mathematics															
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

AIMSweb

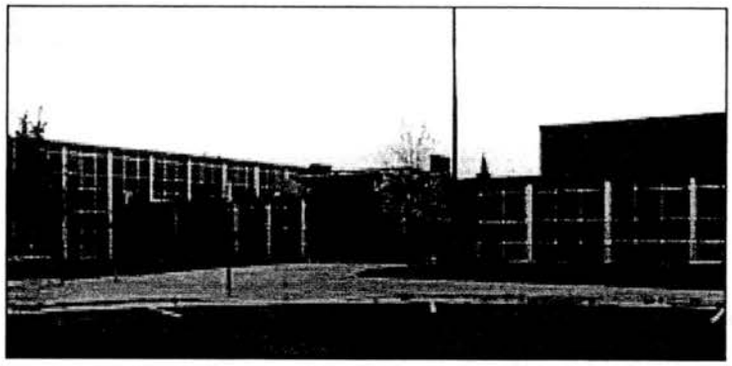
Criterion referenced was 2010-2011 Benchmarks.

Grade & Probe	Percentage of Students at Benchmark or Above Spring 2009	Number of Students Tested	Percentage of Students at Benchmark or Above Spring 2010	Number of Students Tested
Kindergarten				
LSF	28.7%	132	41.4%	135
PSF	67%	132	63%	135
NWF	31%	132	45.1%	135
Grade 1				
NWF	42%	123	65%	140
PSF	68%	123	68%	139
RCBM	43.8%	123	58%	140
Grade 2				
RCBM	61.7%	136	54.5%	119
Grade 3				
RCBM	60.4%	114	73.1%	123
Grade 4				
RCBM	63.7%	160	71.1%	111
Grade 5				
RCBM	65.7%	114	64.1%	151

ELLEN HOPKINS ELEMENTARY — STAFFING 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
Less Than 3 Years Experience	12.28%	9.20%	0.00%	4.94%	5.24%
More Than 10 Years Experience	61.39%	56.60%	66.52%	70.36%	73.79%

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
Total	*720*	*756*	*757*	*753*	*781*

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
Percentage 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 2.0%	21 2.7%	18 2.4%	33 4.2%	25 3.1%
Asian	20 2.8%	16 2.1%	21 2.8%	18 2.3%	14 1.7%
Hispanic	97 13.5%	109 14.4%	105 13.9%	107 13.6%	100 12.3%
Black	26 3.6%	24 3.2%	22 2.9%	26 3.3%	35 4.3%
White	559 78.1%	588 77.6%	592 78.1%	603 76.6%	640 78.6%
Percent Minority	***21.9%***	***22.4%***	***21.8%***	***23.4%***	***21.4%***

9. Home Language	2005-06	2006-07	2007-08	2008-09	2009-10
Afrikaan	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
Total Disabilities Served	*107*	*121*	*118*	*108*	*106*

11. Retention in Grade	2005-06	2006-07	2007-08	2008-09	2009-10
Kindergarten	3	2	5	2	7
Grade 1	2	4	7	5	5
Grade 2	1	2	1	2	3
Grade 3	0	0	0	0	0
Grade 4	0	1	0	0	0
Grade 5	0	0	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					
Days Excused	4,439.5	4,607.5	4,476	4,290.5	5,177.5
Days Unexcused	697.5	900.5	793	705.5	819.5
Total	*5,137*	*5,508*	*5,269*	*4,996*	*5,997*

* Student discipline report data is unavailable for the 2008-09 and 2009-10 school years at Robert Asp.

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 Reading	2006 Asp	2006 District	2006 State	2007 Asp	2007 District	2007 State	2008 Asp	2008 District	2008 State	2009 Asp	2009 District	2009 State	2010 Asp	2010 District	2010 State
Exceeds Stds	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 Stds	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
Grade 3 Mathematics															
Exceeds Stds	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 Stds	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 Reading	2006 Asp	2006 District	2006 State	2007 Asp	2007 District	2007 State	2008 Asp	2008 District	2008 State	2009 Asp	2009 District	2009 State	2010 Asp	2010 District	2010 State
Exceeds Stds	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 Stds	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
Grade 4 Mathematics															
Exceeds Stds	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 Stds	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 Reading	2006 Asp	2006 District	2006 State	2007 Asp	2007 District	2007 State	2008 Asp	2008 District	2008 State	2009 Asp	2009 District	2009 State	2010 Asp	2010 District	2010 State
Exceeds Stds	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 Stds	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
Grade 5 Mathematics															
Exceeds Stds	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 Stds	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	2008-09 Mean Growth	2009-10 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	2008-09 Mean Growth	2009-10 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

Criterion referenced was 2010-2011 Benchmarks.

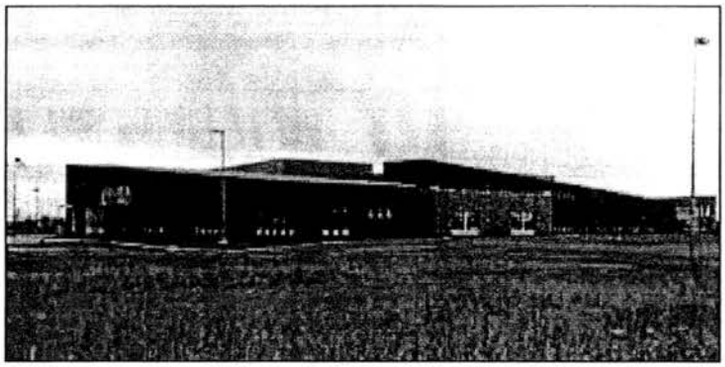
Grade & Probe	Percentage of Students at Benchmark or Above Spring 2009	Number of Students Tested	Percentage of Students at Benchmark or Above Spring 2010	Number of Students Tested
Kindergarten				
LSF	15.7%	114	23%	129
PSF	56%	114	53.4%	129
NWF	24.5%	114	28.6%	129
Grade 1				
NWF	44%	131	38%	115
PSF	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 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
Less Than 3 Years Experience	2.20%	3.33%	0.00%	5.62%	4.27%
More Than 5 Years Experience	82.42%	79.00%	81.25%	73.68%	74.02%

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
Total	*795*	*811*	*825*	*880*	*902*

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
Percentage 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 2.4%	27 3.3%	29 3.5%	31 3.4%	23 2.5%
Asian	8 1.0%	11 1.4%	5 0.6%	7 0.7%	5 0.5%
Hispanic	40 5.0%	40 4.9%	39 4.7%	37 4.1%	46 5.0%
Black	27 3.4%	41 5.1%	41 5.0%	41 4.6%	50 5.4%
White	706 88.2%	692 85.3%	710 86.2%	781 87.1%	803 86.6%
Percent Minority	***11.8%***	***14.7%***	***13.8%***	***12.9%***	***13.4%***

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
Total Disabilities Served	*122*	*125*	*131*	*127*	*127*

11. Retention in Grade	2005-06	2006-07	2007-08	2008-09	2009-10
Kindergarten	3	4	2	2	3
Grade 1	4	1	2	2	0
Grade 2	0	0	0	0	2
Grade 3	0	1	0	0	0
Grade 4	0	1	0	0	0
Grade 5	0	0	0	0	0

12. Student Discipline Reports	2005-06	2006-07	2007-08	2008-09	2009-10
Alcohol	0	0	0	0	0
Assault	0	1	9	2	1
Bullying	0	0	2	0	0
Disorderly Conduct	0	0	0	1	0
Fighting	6	2	1	0	0
Harassment	0	0	2	0	0
Controlled Substance, Illegal Drugs	0	0	0	0	0
Theft	0	0	2	2	0
Threat/Intimidation	2	1	4	0	2
Tobacco	0	0	0	0	0
Vandalism	0	0	0	0	0
Verbal Abuse	0	0	0	0	1
Weapons	0	0	0	1	0

S.G. REINERTSEN ELEMENTARY DEMOGRAPHIC DATA

	2005-06	2006-07	2007-08	2008-09	2009-10
13. Detention	0	0	0	0	0
14. Suspension	0	0	3	3	0
15. Bus Suspension*	4	8	3		
16. Absences					
Days Excused	4,402	4,581.5	4,106.5	4,234	5,107.5
Days Unexcused	281	310	425.5	591	641
Total	*4,683*	*4,891.5*	*4,532*	*4,825*	*5,748.5*

* Bus suspension data is unavailable for the 2008-09 and 2009-10 school years at S.G. Reinertsen.

S.G. REINERTSEN 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 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
Reading															
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
Grade 3 Mathematics															
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
Reading															
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
Grade 4 Mathematics															
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
Reading															
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
Grade 5 Mathematics															
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

AIMSweb

Criterion referenced was 2010-2011 Benchmarks.

Grade & Probe	Percentage of Students at Benchmark or Above Spring 2009	Number of Students Tested	Percentage of Students at Benchmark or Above Spring 2010	Number of Students Tested
Kindergarten				
LSF	77%	139	57.8%	126
PSF	86%	139	86.4%	126
NWF	70.4%	139	73%	126
Grade 1				
NWF	62%	153	74%	146
PSF	96%	153	91%	146
RCBM	58%	153	75%	146
Grade 2				
RCBM	75%	159	74.6%	154
Grade 3				
RCBM	59%	139	73%	169
Grade 4				
RCBM	69%	145	65.4%	139
Grade 5				
RCBM	68%	140	68.8%	148

S.G. REINERTSEN ELEMENTARY

STAFFING 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
Less Than 3 Years Experience	2.87%	0.36%	3.08%	3.77%	2.13%
More Than 10 Years Experience	88.50%	85.55%	85.62%	82.82%	80.15%

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 information is collected from MARSS.

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

6. Mobility
The mobility number includes students who transferred into and out of each secondary school during the year. This data includes transfers to and from other district schools, as well as transfers into and out of each secondary 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
This information includes the number and percentage of students who are receiving free and reduced lunch as of October 1. The data 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
This 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 secondary 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 in grades 6-8 who, after intensive interventions, are performing below expectations for the grade level. The decision to retain is made with teacher, parent and administrative recommendation. The information is provided by the secondary principal.

12. Student-to-Computer Ratio

The student to computer ratio reflects the average number of students per computer in the school. The information is provided by the technology department.

13. Extracurricular Activities

The data reflects the number of male and female students that participate in school activities, and is gathered by the Activities office.

14. Student Discipline Reports

The information is collected from each secondary principal, as well as the Discipline Incident Reporting Summary as required by the Minnesota Department of Education.

Alcohol

The possession or use of, or act of being under the influence of, any alcoholic substance while on school property or at school-sponsored activities.

Assault

Committing an act with intent to cause fear in another person of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another person.

Bullying

Means any written, verbal or electronic expression (email, Facebook, social media, SMS/MMS text, instant messaging), 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.

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. It can include communication or expression created and/or distributed by an electronic means.

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 means any written, verbal or electronic expression, physical act or gesture, or pattern thereof and, 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 property or at school-sponsored activities.

Theft
The unauthorized taking of and/or the unauthorized possession of the property of another person. Theft may also refer to the unauthorized taking of and/or the unauthorized possession of school property.

Threat/Intimidation
A declaration of the intention to inflict punishment, injury, etc., in retaliation for, or conditionally upon, some action. Additionally, to force into or deter from some action by inducing fear.

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
Verbal assaults or verbally abusive behavior includes, but is not limited to, use of language (verbal, written and/or electronic) that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people. Verbal abuse that is also sexual, religious, disability or racial harassment is categorized as harassment.

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.

15. Detention

A teacher, principal or designee may keep a student after school for correction of a violation, including tardiness to class. The information is collected from the secondary principal.

16. 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 the secondary principal as well as the Discipline Incident Reporting Summary as required by the Minnesota Department of Education.

17. Dropout Rate

The number represents the cumulative dropouts for grades 9-12 reported by the district for the school year. Dropout rates can be calculated by totaling the reported dropouts for that year and dividing by the October 1 enrollment for grades 9-12. The information is collected from MARSS.

18. Absences

Total absences are calculated by adding the number of excused days and unexcused days. This information is collected from PowerSchool. Each absence is coded excused or unexcused by class period. Acceptable reasons for an excused absence are defined in the student handbook. All other absences would be considered unexcused.

1. Minnesota Comprehensive Assessments (MCA-II)

The MCA-II is the Minnesota Comprehensive Assessment that is given to students annually in reading and mathematics. 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.

2008 READING STATUS NORMS (RIT VALUES)

Grade	Beginning-of-Year Median	Beginning-of-Year Mean	Middle-of-Year Median	Middle-of-Year Mean	End-of-Year Median	End-of-Year Mean
K	146	147.6	151	152.4	155	156.3
1	160	160.2	167	166.5	173	171.9
2	179	179.7	186	186.0	190	189.6
3	192	191.6	197	196.3	200	199.0
4	201	200.1	205	203.7	207	205.8
5	208	206.7	211	209.6	212	211.1
6	213	211.6	215	213.8	216	214.8
7	217	215.4	219	217.3	219	217.9
8	220	219.0	222	220.6	223	221.2
9	222	220.9	223	221.9	224	222.6
10	226	223.9	227	224.9	228	225.4
11	227	225.2	228	225.6	227	225.6

2008 MATHEMATICS STATUS NORMS (RIT VALUES)

Grade	Beginning-of-Year Median	Beginning-of-Year Mean	Middle-of-Year Median	Middle-of-Year Mean	End-of-Year Median	End-of-Year Mean
K	148	149.5	152	153.1	158	158.1
1	164	163.4	171	169.9	178	176.7
2	179	179.5	186	186.5	191	190.8
3	192	192.1	199	198.0	203	202.4
4	203	203.0	208	207.6	211	211.4
5	212	211.7	216	216.0	220	219.2
6	219	218.3	222	221.4	225	223.8
7	225	224.1	228	226.4	230	228.3
8	230	229.3	232	230.9	234	232.7
9	233	231.6	234	232.5	236	234.0
10	237	235.2	238	235.9	239	237.1
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. Failure Rate

The data is generated from PowerGrade, the student data management system, to provide information about the percentage of student failures for all end-of-course grades.

4. Basic Skills Test

The Basic Skills Test ensures that all high school graduates have the basic reading, writing and math skills they need in order to live and work in today's society. Students in grades 9-12 are required to pass these tests in order to graduate from high school.

5. Post-Secondary Options

Information is provided by the counseling office at Moorhead High School regarding the number of students, the classes taken and the grades received as part of the Post Secondary Options program.

6. Advanced Placement Examinations (AP)

AP is a program of college-level courses and exams that gives high school students the opportunity to receive advanced placement and/or credit in college. Currently, 60% of global high school students participate in AP. Most of the nation's colleges and universities have an AP policy granting incoming students credit, placement or both for qualifying AP exams. Participation information for Moorhead Area Public Schools students is provided by the CollegeBoard AP report.

Every examination receives an overall grade on a five-point scale:

Examination Grade	
Extremely well qualified	5
Well qualified	4
Qualified	3
Possibly qualified	2
No recommendation	1

7. ACT

The ACT is the predominant test for college admission in the Midwest and is typically first taken in the spring of a student's junior year. The ACT is a two hour and 55 minute multiple choice test. The total test is scored low (0) to high (36), and its scores are reported in four categories: English, Reading, Mathematics and Science Reasoning. A composite average score of all four areas is also provided. The sub-scores are reported in a range between 1 and 18.

Core Curriculum

Students indicate the courses in which they are enrolled. The test is disaggregated by those students who take the core curriculum. Core curriculum consists of the following: four units of English, three units of mathematics, three units of science and three units of social studies.

All Graduates

The scores are reported for all students taking the ACT test. This information is part of the report sent to the district by ACT.

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

Only the ACT reports College Readiness Benchmark Scores. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher, or a 75% chance of obtaining a C or higher, in the corresponding credit-bearing college courses. These scores are empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are as follows:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Studies	Reading	21
Biology	Science	24

1. Teaching Staff

This data reflects the number of teaching staff at the end of the year. The information is disaggregated by degrees and years of experience in Moorhead. 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

HORIZON MIDDLE SCHOOL

DEMOGRAPHIC DATA

HORIZON MIDDLE SCHOOL
3601 12TH AVE. S., MOORHEAD, MN 56560
(218) 284-7300

PRINCIPAL: LORI LOCKHART
ASSISTANT PRINCIPAL: MATT NAUGLE

	2005-06	2006-07	2007-08	2008-09	2009-10
1. Average Daily Attendance (ADA)	1112	1111	1108	1140	1116
2. Average Daily Membership (ADM)	1168	1162	1121	1195	1165
3. Attendance Rate	95.2%	95.61%	96.21%	95.42%	95.73%
4. English Learners (EL)	110	107	105	72	77

5. October 1 Enrollment	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009
Grade 6	353	416	368	404	393
Grade 7	418	361	422	367	400
Grade 8	422	398	376	405	372
Total	***1193***	***1175***	***1166***	***1176***	***1165***

6. Mobility	2005-06	2006-07	2007-08	2008-09	2009-10
Transfers Into Horizon					
From Other Minnesota Districts	43	49	44	57	73
From Other States & Countries	61	84	67	47	36
From Non-public	23	11	23	16	24
Transfers Out of Horizon					
To Other Minnesota Districts	29	17	38	37	41
To Other States & Countries	25	37	20	16	14
To Non-public	3	0	5	6	5
Transfers From Other District Schools	11	44	8	15	10
Transfers To Other District Schools	35	40	9	21	16

7. Free and Reduced Lunch Program	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009
Free	284	250	260	263	315
Reduced	77	85	83	76	71
Percentage of Students Free & Reduced	30%	28.6%	29.5%	28.9%	33.4%

HORIZON MIDDLE SCHOOL

DEMOGRAPHIC DATA

8. Ethnicity	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009
Native American	43 3.5%	34 2.9%	38 3.3%	41 3.4%	29 2.4%
Asian	19 1.6%	28 2.4%	28 2.4%	29 2.4%	19 1.6%
Hispanic	99 8.2%	92 7.8%	97 8.4%	93 7.7%	93 7.7%
Black	26 2.1%	29 2.5%	32 2.8%	47 3.9%	61 5.1%
White	1025 84.6%	989 84.4%	967 83.2%	999 82.6%	1006 83.3%
Percent Minority	*15.4%*	*15.6%*	*16.7%*	*17.4%*	*16.7%*

9. Home Language	2005-06	2006-07	2007-08	2008-09	2009-10
Adangme	0	0	0	1	1
American Sign Language (ASL)	1	1	0	0	0
Albanian	2	4	5	2	5
Arabic	3	1	2	0	6
Cambodian	3	0	0	0	0
Chinese	0	1	1	1	1
Chippewa	2	1	1	0	1
Cutchi	0	2	1	1	0
Dakotah	0	1	1	1	1
English	1079	1107	1075	1084	1075
Hawaiian	1	2	1	1	0
Hindi	2	0	0	0	0
Japanese	1	1	1	0	1
Korean	2	3	2	1	0
Krio	0	0	0	0	2
Kurdish	32	25	28	33	31
Nepali	1	1	0	0	0
Russian	1	1	1	1	1
Serbo-Croatian	9	11	8	7	11
Somali	2	4	4	4	5
Spanish	86	71	76	58	58
Swahili	1	1	0	0	0
Vietnamese	5	13	14	14	9

HORIZON MIDDLE SCHOOL — DEMOGRAPHIC DATA

10. Special Education Status	Dec. 2005	Dec. 2006	Dec. 2007	Dec. 2008	Dec. 2009
Speech/Language Impaired	24	22	13	15	21
DCD Mild Moderate	11	8	11	12	17
DCD Severe	2	1	1	1	0
Physically Impaired	6	4	3	2	4
Deaf/Hard of Hearing	6	3	0	2	3
Visual Impairment	0	0	0	0	0
Specific Learning Disability	65	60	36	31	27
Emotional Behavioral Disorders	26	24	20	20	17
Deaf-Blind	0	0	0	0	0
Other Health Disabilities	57	54	63	54	57
Autism Spectrum Disorders	10	20	21	26	19
Traumatic Brain Injury	2	2	0	0	0
Severely Multiple Impaired	3	1	1	1	1
Total Disabilities Served	*211*	*199*	*169*	*165*	*166*

11. Retention in Grade	2005-06	2006-07	2007-08	2008-09	2009-10
Grade 6	0	2	0	0	0
Grade 7	0	0	0	0	0
Grade 8	0	2	0	0	0
Total	*0*	*4*	*0*	*0*	*0*

	2005-06		2006-07		2007-08		2008-09		2009-10	
12. Student-to-Computer Ratio	3:1		3:1		3:1		3:1		3:1	
13. Extracurricular Activities	M	F	M	F	M	F	M	F	M	F
Basketball	105	74	103	50	101	29	103	64	93	69
Cross Country	13	15	11	17	11	21	15	17	15	14
Football	114	0	91	0	120	0	136	0	87	0
Golf	49	6	68	3	47	11	25	6	44	10
Gymnastics	0	18	n/a		n/a		n/a		n/a	
Tennis	0	33	0	34	11	30	6	28	5	37
Track	72	61	58	43	75	60	61	60	60	70
Volleyball	0	124	0	98	0	92	0	91	0	107
Wrestling	23	0	13	0	10	0	25	0	21	0

HORIZON MIDDLE SCHOOL

DEMOGRAPHIC DATA

14. Student Discipline Reports*	2005-06	2006-07	2007-08	2008-09	2009-10
Alcohol	0	0	0		
Assault	6	8	24		
Bullying	0	2	0		
Disorderly Conduct	28	16	93		
Fighting	41	39	37		
Harassment	0	2	0		
Controlled Substance, Illegal Drugs	6	0	4		
Theft	7	1	3		
Threat/Intimidation	0	2	0		
Tobacco	4	0	4		
Vandalism	0	0	0		
Verbal Abuse	0	1	0		
Weapons	6	4	1		

	2005-06	2006-07	2007-08	2008-09	2009-10
15. Detention*	2361	2820	1253		
16. Suspension*					
1 Day	65	46	80		
2 Days	23	29	46		
3 Days	23	34	26		
4 Days	11	3	3		
5 Days	8	10	11		
10 Days	0	1	0		
In-School	35	38	34		
17. Dropout Rate (see page 72)	Dropout rate only applies to grades 9-12.				
18. Absences					
Days Excused	Horizon changed to a unified schedule beginning with the 2009-10 school year. For this reason, prior year data is unavailable.				9,780.6
Days Unexcused					1,048.4
Total					*10,829*

* Student discipline report data is unavailable for the 2008-09 and 2009-10 school years at Horizon.

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 6	2006 Horizon	2006 District	2006 State	2007 Horizon	2007 District	2007 State	2008 Horizon	2008 District	2008 State	2009 Horizon	2009 District	2009 State	2010 Horizon	2010 Distict	2010 State
Reading															
Exceeds Stds	44.5	44.5	35.4	39.8	39.3	31.4	43.0	43.0	37.4	34.6	34.6	37.4	33.5	33.5	40
Meets Stds	37.1	37.1	36.2	34.8	35.4	35.2	30.6	30.6	32.2	39.6	39.6	35.2	31.4	31.4	31.8
Partially Meets	13.5	13.5	18.9	15.2	15.2	19.2	16.8	16.8	17.3	16.2	16.2	15.7	18.8	18.8	18
Does Not Meet	4.8	4.8	9.5	10.2	10.1	14.2	9.6	9.6	13.1	9.6	9.6	11.7	16.2	16.2	10.3
Grade 6 Mathematics															
Exceeds Stds	32.4	32.4	18.7	30.2	29.8	20.9	30.3	30.3	20.5	19.8	19.8	21.5	20.9	20.9	24.1
Meets Stds	41.1	41.1	40.5	37.4	36.9	39.9	47.6	47.6	44.1	49.6	49.6	42.2	44.8	44.8	44.8
Partially Meets	13.1	13.1	22.2	19.5	20.0	21.7	14.2	14.2	21.5	17.9	17.9	21	22	22	19
Does Not Meet	13.4	13.4	18.6	13.0	13.3	17.6	7.9	7.9	13.8	12.7	12.7	15.2	12.4	12.4	12

Grade 7	2006 Horizon	2006 District	2006 State	2007 Horizon	2007 District	2007 State	2008 Horizon	2008 District	2008 State	2009 Horizon	2009 District	2009 State	2010 Horizon	2010 Distict	2010 State
Reading															
Exceeds Stds	46.4	45.7	35.8	46.1	45.3	31.9	49.6	49.6	36.7	45.1	45.1	37.5	34.8	34.5	37
Meets Stds	30.7	30.7	30.8	28.9	28.5	31.3	24.7	24.7	28	25.7	25.7	27.4	29.2	29.2	29.1
Partially Meets	14.9	15.5	20.0	14.6	14.5	20.5	15.6	15.6	19.7	17	17	19.6	20.8	21.1	20.3
Does Not Meet	0.8	8.2	13.4	10.5	11.7	16.4	10.1	10.1	15.6	12.2	12.2	15.6	15.1	15.2	13.6
Grade 7 Mathematics															
Exceeds Stds	26.7	26.1	17.5	36.5	35.8	21.9	34.7	34.7	21.4	23.8	23.8	20.9	29	28.9	23.9
Meets Stds	42.2	41.1	40.0	34.8	34.4	37.5	42.6	42.6	40.0	47.8	47.8	41.7	47.7	48	40.5
Partially Meets	19.8	20.6	22.3	13.2	13.5	20.9	14.5	14.5	22.3	17.6	17.6	21.5	15.3	15.3	21.8
Does Not Meet	11.3	12.3	20.2	15.5	16.3	19.7	8.2	8.2	16.3	10.9	10.9	15.9	7.9	7.9	13.8

Grade 8	2006 Horizon	2006 District	2006 State	2007 Horizon	2007 District	2007 State	2008 Horizon	2008 District	2008 State	2009 Horizon	2009 District	2009 State	2010 Horizon	2010 Distict	2010 State
Reading															
Exceeds Stds	46.6	44.8	32.5	45.4	43.2	36.3	40.1	40.1	34.9	36.5	35.6	35.8	36.7	35.6	36.4
Meets Stds	29.9	30.0	32.1	26.8	26.2	27.0	31.8	31.8	30.8	35.7	34.9	31	32.2	31.5	31.7
Partially Meets	15.9	15.8	20.9	18.6	20.5	20.5	17.3	17.3	19.3	17.1	16.9	18.9	16.8	17.7	19
Does Not Meet	7.5	9.4	14.5	9.2	10.1	16.2	10.9	10.9	15.0	10.7	12.6	14.3	14.3	15.2	12.9
Grade 8 Mathematics															
Exceeds Stds	36.9	35.1	19.4	29.5	27.9	18.5	40.2	40.2	22.3	26.8	26.3	21.2	17.4	17	20.2
Meets Stds	38.9	37.5	37.3	43.9	42.5	38.4	34.6	34.6	35.9	43.3	42.7	38.4	42.8	42.7	38.3
Partially Meets	12.5	13.4	23.0	13.9	14.2	21.4	13.7	13.7	20.6	17	17.2	22	25.1	24.8	22.3
Does Not Meet	11.7	14.1	20.3	12.6	15.4	21.7	11.3	11.3	21.2	12.9	13.9	18.3	14.7	15.6	19.1

HORIZON MIDDLE SCHOOL

ACHIEVEMENT DATA

Measures of Academic Progress (MAP)

Horizon 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	Fall 2010 Mean RIT
Grade 6	214.8	219.4	213.9	218.5	215.4	219.9	215.8	218.6	214.4	219	215.4
Grade 7	216.7	220.4	219.1	222.1	219.4	222.3	221.1	223.5	220.7	223.8	219.1
Grade 8	221.8	224.9	221.3	225.2	221.7	225.3	222.9	225.8	NA	227.2	223

Horizon 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	Fall 2010 Mean RIT
Grade 6	223.9	230.4	225.5	231.9	226.8	233.9	226.4	232.1	226.1	233.2	226.2
Grade 7	227.3	233.7	233.4	239	232.6	238.5	234.1	239.2	224	233.3	233.8
Grade 8	233.3	238	235.7	239.7	238.6	242.5	238.4	241.2	NA	243.4	233.2

Horizon Reading	2005-06 Mean Growth	2006-07 Mean Growth	2007-08 Mean Growth	2008-09 Mean Growth	2009-10 Mean Growth
Grade 6	4.6	4.6	4.5	2.8	4.6
Grade 7	3.7	3	2.9	2.4	**3.1**
Grade 8	3.1	3.9	3.6	2.9	3.8

Horizon Mathematics	2005-06 Mean Growth	2006-07 Mean Growth	2007-08 Mean Growth	2008-09 Mean Growth	2009-10 Mean Growth
Grade 6	6.5	6.4	7.1	5.7	7.1
Grade 7	6.4	5.6	5.9	5.1	9.3
Grade 8	4.7	4	3.9	2.8	3.8

Failure Rate

3. Failure Rate	2005-06*	2006-07*	2007-08*	2008-09	2009-10
				3.44%	3.18%

*Horizon's failure rate data is unavailable at this time for the 2005-06, 2006-07 and 2008-09 school years. Previous years' data will be recalculated and reported for the next five-year period.

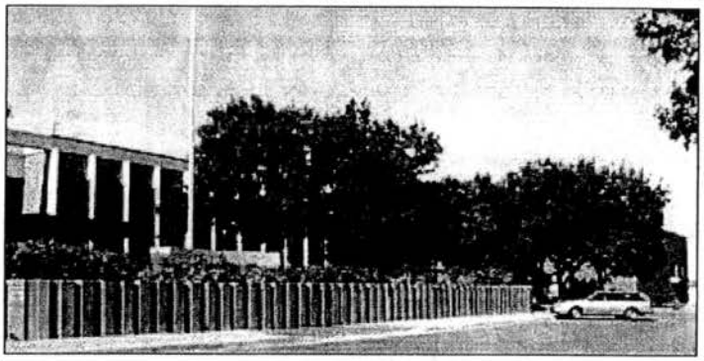
HORIZON MIDDLE SCHOOL

STAFFING DATA

1. Teaching Staff	2005-06	2006-07	2007-08	2008-09	2009-10
BA	10	8	8	10	6
BA + 10	3	7	6	6	6
BA + 20	2	0	0	1	1
BA + 30	11	10	11	9	8
BA + 40	0	0	0	0	0
BA + 50	1	1	1	0	0
BA + 70	7	4	4	3	2
MA	5	6	6	4	7
MA + 10	9	10	10	10	9
MA + 20	8	4	3	4	5
MA + 30	32	36	36	33	32
Less Than 3 Years Experience	1.24%	2.52%	1.31%	2.72%	3.79%
More Than 10 Years Experience	75.89%	75.79%	73.88%	75.54%	75.94%

MOORHEAD HIGH SCHOOL

DEMOGRAPHIC DATA



MOORHEAD HIGH SCHOOL
2300 4TH AVE. S., MOORHEAD, MN 56560
(218) 284-2300

PRINCIPAL: GENE BOYLE
ASSISTANT PRINCIPALS:
RUSS HENEGAR AND DAVE LAWRENCE

	2005-06	2006-07	2007-08	2008-09	2009-10
1. Average Daily Attendance (ADA)	1487	1510	1492	1430	1452
2. Average Daily Membership (ADM)	1596	1617	1549	1551	1559
3. Attendance Rate	93.2%	93.38%	94.3%	92.2%	93.1%
4. English Learners (EL)	93	73	80	72	49

5. October 1 Enrollment	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009
Grade 9	398	431	417	383	427
Grade 10	422	392	433	429	371
Grade 11	442	428	389	444	405
Grade 12	411	420	409	374	430
Total	*1673*	*1671*	*1648*	*1630*	*1633*

6. Mobility	2005-06	2006-07	2007-08	2008-09	2009-10
Transfers Into Moorhead High					
From Other Minnesota Districts	52	50	59	44	57
From Other States & Countries	70	75	75	103	76
From Non-public	7	8	9	8	4
Transfers Out of Moorhead High					
To Other Minnesota Districts	59	57	41	59	59
To Other States & Countries	19	32	39	43	39
To Non-public	0	3	2	2	1
Transfers From Other District Schools	32	32	29	38	29
Transfers To Other District Schools	66	69	66	83	75

7. Free and Reduced Lunch Program	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009
Free	276	246	265	273	286
Reduced	70	85	79	82	91
Percentage of Students Free & Reduced	21%	20%	21%	22.1%	23.4%

MOORHEAD HIGH SCHOOL

DEMOGRAPHIC DATA

8. Ethnicity	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009
Native American	29 1.7%	25 1.5%	33 2.1%	39 2.3%	39 2.3%
Asian	18 1.1%	21 1.3%	24 1.5%	27 1.6%	36 2.2%
Hispanic	112 6.7%	93 5.6%	95 5.8%	122 7.3%	95 5.7%
Black	30 1.8%	32 1.9%	39 2.4%	48 2.9%	49 2.9%
White	1474 88.6%	1489 89.7%	1452 88.4%	1437 85.9%	1451 86.9%
Percent Minority	*11.4%*	*10.3%*	*11.6%*	*14.1%*	*13.1%*

9. Home Language	2005-06	2006-07	2007-08	2008-09	2009-10
Adangme	0	0	0	0	1
American Sign Language (ASL)	0	0	1	1	1
Albanian	3	1	2	5	5
Arabic	5	4	4	6	11
Cambodian	2	0	0	0	0
Chinese	2	2	2	1	0
Chippewa	0	0	0	0	1
Cutchi	1	0	0	0	1
Dakotah	1	1	3	0	0
English	1546	1569	1566	1503	1517
German	3	4	1	2	1
Hawaiian	0	0	1	1	2
Hindi	0	1	0	0	0
Japanese	0	0	0	1	1
Korean	0	0	2	3	3
Krio	0	0	0	0	2
Kurdish	28	31	37	38	33
Laotian	1	0	0	0	0
Nepali	1	1	1	1	1
Norwegian	1	1	0	0	0
Persian	3	1	0	0	0
Polish	0	1	0	0	0
Portuguese	0	0	1	1	0
Russian	4	2	2	2	1
Serbo-Croatian	5	8	13	8	5

9. Home Language (continued)	2005-06	2006-07	2007-08	2008-09	2009-10
Somali	9	5	10	8	6
Spanish	98	89	85	80	61
Swahili	3	2	1	1	0
Swedish	1	2	1	0	0
Thai	0	0	1	1	2
Turkish	1	1	0	0	0
Ukranian	1	0	0	0	0
Vietnamese	1	10	9	10	15

10. Special Education Status	Dec. 2005	Dec. 2006	Dec. 2007	Dec. 2008	Dec. 2009
Speech/Language Impaired	11	9	7	7	6
DCD Mild Moderate	15	14	20	20	21
DCD Severe	8	7	6	6	5
Physically Impaired	3	2	6	3	2
Deaf/Hard of Hearing	9	10	10	8	8
Visual Impairment	0	0	0	0	0
Specific Learning Disability	92	75	68	64	60
Emotional Behavioral Disorders	33	23	30	33	32
Deaf-Blind	0	0	0	0	0
Other Health Disabilities	80	69	69	81	73
Autism Spectrum Disorders	20	18	18	19	28
Traumatic Brain Injury	1	2	2	3	3
Severely Multiple Impaired	2	3	4	4	4
Total Disabilities Served	*274*	*232*	*240*	*248*	*244*

	2005-06	2006-07	2007-08	2008-09	2009-10
11. Retention in Grade	(not applicable - MHS is on a credit-based system)				
12. Student-to-Computer Ratio	3:1	3:1	3:1	3:1	3:1
13. Extracurricular Activities	M F	M F	M F	M F	M F
Baseball	47 0	57 0	55 0	54 0	54 0
Basketball	49 38	52 45	53 37	53 29	54 36
Cheerleading	0 17	0 21	0 11	n/a	n/a
Cross Country	19 29	35 26	30 25	31 24	33 23
Dance Team	0 24	0 20	0 26	0 21	0 25
Football	130 0	142 0	134 0	135 0	147 0

	2005-06		2006-07		2007-08		2008-09		2009-10	
13. Extracurricular Activities (continued)	M	F	M	F	M	F	M	F	M	F
Golf	19	13	19	9	20	7	20	18	19	17
Gymnastics	0	13	0	8	0	11	0	11	0	10
Hockey	37	17	38	17	37	17	40	20	45	19
Soccer	42	49	58	54	60	46	49	43	50	36
Softball	0	32	0	35	0	33	0	33	0	32
Swimming	20	41	17	35	21	36	17	34	16	29
Tennis	25	28	24	34	19	37	17	36	16	36
Track	69	56	69	75	75	69	88	64	72	54
Volleyball	0	43	0	45	0	43	0	46	0	41
Wrestling	25	0	27	0	26	0	32	0	34	0
Apollo Strings	1	13	2	18	4	19	6	21	4	24
Business Professionals of America (BPA)	5	3	5	3	7	9	3	7	4	2
Carolers*	9	14					15	24	13	21
Cho-Kio Yearbook	1	4	1	3	19	63	9	41	13	54
Debate*	12	18	2	10	3	10	1	5		
Key Club	20	78	19	75	25	108	17	59	26	42
Knowledge Bowl	12	10	24	11	27	1	30	9	29	7
Math League	8	4	10	11	11	7	8	7	8	2
Mock Trial	3	8	n/a		n/a		n/a		n/a	
Fall Musical	13	14	35	47	39	40	32	32	27	28
One Act Play*							8	6	9	7
Pep Band*	17	27	11	12	19	17				
Philanthropy & Youth*							3	12	3	12
Science Olympiad	10	5	9	8	5	7	3	7	3	10
Speech	25	53	29	42	29	38	35	32	33	34
Spring Play*							22	14	9	5
Student Council*	2	35	8	30	13	27	13	25		

* Extracurricular activity enrollment is unavailable for the school years where no data is listed.

14. Student Discipline Reports*	2005-06	2006-07	2007-08	2008-09	2009-10
Alcohol	1	7	6		
Assault	2	2	6		
Bullying	0	0	0		
Disorderly Conduct	15	24	33		

14. Student Discipline Reports (cont.)	2005-06	2006-07	2007-08	2008-09	2009-10
Fighting	20	15	8		
Harassment	7	3	0		
Controlled Substance, Illegal Drugs	3	8	7		
Theft	5	1	7		
Threat/Intimidation	0	1	2		
Tobacco	4	8	6		
Vandalism	1	0	1		
Verbal Abuse	1	0	0		
Weapons	3	1	7		

	2005-06	2006-07	2007-08	2008-09	2009-10
15. Detention*	2250	4307			
16. Suspension*					
Out-of-School	68	81	87		
In-School	453	902	840		
17. Dropout Rate (Grades 9 -12)*	24	25	22		
Dropout Index*	1.44	1.47	1.43		
18. Absences					
Days Excused	21,391.9	23,722.4	23,087.3	22,718.8	22,405.9
Days Unexcused	4,788.4	3,177.9	3,071.1	3,690.1	3,424.7
Total	*26,180.3*	*26,900.3*	*26,158.4*	*26,408.9*	*25,830.6*

*Student discipline report data and dropout rate/dropout index data is unavailable for the 2008-09 and 2009-10 school years.

*Detention data is also unavailable for 2007-08.

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 10 Reading	2006 MHS	2006 District	2006 State	2007 MHS	2007 District	2007 State	2008 MHS	2008 District	2008 State	2009 MHS	2009 District	2009 State	2010 MHS	2010 District	2010 State
Exceeds Stds	42.9	41.8	31.8	37.3	34.8	29.4	36.1	34.6	36.1	41.3	40.1	39.7	41.7	39.3	38.1
Meets Stds	36.9	36.5	33.5	32.6	31.7	32.5	40.1	39.5	34.6	35.8	35.3	34.5	40.9	40.7	37.2
Partially Meets	13.1	13.5	19.3	16.7	17.3	20.5	15.7	16.7	19.0	16.6	17.5	16.6	10.9	12.7	15.8
Does Not Meet	7.1	8.2	15.5	13.4	16.2	17.7	8.1	9.2	10.3	6.2	7	9.2	6.5	7.2	8.8

Grade 11 Mathematics	2006 MHS	2006 District	2006 State	2007 MHS	2007 District	2007 State	2008 MHS	2008 District	2008 State	2009 MHS	2009 District	2009 State	2010 MHS	2010 District	2010 State
Exceeds Stds	16.7	15.8	10.1	17.7	16.6	11.5	20.6	19.6	13.9	14.4	13.7	17.7	14	13.5	15
Meets Stds	32.2	30.4	19.7	27.2	25.7	19.8	21.8	20.7	20.4	30.1	28.9	23.9	27.9	27	28.2
Partially Meets	20.2	19.3	21.0	22.3	21.6	20.2	19.7	18.7	19.7	24.1	23.6	22	27.9	27.3	22.2
Does Not Meet	30.9	34.4	49.2	32.8	36.1	48.6	37.9	41.1	45.9	31.4	33.7	36.7	30.2	32.2	34.5

Measures of Academic Progress (MAP)

MHS 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 9	225.1	228	227	228.6	226.3	230.1	227.2	229.3	NA	229.1

MHS 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 9	241	242.3	241.7	242.9	241	247.2	243.9	247.3	NA	250.1

MHS Reading	2005-06 Mean Growth	2006-07 Mean Growth	2007-08 Mean Growth	2008-09 Mean Growth	2009-10 Mean Growth
Grade 9	2.9	1.6	3.8	2.1	NA

MHS Mathematics	2005-06 Mean Growth	2006-07 Mean Growth	2007-08 Mean Growth	2008-09 Mean Growth	2009-10 Mean Growth
Grade 9	1.3	1.9	6.2	3.4	NA

Failure Rate

3. Failure Rate	2005-06*	2006-07*	2007-08*	2008-09	2009-10
				5.41%	4.20%

*Moorhead High's failure rate data is unavailable at this time for the 2005-06, 2006-07 and 2008-09 school years. Previous years' data will be recalculated and reported for the next five-year period.

Basic Skills Test*

4. Basic Skills Test	2005-06	2006-07	2007-08
Class of 2008 - Reading			
Passed	387	405	393
Percent Passed	90.42%	90.40%	94.70%
Not Passed	41	41	19
Percent Not Passed	9.58%	9.15%	4.58%
Exempt	0	2	3
Class of 2008 - Mathematics			
Passed	367	381	379
Percent Passed	85.35%	85.04%	92.22%
Not Passed	63	65	29
Percent Not Passed	14.66%	14.51%	7.06%
Exempt	0	2	3
Class of 2008 - Writing			
Passed	396	416	406
Percent Passed	94.07%	92.86%	96.90%
Not Passed	25	30	11
Percent Not Passed	5.94%	6.70%	2.63%
Exempt	0	2	2
Class of 2009 - Reading			
Passed	331	355	355
Percent Passed	82.75%	84.32%	89.65%
Not Passed	69	63	41
Percent Not Passed	17.25%	14.96%	10.36%
Exempt	0	3	0
Class of 2009 - Mathematics			
Passed	309	341	344
Percent Passed	76.30%	81.00%	87.54%
Not Passed	96	77	49
Percent Not Passed	23.71%	18.29%	12.47%
Exempt	0	3	0
Class of 2009 - Writing			
Passed		357	363
Percent Passed		84.80%	91.67%
Not Passed		61	33
Percent Not Passed		14.49%	8.34%
Exempt		3	0

* To be eligible for a diploma from a Minnesota public high school, students who entered grade 8 in 2004-05 or earlier must have received passing scores on the Basic Skills Test (BST) in reading, mathematics and writing. Most students graduating under the BST rule graduated in 2009.

Students entering grade 8 in 2005-06 or later do not take the BSTs. Instead, they take the Graduation-Required Assessments for Diploma (GRAD) tests: writing in grade 9, reading in grade 10 and mathematics in grade 11.

Future versions of this profile document will include GRAD data in lieu of BST data.

Post-Secondary Options

5. Post-Secondary Options	2005-06*	2006-07	2007-08	2008-09*	2009-10
Accounting	1	1			
Alcohol Awareness			1		
Anatomy	2				2
Anthropology			1	1	4
Art	1			2	2
Biology	11			6	5
Business				2	
Calculus	2				1
Career	1				
Chemistry	1		4	2	3
College Writing			1		6
Computer Classes	2	2	1		3
Creative Writing					1
Criminal Justice	1				
Dance					1
Design			1		
Economics	4	2	2	3	8
Electives	2	2	2		
English	17	20	17	19	21
Ethics					2
First Aid					3
Food History		1			
French		1	1		1
German		1	2		
Government	3				4
Health			1	4	1
History	1	12	1	3	
Human Resources				1	
Human Society		1			
Japanese		2		2	8
Mathematics	7	7	4	4	2
Music	8		1	4	
Nano Science					1
Norwegian					1
Nursing	1	4			

Nutrition	2	4			1
Photography		1	1		
Physical Education	6		3	2	
Philosophy	1	2		1	2
Political Science/Politics		2	1	2	2
Psychology	5	4	6	4	9
Public Speaking			1		5
Reasoning			1		
Russian		1			
Science		6			
Sociology	4	1	3	2	6
Spanish	6	2	6	2	
Theatre				1	
Women's Studies					1
World History	3	1	2		2
Number of Students Participating	27	24	25	17	29
Number of Courses Attempted	112	80	64	72	108
Grades Received					
A	56 50.0%	29 36.3%	32 50.0%	46 63.9%	34 31.5%
B	34 30.4%	37 46.3%	16 25.0%	20 27.8%	35 32.4%
C	10 8.9%	12 15.0%	10 15.6%	4 5.6%	25 23.1%
D	4 3.6%	0	2 3.1%	0	3 2.8%
F	5 4.4%	1 1.2%	1 1.6%	0	7 6.5%
I	0	1 1.2%	0	0	1 0.9%
W	3 2.7%	0	0	0	3 2.8%
P	0	0	3 4.7%	2 2.7%	0

* Some of the individial courses taken are not available for the 2005-06 and 2008-09 and school years.

Advanced Placement (AP) Examinations

Participation & Results

6. Advanced Placement (AP) Examinations	2005-06	2006-07	2007-08	2008-09	2009-10
Number of Students Tested	221	254	283	257	286
Number of Tests Taken	363	438	516	480	544
Percentage Scoring 3, 4 or 5	70%	66%	62%	66%	64%
Number of Tests Taken by Subject					
Biology	18	16	30	30	16
Calculus AB	22	20	12	12	5
Calculus BC	5	23	33	30	25
Chemistry	13	21	18	16	25
Economics - Macro	14	32	38	18	49
Economics - Micro	40	32	38	42	44
English Language & Composition	15	16	12	19	36
English Literature & Composition	36	47	68	69	91
European History	34	54	68	72	56
Government & Politics - Comparative	11	20	24	22	32
Government & Politics - U.S.	31	19	30	35	26
Psychology	63	76	77	63	69
U.S. History	59	52	63	51	69
Other	2	10	5	1	1

ACT

7. ACT Scores - Core Curriculum		2005-06	2006-07	2007-08	2008-09*	2009-10*
English	Moorhead	21.2	22.3	21.7		
	State	22.4	22.6	22.4		
	National	21.6	21.7	21.6		
Math	Moorhead	23.2	24.5	24.2		
	State	22.9	23.3	23.1		
	National	21.8	21.9	21.9		
Reading	Moorhead	22.8	23.8	23.4		
	State	23.3	23.5	23.4		
	National	22.3	22.4	22.3		

7. ACT Scores - Core Curriculum (cont.)		2005-06	2006-07	2007-08	2008-09	2009-10
Science	Moorhead	22.4	23.6	23		
	State	22.9	23.1	22.9		
	National	21.7	21.8	21.6		
Composite	Moorhead	22.5	23.7	23.2		
	State	23	23.3	23.1		
	National	22	22	22		
Average ACT Scores						
English	Moorhead	20.6	21.9	21.3	21.5	21.1
	State	21.6	21.8	21.9	22.0	22.3
	National	20.6	20.7	20.6	20.6	20.5
Math	Moorhead	22.5	24.0	23.9	23.7	22.6
	State	22.1	22.5	22.6	22.7	22.9
	National	20.8	21.0	21.0	21.0	21.0
Reading	Moorhead	22.3	23.5	23.1	23.1	22.3
	State	22.6	22.8	23.0	23.1	23.2
	National	21.4	21.5	21.4	21.4	21.3
Science	Moorhead	22.0	23.1	22.8	23.2	22.2
	State	22.3	22.5	22.5	22.6	22.8
	National	20.9	21.0	20.8	20.9	20.9
Composite	Moorhead	22.0	23.2	22.9	23.0	22.2
	State	22.3	22.5	22.6	22.7	22.9
	National	21.1	21.2	21.1	21.1	21.0
Number of Students Taking Test		*246*	*285*	*288*	*249*	*280*
*Percent Participation**		*59.9%*	*67.9%*	*70.4%*	*66.6%*	*65.1%*

*Percent particpation is calculated using October 1 enrollment figures.

*ACT scores for core curriculum are unavailable for the 2008-09 and 2009-10 school years.

Percent of ACT-Tested Students Ready for College-Level Coursework

The chart that has been included in previous versions of the profile document is unavailable for the range of data included in this report.

5 Year Trends - Percent of Students Meeting College Readiness Benchmarks

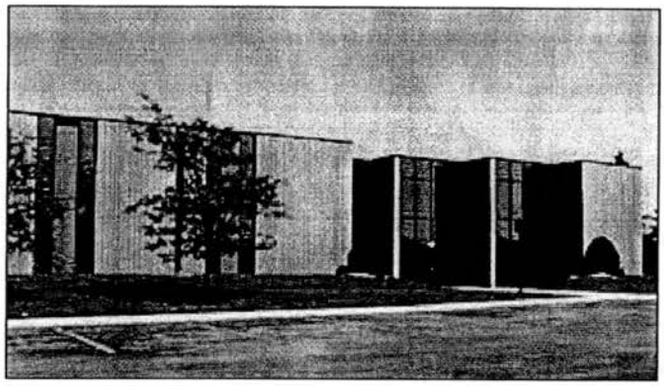
8. Percent of Students Meeting College Readiness Benchmarks		2005-06	2006-07	2007-08	2008-09	2009-10
English	Moorhead	71%	79%	74%	74%	75%
	State	76%	78%	77%	78%	79%
	National*	69%	69%	68%		
Math	Moorhead	56%	69%	65%	65%	59%
	State	52%	56%	56%	57%	61%
	National*	42%	43%	43%		
Reading	Moorhead	64%	68%	61%	59%	61%
	State	62%	62%	64%	65%	65%
	National*	53%	53%	53%		
Science	Moorhead	32%	43%	41%	48%	36%
	State	37%	38%	40%	39%	42%
	National*	27%	28%	28%		
Meeting all 4	Moorhead	24%	36%	35%	39%	30%
	State	28%	31%	32%	32%	35%
	National*	21%	23%	22%		

*National college readiness benchmark data is unavailable for the 2008-09 and 2009-10 school years.

MOORHEAD HIGH SCHOOL — STAFFING DATA

1. Teaching Staff	2005-06	2006-07	2007-08	2008-09	2009-10
BA	11	9	10	15	9
BA + 10	16	14	9	7	5
BA + 20	3	7	6	3	3
BA + 30	13	10	10	2	4
BA + 40					
BA + 50					
BA + 70	3	2	2	2	2
MA	14	15	13	10	11
MA + 10	10	11	13	16	18
MA + 20	8	8	6	6	5
MA + 30	35	37	40	41	41
Less Than 3 Years Experience	3.13%	4.92%	2.10%	4.82%	1.24%
More Than 10 Years Experience	62.84%	60.20%	61.29%	61.12%	76.41%

RED RIVER AREA LEARNING CENTER DEMOGRAPHIC DATA



RED RIVER AREA LEARNING CENTER
1100 32ND AVE. S., MOORHEAD, MN 56560
(218) 284-2200

PROGRAM MANAGER:
DEB PENDER-TILLERAAS

	2005-06	2006-07	2007-08	2008-09	2009-10
1. Average Daily Attendance (ADA)	71	94	87	99	85
2. Average Daily Membership (ADM)	87	109	102	107	101
3. Attendance Rate	82.1%	86.24%	89.0%	92%	84%
4. English Learners (EL)	69	97	62	43	39

5. October 1 Enrollment	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009
Grade 6	2	0	0	0	0
Grade 7	5	1	0	6	1
Grade 8	21	27	0	20	6
Grade 9	28	22	14	10	10
Grade 10	16	23	20	18	21
Grade 11	17	23	37	28	13
Grade 12	17	42	31	38	44
Total	*106*	*138*	*102*	*120*	*95*

6. Mobility	2005-06	2006-07	2007-08	2008-09	2009-10
Transfers Into RRALC					
From Other Minnesota Districts	53	46	25	30	41
From Other States & Countries	19	20	30	17	22
From Non-public	1	4	0	1	1
Transfers Out of RRALC					
To Other Minnesota Districts	46	40	20	25	29
To Other States & Countries	16	13	10	7	11
To Non-public	1	1	0	0	1
Transfers From Other District Schools	81	86	59	82	77
Transfers To Other District Schools	42	51	27	42	35

RED RIVER AREA LEARNING CENTER DEMOGRAPHIC DATA

7. Free and Reduced Lunch Program	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009
Free	75	85	64	68	62
Reduced	8	10	9	7	4
Percentage of Students Free & Reduced	72%	70.9%	76%	66.4%	71.7%

8. Ethnicity	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009
Native American	16 26.2%	24 17.8%	19 19.6%	26 17.1%	19 12.2%
Asian	1 1.6%	2 1.5%	1 1.0%	3 2.0%	3 1.9%
Hispanic	19 31.1%	46 34.0%	41 41.2%	46 30.3%	52 33.3%
Black	2 3.3%	9 6.7%	3 3.1%	12 7.9%	16 10.3%
White	23 37.7%	54 40.0%	36 35.1%	65 42.8%	66 42.3%
Percent Minority	***62.3%***	***60.0%***	***64.9%***	***57.2%***	***57.7%***

9. Home Language	2005-06	2006-07	2007-08	2008-09	2009-10
Albanian	4	2	1	1	2
Arabic	2	4	0	0	0
Chippewa	0	2	0	0	0
Dakotah	3	2	2	0	1
English	273	459	217	100	98
Hawaiian	0	1	0	0	1
Kurdish	10	20	11	6	6
Laotian	2	1	0	0	0
Russian	2	3	1	0	0
Serbo-Croatian	4	11	3	3	3
Somali	1	1	5	1	0
Spanish	68	100	55	38	42
Swahili	2	1	1	0	0
Vietnamese	1	7	5	3	3

RED RIVER AREA LEARNING CENTER DEMOGRAPHIC DATA

10. Special Education Status	Dec. 2005	Dec. 2006	Dec. 2007	Dec. 2008	Dec. 2009
Speech/Language Impaired	3	6	13	0	1
DCD Mild Moderate	0	1	11	0	3
DCD Severe	0	0	1	0	0
Physically Impaired	1	0	3	0	0
Deaf/Hard of Hearing	0	2	0	0	1
Visual Impairment	0	0	0	0	0
Specific Learning Disability	8	35	36	5	8
Emotional Behavioral Disorders	6	19	20	0	10
Deaf-Blind	0	0	0	0	0
Other Health Disabilities	3	36	63	6	11
Autism Spectrum Disorders	0	1	21	0	1
Traumatic Brain Injury	0	0	0	0	0
Severely Multiple Impaired	0	1	1	0	0
Total Disabilities Served	***21***	***101***	***169***	***11***	***35***

	2005-06	2006-07	2007-08	2008-09	2009-10
12. Student-to-Computer Ratio	2:1	2:1	2:1	2:1	2:1
13. Extracurricular Activities	M F	M F	M F	M F	M F
Refer to Moorhead High School statistics					

14. Student Discipline Reports	2005-06	2006-07	2007-08	2008-09	2009-10
Alcohol	1	1	0	0	0
Assault	1	0	0	0	0
Bullying	0	0	1	1	0
Disorderly Conduct	16	15	1	10	47
Fighting	9	13	2	1	7
Harassment	3	1	1	1	0
Controlled Substance, Illegal Drugs	4	8	2	13	2
Theft	1	0	0	0	0
Threat/Intimidation	4	1	1	4	0
Tobacco	1	5	5	0	0
Vandalism	1	1	1	1	1
Verbal Abuse	4	1	3	0	1
Weapons	0	2	0	0	0
Other	0	0	1	20	1

RED RIVER AREA LEARNING CENTER DEMOGRAPHIC DATA

	2005-06	2006-07	2007-08	2008-09	2009-10
15. Detention*				17	39
16. Suspension (Out-of-School)	37	42	36	32	17
17. Dropout Rate (See page 72)					
18. Absences*					
Days Excused	Historical absence data is unavailable for RRALC at this time because a different system is used to calculate absences.				
Days Unexcused					
Total					

*Detention data is unavailable for the 2005-06, 2006-07 and 2007-08 school years.

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 10 Reading	2006 ALC	2006 District	2006 State	2007 ALC	2007 District	2007 State	2008 ALC	2008 District	2008 State	2009 ALC	2009 District	2009 State	2010 ALC	2010 District	2010 State
Exceeds Stds	0.0	41.8	31.8	3.2	34.8	29.4	0.0	34.6	36.1	7.1	40.1	39.7	0.0	39.3	38.1
Meets Stds	20.0	36.5	33.5	19.4	31.7	32.5	27.8	39.5	34.6	21.4	35.3	34.5	38.1	40.7	37.2
Partially Meets	30.0	13.5	19.3	22.6	17.3	20.5	38.9	16.7	19	42.9	17.5	16.6	42.9	12.7	15.8
Does Not Meet	50.0	8.2	15.5	54.8	16.2	17.7	33.3	9.2	10.3	28.6	7	9.2	19	7.2	8.8

Grade 11 Mathematics	2006 ALC	2006 District	2006 State	2007 ALC	2007 District	2007 State	2008 ALC	2008 District	2008 State	2009 ALC	2009 District	2009 State	2010 ALC	2010 District	2010 State
Exceeds Stds	0.0	15.8	10.1	0.0	16.6	11.5	0.0	19.6	13.9	0.0	13.7	17.7	0.0	13.5	15
Meets Stds	0.0	30.4	19.7	3.8	25.7	19.8	0.0	20.7	20.4	5	28.9	23.9	0.0	27	28.2
Partially Meets	4.3	19.3	21.0	11.5	21.6	20.2	0.0	18.7	19.7	15	23.6	22	8.3	27.3	22.2
Does Not Meet	95.7	34.4	49.2	84.6	36.1	48.6	100	41.1	45.9	80	33.7	36.4	91.7	32.2	34.5

RED RIVER AREA LEARNING CENTER

STAFFING DATA

1. Teaching Staff	2005-06	2006-07	2007-08	2008-09	2009-10
BA	3	1	1	2	2
BA + 10	3	2	2	2	2
BA + 20	1	3	3	2	1
BA + 30	2	2	2	0	1
BA + 40					
BA + 50					
BA + 70					
MA	0	1	0	0	1
MA + 10	1	0	0	0	0
MA + 20	0	1	1	1	1
MA + 30	1	1	1	1	1
Less Than 3 Years Experience	0.00%	3.03%	0.00%	21.45%	0.00%
More Than 10 Years Experience	73.68%	81.82%	100.00%	78.55%	56.94%

MOORHEAD AREA PUBLIC SCHOOLS

Independent School District 152

2410 14th St. S., Moorhead, MN 56560
www.moorhead.k12.mn.us

2010 SCHOOL BOARD

Kristine Thompson, Chair • Lisa Erickson, Vice Chair
Cindy Fagerlie, Clerk • Karin Dulski, Treasurer
Sonia Mayo Hohnadel, Director • Mike Siggerud, Director • Bill Tomhave, Director

ADMINISTRATION

Dr. Lynne A. Kovash
Superintendent

Wayne Kazmierczak
Assistant Superintendent

S-MG-1205
14 NOV 11

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

November 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 Michelle Sailer, art teacher at S.G. Reinertsen Elementary, for being selected to receive Artsonia's Annual Leadership Award. This award honors 10 teachers in the nation who go beyond the classroom walls to encourage family and community involvement in arts education. The award also recognizes achievement in technology integration within the school arts program. Reinertsen's online Artsonia art gallery ranks second in the state and 37th in the nation based on the number of published artworks and fan club members.

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 October 10 and 24, 2011 Meeting Minutes - Pages 5-10

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of November Claims - Page 11
   (2) Acceptance of Donation - Page 12

C. HUMAN RESOURCES MATTERS - Hiedeman
   (1) Approval of Resignation - Page 13
   (2) Approval of Change in Contract - Page 14
   (3) Approval of Family/Medical Leaves - Page 15
   (4) Approval of New Employees - Page 16
   (5) Approval of Valley City State University Field Experience Agreement - Page 17

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **POWERSCHOOL PRESENTATION**: Kovash
Pages 18-19

4. **ENROLLMENT PROJECTIONS**: Kazmierczak
   Pages 20-21

5. **APPROVAL OF POLICY**: Kovash
   Pages 22-26

   Suggested Resolution: Move to approve the policy, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds 554, as presented.

   Moved by _____ Seconded by _____
   Comments _____

6. **CLOSE PUBLIC MEETING**: Thompson

   Suggested Resolution: Move to close the public meeting at _____ p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies.

   Moved by _____ Seconded by _____
   Comments _____

7. **OPEN PUBLIC MEETING**: Thompson

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

   Moved by _____ Seconded by _____
   Comments _____

8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Safe and Healthy Learners Com	November 15	3 pm	PCE
Com Educ Advisory Council	November 15	7 pm	PCE
Community Listening Session	November 17	7 pm	MHS Media Ctr
Policy Review Committee	November 21	7 pm	PCE
Technology Committee	November 22	3:45 pm	PCE
Activities Advisory Council	November 22	7 am	MHS Conf Rm
School Board	November 28	7 pm	PCE

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

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

MEMBER 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 approval of the agenda to proceed with a revision to page 16.

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

WE ARE PROUD:

We Are Proud of Pam Gibb, communications coordinator, for earning the distinction of being Accredited in Public Relations by completing the examination process governed by the Universal Accreditation Board. The process includes a portfolio presentation to a Readiness Review panel and sitting for an examination to assess competence in 60 areas of knowledge, skills and abilities. Gibb was recognized at the National School Public Relations Association conference in July.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the September 12, 2011 Special Meeting Minutes and September 12 and 26, 2011 Regular Meeting Minutes as presented.

Claims - Approve the October Claims, subject to audit, in the amount of $1,823,548.12.

General Fund:	$1,655,041.68
Food Fund:	$145,306.96
Community Service Fund:	$23,199.48
TOTAL	$1,823,548.12

Resignations

Becky Domholt - Food and Nutrition Server, S.G. Reinertsen Elementary, effective October 7, 2011.

Marysol Hankel - ESL Paraprofessional, Adult Basic Education, effective October 6, 2011.

Denise Young - K+ Paraprofessional, Probstfield Center for Education, effective September 28, 2011.
Amy Ziegler - Lunchroom Supervisor, Ellen Hopkins Elementary, effective September 30, 2011.

Change in Contracts
John Dobmeier - Social Studies Teacher, Moorhead High School from .50 FTE, BA (0) $15,911.50 to .50 FTE Social Studies and .17 FTE Journalism, $21,321.41, effective with the 2011-2012 school year (replaces Kenton Kolstad).
Karen Wagner - K+ Paraprofessional, EIS, B21 (3) $14.26 per hour , 4 hours per day. This is in addition to Karen's 2 hours per day as a K+ Teacher. Effective 10/3/2011 (replaces .2 Grace Lopez, .2 Marysol Hankel and .23 Karina Hodney).
Audra Hart - Early Learning Secretary, Probstfield Center for Education, A13 (3) $14.88 to B22 (3) $15.84, effective September 26, 2011.

Family/Medical Leaves
Jill Meyer - Paraprofessional, Moorhead High School, effective approximately January 29, 2012 for approximately six weeks.
Paulette Hagen - Teacher, Red River Area Learning Center, effective approximately November 28, 2011 for approximately six weeks.
Eva Riendeau - LSS Teacher, Horizon Middle School, effective October 3, 2011 thru October 30, 2011.

New Employees
Elisa Ramirez - Paraprofessional, Horizon Middle School, 6.5 hours per day, B21 (0-2) $14.05 per hour, effective August 30, 2011 (replaces Sandy Arntson).
Jennifer Keller - Paraprofessional, EIS, B21 (3) $14.26 per hour, 6.5 hours per day, 4 days per week, effective October 3, 2011 (replaces .8 of Grace Lopez).

Motion carried 6-0.

APPROVAL OF 2010-11 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT: Fagerlie moved, seconded by Wilmer, to approve the 2010-2011 Annual Report on Curriculum, Instruction and Student Achievement. Motion carried 6-0.

COMMUNICATIONS PLAN 2011-12: Kovash reviewed the district's communication plan with the board. The district is working to enhance two-way communication with internal and external stakeholders and to inform district employees about key issues. The new school district brochure was shared with the board. Copies will be sent to each school to be provided to prospective residents. Data for establishing several of the communications objectives was taken from the 2009 Decision Resources survey. Evaluation to determine whether the communication objectives are met will include surveys of the community, parents and employees.

COMMITTEE REPORTS: Kovash provided a powerpoint presentation from speaker and author, Yong Zhao, whom she heard at the recent Minnesota Association of School Administrators Fall Conference. He provided information from his book *Catching Up or Leading the Way - American Education in the Age of Globalization.*

Brief reports were heard regarding the MHS PTAC, Joint Powers Committee, Hopkins PTAC and Continuing Education Committee. Fagerlie noted she participated in the International Walk to School Day.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:43 p.m.

_____
Cindy Fagerlie, Clerk

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

MEMBER ABSENT: Mike Siggerud.

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 approval of the agenda as presented.

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

WE ARE PROUD:

We Are Proud of Heidi Fisher, a developmental adaptive physical education teacher at Horizon Middle School, for receiving the 2011 DAPE Teacher of the Year Award from the Minnesota Association for Health, Physical Education, Recreation and Dance. The award recognizes outstanding service and contributions in developmental adapted physical education. Fisher was recognized at the MNAHPERD fall conference on Oct. 7.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Gift Acknowledgement - Accept the West Central Initiative funds and direct administration to send a thank you. The funds received from West Central Initiative through an Otto Bremer Foundation grant will be used to provide an in-service opportunity for local child care providers focused on building strong pre-academic skills for children in their care settings.

Resignations
Brent Vetter - Bus Driver, Transportation, effective October 6, 2011.
Jasen Sauvageau - Food and Nutrition Server, Moorhead High School, effective October 17, 2011.

Family/Medical Leave
Barbro Olson - Food and Nutrition Server, Moorhead High School/RRALC, extend the leave from October 28, 2011 thru January 2, 2012.

Retirement
Gene Boyle - Principal, Moorhead High School, effective June 30, 2012.

New Employees
Joanna Beeson - Food and Nutrition Server, S.G. Reinertsen Elementary, $10.00 per hour, 2.75 hours per day, effective October 13, 2011 (replaces Becky Domholt).
Candyce Waldner - Food and Nutrition Server, S.G. Reinertsen Elementary, $10.00 per hour, 2.75 hours per day, effective October 11, 2011 (Eugene Life).
Chad Englund - Bus Driver, Transportation, $13.68 per hour, 2 hours per day, effective August 15, 2011 (replaces 1/3 of Victor Rios).
Ryan Short - Paraprofessional, Horizon Middle School, B21 (0) $14.05 per hour, 6.5 hours per day, effective October 17, 2011 (replaces Richard Rauenhorst).
Barbara Honer - Adult Basic Education Paraprofessional, Probstfield Center for Education, B21 (0-2) $14.05 per hour, 6.5 hours per day, 3 days per week, 36 weeks per year, effective October 25, 2011 (replaces Marysol Henkel).
Angela Flaten - Preschool on Wheels Teacher, Probstfield Center for Education, $25.46 per hour, 4 hours per day, 4 days per week, effective November 1, 2011 (replaces Shauna Fischer).

Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination - Approve the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination as presented.

Kovash expressed her appreciation to Moorhead High School principal Gene Boyle for his 15 years of service to staff, teachers and the district. Chair Thompson also thanked Mr. Boyle for his many years of service.

Motion carried 6-0.

APPROVAL OF 2011-12 STRATEGIC PRIORITIES AND GOALS: Kovash reviewed the district's 2011-12 Strategic Priorities and Goals with board members. Priority Area 1 is to increase student learning and success in all academic and behavioral areas through guaranteed and viable curriculum, literacy and teacher effectiveness. Under the priority area are three goals: implementation of the district improvement plan, implementation of PowerSchool Studio (multi-year goal), and implementation of an early childhood model to align with school-age expectations (multi-year goal). Goals under Priority Area 2, increase growth of all employees through recruitment, retention, training, development and supervision, are implementation of a systematic evaluation process and implementation of a teacher induction program. Priority Area 3 is to provide a safe, healthy and respectful environment, are goals of implementing a system of positive behavior supports and improving school safety. Priority Area 4 is to improve satisfaction and involvement with students, parents and community by implementing the district communication plan, collaborating with community partner to improve student outcomes, and

commitment to the operating levy referendum priorities. Priority Area 5 is to improve overall organizational effectiveness, includes goals of implementing the communication plan and maintaining fiscal accountability by aligning resources to instructional needs.

Fagerlie moved, seconded by Wilmer, to approve the 2011-12 Strategic Priorities and Goals as presented. Motion carried 6-0.

APPROVAL OF RESOLUTION APPROVING AND AUTHORIZING THE EXECUTION OF A LEASE AGREEMENT, A GROUND LEASE AGREEMENT AND RELATED DOCUMENTS AND CERTIFICATES: Erickson moved, seconded by Wilmer, to approve the Resolution Approving and Authorizing the Execution of a Lease Agreement, a Ground Lease Agreement and Related Documents and Certificates as presented. Motion carried 6-0.

SCHEDULE SCHOOL BOARD WORK SESSION: Fagerlie moved, seconded by Johnson, to approve Monday, November 28, 2011 from 5:00 to 6:45 p.m. to conduct a School Board work session to discuss facilities planning. Motion carried 6-0.

FINAL DISTRICT AND SCHOOL PROFILES FOR 2005-06 THROUGH 2009-10: Eidsness reviewed the final version of the 2005-06 through 2009-10 District and School Profiles with the board. The Profiles will be posted on the district's website.

Wilmer moved, seconded by, Johnson, to approve the final District and School Profiles for 2005-06 through 2009-10. Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Health/Safety/Wellness Committee, Instruction and Curriculum Advisory Committee and Reinertsen PTAC meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Chair Thompson noted an invitation was received regarding the Red River ALC Robotics Team competition scheduled for Oct. 29 at the Fargo Civic Center. Thompson reminded board members of the communication related to the Delta Tau Delta from NDSU raising money for the Truancy Intervention Program Oct. 24-27. Chair Thompson requested board members to contact Michelle with their plans to attend the MSBA 91st Annual Leadership Conference scheduled January 12-13, 2012 in Minneapolis.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:53 p.m.

_____
Cindy Fagerlie, Clerk

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.033 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: November 8, 2011

SUBJECT: November Claims

The November claims are as follows:

General Fund	$1,594,403.37
Food Fund	$170,765.89
Community Service Fund	$38,753.80
Post Employment Benefits Debt Service	$450.00
TOTAL	$1,804,373.06

Suggested Resolution: Move to approve the November claims, subject to audit, in the amount of $1,804,373.06.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.032 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: November 8, 2011

SUBJECT: Donations

Moorhead Area Public Schools has received the following donations:

- Don Mattson, a Moorhead resident, has donated a Cable piano valued at approximately $400 to Red River Area Learning Center.
- The City of Moorhead has donated 22 used 17" 4x3 ratio LCD computer monitors valued at $2,000. They will be used throughout the district to replace outdated 15"-17" CRT monitors on existing computers.

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

WAK:nls

12

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.035

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: November 8, 2011

SUBJECT: Resignations

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

Angelique King	Food and Nutrition Server, Horizon Middle School, effective November 16, 2011.

SUGGESTED RESOLUTION: Move to approve the resignation of Angelique King as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.033

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: November 8, 2011

SUBJECT: Change in Contract

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

Amanda Johnson	K+ Paraprofessional, Ellen Hopkins Elementary, 16.25 hours per week to 32.5 hours per week. (New position)

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Amanda Johnson as presented.

AH:jal

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.032

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: November 8, 2011

SUBJECT: Family/Medical Leave

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

Eric Stenehjem	Biology Teacher, High School, beginning approximately December 12th for one week.
Dean McEnery	Bus Driver, District Wide, beginning October 31st for an undetermined amount of time.
Eva Riendeau	LSS Teacher, Horizon Middle School, effective October 31, 2011 – November 13, 2011.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leaves pursuant to Article 39, Section 1 of the Teachers' Master Agreement for Eric Stenehjem, Article VIII; Section 7 of the Bus Drivers' Master Agreement for Dean McEnery; and Article 38, Section 2 of the Teachers' Master Agreement for Eve Riendeau.

AH:jal

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.031

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: November 8, 2011

SUBJECT: New Employees

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

Ayako Dooher	Paraprofessional, Ellen Hopkins Elementary, B21 (0) $14.05 per hour, 6.5 hours per day, effective October 6, 2011. (Replaces Sandi McMaines)
Tracy Alderman	K+ Paraprofessional, Ellen Hopkins Elementary, B21 (0) $14.05 per hour, 16.25 hours per week, effective October 24, 2011. (Replaces Amanda Johnson)
Sarah Anderson	K+ Paraprofessional, Ellen Hopkins Elementary, B21 (0) $14.26 per hour, 6.5 hours per day, effective November 7, 2011. (Replaces Denise Young)
Lydea Aurentz	Technical Director, District Wide, $16,952 effective November 1, 2011. (Replaces Kenton Kolstad)
Fidela Jones	Bus Driver, Transportation, $13.68 per hour, 4-6 hours per day, effective November 7, 2011. (Replaces Ryan Lunser)
Rebecca Flores	Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective November 9, 2011. (Replaces Kim Bergley)

SUGGESTED RESOLUTON: Move to approve the employment of Ayako Dooher, Tracy Alderman, Sarah Anderson, Lydea Aurentz, Fidela Jones and Kim Bergley as presented.

AH:jal

16

Department of Human Resources
Moorhead Area Public Schools

Memo HR.12.034

TO: Lynne A. Kovash, Superintendent

FROM: Ann Hiedeman, Human Resources Director

DATE: November 8, 2011

RE: Valley City State University Field Experience Agreement

Attached is the Field Experience Agreement with Valley City State University and S. G. Reinertsen Elementary for the spring semester of 2012. The agreement allows for S. G. Reinertsen to serve as a location for Valley City State students to student teach while working to complete their professional education program. Moorhead Area Public School Policy 921 supports the agreements with universities and colleges to provide field experiences for pre-service teachers.

The school district agrees to supply to the student teacher opportunity to work in a teacher-learning situation cooperatively with a teacher certified at standards equal or superior to the regulations of the State of Minnesota during the student teaching assignment. The agreement also allows the university supervisor to consult with the cooperating teacher and visit the school and room while the student teacher is teaching.

SUGGESTED RESOLUTION: Move to approve the Field Experience agreement with Valley City State University for the spring semester of 2012.

AH:jal

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.043R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 8, 2011

SUBJECT: PowerSchool Presentation

Dan Markert will provide a "live" demonstration of PowerSchool and the information provided to assist parents.

Attached is a document listing the expectations for teachers for both PowerSchool and Teacher Web Pages. This document is used as a part of staff training in the fall.

LAK:mde
Attachment

PowerSchool Teacher GradeBook Utilization -- Effective Fall 2010

RATIONALE

- serves as communication tool between classroom teacher and counselors, LSS staff and other specialists
- provides real time feedback to administration
- keeps activity advisors and athletic coaches abreast of classroom progress and attendance
- provides historical information for future teachers serving the student
- informs students and parents of classroom progress and late or missing assignments

PowersSchool Teacher GradeBook Expectations -- Secondary (MHS, RRALC, HZN) -- effective Fall 2010

- All "student work" that constitutes quarter, semester and final grades will be entered into the PS electronic gradebook. This includes homework assignments, quizzes, tests, class participation, extra credit, etc.
- All Mid term reports will be generated and printed from the PowerSchool GradeBook.

PowersSchool Teacher GradeBook Expectations -- Elementary (ASP, HOPK, SGR) -- effective Fall 2010

- Student DRA, QRI, AIMSWeb and other district assessment and progress monitoring scores will be entered into PS electronic gradebook.
- Standards that complete the electronic Elementary Progress Report Card will be entered in PS teacher gradebook. This includes standards "marked" by specialists.
- Results of classroom spelling tests (or other regularly scheduled classwork) will be posted in teacher gradebook

Teacher's Class/Course Web page -- Effective Fall 2010

RATIONALE:

- serves as teachers' personal curriculum map
- serves as weekly/daily lesson plan includes electronic submission n
- serves as historical year-to-year repository of class assignments
- connects substitute employees to teacher's daily plan and resources
- allow for student teacher and cooperating teacher to collaborate
- increases co-teaching communication and flexibility
- informs students and parents of assignment deadlines and lesson details
- includes information sharing with PS teacher gradebook

Teacher Web-Page -- Secondary -- effective Fall 2010

The following will be posted online as part of the teachers' classroom web-presence:

- All graded coursework (posted as it's assigned with due date--works in conjunction with teacher gradebook)
- Class rules/expectations (posted at start of class/course term)
- Course outline/syllabi (posted at start of class/course term)
- Teacher contact information (posted as start of class/course term)

Teacher Web Page -- Elementary -- effective Fall 2010

The following will be posted online as part of the teachers' classroom web-presence:

- Class rules/expectations (posted at start of class/course term)
- Classroom Newsletters (posted as .pdf document)
- Classroom Announcements (posted as .pdf document)
- Teacher contact information (posted as start of class/course term)
- Spelling word lists (use in conjunction with PS teacher gradebook

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.034 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: November 8, 2011

SUBJECT: Enrollment Projections

Attached are the enrollment projections based on November 1, 2011 actual enrollment. These data, along with historical and projected Average Daily Membership (ADM), will be used for planning and staffing determinations in the coming months. The November 1, 2011 enrollment figure of 5,395 is 1 student above the projection of 5,394 made in November 2010. Compared to actual enrollment of 5,388 from November 1, 2010, the current year November 1 figure represents an increase of 7 students.

The secondary grades with the largest enrollment are 8th and 11th with 422 students; the secondary grade with the smallest enrollment is 12th with 383 students. The elementary grade with the largest enrollment is 5th with 444 students; the elementary grades with the smallest enrollment are 1st and 4th with 405 students.

WAK:nls
Attachment

MOORHEAD AREA PUBLIC SCHOOLS
NOVEMBER 2011 ENROLLMENT PROJECTIONS
(Weighted Average Method)

GRADE	ACTUAL NOVEMBER 1 ENROLLMENT					*11/1/11*	PROJECTED ENROLLMENT						
	2006-07	2007-08	2008-09	2009-10	2010-11	*2011-12*	2012-13	2013-14	2014-15	2015-16	2016-17	*November 2010 Projection (2011-12)*	*Variance Between Actual and Projected*
Kindergarten	421	381	397	417	387	*429*	385	390	390	395	395	*385*	*44*
Grade 1	401	432	405	402	432	*405*	442	396	402	402	407	*399*	*6*
Grade 2	414	393	428	407	421	*427*	413	451	404	410	410	*441*	*-14*
Grade 3	359	415	398	440	396	*421*	431	417	455	408	413	*425*	*-4*
Grade 4	380	358	417	391	446	*405*	444	454	439	479	430	*417*	*-12*
Grade 5	372	388	381	417	392	*444*	411	450	460	445	486	*452*	*-8*
Grade 6	422	374	401	397	435	*400*	457	422	463	474	458	*403*	*-3*
Grade 7	367	423	377	405	420	*417*	408	466	431	472	483	*443*	*-26*
Grade 8	431	373	429	384	413	*422*	422	413	471	436	478	*425*	*-3*
Grade 9	463	436	399	446	397	*414*	411	411	401	459	424	*402*	*12*
Grade 10	430	465	445	395	442	*406*	416	412	412	403	461	*399*	*7*
Grade 11	460	422	482	419	383	*422*	390	399	396	396	387	*424*	*-2*
Grade 12	461	447	406	476	424	*383*	417	385	394	391	391	*378*	*5*
Grades K-5	2347	2367	2426	2474	2474	*2531*	2525	2558	2550	2539	2541	*2518*	*13*
Grades 6-8	1220	1170	1207	1186	1268	*1239*	1287	1301	1365	1381	1419	*1272*	*-33*
Grades 6-12	3034	2940	2939	2922	2914	*2864*	2920	2908	2969	3030	3081	*2875*	*-11*
Grades 9-12	1814	1770	1732	1736	1646	*1625*	1633	1607	1604	1649	1663	*1603*	*22*
Grades K-12	5381	5307	5365	5396	5388	*5395*	5445	5466	5519	5569	5622	*5394*	*1*
+/- Prior Year	*-31*	*-74*	*58*	*31*	*-8*	*7*	*50*	*21*	*53*	*50*	*53*		
% +/-	*-0.58%*	*-1.38%*	*1.09%*	*0.58%*	*-0.15%*	*0.13%*	*0.92%*	*0.39%*	*0.98%*	*0.90%*	*0.95%*		

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.042T

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 8, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds 554, for your review. The first reading of the policy was conducted by the School Board on July 18 due to legislative changes to restrictive procedures.

Suggested Resolution: Move to approve the policy, Use of Peace Officers and Crisis Teams to Remove Students with IEPS from School Grounds 554, as presented.

LAK:mde
Attachment

22

Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds

Type:	School Board Policy
Section:	500 STUDENTS
Code:	554
Adopted Date:	3/8/2004
Revised Date(s):	02/11/2008
Reviewed Date(s):	02/11/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT

The Moorhead Area Public Schools is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

All students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all

or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.

D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as a leader of the crisis team.

E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.

F. "Emergency" means a situation ~~in which immediate intervention is necessary to protect a student or other individual from physical injury, emotional abuse due to verbal and nonverbal gestures, or to prevent severe property damage~~ where immediate intervention is needed to protect a student or other individual from physical injury or to prevent serious property damage.

G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPS FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal by Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30 calendar-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall

transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and Moorhead School Board Policy 504: Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal law, state statute or local ordinance to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, 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.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. ~~Requiring the student to assume and maintain a specified physical position, activity, or posture that induces physical pain as an aversive procedure~~ Corporal punishment prohibited by Minn. Stat. 121A.58;

2. ~~Presenting intense sounds, lights, or other sensory stimuli as an aversive stimulus~~ Requiring a student to assume and maintain a specified physical position, activity, or posture that induces physical pain;

3. ~~Using noxious smell, taste, substance, or spray as an aversive stimulus~~ Totally or partially restricting a student's senses as punishment;

4. Denying or restricting ~~the~~ a student's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the student's functioning except when temporarily ~~when the student is perceived to be destroying or damaging equipment or devices~~ removing the equipment or device is needed to prevent injury to the student or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the student as soon as possible;

5. ~~Using faradic skin shock~~ Interacting with a student in a manner that constitutes sexual abuse, neglect or physical abuse under Minn. Stat. 626.556;

6. ~~Restricting, totally or partially, the student's auditory or visual sense, except that study carrels may be used as an academic intervention~~ Physical holding (as defined in Minn. Stat. 125A.0941) that restricts or impairs a student's ability to breathe;

7. Withholding regularly scheduled meals or water; and/or

8. Denying ~~the~~ a student access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's

parent(s)/guardian(s) of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of ~~Conditional~~ Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more ~~conditional~~ restrictive procedures, the crisis team may employ those ~~conditional~~ restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds~~. If the crisis team initiates use of conditional procedures in an emergency, the student's IEP team shall meet as soon as possible, but no later than five (5) school days after emergency procedures have commenced~~ , as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat. 125A.0942, Subd. 5, and otherwise comply with the requirements of 125A.0942.

Legal References:

Minn. Stat. 13.01, *et seq.* (Minnesota Government Data Practices Act)
Minn.~~esota~~ Stat.~~ute~~ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn.~~esota~~ Stat.~~ute~~ 121A.582 (Student Discipline; Reasonable Force)
Minn.~~esota~~ Stat.~~ute~~ 121A.61 (Discipline and Removal of Students from Class)
Minn.~~esota~~ Stat.~~ute~~ 121A.67, Subd. 2 (Aversive and Deprivation Procedures)
~~Minnesota Statute 130.01, et seq. (Minnesota Government Data Practices Act)~~
Minn. Stat. 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn.~~esota~~ Stat.~~ute~~ 609.06 (Authorized Use of Force)
Minn.~~esota~~ Stat.~~ute~~ 609.379 (Permitted Actions)
~~Minnesota Rule 3525.0200, Subp. 2e (Definition of "Emergency")~~
~~Minnesota Rule 3525.2900, Subp. 5 (The IEP and Regulated Interventions)~~
20 U.S.C. 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. 1415(k)(~~9~~6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))
34 C.F.R. 300.5~~29~~35 (IDEA Regulation Regarding Involvement of Law Enforcement)
Minn. Stat. 121A.58 (Corporal Punishment)
Minn. Stat. 626.556 (Reporting of Maltreatment of Minors)

Cross References:
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 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 710: School District Crisis Management

5-M9-BOS
28 Nov 11

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

November 28, 2011
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. **FACILITIES PLANNING**: Kovash
   Pages 3-4

3. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Joint Powers Committee	December 1	7 am	City Hall
Staff Development Committee	December 5	3:45 pm	PCE
MHS PTAC	December 5	7 pm	Conf Rm 227B
Continuing Education Com	December 6	3:30 pm	PCE
Horizon PTAC	December 6	6:30 pm	Media Center
Hopkins PTAC	December 6	6:30 pm	Media Center
Asp PTAC	December 6	6:30 pm	Media Center
Indian Educ Parent Com	December 7	5:30 pm	PCE
Instr and Curr Adv Com	December 8	7 am	PCE
Health/SafetyWellness Com	December 8	9:30 am	PCE
School Board	December 12	7 pm	PCE
Reinertsen PTAC	December 13	6:30 pm	Media Center
Spec Educ Parent Adv Com	December 14	12 pm	PCE
Policy Review Committee	December 19	7 pm	PCE
Winter Break Begins	December 22		
K-12 Classes Resume	January 3		

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.045R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 22, 2011

SUBJECT: Facilities Planning

Attached please find a list of topics to be discussed at the Nov. 28 School Board work session. A copy of the "Facility and Grade Level Configuration Community Task Force" will be provided at the work session to provide background for discussion. A copy of the "Student Demographics Administrative Report" will also be distributed to provide additional context for discussion and future planning.

LAK:mde
Attachment

3

School Board Work Session
November 28, 2011

FACILITIES PLANNING

1. Comprehensive District Facilities Plan (a rolling five-year plan)
   a. Goals
   b. How do we best serve students in the future?
   c. How do we best serve students next year?

2. Process
   a. Set Priorities
   b. Identify and meet district needs
   c. Citizen Advisory Group

3. Programs
   a. Needs based upon major program changes
      - STEM
      - All-Day Kindergarten

4. Demographics
   a. Census Data
   b. Administrative Report

5. Facilities
   a. Zerr Berg

6. Options

5-MS-BOS
28 Nov 11

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

November 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 the Moorhead High School boys cross country team for placing first in the Section 8AA championship meet on Oct. 27. The boys team captured its fourth straight section championship and qualified for the state tournament. The team placed seventh at the state championship on Nov. 5. Glen Ellingson placed fourth overall, earning all-state honors. Team members are Glen Ellingson, Ezra Olson, Matthew Lillehaugen, Jacob Geraghty, Josh Young, Myles Nicolai, Kyle Bernier, Jason Blanshan and Sam Benson. Head coach is Jeremy Blake, and assistant coaches are Dan Dooher, Lindsay Buchholz and Erik Hest.

We Are Proud of Taylor Janssen, Moorhead High School girls cross country team member, for placing ninth at the Section 8AA championship meet and qualifying for the state championship. Janssen completed an all-state performance at the state championship by finishing 18th overall. The girls cross country team is led by head coach Jeremy Blake and assistant coaches Dan Dooher, Lindsay Buchholz and Erik Hest.

We Are Proud of Ann Hiedeman, director of human resources, for earning Professional in Human Resources certification from the Human Resources Certification Institute. Education, work experience and an examination to assess knowledge contribute to earning PHR credentials.

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 Resignations - Page 5
   (2) Approval of Family/Medical Leaves - Page 6
   (3) Approval of Early Retirements - Page 7

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold
   (1) Approval of American Indian Education Transmittal of Resolution Renewal - Pages 8-20

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

Moved by _____ Seconded by _____
Comments _____

3. **FIRST READING OF POLICIES**: Kovash
Pages 21-48

4. **COMMITTEE REPORTS**

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

6. **CLOSE PUBLIC MEETING**: Thompson

Suggested Resolution: Move to close the public meeting at _____ p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies.

Moved by _____ Seconded by _____
Comments _____

7. **OPEN PUBLIC MEETING**: Thompson

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

Moved by _____ Seconded by _____
Comments _____

8. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Joint Powers Committee	December 1	7 am	City Hall
Staff Development Committee	December 5	3:45 pm	PCE
MHS PTAC	December 5	7 pm	Conf Rm 227B
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Instr and Curr Adv Com	December 8	7 am	PCE
Health/SafetyWellness Com	December 8	9:30 am	PCE
School Board	December 12	7 pm	PCE
Reinertsen PTAC	December 13	6:30 pm	Media Center
Spec Educ Parent Adv Com	December 14	12 pm	PCE
Policy Review Committee	December 19	7 pm	PCE
Winter Break Begins	December 22		
K-12 Classes Resume	January 3		

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.037

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: November 22, 2011

SUBJECT: Resignations

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

Allison Waage	Paraprofessional, ECFE & School Readiness, effective Decemer 14, 2011.
Amy Wolfe	Cafeteria Supervisor, Ellen Hopkins Elementary, effective November 15, 2011.
Pedro Rodriguez	Cafeteria Supervisor, Ellen Hopkins, effective November 22, 2011.
Jennifer Keller	Paraprofessional, Early Intervention Services, effective November 4, 2011.

SUGGESTED RESOLUTION: Move to approve the resignation of Allison Waage, Amy Wolfe, Pedro Rodriguez and Jennifer Keller as presented.

AH:jal

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.039

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: November 22, 2011

SUBJECT: Family/Medical Leave

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

Stephen Huebner	Custodian, Horizon Middle School, beginning November 15, 2011 through December 15, 2011.
Tabitha Talkington	Bus Driver, District Wide, beginning approximately January 2, 2012 through approximately February 20, 2012.
Nancy Leitheiser	Teacher, Ellen Hopkins Elementary, beginning approximately January 26, 2012 through March 28, 2012.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leaves pursuant to Article IX, Section 3 of the Custodians' Master Agreement for Stephen Huebner, Article VIII, Section 2 of the Bus Drivers' Master Agreement for Tabitha Talkington and Article 39, Section 1 of the Teachers' Master Agreement for Nancy Leitheiser.

AH:jal

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.038

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: November 22, 2011

SUBJECT: Retirement

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

Barbara Olson	Paraprofessional, Ellen Hopkins Elementary, effective November 21, 2011.
Denise Krabbenhoft	Paraprofessional, High School, effective January 31, 2012.

SUGGESTED RESOLUTION: Move to approve the Retirement of Barbara Olson and Denise Krabbenhoft as presented.

AH:jal

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: November 15, 2011

RE: American Indian Education Transmittal of Resolution Renewal

Attached is the American Indian Education Transmittal of Resolution renewal form. Moorhead Area Public Schools has ten or more American Indian children enrolled in the district and therefore required to submit the Parent committee Roster, the Parent Committee Resolution and the Transmittal of Resolution form to the Minnesota Department of Education by December 15, 2011.

SUGGESTED RESOLUTION: Move to approve the American Indian Education Transmittal of Resolution for submission to the Minnesota Department of Education by December 15, 2011.

JS:ca
Attachment

Minnesota Department of Education	Office of Indian Education 1500 Highway 36 West Roseville, MN 55113-4266	**AMERICAN INDIAN EDUCATION TRANSMITTAL OF RESOLUTION AND PARENT COMMITTEE ROSTER**	ED-02011-09 12-15-___

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

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

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

In order to comply with MS 124D.78, please complete 1) Transmittal Form, 2) Parent Roster, 3) Parent Committee Resolution and supportive documents, as applicable, by **December 15th of each school year.** If assistance is needed in completion of these forms, please call (651) 582-8862.

IDENTIFICATION INFORMATION

School District Name		District Number and Type
Moorhead School District		152
Name of Person Completing This Form	**Title**	**Telephone Number**
Donna Norquay	American Indian Liaison	(218) 284-3466

RESOLUTION/PARENT COMMITTEE INFORMATION

Check all applicable items and attach the requested information:

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

Resolution is attached:

Date passed by Parent Committee: 11 / 02 / 11

Date presented to Local School Board: 11 / 28 / 11

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

(Concurrence) Non-Concurrence

Recommendations are (Included) Non Included with the attachment.

Resolution is NOT attached. If not attached, explain: _____

School Board Response is NOT attached. Explain: _____

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

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

Staff Development on American Indian history and culture Other(explain): _____

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

Signature – Superintendent of School District/Authorized Representative

Date

(OVER)

AMERICAN INDIAN EDUCATION TRANSMITTAL OF RESOLUTION AND PARENT COMMITTEE ROSTER	ED-02011-08 Page 2

PARENT COMMITTEE MEMBERSHIP ROSTER

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

NAME OF COMMITTEE MEMBER	AREA OF REPRESENTATION	AMERICAN INDIAN?	
		YES	NO
1. Chairperson (include address, city and zip code): Jamie Holding Eagle	Chair (parent)	X	
2. Betty McCloud (Peterson)	member at large (parent)	X	
3. Cindy Fagerlie -	Moorhead School Board		X
4. Renee Fosmore	Vice-Chair (parent)	X	
5. Tanya Redroad	Secretary (parent)	X	
6. Justin Holding Eagle (Rogers)	Student Rep	X	
7.			
8. Jill Sharrold	District Rep		X
9. Donna Morgueay	Indian Home School Liaison	X	
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			

PARENT COMMITTEE RESOLUTION

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

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

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

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

WHEREAS, the Indian Education Parent Committee of Moorhead Independent School District/Charter School did meet on 11-2-11 to review, recommend and approve this Resolution, and

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

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

In favor of Resolution all **Not in favor of Resolution*** 0

[signature]

Name
Chairperson
Indian Education Parent Committee

11-2-11
Date

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

12

Moorhead Indian Education Resolution 2010-2011				November 4, 2010
Recommendations for Concurrence	**Who's Responsible**	**Timeline**	**Resources Needed**	**Progress**
1. Staff Development/Curriculum Integration				
✓Continue to explore funding sources to purchase additional American Indian curricular materials.	Principals, Superintendent (Lynne Kovash), Media Specialists (Gay Galles, Denita Clapp), Indian Education Staff (Donna Norquay, Faye Smiley-Aakre) Special Ed Director (Jill Skarvold)	Ongoing	-funding -coordination with department and library/media selection specialists -prioritize list of needed materials.	-Creation of an American Indian web page on District Extranet to provide American Indian curricular information/resources to staff. -Library purchases of books for students with American Indian content. -Success for the Future grant funding for materials purchase. -Ojibway Language cd's and dictionaries purchased for Ojibway Language classes.
✓Continue to offer American Indian cultural training for staff and integration of cultural materials into curriculums.	Principals, Superintendent (Lynne Kovash), Media Specialists (Gay Galles, Denita Clapp), Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold)	Ongoing	-funding -determination of needed and appropriate trainings	-Continued American Indian Cultural staff development during MLK workshop and throughout the year. -Continued cultural curriculum integration into all subject areas.
2. Special Education/Alternative Programs				

Moorhead Indian Education Resolution 2010-2011				November 4, 2010
Recommendations for Concurrence	**Who's Responsible**	**Timeline**	**Resources Needed**	**Progress**
✓Continue to carefully monitor the potential of overrepresentation of American Indian students being referred for Special Education and Alternative Programs.	Learner Support Services Director (Jill Skarvold), Alternative Education Director (Deb Pender), Principals, Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold)	Ongoing	-yearly student counts and AYP data -progress monitoring data/educational interventions -continued staff development on reducing bias.	-Continued emphasis on careful consideration of exclusionary factors in Special Education assessment and referral process. -Ongoing staff development regarding reducing bias in Special Education assessment. -Academic interventions and supports have reduced the number of referrals with exclusionary factors. -Implementation of PLC's and SIOP model to improve student academic success.
✓The percentage of American Indian students being placed in alternative school classes needs to continue to be monitored. Procedures for determining transfer in and out of alternative programs need to be consistent while also taking into account individual student needs.	SpEd Director (Jill Skarvold), Alternative Education Director (Deb Pender), Principals, Indian Education Staff (Donna Norquay, Faye Smiley-Aakre)	Yearly	-child Study Facilitator support & Principal support -continued Staff Development on Reducing Bias	-Child study teams are more careful of exclusionary factors. -Teachers/parents continue to contact Indian Education Staff before assessments begin. -Indian Education staff has been included on Students support teams. -Indian Education staff continues to be involved in Learner Support programs. -addition of American Indian tutors frees up more time for Indian Education Liaison to attend more student meetings.

Moorhead Indian Education Resolution 2010-2011				November 4, 2010
Recommendations for Concurrence	**Who's Responsible**	**Timeline**	**Resources Needed**	**Progress**
✓Other types of academic interventions and best practices need to continue to be put into place to support student success within the regular educational setting and to provide a continuum of services from regular education to Special Education.	SpEd Director (Jill Skarvold), Alternative Education Director (Deb Pender), Principals, Indian Education Staff (Donna Norquay, Faye Smiley-Aakre)	Ongoing	-Continued search for best practices in working with American Indian students for academic success. -continued monitoring of implemented interventions.	-Hiring of 5 tutors for American Indian students: 1 FT at the High School/Outreach, 1 FT at the Middle School, and 3 PT at the Alternative School and after school bussing at horizon M-F through the Success for the Future funds. -Training for tutors is ongoing and includes American Indian cultural awareness training, MIEA and JOM workshops. -Implementation of PLC's and SIOP model to improve student academic success. -Classes and Positive Behavior Interventions based on Dr. Martin Brokenleg's work are being implemented at RRALC.
3. Collaboration: School, Community, Organizations				

Moorhead Indian Education Resolution 2010-2011				November 4, 2010
Recommendations for Concurrence	**Who's Responsible**	**Timeline**	**Resources Needed**	**Progress**
✓Continued collaboration with school and community organizations.	Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold), School and Community Program Directors	Quarterly and ongoing as needed	-Materials for parents, technology assistance, computer access/training for parents -Conversations with available organizations on possible ways to collaborate. -Search out new presenters.	-Cultural Diversity resources offers computer classes for parents. -Library Literacy Nights implemented at elementary schools to allow parents/ students access to computers and to check out library resources. -Information on area American Indian related events at the colleges and other area organizations is sent out to staff and American Indian Parents. -American Indian related community education classes continue to be offered. -Ojibway Language class continues. -Grass Dance class and drumming class to be offered. -Continued collaboration with Fargo/ West fargo Indian Education Programs to offer joint events/ trainings with Moorhead. Discussion on including wider collaboration including other nearby districts. -Field trips to colleges/ community events. -collaboration with the new Native American Center.
4. Curricular & Extra Curricular				

Moorhead Indian Education Resolution 2010-2011				November 4, 2010
Recommendations for Concurrence	**Who's Responsible**	**Timeline**	**Resources Needed**	**Progress**
✓Regular Review and discussion of proportions of American Indian students in co-curricular and extracurricular activities.	Co-curricular and extracurricular activities directors, Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold)	Yearly and Ongoing	Department and Administration support. Technical support for data collection.	-Ongoing discussions with staff and American Indian parents on issues and possible program offerings. A Culture Club and Ojibwe Language class continue. Planning for a drumming group has started.
✓Promotion, recruitment & support for American Indian student participation.	Principals, Activity Directors, Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold), American Indian Parent Committee	Ongoing, and particularly before new activities begin	Power School information on students' activity enrollment; Activities flyers, activity dates, timelines, and specifications, Newsletters, flyers or other media as needed; Indian Education web page.	-Ongoing discussions, improving data collection processes. -Success for the Future grant provides funding for a field trips to White Earth Career Fair, Tri-College Pow-Wow, Graduation Celebration, Anishinabe Knowledge Bowl in Detroit lakes, with possible planned events to Festival of Nations, and White Earth Sugarbush Camp.
✓Search for funding/ scholarship support for fees and find creative solutions to transportation issues.	Administration, Principals, Activity Directors, Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold), Transportation Director (Dan Bacon)	Yearly meeting & ongoing as needed	Resources such as fees and transportation. Creative solutions to barriers.	-Staff referral of students to Healthy Community Collaborative for activity scholarships continues but funding is low. PTAC support of students unable to participate due to financial difficulty continues.

Moorhead Indian Education Resolution 2010-2011				November 4, 2010
Recommendations for Concurrence	**Who's Responsible**	**Timeline**	**Resources Needed**	**Progress**
✓Activity options for students who don't start out in activities in Elementary school and/or who move into the District from other schools; Offer a greater variety of activities, and culturally related activities.	Principals, Activity Directors, Coaches, Indian Education Parent Committee, Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold), Community Education Director (Lauri Winterfeldt)	Yearly meeting & ongoing as needed	Continued collaboration with other groups to offer American Indian related activities. updating of list of community members willing to teach & share talents. Creative solutions to barriers.	-Several American Indian culturally related Community Education classes offered. -Winter Gathering in cooperation with Fargo Indian Education and Daughters of the Earth. -A Culture Club and Ojibwe Language class continue. -Planning for a drumming group has started. participation in school parade with other similar events being planned.
5. Curriculum Evaluation				
✓American Indian Education Committee representation on each specific subject area Curriculum Review Committee.	Superintendent (Lynne Kovash), Curriculum Review Committees, Committee Chairpersons, Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold)	Follow curriculum review cycle and as needed.	Copy of Screening tools, screening tool results forwarded to American Indian Parent Committee and Human Rights Committee for review. Reducing Bias Staff Dev., Notice of Specific Curriculum Review Committee meeting dates/timelines and contact information for Curriculum Review Committee Chairpersons, Access to curriculum being reviewed and in use.	-Continued Indian Education representation on the ICAC Committees which now also includes the human Rights Committee -Appropriate and ongoing staff development relating to American Indian Culture and Reducing Bias. -Information sent out to staff on curriculum evaluation techniques and assistance in dealing with American indian related curricular materials. -Addition of a page on the extranet to help teachers access American Indian related information & curriculum.
6. Middle School & Secondary Education				

Moorhead Indian Education Resolution 2010-2011				November 4, 2010
Recommendations for Concurrence	**Who's Responsible**	**Timeline**	**Resources Needed**	**Progress**
✓Secondary Administration, Middle School Administration, Alternative School Administration, Staff, and Indian Education Representative(s) need to meet to discuss issues and solutions.	Secondary Principal (Gene Boyle), Secondary Counselor, Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold)	Biannually		Discussions continue. New school configurations continue to provide solutions to some issues. Hiring of 5 tutors for American Indian students: 1 at the High School, 1 at the Middle School, and 3 at the Alternative School through the Success for the Future funds and United Way funds. Training for tutors is ongoing and includes American Indian cultural awareness training.
✓Strengthen connections with local and tribal colleges to expand, promote, and encourage post secondary options for American Indian Students.	Superintendent (Lynne Kovash), Middle School, Secondary & Alternative School Principals, Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold)	Initial meeting with ongoing process		American Indian High school and Alternative school students attended a White Earth sponsored career fair with funding provided through the Success for the Future grant. Tri-College Pow-Wow, Graduation Celebration
✓Coordinate services between area High School, Alternative School, and the YES program Including prereferral and entrance procedures.	Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold), Superintendent (Lynne Kovash), Secondary, Middle & Alternative School Principals, YES Coordinator	Initial meeting with ongoing process	Outreach and collaborative meetings.	-After school homework club and Ojibway Language classes were added through funds from success for the Future grant. -Discussion Continues.
7. Community Education				

Moorhead Indian Education Resolution 2010-2011				November 4, 2010
Recommendations for Concurrence	**Who's Responsible**	**Timeline**	**Resources Needed**	**Progress**
✓Continued recruitment efforts for American Indian presenters/teachers in Community Education offerings.	Community Education Director (Lauri Winterfeldt), Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold), American Indian Parent Committee	Yearly meeting and ongoing communications	Continued networking and recruitment efforts	-Continued regular communication between Indian Ed. & Community Ed. Directors & Staff concerning program planning and offerings. -Possible new classes are being discussed. Renewed recruiting efforts for teachers for classes.
Reinforced efforts to increase the number of families accessing Community Education & Early Childhood Family Education classes.	Community Education Director (Laurie Winterfeldt), ECFE Director (Kim Bushaw), Indian Education Staff (Donna Norquay, Faye Smiley-Aakre), SpEd Director (Jill Skarvold), American Indian Parent Committee	Yearly meeting and ongoing communications	Active promotion and recruitment activities.	Discussion and collaboration continue.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.044R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 22, 2011

SUBJECT: First Reading of Policies

The School Board will conduct a first reading of the attached policies: Community Education Advisory Council 237, Employee Use of Facilities for Private Gain 441, Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees 506, Attendance Areas 510, Enrollment of Nonresident Students 511, Use of All School Equipment and Materials for Instructional Purposes Off School Premises 732, Purchase Order Management 821, Payroll Employment 822, Cashing Checks Out of Cash Deposits 823, Public Gifts to the School District 834, Public Solicitation in MAPS 906, and Community Education 930.

LAK:mde
Attachments

Community Education Advisory Council

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	237
Adopted Date:	8/11/2003
Revised Date(s):	11/26/2007
Reviewed Date(s):	11/26/2007
Attached Files:	No Documents Found.

Recommend deleting policy as it will be combined with School Board Policy 930: Community Education.

~~I. PURPOSE~~

~~The purpose of the Community Education Advisory Council is to function in cooperation with the community education director in an advisory capacity in the interest of promoting the goals and objectives of the community education programs.~~

~~II. GENERAL STATEMENT~~

~~A. Representation on the Community Education Advisory Council will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.~~

~~B. Members will be selected from groups named above by the community education director and the council membership.~~

~~C. Members of the council provide input for community education in regard to programming and budget.~~

~~D. Meetings will be held in September, October, November, January, March, and April on the third Tuesday of the month; the February meeting will be held at a time determined by the membership.~~

~~E. Bylaws of the Community Education Advisory Council shall provide the framework for the organization including criteria pertaining to membership, officer's duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.~~

~~F. The council will adopt a policy to reduce and eliminate program duplication within the school district.~~

~~Legal References:~~
~~Minnesota Statute 124D.19 (Community Education Programs; Advisory Council)~~

~~Cross Reference:~~
~~Moorhead School Board Policy 930: Community Education~~

Employee Use of Facilities for Private Gain

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	441
Adopted Date:	11/28/1989
Revised Date(s):	02/11/2008
Reviewed Date(s):	05/10/1994, 02/08/1999, 03/08/2004, 02/11/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to inform employees of Moorhead Area Public Schools that they shall not use school district buildings, equipment, or other technology to conduct private business ~~ventures~~.

II. GENERAL STATEMENT

The use of public facilities for personal financial gain is a direct conflict of interest. Any exceptions must have prior written approval ~~of~~ from the building administrator. Corrective action will be taken by supervisors to address the behavior or performance of employees ~~whose conduct disrupts the activities and goals of the school district~~ who violate policy. Corrective action will also be taken to address work rule violations and other ~~prohibitive~~ prohibited acts. This process may include oral warnings, written warnings, suspension, demotion, or termination.

Legal Reference:
Minn~~esota~~. Stat~~ute~~. 122A.40 (Employment; Contracts; Termination)

Cross References:
Moorhead School Board Policy 440: Employee Publications, Instructional Materials, Inventions, and Creations
Moorhead School Board Policy 445: Employees as Vendors of School Supplies
Moorhead School Board Policy 730: School District Copyright Policy

Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees

Type:	School Board Policy
Section:	500 STUDENTS
Code:	506
Adopted Date:	6/9/2008
Revised Date(s):	
Reviewed Date(s):	
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights~~,~~ while taking into consideration the educational objectives and responsibilities of Moorhead Area Public Schools.

II. GENERAL STATEMENT

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the School Board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

A. "Distribute" or "Distribution" means circulation o~~f~~r dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by the

administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Distribution by students and employees of non-school sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following;

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, learning environment, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolat~~ioned~~ed location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the building administrator at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

4. If intended for students, the grade(s) of students to whom the distribution is intended.

B. Within one school day, the building administrator will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the building administrator, the person may submit a written request for appeal to the Superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays and holidays) of submitting the appeal, the person shall contact the office of the Superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the School

Board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

Legal References:
U.S. Const., ~~A~~amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1986~~7~~)

Roark v. South Iron R-1 School Dist., 573F.3d 556 (8th Cir. 2009)

Cross References:
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network and Systems Acceptable Use and Safety
Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

Attendance Areas

Type:	School Board Policy
Section:	500 STUDENTS
Code:	510
Adopted Date:	9/6/1988
Revised Date(s):	02/11/2008
Reviewed Date(s):	12/01/1990, 11/01/1994, 12/01/1996, 03/08/2004, 02/11/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ~~describe attendance areas, residency and exceptions for grades K-12~~ provide information related to attendance area boundaries for students in grades K-12.

II. GENERAL STATEMENT

ATTENDANCE AREAS
Attendance area boundaries for Moorhead Area Public Schools shall be revised as necessary for ~~the following~~ each school year.

GRADES K-5
Students are required to attend school within the boundaries of the attendance area in which they reside unless an attendance area ~~boundary~~ exception request has been ~~authorized~~ approved or administrative placement is made due to class size restraints.

Maps and descriptions of attendance areas ~~boundaries~~ are available in the ~~Teaching and Learning Department~~ Assistant Superintendent's office and on the school district's ~~W~~website (www.moorhead.k12.mn.us).

Guidelines for handling attendance area exception requests are included as Administrative Procedure 510.1: Attendance Area Exception Request Procedure and Administrative Procedure 510.2: Attendance Area Exception Request Form. Transportation is not provided for attendance area exceptions. Transportation will be provided for administrative transfers according to Administrative Procedure 631.1: Class Size in Grades K-6.

GRADES 6, 7~~,~~ and 8
Students in grades 6, 7~~,~~ and 8 will attend either Horizon Middle School, West Central Regional Juvenile Center, ~~Moorhead~~ Red River Area Learning Center, or the Clay County Outreach Center.

GRADES 9, 10, 11~~,~~ and 12
Students in grades 9, 10, 11~~,~~ and 12 will attend either Moorhead High School, West Central Regional Juvenile Center, ~~Moorhead~~ Red River Area Learning Center, or the Clay County Outreach Center. For graduation purposes, these sites are considered a part of Moorhead High School.

III. RESIDENCE DEFINED

A ~~pupil~~ student is classified as a resident of an attendance area when the following conditions are satisfied.

A. The ~~pupil~~ student must reside with a parent~~,~~ or legal guardian ~~or an individual acting as a parent of the student in the absence of a parent/guardian~~.

B. For an unmarried ~~pupil~~ student age 18 or over, "parent" means the ~~pupil~~ student unless a guardian or conservator has been appointed, in which case it means the guardian or conservator.

C. The place of residence is established to be where the parent(s)/guardian(s) or person(s) charged with legal responsibility permanently resides.

Legal Reference:
Minn~~esota~~, Stat~~ute~~, 120A.22, Subd. 3(e) (Residency Determined)

Cross References:
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 511: Enrollment of Nonresident Students

Enrollment of Nonresident Students

Type:	School Board Policy
Section:	500 STUDENTS
Code:	511
Adopted Date:	2/11/2002
Revised Date(s):	02/11/2008
Reviewed Date(s):	04/10/2006, 02/11/2008
Attached Files:	No Documents Found.

I. PURPOSE

Moorhead Area Public Schools will participate in the Enrollment Options Program established by Minnesota Statute 124D.03. It is the purpose of this policy to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT

A. Eligibility~~.~~

Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, class, grade level, or school building as established by Moorhead School Board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by School Board policy or other directive; and

2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lessor of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn~~esota~~. Stat~~ute~~. 124D.03.

3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. Standards ~~t~~That ~~m~~May ~~b~~Be ~~u~~Used for ~~r~~Rejection of ~~a~~Application~~.~~

In addition to the provisions of Paragraph II~~.~~A~~.~~, the school district may refuse to allow a ~~pupil~~ student who is expelled under Section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or

4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application.

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment~~;~~:

1. previous academic achievement of a student;

2. athletic or extracurricular ability of a student;

3. disabling conditions of a student;

4. a student's proficiency in the English language;

5. the student's district of residence; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section E. of this policy.

D. Application~~.~~

The student and parent(s)/guardian(s) must complete and submit ~~an Application for Enrollment~~ School District Enrollment Options Program application developed by the Minnesota Department of Education (http://education.state.mn.us/). Forms are also available from the ~~Department of Teaching and Learning~~Assistant Superintendent's office.

E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the Superintendent with a recommendation of whether exclusion proceedings

should be initiated.

2. Superintendent's review. The Superintendent may make further inquiries. If the Superintendent determines that the applicant should be admitted, he or she will notify the applicant and the School Board chair. If the Superintendent determines that the applicant should be excluded, the Superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota, Statute, 124D.03 or 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 under Minnesota, Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school or high school or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minnesota, Statute, 120A.22, Subd. 8.

2. The school district may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota, Statute, 120A.22, Subd. 8.

3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parent(s)/guardian(s) a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parent(s)/guardian(s) of their opportunity to provide documentary evidence, in person or in writing, of residency to the Superintendent or the Superintendent's designee. The Superintendent or the Superintendent's designee will make the final determination as to the residency status of the student.

Legal References:
Minnesota, Statute, 120A.22, Subd. 3(e) (Residency Determined)
Minnesota, Statute, 120A.22, Subd. 8 (Withdrawal from School)
Minnesota, Statute, 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minnesota, Statute, 124D.03 (Enrollment Options Program)
Minnesota, Statute, 124D.08 (School Board Approval to Enroll in Nonresident District)
Minnesota, Statute, 124D.68 (High School Graduation Incentives Program)

Minnesota, Chapter, 260A (Truancy)
Minnesota, Statute, 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Op. Atty. Gen. No. 169-f (August 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. App. 2005) (unpublished)

Cross References:
Moorhead School Board Policy 510: Attendance Areas
Moorhead School Board Policy 512: Tuition Fees
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy

Use of All School Equipment and Materials for Instructional Purposes Off School Premises

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
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, such as when the ~~. 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 off-premise 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

Purchase Order Management

Type:	School Board Policy
Section:	800 BUILDINGS AND SITES
Code:	821
Adopted Date:	8/26/2002
Revised Date(s):	10/23/2006
Reviewed Date(s):	10/23/2006
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ~~acknowledge and support the need for~~ ensure that the Moorhead Area Public Schools' Business Office ~~to transact school district financial business~~ manages the purchase order process in an effective manner ~~and~~ as required by state statute.

II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead School Board acknowledges the need for effective management ~~regarding the~~ of school district~~'s~~ purchasing processes (Administrative Procedure 821.1). The School Board directs ~~the school~~ district administration to maintain an effective purchase order management system. Procedures shall be in accordance with Minnesota statutes and approved accounting practices as described by the State of Minnesota.

Legal Reference:
Minn~~esota.~~ Stat~~ute.~~ 375.73 (Duties of Purchasing Department)

Payroll Employment

Type:	School Board Policy
Section:	800 BUILDINGS AND SITES
Code:	822
Adopted Date:	8/26/2002
Revised Date(s):	10/23/2006
Reviewed Date(s):	10/23/2006
Attached Files:	No Documents Found.

Recommended revised title: Payroll ~~Employment~~ Management

I. PURPOSE

The purpose of this policy is to ~~acknowledge and support the need for~~ ensure that ~~the~~ Moorhead Area Public Schools' ~~Business Office to transact school district financial business in an effective manner so school district~~ employees receive their earnings as appropriate and after proper forms have been filed as required by state and federal statutes.

II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead School Board acknowledges the need for effective management ~~regarding~~ of the school district's payroll ~~employment~~ policies. (Refer to Administrative Procedure 822.1.) The School Board directs ~~the school~~ district administration to maintain an effective payroll ~~employment~~ management system.

Legal References:
8 U.S.C. 1101
26 U.S.C. 3402
Minne~~sota~~, Stat~~ute~~, 122A.18, Subd. 8 (Background Checks)
Minne~~sota~~, Stat~~ute~~, 290.92 (Tax Withheld at Source Upon Wages; Other Payments)

Cashing Checks Out of Cash Deposits

Type:	School Board Policy
Section:	800 BUILDINGS AND SITES
Code:	823
Adopted Date:	5/1/1990
Revised Date(s):	05/12/2008
Reviewed Date(s):	05/01/1990, 11/28/1994, 04/12/1999, 03/08/2004, 05/12/2008
Attached Files:	No Documents Found.

Recommended revised title: Check Cashing

I. PURPOSE

The purpose of this policy is to ~~inform staff of the school district's position regarding check cashing from cash deposits~~ prohibit the cashing of checks.

II. GENERAL STATEMENT

~~Since~~ ~~a~~All school district deposits are to be made intact~~.~~; therefore, it is the policy of Moorhead Area Public Schools ~~(Independent School District 152)~~ that no checks, including third party checks, are to be cashed ~~for anyone (staff or students) out of cash deposits made by the district (food service, tuition and fees or any other cash deposits)~~.

Legal Reference:
Uniform Finance Accounting Reporting System (UFARS) Manual, Chapter 14: Student Activity Accounting, Manual for Activity Fund Accounting (MAFA), October 2003.

Public Gifts to the School District

Type:	School Board Policy
Section:	800 BUILDINGS AND SITES
Code:	834
Adopted Date:	2/13/1979
Revised Date(s):	05/12/2008
Reviewed Date(s):	05/01/1990, 09/26/1994, 02/08/1999, 04/12/2004, 05/12/2008
Attached Files:	No Documents Found.

I. PURPOSE

The ~~School Board of Moorhead Area Public Schools may accept, on behalf of and for the school district, any grant, bequest or gift of money or property for a purpose deemed by the Moorhead School Board to be suitable and in compliance with state law~~ purpose of this policy is to provide guidelines for the acceptance of gifts by the Moorhead School Board.

II. GENERAL STATEMENT

It is the policy of ~~the~~ Moorhead Area Public Schools to accept gifts only in compliance with state law. Please refer to Administrative Procedure 834.1 for the criteria used ~~for~~ to examin~~inge~~ and evaluat~~inge~~ offers of gifts to the school district.

III. ACCEPTANCE OF GIFTS ~~GENERALLY~~

The School Board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The School Board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether the gift should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

The School Board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the School Board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the School Board shall administer it in

accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

On behalf of the School Board, a letter of appreciation shall be sent to the donor(s).

Legal References:
Minnesota, Statute, 123B.02, Subd. 6 (Bequests, Donations, Gifts)
Minnesota, Statute, 465.03 (Gifts to Municipalities)

Public Solicitation in Moorhead Area Public Schools

Type:	School Board Policy
Section:	900 SCHOOL DISTRICT - COMMUNITY RELATIONS
Code:	906
Adopted Date:	6/23/2003
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 provide for distribution of materials appropriate to the school setting by nonstaff and nonstudents on school district property in a reasonable time, place, and manner which does not disrupt the educational progam nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT ~~OF POLICY~~

A. ~~The~~ Moorhead Area Public Schools intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting, within the limitations and provisions of this policy. Moorhead Area Public Schools reserves the right to edit or to refuse any materials submitted.

B. ~~Communication between the school and the home is important in promoting informed participation of parents in the education of their children and in making parents aware of opportunities for their children.~~ To provide for orderly and nondisruptive distribution of materials, the School Board adopts the following regulations and procedures. ~~p~~Please refer to Administrative Procedure 906.1 and Administrative Procedure 906.2.

~~C. Some regulations are needed to give importance to school items, to reduce the number of presentations and items distributed, and to ensure that students are not exploited.~~

~~D.~~

~~E. To provide for orderly and nondisruptive distribution of materials, regulations and procedures,~~

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.

B. "Materials" includes all materials and objects intended by nonschool persons or nonschool organizations for distribution. Examples of nonschool-sponsored materials include but are not limited to leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.

C. "Nonschool person" means any person who is not currently enrolled as a student in or employed by the school district.

D. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

~~D~~E. "Minor" means any person under the age of eighteen (18).

~~E~~F. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

~~F~~G. "School activities" means any activity sponsored by the school, including but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.

H. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him or her in the esteem of the community.

~~III. HANDOUTS IN SCHOOL BUILDINGS~~

~~1. All written handouts directed to students in grades K-6 must be submitted through KIDsource. KIDsource will be distributed monthly on a well-publicized schedule. Groups that have used distribution through the schools will be notified of this requirement.~~

~~2. Handouts for districtwide distribution which cannot be included in KIDsource (rulers, bags, pencils, etc.) are to be approved by the Assistant Superintendent and so indicated on the packets sent to the schools. Nonschool groups granted permission to distribute such materials must divide the materials into groups of 30 and bring them to the district office.~~

~~3. All materials pertaining to a single school must be approved by the building administrator.~~

~~4. The school district will not distribute materials whose sole purpose is commercial or political.~~

~~5. The office of the building administrator or the district office may ask students to take home flyers or other written materials directly related to the educational mission of the schools.~~

~~6. Each building may develop procedures to make distribution of non-curricular informational materials as easy as possible for school staff~~.

~~V. CLASSROOM PRESENTATIONS~~

~~A classroom presentation for the purpose of recruiting students into an activity is allowed only when the activity is part of the school curriculum or is school sponsored.~~

~~Nonschool groups can, however, make use of KIDsource to get their information to students or they may arrange with the building administrator to make presentations in the school buildings before or after school or at a school activity night.~~

~~VI~~IV. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the ~~police~~ law enforcement will be called.

Legal References:
U. S. Const., ~~A~~amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Doe v. South Iron R-1 School District, 498 F.3d 878 (8th Cir. 2007)

Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Cornelius v. NAACP Legal Defense and Educational Fund, Inc., 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)
Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)

Cross References:
Moorhead School Board Policy 544: Activities Fund Raising
Moorhead School Board Policy 506: Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees

Community Education

Type:	School Board Policy
Section:	900 SCHOOL DISTRICT - COMMUNITY RELATIONS
Code:	930
Adopted Date:	8/11/2003
Revised Date(s):	11/26/2007
Reviewed Date(s):	11/26/2007
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the ~~important~~ role of ~~e~~Community ~~e~~Education within ~~the~~ Moorhead Area Public Schools.

II. GENERAL STATEMENT

The Moorhead School Board affirms a strong commitment to the school district's ~~e~~Community ~~e~~Education program. The School Board ~~welcomes, and~~ strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. ~~The school~~ District administration should strive to accomplish the following objectives:

A. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded ~~e~~Community ~~e~~Education program.

B. Area residents should be encouraged to actively participate in program opportunities.

C. Educational needs and interests of area residents should be determined periodically.

D. Maximum use should be made of public school facilities within the school district service area.

III. COMMUNITY EDUCATION ADVISORY COUNCIL

A. The council shall assist in promoting the goals and objectives of the program.

B. The membership of the Community Education Advisory Council will generally consist of members who represent the following: various service organizations; churches; public and nonpublic schools; local governments including elected officials; public and private nonprofit agencies serving youth and familites; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the

school district; and any other groups participating in the Community Education program in the school district.

C. Bylaws of the Community Education Advisory Council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Refer to Administrative Procedures 930.1 and 930.2.

Legal References:
Minnesota, Statute. 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Minn. Stat. 124D.19, Subd. 1 (Community Education Programs; Advisory Council)
Minnesota, Statute, 124D.20, Subd. 1 (Community Education Revenue)

Cross References:
Moorhead School Board Policy 904: Community Use of School Facilities and Equipment
~~Moorhead School Board Policy 237: Community Education Advisory Council~~

5-MG-BOS 12 Dec 11

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

December 12, 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 student Sarah Schulz for being selected to participate in the 2011-12 State Grades 7-8 Girls Honor Choir. Schulz was selected from hundreds of applications as one of 125 seventh- and eighth-grade girls from around the state. The Honor Choir performed under the direction of guest conductor Paula Holmberg on November 18 at Gustavus Adolphus College in St. Peter, Minn. Terrie Lura is the choir teacher at Horizon Middle School.

   E. Matters Presented by Citizens/Other Communications (Non-Agenda Items)
   (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the

sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of November 14 and 28, 2011 Regular Meeting Minutes and November 28, 2011 Special Meeting Minutes - Pages 8-16

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of December Claims - Page 17
   (2) Acceptance of Donations - Pages 18-19
   (3) Acceptance of Lakes Country Perkins Consortium Funding - Pages 20-21

C. HUMAN RESOURCES MATTERS - Hiedeman
   (1) Approval of Resignations - Page 22
   (2) Approval of Family/Medical Leave - Page 23
   (3) Approval of New Employees - Page 24

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **FISCAL YEAR 2011 AUDIT REPORT**: Kazmierczak
Page 25

Suggested Resolution: Move to accept the fiscal year 2011 school district audit report as presented by Brian Stavenger, Eide Bailly LLP.

Moved by _____ Seconded by _____
Comments _____

4. **APPROVAL OF RESOLUTION AUTHORIZING SALE OF AID ANTICIPATION CERTIFICATES** - Pages 26-29

Suggested Resolution: Move to approve the resolution providing for the sale of general obligation aid anticipation certificates of indebtedness, Series 2012A; and covenanting and obligating the district to be bound by and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of the principal and interest on these certificates.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF CERTIFICATION OF FINAL 2011 PAYABLE 2012 PROPERTY TAX LEVY**: Kazmierczak
Pages 30-31

Suggested Resolution: Move to approve the certification of the final 2011 Payable 2012 Property Tax Levy in the amount of $14,288,151.64.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF POLICY**: Kovash
Pages 32-34

Suggested Resolution: Move to delete the policy, Community Education Advisory Council 237, as presented.

Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF POLICY**: Kovash
Pages 35-36

Suggested Resolution: Move to approve the policy, Employee Use of Facilities for Private Gain 441, as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY**: Kovash
Pages 37-42

Suggested Resolution: Move to approve the policy, Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees 506, as presented.

Moved by _____ Seconded by _____
Comments _____

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

Suggested Resolution: Move to approve the policy, Attendance Areas 510, as presented.

Moved by _____ Seconded by _____
Comments _____

10. **APPROVAL OF POLICY**: Kovash
Pages 46-50

Suggested Resolution: Move to approve the policy, Enrollment of Nonresident Students 511, as presented.

Moved by _____ Seconded by _____
Comments _____

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

Suggested Resolution: Move to approve the policy, Use of All School Equipment and Materials for Instructional Purposes Off School Premises 732, as presented.

Moved by _____ Seconded by _____
Comments _____

12. **APPROVAL OF POLICY**: Kovash
Pages 54-55

Suggested Resolution: Move to approve the policy, Purchase Order Management 821, as presented.

Moved by _____ Seconded by _____
Comments _____

13. **APPROVAL OF POLICY**: Kovash
Pages 56-57

Suggested Resolution: Move to approve the policy, Payroll Employment 822, as presented.

Moved by _____ Seconded by _____
Comments _____

14. **APPROVAL OF POLICY**: Kovash
Pages 58-59

Suggested Resolution: Move to approve the policy, Cashing Checks Out of Cash Deposits 823, as presented.

Moved by _____ Seconded by _____
Comments _____

15. **APPROVAL OF POLICY**: Kovash
Pages 60-62

Suggested Resolution: Move to approve the policy, Public Gifts to the School District 834, as presented.

Moved by _____ Seconded by _____
Comments _____

16. **APPROVAL OF POLICY**: Kovash
Pages 63-67

Suggested Resolution: Move to approve the policy, Public Solicitation in Moorhead Area Public Schools 906, as presented.

Moved by _____ Seconded by _____
Comments _____

17. **APPROVAL OF POLICY**: Kovash
Pages 68-70

Suggested Resolution: Move to approve the policy, Community Education 930, as presented.

Moved by _____ Seconded by _____
Comments _____

18. **COMMITTEE REPORTS**

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

20. **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 _____

21. **OPEN PUBLIC MEETING**: Thompson

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

Moved by _____ Seconded by _____
Comments _____

22. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Reinertsen PTAC	December 13	6:30 pm	Media Center
Spec Educ Parent Adv Com	December 14	12 pm	PCE
Policy Review Committee	December 19	7 pm	PCE
Winter Break Begins	December 22		
K-12 Classes Resume	January 3		
Asp PTAC	January 3	6:30 pm	Media Center
Hopkins PTAC	January 3	6:30 pm	Media Center
Continuing Education Com	January 3	6:45 am	Village Inn
Joint Powers Committee	January 5	7 am	City Hall
School Board	January 9	7 pm	PCE
Reinertsen PTAC	January 10	6:30 pm	Media Center
Horizon PTAC	January 12	6:30 pm	Media Center
Early Childhood Adv Com	January 12	6:30 pm	PCE
Indian Education Parent Com	January 14	5:30 pm	PCE
Community Listening Session	January 19	7 pm	Horizon
School Board	January 23	7 pm	PCE
Activities Advisory Council	January 24	7 am	MHS Conf Rm
Technology Committee	January 24	3:45 pm	PCE

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 14, 2011

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

MEMBER 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 approval of the agenda as presented.

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

WE ARE PROUD:

We Are Proud of Michelle Sailer, art teacher at S.G. Reinertsen Elementary, for being selected to receive Artsonia's Annual Leadership Award. This award honors 10 teachers in the nation who go beyond the classroom walls to encourage family and community involvement in arts education. The award also recognizes achievement in technology integration within the school arts program. Reinertsen's online Artsonia art gallery ranks second in the state and 37th in the nation based on the number of published artworks and fan club members.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

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

Claims - Approve the November Claims, subject to audit, in the amount of $1,804,373.06.

General Fund:	$1,594,403.37
Food Fund:	$ 170,765.89
Community Service Fund:	$ 38,753.80
Post Employment Benefits Debt Service:	$ 450.00
TOTAL	$1,804,373.06

Donations - Approve the donation from Don Mattson of a Cable piano valued at approximately $400 for the Red River Area Learning Center, and the donation from the City of Moorhead of 22 used LCD computer monitors valued at $2,000 to be used throughout the district to replace outdated CRT monitors on existing computers. Administration will send a thank you.

Resignation

Angelique King - Food and Nutrition Server, Horizon Middle School, effective November 16, 2011.

Change in Contracts

Amanda Johnson - K+ Paraprofessional, Ellen Hopkins Elementary, 16.25 hours per week to 32.5 hours per week (new position).

Family/Medical Leaves

Eric Stenehjem - Biology Teacher, Moorhead High School, beginning approximately December 12th for one week.

Dean McEnery - Bus Driver, District Wide, beginning October 31st for an undetermined amount of time.

Eva Riendeau - LSS Teacher, Horizon Middle School, effective October 31, 2011 – November 13, 2011.

New Employees

Ayako Dooher - Paraprofessional, Ellen Hopkins Elementary, B21 (0) $14.05 per hour, 6.5 hours per day, effective October 6, 2011 (replaces Sandi McMaines).

Tracy Alderman - K+ Paraprofessional, Ellen Hopkins Elementary, B21 (0) $14.05 per hour, 16.25 hours per week, effective October 24, 2011 (replaces Amanda Johnson).

Sarah Anderson - K+ Paraprofessional, Ellen Hopkins Elementary, B21 (0) $14.26 per hour, 6.5 hours per day, effective November 7, 2011 (replaces Denise Young).

Lydea Aurentz - Technical Director, District Wide, $16,952 effective November 1, 2011 (replaces Kenton Kolstad).

Fidela Jones - Bus Driver, Transportation, $13.68 per hour, 4-6 hours per day, effective November 7, 2011 (replaces Ryan Lunser).

Rebecca Flores - Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective November 9, 2011 (replaces Kim Bergley).

Valley City State University Field Experience Agreement - Approve the field experience agreement with Valley City State University for the spring semester of 2012. The agreement allows for S.G. Reinertsen to serve as a location for Valley City State students to student teach while working to complete their professional education program.

Motion carried 7-0.

POWERSCHOOL PRESENTATION: Dan Markert, director of information systems and instructional support provided a presentation about PowerSchool information provided to assist parents. Markert also demonstrated the new single sign-in feature of PowerSchool, outlined features parents and students can use, and highlighted SPUDS Landing, the Student Parent Unified Data System. Markert also spoke to the board about the expectations of teachers for both PowerSchool and Teacher Web Pages. This winter the district will begin implementing PowerSchool Studio which will offer more options for sharing curriculum.

ENROLLMENT PROJECTIONS: Assistant Superintendent Wayne Kazmierczak presented the enrollment projections, which are used for planning and staffing determinations. The November 1, 2011 enrollment figure of 5,395 students is one student above the projection of 5,394 made in November 2010. Kazmierczak indicated that enrollment is stable but depends on the size of the kindergarten class which is difficult to project. The district is no longer able to receive birth information from area hospitals so families must complete the school district census when they have children, adopt or move to the community. Additionally factors to consider are the economy and housing construction which have slowed. Kazmierczak said the district must also be cautious about over projecting the number of students, but be aware of the strain on the elementary facilities. Facilities will be further discussed at a board work session on November 28.

Secondary grades with the largest enrollment are 8th and 11th with 422 students each; the secondary grade with the smallest enrollment is 12th with 383 students. The elementary grade with the largest enrollment is 5th with 444 students; the elementary grades with the smallest enrollment are 1st and 4th with 405 students each.

APPROVAL OF POLICY: Erickson moved, seconded by Tomhave, to approve the policy, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds 554, as presented. Motion carried 7-0.

CLOSE PUBLIC MEETING: Tomhave moved, seconded by Johnson, to close the public meeting at 8:04 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

OPEN PUBLIC MEETING: Tomhave moved, seconded by Johnson, to open the public meeting at 9:01 p.m. Motion carried 7-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Joint Powers Committee, Hopkins PTAC, Activities Advisory Council, Staff Development Committee, Indian Education Parent Committee, Reinertsen PTAC, Early Childhood Advisory Committee, Instruction and Curriculum Advisory Committee, and Special Education Parent Advisory Committee. Board members Thompson, Fagerlie and Wilmer said they attended the 2011 Bison BEST Robotics competition on October 29. Johnson attended the Plains Art Museum field trip and the MHS play "Children of Eden" and said the play was spectacular.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Superintendent Kovash asked board members to return the LCSC board election ballots to Michelle for collection. Kovash asked board members if they were interested in a subscription to the American School Board Journal at $39 since the district no longer receives it due to non-membership. The board determined to order two subscriptions to share with board members and the superintendent. Kovash noted she had attended a school law conference in Minneapolis on November 3 and participated in a session related to electronic data privacy issues and added the district's technology department would be developing policies and procedures related to this topic. Thompson reminded board members of the November 28 work session scheduled for 5 p.m.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:21 p.m.

_____
Cindy Fagerlie, Clerk

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

MEMBER ABSENT: None.

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

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

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

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. 27. The boys team captured its fourth straight section championship and qualified for the state tournament. The team placed seventh at the state championship on Nov. 5. Glen Ellingson placed fourth overall, earning all-state honors. Team members are Glen Ellingson, Ezra Olson, Matthew Lillehaugen, Jacob Geraghty, Josh Young, Myles Nicolai, Kyle Bernier, Jason Blanshan and Sam Benson. Head coach is Jeremy Blake, and assistant coaches are Dan Dooher, Lindsay Buchholz and Erik Hest.

We Are Proud of Taylor Janssen, Moorhead High School girls cross country team member, for placing ninth at the Section 8AA championship meet and qualifying for the state championship. Janssen completed an all-state performance at the state championship by finishing 18th overall. The girls cross country team is led by head coach Jeremy Blake and assistant coaches Dan Dooher, Lindsay Buchholz and Erik Hest.

We Are Proud of Ann Hiedeman, director of human resources, for earning Professional in Human Resources certification from the Human Resources Certification Institute. Education, work experience and an examination to assess knowledge contribute to earning PHR credentials.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Resignations
Allison Waage - Paraprofessional, ECFE & School Readiness, effective December 14, 2011.

Amy Wolfe - Cafeteria Supervisor, Ellen Hopkins Elementary, effective November 15, 2011.
Pedro Rodriguez - Cafeteria Supervisor, Ellen Hopkins, effective November 22, 2011.
Jennifer Keller - Paraprofessional, Early Intervention Services, effective November 4, 2011.

Family/Medical Leaves
Stephen Huebner - Custodian, Horizon Middle School, beginning November 15, 2011 through December 15, 2011.
Tabitha Talkington - Bus Driver, District Wide, beginning approximately January 2, 2012 through approximately February 20, 2012.
Nancy Leitheiser - Teacher, Ellen Hopkins Elementary, beginning approximately January 26, 2012 through March 28, 2012.

Early Retirements
Barbara Olson - Paraprofessional, Ellen Hopkins Elementary, effective November 21, 2011.
Denise Krabbenhoft - Paraprofessional, Moorhead High School, effective January 31, 2012.

American Indian Education Transmittal of Resolution Renewal - Approve the American Indian Education Transmittal of Resolution for submission to the Minnesota Department of Education by December 15, 2011.

Motion carried 7-0.

FIRST READING OF POLICIES: The board conducted a first reading on the policies: Community Education Advisory Council 237, Employee Use of Facilities for Private Gain 441, Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees 506, Attendance Areas 510, Enrollment of Nonresident Students 511, Use of All School Equipment and Materials for Instructional Purposes Off School Premises 732, Purchase Order Management 821, Payroll Employment 822, Cashing Checks Out of Cash Deposits 823, Public Gifts to the School District 834, Public Solicitation in MAPS 906, and Community Education 930.

COMMITTEE REPORTS: Brief reports were heard regarding the Safe and Healthy Learners Committee, Community Education Advisory Committee, and Policy Review Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Thompson stated she would be serving on the MSBA Delegate Assembly for the 2011-12 school year and would be attending a conference on December 2-3 in Minneapolis where delegates will debate and vote on board member-proposed legislative resolutions. The approved resolutions become MSBA's legislative platform for the coming year.

CLOSE PUBLIC MEETING: Tomhave moved, seconded by Siggerud, to close the public meeting at 7:36 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

OPEN PUBLIC MEETING: Fagerlie moved, seconded by Erickson, to open the public meeting at 7:51 p.m. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:51 p.m.

_____
Cindy Fagerlie, Clerk

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 28, 2011

MEMBERS PRESENT: Lisa Erickson (5:05 pm.), Cindy Fagerlie, Laurie Johnson, Mike Siggerud, Kristine Thompson, Bill Tomhave, Trudy Wilmer, and Dr. Lynne A. Kovash.

MEMBER ABSENT: None.

CALL TO ORDER: Chair Thompson called the meeting to order at 5:02 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

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

Erickson arrived at the meeting at 5:05 p.m.

FACILITIES PLANNING: Superintendent Lynne Kovash reviewed district demographic data, including enrollment trends, open enrollment numbers, and alternative education enrollment at Red River Area Learning Center and Lakes Country Service Cooperative's YES program. She distributed copies of the "Facility and Grade Level Configuration Community Task Force Report" and the draft "Student Demographics Administrative Report."

The group had initial discussions of facility needs, focusing mainly on space needs at the elementary schools. Program needs (e.g. STEM, Moorhead High orchestra and Horizon theater) at Horizon Middle School and Moorhead High may require space modifications and will need further discussion. District administrators said because of many variables it's hard to project what the next few years will bring in enrollment expectations or program needs.

Jim Cole and Tim Zerr from Zerr Berg Architects presented information about three scenarios for facility planning. All scenarios combined gymnasium additions at both Robert Asp Elementary and S.G. Reinertsen Elementary and additions/renovations at Probstfield Center for Education. Additions at Probstfield included combinations of gymnasium and classroom space for kindergarten and/or grade 1. Scenarios also looked at leasing space for Red River ALC and Adult Basic Education programs, possibly in conjunction with Lakes Country Service Cooperative and MState. Concerns with leasing space, especially for elementary students, are the fire code and accessibility requirements that might require modifications to a leased space.

The district will be working on development of a comprehensive district facilities plan (rolling five-year plan) to establish goals on how to best serve students now and in the future. The process will include setting priorities, identifying and meeting district needs (short term and long term), and involving a Citizen Advisory Group. Further discussion on program needs and student demographics are necessary. The board requested administration further research leasing opportunities as an option to building additions that would address space needs.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 6:38 p.m.

_____
Cindy Fagerlie, Clerk

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: December 6, 2011

SUBJECT: December Claims

The December claims are as follows:

General Fund	$1,147,383.45
Food Service Fund	$163,502.97
Community Service Fund	$21,383.34
TOTAL	$1,332,269.76

Suggested Resolution: Move to approve the December claims, subject to audit, in the amount of $1,332,269.76.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.035 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: December 6, 2011

SUBJECT: Donations

Moorhead Area Public Schools' Robotics program at Red River Area Learning Center has received the following donations for the Bison Best Robotics Competition hosted by NDSU:

- G & G Professional Cleaning, Moorhead, donated $100;
- True Value Hardware, Moorhead, donated a jig saw valued at $40;
- Michelle Bosak donated $5;
- Mary Cihlar donated $20;
- Ulteig, Fargo, donated $50;
- Kelsy Jenkins donated $30;
- Jim Smith donated tools and other supplies valued at $500;
- Pizza Ranch, Dilworth, donated $203.07;
- Kenneth and Elta Stalboerger donated $50;
- Prime Cut Meats, Fargo, donated meat for team meals valued at $85.02;
- Pat Babolian donated $40;
- Mary Broberg donated $50;
- Youth for Christ, Fargo, donated $66 to cover cost of student t-shirts.

Suggested Resolution: Move to accept the included donations and direct administration to send thank yous.

WAK:nls

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.12.039 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: December 6, 2011

SUBJECT: Donations

Moorhead Area Public Schools has received the following donations:

- Network Center, Inc. has donated $200 for the purchase of a new popcorn machine for DCD classrooms at Moorhead High School.
- Richard Sheinfeld and Heidi Goldstein have donated two 32 GB used first generation iPads, valued at approximately $500, along with two cases, two power adapters and two USB ports to Mrs. Sheldon's Spanish Immersion class at Ellen Hopkins Elementary. They have also donated $1500 for the purchase of two additional 16 GB iPad2s, along with a three year warranty, two screen protectors and two cases. The remaining funds will be used to purchase software applications for all four iPads.

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

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.036 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: December 6, 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 instructional materials:

- 35 Doughmakers Bakeware loaf pans from Nasco valued at $441 to be used by the Family and Consumer Science Program at Moorhead High School.

Suggested Resolution: Move to accept the instructional material award for 35 Doughmakers Bakeware loaf pans valued at $441 to be used by the Family and Consumer Science Program at Moorhead High School.

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

NOV 28 2011

November 21, 2011

To: Nicole Odegard
Moorhead High School

From: Inger Wegener
Career and Technical Education Specialist

RE: APPROVED INSTRUCTIONAL MATERIALS REQUEST

Your request for instructional materials from the Lakes Country Perkins Consortium has been approved:

Instructional Materials: Thirty five (35) Doughmakers Bakeware loaf pans

Vendor: Nasco

Your total award is $441.00. These items are in the process of being purchased by the Lakes Country Perkins Consortium at the Lakes Country Service Cooperative and will be forward to your attention at Moorhead High School upon receipt. Please remember that these items are to be used ONLY by the Family and Consumer Science Program at Moorhead High School, and any other use is in violation of the Carl D. Perkins Career and Technical Education Act funds with which they were purchased. Please feel free to contact me at 1-800-739-3273, if you have any questions about your award.

Congratulations on your instructional materials award! I hope that you will find that this award will contribute to the Programs of Study and Reading and Mathematics Academic Achievement 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
Barry Bergem, 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

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Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.040

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: December 5, 2011

SUBJECT: Resignations

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

Jessica Hanson	Food and Nutrition Server, Horizon Middle School, effective November 1, 2011.
Nicole Akason	Night Custodian, High School, effective November 23, 2011.
Mark Nyborg	Bus Driver, Transportation, effective November 27, 2011.
Crystal Maxwell	Food and Nutrition Server, S. G. Reinertsen Elementary, effective December 9, 2011.

SUGGESTED RESOLUTION: Move to approve the resignation of Jessica Hanson, Nicole Akason, Mark Nyborg and Crystal Maxwell as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.041

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: December 5, 2011

SUBJECT: Family/Medical Leave

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

Elizabeth Evenstad	Teacher, Robert Asp Elementary, beginning approximately Februrary 13, 2012 for approximately six weeks.

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

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.042

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: December 5, 2011

SUBJECT: New Employees

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

Julia Wilson	Paraprofessional, Early Intervention Services, B21 (0-2) $14.05 per hour, 4 days per week, 6.5 hours per day, effective December 5, 2011. (Replaces Jennifer Keller)
Teresa Gardner	Bus Driver, Transportation, $13.68 per hour, 6 hours per day, effective November 30, 2011. (Replaces Mark Nyborg)
Vadrah Jensen	Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective December 6, 2011. (Replaces Amy Wolfe)
Robin Martin	Paraprofessional, District Wide, B21 (3) $14.26 per hour, 6.5 hours per day, effective January 3, 2012. (Replaces Linda Peterson)

SUGGESTED RESOLUTION: Move to approve the employment of Julia Wilson, Teresa Gardner, Vadrah Jensen and Robin Martin as presented.

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.12.037 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

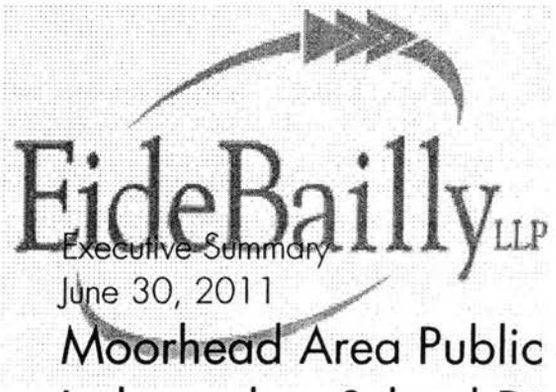
DATE: December 6, 2011

SUBJECT: Fiscal Year 2011 Audit Report

At the December 12, 2011 School Board meeting, Brian Stavenger of Eide Bailly LLP will present the district's audit report for the fiscal year ending June 30, 2011. Attached please find an executive summary that will be the basis for Mr. Stavenger's presentation.

Suggested Resolution: Move to accept the fiscal year 2011 school district audit report as presented by Brian Stavenger, Eide Bailly LLP.

WAK:nls
Attachment



Executive Summary
June 30, 2011

Moorhead Area Public Schools
Independent School District No. 152

DRAFT

Purpose of the Executive Summary

The District receives audited financial statements each year, however the document is long and readers may find it difficult to read and understand. In an effort to help facilitate understanding we have put together an executive summary containing summarized information from the audited financial statements, as well as graphs and ratios. We believe the School Board, management, and citizens of the District will have a clearer picture of the financial condition of the District by reading this summary. This is not a required report and we offer no opinion on the executive summary.

We hope this executive summary encourages discussion of the District's financial condition and to:

- Alert the School Board and management to financial condition trends, both favorable and unfavorable.
- Put the District's financial condition in perspective by compiling data for several years.

We obtained the idea of an executive summary format based on a review of the Comprehensive Annual Financial Report (CAFR) of the City of Sioux Falls, South Dakota, done by the Internal Audit department of the City in May 2009.

About Eide Bailly

Founded in 1917, Eide Bailly is a top 25 CPA firm in the nation, with 19 service centers in nine states. Our clients benefit from local, personal service while enjoying access to nearly 1,200 professionals with diverse skill sets and experiences. We truly care about our clients' successes and work hard to help them reach their goals. The Firm has built strong industry and service teams in order to surround our clients with relevant and valuable services. Our focused industries include:

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- Government
- Health Care
- Insurance
- Manufacturing
- Non-Profit
- Oil & Gas
- Real Estate
- Renewable Energy
- Utilities

Eide Bailly's Government industry has over 40 years experience serving school districts, and more than 120 professionals dedicated to government clients.

Eide Bailly LLP
DRAFT

Audit Opinion

The District received a "clean" audit opinion. What does that really mean? The audit opinion is a brief report that appears with the financial statements. A clean audit opinion is more precisely referred to as an unqualified opinion. An *unqualified opinion* means that the financial statements have been prepared using accounting principles generally accepted in the United States of America (GAAP), do not contain material misstatements, and are fairly presented.

Some readers of financial statements with an unqualified (clean) audit opinion believe that the auditors are signifying that the organization has a financial clean bill of health. They may believe the auditors are indicating that there is no fraud, that the organization is using its resources effectively and efficiently, and that the organization is in compliance with all laws and regulations. The auditor's report (audit opinion) on a financial statement audit is merely the auditor's professional opinion, based on audit work, on whether the financial statements were prepared in accordance with GAAP and are free from material misstatement.

EideBailly LLP

Audit of Federal Funds

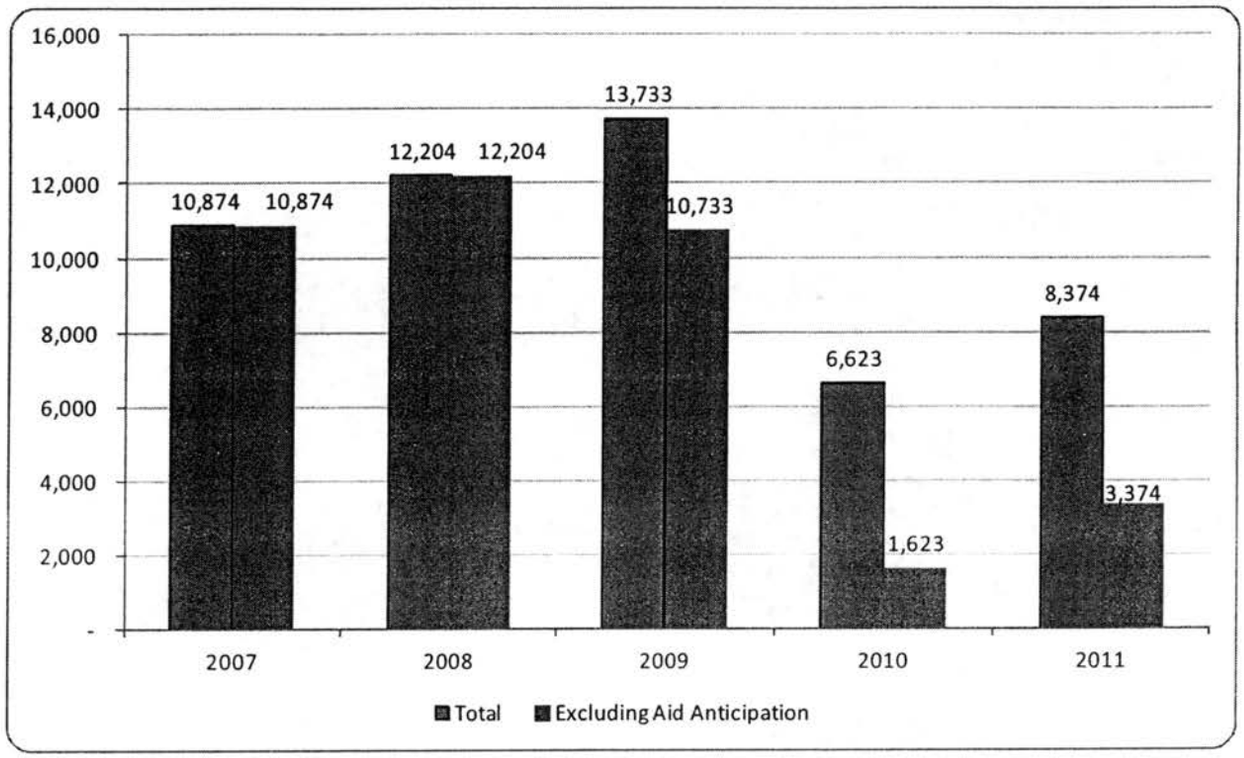
All non-Federal entities that expend $500,000 or more of Federal awards in a year are required to obtain an annual audit in accordance with the Single Audit Act. A single audit is intended to provide a cost-effective audit in that one audit is conducted in lieu of multiple audits of individual programs. During 2011, the District expended approximately $6,127,000 in Federal awards.

The District received an unqualified opinion on compliance for the major federal award programs report.

DRAFT

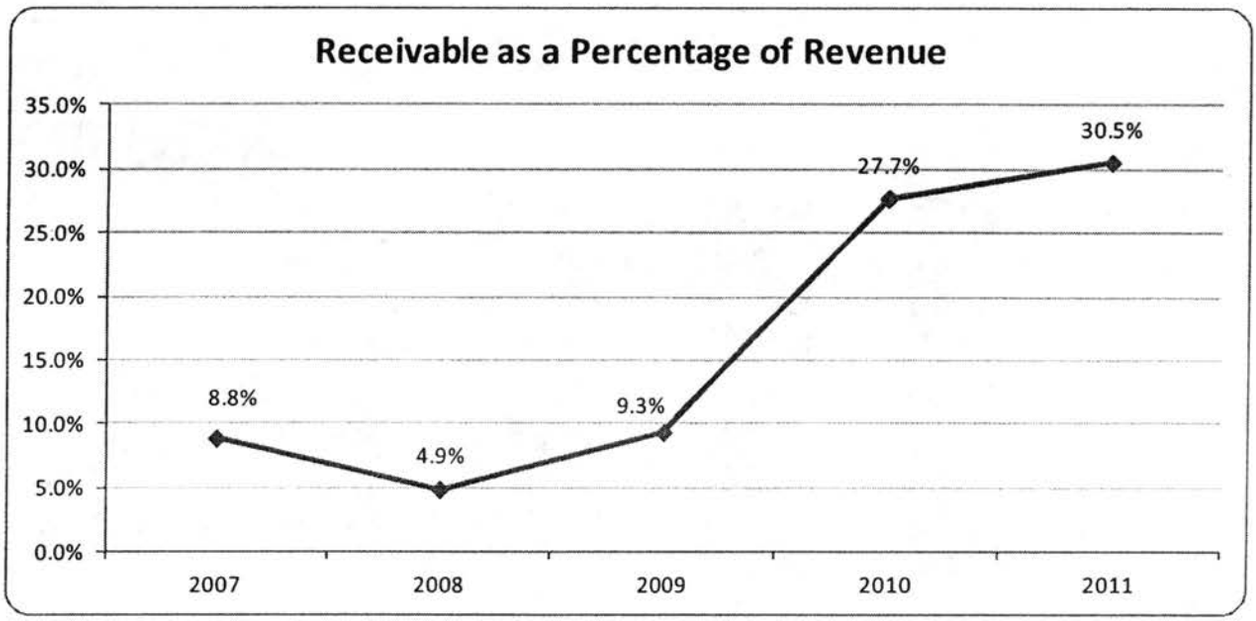
Independent School District No. 152

Cash and Investments (In Thousands)
June 30, 2007 through June 30, 2011



DRAFT

Below is an analysis of the general education aid receivable and revenue for the past five years.



	General Education Aid		
Year	Receivable	Revenue	Receivable as a % of Rev
6/30/07	$ 3,016,922	34,111,978	8.8%
6/30/08	1,716,221	35,198,352	4.9%
6/30/09	3,335,134	35,791,088	9.3%
6/30/10	8,979,563	32,430,924	27.7%
6/30/11	10,885,880	35,673,234	30.5%

DRAFT

In fiscal years 2007 through 2009, approximately 90% of general education aid payments were made in the current fiscal year, with the remaining 10% being paid in the subsequent fiscal year. For FY10 that ratio was 73-27, and for FY11 that ratio changed to 70-30. For FY12 it will be 60-40.

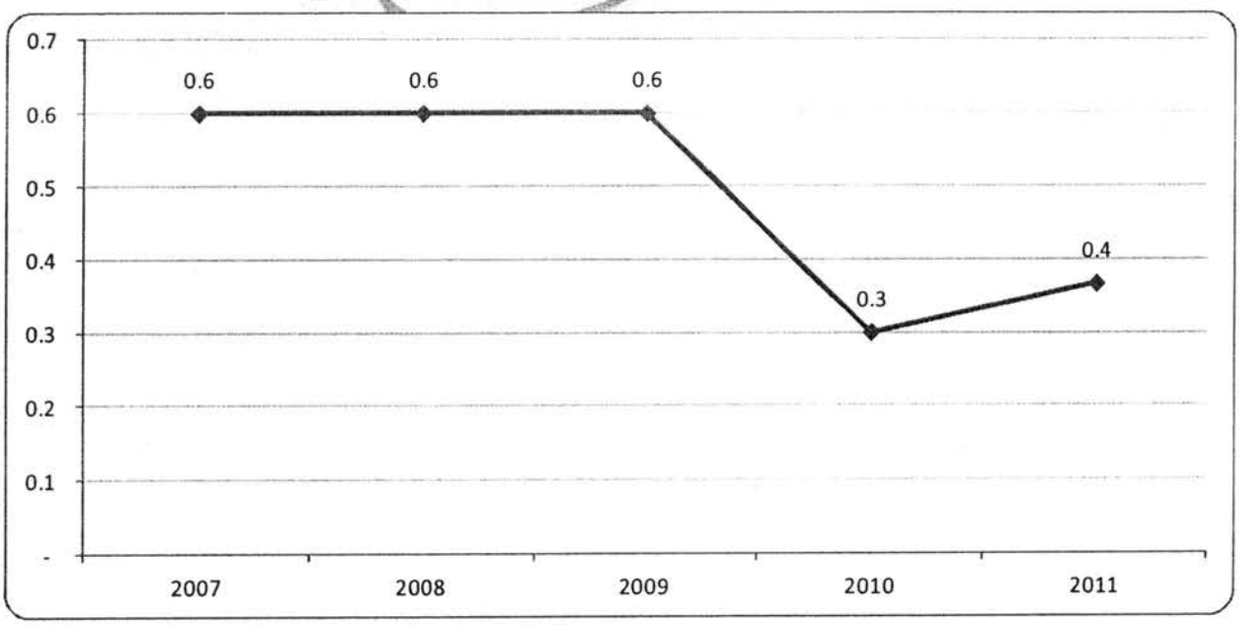
Liquidity refers to an organization's ability to pay short-term financial obligations. Liquidity involves determining the level of cash on hand and in the bank and other assets that can be easily converted to cash. This cash position is compared to accounts payable and other current liabilities as well as that portion of long-term liabilities that are due within one year.

The formula for calculating the liquidity ratio is:

$$\frac{\text{Cash and cash equivalents}}{\text{Accounts payable and other current liabilities} + \text{Long-term liabilities due within one year}}$$

EideBailly LLP

A lower ratio of this indicator indicates a declining ability to pay short-term debt.



Liquidity is a controversial financial indicator according to many analysts. Because the ratio can change daily according to receipt of cash, any analysis of the liquidity ratio must be done at the same time of the year for a meaningful comparison.[1] This comparison was done with the year-end cash and liability position.

[1] *Evaluating Financial Condition: a Handbook for Local Governments*, page 71

Independent School District No. 152

Revenues, Expenditures, and Changes in Fund Balances
Budget to Actual – General Fund
Year Ended June 30, 2011

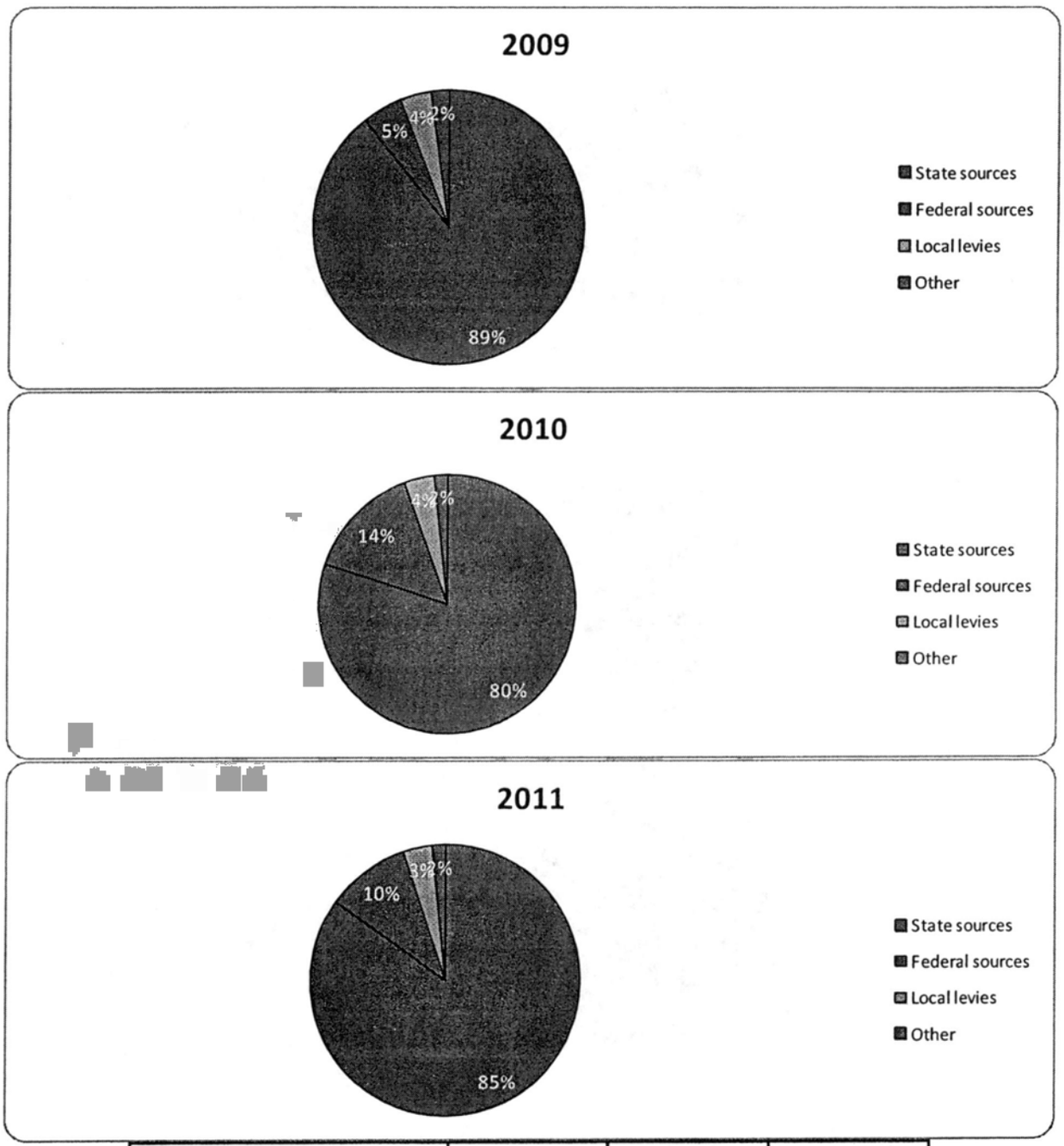
	Original Budget	Final Budget	2011 Actual	Variance With Final Budget
Revenues				
State sources	$ 43,417,918	$ 42,737,064	$ 44,079,362	$ 1,342,298
Local levies	1,682,125	1,662,125	1,868,783	206,658
Federal sources	2,840,943	4,847,580	5,166,857	319,277
Other	937,927	828,505	851,092	22,587
	48,878,913	50,075,274	51,966,094	1,890,820
				3.8%
				Positive
Expenditures				
Regular instruction	20,943,760	20,887,867	21,457,908	(570,041)
Administration and district support services	3,646,270	3,294,701	3,127,105	167,596
Special education instruction	11,213,275	12,678,479	12,964,783	(286,304)
Instructional and pupil support services	8,411,540	7,822,290	7,897,734	(75,444)
Sites and buildings	4,724,710	5,106,573	4,673,336	433,237
Other	607,950	594,150	682,902	(88,752)
	49,547,505	50,384,060	50,803,768	(419,708)
				-0.8%
				Negative
Revenues over (under) Expenditures	(668,592)	(308,786)	1,162,326	1,471,112
Sale of equipment	-	-	361	361
Net Change in Fund Balance	(668,592)	(308,786)	1,162,687	$ 1,471,473
Fund Balance, Beginning of Year	7,172,823	7,172,823	7,172,823	
Fund Balance, End of Year	$ 6,504,231	$ 6,864,037	$ 8,335,510	

EideBailly LLP
DRAFT

Independent School District No. 152

General Fund Revenues by Source

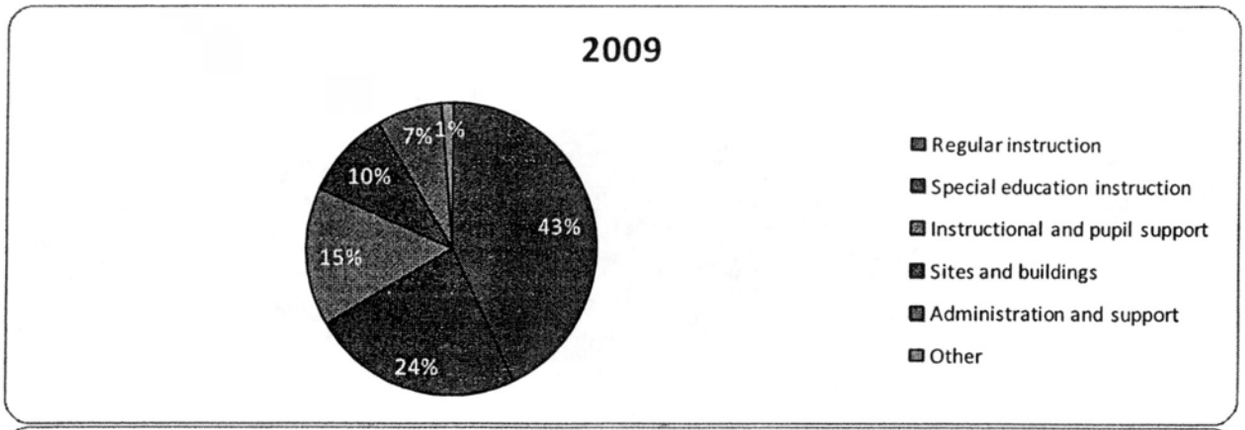
Years Ended June 30, 2009 through June 30, 2011

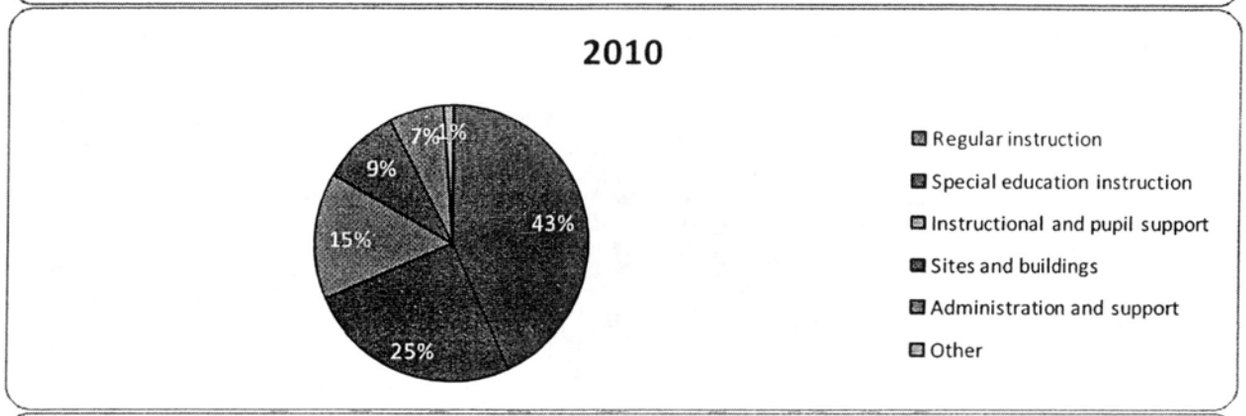


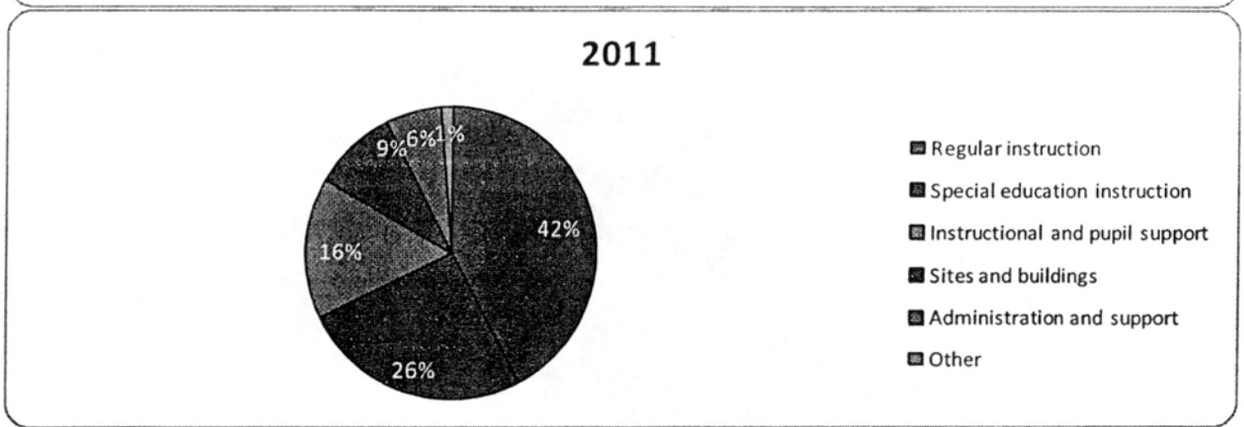
	2009	2010	2011
State sources	$ 44,565,250	$ 39,764,160	$ 44,079,362
Federal sources	2,388,519	7,166,354	5,166,857
Local levies	1,886,821	1,922,246	1,868,783
Other	1,107,044	860,608	851,092
Total	$ 49,947,634	$ 49,713,368	$ 51,966,094

Independent School District No. 152

General Fund Expenditures by Program
Years Ended June 30, 2009 through June 30, 2011



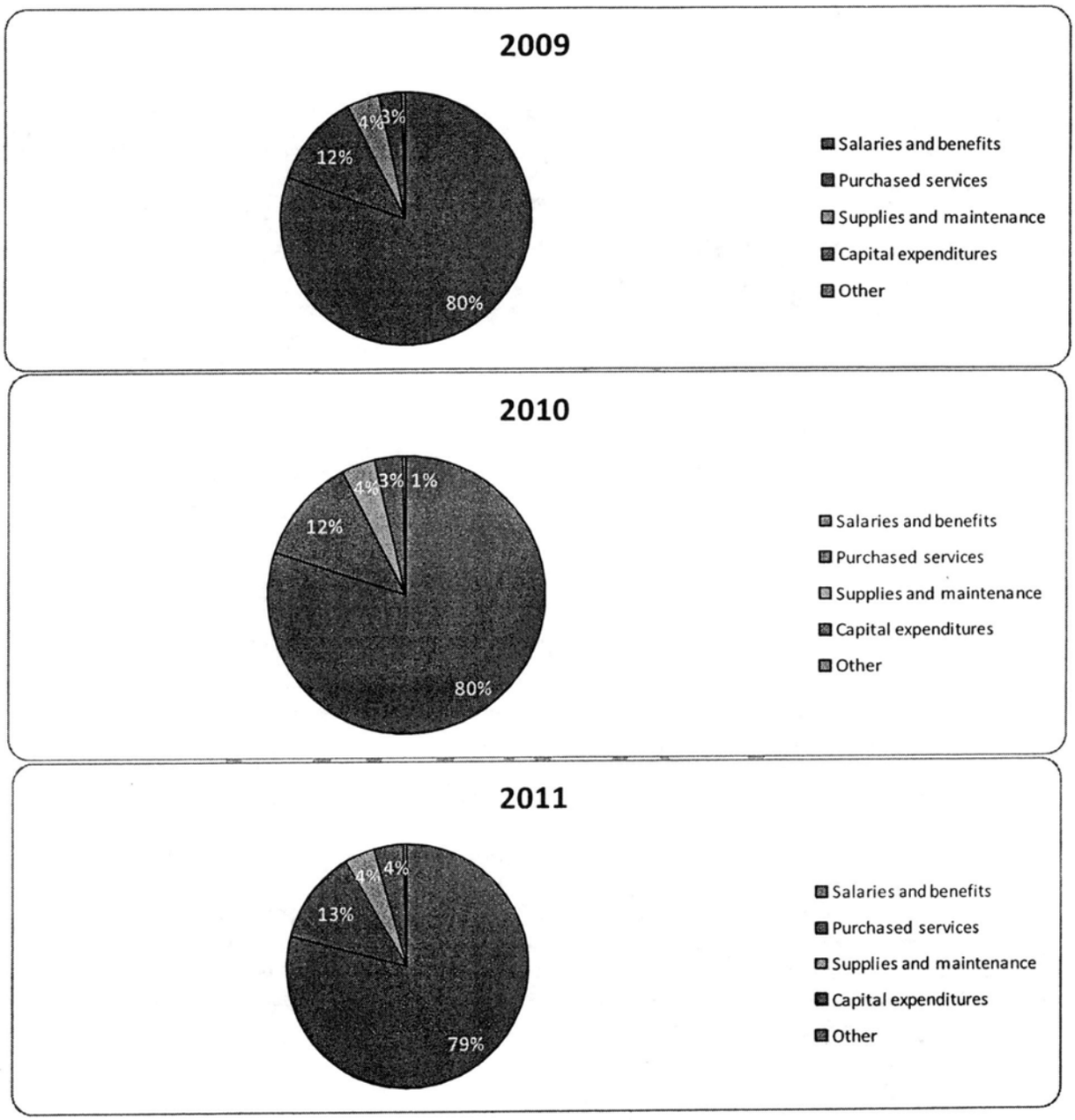




	2009	2010	2011
Regular instruction	$ 21,472,864	$ 21,016,855	$ 21,457,908
Special education instruction	11,704,159	12,323,508	12,964,783
Instructional and pupil support	7,690,709	7,255,728	7,897,734
Sites and buildings	4,816,561	4,441,641	4,673,336
Administration and support	3,604,830	3,124,287	3,127,105
Other	692,707	573,283	682,902
Total	$ 49,981,830	$ 48,735,302	$ 50,803,768

Independent School District No. 152

General Fund Expenditures by Object
Years Ended June 30, 2009 through June 30, 2011



	2009	2010	2011
Salaries and benefits	$ 40,170,093	$ 39,021,231	$ 40,157,718
Purchased services	6,039,368	6,029,952	6,354,456
Supplies and maintenance	2,098,392	1,937,386	2,062,461
Capital expenditures	1,409,436	1,531,604	1,977,579
Other	264,541	215,129	251,554
Total	$ 49,981,830	$ 48,735,302	$ 50,803,768

	Fund Balance (Deficit) Beginning of Year	Net Change in Fund Balance	Fund Balance (Deficit) End of Year
Nonspendable	$ 55,929	40,526	$ 96,455
Restricted for deferred maintenance	327,731	289,371	617,102
Restricted for health and safety	(104,870)	(41,716)	(146,586)
Restricted for operating capital	311,757	(311,757)	-
Restricted for safe schools	(69,239)	(47,548)	(116,787)
Committed for severance obligation	2,726,377	(626,377)	2,100,000
Assigned for technology acquisition and upgrades	-	1,205,000	1,205,000
Unassigned	3,925,138	655,188	4,580,326
	$ 7,172,823	$ 1,162,687	$ 8,335,510

EideBailly LLP

The General Fund is used to account for all revenue and expenditures of the school district not accounted for elsewhere. It is used to account for educational activities, district instructional and student support programs, expenditures for the superintendent, district administration, normal operations and maintenance, pupil transportation, capital expenditures, and legal school district expenditures not specifically designated to be accounted for in any other fund.

DRAFT

Fund balance is the cumulative difference between fund assets and fund liabilities. Fund balance is further divided into nonspendable, restricted, committed, assigned, and unassigned categories. Nonspendable fund balance represents amounts that cannot be spent because they are not in spendable form, such as inventory and prepaid expenses. Restricted fund balance is legally restricted and cannot be appropriated for other spending. Committed fund balance is intended for a specific activity and imposed by formal action of the school board but is not legally restricted. Assigned fund balance is also intended for a specific activity by school board designated individuals, but is also not legally restricted. Unassigned fund balance can be thought of as reserves or a "rainy day" fund.

A positive fund balance:

- Contributes to a favorable bond rating
- Produces investment income
- Provides a source of working capital to meet cash flow needs
- Offers a cushion for unexpected expenditures or revenue shortfalls

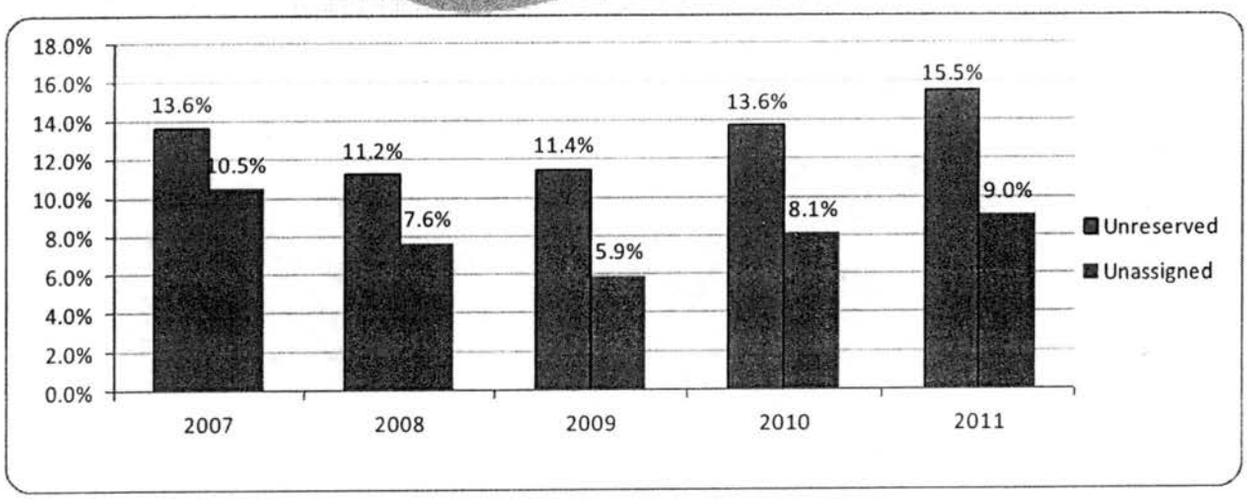
The Government Finance Officers Association (GFOA) recommends, at a minimum, that governments maintain unreserved fund balance in their general fund of no less than two months (16.67 percent) of regular general fund operating expenditures.[2]

The State of Minnesota Office of the State Auditor (OSA) recommends that at year-end local governments maintain an unreserved fund balance in their general fund and special revenue funds of approximately 35 to 50 percent of fund operating revenues or no less than five months of operating expenditures.[3]

The District's policy is to strive to maintain a minimum unassigned fund balance of 25 percent of the annual budget but not less than 17 percent of the annual budget.[4]

EideBailly LLP

The District's unreserved fund balance (committed, assigned, and unassigned) and assigned fund balance as a percentage of expenditures in the General Fund for the last five years is as follows:



Fund Balance as of June 30,

	2007	2008	2009	2010	2011
Unreserved	$ 6,697,272	$ 5,684,842	$ 5,718,368	$ 6,651,515	$ 7,885,326
Unassigned	$ 5,152,501	$ 3,873,310	$ 2,959,700	$ 3,925,138	$ 4,580,326

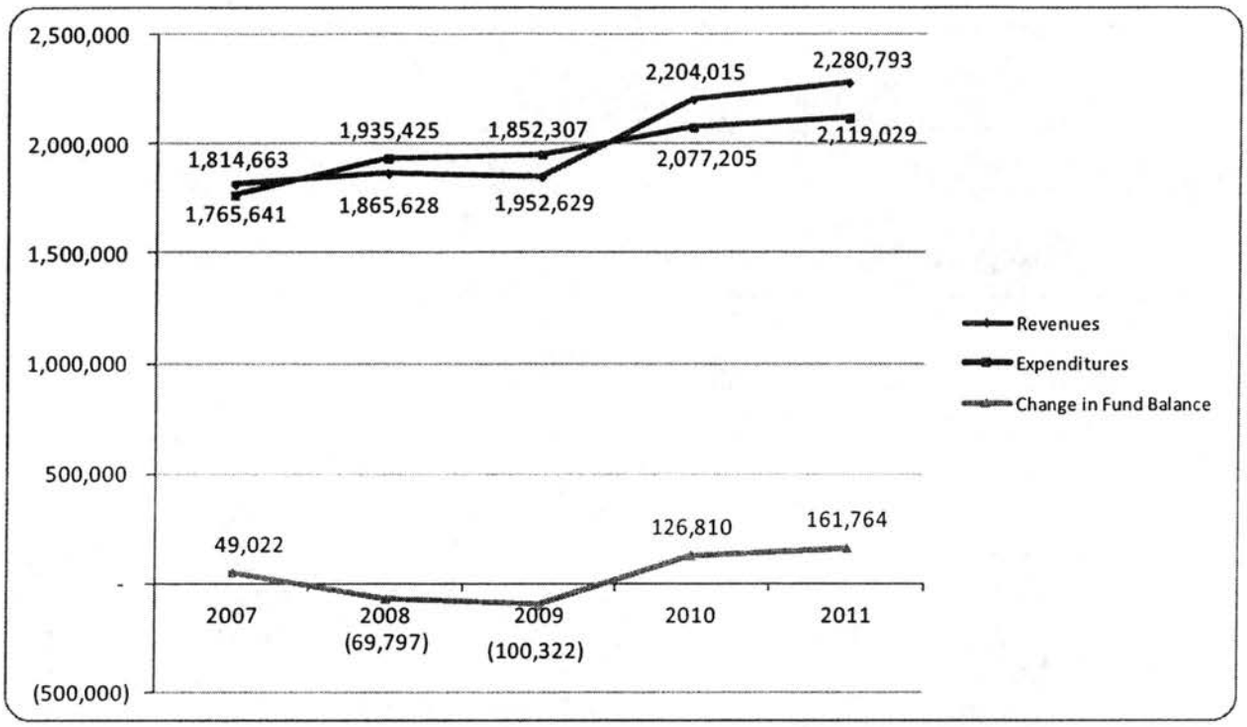
The following are some fund balance amounts for various benchmarking levels:

Where would you like to be?	
1 month of expenditures (8%)	$ 4,233,647
2 months of expenditures (17%)	8,467,295
3 months of expenditures (25%)	12,700,942
4 months of expenditures (33%)	16,934,589
5 months of expenditures (42%)	21,168,237
6 months of expenditures (50%)	25,401,884

[2] *Appropriate Level of Unreserved Fund Balance in the General Fund,* GFOA Best Practice, 2009
[3] *Statement of Position, Fund Balance for Local Governments,* OSA recommended practice, 2010
[4] *ISD No. 152 Fund Balances Policy*, approved June 27, 2011

Independent School District No. 152

Revenues, Expenditures, and Changes in Fund Balances
Food Service Fund
Years Ended June 30, 2007 through June 30, 2011



DRAFT

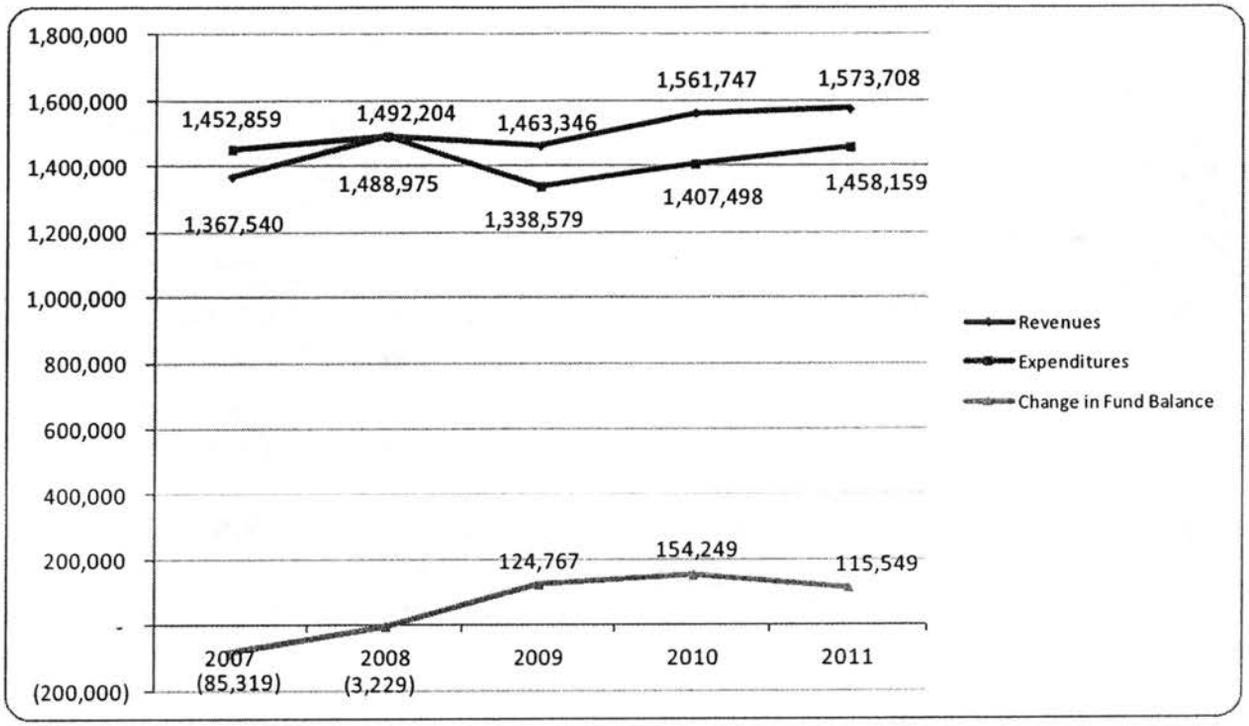
Revenues consist of food sales, federal and state aid, and other miscellaneous revenues.

Expenditures consist of food costs and supplies, salaries and benefits, and other miscellaneous expenditures.

Change in Fund Balance is the difference between revenues and expenditures.

Independent School District No. 152

Revenues, Expenditures, and Changes in Fund Balances
Community Service Fund
Years Ended June 30, 2007 through June 30, 2011

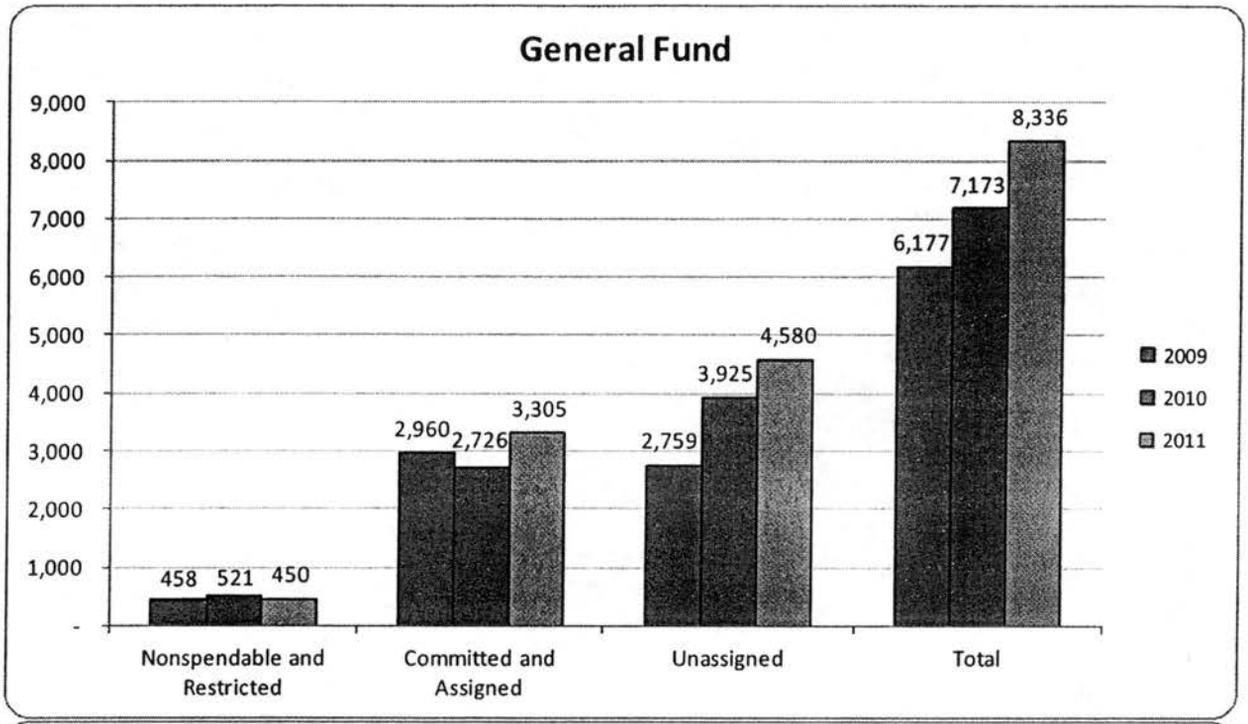


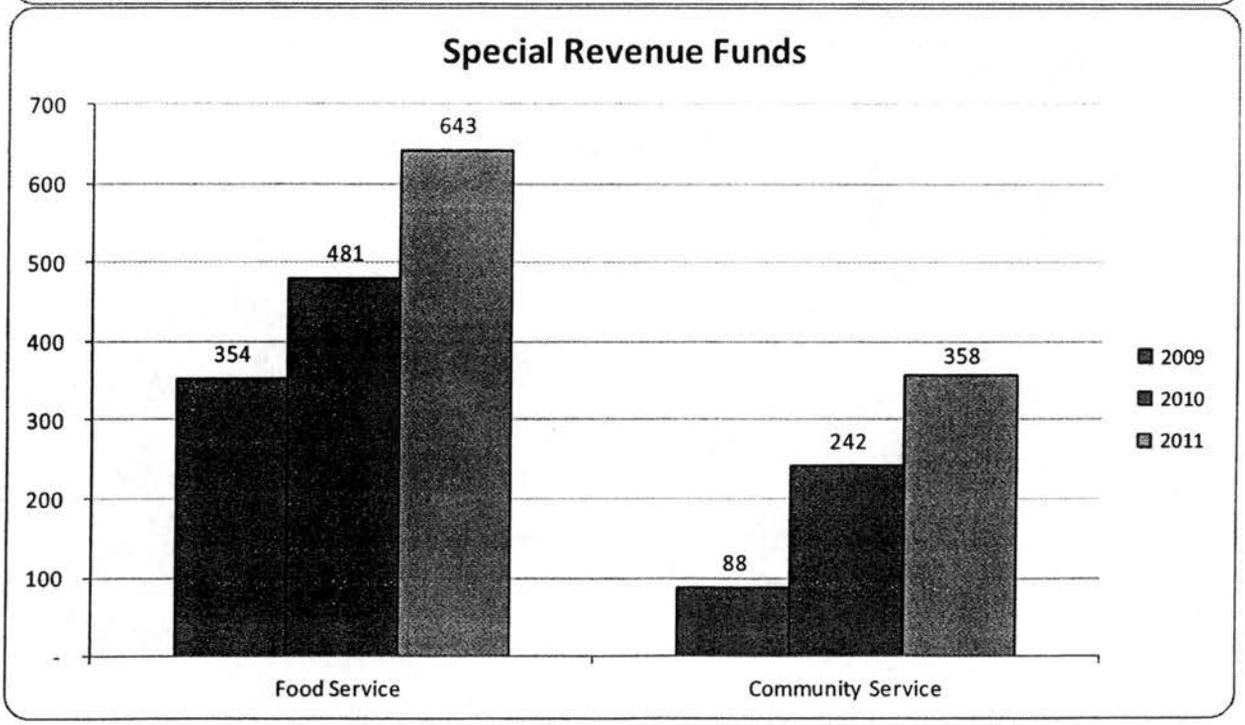
DRAFT

Revenues consist of tuition and fees, federal and state aid, and local levies.

Expenditures consist of salaries and benefits, purchased services, and other miscellaneous expenditures.

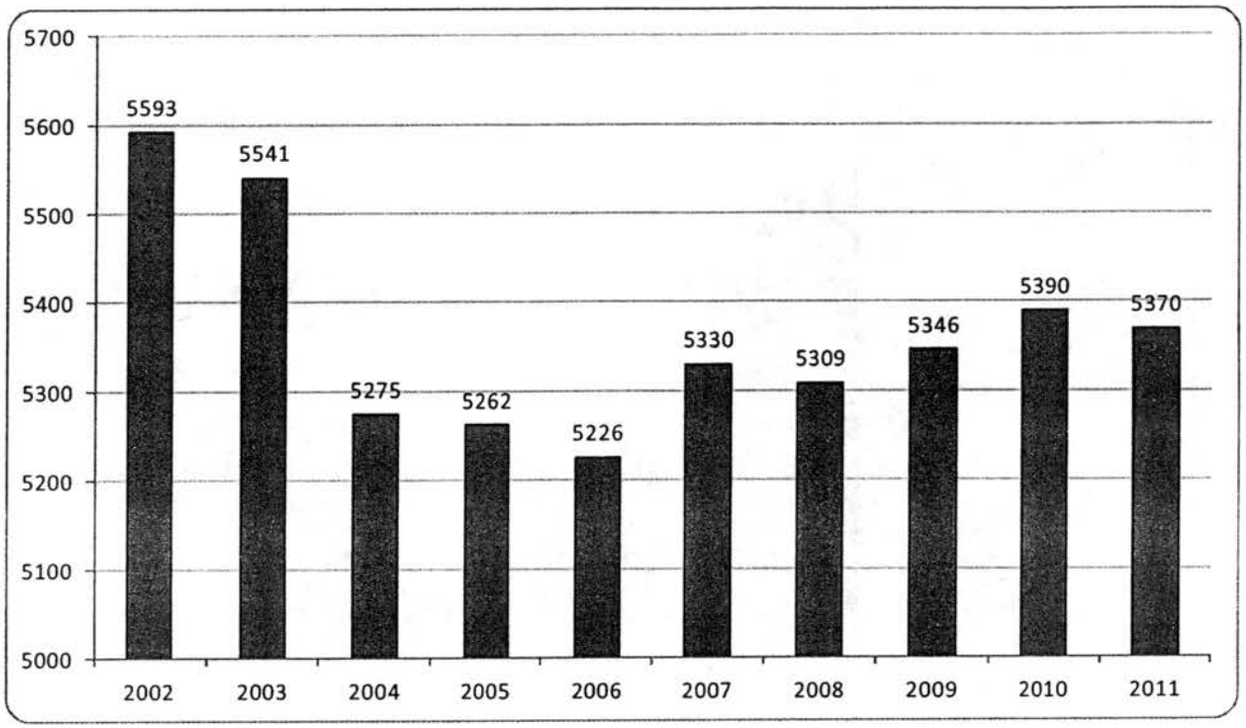
Change in Fund Balance is the difference between revenues and expenditures.


General Fund
9,000
8,000
7,000
6,000
5,000
4,000
3,000
2,000
1,000
-
458
521
450
2,960
2,726
3,305
2,759
3,925
4,580
6,177
7,173
8,336
2009
2010
2011
Nonspendable and Restricted
Committed and Assigned
Unassigned
Total

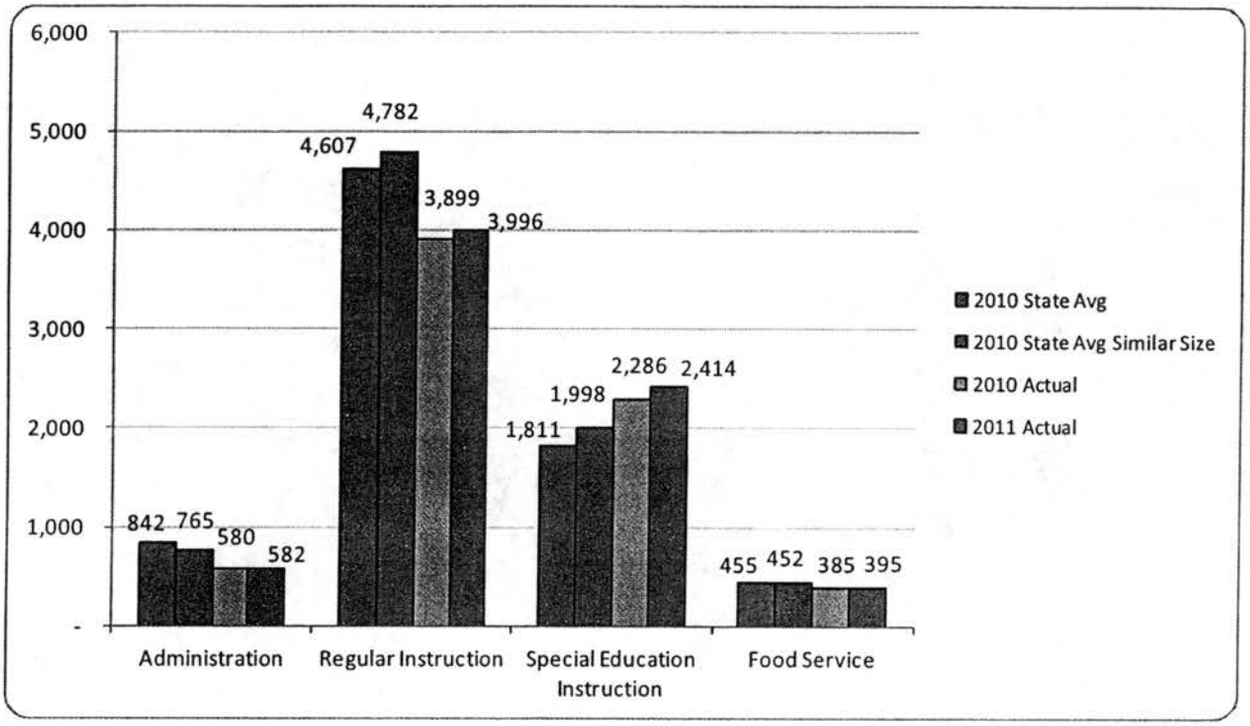

Special Revenue Funds
700
600
500
400
300
200
100
-
354
481
643
88
242
358
2009
2010
2011
Food Service
Community Service

Independent School District No. 152

Average Daily Membership
2002 through 2011



DRAFT


6,000
5,000
4,000
3,000
2,000
1,000
-
842 765 580 582
4,607 4,782 3,899 3,996
1,811 1,998 2,286 2,414
455 452 385 395
Administration
Regular Instruction
Special Education Instruction
Food Service
2010 State Avg
2010 State Avg Similar Size
2010 Actual
2011 Actual

DRAFT

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.12.041 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: December 8, 2011

SUBJECT: Resolution Authorizing Sale of Aid Anticipation Certificates

Current cash flow and fund balance projections require the district to engage in short-term borrowing authorized by Minnesota Statutes, Sections 126C.50 through 126C.56. At the June 27, 2011 school board meeting, a Resolution Authorizing Sale of Aid Anticipation Certificates authorizing the district to borrow up to $5 million was approved on the consent agenda. This amount needs to be increased due to the aid payment shift that was ultimately enacted for fiscal year 2012.

As noted back in June, for fiscal years 2009, 2010 and 2011 the district borrowed a cumulative total of $13 million in order to meet monthly financial obligations. The need for continued cash flow borrowing is primarily attributed to state aid payment shifts that the Minnesota Legislature continues to rely on to address Minnesota's ongoing fiscal crisis. The normal aid payment schedule is 90/10, which means that 90% of a district's state aid is received in the current fiscal year, and 10% is received in the next fiscal year. In June, the Minnesota Department of Education (MDE) estimated an aid payment shift of 70/30 for fiscal year 2012; however, when the special legislative session concluded in late July 2011 the resulting aid payment shift was 60/40. The district will borrow $8.5 million for fiscal year 2012; approval of this resolution allows the district to proceed with the required steps necessary to finalize the sale of the aid anticipation certificates.

At the January 23, 2012 school board meeting, a resolution ratifying and approving the terms of the sale of the aid anticipation certificates will be adopted.

Suggested Resolution: Move to approve the resolution providing for the sale of general obligation aid anticipation certificates of indebtedness, Series 2012A; and covenanting and obligating the district to be bound by and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of the principal and interest on these certificates.

WAK:nls
Attachment

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

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152, State of Minnesota, was duly held on December 12, 2011 at 7:00 p.m.

MEMBERS PRESENT:

MEMBERS ABSENT:

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION PROVIDING FOR THE SALE OF GENERAL OBLIGATION AID ANTICIPATION CERTIFICATES OF INDEBTEDNESS, SERIES 2012A; AND COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND BY AND TO USE THE PROVISIONS OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THESE CERTIFICATES

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

1. Certificate Authorization. The School Board has determined that it is necessary and desirable for the District to sell and issue its General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012A in the total aggregate principal amount of $8,500,000 for the purpose of meeting current expenditures of the District.

2. Sale. The District has retained Ehlers & Associates, Inc. (Ehlers) in Roseville, Minnesota, as its independent financial advisor for the Certificates. Ehlers is authorized to solicit proposals in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9). The Chair and Assistant Superintendent are authorized and directed to receive all proposals presented in conformity with the Terms of Proposal contained in the Official Statement, the terms of which are ratified and confirmed in all respects, and to approve on behalf of the District the sale of the Certificates to the party submitting the most favorable proposal (the "Purchaser"), provided that the net interest rate on the most favorable proposal does not exceed 0.80% per annum, the purchase price thereunder is not less than $8,500,000, and a favorable recommendation to accept the proposal is received from Ehlers & Associates, Inc. The Chair and Assistant Superintendent are authorized and directed to endorse an acceptance on both copies of the most favorable proposal and to send one copy to the Purchaser.

3. **Ratification of Sale.** Upon approval of the sale of the Certificates by the Chair and the Assistant Superintendent, the Board will meet at its next regularly scheduled meeting to adopt the necessary approving resolution as drafted by the District's Bond Counsel.

4. **Official Statement; Negotiation of Sale.** Ehlers is authorized to prepare and distribute an Official Statement and to open, read and tabulate the proposals for presentation to the Board.

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

(b) The District further covenants to comply with all procedures now and hereafter established by the Departments of Management and Budget and Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section. The chair, clerk, superintendent or business manager is authorized to execute any applicable Minnesota Department of Education forms.

The motion for adoption of the foregoing resolution was duly seconded by Member_____,

and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution, having received the affirmative votes of two-thirds of the members, was

declared duly passed and adopted.

STATE OF MINNESOTA)
) **ss.**
COUNTY OF CLAY)

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

WITNESS MY HAND officially as such recording officer this ____ day of _____, 2011.

_____
School District Clerk

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.12.038 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: December 6, 2011

SUBJECT: Certification of Final 2011 Payable 2012 Property Tax Levy

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; this will occur at the upcoming meeting on December 12, 2011 at 7:00 p.m. The final levy certification will be adopted at the same board meeting.

The School Board approved the preliminary tax levy on September 26, 2011. The next step in the levy certification process requires the School Board to certify the district's final 2011 Payable 2012 Property Tax Levy by December 29, 2011. Attached please find the Levy Limitation and Certification Report provided by the Minnesota Department of Education. The amount that will be levied for each of the categories and the total levy are listed below:

General – RMV Voter Jobz Exempt	4,441,679.20
General – RMV Other Jobz Exempt	665,660.11
General – NTC Other Jobz Exempt	1,853,170.33
Community Service – Other Jobz Exempt	527,353.30
General Debt Service – Voter Jobz Nonexempt	5,732,081.29
OPEB/Pension – Other Jobz Nonexempt	1,068,207.41
Total Levy	$14,288,151.64

Suggested Resolution: Move to approve the certification of the final 2011 Payable 2012 Property Tax Levy in the amount of $14,288,151.64.

WAK:nls
Attachment

30

Minnesota Department of Education
Levy Limitation and Certification Report
2011 Payable 2012

District Number-Type: 0152-01
District Name: MOORHEAD PUBLIC SCHOOL DISTRICT
Home County: CLAY

Date Printed: 12/6/11
Limits Updated: 11/30/11
Certified Submitted: 12/6/11

	LIMIT	PROPOSED	CERTIFIED
SUBTOTALS BY LEVY CATEGORY			
GENERAL - RMV VOTER - JOBZ EXEMPT	4,441,679.20	4,441,679.20	4,441,679.20
GENERAL - RMV OTHER - JOBZ EXEMPT	665,660.11	665,660.11	665,660.11
GENERAL - NTC VOTER - JOBZ EXEMPT	0.00	0.00	0.00
GENERAL - NTC OTHER - JOBZ EXEMPT	1,853,170.33	1,853,170.33	1,853,170.33
COMMUNITY SERVICE - NTC OTHER - JOBZ EXEMPT	527,353.30	527,353.30	527,353.30
GENERAL DEBT - NTC VOTER - JOBZ NONEXEMPT	5,732,081.29	5,732,081.29	5,732,081.29
GENERAL DEBT - NTC OTHER - JOBZ NONEXEMPT	0.00	0.00	0.00
OPEB DEBT - NTC VOTER - JOBZ NONEXEMPT	0.00	0.00	0.00
OPEB DEBT - NTC OTHER - JOBZ NONEXEMPT	1,068,207.41	1,068,207.41	1,068,207.41
SUBTOTALS BY FUND			
GENERAL FUND	6,960,509.64	6,960,509.64	6,960,509.64
COMMUNITY SERVICES FUND	527,353.30	527,353.30	527,353.30
GENERAL DEBT SERVICE FUND	5,732,081.29	5,732,081.29	5,732,081.29
OPEB/PENSION DEBT SERVICE FUND	1,068,207.41	1,068,207.41	1,068,207.41
SUBTOTALS BY TAX BASE			
REFERENDUM MARKET VALUE	5,107,339.31	5,107,339.31	5,107,339.31
NET TAX CAPACITY	9,180,812.33	9,180,812.33	9,180,812.33
SUBTOTALS BY TRUTH IN TAXATION CATEGORY			
VOTER APPROVED	10,173,760.49	10,173,760.49	10,173,760.49
OTHER	4,114,391.15	4,114,391.15	4,114,391.15
TOTAL LEVY			
TOTAL LEVY	14,288,151.64	14,288,151.64	14,288,151.64

The school district must submit the completed original of this form to the home county auditor by December 29, 2011. A duplicate form must be submitted to Minnesota Department of Education, Program Finance Division, 1500 Highway 36 West, Roseville, MN 55113, by January 7, 2012.

The certified levy listed above is the levy voted by the school board for taxes payable in 2012.

Signature of School Board Clerk _____

Date of Certification _____

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.046R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 5, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Community Education Advisory Council 237, for your review.

Suggested Resolution: Move to approve deletion of policy, Community Education Advisory Council 237, as presented.

LAK:mde
Attachment

Community Education Advisory Council

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	237
Adopted Date:	8/11/2003
Revised Date(s):	11/26/2007
Reviewed Date(s):	11/26/2007
Attached Files:	No Documents Found.

Recommend deleting policy as it is combined with School Board Policy 930: Community Education.

~~I. PURPOSE~~

~~The purpose of the Community Education Advisory Council is to function in cooperation with the community education director in an advisory capacity in the interest of promoting the goals and objectives of the community education programs.~~

~~II. GENERAL STATEMENT~~

~~A. Representation on the Community Education Advisory Council will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.~~

~~B. Members will be selected from groups named above by the community education director and the council membership.~~

~~C. Members of the council provide input for community education in regard to programming and budget.~~

~~D. Meetings will be held in September, October, November, January, March, and April on the third Tuesday of the month; the February meeting will be held at a time determined by the membership.~~

~~E. Bylaws of the Community Education Advisory Council shall provide the framework for the organization including criteria pertaining to membership, officer's duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.~~

~~F. The council will adopt a policy to reduce and eliminate program duplication within the school district.~~

~~Legal References:~~
~~Minnesota Statute 124D.19 (Community Education Programs; Advisory Council)~~

~~Cross Reference:~~
~~Moorhead School Board Policy 930: Community Education~~

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.047R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: December 5, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Employee Use of Facilities for Private Gain 441, for your review.

Suggested Resolution: Move to approve the policy, Employee Use of Facilities for Private Gain 441, as presented.

LAK:mde
Attachment

Employee Use of Facilities for Private Gain

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	441
Adopted Date:	11/28/1989
Revised Date(s):	02/11/2008
Reviewed Date(s):	05/10/1994, 02/08/1999, 03/08/2004, 02/11/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to inform employees of Moorhead Area Public Schools that they shall not use school district buildings, equipment, or other technology to conduct private business ~~ventures~~.

II. GENERAL STATEMENT

The use of public facilities for personal financial gain is a direct conflict of interest. Any exceptions must have prior written approval ~~of~~ from the building administrator. Corrective action will be taken by supervisors to address the behavior or performance of employees ~~whose conduct disrupts the activities and goals of the school district~~ who violate policy. Corrective action will also be taken to address work rule violations and other ~~prohibitive~~ prohibited acts. This process may include oral warnings, written warnings, suspension, demotion, or termination.

Legal Reference:
Minn~~esota~~. Stat~~ute~~. 122A.40 (Employment; Contracts; Termination)

Cross Reference~~s~~:
Moorhead School Board Policy 440: Employee Publications, Instructional Materials, Inventions, and Creations
Moorhead School Board Policy 445: Employees as Vendors of School Supplies
Moorhead School Board Policy 730: School District Copyright Policy

36

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.048R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 5, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees 506, for your review.

Suggested Resolution: Move to approve the policy, Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees 506, as presented.

LAK:mde
Attachment

37

Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees

Type:	School Board Policy
Section:	500 STUDENTS
Code:	506
Adopted Date:	6/9/2008
Revised Date(s):	
Reviewed Date(s):	
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights~~,~~ while taking into consideration the educational objectives and responsibilities of Moorhead Area Public Schools.

II. GENERAL STATEMENT

A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the School Board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

A. "Distribute" or "Distribution" means circulation o~~f~~r dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.

B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

B. Requests for distribution of nonschool-sponsored material will be reviewed by ~~the~~ building

administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous or slanderous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises or promotes any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Distribution by students and employees of non-school sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, ~~the~~ building administration will consider factors including, but not limited to, the following;

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, learning environment, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolat~~ion~~ed location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. The time, place, and manner of distribution will be solely within the discretion of ~~the~~ building administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the building administrator at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.

2. Date(s) and time(s) of day intended for distribution.

3. Location where material will be distributed.

4. If intended for students, the grade(s) of students to whom the distribution is intended.

B. Within one school day, the building administrator will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the building administrator, the person may submit a written request for appeal to the Superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays and holidays) of submitting the appeal, the person shall contact the office of the Superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, ~~the~~ building administration ~~of the school~~, ~~the~~

School Board, or ~~the~~ individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.

B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

Legal References:
U.S. Const., ~~A~~amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1986~~7~~)

Roark v. South Iron R-1 School Dist., 573F.3d 556 (8th Cir. 2009)

Cross References:
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network and Systems Acceptable Use and Safety
Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

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Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.049R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 5, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Attendance Areas 510, for your review.

Suggested Resolution: Move to approve the policy, Attendance Areas 510, as presented.

LAK:mde
Attachment

43

Attendance Areas

Type:	School Board Policy
Section:	500 STUDENTS
Code:	510
Adopted Date:	9/6/1988
Revised Date(s):	02/11/2008
Reviewed Date(s):	12/01/1990, 11/01/1994, 12/01/1996, 03/08/2004, 02/11/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ~~describe attendance areas, residency and exceptions for grades K-12~~ provide information related to attendance area boundaries for students in grades K-12.

II. GENERAL STATEMENT

ATTENDANCE AREAS
Attendance area boundaries for Moorhead Area Public Schools ~~shall~~ may be revised as necessary for ~~the following~~ each school year.

GRADES K-5
Students are required to attend school within the boundaries of the attendance area in which they reside unless an attendance area ~~boundary~~ exception request has been ~~authorized~~ approved or administrative placement is made due to class size restraints.

Maps and descriptions of attendance areas ~~boundaries~~ are available in the ~~Teaching and Learning Department~~ Assistant Superintendent's office and on the school district's ~~W~~website (www.moorhead.k12.mn.us).

Guidelines for handling attendance area exception requests are included as Administrative Procedure 510.1: Attendance Area Exception Request Procedure and Administrative Procedure 510.2: Attendance Area Exception Request Form. Transportation is not provided for attendance area exceptions. Transportation will be provided for administrative transfers according to Administrative Procedure 631.1: Class Size in Grades K-6.

GRADES 6, 7~~,~~ and 8
Students in grades 6, 7~~,~~ and 8 will attend either Horizon Middle School, West Central Regional Juvenile Center, ~~Moorhead~~ Red River Area Learning Center, or the Clay County Outreach Center.

GRADES 9, 10, 11~~,~~ and 12
Students in grades 9, 10, 11~~,~~ and 12 will attend either Moorhead High School, West Central Regional Juvenile Center, ~~Moorhead~~ Red River Area Learning Center, or the Clay County Outreach Center. For graduation purposes, these sites are considered a part of Moorhead High School.

III. RESIDENCE DEFINED

A ~~pupil~~ student is classified as a resident of an attendance area when the following conditions are satisfied.

A. The ~~pupil~~ student must reside with a parent~~,~~ or legal guardian ~~or an individual acting as a parent of the student in the absence of a parent/guardian~~.

B. For an unmarried ~~pupil~~ student age 18 or over, "parent" means the ~~pupil~~ student unless a guardian or conservator has been appointed, in which case it means the guardian or conservator.

C. The place of residence is established to be where the parent(s)/guardian(s) or person(s) charged with legal responsibility permanently resides.

Legal Reference:
Minn~~esota~~. Stat~~ute~~. 120A.22, Subd. 3(e) (Residency Determined)

Cross References:
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 511: Enrollment of Nonresident Students

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Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.050R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent for

DATE: December 5, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Enrollment of Nonresident Students 511, for your review.

Suggested Resolution: Move to approve the policy, Enrollment of Nonresident Students 511, as presented.

LAK:mde
Attachment

Enrollment of Nonresident Students

Type:	School Board Policy
Section:	500 STUDENTS
Code:	511
Adopted Date:	2/11/2002
Revised Date(s):	02/11/2008
Reviewed Date(s):	04/10/2006, 02/11/2008
Attached Files:	No Documents Found.

I. PURPOSE

It is the purpose of this policy to set forth the application and exclusion procedures used by the school district in ~~making said~~ determinationing~~. Moorhead Area Public Schools will~~ participateion in the Enrollment Options Program established by Minnesota Statute 124D.03.

II. GENERAL STATEMENT

A. Eligibility~~.~~

Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, class, grade level, or school building as established by Moorhead School Board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by School Board policy or other directive; and

2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lessor of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn~~esota~~., Stat~~ute~~., 124D.03.

3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. Standards ~~t~~That ~~m~~May ~~b~~Be ~~u~~Used for ~~r~~Rejection of ~~a~~Application~~.~~

In addition to the provisions of Paragraph II~~.~~A~~.~~, the school district may refuse to allow a ~~pupil~~ student who is expelled under Section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or

4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application.

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment~~:~~:

1. previous academic achievement of a student;

2. athletic or extracurricular ability of a student;

3. disabling conditions of a student;

4. a student's proficiency in the English language;

5. the student's district of residence; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section E. of this policy.

D. Application~~.~~

The student and parent(s)/guardian(s) must complete and submit a~~n Application for Enrollment~~ School District Enrollment Options Program application developed by the Minnesota Department of Education (http://education.state.mn.us/). Forms are also available from the ~~Department of Teaching and Learning~~Assistant Superintendent's office.

E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the Superintendent with a recommendation of whether exclusion proceedings

should be initiated.

2. Superintendent's review. The Superintendent may make further inquiries. If the Superintendent determines that the applicant should be admitted, he or she will notify the applicant and the School Board chair. If the Superintendent determines that the applicant should be excluded, the Superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota, Statute, 124D.03 or 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 under Minnesota, Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school or high school or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minnesota, Statute, 120A.22, Subd. 8.

2. The school district may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota, Statute, 120A.22, Subd. 8.

3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parent(s)/guardian(s) a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parent(s)/guardian(s) of their opportunity to provide documentary evidence, in person or in writing, of residency to the Superintendent or the Superintendent's designee. The Superintendent or the Superintendent's designee will make the final determination as to the residency status of the student.

Legal References:
Minnesota, Statute, 120A.22, Subd. 3(e) (Residency Determined)
Minnesota, Statute, 120A.22, Subd. 8 (Withdrawal from School)
Minnesota, Statute, 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minnesota, Statute, 124D.03 (Enrollment Options Program)
Minnesota, Statute, 124D.08 (School Board Approval to Enroll in Nonresident District)
Minnesota, Statute, 124D.68 (High School Graduation Incentives Program)

Minnesota. Chapter. 260A (Truancy)
Minnesota. Statute. 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Op. Atty. Gen. No. 169-f (August 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. App. 2005) (unpublished)

Cross References:
Moorhead School Board Policy 510: Attendance Areas
Moorhead School Board Policy 512: Tuition Fees
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.051R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 5, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Use of All School Equipment and Materials for Instructional Purposes Off School Premises 732, for your review.

Suggested Resolution: Move to approve the policy, Use of All School Equipment and Materials for Instructional Purposes Off School Premises 732, as presented.

LAK:mde
Attachment

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Use of All School Equipment and Materials for Instructional Purposes Off School Premises

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
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, such as when the ~~. 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 off-premise 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

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.052R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 5, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Purchase Order Management 821, for your review.

Suggested Resolution: Move to approve the policy, Purchase Order Management 821, as presented.

LAK:mde
Attachment

Purchase Order Management

Type:	School Board Policy
Section:	800 BUILDINGS AND SITES
Code:	821
Adopted Date:	8/26/2002
Revised Date(s):	10/23/2006
Reviewed Date(s):	10/23/2006
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ~~acknowledge and support the need for~~ ensure that the Moorhead Area Public Schools' Business Office ~~to transact school district financial business~~ manages the purchase order process in an effective manner ~~and~~ as required by state statute.

II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead School Board acknowledges the need for effective management ~~regarding the~~ of school district~~'s~~ purchasing processes (Administrative Procedure 821.1). The School Board directs ~~the school~~ district administration to maintain an effective purchase order management system. Procedures shall be in accordance with Minnesota statutes and approved accounting practices as described by the State of Minnesota.

Legal Reference:
Minn~~esota~~. Stat~~ute~~. 375.73 (Duties of Purchasing Department)

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.053R

TO: School Board

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

DATE: December 5, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Payroll Employment 822, for your review.

Suggested Resolution: Move to approve the policy, Payroll Employment 822, as presented.

LAK:mde
Attachment

Payroll Employment

Type:	School Board Policy
Section:	800 BUILDINGS AND SITES
Code:	822
Adopted Date:	8/26/2002
Revised Date(s):	10/23/2006
Reviewed Date(s):	10/23/2006
Attached Files:	No Documents Found.

Recommended revised title: Payroll ~~Employment~~ Management

I. PURPOSE

The purpose of this policy is to ~~acknowledge and support the need for~~ ensure that ~~the~~ Moorhead Area Public Schools' ~~Business Office to transact school district financial business in an effective manner so school district~~ employees receive their earnings as appropriate and after proper forms have been filed as required by state and federal statutes.

II. GENERAL STATEMENT ~~OF POLICY~~

The Moorhead School Board acknowledges the need for effective management ~~regarding~~ of the school district's payroll ~~employment~~ policies. (Refer to Administrative Procedure 822.1.) The School Board directs ~~the school~~ district administration to maintain an effective payroll ~~employment~~ management system.

Legal References:

8 U.S.C. 1101

26 U.S.C. 3402

Minne~~sota~~, Stat~~ute~~, 122A.18, Subd. 8 (Background Checks)

Minn. Stat. 181.032 (Required Statement of Earnings by Employer)
Minn. Stat. 181.101 (Wages; How Often Paid)
Minne~~sota~~, Stat~~ute~~, 290.92 (Tax Withheld at Source Upon Wages; Other Payments)
Minn. Stat. 471.426 (Direct Deposit)

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.054R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 5, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Cashing Checks Out of Cash Deposits 823, for your review.

Suggested Resolution: Move to approve the policy, Cashing Checks Out of Cash Deposits 823, as presented.

LAK:mde
Attachment

Cashing Checks Out of Cash Deposits

Type:	School Board Policy
Section:	800 BUILDINGS AND SITES
Code:	823
Adopted Date:	5/1/1990
Revised Date(s):	05/12/2008
Reviewed Date(s):	05/01/1990, 11/28/1994, 04/12/1999, 03/08/2004, 05/12/2008
Attached Files:	No Documents Found.

Recommended revised title: Check Cashing

I. PURPOSE

The purpose of this policy is to ~~inform staff of the school district's position regarding check cashing from cash deposits~~ prohibit the cashing of checks.

II. GENERAL STATEMENT

~~Since~~ ~~a~~All school district deposits are to be made intact~~.~~; therefore, it is the policy of Moorhead Area Public Schools ~~(Independent School District 152)~~ that no checks, including third party checks, are to be cashed ~~for anyone (staff or students) out of cash deposits made by the district (food service, tuition and fees or any other cash deposits)~~.

Legal Reference:
Uniform Finance Accounting Reporting System (UFARS) Manual, Chapter 14: Student Activity Accounting, Manual for Activity Fund Accounting (MAFA), October 2003.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.055R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 5, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Public Gifts to the School District 834, for your review.

Suggested Resolution: Move to approve the policy, Public Gifts to the School District 834, as presented.

LAK:mde
Attachment

Public Gifts to the School District

Type:	School Board Policy
Section:	800 BUILDINGS AND SITES
Code:	834
Adopted Date:	2/13/1979
Revised Date(s):	05/12/2008
Reviewed Date(s):	05/01/1990, 09/26/1994, 02/08/1999, 04/12/2004, 05/12/2008
Attached Files:	No Documents Found.

I. PURPOSE

The ~~School Board of Moorhead Area Public Schools may accept, on behalf of and for the school district, any grant, bequest or gift of money or property for a purpose deemed by the Moorhead School Board to be suitable and in compliance with state law~~ purpose of this policy is to provide guidelines for the acceptance of gifts by the Moorhead School Board.

II. GENERAL STATEMENT

It is the policy of ~~the~~ Moorhead Area Public Schools to accept gifts only in compliance with state law. Please refer to Administrative Procedure 834.1 for the criteria used ~~for~~ to examin~~inge~~ and evaluat~~inge~~ offers of gifts to the school district.

III. ACCEPTANCE OF GIFTS ~~GENERALLY~~

The School Board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The School Board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether the gift should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

The School Board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the School Board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the School Board shall administer it in

accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

On behalf of the School Board, a letter of appreciation shall be sent to the donor(s).

Legal References:
Minnesota. Statute. 123B.02, Subd. 6 (Bequests; Donations; Gifts)
Minnesota. Statute. 465.03 (Gifts to Municipalities)

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.056R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 5, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Public Solicitation in Moorhead Area Public Schools 906, for your review.

Suggested Resolution: Move to approve the policy, Public Solicitation in Moorhead Area Public Schools 906, as presented.

LAK:mde
Attachment

Public Solicitation in Moorhead Area Public Schools

Type:	School Board Policy
Section:	900 SCHOOL DISTRICT - COMMUNITY RELATIONS
Code:	906
Adopted Date:	6/23/2003
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 provide for distribution of materials appropriate to the school setting by nonstaff and nonstudents on school district property in a reasonable time, place, and manner which does not disrupt the educational progam nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT ~~OF POLICY~~

A. ~~The~~ Moorhead Area Public Schools intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting, within the limitations and provisions of this policy. Moorhead Area Public Schools reserves the right to edit or to refuse any materials submitted.

B. ~~Communication between the school and the home is important in promoting informed participation of parents in the education of their children and in making parents aware of opportunities for their children.~~ To provide for orderly and nondisruptive distribution of materials, the School Board adopts ~~please refer to~~ Administrative Procedure 906.1 and Administrative Procedure 906.2.

~~C. Some regulations are needed to give importance to school items, to reduce the number of presentations and items distributed, and to ensure that students are not exploited.~~

~~D.~~

~~E. To provide for orderly and nondisruptive distribution of materials, regulations and procedures,~~

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.

B. "Materials" includes all materials and objects intended by nonschool persons or nonschool organizations for distribution. Examples of nonschool-sponsored materials include but are not limited to leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.

C. "Nonschool person" means any person who is not currently enrolled as a student in or employed by the school district.

D. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

~~D~~E. "Minor" means any person under the age of eighteen (18).

~~E~~F. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

~~F~~G. "School activities" means any activity sponsored by the school, including but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.

H. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him or her in the esteem of the community.

~~III. HANDOUTS IN SCHOOL BUILDINGS~~

~~1. All written handouts directed to students in grades K-6 must be submitted through KIDsource. KIDsource will be distributed monthly on a well-publicized schedule. Groups that have used distribution through the schools will be notified of this requirement.~~

~~2. Handouts for districtwide distribution which cannot be included in KIDsource (rulers, bags, pencils, etc.) are to be approved by the Assistant Superintendent and so indicated on the packets sent to the schools. Nonschool groups granted permission to distribute such materials must divide the materials into groups of 30 and bring them to the district office.~~

~~3. All materials pertaining to a single school must be approved by the building administrator.~~

~~4. The school district will not distribute materials whose sole purpose is commercial or political.~~

~~5. The office of the building administrator or the district office may ask students to take home flyers or other written materials directly related to the educational mission of the schools.~~

~~6. Each building may develop procedures to make distribution of non-curricular informational materials as easy as possible for school staff~~.

~~V. CLASSROOM PRESENTATIONS~~

~~A classroom presentation for the purpose of recruiting students into an activity is allowed only when the activity is part of the school curriculum or is school sponsored.~~

~~Nonschool groups can, however, make use of KIDsource to get their information to students or they may arrange with the building administrator to make presentations in the school buildings before or after school or at a school activity night.~~

~~V~~IV. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the ~~police~~ law enforcement will be called.

Legal References:
U. S. Const., ~~A~~amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Doe v. South Iron R-1 School District, 498 F.3d 878 (8th Cir. 2007)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Cornelius v. NAACP Legal Defense and Educational Fund, Inc., 473 U.S. 788, 105 S.Ct.

3439, 87 L.Ed.2d 567 (1985)
Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)

Cross References:
Moorhead School Board Policy 544: Activities Fund Raising
Moorhead School Board Policy 506: Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.057R

TO: School Board

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

DATE: December 5, 2011

SUBJECT: Approval of Policy

Attached please find the policy, Community Education 930, for your review.

Suggested Resolution: Move to approve the policy, Community Education 930, as presented.

LAK:mde
Attachment

Community Education

Type:	School Board Policy
Section:	900 SCHOOL DISTRICT - COMMUNITY RELATIONS
Code:	930
Adopted Date:	8/11/2003
Revised Date(s):	11/26/2007
Reviewed Date(s):	11/26/2007
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the ~~important~~ role of e<u>C</u>ommunity e<u>E</u>ducation within ~~the~~ Moorhead Area Public Schools.

II. GENERAL STATEMENT

The Moorhead School Board affirms a strong commitment to the school district's e<u>C</u>ommunity e<u>E</u>ducation program. The School Board ~~welcomes, and~~ strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. ~~The school~~ <u>District</u> administration should strive to accomplish the following objectives:

A. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded e<u>C</u>ommunity e<u>E</u>ducation program.

B. Area residents should be encouraged to actively participate in program opportunities.

C. Educational needs and interest<u>s</u> of area residents should be determined periodically.

D. Maximum use should be made of public school facilities within the school district service area.

<u>III. COMMUNITY EDUCATION ADVISORY COUNCIL</u>

<u>A. The council shall assist in promoting the goals and objectives of the program.</u>

<u>B. The membership of the Community Education Advisory Council will generally consist of members who represent the following: various service organizations; churches; public and nonpublic schools; local governments including elected officials; public and private nonprofit agencies serving youth and familites; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the</u>

school district; and any other groups participating in the Community Education program in the school district.

C. Bylaws of the Community Education Advisory Council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Refer to Administrative Procedures 930.1 and 930.2.

Legal References:
Minnesota, Statute. 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Minn. Stat. 124D.19, Subd. 1 (Community Education Programs; Advisory Council)
Minnesota, Statute, 124D.20, Subd. 1 (Community Education Revenue)

Cross References:
Moorhead School Board Policy 904: Community Use of School Facilities and Equipment
~~Moorhead School Board Policy 237: Community Education Advisory Council~~