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

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Version 3
August 20, 2018

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INDEPENDENT SCHOOL DISTRICT #152

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

January 9, 2012
7:00 p.m.

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

ATTENDANCE:

Lisa Erickson_____	Kristine Thompson_____
Cindy Fagerlie_____	Bill Tomhave _____
Laurie Johnson _____	Trudy Wilmer_____
Mike Siggerud_____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____Seconded by _____
   Comments _____

   D. "We Are Proud"

   We Are Proud of Moorhead High School students Andrew Carlson and Maija Lindaas for being named semifinalists in the National Merit Scholarship Program. Approximately 16,000 semifinalists were recognized this year. The nationwide pool of semifinalists represents less than one percent of U.S. high school seniors. More than 1.5 million juniors entered the 2012 National Merit Program by taking the 2010 Preliminary SAT/National Merit Scholarship Qualifying Test.

   Semifinalists have an opportunity to continue in the competition for more than 8,300 National Merit Scholarships that will be offered next spring. To continue, semifinalists must fulfill several requirements and advance to finalist standing.

We Are Proud of Nicole Such, administrative assistant to the assistant superintendent, for being chosen as one of 35 young women for United Way's 2012 35 Under 35 Women's Leadership Program. She was selected from more than 90 applicants. The leadership program is designed to energize and inspire women to make a difference and deepen leadership opportunities in the Cass-Clay community for young women.

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

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of December 12, 2011 Meeting Minutes - Pages 7-11

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of January Claims - Page 12
   (2) Acceptance of Donations - Page 13

C. HUMAN RESOURCES MATTERS - Hiedeman
   (1) Approval of Family/Medical Leaves - Page 14
   (2) Approval of Other Leave of Absence - Page 15
   (3) Approval of Resignation - Page 16
   (4) Approval of New Employees - Page 17

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

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

   A. Election of Officers

   Suggested Resolution: Move to nominate the following slate of officers for the one-year term (2012) on the Moorhead School Board, and cast a unanimous ballot by acclamation:

   Chairperson -
   Vice-Chair -
   Clerk -
   Treasurer -

   Moved by _____ Seconded by _____
   Comments _____

   B. Committee Assignments

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

   Moved by _____ Seconded by _____
   Comments _____

4. **SCHOOL RESOURCE OFFICERS**: Kovash
   Pages 18-20

5. **ENCOURAGING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (ESTEEM) CONSORTIUM MEMORANDUM OF UNDERSTANDING**: Kovash
   Pages 21-23

   Suggested Resolution: Move to approve the ESTEEM Consortium Memorandum of Understanding as presented.

   Moved by _____ Seconded by _____
   Comments _____

6. **RESOLUTION DIRECTING ADMINISTRATION TO MAKE RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS AND REASONS THEREFORE**: Kazmierczak
   Pages 24-25

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

Moved by _____ Seconded by _____
Comments _____

7. **DISTRICT LEVEL IMPROVEMENT PLAN**: Kovash
Pages 26-43

Suggested Resolution: Move to agree to the assurances for Title I School Improvement and authorize Missy Eidsness as the Local Education Agency (LEA) representative.

Moved by _____ Seconded by _____
Comments _____

8. **FIRST READING OF POLICIES**: Kovash
Pages 44-56

9. **COMMITTEE REPORTS**

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

11. **CLOSE PUBLIC MEETING**:

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 _____

12. **OPEN PUBLIC MEETING**:

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

Moved by _____ Seconded by _____
Comments _____

13. **APPROVAL OF 2010-2012 MASTER AGREEMENT FOR CUSTODIANS**:
Kazmierczak
Page 57

Suggested Resolution: Move to approve the 2010-2012 Master Agreement for Custodians as follows:

School Year	Percent	Cost
2010-2011	2.36%	$31,928.00
2011-2012	2.34%	$31,403.00
Total	4.70%	$62,431.00

Moved by _____ Seconded by _____
Comments _____

14. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
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
Indian Educ Parent Com	February 1	5:30 pm	PCE
Joint Powers Committee	February 2	7 am	Clay County
Asp PTAC	February 6	6:30 pm	Media Center
Hopkins PTAC	February 6	6:30 pm	Media Center
MHS PTAC	February 6	7 pm	MHS Conf Rm
District Staff Dev Com	February 7	12-4 pm	PCE
Continuing Educ Com	February 7	3:30 pm	PCE
Instr and Curr Adv Com	February 9	7 am	PCE
Health/Safety/Wellness Com	February 9	9:30 am	PCE
Horizon PTAC	February 9	6:30 pm	Media Center
School Board	February 13	7 pm	PCE
Safe and Healthy Learners Com	February 14	3 pm	PCE
Reinertsen PTAC	February 14	6:30 pm	Media Center
Special Educ Parent Adv Com	February 15	12 pm	PCE
Com Educ Adv Council	February 21	7 pm	PCE
School Board	February 27	7 pm	PCE
Activities Advisory Council	February 28	7 am	MHS Conf Rm
Technology Committee	February 28	3:45 pm	PCE

MEMBERS PRESENT: Lisa Erickson (7:01), 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 to proceed with revisions to pages 27, 28 and 29.

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

Erickson arrived at the meeting at 7:01 p.m..

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.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: A-ta Rattray, 108 7th Street South, owner of Island Fusion, requested board members to consider adding Herbalife products to increase student nutritional needs within the school district's food program.

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

Minutes - Approve the November 14 and 28, 2011 Regular Meeting Minutes and November 28, 2011 Special Meeting Minutes as presented.

Claims - Approve the December Claims, subject to audit, in the amount of $1,332,269.76.

General Fund:	$1,147,383.45
Food Fund:	$ 163,502.97
Community Service Fund:	$ 21,383.34
TOTAL	$1,332,269.76

Donations - Accept donations from: G & G Professional Cleaning, Moorhead, $100; True Value Hardware, Moorhead, jig saw valued at $40; Michelle Bosak, $5; Mary Cihlar, $20; Ulteig, Fargo, $50; Kelsy Jenkins, $30; Jim Smith, tools and other supplies valued at $500; Pizza Ranch, Dilworth, $203.07; Kenneth and Elta Stalboerger, $50; Prime Cut Meats, Fargo, meat for team meals valued at $85.02; Pat Babolian, $40; Mary Broberg, $50; and Youth for Christ, Fargo, $66 to cover cost of student t-shirts) to the Robotics Program at Red River Area Learning Center for the Bison Best Robotics Competition hosted by NDSU; Network Center, Inc., $200 to purchase a new popcorn machine for DCD classrooms at Moorhead High School; and Richard Sheinfeld and Heidi Goldstein, two iPads valued at approximately $500 with cases, power adapters and 2 USB ports, and $1,500 for the purchase of two additional iPad2s and software applications. Administration will send thank yous.

Lakes Country Perkins Consortium Funding - Accept the instructional material award of 35 Doughmakers Bakeware loaf pans valued at $441 to be used by the Family and Consumer Science Program at Moorhead High School.

Resignation

Jessica Hanson - Food and Nutrition Server, Horizon Middle School, effective November 1, 2011.
Nicole Akason - Night Custodian, Moorhead 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.

Family/Medical Leaves

Elizabeth Evenstad - Teacher, Robert Asp Elementary, beginning approximately Februrary 13, 2012 for approximately six weeks.

New Employees

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).

Motion carried 7-0.

FISCAL YEAR 2011 AUDIT REPORT: Brian Stavenger, Eide Bailly LLP, presented the fiscal year 2011 school district audit report. For the fiscal year ending June 30, 2011, general fund revenues exceeded expenditures by $1,162,326 resulting in an overall fund balance of $8,335,510 of which $4,580,326 is unassigned, $3,305,000 is committed and assigned, and $450,184 is either restricted or non-spendable.

Fagerlie moved, seconded by Tomhave, accept the fiscal year 2011 school district audit report as presented by Brian Stavenger, Eide Bally LLP. Motion carried 7-0.

APPROVAL OF RESOLUTION AUTHORIZING SALE OF AID ANTICIPATION CERTIFICATES: Kazmierczak presented information related to the district borrowing $8.5 million for the 2011-12 school year. The funds are needed to ensure adequate cash flow with the 60/40 payment shift approved by the legislature. Final board approval of the terms of the borrowing will be done in January.

Erickson moved, seconded by Wilmer, 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. Motion carried 7-0.

APPROVAL OF CERTIFICATION OF FINAL 2011 PAYABLE 2012 PROPERTY TAX LEVY: Kazmierczak presented information related to certifying the 2012 property tax levy. The total levy amount is $14.3 million, which is an increase of $707,931 or 5.2 percent over the 2011 tax levy. Most of the increase (4.55 percent) is because the legislature eliminated homestead credit and replaced it with homestead market value exclusion. The homestead credit depended on the value of the property, affecting properties with values less than $413,000. The homestead market value exclusion reduces the calculation of "tax capacity" on residential homesteads with values less than $413,000. The exclusion reduces the total tax base, affecting the tax rates and taxes of all properties. Without this homestead credit shift, the district's levy would have increased by about $60,000. A revised budget for fiscal year 2012 will be brought to the board in January.

Chair Thompson added for the record that no press were present at the meeting. Thompson requested comments and questions from the public. None were received.

Tomhave moved, seconded by Siggerud, to approve the certification of the final 2011 Payable 2012 Property Tax Levy in the amount of $14,288,151.64. Motion carried 7-0.

Fagerlie stated her disappointment in approving the maximum levy amount as the board has already asked a lot from the community.

APPROVAL OF POLICY: Johnson moved, seconded by Tomhave, to delete the policy, Community Education Advisory Council 237, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Wilmer moved, seconded by Siggerud, to approve the policy, Employee Use of Facilities for Private Gain 441, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Johnson, to approve the policy, Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees 506, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Wilmer moved, seconded by Fagerlie, to approve the policy, Attendance Areas 510, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Erickson, to approve the policy, Enrollment of Nonresident Students 511, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Wilmer moved, seconded by Siggerud, to approve the policy, Use of All School Equipment and Materials for Instructional Purposes Off School Premises 732, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Johnson, to approve the policy, Purchase Order Management 821, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Johnson, to approve the policy, Payroll Employment 822, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Wilmer, to approve the policy, Cashing Checks Out of Cash Deposits 823, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Johnson moved, seconded by Tomhave, to approve the policy, Public Gifts to the School District 834, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Fagerlie, to approve the policy, Public Solicitation in Moorhead Area Public Schools 906, as presented. Motion carried 7-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Johnson, to approve the policy, Community Education 930, as presented. Motion carried 7-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Instruction and Curriculum Advisory Committee, MHS PTAC, Indian Education Parent Committee, Executive Finance Committee, District Staff Development Committee, Asp PTAC, Health/Safety/Wellness Committee, and Joint Powers Committee meetings. Board members Fagerlie and Johnson noted they attended the December 8 K-12 Education Listening Session provided by U.S. Senator Al Franken's State Education Director Dan Solomon and Regional Director Valerie Gravseth.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Superintendent Kovash asked board members to return the Region 1 Joint Powers election ballots to Michelle by December 19. Kovash noted board member Siggerud would receive a MSBA recognition at the MSBA Leadership Conference luncheon on January 12. Board members were asked to let Michelle know if they were attending the luncheon.

CLOSE PUBLIC MEETING: Tomhave moved, seconded by Siggerud, to close the public meeting at 8:57 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

OPEN PUBLIC MEETING: Johnson moved, seconded by Wilmer, to open the public meeting at 9:22 p.m. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:22 p.m.

_____
Cindy Fagerlie, Clerk

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.043 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: January 3, 2012

SUBJECT: January Claims

The January claims are as follows:

General Fund	$909,039.40
Food Service Fund	$143,804.89
Community Service Fund	$11,056.16
TOTAL	$1,063,900.45

Suggested Resolution: Move to approve the January claims, subject to audit, in the amount of $1,063,900.45.

WAK:nls

12

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.042 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: January 3, 2012

SUBJECT: Donations

Moorhead Area Public Schools has received the following donations:

- Lake Agassiz Regional Library has donated 12 digital cameras from various manufacturers valued at approximately $600. The cameras will be distributed evenly between the three elementary media centers.
- An anonymous person donated an additional digital camera.

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

WAK:nls

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.044

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: January 3, 2012

SUBJECT: Family/Medical Leave

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

Sue Fradet	Teacher, Ellen Hopkins Elementary, effective January 11, 2012 for approximately six weeks.
Paul Cragg	Teacher, High School, effective approximately February 1, 2012 for one week.
GayeLynn Tunheim	Teacher, Ellen Hopkins Elementary, effective January 4, 2012 through February 17, 2012.
Elizabeth Fritel	Teacher, S. G. Reinertsen Elementary, effective approximately March 1, 2012 for eight weeks.
Casey Brand	Teacher, Robert Asp Elementary, effective approximately April 3, 2012 for eight weeks.
Lisa Schmidt	Paraprofessional, Ellen Hopkins Elementary, effective January 3, 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 Sue Fradet, Paul Cragg, GayeLynn Tunheim, Elizabeth Fritel and Casey Brand and pursuant to Article VIII, Section 3, Subd 1 of the Paraprofessional Master Agreement for Lisa Schmidt.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.046

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: January 3, 2012

SUBJECT: Other Leave of Absence

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

Don Hulbert	Activities/Athletic Director, High School, effective September 1, 2012 thru June 30, 2013.

SUGGESTED RESOLUTION: Move to approve the Other Leave of Absence for Don Hulbert pursuant to Article VIII, Section 8 of the Supervisor Master Agreement.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.049

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: January 4, 2012

SUBJECT: Resignation

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

Kim Bergley	Food and Nutrition Server, Horizon Middle School, effective January 6, 2012.

SUGGESTED RESOLUTION: Move to approve the resignation of Kim Bergley as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.045

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: January 3, 2012

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.

Beth Milbrandt	Food and Nutrition Server, High School, 2.75 hours per day, $10.00 per hour, effective December 5, 2011. (Replaces Jasen Sauvegeau)
Fidela Jones	Paraprofessional, Horizon Middle School, B21 (0-2) $14.05 per hour, 6.5 hours per day, effective December 12, 2011. (Out of district tuition)
Laura Gullickson	Lunchroom Supervisor, Ellen Hopkins Elementary, 2 hours per day, $10.00 per hour, effective January 3, 2012. (Replaces Amy Ziegler)

SUGGESTED RESOLUTION: Move to approve the employment of Beth Milbrandt, Fidela Jones and Laura Gullickson as presented.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.063R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: December 21, 2011

SUBJECT: School Resource Officers

Attached is a letter and information from Chief David Ebinger related to the school resource officer program in the Moorhead Area Public Schools. In the letter, Chief Ebinger is proposing additional funding of $45,248 from Moorhead Area Public Schools to continue the collaborative program for next year. Additional information is attached with statistics and background information regarding the proposal. This request for funding will become a part of the school district budgeting process.

Chief Ebinger will present the school resource officer information at the January 9 School Board meeting and answer questions from the board.

LAK:mde
Attachments

CITY OF
MOORHEAD
POLICE DEPARTMENT
915 9th AVENUE NORTH, BOX 817, MOORHEAD, MINNESOTA 56561-0817
(218) 299-5120, TDD/TTY#711
FAX (218) 299-6461

December 27, 2011

Lynne Kovash, Superintendant
Moorhead Area Public Schools
2410 14th Street South
Moorhead, Minnesota 56560

Dear Superintendant Kovash:

Thanks you for arranging the opportunity for me to discuss the proposal that City Manager Redlinger and I put forth to you last October with the School Board. The mutually beneficial relationship that the Moorhead Police Department and the Moorhead Area Public Schools have had for a number of years is certainly one that we are both very interested in perpetuating. The activities of our DARE and School Resource Officers as well as our Youth Services Coordinator have become indispensible to our schools and students as well as to the mission of the Moorhead Police Department.

That being said we are both aware of the challenges confronting Minnesota cities resulting from reductions in LGA along with cuts in other Federal and State funding. These challenges have forced us to look at staffing and our partnerships in a new light as we assess where and how we use the limited resources at our disposal.

In light of these evaluations we are requesting that the Moorhead Area Public Schools agree to pay the salary and benefits of one of the two School Resource Officers, assigned to the Middle School and High School, for the nine months that the schools are in session. The cost under the current salary structure would be $51,048. The District currently pays $5,800 annually for the SRO's; this request will therefore represent an increase of $45,248. The Moorhead Police Department will continue to pay the full salary and benefits for one officer throughout the year and for the second officer during the three months that school is not in session. Costs of equipment, training, and other associated expenses of both officers will continue to be the responsibility of the Police Department.

The Moorhead Police Department will continue to pay all costs associated with providing a DARE Officer to the District beyond the $33,000 dollars currently paid to the City from per student fees included in the levy for DARE training. The Department will

David Ebinger, Chief of Police

also continue to pay the salary and benefits for the Youth Services Coordinator assigned to the Red River Area Learning Center (RRALC). The combined cost of these two positions represents a $95,000 commitment in uncompensated salary and benefits from the Moorhead Police Department.

I look forward to discussing this proposal with you and the Board on January 9, 2012. I am forwarding information and background for the Board's packet to your office. Please let me know if you or the Board are in need of any additional action or information on my part. Thanks again for the support and attention you have given this matter.

Sincerely,

David Ebinger

David Ebinger
Chief of Police

CC: Michael Redlinger, Moorhead City Manager

Moorhead Police Department
Youth and Family Service Division

The following is a report on the Youth and Family Service Division within the Moorhead Police Department. It details the make-up of the division, the position responsibilities, financing, testimonials to services provided, and impacts of program/position elimination.

Prepared By:

Deputy Chief Shannon Monroe
Sgt. Deric Swenson
COP Coordinator Leann Wallin

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Definitions / Abbreviations

MPD – Moorhead Police Department abbreviation

YFS – Youth and Family Services Division referring to School Resource Officers, DARE, and the Youth Services Coordinator. It is not a complete separate division by budget except for grant programs as the sworn officers are under the patrol budget.

SRO – School Resource Officer is a sworn law enforcement officer, assigned to a school on a long-term basis. The SRO is specifically trained in and performs three main functions; law enforcement officer; law related counselor; and law related educator. In addition, the SRO works in collaboration with the school and the community as a resource.

DARE – Drug Abuse and Resistance Education is an international education program that seeks to prevent use of controlled drugs, membership in gangs, and violent behavior. DARE, which has expanded globally since it's founding in 1983, is a demand side educational drug control strategy. Students who enter the program sign a pledge not to use drugs or join gangs and are taught by law enforcement about the dangers of drug use in an interactive in-school curriculum which lasts ten weeks.

YSC – Youth Services Coordinator is a civilian position within the department that work closely with the Red River Area Learning Center, SRO's, courts, probation, truancy, and social services in coordinating assigned community service, mentoring, and serves as a conduit to police resources.

SYP - Moorhead Police Summer Youth Program. A 31-year old program initiated and designed by Moorhead Police and grant funded that serves 200 kids 8 - 12 years old every summer for 8 weeks teaching life skills and providing healthy activities.

JPA – Junior Police Academy. An after school program, as well as a two week summer session, grant funded curriculum for kids 12 - 15 who have an interest in learning about law enforcement.

YIP / YIPA – Youth Intervention Programs / Association. For 33 years YIPA has been advocating for youth intervention and are now over 100 member organizations strong. YIPA is a nonprofit organization that has been providing professional development services to youth intervention professionals, increasing community awareness about youth intervention, promoting best practices within the field of youth intervention services, and advocating on behalf of its membership since 1978. The beneficiaries of these youth intervention service programs have been the young people, their families, their communities and schools, and the businesses and citizenry of the State of Minnesota. YIPA is the only statewide organization in Minnesota that represents the full array of youth intervention services. More than 50,000 youths and their family members throughout Minnesota are served each year by YIPA's member organization

CPTED – Crime Prevention Through Environmental Design is a multi-disciplinary approach to deterring criminal behavior through environmental design. CPTED strategies rely upon the ability to influence offender decisions that precede criminal acts. As of 2004, most implementations of CPTED occur solely within the built environment.

RRALC – Red River Area Learning Center - The Red River Area Learning Center (RRALC) offers year-round options for K-12 students in regular education settings and separate sites, including after-school, independent study and seat-based programs. RRALC options are designed for students experiencing educational needs as a result of homelessness, high mobility, chemical health concerns, low academic skills, economic disadvantage, personal-social-family problems, and more.

Youth and Family Service Division Overview

History

The Moorhead Police Department began assigning officers to schools in 1999 through the assistance of grants to fund the positions. The department worked closely with our partners, the Moorhead School District, to define the roles of our SRO's. It was believed that a more beneficial impact on students could be made through officer presence and prevention rather than the older model. Prior to 1999, officers responded after an incident with an officer that did not know the involved children or school officials, and could only respond with an enforcement action. Since 1999, the SRO's have been accepted by the students and have established positive relationships with students. This relationship has made the officers more approachable and has led to tips and reports that have allowed the SRO's and schools intervention in numerous instances to head-off larger problems. The YFS Division continuously strives to enhance their effectiveness within the schools and in 2010 implemented "Text-A-Tip" making it even easier to receive important information.

Overview

The division is made up of (3) patrol officers and (1) civilian employee and supervised by Deputy Chief Monroe, with the assistance of Sgt. Swenson (former DARE officer/SRO) and Leann Wallin (grant management/programming). The duties are as follows:

Officer Brian Dahl – Assigned to the Moorhead High School as the School Resource Officer during the school year. He is also Drug Abuse Resistance Education (DARE) trained and teaches DARE at Park Christian and St. Joseph's Schools. He is a board member with Minnesota Youth Intervention Programs Association (YIPA). He coordinates the Moorhead Police Summer Youth Program (SYP) and the Junior Police Academy (JPA).

Officer Jeff Nelson – Assigned to Horizon Middle School as the School Resource Officer during the school year. He assists with the SYP and JPA. He is a department firearms and FATS (firearms training simulator) instructor, active shooter instructor, and Crime Prevention Through Environmental Design (CPTED) trained officer. He has done extensive work on the Cass-Clay Unified School Response Planning and training of officers in response to active shooter situations, including in schools.

Officer Val Kellen – Assigned to the elementary schools as the DARE/School Resource Officer during the school year and also assists with SYP and JPA. She is the lead DARE Officer and is the president of the MN DARE Officer's Association.

Youth Services Coordinator Louis Ochoa – Assigned to the Red River Area Learning Center (RRALC) a school for students with higher needs as a result of homelessness, chemical health concerns, high mobility, low academic skills, or economically challenged during the school year. He also coordinates the SYP and assists with the JPA. Further,

he works with community service as assigned by the courts through probation by coordinating youth service projects such as graffiti removal, city clean-up projects, snow removal etc. Louis is on the training committee of YIPA.

*The sworn officers are assigned to patrol shifts to fill gaps in the schedule as possible.
**A full position description is attached with more detail.

Financing Overview

The division does not have its own separate budget. The officer's salary and benefits are included in the patrol budget. The Youth Services Coordinator is in a Youth Services budget and is separate because it is a civilian position and it is used toward the YIP grant match, whereas; the sworn officer's duties are an extension of patrol and they sometimes work regular patrol shifts.

The Moorhead School District is allowed to collect a per student fee in their levy for DARE amounting to approximately $33,000/year that they pass through their levy to the City of Moorhead for costs associated with DARE education (officer salary) and have continued to provide $5,800 toward SRO's. The $5,800 amount was a portion agreed to years ago when MPD received an SRO grant and required matching funds that both MPD and the schools system provided a portion. The school has continued the funding even though the grant has long expired.

The YFS Division receives additional funds through a Youth Intervention Programs (YIP) grant of approximately $80,226 per biennium to provide youth programs such as the 31-year SYP and the JPA. *Additional information is attached.

See detailed position descriptions attached:

DARE (Drug Abuse Resistance and Education) Officer Position

This position teaches a full class load to elementary and middle school students. The officer is a liaison for school staff, caregivers, family, and students. The officer conducts several presentations to community groups and daycares throughout the year. The officer also takes a lead role in building safety and is a primary responder to any major issue or safety threat.

DARE Officer responsibilities:

- Teaches the core curriculum and middle school curriculum to approximately 450 students in each grade.
  - This equates to approximately 12-15 hrs per week for 80% or more of the school year.
- They meet with 5-10 students, by the students request, per week discussing about a variety of concerns from family situations to bullying at school.
- They also receive several calls from school staff and document many of the situations with police reports. They deal with bullying, thefts, assaults, disorderly issues, and assist with students who may be a threat to themselves or others.
- Their presence in the schools also gets students used to interacting with law enforcement and allows students to feel comfortable speaking with the police not only in the school, but in the community. It allows a patrol officer to have something in common with a student by knowing the DARE Officer, which is often a question a student will ask.
- They conduct extra patrol around the schools to have a presence in the area and to provide traffic enforcement for the safety of the students.
- The DARE Officer also is responsible to assist our patrol division by taking calls for service or covering shifts when possible.

School Resource Officer

The School Resource Officer is a liaison working with faculty and students at the Elementary Schools, Horizon Middle School, and the Moorhead High School. The two regular officers and the DARE Officer not only conduct criminal investigations, but also serve as a tool for students and staff to have timely access to police resources and often can intervene before a situation gets out of control. These officers are readily available to meet the needs of the schools by being on-site. This can result from dealing with parents or students who have questions, to assaults that are occurring at school. These officers train specifically to respond to situations in an in-school setting and also attend specialized public safety training in working within schools. An added benefit is the SRO's are familiar with the building layout allowing them to respond quickly to an incident.

SRO Responsibilities:

- Liaison between the police department and the school community.
  - They also work with case workers, program providers, counselors, and other student assistance professionals.
- Handle calls for service at the schools, including enforcement issues.
- Provides security presence to area schools.
  - Is present, if available, during busy times in hallways, and lunch times.
  - Patrols traffic around schools.
  - Works with neighborhood homeowners with their concerns. (Example: juveniles smoking on their property near high school.)
  - Contracts with school to work varsity hockey and football games and other special events.*
  - Contracts to work middle school and high school dances.*
    - *Overtime is paid by school district.
- Works with staff on district emergency plans.
  - Provides security suggestions and sits on planning committees.
  - Attends appropriate trainings to return to our department and schools with most current safety planning.
- Provides instruction to classes when requested.
  - One SRO teaches two DARE classes to private schools.
  - In the high school they speak at health classes about healthy lifestyles or self defense classes about personal safety.
  - Also speaks to classes about consequences and assists when classes have law enforcement questions.
  - In the middle school, the SRO is also used in a variety of class settings throughout the year.
  - Both SRO's are DARE Officer trained and also assist with classes when needed.
- Provide programming for students during the summer or after school.
  - Junior Police Academy
  - At Risk Camps
  - SYP

- Parks Patrol
- Patrol Officer function
  - When requested, SRO's have assisted the patrol division with shifts or where needed.

Youth Services Coordinator

The Youth Service Coordinator (YSC) is a non-sworn position that holds a variety of responsibilities. During the school year, this position's main responsibility is to be a liaison for the police department and the Red River Area Learning Center. He coordinates court or school ordered community service for juvenile offenders. The position works closely with the court system, social services, probation, truancy, and the school district. The YSC is responsible to share information with the police department that is learned from these other organizations. The YSC functions as a mentor to at risk children and form respectful relationships with them. The YSC receives funding from MN YIPA grants and serves on committees with YIPA to assist in guiding the organization that benefits youth and our communities. The YSC also works closely with the SRO's in our department to coordinate youth programming in the summer.

YSC responsibilities:

- Liaison at the Red River Area Learning Center.
  - Provides police department information and access for staff and students
  - Mentors at risk juveniles.
    - Has a working knowledge of many students and has respect from many students and their families through established relationships.
  - Assists staff in mediating issues with students.
  - Serves on advisory committees.
  - Teaches classes pertaining to law and healthy lifestyles.
  - Organized students to sandbag during the 2010 flood.
  - He was an advisor to a group that worked on a community project. They received a $5000 grant that benefitted four retirement facilities in Moorhead.
- Coordinates juvenile community services projects.
  - Juveniles who work have court ordered community service for crimes ranging from petty to felony offenses are assigned to the YSC.
  - YSC works with social services and juvenile probation officers with information on juveniles needing to serve community service.
    - YSC coordinates all paperwork documenting the community service hours needed for the court system.
    - He works with the families to coordinate dates and times of when community service hours will be completed and also provides. transportation for the juvenile offenders.
  - Community service projects are completed in the City of Moorhead. The work on projects that will benefit the community and reduce city staff costs.
    - During the floods, he coordinated approximately 100 students and 30-50 court ordered students that served many hours of work on sandbag duties.
      - They palletized and placed sandbags.
      - They also assisted in removal of sandbags.
    - Graffiti removal.

- ∞ Removes all graffiti from public property. This project often takes full days based on the amount and locations.
- ∞ Private property also has graffiti removed if the property owner does not subsequently respond in a timely manner. The property owner is later billed by the City of Moorhead for the service.

- Park clean up projects
  - ∞ Work with park staff to determine what may need cleaning. Often large areas are cleaned of garbage, but picnic areas are also cleaned.
  - ∞ Areas are also cleaned and painted based on parks employee requests.
- Garbage/city property clean-up
  - ∞ Ditches or public property is cleaned and garbage removed.
    - o The drainage ditch and fence south of 28th Ave is cleaned annually between 8 St and 20 St S.
  - ∞ Transient camp clean-up in open areas and under the bridges of the Red River.
  - ∞ Mows and cleans areas such as Moorhead Police K9 training area and firing range.
  - ∞ City property, roadway medians, and boulevards are cleaned of tall weeds to help beautify the city.
- Restitution to victims
  - ∞ Juvenile offenders have the ability to work community service for a monetary exchange that is paid directly to victims of crimes that have been awarded court ordered restitution from the juvenile.

- o The Youth Services Coordinator serves on committees that help seek advice on how to improve the environment for youth in our community.
  - He has represented programs at the MN Capital regarding youth in MN.
  - Serves on advisory panels with the Moorhead School District.
- o Assists the Moorhead Police Department where needed.
  - Translated written and oral information from Spanish to English.
  - Liaison with Gang/Narcotics investigators.
  - Assists with planning and projects regarding youth.
  - Assists whenever needed for other projects.

Statistical Information

Juvenile Statistics: Below is the last 4 years worth of stats for the most common categories:

	2007	2008	2009	2010
Assault	37	42	30	32
Alcohol	90	95	122	57
Disorderly Conduct	50	44	46	41
Drugs	36	28	61	36
Runaway	121	88	65	49
Theft	61	68	47	48
Tobacco	67	38	75	49
Traffic	165	130	168	86

2010 Juvenile Data	
Placements	75 (40 into shelter care & 35 into detention)
Chemical abuse referrals	78
Restorative justice referrals	13
Assaults	50% occurred on/within 2 blocks of school ground.
Disorderly conduct	86% occurred on/within 2 blocks of school ground.
Drugs	The majority occurred on/within 2 blocks of school grounds
Tobacco	Nearly all occurred on/within 2 blocks of school grounds
Schools citations:	126 total. 75 at High school, 19 at Horizon, 22 at RRALC, 7 at Asp, 3 at Hopkins

Officer Brian Dahl wrote 108 juvenile citations
Officer Jeff Nelson wrote 30 juvenile citations
Officer Val Kellen wrote 12 juvenile citations

Community Service Referrals

Historical Data:

Since 1997, 33,100 hours of community service work have been completed by youth. Most of this community service work is completed in Moorhead and consists of tasks that benefit the city such as graffiti removal, parks cleaning, mowing, shoveling snow around fire hydrants, painting buildings and the like which may have otherwise been completed by city personnel. Community Service participants also put in many hours palletizing and placing sandbags for the 2010 spring flood fight.

2010 Community Service Program Statistics:

Total hours referred:	3,263
Total hours completed:	2,869

This is an 88% completion rate for 2010.

Referrals were also made to the Community Service Program under the Juvenile Offender Restitution Program.
Since 1997, 5,129 hours of restitution performed by area youth has equated to $31,108. This money is paid back to victims.

2010 Juvenile Offender Restitution Program Statistics:
Total hours referred: 245 (4 cases)
Total hours completed: 168
This is a 69% completion rate for 2010.

Calls for Service Data to Moorhead Schools (2010)
*It is important to know that these numbers are over 9 months when school is in session and accumulate over day shift hours during school operation.

School	CFS#	SRO Handled	Led to ICR
Probstfield Ctr	20	3	10
MHS	154	116	110
RRALC	28	15	26
Horizon	151	143	116
Asp	96	80	59
Hopkins	34	18	16
Reinertson	36	18	15
Totals	**519**	**392**	**352**

Led to ICR means further investigation or follow-up was required and a report was filed.

Program/Personnel Elimination Impacts

DARE

- Loss of positive and regular contact with the youth in our community that has been on-going for 21-years.
- Moorhead 5th and 6th graders would no longer receive educational instruction
- Loss of contact with the public school system and providing on-site public safety to quickly respond to incidents in our schools that threaten our youth.
- Calls for service within the elementary schools would have to be taken in order of priority by regular shift patrol officers not as adept in juvenile law and school policies and procedures.
    - The facility and students will not have a working relationship with a specific officer. This could be more time consuming if this is an ongoing issue.
    - Convenient access to ask an officer a question would no longer be available to students and facility.
    - Every year DARE Officers locally and around the country have students disclose to them serious issues such as emotional, physical, or sexual abuse where the suspect is a trusted adult to the student. This would never come to light without the relationship being created during the DARE program.

School Resource Officers

- The calls for service would still be present.
    - The high school averages between 5-10 calls for service per day.
    - The middle school averages 3-5 calls for service per day.
    - This does not include the questions, or situations staff and students stop in to discuss since the officer is present in the building.
- The working relationship between staff and the officer would not be the same.
    - SRO's and staff are comfortable with each other and have an understanding of the job and role of each other. Calls are now handled efficiently.
    - SRO has a working understanding of school policies and handbook.
- Communications would not be the same.
    - Meeting with students would not be as easily available.
    - Parents would have to make arrangements to come speak with a patrol officer, and lose the convenience and efficiency of meeting with the SRO.
    - The open communication between the SRO and staff would not be present.

        - Other agencies often ask for assistance to set up meetings to go to the SRO as a resource of contacts in their buildings.
- Relationship with students would be missing.
    - SRO's get to know many of the students. Students become comfortable with the SRO and will talk with them with more ease than they would with a patrol officer.
    - SRO's are able to identify students at-risk based on their presence in the schools and often can assist in referring them to the appropriate resources. Patrol Officers may not have the background and working knowledge of the entire issue and only deal with the situation at hand.
- Security presence missing
    - Even though the middle school and high school has hall staff and security, they are not armed or equipped to handle more serious situations.
        - SRO's have been thoroughly trained in responding to threats at schools and how to quickly remove those threats.
        - Police Officer presence has always been welcomed by staff, especially when situations have been heated.

Youth Services Coordinator

- Valued relationship between at risk students and the police department would be lost. The relationship that Louis Ochoa has created with the students and their families, and juvenile offenders and their families could not be recreated by a patrol officer visit or contact. Many people in the community know YSC Ochoa and recognize his work and personality and have a great deal of respect for him. His reputation makes him a great ambassador for not only the Moorhead Police Department but the City of Moorhead as a whole.
- The updated communication YSC Ochoa is able to provide the school and police department would no longer be present. Often both are updated by information that Ochoa has received from youth regarding assaults or other crimes that are being planned by other students.
- Educational opportunities for students would be lost based on what Ochoa has been able to teach them about the criminal justice system or specifically the Moorhead Police Department
- Community service ordered by the court or school would not have a centralized system to coordinate the projects.
    - This may lead to loss of projects being completed in Moorhead.
    - Many projects would now have to either go undone or be completed by others hired by the city.

Financial Impacts of Elimination

DARE - Program Cost

Officer Kellen Salary + Fringe $68,061

- Officer Kellen would return full-time to the patrol division by LELS labor agreement resulting in zero impact on salary.
- Under Minnesota Statute MN§609.101, 70% of fines collected for controlled substance crimes can be used for drug prevention programs resulting in the loss of approximately $12,000 annually if no program exists.
- Moorhead Police DARE receives community contributions from individuals and businesses that could not be accepted resulting in the loss of approximately $5,000 annually.
- Loss of Moorhead Public Schools DARE pass through financing $33,000.
- Net Gain/(Loss) ($ -50,000).

Youth Services Coordinator – Program Cost

Louis Ochoa Salary + Fringe $60,529

- Louis Ochoa is not a part of a bargaining unit and could be laid off.
  - One of only a few minority workers at MPD and in the city.
  - A 14-year senior employee.
- His salary goes toward meeting the required YIP grant match that we have no way to make up resulting in loss of YIP grant of $80,226 ($40,113 annually).
- Loss of Community Service projects that would require city staff to perform.
  - Approximately 2,869 hours of community service (in 2010) @ city minimum wage $7.50/hr = $21,517.50 lost or would need to be covered by other city workers.
- Net Gain/(Loss) ($1,101.50) annually and an additional $40,113 the next year of YIP grant lost or ($41,214.50) in two years.

School Resource Officers – Program Cost

Dahl/Nelson Salary + Fringe $136,122

- Both Officer Dahl and Nelson would return full-time to the patrol division by LELS labor agreement resulting in zero impact.
- Loss of Moorhead Schools contribution of $5,800 annually.
- Net Gain/(Loss) ($-5,800.)

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.061R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 21, 2011

SUBJECT: Encouraging Science, Technology, Engineering, and Math (ESTEEM) Consortium Memorandum of Understanding

Attached is a memorandum of understanding (MOU) that would put in motion a partnership to create the ESTEEM (Encouraging Science, Technology, Engineering, and Math) Consortium. Board members will recall that our school district has participated over the past 14 months or so, in efforts to envision an entity that would promote student and teacher opportunities. Initially the city of Fargo was also part of the effort, as we applied for a federal grant that required city participation. The grant received high marks but was not funded. Sanford Health was also part of the effort, and a site at the Research Park was envisioned in conjunction with Sanford Health's activities at the Park. Future grant opportunities are promising as well.

The memorandum of understanding commits the district to collaborative planning efforts with the other partners, West Fargo Public Schools, Fargo Public Schools, North Dakota State College of Science, North Dakota State University, and South East Education Cooperative. It does not commit any funds or other resources, apart from the time of those who would participate in the planning with our partners. The product of our planning would be brought back to our respective boards for consideration, and approval of any fiscal commitment.

West Fargo and Fargo Public Schools will be bringing a similar request to their boards. Following completion of the memorandum of understanding by all partners, it is my understanding that Kyle Davison, Executive Director of South East Education Cooperative in North Dakota, would facilitate our planning efforts.

Suggested Resolution: Move to approve the ESTEEM Consortium Memorandum of Understanding as presented.

LAK:mde
Attachment

MEMORANDUM OF UNDERSTANDING

1. **Parties.** This Memorandum of Understanding (MOU) is made by and between the Fargo Public Schools, Moorhead Public Schools, North Dakota State College of Science, North Dakota State University, South East Education Cooperative, and West Fargo Public Schools.

2. **Purpose.** The purpose of the MOU is to establish a cooperative working relationship between these parties which supports the following ESTEEM (Encouraging Science, Technology, Engineering, Entrepreneurship, and Math) Consortium mission:

   The ESTEEM Consortium is a catalyst for advancing educators through professional development and creating environments where students have unlimited opportunities to take charge of their own learning in a culture of questioning, creativity, and possibilities, while utilizing community and private sector resources to their full potential.

3. **Terms of MOU.** The MOU is effective on this 26th day of January, 2012 and shall automatically renew annually unless one or more members voluntarily discontinues their respective participation.

4. **Payment.** This cooperative working relationship recognizes that each institution has limited resources but each intends to leverage those resources, where possible, to benefit the goals of the ESTEEM Consortium. These resources may be in the form of equipment, facilities, dollars, human capital, etc.

5. **Responsibilities.** Each party will be responsible for working collaboratively towards the mission and goals of the ESTEEM Consortium. These responsibilities include:

   a) Working together to expand professional development opportunities for educators focused in science, technology, engineering, entrepreneurship and math
   b) Embedding and strengthening entrepreneurship education and opportunities for students
   c) Developing a Virtual Career and Technical Education Center model that will enable the parties to apply for funding from the State of North Dakota during the 2013-2015 legislative biennium to assist with implementing the center
   d) Engaging the private sector to develop internships and mentorships for both faculty and students

   Additional responsibilities include the following:

   e) Identifying an organizational structure and governance
   f) Creating a communications plan for the public
   g) Identifying space for programming needs

6. **Coordination.** This Memorandum of Understanding will be coordinated by the NDSU Research & Technology Park in cooperation with the parties to this agreement and the founding members of the ESTEEM Consortium.

IN WITNESS WHEROF, the authorized representatives of the parties have executed this Memorandum of Understanding on this 26th day of January, 2012.

Dean L Bresciani
President
North Dakota State University

John Richman
President
North Dakota State College of Science

David Flowers
Superintendant
West Fargo Public Schools

Rick Buresh
Superintendant
Fargo Public Schools

Lynne Kovash
Superintendant
Moorhead Public Schools

Kyle Davison
Executive Director
South East Education Cooperative

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.043

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: January 3, 2012

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

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

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

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

AH/smw
Attachment

Member _____ introduced the following resolution and moved its adoption:

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

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

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

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

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

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

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

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

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

NOTE:

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

Department of School Improvement and Accountability
Moorhead Area Public Schools

Memo SIA.12.011 R

TO: Dr. Lynne A. Kovash, Superintendent

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

DATE: January 3, 2012

SUBJECT: District Level Improvement Plan

Attached is a draft of the District Level Improvement Plan. This plan is a requirement of the No Child Left Behind Act and the district's Adequate Yearly Progress (AYP) status. As indicated in the plan, the district is required to agree to the improvement plan assurances and must authorize a Local Education Agency (LEA) representative. Highlights of the District Level Improvement Plan will be reviewed with the School Board at the January 9, 2012 meeting. The presentation is attached.

The District Level Improvement Plan has been reviewed by district staff as well as the Instruction and Curriculum Advisory Committee and was submitted to the AYP Coordinators at Lakes Country Service Cooperative in December for feedback. The plan was also submitted to the Minnesota Department of Education for review on December 22, 2011.

Robert Asp and Ellen Hopkins Elementary Schools are also required to complete School Level Improvement Plans due to their Title I status. The district plan includes unified goals and activities from the two mandated school plans. District and School Level Improvement Plans will be posted on the district's website.

Suggested Resolution: Move to agree to the assurances for Title I School Improvement and authorize Missy Eidsness as the Local Education Agency (LEA) representative.

MOE:nls
Attachments

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	**DISTRICT LEVEL IMPROVEMENT PLAN**	2011-2012

I. General Information and Instructions:

Improvement plans are due **December 30, 2011**. Please send one copy electronically to ssuchy@lcsc.org and one hard copy with signatures and dated by December 30, 2011 to Sarah Suchy, Lakes Country Service Cooperative, 1001 E. Mt. Faith, Fergus Falls, MN 56537. For questions call Sarah Suchy at 218-739-3273.

DISTRICT or CHARTER SCHOOL (Multiple Sites) IDENTIFICATION INFORMATION

District Name and Number: **Moorhead Area Public Schools 152**	**Phone:** **218-284-3315**
Superintendent/Director: **Missy Eidsness, Director of School Improvement & Accountability**	**Fax:** **218-284-3333**
Site Address: **2410 14th St. S., Moorhead, MN 56560**	**Email:** **meidsness@moorhead.k12.mn.us**

District Improvement Team Members (for additional members, please attach names to plan)

Improvement Team Members	*Improvement Team Roles*
1. Melissa O. Eidsness	LEA/ AYP Coordinator
2. Amy Zanotti	Data Coach
3. Charlie Fisher	Achievement Coach
4. Vicki Breneman	District Elementary Math Coach
5. Kent Wolford	Secondary School Teacher
6. John Wirries	Parent
7. Anne Moyano	Elementary Principal
8. Jill Skarvold	Director of Learner Support Services
9. Karen Reierson	Elementary Teacher
10. Mary Colson	Middle School Teacher
11. Kelsey Jenkins	Alternative High School Teacher
12. Zach Johnsrud	EL Teacher
13. Nadine Moon	Family Liaison
14. Chris Triggs	Elementary Principal
15. Jayme Krsnak	Elementary Teacher

AYP (In Need of Improvement) Stages 2011-2012 School Year

*Any district in Continuing In Need of Improvement must complete Appendix B (1.2, 2.1, 2.2)
**Any district in Corrective Action must complete Appendix C (3.1, 3.2)

Please Check the AYP stage that applies:

- In Need of Improvement ☐ 1.1 ☐ 1.2
- Cont. In Need of Improvement ☐ 2.1 ☐ 2.2
- Corrective Action X 3.1 ☐ 3.2

Is it the intention of the district to use this plan to fulfill the requirements as both a Title I District Improvement Plan (DIP) and a Title III Annual Measurable Achievement Objective (AMAO) Plan?

X Yes ☐ No

IMPROVEMENT PLAN ASSURANCES

Related to the consequences for Title I school improvement, the LEA agrees to the following assurances:

1. The identified district will create or revise a current improvement plan with input of AYP Coordinators, teachers, and parents as outlined in P.L. 107-110, Section 1116.
2. The improvement plan will be developed and/or revised within 90 days of identification and shall cover a two-year period.
3. The district identified for AYP status will reserve and spend at least 10% of the district's Title I, Part A allocation for professional development activities related to carrying out the initiatives of the improvement plan in the current school year.
4. The district will ensure that all teachers teaching core content classes meet the requirements of highly qualified.
5. District and school improvement funds/resources will supplement and not supplant state and local funds.
6. A notice of district AYP status must be provided to **all** parents/guardians of enrolled students as directed under NCLB.
7. The district must maintain the improvement plan and related documentation to be available upon request by MDE as needed, including compliance requirements.
8. If updating an *In Need of Improvement* plan (stages 1.2, 2.1, 2.2) Appendix B of this application must be completed; a district in Corrective Action must complete Appendix C.

We hereby agree to the assurances as printed herein and verify that all the information provided in this school improvement application is true and accurate to the best of my knowledge.

_____

(Signature of Superintendent/Director) *(Date)*

_____

(Signature of LEA Representative) *(Date)*

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of ____Moorhead Area Publics Schools_ *(District Name)* has authorized

_____ *(Name)* at a monthly meeting on _____ *(date)* to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2011-12. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this improvement plan. The district ensures that its designee(s) will participate as a member of the improvement team and work in collaboration with the regional center and/or MDE providing technical assistance through the AYP Statewide System of Support.

_____ _____

(Signature of Superintendent/Director) *(Date)*

Title I districts identified as not making adequate yearly progress (AYP) for two consecutive years are required to develop (or revise) and implement an improvement plan based on the eight elements prescribed under PL 107-110 Section 1116:

Eight elements to be included in the needs improvement plan:

1. Ensure all students are proficient in core academic subjects by 2013-2014
2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency
3. LEA will incorporate strategies based on scientifically based research to strengthen core academic subjects
4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development
5. Address the fundamental teaching and learning needs in the district
6. Promote effective parent involvement strategies
7. Incorporate extended day and extended school year activities as appropriate
8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA

This can be accomplished as follows:

- Districts must **develop** an improvement plan using the current format and submit the completed and signed form to the assigned agency (see page one of this form for instructions)

~OR~

- Districts with an **existing improvement plan** may attach their previous plan and indicate where each required element is embedded within the attached plan. The completed and signed form and assurances, along with the attached plan, is submitted to the assigned agency (see page one of this form for instructions)

~AND~

- Use the attached rubrics (appendix A) to guide your school improvement planning

II. EXECUTIVE SUMMARY INTRODUCTION:

Please provide a brief description and introduction about your district. This should be the first page of the improvement plan to give the reviewers a general understanding of your district.

Address the following:

- District demographics
- Area of AYP identification and a brief overview of how it will be addressed in the improvement plan.

The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world. Each day approximately 5,400 students learn and thrive in the classrooms, hallways and playgrounds of Moorhead Area Public Schools.

The district is best known for three things: the superior academic achievement of its students, its far-reaching extracurricular activities, and its efficiency in operating costs.

Ellen Hopkins Elementary School, Robert Asp Elementary School, and S.G. Reinertsen Elementary School serve students in grades K-5, Horizon Middle School serves grades 6-8, and Moorhead High School serves

grades 9-12. The Red River Area Learning Center offers an alternative school setting and independent study options for middle school and high school learners in the district and region.

Besides addressing the needs of K-12 students, the district also provides educational, social and recreational opportunities for learners of all ages.

Learning in Moorhead begins at birth with a wide range of Early Childhood Family Education classes for parents and children, birth through age five. Early Intervention Services provides special education services to children, birth through age five, in the district.

Each year, Community Education, a program of the Moorhead School District, offers approximately 1,000 enrichment courses to thousands of area residents. GED preparation and instruction in basic skills are offered through Adult Basic Education.

The Moorhead School District, which covers 216 square miles along the Red River, is 34 miles long and 9.5 miles wide. The district includes the cities of Moorhead, Georgetown and Sabin. The district's budget exceeds $50 million.

The school district's demographics in 2010-2011 were as follows: American Indian, 3%; Asian, 2%; Hispanic, 8%; Black, 5%; White, 83%; LEP, 6.9%; Special Education, 17.3%; and Free and Reduced Lunch, 37.7%. The attendance rate was 94.71% and the graduation rate for Moorhead Area Public Schools is 91.15%.

The 2010 Quality Indicators Survey, the 2009-10 District AYP Intervention Plan and AMAO plans have guided staff development efforts and aided in the development of district- and building-level SMART goals and instructional improvements over the years.

Moorhead Area Public Schools was given the status of "Program Modification" in August 2010. The district did not make Annual Measurable Achievement Objectives (AMAO) for the fourth year, Stage 3, and is required to make program modifications. This includes public reporting, parent notification, program modification plan and a MDE meeting to review the modification plan.

Based on the 2010 Minnesota assessment results, the district did not meet targets for proficiency in math and reading. In math, the following subgroups did not meet their target: All, American Indian and Special Education. In reading, the following subgroups did not meet their target: Hispanic, Black, LEP, Special Education, and Free and Reduced Program. Moorhead Area Public Schools is currently in stage 3.1, Corrective Action. Our district believes based on our data that we need to strengthen our core instruction to meet the needs of all our students. At this time, we do not have enough intervention time or individuals to serve the students who struggle in small groups.

III. NEEDS ASSESSMENT:

NCLB requires a comprehensive needs assessment for your district. Please address the following:

- Date when comprehensive needs assessment was developed or updated
- Summarize the results of the district needs assessment
- Include a brief determination of why the district's previous plan did not bring about increased student academic achievement (for districts continuing *In Need of Improvement*)

In preparation for developing an Improvement Plan, the district reviewed and analyzed its student achievement data and determined areas for further work and improvement. The information was revised in November 2011 with input from principals and staff at all schools. All schools participated in data analysis of school data to develop goals and working plans for the 2011-12 school year. The school district also used the Quality Indicators Survey to look at district-wide and school-wide data to continue assessment of needs in many areas.

In the spring of 2010, the district gave the Quality Indicator Survey to all staff to pinpoint our areas of concern. Moorhead Area Public Schools has many excellent practices and programs being implemented throughout our district, but these practices and programs are not consistently implemented across the district from grades E-12. The district also has not provided sufficient feedback or staff development support to teachers on a few specific strategies. Instead the district has supported numerous strategies across the district. The survey indicated a need to reduce the number of initiatives, increase support and feedback on the reduced amount of initiatives, and be consistent across the district. Moorhead Area Public Schools wants all students to experience high quality instruction.

Each school team examined data and developed school goals and action plans to carry out the school goals. The goals for each school are based upon an examination of the Minnesota assessment data. Each school has developed an action plan based upon each of the goals and may include additional assessment data for monitoring of progress during the year.

In August 2011, teams from each building in the district attended a data retreat facilitated by district staff. Teams from Hopkins, Robert Asp, and the district attended a follow-up meeting facilitated by Lakes Country Service Cooperative (LCSC) in November 2011. The district had a team present the following data findings (August 2011):

- For the second year in a row, math scores have dipped below the state average on both the MCA-II and MCA-III accountability tests (grades 3-8). 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 are not 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.
- Since 2007-2008 there has been a slight decline of district reading scores on both the MCA-II and accountability tests.
- In Moorhead, four grade levels made gains in reading from last year. Robert Asp's grade 3 results (82 percent proficient) will be investigated to determine whether literacy efforts in the early grades at Robert Asp are paying off.
- The district lacks the data to register the efficacy to which initiatives are measured. The district lacks an institutionalized system to effectively monitor implementation of initiatives with fidelity.
- Given the increased proficiency gap between our district and the state for special education and EL subgroups, our district has indentified a need for data analysis of the two groups.
- Moorhead Area Public Schools has identified the need for implementing a systematic Response to Intervention for our E-12 students.

A review of the current data, coupled with self-analysis suggests that failure to reach the previously defined goals may be traced to the following:

a) Moorhead Schools needs to continue to reduce the number of initiatives implemented and focus on the high-yielding practices across our six buildings.
b) Moorhead Schools has the right programs, practices and staff but lacks a system to effectively monitor implementation of initiatives. The district also needs to focus on implementation with fidelity.
c) The district has failed to institute a process that ensures the application of initiatives with consistency and fidelity, and to provide electronic access to district-approved curriculum maps and increase the fidelity of the guaranteed and viable curriculum tied to the state standards.
d) The pace of change can accelerate by addressing the impediment of the culture of teaching to a culture of learning.

IV. ELEMENTS SECTION:

Please complete each section, addressing the elements and attaching documents as necessary to clarify the information. This form is expandable so that as you type pages will add or adjust. Please refer to the attached rubric in Appendix A for additional information on element requirements.

1. Ensure all students are proficient in core academic subjects by 2013-2014

Identify actions that have the greatest likelihood of improving the achievement of children in meeting Minnesota's achievement standards

Address the following:

a) Identify challenges that have prevented the district from making adequate progress.

Many barriers have prevented Moorhead Area Public Schools' students from making adequate yearly progress. The staff worked collaboratively over the years to examine student assessment data as well as additional data related to student achievement.

Specifically for English Learning (EL) students, the issues of second language acquisition have presented barriers to learning and to making academic progress. In October 2010, 381 students were served in the English Language Learner program. Approximately 20 different languages besides English are reported as spoken in the home. Communication and transportation with parents of our EL students are barriers that need to be addressed. One of the major difficulties in communicating with parents is the lack and availability of interpreters to support the various languages. This issue persists today. Moorhead Area Public Schools' teachers have expressed a need to have more staff development in making their content areas more accessible to EL learners. At the secondary level, we have found the majority of our EL students have extensive literacy needs, and we do not have an appropriate selection of support classes to meet their needs.

Limited educational experiences and background are additional factors that have prevented the district from making adequate progress in subgroups, along with high rates of student mobility, homelessness and inconsistent attendance. In addition, a unique challenge to Moorhead is our location as a border city with Fargo and West Fargo, North Dakota. The challenge is the difference in state academic standards, specifically mathematics standards coupled by the frequent transfers between districts. Students among the three districts often have backgrounds of inconsistent educational programming.

Moorhead Area Public Schools has implemented many research-based best practices in our buildings. These initiatives have not been implemented consistently across the district, and there have been too many.

Last year, nine initiatives were implemented. Initiatives included: Literacy Collaborative (one building), AVMR (variety of grade levels), Math Specialist Training (elementary only), Professional Learning Communities, SIOP (small pockets at each building), PBIS (three of seven buildings), Progress Monitoring, trained 25 teachers out of 400 this past summer in SIOP, and RTI. In addition to the building initiatives, the district initiatives of teacher effectiveness, literacy, and guaranteed and viable curriculum continue to lack a system of implementation evaluation. Simply stated, there are too many initiatives to implement with fidelity.

Moorhead Area Public Schools does not have an RTI model in place at our secondary buildings.

The addition of 41 new teachers creates an uneven level of preparation with regard to the initiatives that have been in place. The lack of an institutionalized method of staff development exacerbates the continual progress of each initiative. This has been compounded by the lack of staff development funds.

The challenge is to implement initiatives with fidelity.

b) Identify the fixed targets that are appropriately set for all students to be on track for 100% proficiency by 2013-2014 in reading and math.

District NCLB Data Report

Section: III - AYP Targets and Measures

District: MOORHEAD PUBLIC SCHOOL DISTRICT (0152-01)

PROFICIENCY - Math	District Target	Rate	AYP Status	State Target	Rate	AYP Status
All	59.18	66.50	A	60.93	67.74	A
Am Indian	50.11	39.06	B	60.00	44.79	B
Asian	46.23	72.37	A	60.66	65.74	A
Hispanic	54.58	38.44	B	60.50	46.24	B
Black	51.74	46.72	B	60.58	41.41	B
White	59.07	70.46	A	60.91	73.81	A
LEP	55.35	31.82	A-SH2	60.77	44.15	B
Special	57.13	45.14	B	60.43	44.76	B
FRP	58.11	48.85	B	60.72	51.57	B

PROFICIENCY - Reading	District Target	Rate	AYP Status	State Target	Rate	AYP Status
All	85.15	79.37	B	86.31	82.09	B
Am Indian	78.49	55.56	A-SH2	85.79	66.48	B
Asian	75.53	82.61	A	86.07	75.21	A-SH1
Hispanic	81.65	58.95	B	86.16	65.66	B
Black	80.48	64.39	B	86.17	64.38	A-SH1
White	85.03	82.52	B	86.27	86.86	A
LEP	82.06	46.67	B	86.33	58.63	B
Special	83.78	56.18	B	86.26	59.10	B
FRP	84.48	66.68	A-SH2	86.34	69.87	B

Using the data below, the following targets will need to be made each year by each subgroup to meet the specified goal of 100% proficient.

MATH Statewide Targets expressed as Proportion Proficient									
Grade	2006	2007	2008	2009	2010	2011	2012	2013	2014
3	0.7895	0.7895	0.8196	0.8496	0.8797	0.909	0.9399	0.9699	1.0000
4	0.6964	0.6964	0.7398	0.7831	0.8265	0.869	0.9133	0.9566	1.0000
5	0.5979	0.5979	0.6553	0.7128	0.7702	0.827	0.8851	0.9426	1.0000
6	0.5989	0.5989	0.6562	0.7135	0.7708	0.828	0.8854	0.9427	1.0000
7	0.5880	0.5880	0.6469	0.7057	0.7646	0.823	0.8823	0.9411	1.0000
8	0.5839	0.5839	0.6433	0.7028	0.7622	0.821	0.8811	0.9406	1.0000
11	0.2813	0.2813	0.3840	0.4866	0.5893	0.692	0.7947	0.8973	1.0000

READING Statewide Targets expressed as Proportion Proficient									
Grade	2006	2007	2008	2009	2010	2011	2012	2013	2014
3	0.7222	0.7222	0.7619	0.8016	0.8413	0.880	0.9206	0.9603	1.0000
4	0.6948	0.6948	0.7384	0.7820	0.8256	0.869	0.9128	0.9564	1.0000
5	0.7193	0.7193	0.7594	0.7995	0.8396	0.879	0.9198	0.9599	1.0000
6	0.7027	0.7027	0.7452	0.7876	0.8301	0.872	0.9151	0.9575	1.0000
7	0.6563	0.6563	0.7054	0.7545	0.8036	0.852	0.9018	0.9509	1.0000
8	0.6404	0.6404	0.6918	0.7431	0.7945	0.845	0.8973	0.9486	1.0000
10	0.6477	0.6477	0.6980	0.7484	0.7987	0.849	0.8993	0.9497	1.0000

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: _____

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2. Establish annual measurable goals for continuous and substantial progress to achieve proficiency

Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v), consistent with adequate yearly progress as defined under section 1111(b)(2)

Address the following:

a) Provide annual MCA-II measurable goals for identified student group(s).

Reading: The staff of Moorhead Area Public Schools 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 MCA-II by 2011-2012, with a goal of 100% by 2013-2014. The increase by subgroups that did not make AYP are the following: All 70.86% to 80%, Hispanic 46% to 53%, Black 56% to 60%, White 74% to 81%, LEP 22% to 38%, and Special Education 34% to 40%.

Mathematics: The staff of Moorhead Area Public Schools 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 MCA-II and MCA-III by 2011-2012, with a goal of 100% by 2013-2014. The increase by subgroups that

did not make AYP are the following: American Indian 26% to 32%, Hispanic 30% to 35%, Black 34% to 40%, Special Education 28% to 35%, and FRL 35% to 40%.

b) Describe the process of tracking goal progress over the two years of the plan.

- **Identify assessment(s) used to track progress toward these goals**

  For the purpose of progress monitoring, Moorhead Area Public Schools will use data retrieved from the district's Demographic and Assessment Reporting System (DARS). We are able to access and analyze the following data within DARS: AIMSweb (benchmarks and progress monitoring), Measures of Academic Progress from Northwest Evaluation Association, all MCA assessments and common assessments.

  Quarterly reports will be made to the school board and to staff to track the progress on the goals.

- **Describe alignment between the various assessments used to measure progress (if using assessment(s) other than MCA-II)**

  NWEA has conducted studies to link the RIT scale to the proficiency levels of the Minnesota Comprehensive Assessment II (MCA-II). Using this information with NWEA assessments, Moorhead Schools can monitor students' progress toward the proficiency standards.

  The district is using St. Croix River Education District norms to assist us in analyzing AIMSweb data and determining students who are on track at their grade level and those who need additional support.

  Staff members at Moorhead Area Public Schools are able to utilize data from our district assessments to predict how students will do on the state assessments. As a result, we have a better indication of students who are at risk and need more support.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

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3. Incorporate strategies based on scientifically based research to strengthen core academic subjects

Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency

Address the following:

a) Identify scientifically research-based strategies that are clearly stated and aligned to performance goals (developed under element number 2).

Literacy and Mathematics:

The instructional coaches have completed training as instructional leaders. The coaches will continue to work with staff at each school to implement research-based intervention strategies for targeted students and enhance

core instruction. In addition, Moorhead will implement five action plans to improve student achievement this year.

1. Elementary, middle, high school and area learning center teachers have worked together to align state standards at each grade level for all content areas. Moorhead teachers will diligently review the published state MCA test dpecifications to learn of any disconnect between teaching and testing practices.
2. Moorhead Area Public Schools will systematically review teacher effectiveness with fidelity of implementation checklists on research-based programs to ensure current and future fidelity in all of our reading intervention programs.
3. Teachers will focus on five specific reading strategies in all content areas: pre-teaching vocabulary, providing background information, summarization, text structure and modeling in all classes to improve reading performance through improved teacher effectiveness.
4. Moorhead Area Public Schools will ensure a viable curriculum through a sequential use of the Professional Learning Communities that ensures placement of all content standards, English Language Arts Standards, common assessments, differentiation and processes for re-teaching.
5. The district needs to construct a meaningful model of Response to Intervention to meet all the needs of our secondary students in the areas of math and reading. Reading will be the focus for the 2011-12 school year.

In addition to the Minnesota standards, Moorhead Area Public Schools has used research and recommendations from ACT, College Board and Solution Tree.

- ACT articles: "You can go to College," "College or Work Ready: Same or Different?" and "The Forgotten Middle."
- College Board: "Defining the College-Bound Core Curriculum in High Schools" by Doreen Finkelstein, Vertical Teaming workshops in spring of 2009 for math, science, social studies and English.
- Solution Tree: *Learning by Doing,* by DuFour, DuFour, Many, Eakers; *Pyramid Response to Intervention*, by Buffum, Mattos and Weber.
- Add+Vantage MR (AVMR), a part of the Math Recovery model, is being implemented in every school in the district. MacLean (2003) found that the full Math Recovery implementation model significantly out-performed both the on-going professional development only model as well as the periodic, one-shot model. Lois Williams (Williams, 2001) found that Mathematics Recovery significantly changes teacher practice in the classroom. Teachers participating in the Mathematics Recovery training became more reform-oriented in their teaching.
- Jim Knight, author of *Instructional Coaching*
- William Bender, author of *RTI in Middle and High Schools*

Research-Based Strategies

- Pre-teaching of content and academic vocabulary
  SIOP, Cummins, Echevarria and Short; *Focus: Elevating the Essentials to Radically Improve Student Learning*, Schmoker; "The Effects of Vocabulary Instructors: A Model-Based Meta-Analysis," Steven A. Stahl & Marilyn Fairbanks
- Background information
  SIOP, Cummins, Echevarria and Short; Chiesi, Spilich & Viso 1979; Marr & Garmley 1982; Nicole Strangeman & Tracy Hall; *Building Background for Academic Achievement*, Marzano
- Text structure

"Improving Reading Comprehension in Kindergarten Through 3rd Grade" What Works ClearingHouse, Written by a panel chaired by Tim Shanahan

- Summarization
  Northwest Educational Technology Consortium, Robert J. Marzano
- Model Teaching (Explicit Instruction/Intentional Teaching)
  What Works ClearningHouse

Guaranteed and Viable Curriculum:

The English and math departments at both the middle school and high school and all elementary teachers have completed their first year of instruction based on the new standards. The next step is to assure fidelity between classroom instruction (literacy and math) and the standards of the MCA assessment through a review of the released MCA-II and MCA-III test specifications.

In an attempt to ratchet up the instruction of math and literacy, the district will promote the expansion of common assessments and the meaningful instructional conversation that accompany common assessments.

Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker
Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment, Larry B. Ainsworth

Teacher Effectiveness:

Moorhead Area Public Schools has found the research on Sheltered Instruction Observation Protocol (SIOP) (Cummins, Echevarria and Short) and best practice strategies of lesson planning through SIOP to meet the staff development needs of our teachers. SIOP will provide a path for our teachers to have students learn the material to depth needed by making the content more comprehensible for all students.

SIOP research:
Teacher growth after one year of training increased by 20% as measured with protocol in applying the SIOP model (Researcher from the Center of Applied Linguistics (CAL), by Short and Bauder, 2006). Center for Applied Linguistics (2007) also share positive results for students in SIOP schools on standardized test scores.
Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker
Effective Supervision: Supporting the Art and Science of Teaching, Robert J. Marzano, Tony Frontier, David Livingston

In order to implement the Sheltered Instruction Observation Protocol in all buildings in our district, we needed to adjust and provide Professional Learning Communities (PLC) time for each building. For the 2011-2012 school year, all buildings have time built into their schedules on a regular basis to work in PLCs. Extra support will be given this year to each building to support the growth of PLCs at each site. This support will include meetings on norms, consensus building, research on change, SIOP and Learning Walks.

PLCs will be used as the vehicle to improve student achievement in reading and math by enabling all teachers to improve their instruction through a collaborative process.

The district used a vertical team process to align the grades 6-12 math curriculum with the new standards and expectations for Algebra in grade 8.

- Research
- DuFour, DuFour, Eakers & Many's book *Learning by Doing*

- Doug Reeves' research that PLCs make a difference when implemented at a high level, presented at the Minnetonka Summer Institute, July 2010.

Data Analysis/Fidelity of Implementation:
Moorhead Area Public Schools desires to use a systematic RTI model for both behavior and academics. The schools have implemented problem-solving teams, which use a pyramid of interventions to address student needs. As a part of the process, the schools use AIMSweb as a benchmark and progress monitoring system to track student progress through assessment and guide instruction. In the past, progress monitoring has only been used at our elementary schools. Moorhead has now expanded the practice to our middle and high school special education programs. Our Quality Indicator Survey and building interviews indicate that progress monitoring is not happening consistently across our district. At all levels, the district needs to provide additional training and fidelity checks to ensure that the intended outcome is happening.

Fidelity: Research-based programs must be implemented with fidelity to be effective. To that end, Moorhead Area Public Schools will systematically review these research-based programs and create checklists to ensure current and future fidelity. The district has identified the following for fidelity checks:

- Reading Plus & Boys Town Reading: 2011-2012 school year
- Read 180: 2011-2012 school year
- Leveled Literacy Intervention: 2011-2012 school year
- SIOP: 2011-2012 school year focus includes Objectives, Background Knowledge, Interaction
- EL: 2011-2012 school year
- Special Education Literacy: 2011-2012 school year planning; implementation 2012-2013
- Add+Vantage MR (Math Recovery): 2011-2012 school year planning; implementation 2012-2013
- Action Plan Fidelity Checks: 2011-2012 school year

b) Describe how the identified strategies will improve student achievement in the cited area(s).

Moorhead Area Public Schools has endeavored to improve the student performance by the infusion of research-based actions. The failure to achieve satisfactory rate of improvement triggered the concern regarding the fidelity of implementation. To ensure adequate fidelity, Moorhead Area Public Schools will act to place canons of quality to assure the quality of the staff, the efficacy of its literacy programs, and the implementation of a guaranteed and viable curriculum.

Implementing initiatives with fidelity will enable the district to determine whether it needs to continue, modify or abandon an initiative. According to the California Department of Education, 2006, "The way a program is implemented influences whether the program will be effective, or not effective. Poor implementation or lack of fidelity of implementation can, and often does, change or diminish impact. Also, once a program has been modified, no one quite knows how it will operate or what unexpected consequences it might produce." This needs to be applied to all district initiatives.

The data analysis of our special education and EL student groups will assist the district in determining strengths and weaknesses of our individualized instruction models for the two groups. The data will guide the district to expand the strengths of the programs and evaluate the student exposure to remedial instruction in literacy and mathematics.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

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4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development

Address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119

Address the following:

a) Describe the high quality professional development supported by the 10% set-aside of the district Title I funds to meet the needs of the instructional staff.

In all areas the 10% set-aside is used to fund subs or extended time for teachers to participate in targeted staff development in each of the these areas; teacher effectiveness, viable and guaranteed curriculum and literacy.

Literacy and Mathematics:

- Reading Strategies: Research supports the purposeful instruction of reading comprehension strategies to evaluate student understanding of what is read and to have skills for independent reading across all content.
- Through our District Instructional Math Coach, each grade level will be provided with six two-hour math PLC sessions (AVMR).
- Strategies and Materials: Staff providing supplemental supports to at-risk students will receive additional training in the implementation of supplementary materials to support students' learning in reading and mathematics in conjunction with planning within learning communities and additional time, such as, before, after and during school.
    - Reading Support: Leveled Literacy Intervention (Elementary), Read 180 (Middle School), The Fame Reading Program (High School), Reading Plus (High School), and Reading Recovery
    - Math Support: AVMR for K-8 math teachers

Teacher Effectiveness:

- Title I funds have been aligned with the targeted need areas. Professional development for staff is one of the highest needs. The instructional coaches will work to help classroom educators differentiate instruction. The instructional coaches will provide assistance, research and modeling for classroom teachers. The district also uses a collaborative model for all teachers. All teachers are part of a learning community to further enhance their skills and knowledge in teaching mathematics and reading. Professional Learning Communities leadership support will be provided at each building throughout the year to support high implementation.

  SIOP (Objectives, Background Knowledge, Interaction)
    - Teacher leaders in each building participated in SIOP training by PEARSON. The teachers were given additional monthly support by district administration and Minnesota State University Moorhead.
    - All teachers are participating in SIOP staff development through PLCs.

- Coaching will emphasize how to differentiate instruction for children at risk, intervention supports and how to interpret assessment information to inform instruction by using the Sheltered Instruction Observation Protocol.

Guaranteed and Viable Curriculum:

- Test Specifications: A cursory review of the released draft MCA test specifications revealed holes in the classroom instruction of reading and mathematics. A purposeful and rigorous review of the draft MCA test specifications will act to assure a connection between classroom instruction and the skills needed for life and future instruction. On-going alignment of academic standards will continue to ensure a guaranteed and viable curriculum.

Data Analysis/Fidelity of Implementation:

- Summer Data Retreat: Each building along with central administration met to review, reflect and set goals for reading and math.
- Assessment: Staff providing supplemental support to at-risk students will receive additional training in diagnostic and progress monitoring assessment in both reading and mathematics.
- Staff providing supplemental supports to at-risk students will receive additional training through coaching regarding how to analyze assessment data of at-risk learners to enable learning communities to better serve all learners. The instructional coaches will provide support to all teachers in using data to drive instruction.
- The district continues to evaluate the effectiveness of the staff development plan through teacher feedback, learning walks, student achievement data and program checklists. Learning walks will be implemented in December, March and May at each building by administrators, instructional coaches and classroom teachers.
- The evaluation will be based on the following data collected by staff working within the district and externally by district administration.
  - MCA-II and MCA-III results of each subgroup
  - TEAE results of the ELL group
  - Measures of Academic Progress (MAP) scores for grades 2-9
  - AIMSweb results for grades K-8
  - Mathematics assessment based on Everyday Math for grades K-1
  - Grade level and course common assessments

b) Explain how the professional development plan will directly address the academic achievement challenges that caused the district to be identified.

Moorhead Area Public Schools will create a common district vocabulary that will facilitate the alignment of instructional standards by using the SIOP model to craft high quality lesson plans and through leadership support to each of the Professional Learning Communities. This allows district staff to focus effectively and efficiently on increasing student achievement through a few specific initiatives. Each building will be provided with consistent feedback on their instruction, assessment data and their PLC collaboration through data meetings, learning walks and discussions.

Our challenges include:

- Lack of a common set of research-based practices to ensure student success,
- Student mobility,

- Lack of a systematic RTI model,
- Need to provide an intensive reading program for EL students, and
- Communication challenges between schools and EL students and their families.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.
Page where identified: _____

5. Address the fundamental teaching and learning needs in the district

Address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low–achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement

Address the following:

a) Identify fundamental teaching and learning needs as identified from the district needs assessment process in the area(s) cited that contributed to the identification of needs improvement status.

- In the Quality Teacher Survey the district found the following:
  - 60% of the teachers took the survey.
  - 70% of the Moorhead staff felt the district, school and staff does not or is only in the beginning stages of comparing our data to others schools.
  - Overall 60% of the Moorhead staff felt the district, school and staff does not or is only in the beginning stages of addressing differentiation of instruction in both reading and math.
  - Overall 60% of the Moorhead staff felt the district, school and staff does not or is only in the beginning stages of understanding the skills and concepts taught in the course or grade level above and below what they teach in both reading and math.
  - Overall 51% to 57% of the Moorhead staff felt the district, school and staff does not or is only in the beginning stages of understanding how to identify and apply research-based instructional strategies that are effective in helping with reading and math.
  - Overall 69% of the Moorhead staff felt the district, school and staff does not or is only in the beginning stages of understanding the strategies used to accommodate learning levels, learning styles, and family cultures in both reading and math.
  - Only 20% of the Moorhead staff felt the district, school and staff has a systematic method for analyzing data as well as system and practices to improve the culture of learning.
  - Only 18% of the Moorhead staff felt the district, school and staff has a fully implemented system to decrease disparities among the various subgroups.

b) Describe teaching and learning needs that will be addressed such as choice of instructional programs and materials, use of instructional time, improved use of assessments, etc.

The district continues to provide support to schools and staff members to identify instructional materials and programs to best meet the needs of all students and use instructional time to enhance learning for all students.

Moorhead Area Public Schools has and will access instructional coaches and administrators to support our expanding progress monitoring of reading through AIMSweb, Leveled Literacy Intervention Program,

summer data retreat, trimester data meetings by buildings, and leadership support for SIOP and PLCs. Each elementary will commit to 90 minutes of a literacy block per day. The schools have been implementing and interpreting reading probes data differently. The district has introduced the Reading Plus program to selected ninth-grade students with the intention of expanding to additional populations the following year. The programs targeted for expansion include EL and students receiving special education services.

Moorhead Area Public Schools also will provide job-embedded staff development time for all teachers. This is the second year that the time is more equitable across all grade levels. During the PLC time and some additional before, after and during school time, teams of teachers will work on implementing SIOP. By providing training, we are able to increase the fidelity of implementation, which will increase student achievement for all.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.
Page where identified: _____

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6. Promote effective parent involvement strategies

Include strategies to promote effective parental involvement in the school.

Address the following:

a) Identify research-based or best practice strategies used to increase parent involvement, including <u>new</u> efforts and enhancements to existing strategies.

- Teachers use the Home Links through Everyday Math to provide parent involvement in the area of mathematics. The mathematics coach will be providing parents the opportunity to have a math resource manual for home. Parents are allowed to check out math manuals for the school year to keep at home.
- PowerSchool is a tool for parents to use to track attendance and lunch accounts.
- The Title I Parent Coordinator holds resource nights at the school library. Parents are able to use computers at the library, learn about homework opportunities, learn how to use PowerSchool, and have opportunities for increased parental-school connections. This occurs nearly every Tuesday night at Robert Asp, Hopkins and S.G. Reinertsen.
- The district uses interpreters to assist with parent communication.
- Parent-Teacher Conferences in the fall and spring continue to be a strong means for parent communication, setting student goals and monitoring student progress. On-going communication with parents is encouraged and supported at the district level.
- The Early Risers Program provides a connection with home and school for at-risk students. Family Support is a support, consultation and empowerment intervention that is individually tailored to address unique sources of parent, child and family needs. The program begins with a process of child and family needs and strengths assessment, initiates further strengths — building through goal setting and strategic planning, and accesses formal and informal community resources and

professional services through a negotiated contract with the participants. The incipient goal of Family Support is to reduce parent/family-level risk by remedying the conditions that produce or perpetuate stress in the lives of families and adversely affect parents' capacity to nurture and support their child's health development.

- ∞ Student homework folders/planners in grades 1 through 5 provide additional home-school communication and provide a vehicle for reporting progress.
- ∞ Parent involvement nights will help in the elementary schools. Many of the sessions will be held to provide support and assistance to parents in core academic areas.
- ∞ The Title I Parent Coordinator is constructing a parent survey to be given at spring conferences. The survey will evaluate the effectiveness of parental involvement strategies. The school partners with community agencies to provide services for parents.
- ∞ The Title I Parent Involvement Committee will take the winter meeting to draft an overview sheet of additional services available to elementary children to improve academics. This one-page handout will describe the service, qualifications and process to be involved. It will include Title services, SES, and other local programming.
- ∞ At the middle and high school, our district literacy coach will design two parent nights. One will be for all sixth-grade students' parents and the other will be for all eighth- and tenth-grade students and parents. These are transitional years for students in our system and better communication is needed to make this transition easier. The sixth-grade meeting will focus on the importance of middle school math as a springboard into the high school. The research is taken from the ACT article "The Forgotten Middle." The eighth- and tenth-grade parent night will review the students' Explore and PLAN exams, including both academic skills and career selection. The research for this was taken from the ACT article "College or Work Ready: Same or Different?"

b) Explain how these effective parent involvement strategies will contribute to improved student learning in the specifically cited area(s).

Leaders in the area of research regarding parent involvement (Epstein) describe parent involvement and the relationship to academic achievement:

- ∞ The earlier in a child's educational process parent involvement begins, the more powerful the effects.
- ∞ The most effective forms of parent involvement engage parents in working directly with their children on learning activities at home.
- ∞ The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.
- ∞ Parents who are highly involved in their students' learning set higher standards for their children's educational activities than parents of low-achieving students.

Cotton, K., Wikelund, K., Northwest Regional Educational Laboratory, School Improvement Research Series. In Parent Involvement in Education

c) If *Continuing in Need of Improvement* or *Corrective Action*, describe process to evaluate parent involvement strategies.

- A parent survey is given to all Title I parents each spring (below are a couple of our findings).
- Parents were extremely satisfied with the special events offered at Robert Asp and Hopkins. This included math night, Dr. Seuss night, conferences and library nights. The parent survey indicated that 30-40% of our parents attend each event.
- Families felt well informed about why their child qualified for Title services, but needed more information on how the child was progressing once they began the program. They need more information and assistance to understand progress monitoring.
- Attendance is taken at events to determine the event reach. Each event is also reviewed by district and building Title I Advisory Committees.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.
Page where identified: _____

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7. Incorporate extended day and extended school year activities as appropriate

Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year

Address the following if providing extended day activities:

a) Describe the activities to be conducted before or after school, during the summer, and/or during an extension of the school year to meet student needs.

- The Boost Up program is provided for selected students before school. The Boost Up program is a sensory motor program to enhance academic achievement.
- Students are identified for targeted services based upon needs as indicated through assessment data and teacher recommendation.
- Each student has an individual continual learning program to supplement instruction in the classroom in grades 2-5. All students' progress is monitored through AimsWeb.
- The Early Risers program is a part of the extended-day program.
- The STARS program is an additional extended-year program focusing on three subgroups: migrant students, homeless students and Native American students.
- This year, the district has implemented an extended period during the school day for at-risk students at Horizon Middle School.
- Summer school is offered for all levels in Moorhead Area Public Schools.
- Programming for secondary students provides for credit acquisition and skills attainment.

b) Identify how these activities help students meet the measurable goals set to improve achievement in the cited area(s).
Extended-day programs are provided at the elementary schools and Horizon Middle School through targeted services. The program supports the goals of the school by supplementing mathematics and reading instruction and using scientifically based research strategies to improve student learning in mathematics, reading and vocabulary.

An extended-year program is held in the summer. In the summer of 2011, the program was two weeks in June and two weeks in August. The academic programming was based on the needs of the student during the school year and extended the learning and supplemental services from after-school programming. This practice will be continued.

c) Describe how staff are identified and trained to provide effective services and activities to improvement achievement within the cited area(s).

- The staff in extended-day and extended-year programs are teachers who currently serve in the school. This provides an extension of the school day and year with highly qualified staff. Training is provided to staff during the school year and as a part of the summer program.

~OR~

Describe the rationale if the district is not providing extended day activities.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.
Page where identified: _____

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8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA

Describe the responsibilities of the state educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the state educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A

Address the following:

a) Describe the technical assistance that has been provided and/or is essential to effectively implement the district improvement plan.

- The AYP Regional Support Team from Lakes Country Service Cooperative will assist the school in developing the district and school improvement plans.
- Representative from Lakes Country Service Cooperative will consult and advise Robert Asp, Hopkins and the district on items related to the district and building improvement plans.
- Representatives from Lakes Country Service Cooperative will monitor progress on all improvement plans.

b) After consultation with the regional service cooperatives or SEA, identify the technical assistance that will be provided specific to the district stage of *In Need of Improvement.*

- The district will request technical assistance with the District Improvement Plan.
- The district will request technical assistance in the area of data analysis of progress monitoring and universal benchmarking for math and reading.
- The district will request assistance with parent involvement strategies through MDE and Title I initiatives.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.
Page where identified: _____

V. Highly Qualified Teachers - Public Law 107-110, the No Child Left Behind Act of 2001:

All of the teachers in this district teaching core content classes are highly qualified:
_X_ Yes
_____ No

If no, *a district must identify each teacher in the district that did not meet the federal highly qualified requirements and answer the questions below:*

- Describe the specific plan of action that shall be taken, e.g., classes, content exam, professional development, etc. in order for the teacher(s) to meet the federal "highly qualified" requirements.

- Identify the expected date when the teacher(s) must meet the requirements.

VI. DISTRICT IMPROVEMENT ACTION PLAN

Leadership teams need to prioritize the development, implementation and evaluation of the action plan as the central focus of the continuous improvement process. Improvement strategies are an enormous investment of resources (both time and money), so leadership teams will want to be rigorous in their evaluation and selection of action plan strategies to ensure a wise investment. Choosing too many improvement strategies will overwhelm and exhaust staff.

The purpose of NCLB funds is to focus on closing the achievement gap. Goals, strategies and job-embedded professional development must be focused on cited student groups and content areas. Action plans must have strategies that are specifically linked to cited areas. Timelines and measurements must have specificity.

After a district has identified improvement goals as directed in element 2(a), the team must select the best improvement strategies (element 3) to meet these goals. Districts should base their selection on the needs assessment analysis (and key processes that need to be in place). District improvement teams need to identify action plan leaders or groups that will be responsible for implementing improvement strategies and collecting or submitting the measurement/monitoring data. The federal elements direct focus of the action plan.

Key steps in developing or revising action plans:

- Needs assessment analysis used to shape district (LEA) policies and procedures, especially those that affect leadership, assessment, curriculum and budget allocations
- Align annual improvement goals for new/updated action plan from element 2(a)
- Identify what evidence you will accept as attainment of the goal from element 2(b)
- Based on the needs analysis, choose the improvement strategies (element 3) that you will implement to address challenges outlined in element 1(a)
- Identify what data you will collect to monitor progress toward the goal from element 2(b)
- Identify action steps that will support the improvement strategy
- Identify people responsible for implementing strategies, collecting the assessment data, and monitoring overall progress
- Identify Title I set aside funds to support job-embedded professional development that staff needs to implement the improvement strategies from elements 4 and 5

Key questions for developing action plans:

- Why were the district's previous efforts not meeting its learning targets?
- What should our goals be for this year's plan?
- Will goals directly address district and school cited areas?
- Will there be a framework of detailed action steps to improve on previous improvement efforts?
- What evidence of attainment will we accept?
- How will we collect the evidence?
- How will the district improvement team monitor and support the action plan?
- What capacities do staff need to build and implement the action plan?

District Continuous Improvement Action Plan

STAGE _3.1____	**SMART Goal(s):** Moorhead Area Public Schools will enhance teacher effectiveness with fidelity of implementation checks for Reading Plus, Boys Town Reading, Read 180, and Leveled Literacy Intervention.
CITED CONTENT AREA: **Reading** **CITED STUDENT GROUP(s):** All, Hispanic, Black, White, LEP, and Special Education.	**IMPROVEMENT STRATEGIES (Policies/Resources/Practices):** Moorhead Area Public Schools will systematically review teacher effectiveness with fidelity of implementation checklists on research-based programs to ensure current and future fidelity.

ACTION STEPS (describe how improvement strategies will be implemented for cited areas)	***ACTION PLAN LEADERS**	****BENCHMARKS** (Dates or Timelines)	*****PROGRESS NOTES** (Planned Evidence)
Action Step 1: Teachers, instructional coaches and administrators will develop (as needed) fidelity of implementation checklists for Leveled Literacy Intervention, Reading Plus, Boys Town Reading, and Read 180.	Director of School Improvement and Accountability; district literacy coaches, data coach, special education director and program	Read 180 and Reading Plus will be complete by December 21, 2011 Leveled Literacy Intervention and Boys Town Reading will be complete by	The checklist of fidelity will be submitted to the Director of School Improvement and Accountability by January 31, 2012.

	managers	January 31, 2012	
Action Step 2: Administrators will use the fidelity of implementation checklists during observations to ensure fidelity of implementation for the identified programs and initiatives.	District and building administrators	March 2012 April 2012	The checklist of fidelity will be submitted to the Director of School Improvement and Accountability by March 30, 2012 and April 30, 2012.
Action Step 3: Administrators will provide evidence of the strengths and weaknesses of the implemented program. Administrators will follow-up with classroom teachers to continually hone to skills necessary to implement the program.	Administrators, classroom teachers, and instructional coaches	March 2012 April 2012	The checklist of fidelity will be submitted to the Director of School Improvement and Accountability by March 30, 2012 and April 30, 2012.

MONITOR AND SUPPORT *(questions answered in table)*

*Who will lead the improvement strategy, support conditions for change and monitor progress (include both name and assigned roles)?
**How often will this review cycle occur throughout the school year (must be more specific than "ongoing")?
***As action plan instructional leadership meets throughout the year, how will progress data be recorded and reported to inform teacher learning needs?

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT *(question addressed below)*

How do district policies, procedures and resources support job-embedded professional development in the schools?
Moorhead Area Public Schools will provide additional training from the findings of the fidelity of implementation checks. Previously, the district has not acted to ensure fidelity except to send staff to workshops. The district must act to monitor implementation.

District Continuous Improvement Action Plan

STAGE __3.1___	**SMART Goal(s):** The staff of Moorhead Area Public Schools will introduce five reading strategies to improve the reading performance of all student groups to exceed the state average.
CITED CONTENT AREA: **Reading & Math** **CITED STUDENT GROUP(s):** All, Hispanic, Black, White, LEP, Special Education, American Indian, and FRL	**IMPROVEMENT STRATEGIES (Policies/Resources/Practices):** Teachers will focus on five specific reading strategies in all content areas: pre-teaching vocabulary, providing background information, summarization, text structure and modeling in all classes to improve reading performance.

ACTION STEPS (describe how improvement strategies will be implemented for cited areas)	*ACTION PLAN LEADERS	**BENCHMARKS (Dates or Timelines)	***PROGRESS NOTES (Planned Evidence)
Action Step 1: Staff will be given an overview of the five reading strategies and then polled as to their level of familiarity with each of the	Building principals will conduct the poll during time allocated for the professional learning	Poll will be completed by February 29, 2012 * MHS overview completed 11/30/2011	Principals will submit results of the poll to the Literacy Committee.

five enumerated strategies.	communities. Literacy coaches will conduct the overview.		
Action Step 2: Targeted instruction will be given for each of the five listed strategies for groups of teachers who registered the need for training. Staff will have access to Literacy Toolboxes at the elementary and secondary level that outline each strategy with auxiliary resources (video, handouts, PowerPoints, etc.).	Literacy coaches in each building will conduct the training as needed and offer to help individual teachers as requested.	Evidence will be gathered during the March learning walks as to the use of the strategies.	The learning walk teams will look for a 75% usage rate of at least one of the strategies during the learning walks. When there is no evidence of any of the strategies, the learning walk teams will plan additional support.
Action Step 3: Principals will collaborate with teachers to meet their individual needs.	Principals will connect teachers with coaches as needed.	Principals will connect the coaches as needed by April 15, 2012.	Coaches will record the contacts made and return to watch the strategies being implemented with the identified staff.

MONITOR AND SUPPORT *(questions answered in table)*

*Who will lead the improvement strategy, support conditions for change and monitor progress (include both name and assigned roles)?

**How often will this review cycle occur throughout the school year (must be more specific than "ongoing")?

***As action plan instructional leadership meets throughout the year, how will progress data be recorded and reported to inform teacher learning needs?

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT *(question addressed below)*

How do district policies, procedures and resources support job-embedded professional development in the schools?
Moorhead Area Public Schools have listed a "highly qualified and professional staff" as one of its three goals for the 2011-2012 school year. By tapping into the existing Professional Learning Communities structure the advancement of the five listed learning strategies is designed to promote the reading ability of all students.

District Continuous Improvement Action Plan

STAGE __3.1___	**SMART Goal(s):** Moorhead students in all categories will exceed the state reading scores through an analysis of the MCA reading specification and teaching practices.
CITED CONTENT AREA: **Reading, Math and Science** **CITED STUDENT GROUP(s):** ALL, Hispanic, Black, White, LEP, Special Education, American Indian, and FRL	**IMPROVEMENT STRATEGIES (Policies/Resources/Practices):** Moorhead teachers will diligently review the published state MCA test specifications to learn of any disconnect between teaching and testing practices.

ACTION STEPS (describe how improvement strategies will be implemented for cited areas)	*ACTION PLAN LEADERS	**BENCHMARKS (Dates or Timelines)	***PROGRESS NOTES (Planned Evidence)

Action Step 1: Designated teams by grade level or department will review the released MCA Test Specifications in Reading, Science and Mathematics. PLC leaders will be trained on how to complete each task. □ Each team will compile a list of "disconnects" between teaching and testing practices. □ Each team will note specific vocabulary used with the standards to ensure meshing with their school curriculum.	Director of School Improvement and Accountability and building principals	Dates for the review will be set before February 1, 2012 by building principals.	Reports from each grade level or department chair will be submitted to the Director of School Improvement and Accountability before February 1, 2012
Action Step 2: Each team will create a list of "disconnects" to be shared with other members of the grade level or department. □ Each grade level or department will create avenues to correct the "disconnects." □ Each team will address changes to content delivery and identified vocabulary.	Director of School Improvement and Accountability and grade level or department chairs	This portion should be completed before March 15, 2012	Feedback will be given to the Director of School Improvement and Accountability by March 30, 2012
Action Step 3: Grade level or department meetings will be held to implement the needed changes in delivery and instruction. The grade level or department chair will inform the Director of School Improvement and Accountability when and where the meetings are held.	Director of School Improvement and Accountability	This portion will be completed before April 15, 2012	Feedback will be submitted to the Director of School Improvement and Accountability by April 30, 2012.

MONITOR AND SUPPORT *(questions answered in table)*
*Who will lead the improvement strategy, support conditions for change and monitor progress (include both name and assigned roles)?
**How often will this review cycle occur throughout the school year (must be more specific than "ongoing")?
***As action plan instructional leadership meets throughout the year, how will progress data be recorded and reported to inform teacher learning needs?

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT *(question addressed below)*
How do district policies, procedures and resources support job-embedded professional development in the schools?
The district has the priority of implementing a viable and guaranteed curriculum. The above process works to achieve that goal. This process is generally done during the curriculum review cycle. Recent changes to state and federal law have created a need to revisit the curriculum more frequently. This interfacing of standards and test specification can occur during the time devoted to PLCs under the direct supervision of building principals to ensure fidelity.

District Continuous Improvement Action Plan

STAGE ___3.1__	**SMART Goal(s):** Moorhead Area Public Schools will improve the reading performance of every group to a level that exceeds the state average.
CITED CONTENT AREA: All content areas with a focus on literacy **CITED STUDENT GROUP(s):** All, Hispanic, Black, White, LEP, Special Education, American Indian, and FRL	**IMPROVEMENT STRATEGIES (Policies/Resources/Practices):** To attain this goal, Moorhead Area Public Schools will ensure a viable curriculum through a sequential use of the Professional Learning Communities that ensures placement of all content standards, English Language Arts Standards, common assessments, differentiation and processes for re-teaching.

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	**DISTRICT LEVEL IMPROVEMENT PLAN**	2011-2012

ACTION STEPS (describe how improvement strategies will be implemented for cited areas)	***ACTION PLAN LEADERS**	****BENCHMARKS** (Dates or Timelines)	*****PROGRESS NOTES** (Planned Evidence)
Action Step 1: Each Professional Learning Community (PLC) at the secondary level will be guided through a process to determine its location along a continuum of standards placement for content and the English Language Arts Standards, common assessments, differentiation, and re-teaching.	Director of School Improvement and Accountability with building principals	This will be completed by January 31, 2012	A "report card" of PLC progress for each building will be filed with the Director of School Improvement and Accountability by the building principal by February 10, 2012.
The Literacy Committee will draft the essential outcomes for reading for each grade level.	Literacy Committee and Director of School Improvement and Accountability	Feb. 15, 2012	Draft document of essential outcomes for grades K-5. Feb. 15, 2012
Action Step 2: Each PLC will be guided by the building principal in reaching the next level of curriculum placement to ensure a viable curriculum and quality instruction. □ A standards-based curriculum must be in place. □ Quality instruction is ensured with common assessments coupled with the tools to re-teach and differentiate.	Building principals will chart the progress of each PLC and provide the resources to reach each subsequent level.	Principals will meet with the Director of School Improvement and Accountability to review the charted PLC progress and discuss needed resources and support.	This portion must be completed by February 29, 2012.
Draft is reviewed with each PLC at the elementary level and finalized.	PLCs, Literacy Committee and building principals	March 15, 2012	Finalized essential outcomes for each grade level K-5 by March 30, 2012
Action Step 3: The finalized essential outcomes for reading at the elementary level will be the blueprint for creating the district benchmark common assessment at each grade level.	Literacy Committee, grade-level classroom teachers and Director of School Improvement and Accountability	April 15, 2012	There will be a assessment for each grade level K-5. April 15, 2012
Action Step 4: Administer and review district common benchmark assessment in reading in each PLC.	Building principals and literacy coaches	May 15, 2012	May 21, 2012 Each grade-level teacher will be able to compare their data to their building and the district data.

MONITOR AND SUPPORT *(questions answered in table)*

*Who will lead the improvement strategy, support conditions for change and monitor progress (include both name and assigned roles)?

**How often will this review cycle occur throughout the school year (must be more specific than "ongoing")?

***As action plan instructional leadership meets throughout the year, how will progress data be recorded and reported to inform teacher learning needs?

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT *(question addressed below)*

How do district policies, procedures and resources support job-embedded professional development in the schools?
Moorhead Area Public Schools currently has established PLCs, but the progress has been checkered. The outlined approach is designed to more actively direct the development of each PLC and ensure that viable curriculum and quality instructional staff is in place.

District Continuous Improvement Action Plan

STAGE __3.1___	**SMART Goal(s):** Moorhead Area Public Schools will increase the reading ability of all secondary student groups to meet or exceed the state average.
CITED CONTENT AREA: **Reading** **CITED STUDENT GROUP(s):** ALL, Hispanic, Black, White, LEP, Special Education, American Indian, and FRL	**IMPROVEMENT STRATEGIES (Policies/Resources/Practices):** The secondary schools will create and implement viable models for Response to Intervention.

ACTION STEPS (describe how improvement strategies will be implemented for cited areas)	*ACTION PLAN LEADERS	**BENCHMARKS (Dates or Timelines)	***PROGRESS NOTES (Planned Evidence)
Action Step 1: Teams at each secondary building will identify current avenues to help students struggling in reading or in exercising acceptable school behaviors to achieve success on the Minnesota Comprehensive Assessments tests. School social workers, school psychologists, school counselors/deans, building principals and appropriate coaches will be included in the process. The secondary program manager will be part of the team.	Building principals will assemble building teams and assess current assets by February 2012.	The initial assessment will be completed by Feb. 29, 2012, and department chairs will be consulted for feedback.	Building principals will submit results of the study to the Director of School Improvement and Accountability by March 15, 2012.
Action Step 2: Secondary building teams will identify gaps in providing for the reading, mathematics and social needs of the students and create needed paths to help students meet the challenges listed above. School social workers, school psychologists, school counselors/deans, building principals and appropriate coaches will be included in the process. Additional resources are encouraged as the district seeks to magnify options for students rather than "placement." The secondary program manager will be part of the team. Together the above stakeholders will create the alternative model for students.	Building principals will assemble building teams and identify additional elements to include in the building's Response to Intervention model.	The final proposed model is to be completed by March 30, 2012.	Building principals will submit a final proposed model to the Director of School Improvement and Accountability and Learner Support Services Director by April 15, 2012.
Action Step 3: Teams at each secondary building will consider alternative educational routes for students as students pursue their respective career vision and success as measured on the Minnesota Comprehensive Assessment tests. Such teams include the staff listed above.	Director of School Improvement and Accountability will convene a team to consider alternative routes to education. The building teams	The team will be convened by April 2012.	The teams will complete a plan for alternative education (not placement) by the end of May 2012.

Such teams should include a variety of community resources. Such teams should consider working across geo-political boundaries.	could be merged.		

MONITOR AND SUPPORT *(questions answered in table)*

*Who will lead the improvement strategy, support conditions for change and monitor progress (include both name and assigned roles)?

**How often will this review cycle occur throughout the school year (must be more specific than "ongoing")?

***As action plan instructional leadership meets throughout the year, how will progress data be recorded and reported to inform teacher learning needs?

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT *(question addressed below)*

How do district policies, procedures and resources support job-embedded professional development in the schools?
Moorhead Area Public Schools continually strives to advance the learning of all students through a quality staff, the advancement of literacy and guaranteed curriculum. The creation of a codified model of RTI institutionalizes the interaction of all three district priorities.

Appendix Attachments

Appendix A: Scoring Rubrics

Appendix B: Updating District In Need of Improvement Plan Addendum

Appendix C: District Corrective Action Addendum *[§1116(c)(10)(C)]*

Appendix A: Scoring Rubrics

A Rubric for District Improvement Plans

The essential requirements in the school or district improvement applications have been incorporated (general information, executive summary, needs assessment, highly qualified teachers and improvement action plan)

Completed	*Not Completed*
☐ General and contact information is included	☐ General information is incorrect or incomplete
☐ Area(s) for identification are included	☐ Area(s) for identification are not included
☐ Overview of improvement plan for 2011-2012 school year is provided	☐ Overview of improvement plan for 2011-2012 school year is incomplete
☐ Demographics are included in executive summary	☐ Demographics are not included in plan
☐ Elements are addressed and easily located in the plan	☐ Elements are not provided or are incomplete
☐ Comprehensive needs assessment summary for 2011-2012 school year is provided	☐ Comprehensive needs assessment summary is not provided or incomplete for 2011-2012 school year
☐ Highly Qualified Teachers section is completed on the plan	☐ Highly Qualified Teachers section is incomplete
☐ District improvement action plan is included with all sections completed	☐ District improvement action plan is not included or incomplete

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

1. Ensure all students are proficient in core academic subjects by 2013-2014		
Distinguished	Proficient	Needs Revision
☐ Challenges preventing the school or district from not making AYP are identified; actions, including policies and practices, are evident in the plan to address barriers	☐ Challenges preventing the school or district from not making AYP are identified	☐ Challenges preventing the school or district from not making AYP are not identified or not clearly presented
☐ Targets are specific, clear, measurable and appropriately identified for all students to be on track for 100% proficiency by 2013-2014 in reading and math	☐ Targets are identified for all students to be on track for 100% proficiency by 2013-2014 in reading and math	☐ Targets are not provided or are unclear

A Rubric for District Improvement Plans

(DISTINGUISHED←PROFICIENT ←NEEDS REVISION)

2. Establish annual measurable goals for continuous and substantial progress to achieve proficiency		
Distinguished	Proficient	Needs Revision
☐ Annual measurable goals for identified student group(s) are clearly identified via SMART goals	☐ Annual measurable goals for identified student group(s) are clearly identified	☐ Goals are not measurable
☐ Goals are documented for identified student groups and plans for implementation and evaluation are evident	☐ Goals for identified student group(s) are established and a means of tracking progress is provided over 2 years of plan	☐ Goals are not identified for targeted student group(s)

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

3. Incorporate strategies based on scientifically based research to strengthen core academic subjects		
Distinguished	Proficient	Needs Revision
☐ Strategies are identified and an action plan is detailed for implementation of each identified strategy	☐ Strategies are identified for each performance goal	☐ Strategies are not identified
☐ Strategies are aligned to the performance goals and specific activities and timelines are provided for each strategy	☐ Strategies are aligned to the performance goals	☐ Strategies are not aligned to the performance goals
☐ Sources of scientifically-based research are identified and evidence is linked to cited area(s)	☐ Sources of scientifically-based research are identified regarding cited area(s)	☐ Sources of research are not identified

A Rubric for District Improvement Plans

(DISTINGUISHED← PROFICIENT ←NEEDS REVISION)

4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development		
Distinguished	Proficient	Needs Revision
☐ All teachers participate in high quality professional development linked directly to student achievement including cited area(s) ☐ Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff to address district identification area(s) ☐ Schedules provide time for opportunities to participate in high quality professional development in an aligned, planned manner ☐ Professional development provides clearly organized, job-embedded collaboration to improve classroom practice	☐ Teachers participate in high quality professional development ☐ Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff	☐ Little or no description is provided about professional development ☐ Use of 10% Title I set aside is unclear

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

5. Address the teaching and learning needs in the district		
Distinguished	Proficient	Needs Revision
☐ A comprehensive needs assessment process is used to identify and review teaching and learning needs	☐ A needs assessment process is used to identify teaching and learning needs	☐ A needs assessment process to identify teaching and learning needs is incomplete or missing
☐ Teaching and learning needs are aligned to identified areas for improvement and are supported by scientifically research based strategies	☐ Teaching and learning needs are aligned to identified areas for improvement	☐ Little or no alignment of teaching and learning needs to identified areas for improvement

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

6. Promote effective parent involvement strategies		
Distinguished	Proficient	Needs Revision
☐ Strategies are identified that are effective based on research and best practice and an evaluation process is evident	☐ Strategies are identified that are effective based on research and best practice (and include a process for evaluation when completing Appendix B or C)	☐ Strategies are not identified or unclear to promote effective parent involvement
☐ Strategies are identified to inform families about continuous academic progress, especially in cited area(s)	☐ Strategies are identified and linked to improving student learning in cited area(s)	☐ Strategies are not identified or are not linked with improving learning in cited area(s)

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

7. Incorporate extended day and extended school year activities as appropriate		
Distinguished	**Proficient**	**Needs Revision**
☐ Goals are clearly stated, measurable and align with improvement goals	☐ Goals are provided or align to improvement goals	☐ Goals are vague or not provided
☐ Extended day/ year activities meet student needs in cited area(s) and result in student achievement	☐ Extended day/ year activities meet student needs in cited area(s)	☐ Activities have no correlation to cited area(s)
☐ Highly Qualified staff is trained in the area(s) they are servicing for the extended day program	☐ Staff is trained and prepared for the extended day program	☐ Little or no training is provided to staff

REMINDER: For districts not providing extended day activities, please provide rationale in the plan.

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including technical assistance provided by the LEA		
Distinguished	Proficient	Needs Revision
☐ Evidence of LEA/SEA collaboration and technical assistance for development of the plan	☐ Evidence of LEA/SEA customized coordination and technical assistance for development of the plan	☐ Little or no evidence of LEA/SEA support in development of the plan
☐ Evidence of LEA/SEA collaboration and technical assistance in the implementation of the plan	☐ Evidence of LEA/SEA customized coordination and technical assistance in the implementation of the plan	☐ Little or no evidence of LEA/SEA inclusion in the implementation of the plan

A Checklist for District Improvement Action Plan

(PROFICIENT ← NEEDS REVISION)

Leadership teams need to prioritize the development, implementation and evaluation of the action plan as the central focus of the continuous improvement process.

Action Plan Indicator	Proficient	Needs Revision
1. All goals align with data and needs identified in the Needs Analysis		
2. There is a definite shift from programs to practices as identified in the action plan		
3. Improvement Strategy(s) have been prioritized, focused and integrated so that instructional practices (action steps) are matched to the gap		
4. Action steps consistently describe how practices will be implemented and who will implement them		
5. The action plan clearly identifies the core of teachers and district staff who will lead the design, implementation and ongoing assessment of action steps		
6. Implementation Monitoring Frequency aligns with the pacing of improvement strategy implementation		

_____ **Reviewer & Date** _____ **Region**

Appendix B: Updating District Improvement Plans Continuing In Need of Improvement Addendums

Updating District Improvement Plan Requirements: **In Need of Improvement** (1.2) **and Continuing In Need of Improvement** (2.1, 2.2)	**Found on page#**
Elements 1 & 2: After reviewing the fixed targets in Element 1(b), update goals for identified student group(s) in Element 2(a) regarding school year 2010-11.	**p. 6-9**
Element 3: Describe how identified strategies are impacting student achievement especially with identified student groups. If little or no evidence of increased achievement, describe proposed strategy changes.	**p. 9-12**
Element 4: Describe the professional development supported with Title I setaside funds for school year 2010-2011 (*narrative format*).	**p. 12-14**
Element 5: Describe how teaching and learning needs are being addressed. If any changes or updates please describe as well.	**p. 14-15**
Element 6: Describe the process to evaluate the parent involvement strategies being implemented. If strategies are not effectively engaging parents, particularly from those identified student groups, describe proposed research-based strategies.	**p. 16-17**
Element 7: Update, *if appropriate*, extended day activities.	**p. 18**
Element 8: Identify additional services and onsite consultation from the AYP Coordinators/Service Cooperative that could strengthen improvement implementation efforts *specifically* for your district. Please describe in detail.	**p. 19**
Action Plan: Goals, strategies and job-embedded professional development must be focused on cited student groups and content areas. Action plans must have improvement strategies that are specifically linked to cited areas. Identifying tools, structures or programs in place of improvement strategies is not acceptable. Choosing too many improvement strategies will lose focus. Timelines and measurements must have specificity. After a district has updated goals as directed in element 2(a), the leadership team must select high leverage improvement strategies (element 3) to meet these goals. Districts should base their selection on the needs assessment analysis (and key processes that need to be in place). Leadership teams also need to identify leaders or groups that will be responsible for implementing Improvement strategies and collecting or submitting the measurement/monitoring data.	All schools and districts must use the updated action plan template for 2011-2012.

Appendix C: District Corrective Action Addendum §1116(c)(10)(C)

Public Law 107-110, No Child Left behind (NCLB) Act of 2001 Requirements	Found on page#
1. Please complete in detail the "District Improvement Action Plan for AYP" template (currently used in district improvement plan or a similar tool) to describe how the required 2% programmatic setaside (corrective action) will be utilized (this is in addition to the 10% professional development setaside). Provide the rationale for choosing the focus of 1) programmatic funds, 2) relevant goals aligned to increase achievement of student groups, 3) strategies/activities aligned to identified areas, and 4) timelines.	Please provide sufficient detail on how the 2% setaside will be used along with which action plan goal it is supporting. p. 12-14
2. List any existing district improvement plan elements that have been revised to exit *Corrective Action* stage of *In Need of Improvement* ● Revisit needs assessment ● Update improvement goals ● Evaluate the implementation of current instructional strategies ● Align professional development with cited area(s) ● Review and revise district teaching and learning needs ● Evaluate the implementation of current parent involvement strategies ● Identify additional technical assistance and support from AYP state wide system of support	Needs assessment Page 15 Update goals Page 4-5,8 Evaluate Page 6-7 Align PD Page 9-12 Review & Revise Page 15 Evaluate Parent Involvement Page 16 Technical Assistance Page 19-20
3. A district may delay implementation of the Corrective Action plan for a period not to exceed one year if: ▪ The district makes adequate yearly progress for one year ▪ Its failure to make adequate yearly progress is due to exceptional or uncontrollable circumstances (a natural disaster or a precipitous and unforeseen decline in the financial resources of the district.) If such a situation has occurred, please describe in detail the rationale for delay in implementing the Corrective Action plan.	none

District Improvement Plan (DIP) & School Improvement Plans (SIP) 2011-12

Missy Eidsness

Director of School Improvement and Accountability

Adequate Yearly Progress (AYP)

- In Minnesota, any district that receives Federal Title I funds is required to write a district and school improvement plan, if the district or Title I schools did not make AYP.
- These plans need to be completed, adhere to state requirements and submitted to the Minnesota Department of Education (MDE) for approval each year.

Moorhead's District Improvement Plan

District NCLB Data Report

Section: III - AYP Targets and Measures

District: MOORHEAD PUBLIC SCHOOL DISTRICT (0152-01)

PROFICIENCY - Math	District Target	District Rate	AYP Status	State Target	State Rate	AYP Status
All	59.18	66.50	A	60.93	67.74	A
Am Indian	50.11	39.06	B	60.00	44.79	B
Asian	46.23	72.37	A	60.66	65.74	A
Hispanic	54.58	38.44	B	60.50	46.24	B
Black	51.74	46.72	B	60.58	41.41	B
White	59.07	70.46	A	60.91	73.81	A
LEP	55.35	31.82	A-SH2	60.77	44.15	B
Special	57.13	45.14	B	60.43	44.76	B
FRP	58.11	48.85	B	60.72	51.57	B

PROFICIENCY - Reading	District Target	District Rate	AYP Status	State Target	State Rate	AYP Status
All	85.15	79.37	B	86.31	82.09	B
Am Indian	78.49	55.56	A-SH2	85.79	66.48	B
Asian	75.53	82.61	A	86.07	75.21	A-SH1
Hispanic	81.65	58.95	B	86.16	65.66	B
Black	80.48	64.39	B	86.17	64.38	A-SH1
White	85.03	82.52	B	86.27	86.86	A
LEP	82.06	46.67	B	86.33	58.63	B
Special	83.78	56.18	B	86.26	59.10	B
FRP	84.48	66.68	A-SH2	86.34	69.87	B

DIP: SMART Goals

SMART: Specific, Measurable, Attainable, Realistic and Timely

- ***Reading:*** The staff of Moorhead Area Public Schools 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 MCA-II by 2011-2012, with a goal of 100% by 2013-2014.
  - The increase by subgroups that did not make AYP are the following: All 70.86% to 80%, Hispanic 46% to 53%, Black 56% to 60%, White 74% to 81%, LEP 22% to 38%, and Special Education 34% to 40%.

- ***Mathematics:*** The staff of Moorhead Area Public Schools 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 MCA-II and MCA-III by 2011-2012, with a goal of 100% by 2013-2014.
  - The increase by subgroups that did not make AYP are the following: American Indian 26% to 32%, Hispanic 30% to 35%, Black 34% to 40%, Special Education 28% to 35%, and FRL 35% to 40%.

Moorhead's Priority Areas

- Culture of Learning for ALL
  - School Board, administration, teachers, students and community will work to support an environment of learning
- Teacher Effectiveness
  - Most valuable factor in student learning is effectiveness of a child's teacher
- Viable and Guaranteed Curriculum
  - To supply an equitable, balanced and effective experience for all students throughout their educational experience
- Literacy
  - Ability to think critically about the written word
- Data Analysis/Fidelity of Implementation
  - Review/Reflect/Adjust throughout implementation
  - Provide a checklist and support for proper implementation of programs

Data Analysis/Fidelity of Implementation

- Implementing initiatives with fidelity will enable the district to determine whether it needs to continue, modify or abandon an initiative.
- According to the California Department of Education, 2006, "The way a program is implemented influences whether the program will be effective, or not effective. Poor implementation or lack of fidelity of implementation can, and often does, change or diminish impact. Also, once a program has been modified, no one quite knows how it will operate or what unexpected consequences it might produce." This needs to be applied to all district initiatives.

Parent Outreach

- Elementary Schools
  - Back-to-School Night, Media Center Nights, Math Nights, conferences, electronic access, and Title I building- and district-level meetings
- Middle School
  - Back-to-School Night, grade 6 Math Night, conferences, activities, electronic access and Explore Night
- High School
  - Grade 9 orientation, PLAN night, activities, electronic access and conferences

Five Action Plans for Moorhead's DIP

- Elementary, middle, high school and area learning center teachers have worked together to align state standards at each grade level for all content areas. Teachers will diligently review the state MCA test specifications to learn of any disconnect between teaching and testing practices.
- Moorhead Area Public Schools will systematically review teacher effectiveness with fidelity of implementation checklists on research-based programs to ensure current and future fidelity in all of our reading intervention programs.
- Teachers will focus on five specific reading strategies in all content areas: Pre-teaching vocabulary, providing background information, summarization, text structure and modeling in all classes to improve reading performance through improved teacher effectiveness.
- Moorhead Area Public Schools will ensure a viable curriculum through a sequential use of the Professional Learning Communities that ensures placement of all content standards, English Language Arts Standards, common assessments, differentiation and processes for re-teaching.
- The district needs to construct a meaningful model of Response to Intervention to meet all the needs of our secondary students in the areas of math and reading. Reading will be the focus for the 2011-12 school year.

2012 Updates

- Updates will be given in March, May and September on the DIP and SIPs.
  - March and May will follow up on specifics of each of the five activity plans and any changes that may occur if Minnesota's waiver is accepted.
  - September 2012 will be a review of the final data from the Minnesota Comprehensive Assessments and district AYP status.

Robert Asp Elementary

School Improvement Plan

2012

Needs Assessment

- Met all AYP areas this year except for special education reading and math. Reading has been an identified area until this year so there still will be a strong emphasis on this area.
- 75% of Robert Asp students were proficient on the 2011 reading MCA, with 84% proficient in grade 3. This was a significant improvement from previous years.
- A systematic approach for teaching literacy and math needs to be implemented while using data for diagnostic interpretation for our specific subgroups including special education.
- The master schedule has been adjusted to increase the intervention sessions students receive through regular and special education services. In the past, most students missed one session per week because of a rotating elective schedule.
- Implementing a comprehensive special education program is difficult because of the need to communicate with numerous teachers and multiple grade levels on pacing and instructional strategies on a regular basis. This emphasizes the importance of ensuring a guaranteed viable curriculum across all classrooms and grade levels.
- Communication and understanding of the plan are needed from key stakeholders.
- A focused effort on school improvement begins with prioritizing the number of initiatives to implement. Too many initiatives inversely effects student achievement.

Robert Asp Elementary
SMART Goals 2011-12

- **Goal 1**: Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 61% to 74% on the 2012 MCA-III Math Assessment with a goal of 100% by 2013-2014.
- In addition, students in the Special Education subgroup will increase their math proficiency from 30% to 53% on the 2012 MCA-III Math Assessment.

- **Goal 2**: Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 75% to 83% on the 2012 MCA-II Reading Assessment with a goal of 100% by 2013-2014.
- In addition, students in the Special Education subgroup will increase their reading proficiency from 35% to 65% on the 2012 MCA-II Reading Assessment.

Key Interventions/Strategies of Plan

- **Guaranteed viable curriculum for all students:** Robert Asp will form study teams in target goal areas to review reading and writing instructional practices, pacing of reading, writing, and math. This will help align all of classrooms at each grade level to use the same pacing, common assignments for writing, comprehension strategy language and common assessments in reading comprehension.
- **Writing:** Provide a consistent daily time to increase student writing opportunities as a way to increase student reading comprehension. On PLCs, teachers will develop a scope and sequence for writing using Minnesota standards and writing genres. Assignments for writing will be determined by the PLCs and will become consistent within a grade level. Special services staff will work to negotiate the assignment as needed for students they are working with in the area of literacy.
- **Model:** Staff providing supplemental supports to at-risk students will receive additional training through coaching regarding how to analyze assessment data of at-risk learners to enable learning communities to better serve all learners. The mathematics coach, instructional reading coach and Literacy Collaborative coordinator will support teachers in using data to drive instruction.

Key Interventions/Strategies of Plan

- **Regular education support:** Two teachers will devote .25 FTE and one teacher will devote .50 FTE to coaching activities in math and reading to support regular education teachers. Coaching will emphasize how to differentiate instruction for children at risk, intervention supports and how to interpret assessment information to inform instruction. This will ensure fidelity of implementation in literacy and math instruction and teacher effectiveness.
- **Special education literacy support:** Special education teachers who instruct reading and writing will receive Leveled Literacy re-training and observing by instructional coach to ensure fidelity.

***** Professional Learning Community focus for all items listed will be the key to our improvement. Organizing and developing this time to address these areas is key.*

Ellen Hopkins Elementary

School Improvement Plan

2011-2012

SMART Goal: Reading & Literacy

The 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. The following percentages of growth will be demonstrated on the MCA-II by May 2012:

Special Ed growth from 53.75% to 68.75%

Economically Disadvantaged growth from 66.56% to 81.56%

Limited English Proficient growth 48.65% to 63.65%

Hispanic growth 50% to 65%

White growth 83.81% to 98.81%

Black growth from 52% to 67%

Native American growth from 46% to 71%

Focus...

STANDARDS-BASED INSTRUCTION & LEARNING
through
Sheltered Instruction Observation Protocol
Professional Learning Communities
Leveled Literacy Interventions

Intervention...

Teachers, using standards-based learning, will implement the Literacy Essential Outcomes and Vertical Alignment K-5 in connection with the Scott Foresman curriculum. Research-based, effective teaching strategies are utilized including defined content and language objectives, building background information through student experiences, linking past learning and emphasizing key vocabulary. Meaningful activities integrate lesson concepts with language practice opportunities in reading, writing, listening and/or speaking.

Action Plan

Action Step 1: **Professional Strategies**	**Action Step 2:** **Student Activation**	**Action Step 3:** **Hopkins educators work with parents to establish home environments to support children as students.**
Utilize a balanced literacy approach to instruction which includes phonemic awareness, phonics, fluency, comprehension, vocabulary, and writing at students instructional levels. Focus on consistency in balanced literacy instruction lesson planning will include: 1. Language & content obj. for literacy instruction 2. Focus walls 3. Building background information 4. Checking for understanding 5. Interaction/activating student engagement Model teaching will be utilized by the literacy coach and Hopkins classroom teacher. Teachers will have opportunities to observe and discuss the model teaching lessons.	1. Review elements of building background information. 2. Link previous instruction to current instruction. 3. Activate personal experiences to current instruction. 4. Emphasize critical vocabulary.	Suggestions for home conditions which support student learning will be provided in classroom newsletters. Family support programs will be provided to assist families with nutrition, health and other services. Evening Library Hours: The school library and computer lab will be open for families one evening each week. The Early Risers Program provides a connection with home and school for at-risk students. Progress monitoring reports will be sent to parents of Title I students at each assessment point. A cover letter explaining progress monitoring will be provided. The district standards-based report card is sent home twice a year to parents.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.060R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: January 4, 2012

SUBJECT: First Reading of Policies

Attached please find the policies, School Board Officers 202, Decision Making in MAPS 220, Superintendent Contract, Duties and Evaluation 311, Superintendent's Advisory Council (SAC) 312, Student Withdrawal/Dropout 517, and Community Education Advisory Council 237, for your review.

LAK:mde
Attachments

School Board Officers

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	202
Adopted Date:	8/27/2001
Revised Date(s):	11/26/2007
Reviewed Date(s):	10/10/2005, 11/26/2007
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ~~describe~~ delineate the responsibilities of ~~the School Board of the~~ Moorhead Area Public Schools School Board officers~~'~~ positions which are charged with the duty of carrying out the responsibilities entrusted to them by the School Board and school district for the care, management, control and communication to the public about the public schools in the school district.

II. GENERAL STATEMENT

A. The School Board shall conduct the election of officers annually at the first regular meeting in January, or as soon thereafter as practicable, to select a ~~C~~chair, ~~V~~vice ~~C~~chair, ~~C~~clerk and ~~T~~treasurer. These officers shall hold office for one year and/or until their successors are elected. The duties of the ~~C~~clerk shall be assisted by the School Board's secretary and the duties of the ~~T~~treasurer shall be assisted by the school district Assistant Superintendent ~~of Business Services~~.

B. The School Board shall appoint a Superintendent who will be an ex officio, nonvoting member of the School Board and the supervisor of the School Board secretary and school district Assistant Superintendent ~~of Business Services~~.

III. BOARD OFFICER RESPONSIBILITIES

A. Chair

~~–~~1. ~~t~~The ~~C~~chair, when present shall preside and conduct all meetings of the School Board, countersign all orders upon the ~~T~~treasurer for claims allowed by the School Board, represent the school district in all actions, serve as spokesperson for the School Board unless designated otherwise, and perform all duties a ~~C~~chair usually performs including signing School Board approved contracts, agreements, resolutions, communications, forms of recognition, and reports as required.

2. In case of absence or inability of the clerk to draw orders for the payment of money authorized by a vote of the majority of the School Board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

B. Vice-Chair

~~t~~The ~~V~~vice-~~C~~chair shall perform the duties of the ~~C~~chair in the event of the ~~C~~chair's temporary absence.

C. Clerk

~~–~~1. ~~t~~The ~~C~~clerk will work with the School Board's secretary to keep records of all meetings and fulfill duties as required by Minnesota Election Law or other applicable laws relating to the conduction of elections. The ~~C~~clerk will countersign claims as required by the ~~T~~treasurer and ~~C~~chair for payment of salaries and wages; and sign as needed School Board approved contracts, agreements, resolutions, communications and reports.

2. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

D. Treasurer

~~–~~The ~~T~~treasurer shall work with the Superintendent and school district's Business Services Department as needed on the fiscal management of the school district and sign claims allowed by the School Board and reports as needed to conduct the financial business of the school district. The ~~T~~treasurer will review the school district's annual audit with the auditors.

E. Superintendent

1. The Superintendent shall be an ex officio, nonvoting member of the School Board.

2. The Superintendent shall perform the following:

a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the School Board;

b. recommend to the School Board employment and dismissal of teachers;

c. monitor academic achievement and graduation requirements for all students;

d. make reports required by the commissioner; and

e. perform other duties prescribed by the School Board.

Legal References:
Minnesota, Statute, 123B.12 (Finance)
Minnesota, Statute, 123B.14 (Officers)
Minnesota, Statute, 123B.143 (Superintendent)
Minnesota, Statute, 126C.17 (Referendum Revenue)
Minnesota, Statute, 205A (School District Elections)

Cross References:
Moorhead School Board Policy 101: Name and Legal Status of Moorhead Area Pubic Schools
Moorhead School Board Policy 201: School Board Legal Status
Moorhead School Board Policy 214: School Board Meeting Minutes
Moorhead School Board Policy 801: District Fiscal Management

Decision Making in Moorhead Area Public Schools

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	220
Adopted Date:	8/8/1994
Revised Date(s):	01/14/2008
Reviewed Date(s):	08/08/1994, 04/12/1999, 02/09/2004, 01/14/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to outline the decision-making guidelines for Moorhead Area Public Schools.

II. GENERAL STATEMENT

The Moorhead School Board believes that the opportunity for involvement and input by the stakeholders in the district results in insightful, effective and efficient decisions. The School Board also believes that learning is enhanced, accountability increased and innovation and excellence are encouraged when employees and stakeholders are ~~.~~ are able to make or share in decisions within identified parameters.

The Superintendent is charged with encouraging collaboration and participation in decision making as appropriate and implementing a decision-making process within the school district which empowers staff and parents within the following parameters~~.~~:

~~Decision-making parameters in Moorhead Area Public Schools at all levels must:~~

*1. Be focused on how the decision will first affect students.
*2. Be directed toward the improvement of instruction and student achievement.
*3. Be inclusive of parents, students and community members.
*4. Be aligned with the mission and beliefs of the school district.
*5. Be research based and data driven.
*6. Be aligned with and support the ~~Strategic Plan and~~ district's School Improvement~~/Program~~ Plans ~~(as required)~~ and strategic plans.
*7. Be consistent with the assumptions in the Annual Operating Plan.
*8. Be reflective of School Board policy and administrative procedures.
*9. Be in compliance with federal, state and local laws, regulations and mandates.
*10. Be congruent with bargaining unit master contract language.

The final decision regarding parameters and the level at which decisions are made is determined by the Superintendent unless parameters are otherwise specified by the School

Board, rules and statutes promulgated by the state of Minnesota, or the federal government.

Cross References:
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review
Moorhead School Board Policy 301: School District Administration
Moorhead School Board Policy 810: Establishment, Adoption and Modification of School District's Financial Annual Operating Plan

Superintendent Contract, Duties and Evaluation

Type:	School Board Policy
Section:	300 ADMINISTRATION
Code:	311
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 ~~recognize~~ provide for the use of an employment contract with the Superintendent of Moorhead Area Public Schools to establish the terms and conditions of employment.

II. GENERAL STATEMENT

A. The Superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the Superintendent.

B. The specific duties for which the Superintendent is accountable shall be in accordance with the employment contract and applicable state statute(s) be measured by a performance appraisal ~~instrument~~ process approved by the Moorhead School Board in consultation with the Superintendent. The School Board shall use this instrument to periodically evaluate the performance of the Superintendent.

C. The School Board, in consultation with the Superintendent, shall develop a process to evaluate the performance of the Superintendent in accordance with the employment contract and applicable state statute(s).

Legal Reference:
Minn~~esota~~, Stat~~ute~~, 123B.143 (Superintendent)

Cross Reference:
Moorhead School Board Policy 310: School Superintendent

Superintendent's Advisory Council (SAC)

Type:	School Board Policy
Section:	300 ADMINISTRATION
Code:	312
Adopted Date:	9/12/1989
Revised Date(s):	01/14/2008
Reviewed Date(s):	08/09/1990, 10/20/1997, 11/16/1998, 02/09/2004, 01/14/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish ~~T~~the Superintendent's Advisory Council (SAC) ~~exists~~ to provide: a) a communications network for parents/guardians from all schools across the school district and b) a communication link between parents/guardians and the school district administration.

II. GENERAL STATEMENT

A. Items for discussion may include:

~~o~~1. Explanation of present policy or practices,
~~o~~2. Feedback on potential changes or additions to present policy or practice,
~~o~~3. Concerns regarding the instructional or other programs in the school district,
~~o~~4. Input into short/long range planning for the school district,
~~o~~5. Methods of improving communications within the school district and community,
~~o~~6. Sharing among and between buildings.

B. Decision Making Authority

The SAC is advisory in nature and provides input and feedback to the Superintendent.

C. Composition of Membership

The SAC membership shall be comprised of ~~one or two members~~ a delegate from ~~of~~ each building Parent Teacher Advisory Council (PTAC) group (usually the chairperson), one Indian Education Parent Committee member, one Early Childhood Family Education Advisory Council member, and one Community Education Advisory Council member. The selection and length of term of members shall be determined by the representative groups. The Superintendent may appoint other representatives as deemed appropriate. The Superintendent will invite an individual Moorhead School Board member to representatives to the board at the

~~monthly~~ meetings ~~on a rotating basis~~.

D. Meeting Date/Time

The Superintendent~~'s Advisory Council~~ will establish appropriate meeting dates and times ~~at the September meeting~~.

Student Withdrawal/Dropout

Type:	School Board Policy
Section:	500 STUDENTS
Code:	517
Adopted Date:	8/26/1980
Revised Date(s):	02/17/2007
Reviewed Date(s):	11/23/1987, 05/12/1992, 12/08/1997, 04/28/2003, 02/12/2007
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide for dropout prevention and reentry by challenging all students to attain their highest academic potential through schoolwide programs proven effective in dropout prevention and reentry.

II. GENERAL STATEMENT

The Moorhead School Board recognizes that the understanding and designing of school curriculum to meet the needs of potential dropouts is part of its mission to provide education for all students.

Moorhead Area Public Schools (MAPS) shares a role with the community in addressing at-risk students by developing a dropout prevention plan, supporting student services, referral programs and dropout recovery.

III. PROCECURE

A. ~~The Moorhead High School counseling staff, Moorhead High School~~ MAPS administration, counselors and alternative program director shall review issues regarding ~~potential dropouts~~ students at-risk and make efforts to find ways to provide alternatives for students to successfully continue their educational and ~~experience~~ program ~~success~~.

B. Any student under the age of 16 must attend school under Minnesota's Compulsory Education requirements. If any student between 16 and 18 years old seeks to withdraw from school, the student, the student's parent and/or guardian should contact school personnel to discuss available educational opportunities and to sign a written election to withdraw from school, including the reason(s) for withdrawal.

C. The Moorhead High School building administrator shall ensure that students wishing to withdraw shall comply with statutes. Documentation, including signatures of parents and students who withdraw from school, alternatives considered and reason to withdraw from

school, shall be kept as part of the ~~former~~ student's file. Documentation of efforts to contact families shall be included in the files ~~when students and their families do not comply~~.

D. The Instruction and Curriculum Advisory Committee (ICAC) shall annually:

1. review the number of dropouts of school-age students in the district and the reason for the dropout; ~~and~~

2. review graduation rates; and

3. review programs or courses of action to meet the needs of dropouts and potential dropouts.

IV. GUIDELINES

1. All students must be periodically assessed in order to determine their educational progress;

2. Schools scheduling must be flexible to allow for daily alternative curricular interventions to meet the students' identified needs (Response to Intervention);

3. Out-of-school experiences must complement and be coordinated with other curriculum-based interventions;

4. Teachers must receive ongoing, intensive, professional development in a variety of educational strategies to successfully implement those interventions;

5. Parents must be informed and involved throughout the assessment/intervention process; and

6. Appropriate resources will be provided to support all students as they make continuous progress.

Legal References:
Minn. Stat. 120A.22 (Compulsory Instruction)
The Elementary & Secondary Education Act, Part H - School Dropout Prevention, Sections 1801 and 1802, U.S. Department of Education

Cross Reference:
Moorhead School Board Policy 515: School District Student Attendance

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.

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.~~

The council shall assist in promoting the goals and objectives of the program.

B. ~~Members will be selected from groups named above by the community education director and the council membership.~~ 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. ~~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~~D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Legal Reference:
Minn~~esota~~. Stat~~ute~~. 124D.19 (Community Education Programs; Advisory Council)

Cross Reference:
Moorhead School Board Policy 930: Community Education

56

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.047

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: January 3, 2012

SUBJECT: Custodian Settlement

Negotiators from the District and Minnesota School Employees Association have reached a tentative agreement on a two-year contract for Custodians. The contract period is from July 1, 2010 – June 30, 2012. The custodial employees ratified the contract on December 27, 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
3. Article XII Seniority, Vacancies and Layoffs

Financial changes were as follows:

School Year	Percent	Cost
2010-2011	2.36%	$31,028.00
2011-2012	2.34%	$31,403.00
Total	4.70%	$62,431.00

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 Custodians as follows:

School Year	Percent	Cost
2010-2011	2.36%	$31,028.00
2011-2012	2.34%	$31,403.00
Total	4.70%	$62,431.00

S-MN-B05
23 Jan 12

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

January 23, 2012
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 Red River Area Learning Center robotics team for placing at the Bison BEST (Boosting Engineering, Science and Technology) robotics competition sponsored by NDSU's College of Engineering and Architecture on Oct. 28-29. The team placed first in website design and 11th overall out of 21 teams. Team members are Briana Eklund, Favor Collier, Olivia Bjornson, Symone Ware, Joe Johnson, Samantha Martinez, Samantha Beganovic, Amy Morin, Brandon Kasowski, Brad St. Claire, Victor Navarrete, Jennifer Garcia, Cletis Fox and Miguel Flores. Advisors are Red River ALC teachers Aura Lee Mohror and Dan Kotaska.

We Are Proud of the Moorhead High School football team for winning the Minnesota Class 5A Section 8 final to advance to the state tournament. Team members are Jacob Uglem, Tony Uglem, Ryan Magnusson, Tyler Eidsness, Joe Carpenter, Jesse Doschadis, Brett Lawrence, Mason Ness, Jacob Wiedrich, Toby Sannes; Aaron Lien, Nick Uglem, Brady Robertson, Joe Kasper, Tucker Masseth, Brandon Weiser, Chris Beach, Chase Morlock, Cole Taylor, Brandon Porter, Evan Johnson, Michael Schmidt, Austin Moon, Brady Andersen, Jesse Boettner, Mike Wiesmann, Chase Liberty, Drake Benedict, Erik Bye, Zack Day, AJ Wheeler, Tyler Meehleib, Jacob Swedberg, Ryan Schock, Nick Kedrowski, Zach Bush, Travis Biever, Nicholas Ellwanger, Zach Drechsel, Dan Evert, Alex Hillier, Jacob Hanson, Chris Bunge, Aaron Hillier, Josh Burth, Tim Falconnier, Grant Wagner, Calvin Honl, Tyler Amundson, Zach Gruver, Eric Walls, Grady Stillwell, Grant Lubenow, Thomas Wychor, Brady Johnson, Brandon Schmaltz, Juan Flores, Alex Leuthard, Cody Rahman, Ryan Swanson, Dylan Nygaard, Patrick Berry, Zach Schroeder and Peter MacFarlane. Head coach is Kevin Feeney and assistant coaches are Chauncy Hendershot, Eric Paul, Justin Behm, Brandon Yoney, Wayne Werremeyer, Eric Stenehjem and Paul Cragg.

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 Lakes Country Perkins Consortium Funding - Pages 7-8

C. HUMAN RESOURCES MATTERS - Hiedeman
(1) Approval of New Employees - Page 9

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **RESOLUTION AUTHORIZING THE ISSUANCE AND RATIFYING THE AWARD OF THE SALE OF AID ANTICIPATION CERTIFICATES**: Kazmierczak
Pages 10-13

Suggested Resolution: Move to approve the resolution relating to $8,500,000 general obligation aid anticipation certificates of indebtedness, series 2012A; authorizing the issuance, ratifying the award of the sale and establishing the terms thereof.

Moved by _____ Seconded by _____
Comments _____

4. **FISCAL YEAR 2012 REVISED BUDGET, FISCAL YEARS 2013-2014 PROJECTED BUDGETS**: Kazmierczak
Pages 14-15

Suggested Resolution: Move to approve the Fiscal Year 2012 Revised Budget as presented.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF POLICY**: Kovash
Pages 16-19

Suggested Resolution: Move to approve the policy, School Board Officers 202, as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF POLICY**: Kovash
Pages 20-22

Suggested Resolution: Move to approve the policy, Decision Making in MAPS 220, as presented.

Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF POLICY**: Kovash
Pages 23-24

Suggested Resolution: Move to approve the policy, Superintendent Contract, Duties and Evaluation 311, as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY**: Kovash
Pages 25-27

Suggested Resolution: Move to approve the policy, Superintendent's Advisory Council (SAC) 312, as presented.

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF POLICY**: Kovash
Pages 28-30

Suggested Resolution: Move to approve the policy, Student Withdrawal/Dropout 517, as presented.

Moved by _____ Seconded by _____
Comments _____

10. **APPROVAL OF POLICY**: Kovash
Pages 31-33

Suggested Resolution: Move to approve the policy, Community Education Advisory Council 237, as presented.

Moved by _____ Seconded by _____
Comments _____

11. **SCHOOL BOARD WORK SESSION**: Kovash
Page 34

Suggested Resolution: Move to approve Monday, February 13, 2012 from 5:30 to 6:45 p.m. to conduct a School Board work session to discuss district projects, funding and budget updates and board development.

Suggested Resolution: Move to approve scheduling the regular February 13, 2012 School Board meeting at 6:00 p.m. with a work session to follow to discuss district projects, funding and budget updates and board development.

Moved by _____ Seconded by _____
Comments _____

12. **PARENTS UNITED FOR PUBLIC SCHOOLS**: Kovash
Pages 35-38

13. **COMMITTEE REPORTS**

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

15. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Activities Advisory Council	January 24	7 am	MHS Conf Rm
Technology Committee	January 24	3:45 pm	PCE
Intergovernmental Retreat	January 27	10 am-4:30 pm	MSCTC
Indian Educ Parent Com	February 1	5:30 pm	PCE
Joint Powers Committee	February 2	7 am	Clay County
Asp PTAC	February 6	6:30 pm	Media Center
Hopkins PTAC	February 6	6:30 pm	Media Center
MHS PTAC	February 6	7 pm	MHS Conf Rm
District Staff Dev Com	February 7	12-4 pm	PCE
Continuing Educ Com	February 7	3:30 pm	PCE
Instr and Curr Adv Com	February 9	7 am	PCE
Health/Safety/Wellness Com	February 9	9:30 am	PCE
Horizon PTAC	February 9	6:30 pm	Media Center
Schl Bd Meeting/Work Session	February 13	TBD	PCE
Safe and Healthy Learners Com	February 14	3 pm	PCE
Reinertsen PTAC	February 14	6:30 pm	Media Center
Special Educ Parent Adv Com	February 15	12 pm	PCE
Com Educ Adv Council	February 21	7 pm	PCE
School Board	February 27	7 pm	PCE
Activities Advisory Council	February 28	7 am	MHS Conf Rm
Technology Committee	February 28	3:45 pm	PCE

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.12.044 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: January 17, 2012

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 valued at $2,090 from the Apple Store. The items are to be used by the Family and Consumer Science Program at Moorhead High School.

- 3 iPad 2s (16 GB) with Wi-Fi, 3 iPad smart covers, 3 Apple digital AV adapters, 3 Apple iPad camera connection kits, 3 Apple VGA adapters, 3 iPad 10 W USB power adapters, 1 Apple wireless keyboard, and 1 iPad 2 dock

Suggested Resolution: Move to accept the instructional material award for 3 iPad 2s and included accessories valued at $2,090 from the Apple Store 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

JAN 3 - 2011

December 29, 2011

To: Nicole Odegard, Cheryl Adams and Terri Puffe
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: 3 iPad2's 16Gb with Wi Fi, 3 Smart Covers, 3 Apple Digital AV Adapters, 3 Apple iPad Camera Connection Kits, 3 Apple VGA Adapters, 3 iPad 10 W USB Power Adapters, 1 Apple Wireless Keyboard, and 1 iPad2 dock.

Vendor: Apple Store

Your total award is $2,090.00. 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 Schomack, Perham

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Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.050

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: January 7, 2012

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.

Pedro Rodriguez	Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective January 3, 2012. (Replaces Pedro Rodriguez)
Dennis Bolda	Paraprofessional, Ellen Hopkins Elementary, 6.5 hours per day, B21 (3) $14.26 per hour, effective January 9, 2012. (Replaces Barb Olson)
Patrick Lenertz	Outreach Worker/Liaison, Red River Area Learning Center at Horizon Middle School, 20 hours per week, $16.01 per hour, effective January 10, 2012. (Title 1 Part D Grant)
Miguel Garcia Pedraza	Bus Driver, Transportation 5-6 hours per day, $11.78 per hour, effective January 3, 2012. (Replaces Brent Vetter)

SUGGESTED RESOLUTION: Move to approve the employment of Pedro Rodriguez, Dennis Bolda, Patrick Lenertz and Miguel Garcia Pedraza as presented.

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.12.046 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: January 19, 2012

SUBJECT: Resolution Authorizing the Issuance and Ratifying the Award of the Sale of Aid Anticipation Certificates

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 December 12, 2011 school board meeting, a resolution authorizing the sale of aid anticipation certificates was approved which allowed the district's financial advisor, Ehlers & Associates, Inc., to engage in the solicitation of proposals for General Obligation Aid Anticipation Certificates of Indebtedness in the total aggregate principal amount of $8,500,000.

The proposals were received on January 18, 2012. The attached resolution contains the details of the proposal deemed by Ehlers to be the most favorable to the district. The proposal from Piper Jaffray & Co. is the one that was recommended for approval. The total dollar cost of the proposal is $16,201.94 based on an effective interest rate of .2964%. This is a very competitive rate and is to date the lowest interest rate that Ehlers has seen for this type of issuance. As specified in the resolution that was approved in December, the school board chair and I have approved the sale of Certificates. The school board is now being asked to authorize the issuance, ratify the award of the sale, and establish the terms of the agreement. Also, please note that a final version of the resolution will be presented at the board meeting as Ehlers is waiting to receive additional data regarding the district's issuance authority from the Minnesota Department of Education.

Suggested Resolution: Move to approve the resolution relating to $8,500,000 general obligation aid anticipation certificates of indebtedness, series 2012A; authorizing the issuance, ratifying the award of the sale and establishing the terms thereof.

WAK:nls
Attachment

10

CERTIFICATION OF MINUTES RELATING
TO
$8,500,000 GENERAL OBLIGATION AID ANTICIPATION
CERTIFICATES OF INDEBTEDNESS, SERIES 2012A

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

GOVERNING BODY: SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING:

A regular meeting held on January 23, 2012, at 7:00 o'clock p.m., in the District.

MEMBERS PRESENT:

MEMBERS ABSENT:

Documents Attached: Extract of Minutes of said meeting.

RESOLUTION RELATING TO $8,500,000 GENERAL OBLIGATION AID ANTICIPATION CERTIFICATES OF INDEBTEDNESS, SERIES 2012A; AUTHORIZING THE ISSUANCE, RATIFYING THE AWARD OF THE SALE AND ESTABLISHING THE TERMS THEREOF

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

WITNESS my hand officially as such recording officer this ____ day of January, 2012.

_____
School District Clerk

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

HELD: JANUARY 23, 2012

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 152, State of Minnesota, was duly held on January 23, 2012, at 7:00 o'clock p.m., for the purpose, in part, of ratifying the award of the sale of the General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012A of the District.

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO $8,500,000 GENERAL OBLIGATION AID ANTICIPATION CERTIFICATES OF INDEBTEDNESS, SERIES 2012A AUTHORIZING THE ISSUANCE, RATIFYING THE AWARD OF THE SALE AND ESTABLISHING THE TERMS THEREOF

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

Section 1. Authorization and Sale.

1.01 Authorization. At a meeting held December 12, 2011, this Board determined it to be necessary and expedient for Independent School District No. 152 (the "District") to issue its General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012A, in the total aggregate principal amount of not to exceed $8,500,000 (the "Certificates") for the purpose of providing funds to meet current expenditures of the District. In accordance with Minnesota Statutes, the District is authorized, in anticipation of the receipt of state aids for schools and federal aids to be distributed by or through the Minnesota Department of Education, to issue certificates of indebtedness in an aggregate principal amount of not to exceed seventy-five percent (75%) of the aids receivable by the District in the school year in which borrowed (2011-2012), as estimated and certified by the Commissioner of Education of the State of Minnesota; provided that such Certificates may not be issued in a total principal amount in excess of the District's available amount computed in accordance with Section 148 of the Internal Revenue Code of 1986, as amended (the "Code").

1.02 Issuance Authority. This Board does hereby find, determine and declare that the total amount of general aids receivable by this District for the school year commencing July 1, 2011, and ending June 30, 2012, is not less than $_____ and 75% of said sum is $_____. This Board also finds, determines and declares that the excess of its working capital expenditures over its available amounts, computed in accordance with the Code, is $10,081,066. Thus, the District is authorized to issue its General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012A in the amount of $8,500,000 within the limitations contained in Minnesota Statutes, Sections 126C.50 to 126C.56 inclusive, 475.56, and Section 148 of the Code.

1.03 Sale. The Board, having been advised by Ehlers & Associates, Inc., its independent financial advisor, has determined that this issue shall be privately sold after receipt of written proposals, as authorized pursuant to Minnesota Statutes, Section 126C.56, subdivision 2. The Chair and Assistant Superintendent have publicly received and considered all proposals presented in conformity with the Terms of Proposal contained in the Official Statement, which are hereby ratified and confirmed in all respects and are incorporated herein by reference as though fully specified in this paragraph. The proposal of Piper Jaffray & Co. (the "Purchaser") to purchase the Certificates at a price of $8,551,680.00,

plus interest accrued to settlement, and upon the further terms and conditions set forth in the Terms of Proposal contained in the Official Statement was accepted on January 18, 2012, by the Chair and Assistant Superintendent pursuant to the December 12, 2011, resolution of the Board and the execution of the proposal and award of the sale of the Certificates is hereby ratified by the Board.

1.04 Execution of Proposals. The endorsement of the acceptance on the proposal by the Chair and the Assistant Superintendent is ratified in all respects and they are directed to send one copy to the Purchaser.

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

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

(b) The District further covenants to comply with all procedures now or hereafter established by the Departments of 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.

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

2.01 Designation; Original Issue Date; Maturity; Interest Rate; Denominations; Payment. The $8,500,000 principal amount of the Certificates shall be designated General Obligation Aid Anticipation Certificates of Indebtedness, Series 2012A, shall be prepared forthwith under the supervision of the Clerk, shall bear a date of original issue of February 8, 2012, shall be issued forthwith on or after such date using a global book-

entry system, shall be numbered R-1 upward, shall be in the denomination of $5,000 each or any integral multiple thereof, shall mature on September 28, 2012, without option of prior payment, and shall bear interest from date of issue until paid at the annual rate specified in the accepted proposal. The Certificates shall be issuable only in fully registered form. The interest thereon and the principal amount thereof shall be payable by the Registrar as described herein.

2.02 Payment Dates. Principal and interest on the Global Certificate shall be paid as provided in the first paragraph thereof, and principal and interest on any Replacement Certificate shall be paid at maturity by check or draft mailed to the person in whose name the Certificate is registered (the "Holder") on the registration books of the District maintained by the Registrar and at the address appearing thereon at the close of business on September 13, 2012. The term "Holder" shall also include those lawfully entitled to take actions on behalf of the beneficial owners of the Certificates for purposes of any consent or approvals given by Holders.

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

2.03 Use of Global Book-Entry System.

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

(b) Designation of Depository; Approval of Blanket Issuer Letter of Representations. Depository Trust Company ("DTC") of New York, New York, a Securities and Exchange Commission designated depository, a limited purpose New York trust company, a member of the Federal Reserve System, and a "clearing corporation" within the meaning of the New York Uniform Commercial Code, is hereby designated as the depository (the "Depository") with respect to the Certificates issued hereunder in global book-entry form. There has been submitted to this Board a form of letter of representations

(the "Blanket Issuer Letter of Representations") between the District and the Depository setting forth various matters relating to the Depository and its role with respect to the Certificates. This Blanket Issuer Letter of Representations is hereby approved. The Chair or the Clerk is hereby authorized and directed to execute the Blanket Issuer Letter of Representations in substantially the form attached hereto as EXHIBIT A, if such a letter of representations has not already been executed, with only such variations therein as may be required to complete the Blanket Issuer Letter of Representations, or which are not, in the opinion of Bond Counsel, materially adverse to the interests of the District. Execution of the Blanket Issuer Letter of Representations by such official shall be conclusive evidence as to the necessity and propriety of such changes and their approval by Bond Counsel. So long as DTC is the Depository or it or its nominee is the Holder of any Global Certificate, the District shall comply with the provisions of the Blanket Issuer Letter of Representations, as it may be amended or supplemented by the District from time to time with the agreement or consent of DTC.

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

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

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

on behalf of the Purchaser and subsequent Holders. The Depository or its nominee will be the sole Holder of record of the Global Certificate and no investor or other party purchasing, selling or otherwise transferring ownership of interests in any Certificate is to receive, hold or deliver any other global certificates so long as the Depository holds the Global Certificate immobilized from circulation, except as provided below in clause (e) of this Paragraph 2.03.

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

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

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

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

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

(iv) In the event that (a) the Depository shall resign or discontinue its services for the Certificates or be declared no longer able to carry out its functions and the District is unable to locate a Substitute Depository within two (2) months following the resignation or discontinuance or determination of noneligibility, or (b) the District determines in its sole discretion that (1) the continuation of the book-entry system described herein might adversely affect the interests of the beneficial owners of the Certificates, or (2) it is in the best interests of the beneficial owners of the Certificates that they be able to obtain certificated Certificates, then the District shall direct Bond Counsel to prepare the form of Replacement Certificates and shall notify the Holders of its determination and of the availability of Replacement Certificates to Holders. The District, the Registrar and the Depository shall cooperate in providing Replacement Certificates to Holders requesting the same and the registration, transfer and exchange of such Certificates shall thereafter be conducted as provided in Paragraph 2.04 of this resolution.

In the event of the designation of a Substitute Depository as authorized by this clause (e), the Registrar, upon presentation of the Global Certificate, shall register its transfer to the Substitute Depository, and the Substitute Depository shall be treated as the Depository for all

purposes and functions under this resolution. The Blanket Issuer Letter of Representations shall not apply to the Substitute Depository unless the District and the Substitute Depository so agree, and the execution of a similar agreement is hereby authorized.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.05 Appointment of Registrar. Bond Trust Services Corporation in Roseville, Minnesota, is appointed to act as the certificate registrar and transfer agent (the "Registrar") and shall do so until a successor Registrar is duly appointed, all pursuant to a contract the District and Registrar shall execute which is consistent herewith and which the Chair and Clerk are hereby authorized to execute and deliver. A successor Registrar shall be a bank or

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

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

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

2.08 Form of Certificates.

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

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

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

Section 3. 2012 Certificate of Indebtedness Sinking Fund. The proceeds of the Certificates shall be disbursed solely for the purposes for which the aids in anticipation of which said Certificates were issued are receivable. The Purchaser, however, shall not be obliged to see to the proper application of said moneys. Any premium and accrued interest received upon delivery of the Certificates shall be used to pay the interest on the Certificates and shall be held in a separate fund hereby created and designated "2012 Aid Anticipation Certificate of Indebtedness Sinking Fund." Any amount paid by the Purchaser in excess of $8,500,000 shall also be deposited in said Sinking Fund. The moneys in said Sinking Fund shall be used solely to pay the principal and interest of the General Obligation Aid Anticipation Certificates of Indebtedness, 2012A of the District.

Section 4. Payment of Principal and Interest. Said Certificates and the interest thereon in the amount of $8,567,881.94 will be paid by the District from the receipt of the aids which will become available and will be deposited in said Sinking Fund for said purpose on or before the date of maturity of said Certificates, together with such other school funds as become available for said purpose. All of the taxable property within the limits of the District is subject to the levy of an ad valorem tax without limit as to rate or amount to pay the Certificates of this issue and the interest thereon. The full faith and credit of the District is hereby pledged for the payment of principal and interest on said Certificates.

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

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

copies, certificates and affidavits, including any heretofore furnished, shall be deemed to constitute representations and recitals of the District as to the correctness of all statements contained therein.

Section 7. Rebate to the United States.

7.01 Calculation and Payment. The Issuer acknowledges and confirms that maintenance of the tax exempt status of interest on the Certificates is dependent, among other things, on compliance with the arbitrage requirements set forth in Section 148 of the Code and regulations promulgated thereunder. The Issuer agrees to make such calculations and to make such rebate payments to the United States as and when required by said Section 148 and the regulations promulgated thereunder. In construing this Section 7, all terms used herein shall have the meanings provided in Section 148 of the Code and the regulations promulgated thereunder.

7.02 Opinion of Counsel. Notwithstanding any other provision of this Section 7, any requirement imposed thereunder may be deemed inapplicable and of no force or effect if an opinion of Counsel is rendered to the Issuer by nationally recognized bond counsel to the effect that the failure to impose such requirement will not adversely effect the tax exempt status of interest on the Certificates.

Section 8. Nondesignation as Qualified Tax-Exempt Obligations. The Board hereby determines and declares that the District reasonably anticipates the issuance in calendar year 2011 of tax-exempt obligations in an aggregate principal amount greater than $10,000,000 (exclusive of Private Activity Bonds). The Certificates of this issue are NOT designated as "qualified tax-exempt obligations" for the purposes of Section 265 of the Code relating to the deduction permitted financial institutions for interest expenses allocable to the Certificates.

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

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

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

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

Section 13. Continuing Disclosure.

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

13.02 Purpose and Beneficiaries. To provide for the public availability of certain information relating to the Certificates and the security therefor and to permit Participating Underwriters of the Certificates to comply with the Rule, which will enhance the marketability of the Certificates, the District hereby makes the covenants and agreements contained in this Section 13 of this resolution for the benefit of the Owners (as hereinafter defined) from time to time of the Outstanding Certificates.

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

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

"EMMA" shall mean the Electronic Municipal Market Access system: www.emma.msrb.org, established by the MSRB and which contains a component that includes a continuing disclosure service for the receipt and public availability of continuing disclosure documents and related information to be submitted by issuers, obligated persons, and their agents pursuant to continuing disclosure undertakings entered into consistent with the Rule.

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

"MSRB" shall mean the Municipal Securities Rulemaking Board.

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

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

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

13.04 Reporting of Significant Events.

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

1. Principal and interest payment delinquencies;

2. Non-payment related defaults, if material;

3. Unscheduled draws on debt service reserves reflecting financial difficulties;

4. Unscheduled draws on credit enhancements reflecting financial difficulties;

5. Substitution of credit or liquidity providers, or their failure to perform;

6. Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security;

7. Modifications to rights of security holders, if material;

8. Bond calls, if material, and tender offers;

9. Defeasances;

10. Release, substitution, or sale of property securing repayment of the securities, if material;

11. Rating changes.

12. Bankruptcy, insolvency, receivership or similar event of the obligated person;

13. The consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such action, other than pursuant to its terms, if material;

14. Appointment of a successor or additional trustee or the change of name of a trustee, if material.

(b) Whenever a Listed Event occurs, the District shall in a timely manner not in excess of ten business days after the occurrence of the Listed Event file a notice of such occurrence with the MSRB.

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

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

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

13.08 Additional Information. Nothing in this Section 13 shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Section 13 or any other means of communication, or including any other information in any notice of occurrence of a Listed Event, in addition to that which is required by this Section 13. If the District chooses to include any information in any notice of occurrence of a Listed Event in addition to that which is specifically required by this Section 13, the District shall have no obligation under this Section 13 to update such information or include it in any future notice of occurrence of a Listed Event.

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

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

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

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

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

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

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

and the following voted against the same:

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

INSERT EXHIBIT A

EXHIBIT B

(FORM OF GLOBAL CERTIFICATE)

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

R-1 $8,500,000

GENERAL OBLIGATION AID ANTICIPATION
CERTIFICATE OF INDEBTEDNESS, SERIES 2012A

INTEREST RATE	MATURITY DATE	DATE OF ORIGINAL ISSUE	CUSIP
_____%	SEPTEMBER 28, 2012	FEBRUARY 8, 2012	

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

PRINCIPAL AMOUNT: EIGHT MILLION FIVE HUNDRED THOUSAND AND NO/100 DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that Independent School District No. 152 (Moorhead Area Public Schools), State of Minnesota, a duly organized and existing independent school district whose administrative offices are located in Moorhead, Minnesota (the "School District"), certifies that it is indebted and for value received hereby promises to pay to the registered owner specified above or on the Certificate of Registration attached hereto, or registered assigns, without option of prior payment, the principal amount specified above, on the maturity date specified above, with interest thereon from the date hereof at the annual rate specified above, payable at maturity to the person in whose name this Certificate of Indebtedness is registered at the close of business on September 13, 2012 (whether or not a business day). The interest hereon and the principal hereof are payable in lawful money of the United States of America by wire transfer (or other agreed means of payment), in same day funds or its equivalent no later than 12:00 noon (New York, New York time) on the maturity date specified above, upon presentation and surrender hereof at the principal office of Bond Trust Services Corporation in Roseville, Minnesota, acting as certificate registrar, transfer agent and paying agent (the "Registrar"), or the Registrar's designated successor under the Resolution described herein. For the prompt and full payment of such principal and interest as the same respectively become due, the full faith and credit and taxing powers of the School District have been and are hereby irrevocably pledged.

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

Issuance; Purpose. This Certificate of Indebtedness is one of an issue in the aggregate principal amount of $8,500,000. It is issued, pursuant to a resolution duly adopted by the School Board of the School District on January 23, 2012 (the "Resolution"), for the purpose of anticipating receipt of state aid for schools and federal aids to be distributed by or through the Minnesota State Department of Education and are issued pursuant to and in full conformity with the Constitution and laws of the State of Minnesota thereunto enabling, including Minnesota Statutes, Sections 126C.50 through 126C.56.

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

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

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

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

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

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

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

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

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

Not Qualified Tax-Exempt Obligations. The School District has not designated the Certificates of Indebtedness as "Qualified Tax-Exempt Obligations" for the purposes of Section 265(b) (3) of the Internal Revenue Code of 1986, as amended, relating to the deduction permitted financial institutions for interest expenses allocable to the Certificates of Indebtedness.

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

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

Date of Registration:

February 8, 2012

REGISTRAR'S CERTIFICATE
OF AUTHENTICATION
This Certificate is one of the
Certificates described in the
within mentioned Resolution

Registrable by:
BOND TRUST SERVICES CORPORATION
ROSEVILLE, MINNESOTA

Payable at:
BOND TRUST SERVICES CORPORATION
ROSEVILLE, MINNESOTA

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

BOND TRUST SERVICES CORPORATION
Registrar

By _____
Authorized Signature

/s/ (Facsimile) _____
Chair

/s/ (Facsimile) _____
Clerk

CERTIFICATE OF REGISTRATION

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

Date of Registration	Registered Owner	Signature of Registrar
February 8, 2012	Cede & Co. P.O. Box 222 Bowling Green Station New York, NY 10274	

ABBREVIATIONS

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

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

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

ASSIGNMENT

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

Dated: _____ _____

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

Signature Guaranteed:

_____

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

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

_____

Name and Address: _____

_____

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

Please insert Social Security or other Tax Identification Number of Transferee

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.047 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: January 17, 2012

SUBJECT: Fiscal Year 2012 Revised Budget, Fiscal Years 2013-2014 Projected Budgets

At the January 23, 2012 School Board meeting, a revised fiscal year 2012 budget will be presented to the School Board for approval. In addition, projected fiscal year 2013 and 2014 budgets will be presented. Attached please find a draft of the budget summary document that will be discussed.

Suggested Resolution: Move to approve the Fiscal Year 2012 Revised Budget as presented.

WAK:nls
Attachment

MOORHEAD AREA PUBLIC SCHOOLS
Fiscal Year 2012 Revised Budget
DRAFT

GENERAL FUND (01)	FY10 Actual	FY11 Actual	FY12 Preliminary	FY12 Revised	FY13 Projected	FY14 Projected
REVENUES						
Property Taxes	563,272	730,788	5,077,552	5,077,552	5,140,850	5,140,850
Local Sources	882,548	963,166	988,938	956,758	959,379	978,667
General Education Aid	34,991,037	35,101,577	36,455,840	36,811,359	37,711,294	37,759,778
Other State Aids	461,915	523,452	422,437	427,208	465,875	472,615
Special Education Aid	6,484,785	7,582,111	6,732,503	6,826,928	6,963,467	7,102,736
Federal Aids Grants	3,746,611	3,689,424	2,718,580	2,933,589	2,933,586	2,853,586
Federal Stimulus Funds (ARRA)	250,584	358,958	-	-	-	-
Education Jobs Fund (EduJobs)	-	1,047,925	116,436	67,905	-	-
Capital Outlay	1,913,442	1,879,865	1,909,463	1,884,546	2,017,878	2,018,343
Health & Safety	436,749	89,182	(100,489)	(100,489)	163,972	160,000
TOTAL REVENUES	**49,730,943**	**51,966,448**	**54,321,260**	**54,885,355**	**56,356,301**	**56,486,575**
EXPENDITURES						
Administration	3,161,779	3,161,665	3,407,060	3,236,280	3,602,150	3,683,180
Regular Instruction & Vocational	20,939,999	21,803,390	22,266,780	22,388,250	23,006,310	23,466,040
Special Services	12,566,954	12,964,765	12,937,210	13,206,720	13,515,780	13,832,620
Instructional Support	1,877,185	1,812,910	1,923,200	1,849,390	1,973,940	2,017,020
Pupil Support	1,374,938	1,349,610	1,527,410	1,466,540	1,500,320	1,534,930
Buildings & Grounds	3,360,981	3,520,980	3,800,010	3,723,061	3,842,720	3,967,150
Transportation	3,377,272	3,804,701	3,658,670	3,922,730	4,044,670	4,170,640
Capital Outlay	1,902,427	2,254,850	3,107,340	3,416,326	3,373,756	2,854,104
Health & Safety	173,767	130,897	160,000	160,000	105,000	105,000
TOTAL EXPENDITURES	**48,735,302**	**50,803,768**	**52,787,680**	**53,369,297**	**54,964,646**	**55,630,684**
REVENUES OVER (UNDER) EXPENDITURES						
Restricted	**273,997**	**(416,700)**	**(1,458,366)**	**(1,792,269)**	**(1,296,905)**	**(780,760)**
Unassigned	**721,644**	**1,579,381**	**2,991,946**	**3,308,328**	**2,688,561**	**1,636,652**
Restricted & Unassigned Combined	**995,641**	**1,162,680**	**1,533,580**	**1,516,058**	**1,391,655**	**855,891**
ENDING FUND BALANCE						
Restricted	**465,379**	**353,730**	**(1,676,825)**	**(1,438,539)**	**(2,735,444)**	**(3,516,205)**
Unassigned	**6,707,444**	**7,981,780**	**10,074,441**	**11,290,107**	**13,978,668**	**15,615,320**
Restricted & Unassigned Combined	**7,172,823**	**8,335,510**	**8,397,616**	**9,851,568**	**11,243,224**	**12,099,115**
Unassigned as % of Expenditures	**14.38%**	**16.49%**	**20.34%**	**22.67%**	**27.15%**	**29.65%**
Restricted & Unassigned as % of Total Expenditures	**14.72%**	**16.41%**	**15.91%**	**18.46%**	**20.46%**	**21.75%**
FOOD SERVICE (02)						
Revenues	2,204,015	2,280,793	2,294,608	2,294,608	2,339,348	2,384,978
Expenditures	2,077,205	2,119,029	2,233,247	2,233,247	2,300,244	2,369,251
REVENUES OVER (UNDER) EXPENDITURES	126,810	161,764	61,361	61,361	39,104	15,727
ENDING FUND BALANCE	**480,938**	**642,702**	**647,747**	**704,063**	**743,167**	**758,894**
COMMUNITY EDUCATION (04)						
Revenues	1,561,747	1,573,708	1,506,168	1,506,168	1,536,291	1,567,017
Expenditures	1,407,498	1,458,159	1,556,661	1,556,661	1,603,361	1,651,462
REVENUES OVER (UNDER) EXPENDITURES	154,249	115,549	(50,493)	(50,493)	(67,070)	(84,445)
ENDING FUND BALANCE	**242,477**	**358,026**	**304,278**	**307,533**	**240,463**	**156,018**

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Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.066R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: January 17, 2012

SUBJECT: Approval of Policy

Attached please find the policy, School Board Officers 202, for your review.

Suggested Resolution: Move to approve the policy, School Board Officers 202, as presented.

LAK:mde
Attachment

School Board Officers

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	202
Adopted Date:	8/27/2001
Revised Date(s):	11/26/2007
Reviewed Date(s):	10/10/2005, 11/26/2007
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ~~describe~~ delineate the responsibilities of ~~the School Board of the~~ Moorhead Area Public Schools School Board officers~~'~~ positions which are charged with the duty of carrying out the responsibilities entrusted to them by the School Board and school district for the care, management, control and communication to the public about the public schools in the school district.

II. GENERAL STATEMENT

A. The School Board shall conduct the election of officers annually at the first regular meeting in January, or as soon thereafter as practicable, to select a ~~C~~chair, ~~V~~vice ~~C~~chair, ~~C~~clerk and ~~T~~treasurer. These officers shall hold office for one year and/or until their successors are elected. The duties of the ~~C~~clerk shall be assisted by the School Board's secretary and the duties of the ~~T~~treasurer shall be assisted by the school district Assistant Superintendent ~~of Business Services~~.

B. The School Board shall appoint a Superintendent who will be an ex officio, nonvoting member of the School Board and the supervisor of the School Board secretary and school district Assistant Superintendent ~~of Business Services~~.

III. BOARD OFFICER RESPONSIBILITIES

A. Chair

~~–~~1. ~~t~~The ~~C~~chair, when present shall preside and conduct all meetings of the School Board~~,~~; countersign all orders upon the ~~T~~treasurer for claims allowed by the School Board~~,~~; represent the school district in all actions~~,~~; serve as spokesperson for the School Board unless designated otherwise~~,~~; and perform all duties a ~~C~~chair usually performs including signing School Board approved contracts, agreements, resolutions, communications, forms of recognition, and reports as required.

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2. In case of absence or inability of the clerk to draw orders for the payment of money authorized by a vote of the majority of the School Board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

B. Vice-Chair

~~t~~The ~~V~~vice-~~C~~chair shall perform the duties of the ~~C~~chair in the event of the ~~C~~chair's temporary absence.

C. Clerk

~~–~~1. ~~t~~The ~~C~~clerk will work with the School Board's secretary to keep records of all meetings and fulfill duties as required by Minnesota Election Law or other applicable laws relating to the conduction of elections. The ~~C~~clerk will countersign claims as required by the ~~T~~treasurer and ~~C~~chair for payment of salaries and wages; and sign as needed School Board approved contracts, agreements, resolutions, communications and reports.

2. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

D. Treasurer

~~–~~The ~~T~~treasurer shall work with the Superintendent and school district's Business Services Department as needed on the fiscal management of the school district and sign claims allowed by the School Board and reports as needed to conduct the financial business of the school district. The ~~T~~treasurer will review the school district's annual audit with the auditors.

E. Superintendent

1. The Superintendent shall be an ex officio, nonvoting member of the School Board.

2. The Superintendent shall perform the following:

a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the School Board;

b. recommend to the School Board employment and dismissal of teachers;

c. monitor academic achievement and graduation requirements for all students;

d. make reports required by the commissioner; and

e. perform other duties prescribed by the School Board.

Legal References:
Minnesota. Statute. 123B.12 (Finance)
Minnesota. Statute. 123B.14 (Officers)
Minnesota. Statute. 123B.143 (Superintendent)
Minnesota. Statute. 126C.17 (Referendum Revenue)
Minnesota. Statute. 205A (School District Elections)

Cross References:
Moorhead School Board Policy 101: Name and Legal Status of Moorhead Area Public Schools
Moorhead School Board Policy 201: School Board Legal Status
Moorhead School Board Policy 214: School Board Meeting Minutes
Moorhead School Board Policy 801: District Fiscal Management

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Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.067R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 17, 2012

SUBJECT: Approval of Policy

Attached please find the policy, Decision Making in Moorhead Area Public Schools 220, for your review.

Suggested Resolution: Move to approve the policy, Decision Making in Moorhead Area Public Schools 220, as presented.

LAK:mde
Attachment

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Decision Making in Moorhead Area Public Schools

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	220
Adopted Date:	8/8/1994
Revised Date(s):	01/14/2008
Reviewed Date(s):	08/08/1994, 04/12/1999, 02/09/2004, 01/14/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to outline the decision-making guidelines for Moorhead Area Public Schools.

II. GENERAL STATEMENT

The Moorhead School Board believes that the opportunity for involvement and input by the stakeholders in the district results in insightful, effective and efficient decisions. The School Board also believes that learning is enhanced, accountability increased and innovation and excellence are encouraged when employees and stakeholders are ~~.~~ are able to make or share in decisions within identified parameters.

The Superintendent is charged with encouraging collaboration and participation in decision making as appropriate and implementing a decision-making process within the school district which empowers staff and parents within the following parameters~~.~~:

~~Decision-making parameters in Moorhead Area Public Schools at all levels must:~~

*1. Be focused on how the decision will first affect students.
*2. Be directed toward the improvement of instruction and student achievement.
*3. Be inclusive of parents, students and community members.
*4. Be aligned with the mission and beliefs of the school district.
*5. Be research based and data driven.
*6. Be aligned with and support the ~~Strategic Plan and~~ district's School Improvement~~/Program~~ Plans ~~(as required)~~ and strategic plans.
*7. Be consistent with the assumptions in the Annual Operating Plan.
*8. Be reflective of School Board policy and administrative procedures.
*9. Be in compliance with federal, state and local laws, regulations and mandates.
*10. Be congruent with bargaining unit master contract language.

The final decision regarding parameters and the level at which decisions are made is determined by the Superintendent unless parameters are otherwise specified by the School

Board, rules and statutes promulgated by the state of Minnesota, or the federal government.

Cross References:
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review
Moorhead School Board Policy 301: School District Administration
Moorhead School Board Policy 810: Establishment, Adoption and Modification of School District's Financial Annual Operating Plan

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.068R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: January 17, 2012

SUBJECT: Approval of Policy

Attached please find the policy, Superintendent Contract, Duties and Evaluation 311, for your review.

Suggested Resolution: Move to approve the policy, Superintendent Contract, Duties and Evaluation 311, as presented.

LAK:mde
Attachment

Superintendent Contract, Duties and Evaluation

Type:	School Board Policy
Section:	300 ADMINISTRATION
Code:	311
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 ~~recognize~~ provide for the use of an employment contract with the Superintendent of Moorhead Area Public Schools to establish the terms and conditions of employment.

II. GENERAL STATEMENT

A. The Superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the Superintendent.

B. The specific duties for which the Superintendent is accountable shall be in accordance with the employment contract and applicable state statute(s) be measured by a performance appraisal ~~instrument~~ process approved by the Moorhead School Board in consultation with the Superintendent. The School Board shall use this instrument to periodically evaluate the performance of the Superintendent.

C. The School Board, in consultation with the Superintendent, shall develop a process to evaluate the performance of the Superintendent in accordance with the employment contract and applicable state statute(s).

Legal Reference:
Minn~~esota~~, Stat~~ute~~, 123B.143 (Superintendent)

Cross Reference:
Moorhead School Board Policy 310: School Superintendent

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.069R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: January 17, 2012

SUBJECT: Approval of Policy

Attached please find the policy, Superintendent's Advisory Council (SAC) 312, for your review.

Suggested Resolution: Move to approve the policy, Superintendent 's Advisory Council (SAC) 312, as presented.

LAK:mde
Attachment

Superintendent's Advisory Council (SAC)

Type:	School Board Policy
Section:	300 ADMINISTRATION
Code:	312
Adopted Date:	9/12/1989
Revised Date(s):	01/14/2008
Reviewed Date(s):	08/09/1990, 10/20/1997, 11/16/1998, 02/09/2004, 01/14/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish ~~T~~the Superintendent's Advisory Council (SAC) ~~exists~~ to provide: a) a communications network for parents/guardians from all schools across the school district and b) a communication link between parents/guardians and the school district administration.

II. GENERAL STATEMENT

A. Items for discussion may include:

~~o~~1. Explanation of present policy or practices,
~~o~~2. Feedback on potential changes or additions to present policy or practice,
~~o~~3. Concerns regarding the instructional or other programs in the school district,
~~o~~4. Input into short/long range planning for the school district,
~~o~~5. Methods of improving communications within the school district and community,
~~o~~6. Sharing among and between buildings.

B. Decision Making Authority

The SAC is advisory in nature and provides input and feedback to the Superintendent.

C. Composition of Membership

The SAC membership shall be comprised of ~~one or two members~~ a delegate from ~~of~~ each building Parent Teacher Advisory Council (PTAC) group (usually the chairperson), one Indian Education Parent Committee member, one Early Childhood Family Education Advisory Council member, one alternative education parent representative, and one Community Education Advisory Council member. The selection and length of term of members shall be determined by the representative groups. The Superintendent may appoint other representatives as deemed appropriate. The Superintendent will invite an individual

Moorhead School Board member to represent~~atives to~~ the board at the ~~monthly~~ meetings ~~on a rotating basis~~.

D. Meeting Date/Time

The Superintendent~~'s Advisory Council~~ will establish appropriate meeting dates and times ~~at the September meeting~~.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.070R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: January 17, 2012

SUBJECT: Approval of Policy

Attached please find the policy, Student Withdrawal/Dropout 517, for your review.

Suggested Resolution: Move to approve the policy, Student Withdrawal/Dropout 517, as presented.

LAK:mde
Attachment

Student Withdrawal/Dropout

Type:	School Board Policy
Section:	500 STUDENTS
Code:	517
Adopted Date:	8/26/1980
Revised Date(s):	02/17/2007
Reviewed Date(s):	11/23/1987, 05/12/1992, 12/08/1997, 04/28/2003, 02/12/2007
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to authorize and maintain dropout prevention and reentry by challenging all students to attain their highest academic potential through schoolwide programs proven effective in dropout prevention and reentry.

II. GENERAL STATEMENT

The Moorhead School Board recognizes that the understanding and designing of school curriculum to meet the needs of potential dropouts is part of its mission to provide education for all students.

Moorhead Area Public Schools (MAPS) shares a role with the community in addressing at-risk students by developing a dropout prevention plan, supporting student services, referral programs, and dropout recovery.

III. PROCEDURES

A. ~~The Moorhead High School counseling staff, Moorhead High School~~ MAPS administration, counselors and alternative program director shall review issues regarding ~~potential dropouts~~ students at-risk and make efforts to find ways to provide alternatives for students to successfully continue their educational ~~and experience~~ programs ~~success~~.

B. Any student under the age of 16 must attend school under Minnesota's Compulsory Education requirements. If any student between 16 and 18 years old seeks to withdraw from school, the student, the student's parent and/or guardian should contact school personnel to discuss available educational opportunities and to sign a written election to withdraw from school, including the reason(s) for withdrawal.

C. The Moorhead High School building administrator shall ensure that students wishing to withdraw shall comply with statutes. Documentation, including signatures of parents and students who withdraw from school, alternatives considered and reason to withdraw from

school, shall be kept as part of the ~~former~~ student's file. Documentation of efforts to contact families shall be included in the files ~~when students and their families do not comply~~.

D. The Instruction and Curriculum Advisory Committee (ICAC) shall annually:

1. review the number of dropouts of school-age students in the district and the reason for the dropout; ~~and~~

2. review graduation rates; and

3. review programs or courses of action to meet the needs of dropouts and potential dropouts.

IV. PROGRAM REQUIREMENTS

1. All students must be periodically assessed in order to determine their educational progress;

2. Schools scheduling must be flexible to allow for daily alternative curricular interventions to meet the students' identified needs (Response to Intervention);

3. Out-of-school experiences must complement and be coordinated with other curriculum-based interventions;

4. Teachers must receive ongoing, intensive, professional development in a variety of educational strategies to successfully implement those interventions;

5. Parents must be informed and involved throughout the assessment/intervention process; and

6. Appropriate resources will be provided to support all students as they make continuous progress.

Legal References:
Minn. Stat. 120A.22 (Compulsory Instruction)
The Elementary & Secondary Education Act, Part H - School Dropout Prevention, Sections 1801 and 1802, U.S. Department of Education

Cross Reference:
Moorhead School Board Policy 515: School District Student Attendance

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.071R

TO: School Board

FROM: Lynne A. Kovash, Superintendent LAK

DATE: January 17, 2012

SUBJECT: Approval of Policy

Attached please find the policy, Community Education Advisory Council 237, for your review.

Suggested Resolution: Move to approve the 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.

I. PURPOSE

The purpose of this policy is to authorize 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.~~

The council shall assist in promoting the goals and objectives of the program.

B. ~~Members will be selected from groups named above by the community education director and the council membership.~~ 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. ~~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~~D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Legal Reference:
Minn~~esota~~. Stat~~ute~~. 124D.19 (Community Education Programs; Advisory Council)

Cross Reference:
Moorhead School Board Policy 930: Community Education

33

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.072R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: January 17, 2012

SUBJECT: School Board Work Session

A School Board work session is recommended for Monday, February 13, 2012 in PCE Board Room 224. Discussion will be held related to board member meeting time preference as identified below.

Work session discussion items will include a focus on district projects, funding and budget updates and board development.

Suggested Resolution: Move to approve Monday, February 13, 2012 from 5:30 to 6:45 p.m. to conduct a School Board work session to discuss district projects, funding and budget updates and board development.

Suggested Resolution: Move to approve scheduling the regular February 13, 2012 School Board meeting at 6:00 p.m. with a work session to follow to discuss district projects, funding and budget updates and board development.

LAK:mde

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.073R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: January 17, 2012

SUBJECT: Parents United for Public Schools

Attached is information related to an upcoming Parents United for Public Schools - Parent Leadership Boot Camp which is scheduled for Saturday, February 4 from 9 a.m. to 3 p.m. in the PCE Board Room 224. A brief discussion will be held related to the boot camp event.

LAK:mde
Attachment

PARENTS UNITED
FOR PUBLIC SCHOOLS

Parent Leadership Boot Camp

Outcome: The Parents United Leadership Boot Camp will prepare a cadre of knowledgeable community leaders to have a laser focus on Minnesota's leadership in quality E-16 education as well as the skills to effect needed change.

To close the achievement gap and improve success for all students in Minnesota, we must have effective teachers, trained leadership, data-driven decisions and appropriate resources. These essential components are inextricably linked to state-level policy decisions. Yet the reality is that for many parents the statewide political process feels opaque, intimidating and inaccessible.

Parents and families, as consumers of the public school system, are hampered in offering effective input in these state level decisions because they are unschooled in the basics of education funding, governance, the legislative process and the skills to intervene in policy-making. The Leadership Boot Camp will increase these skills to help participants become knowledgeable and confident in advocating for an excellent public school system.

Parents United is offering intensive, highly-focused one-day training sessions for parent leaders and providing continued support with follow-up sessions, additional training, analysis of proposed legislation, and planned interactions with legislative and education leaders. These individuals will be connected with a network of engaged school advocates from across the state and become credible local resources who can help their communities see the link between state level policy/funding legislation and local schools.

Parents United will offer this intensive, highly-focused training program for parent leaders who wish to effect change at the state and federal levels. One-day training sessions will be offered in 10 geographically diverse locations throughout Minnesota over a two-year period and will include school governance and funding, the interface of the legislative process with school policy making, and the nuts and bolts of advocacy.

Parents United will integrate these new leaders into our existing parent network and provide continued support to them throughout the two-year program with follow-up sessions, additional training, analysis of proposed legislation, and planned interactions with legislative and education leaders. These individuals will become credible local resources who can show their communities the link between legislation and local schools, and act as mentors to emerging parent leaders.

With support from the Blandin Foundation, Parents United proudly provides this unique opportunity for public school parents.

You are invited to participate in a Parent Leadership Boot Camp

- This session will be offered in 10 regions around Minnesota.
- The day begins at 9 a.m. and concludes at 3 p.m.
- Each Boot Camp is limited to 30 participants

Due to the generosity of the Blandin Foundation there is no cost to participants or host districts

Who should attend? The ideal candidate to attend a Leadership Boot Camp is a parent or community member who is:

- A "go to" person; one others rely on to know what is happening in the schools.
- An emerging or experienced leader.
- Interested in how local schools fit into the larger statewide public school system.
- Connected with other groups — church, work, PTA, etc.
- Interested in making a difference for their schools and community.

What can a participant expect?
Participants will experience an interactive day with other parents, where Parents United will provide instruction in:

- How state level funding affects their public schools.
- How and where decisions are made about public schools.
- How the legislative process impacts local public schools.
- How to influence these decisions.

After the day-long session participants can expect Parents United to provide:

- Future networking opportunities with parents from a greater number of school districts and state-level policy makers.
- Follow-up learning opportunities.
- Ongoing legislative updates.
- One-to-one answers to their questions.
- The opportunity to be one of more than 200 trained public school advocates networked across Minnesota.

Questions? ann@parentsunited.org or call 651-999-7391

PARENTS UNITED
FOR PUBLIC SCHOOLS

Moorhead Boot Camp (date tbd)
District registration form

	Name	District	Phone	Email
1				
2				
3				
4				
5				
6				
7				

People to invite might include:

1. Those who other community members rely on for information about your schools.
2. Those who have asked questions about school funding issues and who with additional knowledge/support might become leaders.
3. Parents and community members active in school-based parent groups such as PTAs/PTOs, booster clubs, current and past Title I and special education advisory group members, etc.
4. Current or former "Vote Yes" levy campaign participants
5. Community leaders, including area foundation board members, past or present school board and city council members, etc.

Questions? Call Ann Hobbie 651-999-7391

Registration is limited to 20 participants for each Boot Camp
Please Fax form 2 weeks prior to Boot Camp to 651-999-6099 or scan and email to ann@parentsunited.org

S-MG-BOS
13 Feb 2012

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

February 13, 2012
6:00 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 Jim Hurley, retired Moorhead teacher and Moorhead High baseball coach, who was recently inducted into the Minnesota High School Baseball Coaches Association Hall of Fame. Hurley served as baseball head coach at Moorhead High for 27 years where he compiled a 364-195 win-loss record. His teams' played in 8 section finals, qualifying for the state tournament in 1990. Hurley retired from teaching and coaching in 2006.

We Are Proud of Nadine Moon, family liaison, for receiving the Joining Hands for Kids, Advocate Award from the Children's Services Coordinating Committee. The CSCC Advocacy Award honors those who take action, take a stand, and take the lead to help children thrive. Moon received the award at the CSCC annual meeting on Dec. 2, 2011.

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

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of January 9 and 23, 2012 Meeting Minutes - Pages 6-15

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of February Claims - Page 16
   (2) Acceptance of Lakes Country Perkins Consortium Funding - Pages 17-20

C. HUMAN RESOURCES MATTERS - Hiedeman
   (1) Approval of Change in Contracts - Page 21
   (2) Approval of Resignations - Page 22
   (3) Approval of Family/Medical Leave - Page 23
   (4) Approval of Extended Leave of Absence - Page 24
   (5) Approval of Leave of Absence - Page 25
   (6) Approval of New Employees - Page 26

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold
   (1) Approval of Clay County Interagency Purchase of Services Agreement - Pages 27-33

(2) Approval of Addition of 1 FTE Early Childhood Special Education (ECSE) Teacher - Pages 34-39

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

Moved by _____ Seconded by _____
Comments _____

3. **MAJOR MAGNITUDE FIELD TRIP REQUEST - BAND TRIP TO LOS ANGELES, CALIFORNIA**: Kazmierczak
Pages 40-50

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School band students to travel to Los Angeles, California during spring break in March 2013.

Moved by _____ Seconded by _____
Comments _____

4. **MAJOR MAGNITUDE FIELD TRIP REQUEST - ORCHESTRA TRIP TO LOS ANGELES, CALIFORNIA**: Kazmierczak
Pages 51-57

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School orchestra students to travel to Los Angeles, California during spring break in March 2013.

Moved by _____ Seconded by _____
Comments _____

5. **EARLY CHILDHOOD PROGRAM UPDATE**: Kazmierczak
Page 58

6. **SCHOOL BOARD COMMUNITY RELATIONS**: Kovash
Pages 59-61

7. **FACILITIES UPDATE**: Kazmierczak
Page 62

8. **COMMITTEE REPORTS**

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

10. **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 _____

11. **OPEN PUBLIC MEETING**: Erickson

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

Moved by _____ Seconded by _____
Comments _____

12. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Safe and Healthy Learners Com	February 14	3 pm	PCE
Reinertsen PTAC	February 14	6:30 pm	Media Center
Special Educ Parent Adv Com	February 15	12 pm	PCE
Com Educ Adv Council	February 21	7 pm	PCE
School Board	February 27	7 pm	PCE
Activities Advisory Council	February 28	7 am	MHS Conf Rm
Technology Committee	February 28	3:45 pm	PCE
Joint Powers Committee	March 1	7 am	Clay County
Continuing Educ Com	March 6	3:30 pm	PCE
Asp PTAC	March 6	6:30 pm	Media Center
Reinertsen PTAC	March 6	6:30 pm	Media Center
Indian Educ Parent Com	March 7	5:30 pm	PCE
Hopkins PTAC	March 12	6:30 pm	Media Center
School Board	March 12	7 pm	PCE
Instr and Curr Adv Com	March 15	7 am	PCE
Early Childhood Adv Com	March 15	6:30 pm	PCE
Horizon PTAC	March 15	6:30 pm	Media Center
Policy Review Committee	March 19	7 pm	PCE
Com Educ Advisory Council	March 20	7 pm	PCE
School Board	March 26	7 pm	PCE
Activities Advisory Council	March 27	7 am	MHS Conf Rm
Technology Committee	March 27	3:45 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 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: Johnson moved, seconded by Wilmer, to approve the agenda as presented. Motion carried 7-0.

WE ARE PROUD:

We Are Proud of Moorhead High School students Andrew Carlson and Maija Lindaas for being named semifinalists in the National Merit Scholarship Program. Approximately 16,000 semifinalists were recognized this year. The nationwide pool of semifinalists represents less than one percent of U.S. high school seniors. More than 1.5 million juniors entered the 2012 National Merit Program by taking the 2010 Preliminary SAT/National Merit Scholarship Qualifying Test.

Semifinalists have an opportunity to continue in the competition for more than 8,300 National Merit Scholarships that will be offered next spring. To continue, semifinalists must fulfill several requirements and advance to finalist standing.

We Are Proud of Nicole Such, administrative assistant to the assistant superintendent, for being chosen as one of 35 young women for United Way's 2012 35 Under 35 Women's Leadership Program. She was selected from more than 90 applicants. The leadership program is designed to energize and inspire women to make a difference and deepen leadership opportunities in the Cass-Clay community for young women.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the December 12, 2011 Meeting Minutes as presented.

Claims - Approve the January Claims, subject to audit, in the amount of $1,063,900.45.

General Fund:	$ 909,039.40

Food Service Fund:	$ 143,804.89
Community Service Fund:	$ 11,056.16
TOTAL	$1,063,900.45

Donations - Accept donations from the Lake Agassiz Regional Library of 12 digital cameras valued at approximately $600 and an anonymous person donated an additional digital camera. The cameras will be distributed evenly between the three elementary media centers. Administration will send a thank you.

Family/Medical Leaves

Sue Fradet - Teacher, Ellen Hopkins Elementary, effective January 11, 2012 for approximately six weeks.

Paul Cragg - Teacher, Moorhead High School, effective approximately February 1, 2012 for one week.

GayeLynn Tunheim - Teacher, Ellen Hopkins Elementary, effective January 4, 2012 through February 17, 2012.

Elizabeth Fritel - Teacher, S.G. Reinertsen Elementary, effective approximately March 1, 2012 for eight weeks.

Casey Brand - Teacher, Robert Asp Elementary, effective approximately April 3, 2012 for eight weeks.

Lisa Schmidt - Paraprofessional, Ellen Hopkins Elementary, effective January 3, 2012 for approximately six weeks.

Other Leave of Absence

Don Hulbert - Activities/Athletic Director, Moorhead High School, effective September 1, 2012 thru June 30, 2013.

Resignation

Kim Bergley - Food and Nutrition Server, Horizon Middle School, effective January 6, 2012.

New Employees

Beth Milbrandt - Food and Nutrition Server, Moorhead High School, 2.75 hours per day, $10.00 per hour, effective December 5, 2011 (replaces Jasen Sauvegeau).

Fidela Jones - Paraprofessional, Horizon Middle School, B21 (0-2) $14.05 per hour, 6.5 hours per day, effective December 12, 2011 (out of district tuition).

Laura Gullickson - Lunchroom Supervisor, Ellen Hopkins Elementary, 2 hours per day, $10.00 per hour, effective January 3, 2012 (replaces Amy Ziegler).

Motion carried 7-0.

ORGANIZATION OF THE SCHOOL BOARD:

Election of Officers: Thompson moved, seconded by Siggerud, to nominate the following slate of officers for the one-year term (2012) on the Moorhead School Board, and cast a unanimous ballot by acclamation:

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

Motion carried 7-0.

Committee Assignments: Thompson moved, seconded by Wilmer, to approve the committee assignments as follows:

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

ADMINISTRATIVE COMMITTEES:
Thompson - Continuing Education Committee
Fagerlie - Early Childhood Advisory Committee
Erickson and 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
Fagerlie - Sabbatical Leave Committee
Thompson and Erickson - Staff Development Committee
Wilmer - Special Education Parent Advisory Committee
Siggerud - Technology Committee
Wilmer - Title I Parent Advisory Committee

COMMUNITY COMMITTEES:
Erickson (Fagerlie Alternate) - Clay County Joint Powers Collaborative Governance Board

Tomhave and Siggerud - Joint Powers Committee

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

Motion carried 7-0.

SCHOOL RESOURCE OFFICERS: Chief David Ebinger, Moorhead Police Department, provided a report about the school resource officers. Ebinger said that for the past 12 years, the department and district have had a successful partnership to provide a safe place for students to be educated. Two school resource officers, a DARE officer and a youth services coordinator are assigned to district schools. With the financial situation affecting city government, the police department needs to look closer at its staffing. The department is asking the district to cover the cost of one of the two school resource officer's salary and benefits for the nine months school is in session, and continue to contribute $33,000 from the DARE levy toward the DARE officer salary. This is an increase of $45,248 to the district's contribution to the program. Superintendent Lynne Kovash said this will be considered further as part of the district's budget process.

ENCOURAGING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (ESTEEM) CONSORTIUM MEMORANDUM OF UNDERSTANDING: Kovash provided information related to the Encouraging Science, Technology, Engineering and Math (ESTEEM) Consortium Memorandum of Understanding. The memorandum of understanding establishes a cooperative working relationship between the district, West Fargo Public Schools, Fargo Public Schools, North Dakota State College of Science, North Dakota State University and South East Education Cooperative to promote student and teacher opportunities.

Wilmer moved, seconded by Johnson, to approve the ESTEEM Consortium Memorandum of Understanding as presented. Motion carried 7-0.

RESOLUTION DIRECTING ADMINISTRATION TO MAKE RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS AND REASONS THEREFORE: Kazmierczak explained that the annual adoption of the Resolution Directing Administration to Make Recommendations for Reductions in Programs and Positions and Reasons Therefore doesn't mean the district is going through reductions, it gives administration the ability to look at all programs for ways to operate more efficiently.

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

DISTRICT LEVEL IMPROVEMENT PLAN: Missy Eidsness, director of school improvement and accountability, presented the District Improvement Plan, which is required if a district or schools receiving Title I funds doesn't make Adequate Yearly Progress. Eidsness explained that the district's priority areas are a culture of learning for all, teacher effectiveness, viable and guaranteed curriculum, literacy and data analysis/fidelity of implementation. The district's five action plans are to: (1) review the state MCA test specifications to learn of any disconnect between teaching and testing practices; (2) systematically review teacher effectiveness with fidelity of implementation checklists to ensure fidelity in our reading intervention programs; (3) have teachers focus on five specific reading strategies in all content areas to improve reading performance through improved teacher effectiveness; (4) ensure a viable curriculum through a sequential use of the Professional Learning Communities that ensures placement of all content standards, English Language Arts Standards, common assessments, differentiation and processes for re-teaching; and (5) construct a meaningful model of Response to Intervention to meet the needs of secondary students. Chris Triggs, principal, and Diana Johnson, Title I teacher, presented the update on Robert Asp Elementary's School Improvement Plan, focusing on the school's SMART goals and action plans. Dr. Mary Jo Schmid, principal, reviewed the Ellen Hopkins Elementary School Improvement Plan. The district and school improvement plans will be posted on the district website.

Thompson moved, seconded by Tomhave, to agree to the assurances for Title I School Improvement and authorize Missy Eidsness as the Local Education Agency (LEA) representative. Motion carried 7-0.

FIRST READING OF POLICIES: The board conducted a first reading on policies: School Board Officers 202, Decision Making in MAPS 220, Superintendent Contract, Duties and Evaluation 311, Superintendent's Advisory Council (SAC) 312, Student Withdrawal/Dropout 517, and Community Education Advisory Council 237.

COMMITTEE REPORTS: Brief reports were heard regarding the Joint Powers Committee, Continuing Education Committee, Hopkins PTAC, Policy Review Committee, and Asp PTAC meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Superintendent Kovash asked board members to contact Michelle if they were planning on attending an upcoming MSBA Officer's Workshop and also the Intergovernmental Retreat. A discussion was held after the board meeting related to travel to the MSBA Leadership Conference in Minneapolis.

Eidsness highlighted opportunities provided to administration and staff for the annual Martin Luther King Jr. professional development day.

CLOSE PUBLIC MEETING: Tomhave moved, seconded by Fagerlie, to close the public meeting at 8:42 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

The chair recessed the meeting at 8:42 p.m.; the meeting reconvened at 8:46 p.m.

OPEN PUBLIC MEETING: Tomhave moved, seconded by Wilmer, to open the public meeting at 9:38 p.m. Motion carried 7-0.

APPROVAL OF 2010-2012 MASTER AGREEMENT FOR CUSTODIANS: Fagerlie moved, seconded by Johnson, to approve the 2010-2012 Master Agreement for Custodians as follows: 2010-11 = 2.36 percent for $31,928; and 2011-12 = 2.34 percent for $31,403; for a total of 4.70 percent and $62,431. Clarification was requested as to the 2010-11 cost amount; it was determined to be $31,028. Johnson withdrew her second due to the incorrect amount.

Fagerlie moved, seconded by Johnson, to approve the 2010-2012 Master Agreement for Custodians as follows: 2010-11 = 2.36 percent for $31,028; and 2011-12 = 2.34 percent for $31,403; for a total of 4.70 percent and $62,431. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:44 p.m.

_____
Laurie Johnson, Clerk

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
JANUARY 23, 2012
PAGE 1

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

MEMBER ABSENT: Kristine Thompson.

CALL TO ORDER: Chair Erickson 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 to proceed with a revision to page 13.

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

WE ARE PROUD:

We Are Proud of the Red River Area Learning Center robotics team for placing at the Bison BEST (Boosting Engineering, Science and Technology) robotics competition sponsored by NDSU's College of Engineering and Architecture on Oct. 28-29. The team placed first in website design and 11th overall out of 21 teams. Team members are Briana Eklund, Favor Collier, Olivia Bjornson, Symone Ware, Joe Johnson, Samantha Martinez, Samantha Beganovic, Amy Morin, Brandon Kasowski, Brad St. Claire, Victor Navarrete, Jennifer Garcia, Cletis Fox and Miguel Flores. Advisors are Red River ALC teachers Aura Lee Mohror and Dan Kotaska.

We Are Proud of the Moorhead High School football team for winning the Minnesota Class 5A Section 8 final to advance to the state tournament. Team members are Jacob Uglem, Tony Uglem, Landon Dickhaus, Ryan Magnusson, Tyler Eidsness, Joe Carpenter, Jesse Doschadis, Brett Lawrence, Mason Ness, Jacob Wiedrich, Toby Sannes, Aaron Lien, Merrick Johnson, Nick Uglem, Jeff Richards, Brady Robertson, Joe Kasper, Tucker Masseth, Tyler Stich, Brandon Weiser, Chase Morlock, Will Rage, Brandon Porter, Evan Johnson, Jacob Ahlgren, Michael Schmidt, Jake Hass, Austin Moon, Brady Andersen, Tony Nelson, Mike Wiesmann, Joey Eggert, Tyler Budd, Austin Williams, Chase Liberty, Drew Gotta, Drake Benedict, Dustin Halsne, Erik Bye, Zack Day, AJ Wheeler, Tyler Meehleib, Jacob Swedberg, Ryan Shock, Nick Kedrowski, Zach Bush, Jadon Larson, Travis Biever, Chase Landsem, Nicholas Ellwanger, Justin Perreault, Zach Drechsel, Dan Evert, Alex Hillier, Logan Brendemuhl, Jacob Hanson, Garret Rix, Chris Bunge, Aaron Hillier, Armando Rodriquez, Josh Burth, Leo Gonzalez, Tim Falconnier, Wsam Hebib, Nick Clarey, Grant Wagner, Calvin Honl, Tyler Amundson, Zach Gruver, Eric Walls, Grady Stillwell, Brendan Edner, Grant Lubenow, Brice Halvorson, Thomas Wychor, Brady Johnson, Brandon Schmaltz, Juan Flores, Jared Benson, RJ Olson, Alex Leuthard, Cody Rahman, Ryan Swanson, Logan Bolgream, Dylan Nygaard, Kenny Mark, Patrick Berry, Zach Schroeder and Peter MacFarlane. Head coach is Kevin Feeney and assistant coaches are

Chauncy Hendershot, Alex Greenway, Brandon Larson, Ben Pedersen, Jake Purrier, Eric Paul, Justin Behm, Brandon Yoney, Wayne Werremeyer, Eric Stenehjem, and Paul Cragg.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Lakes Country Perkins Consortium Funding - Accept the instructional material award for 3 iPad 2s and included accessories valued at $2,090 from the Apple Store to be used by the Family and Consumer Science Program at Moorhead High School.

New Employees

Pedro Rodriguez - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective January 3, 2012 (replaces Pedro Rodriguez).

Dennis Bolda - Paraprofessional, Ellen Hopkins Elementary, 6.5 hours per day, B21 (3) $14.26 per hour, effective January 9, 2012 (replaces Barb Olson).

Patrick Lenertz - Outreach Worker/Liaison, Red River Area Learning Center at Horizon Middle School, 20 hours per week, $16.01 per hour, effective January 10, 2012 (Title 1 Part D Grant).

Miguel Garcia Pedraza - Bus Driver, Transportation 5-6 hours per day, $11.78 per hour, effective January 3, 2012 (replaces Brent Vetter).

Motion carried 6-0.

RESOLUTION AUTHORIZING THE ISSUANCE AND RATIFYING THE AWARD OF THE SALE OF AID ANTICIPATION CERTIFICATES: Kazmierczak provided an update related to finalizing the borrowing of $8.5 million at an interest rate of .2964 percent. Kazmierczak reminded the board that the borrowing is necessary for cash flow purposes because of the state aid payment shift.

Fagerlie moved, seconded by Tomhave, to approve the resolution relating to $8,500,000 general obligation aid anticipation certificates of indebtedness, series 2012A; authorizing the issuance, ratifying the award of the sale and establishing the terms thereof. Motion carried 6-0.

FISCAL YEAR 2012 REVISED BUDGET, FISCAL YEARS 2013-2014 PROJECTED BUDGETS: Kazmierczak reviewed the district's 2011-12 budget (fiscal year 2012 budget) and the projected budgets for fiscal years 2013 and 2014. The primary revenue adjustments mid year are due to the $50 per pupil increase on the formula which was approved by the legislature after the board approved the preliminary budget in June, a slight increase to enrollment, and increases to state and federal special education revenue. Adjustments to expenditures are in transportation, capital outlay due to timing of summer projects, and special assessments. The district is going

out for quotes for transportation and further examining costs. Both revenue and expenditures increased approximately $500,000 from the preliminary FY12 budget.

The FY13 budget includes the addition of the $50 per pupil to the formula, addition of literacy aid, and a slight increase in enrollment figures. Next year will be year 2 of 7 for the operating levy revenue. The FY13 budget includes the addition of elementary assistant principals and the return of world language at Horizon Middle School. Kazmierczak indicated that the assistant principal proposal would be coming to the School Board soon. Horizon's schedule is likely to change from trimesters to quarters to accommodate the world language opportunities, which is one of the operating levy priority areas. According to the current projections, the district expects revenue to exceed expenditures by approximately $1.4 million for FY13.

By FY14, year 3 of 7 for the operating levy revenue, the district is projecting revenue to exceed expenditures by $855,891. Kazmierczak projected that by FY15 (2014-15 school year) the district would be deficit spending without further adjustments that remain real or actual. The preliminary FY13 budget will be brought to the board in June.

Tomhave moved, seconded by Wilmer, to approve the Fiscal Year 2012 Revised Budget as presented. Motion carried 6-0.

APPROVAL OF POLICY: Johnson moved, seconded by Tomhave, to approve the policy, School Board Officers 202, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Siggerud moved, seconded by Wilmer, to approve the policy, Decision Making in MAPS 220, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Fagerlie, to approve the policy, Superintendent Contract, Duties and Evaluation 311, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Wilmer moved, seconded by Tomhave, to approve the policy, Superintendent's Advisory Council (SAC) 312, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Fagerlie moved, seconded by Tomhave, to approve the policy, Student Withdrawal/Dropout 517, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Wilmer moved, seconded by Johnson, to approve the policy, Community Education Advisory Council 237, as presented. Motion carried 6-0.

SCHOOL BOARD WORK SESSION: Siggerud moved, seconded by Johnson, to approve scheduling the regular February 13, 2012 School Board meeting at 6:00 p.m. with a work session

to follow to discuss district projects, funding and budget updates and board development. Motion carried 6-0.

PARENTS UNITED FOR PUBLIC SCHOOLS: Kovash provided information related to an upcoming Parents United for Public School - Parent Leadership Boot Camp that the district is hosting on Saturday, February 4 from 9 a.m. to 3:00 p.m. in PCE Board Room 224. The boot camp offers intensive, highly-focused one-day training sessions for parent leaders and provides continued support with follow-up sessions, additional training, analysis of proposed legislation, and planned interactions with legislative and education leaders. Individuals will be connected with a network of engaged school advocates from across the state and become credible local resources who can help their communities see the link between state level policy/funding legislation and local schools. Kovash asked board members to recommend names of individuals to contact for participation. Dilworth-Glyndon-Felton, Hawley and Barnesville Public School parents will also participate in the training.

COMMITTEE REPORTS: Brief reports were heard regarding the Executive Finance Committee, Citizen Finance Advisory Committee, and Reinertsen PTAC meetings and Fagerlie highlighted sessions attended at the MSBA Annual Leadership Conference. Tomhave suggested board members follow Minnesota Rural Education Association's (MREA) activity related to special issues and the 2012 legislation session.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Superintendent Kovash reported she and Missy Eidsness attended a Town Hall Meeting with Governor Mark Dayton, U.S. Secretary of Education Arne Duncan and MDE Commissioner Brenda Cassellius at Irondale High School in New Brighton. The group highlighted Minnesota's current education reforms and discussed future efforts to create better pathways and supports for student success. Chair Erickson announced board member Siggerud had received the MSBA President's Award for 2011-12. The award recognizes those who complete 300 or more hours of attendance at MSBA and NSBA sponsored meetings and activities. Siggerud was recognized at the 2012 MSBA Leadership Conference on January 12.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:01 p.m.

_____
Laurie Johnson, Clerk

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.050 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: February 7, 2012

SUBJECT: February Claims

The February claims are as follows:

General Fund	$1,215,964.37
Food Service Fund	$104,572.16
Community Service Fund	$17,910.75
TOTAL	$1,338,447.28

Suggested Resolution: Move to approve the February claims, subject to audit, in the amount of $1,338,447.28.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.051 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: February 7, 2012

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 valued at $510 from Nasco. The items are to be used by the Family and Consumer Science Program at Moorhead High School.

- Building the Right Wardrobe DVD, Financial Poster Strips Set, Money Matters Activities for Real Life Learning, Money Personal Finance Manual, Living on a Budget, Career Cluster Poster Set, and Jobs in Housing & Interior Design DVD.

Suggested Resolution: **Move to accept the instructional material award for the above materials valued at $510 from Nasco 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

JAN 3 1 2011

January 27, 2012

To: Nicole Odegard, Cheryl Adams and Terri Puffe
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: Building the Right Wardrobe DVD, Financial Poster Strips Set, Money matters Activities for Real Life Learning, Money Personal Finance Manual, Living on a Budget, Career Cluster Poster Set, and Jobs in Housing & Interior Design DVD.

Vendor: Nasco

Your total award is $510.00. These items are in the process of being purchased by the Lakes Country Perkins Consortium at the Lakes Country Service Cooperative and will be 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, 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 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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Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.052 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: February 7, 2012

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 valued at $439 from Amazon.com, Learning Zone Express and Insight Media. The items are to be used by the Family and Consumer Science Program at Moorhead High School.

- 5 Minute Interior Design Activities, World Food Mexican Cooking DVD, World Food Markets France DVD, World Food Markets Italy DVD, Secrets of Landing and Keeping a Job, The Multicultural Cookbook for Students, and Behind the Seams Judging Quality in Clothing DVD.

Suggested Resolution: Move to accept the instructional material award for the above materials valued at $439 from Amazon.com, Learning Zone Express and Insight Media 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

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Moorhead High School

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Career and Technical Education Specialist

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Vendor(s): Amazon.com, Learning Zone Express, and Insight-Media.

Your total award is $439.00. These items are in the process of being purchased by the Lakes Country Perkins Consortium at the Lakes Country Service Cooperative and will be 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, 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 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.

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CC Lynne Kovash, Superintendent
Gene Boyle, Principal

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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.12.054

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: February 7, 2012

SUBJECT: Change in Contract

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

Amanda Johnson	K+ Paraprofessional, Ellen Hopkins Elementary, 32.5 hours per week to 16.25 hours per week. (Replaces Tracy Alderman)
Tracy Alderman	K+ Paraprofessional, Ellen Hopkins Elementary, 16.25 hours per week to 32.5 hours per week. (Replaces Amanda Johnson)
Lisa Schmidt	Paraprofessional, Ellen Hopkins Elementary to Paraprofessional, High School. (Replaces Denice Krabbenhoft)
Russ Henegar	Assistant Principal, High School to Interim Principal, High School, D72 (15) $130,187.00, effective July 1, 2012 through June 30, 2013. (Replaces Gene Boyle)

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Amanda Johnson Tracy Alderman, Lisa Schmidt and Russ Henegar as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.051

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: February 7, 2012

SUBJECT: Resignations

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

Jill Bickler	English Teacher, High School, effective February 6, 2012.
Mallorie Highness	Bus Driver, Transportation, effective January 25, 2012.
Linn Webb	Teacher on Extended Leave of Absence, effective at the end of the 2011-2012 school year.
Katie Jo Johnson-Ballinas	Spanish Teacher, High School, effective at the end of the 2011-2012 school year.
Corey Perryman	Lunchroom Supervisor, Ellen Hopkins Elementary, effective February 10, 2012.

SUGGESTED RESOLUTION: Move to approve the resignation of Jill Bickler, Mallorie Highness, Linn Webb, Katie Jo Johnson-Ballinas and Corey Perryman as presented.

Office of Human Resources

Moorhead Area Public Schools

Memo HR.12.053

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: February 7, 2012

SUBJECT: Family/Medical Leave

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

Pam Gibb	Communication Coordinator, Probstfield Center for Education, effective approximately March 22, 2012 for six weeks.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave pursuant to Article IV, Section 3 of the Non-Align Master Agreement for Pam Gibb.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.054

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: February 7, 2012

SUBJECT: Extended Leave of Absence

The administration requests the approval of an Extended Leave of Absence for the following people:

Regina Mandy Occupational Therapist, EIS, effective July 1, 2012.

SUGGESTED RESOLUTION: Move to approve the Extended Leave of Absence for Regina Mandy as presented.

Office of Human Resources

Moorhead Area Public Schools

Memo HR.12.055

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: February 7, 2012

SUBJECT: Leave of Absence

The Administration requests the approval of a one-year Leave of Absence for the following person:

Barb Schumacher	LSS Teacher, S. G. Reinertsen Elementary, effective for the 2012-2013 school year.
Stacy Keeping	LSS Teacher, High School, effective for the 2012-2013 school year.

SUGGESTED RESOLUTION: Move to approve the one-year Leave of Absence for Barb Schumacher and Stacy Keeping as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.052

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: February 7, 2012

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.

Joanne White	Paraprofessional, Adult Basic Education, 23.75 hours per week, 36 weeks per year, B21 (0-2) $14.05 per hour, effective January 30, 2012. (Replaces Mellisa Grosz/Leah Spotts)
Joe Johnson	Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective January 26, 2012. (Replaces Jessica Hanson)
Kasey Krogen	Food and Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day, $10.00 per hour, effective January 24, 2012. (Replaces Crystal Maxwell)
David Schempp	Night Custodian, High School, A12 (0-2) $14.35, 8 hours per day, effective February 14, 2012. (Replaces Nicole Akason)
Andrea Paur	Paraprofessional, Horizon Middle School, B21 (3) $14.26 per hour, 6.5 hours per day, effective February 6, 2012. (Resident district billed)
Mary Kvebak	English Teacher, High School, 1.00 FTE, BA (2) $14,916.81, effective February 6, 2012. (Replaces Jill Bickler)

SUGGESTED RESOLTUION: Move to approve the employment of Joanne White, Joe Johnson, Kasey Krogen, David Schempp, Andrea Paur and Mary Kvebak as presented.

Office of Learner Support Services
Moorhead Area Public Schools

LSS.12.005

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: January 20, 2012

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 (Jan-June). 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 January 1, 2012, to June 30, 2012 is not to exceed the amount of $120,276.00. The entire cost of this program is paid with a combination of state aid, medical assistance funds and payment from Clay County Social Services.

SUGGESTED RESOLUTION: Move to approve the January 1, 2012 to June 30, 2012, 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 January 1, 2012 to June 30, 2012 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.604.20 to 604.205, 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.

1-18-12
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.12.006

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: January 30, 2012

RE: Addition of 1 FTE Early Childhood Special Education (ECSE) Teacher

Attached is a proposal for an increase of 1 FTE Early Childhood Special Education (ECSE) Teacher in the Early Learning Center (ELC). This position will begin February 2012 and end at the completion of the Early Intervention Services (EIS) stretch calendar.

The enrollment in EIS continues to increase over the past few years. The staffing request reflects the enrollment increase. The position will be paid with Federal Special Education funding.

SUGGESTED RESOLUTION: Move to approve the 1 FTE Early Childhood Special Eduction (ECSE) Teacher.

JS:ca
Attachment

MOORHEAD PUBLIC SCHOOLS
Moorhead, Minnesota

2011-12 School Year

PROPOSAL FORM

NAME OF BUILDING: Probstfield ELC, EIS Program

TOPIC OF PROPOSAL: Addition of 1.0 FTE ECSE Teacher

DATE: 1/19/2011

SUBMITTED BY: Robin Grooters & Jill Skarvold

DATE TO BE IMPLEMENTED: February 2012

PERSON RESPONSIBLE TO RECOMMEND TO SUPERINTEDNDENT:
Jill Skarvold

Recommendation (by person responsible):

XX Approve _____ Disapprove _____ Hold _____Refer to Cabinet _____

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

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

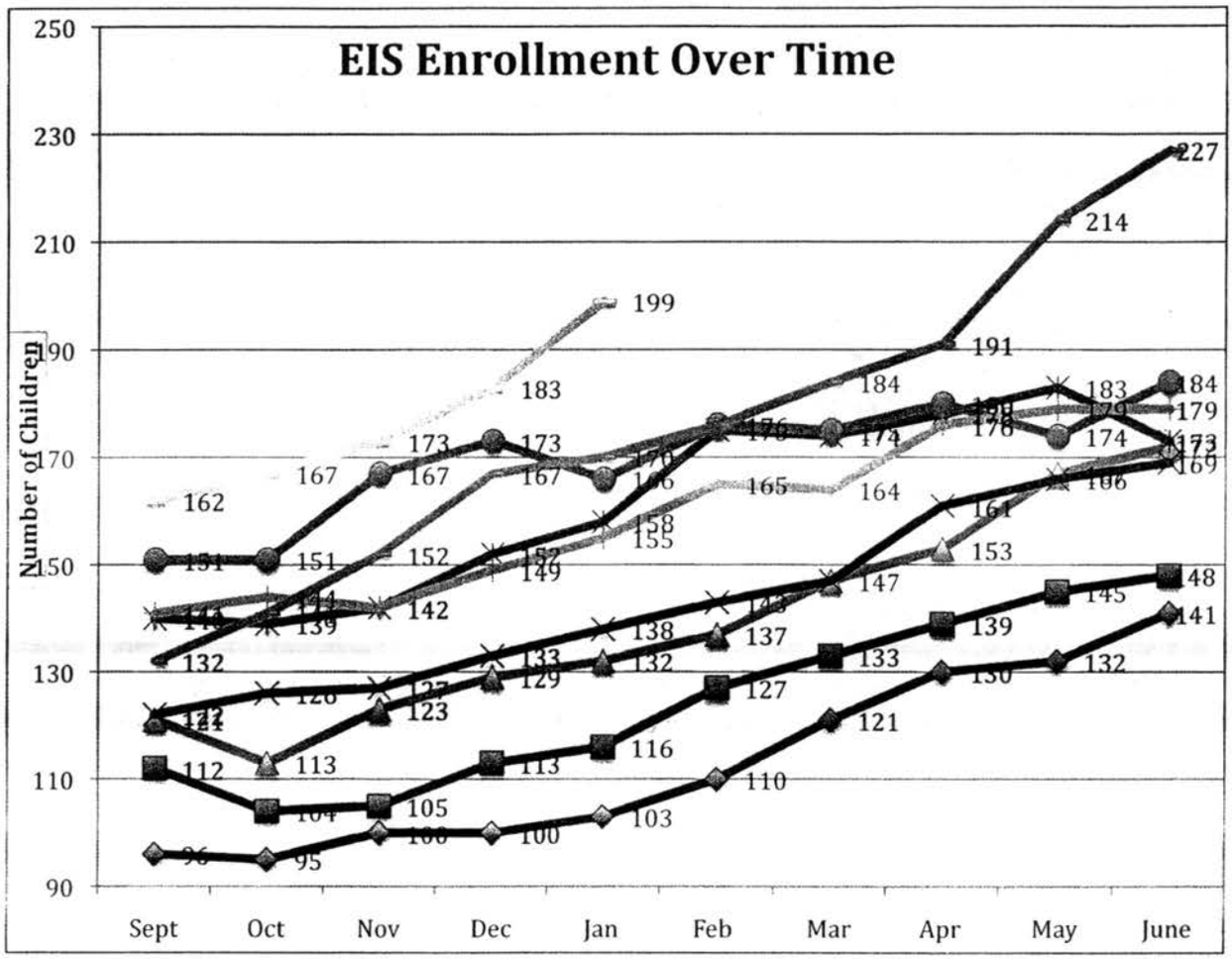
1. Describe the proposal for funding:
   Addition of 1 FTE for February 2012 through June 30, 2012. To be revaluated before end of year to determine need for Fall, 2012.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school).

   The number of children enrolled in Early Intervention Services (EIS) at the beginning of September, 2011 was 162, 30 more than the beginning of September, 2010. Since July, 2011 there have been 123 referrals; currently 22 children are in various stages of meetings and assessments. A high proportion of those referred and evaluated are found to be eligible for services (93%). The substantial increase in referrals and assessments is evident in the current

enrollment number in EIS. As of January 18th, 199 children were enrolled for services in EIS. (Please note that students are continually exiting services, resulting in the current number of enrolled students in EIS at 199.)

See the following chart for yearly trends during the past 8 years. Numbers through January, 2012 are actual numbers.



The high number of children in the EIS program is exceeding staffing guidelines. Because of high numbers, teachers traditionally serving children birth through 2 year old children in the home, are teaching in classroom, decreasing their flexibility to serve 0-2 in the home and or the ability to take incoming evaluations that must be completed within a state mandated timeline of 45 days. The average caseload for the 10 FTE teachers is 20. The additional 1 FTE ECSE teacher will enable the caseload for 11 FTE teachers serving 0-5 year olds to be within caseload guidelines.

Several planning steps were taken in spring 2011 to anticipate a growing population in 2011-12 school year:

- A shift in special education FTE was moved to EIS from the staffing levels projected for 2011-

12 school year. This shift was done based on trends and anticipated growth at EIS levels. However, the referrals, assessments and IEPs have grown much higher than projected. (This pattern is also being seen in the region.)

- EIS and Head Start, as co-located partners in the Early Learning Center were deliberately staffed so that children with complex disabilities were assigned to the co-located classrooms enabling the staffing patterns to be more efficient to serve the students with more services and service time. However children with significant needs are also enrolled in Head Start at the Family Service Center and other inclusive sites around the city (24 sites)
- As new children are added the team scrutinizes how to do staffing so that staff members are efficient in where they serve children. For example, if a staff person is already serving children on the north side of town, we do not add new students to that person's daily travel load if the new child is on the south side of town.
- We have now maximized and exceeded ECSE guidelines given the higher than projected numbers of students referred and qualifying for ECSE services.

Several factors contribute to the ongoing need for additional ECSE Teacher time despite the above anticipatory planning:

- As the number of students referred, assessed and served through EIS has increased, adjustments in service delivery, staffing patterns, locations, collaborations have all adjusted. There is no more capacity to do so.
- The severity of disabilities continues to be a planning challenge: a higher rate of children have combinations of physical, cognitive, hard of hearing/deaf, and visual/blind disabilities.
- Self-contained classrooms or collaborative classroom support severe speech-language disabilities with autism or autism-like characteristics. All of them require intensive highly structured programming.
- Very young children with autism or autism-like behaviors, require 2 adults to 1 child for 1 hour sessions for a time before the child can enter an existing classroom successfully, which produces good results but is highly staff intensive.

3. State the negative implications if the proposal in not approved.

Early Intervention Services is unique in that a large proportion of the staff's job is to find and identify children with disabilities at an early age. In addition, EIS staff design early intervention programs that make a difference in the lives of young children and their families.

Without additional 1 FTE ECSE Teacher, the EIS existing staff will be unable to meet the identified needs of the children assessed and ready for programming. The severity of disabilities encountered this year will not be adequately served.

4. List alternative actions if this proposal is not approved, (It is assumed that any alternative listed is less desirable than the proposal.)

Continue as is with services to children diminished as caseloads grow; larger groupings of children; center-based programming rather than natural settings for 1-2 year olds is not "least restrictive" (and for which we then are cited by the state department). Burden on staff too high communication with parents and agency representative diminished due to time constraints. Hire a paraprofessional. However, a paraprofessional is unable to program for students nor can she/he do the professional tasks needed. A teacher will still need to direct the

programming, conduct assessments, maintain agency and family contact/involvement, analyze data/assessment information.

5. Estimate the cost implications of this proposal on the following chart.

PROPOSAL FORM

#1 PERSONNEL:	Number requested	Estimated cost:	Code to charge:	Reimbursement	Net cost:
Administrators:					
Teachers:	1 FTE	$22,000	IDEA 419	$22,000	$ 0.
Clerical:					
Paraprofessional:					
No. & Hrs. per day:					
Benefits		$ 5720	IDEA 419	$5720	$ 0
#2 CAPITAL OUTLAY					
#3 OTHER EXPENSES computers,desk, phone		$ 1200	IDEA 420	$ 1200	$ 0
ESTIMATED COST		**$28,920**	**NET DISTRICT COST**		**$ 0.00**

Comments on budgetary items:

1. F.T.E. Full-time equivalent: 1 FTE from Feb 2012 through June 30, 2012. Assessment of staffing and caseload patterns will determine whether this increase in FTE at EIS should be continued into 2012-13 school year and whether current staff in K-12 can be shifted to EIS.

2. Equipment, remodeling, site improvement, etc.: A work station will need to be added.

3. Review by Business Office before Superintendent's approval: NA (Reviewed by COT)

4. Space implications (short/long range), NA

5. Equity implications: Young children, ages 0-5 who are eligible for special education services are entitled to services that are developmentally appropriate in natural environments appropriate for young children; without adequate staffing this is not possible.

6. Technology implications:
   Computer & phone will be needed.
   Cost built into spreadsheet above.

7. Suggested timelines for implementations,
   February, 2012

8. Who has been involved in this decision?
   Jill Skarvold, Robin Grooters, Central Office Team

9. Other Comments:

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.049 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: February 7, 2012

SUBJECT: Major Magnitude Field Trip Request – Band Trip to Los Angeles, California

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School band students to travel to Los Angeles, California during spring break in March 2013. Students will be funding the trip using their own resources, which will include fundraising efforts.

Pam Redlinger, MHS Band Director, will be in attendance at the February 13, 2012 School Board meeting to present the request to the board.

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School band students to travel to Los Angeles, California during spring break in March 2013.

WAK:nls
Attachment

Administrative Policy of the Moorhead Public Schools
District Code: 632.2 Major Magnitude Request Form Date Adopted: 01/08/01 Field Trip Revised:

Section I Preliminary Approval
Field Trip Request Name: Band Trip

JAN 3 0 2012

Type of Trip: Curricular

Date of Request: 1/12/11

School Board Presentation Date: Feb. 13 or Feb. 27

Staff/Advisor Requesting: Pam Redlinger, Band Director

Phone/Extension: 2431

Purpose of the Trip:

This trip will meet several objectives:

1) Expose students to a variety of performance situations.
2) Perform on a college campus and learn, through a clinic with a collegiate level band director, what steps we can take as an ensemble to improve our performance and overall musicianship.
3) Listen to a high school band from a different part of the country through an exchange concert. Constructively critique their performance and vice-versa to improve our performance and overall musicianship.
4) Provide exposure to career paths a musician can pursue: recording industry, movie score recording, composition, performance, and other aspects of "show business".
5) Participate in a combination of exhibits and educational programming at the GRAMMY Museum. Learn about and experience the enduring legacies of all forms of recorded music; the creative process of music-making; the art and technology of the recording process; and the history of the GRAMMY Awards.
6) Connect students' band experience with their future as music performers and consumers.

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

Summary: A trip to Southern California gives us an opportunity to meet many of the course standards for band within a 4 day trip.

National Standards addressed through this opportunity

•"Performing on instruments, alone and with others, a varied repertoire of music" (concert preparation and public performances)
•"Reading and notating music" (concert preparation)
•"Listening to, analyzing, and describing music" (Soundtrack session, Grammy Museum, Exchange Concert, Dinner shows)
•"Evaluating music and music performances" (exchange concert, reflecting on our own performances, dinner shows)
•"Understanding relationships between music, the other arts and disciplines outside of the arts" (Soundtrack session, Grammy Museum)
•"Understanding music in relation to history and culture" (Soundtrack session, Grammy Museum, Dinner shows)

Minnesota standards addressed through this opportunity

Standard: Demonstrate knowledge and use of the technical skills of the art form
•Benchmark 9.1.2.3.2 - Play an instrument in small and large groups, a variety of music using characteristic tone, technique and expression (concert preparation and public performances)
Standard: Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.
•Benchmark 9.1.3.3.1 - Analyze how the personal, social, and cultural and historical contexts influence the creation, interpretation and performance of music (most activities planned)
Standard: Perform or present in a variety of contexts in the arts area using the artistic foundations.
• Benchmark 9.3.1.3.1 Rehearse and perform an existing complex work of music from a variety of contexts and styles (public performances, collegiate band director clinic)
• Benchmark 9.3.1.3.2. Revise performance based on artistic intent, using multiple sources of critique and feedback (public performances, collegiate band director clinic)
• Benchmark 9.2.1.3.3 - Justify an artistic statement, including how audience and occasion influence creative choices (performance preparation, Soundtrack Session, Grammy Museum, Dinner Shows)
Standard:Respond to or critique a variety of creations and performances using the artistic foundations
• Benchmark 9.4.1.3.1. Analyze, interpret and evaluate a variety of musical works or performances (exchange concert, reflection on our own performance)

Trip Destination:

Southern California, Los Angeles and surrounding area

Date of Trip Departure: Intention is to schedule with Spring Break 2013 (March 6 - 10 or March 13-17; 4 nights)

Number of School Days Involved: None if spring break is a Wed.- Fri. in March of 2013

Number of Students Involved: Minimum of 40 to go, will take up to 75.

Trip itinerary: See Attachment 1

Attach accommodation plans for any student with IEP/504 plan: See Attachment 2

Attach funding plans (trip anticipated expenses, approximate cost to the district, student's individual costs, and fund raising plans) See attachment 3

Attached plans for parental notification and approval; See attachment 4
Attached list of accompanying staff: Pam Redlinger, others welcome
Number of Chaperones needed for the trip: 1 per 8 students signed up

Authorization Signature of Building Principal:
Gene Bayle

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

Board Approval Date: _____

Section II Final Trip Information
This is to be received by Superintendent/Assistant Superintendent - Teaching/Learning and Building Principal at least TWO (2) weeks prior to the date of departure. (Failure to provide this assurance will result in immediate cancellation of the trip. School Board Policy: 632).

_____ 1. Copy of the Major Magnitude Field Trip Request Form Section I with authorized signatures and school board approval;
_____ 2. Roster of students going on the trip with signed parental approval;
_____ 3. List of staff and adult chaperones going on the trip;
_____ 4. A detailed trip itinerary: transportation plans at destination, hotel/motel accommodations, addresses, phone numbers, places and time lines of activities/events planned;
_____ 5. An accommodation plan for students with an IEP or 504 plan;
_____ 6. Trip expenses, district costs, fund raising, and cost of the trip for individual students;

_____ 7. List of emergency phone numbers where staff/chaperones can be reached in case of an emergency;
_____ 8. Transportation plans to and from destination: (company, flights, times, costs, schedule, chaperoning, approved district Transportation Request Form (Administrative Form 632.1) if needed.

Section III Field Trip Evaluation
Please complete within 3 weeks after returning from trip with information based on the statement of educational value and reason for the trip. Send a copy to the Building Principal & Superintendent/Assistant Superintendent - Teaching/Learning Date:

_____

Moorhead High School Band
March 2013
Los Angeles

DAY 1 : Wednesday

- 4:00 AM: Arrive at MSP International Airport
- 6:00 AM: Depart MSP – air upon availability
- 11:00 AM: Land at LAX International Airport – upon availilibty
- 11:30 AM: Board Motorcoach
- 12:15 PM – 2:15 PM: Lunch at own expense at Farmers Market with performance possible
- 3:00 PM – 7:00 PM: Santa Monica Beach & Pier with dinner at own expense
- 7:45 PM – 8:15 PM: Check-in to hotel
- 8:30 PM – 9:45 PM: Rehearsal and snack
- Curfew to be determined by school

DAY 2: Thursday

- 8:30 AM – 9:30 AM: Breakfast at hotel included
- 10:00 AM: Arrive at Disneyland
- Morning: Sound Track Session Workshop – time determined by Disney
- Reminder of day at Disneyland and California Adventure with Hopper Pass
- Lunch & dinner at park – own expense
- 10:00 PM: Depart Disney
- Return to Hotel

DAY 3: Friday

- 7:00 AM – 8:00 AM: Breakfast at hotel included
- 9:00 AM – 10:30 AM: Clinic/Workshop at College – upon availability
- 10:45 AM – 11:45 AM: College Tour - upon availability
- 12:00 PM – 1:00 PM: Lunch on campus at own expense
- 1:30 PM – 3:00 PM: Exchange Concert with local high school - upon availability
- 3:30 PM – 5:30 PM: Grammy Museum with workshop - upon availability
- 6:00 PM: Arrive at Pirates Adventure for Pre-show & appetizers – performance possible
- 7:00 PM – 9:30 PM: Pirates Adventure Dinner & Show - included
- Return to hotel to enjoy pool and hotel amenities

45

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(952) 303-7313 (800) 926-7185 FAX (952) 303-7321
http://www.sunshinetravelco.com E-mail: sales@sunshinetravelco.com

NTA National Tour Association
TRAVEL GREEN WITH SUNSHINE TRAVEL!
BBB ACCREDITED BUSINESS

DAY 4: Saturday

- 8:30 AM – 9:30 AM: Breakfast at hotel included
- 10:00 AM – 6:45 PM: Universal Studios
- Lunch at park – own expense
- 7:30 PM – 10:00 PM: Medieval Times – Dinner & Show included
- Return to hotel

DAY 5: Sunday

- 7:00 AM – 8:00 AM Breakfast at hotel included
- 8:00 AM: Check-out & Load
- 8:30 AM: Depart
- Optional: Attend early morning Sunday Services
- 9:00 AM – 12:00 PM: Sony Studio Tour
- 12:30 PM – 2:00 PM: Hollywood Walk of Fame with lunch at own expense
- 2:15 PM – 3:15 PM: Rodeo Drive
- 3:30 PM: Depart for LAX International Airport
- 4:15 PM: Check-in with dinner at own expense at the airport
- 6:30 PM: Depart LAX – flight upon availability
- 11:45 PM: Arrive back at MSP International Airport

Attachment 2: Accommodations
Preferential placement during tours (audio, visual accommodation)
Meeting one on one prior to any "free time" to have student ask clarifying questions, or repeat instructions.
Provide students who need written communication an itinerary for the day.
Allow adequate time for students to make transitions.
These meet all accommodations for any student I have in band currently.

Attachment 3: Costs
Individual Cost: Not too exceed $1800.
$1, 098.00: Tour Cost (includes land package, rooming, 6 meals, passes to all activities, guided tours, clinic, taxes and gratuities)
$350 - $550.00: Roundtrip airfare (booked 11 months prior to travel)
$100 - Possible cost of bus/hotel in Minneapolis if we depart the night before for early morning flight.
$50 - Bag fee, instrument transport fee for large instruments, and any instrument rental we will need to do on site.

Students will pay over 10 payment periods between March 2012 - Jan. 2013

Fundraising: Students will have the following fundraising opportunities:
Spring and winter plants sale
Preferred Coupon Book sales (fall and winter)
Scheel's Holiday Help

Cost to district: None

Attachment 4: Parent Notification and Approval
1) Initial Notification: Letter mailed home to eligible students (attached)
2) Parent Meeting: To be held at school shortly after board approval
3) Parent Permission Form (attached)

Rosters of participants will be available after parent notification meeting and sign up period in spring.

Moorhead High School Band

2013 Band Tour

Pam Redlinger, Director
2300 - 4th Avenue South
Moorhead, MN 56560
218-284-2431
e-mail: predlinger@moorhead.k12.mn.us

Dear Band Parent/Guardian,

Plans for our 2013 Band Tour are underway. I am excited to announce our destination will be ***Los Angeles, California!*** During this 5 day, 4 night trip students will get to perform at Disneyland, a local college campus, and perform an exchange concert with a local high school band. Students will get to enjoy California Adventure Park, Universal Studios, Sony Studios, local beaches, The GRAMMY Museum, take in 2 dinner theatre shows and much more. It will be a greatly rewarding trip for our band students.

This performing trip will happen in March of 2013 and specific dates will be determined when the 2012-2013 school calendar is set. Students in grades 10-12, regardless of band placement, are eligible to participate in the trip. The cost of the all-inclusive trip is not to exceed $1800. The band will conduct fundraisers to offset the cost of this tour, and a monthly payment plan will be developed for tour payments.

Please plan to attend an informational meeting on _____ in the New Commons at Moorhead High School. At this meeting, we will review the proposed itinerary, payment options, and commitment expectations for students who wish to participate. Families will have the option of making initial deposits that night.

Parent involvement is essential to make this trip happen. A minimum of 7 adults will need to sign up for the trip. Unfortunately we are not able to discount adult trips.

The Moorhead High School Band has traveled extensively over the years. I look forward to another musically rewarding and culturally interesting tour. To determine if we have a balanced performing ensemble and to see what interest there is for additional participants, I ask that you complete the following information and return at your earliest convenience.

****

Student Name_____

_____ My son/daughter is interested in the performance tour to Los Angeles, California. We feel that through fund-raising programs and personal payment the he/she would be able to participate.

_____ Number of additional participants (if any) Name(s)_____

_____

Parent Signature_____

Moorhead High School Band

2013 Band Tour

Student Permission and Information Sheet

Student Name: _____ Birthdate: _____

Guardian/Parent 1: _____

Email: _____ Phone: _____

Guardian/Parent 2: _____

Email: _____ Phone: _____

Will this student have a cell phone with them on the trip? Yes No

If yes, please provide the cell phone number _____

Calling Tree information - please provide the name and phone number of guardian to be listed on the calling tree. This will be used if we have an emergency during travel, or if departure/ arrival information is changed due to weather or other delays).

Guardian/Parent Name: _____ Phone: _____

Student Conduct:

We, the participating student and his/her guardian (s), understand this is a school sponsored trip. All policies and codes of conduct in the Moorhead High School Handbook apply on this trip. We understand that if a participant does not comply to these policies, or those set by the trip director (Mrs. Redlinger), that the following consequences may be enforced:

1) A call home to a parent/guardian
2) A conference with the building principal upon arrival home
3) Suspension from activities during the trip
4) Suspension from school activities upon arrival home from the trip
5) Early departure home, at family's expense

Participating Student Signature _____ Date: _____

Parent/Guardian Signature _____ Date: _____

☐ Deposit of $180 received on: _____ check number _____

Moorhead High School Band

2013 Band Tour

Student Medical Information

Participant Name: _____

Parent/Guardian: _____

Address: _____

City: _____ State/Zip: _____

Home phone: _____

Daytime phone: _____

Emergency phone: _____

Health Insurance Company: _____

Group Number: _____ Policy Number: _____

List allergies (include medicine and food):

_____

_____

_____

List any special conditions that may affect this participant on the trip: _____

_____

_____

Has this participant had an update tetanus shot? Yes No

Permission for medical attention:

Parent/Guardian Signature: _____

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.053 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: February 7, 2012

SUBJECT: Major Magnitude Field Trip Request – Orchestra Trip to Los Angeles, California

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School orchestra students to travel to Los Angeles, California during spring break in March 2013. At this time, spring break is tentatively scheduled for March 6-8, 2013. Students will be funding the trip using their own resources, which will include fundraising efforts.

Jon Larson, MHS Orchestra Director, will be in attendance at the February 13, 2012 School Board meeting to present the request to the board.

Suggested Resolution: **Move to approve the Major Magnitude Field Trip request for Moorhead High School orchestra students to travel to Los Angeles, California during spring break in March 2013.**

WAK:nls
Attachment

Major Magnitude Field Trip -- Request Form

Administrative Policy of the Moorhead Public Schools

District Code: IICA-B
Date Adopted: 10/26/89
Revised: 01/08/01

Major Magnitude Field Trip
Field Trip
Request Form

Section I

JAN 2 C 2012

Date of Request: 1 - 18 - 2012

Person Requesting the Field Trip: Jon Larson, MHS Orchestra Director

Purpose of the Trip: The purpose of this trip is to expose the Orchestra students to a variety of performing situations in Southern California including the Clive Davis Workshop at the GRAMMY Museum, clinic session with Maestro Jung Ho Pak (conductor of the Orchestra Nova San Diego, and public performances at Universal Studios, The Park at The Grove, and the Crystal Cathedral. The students will have the opportunity to experience the process that studio musicians go through in creating recordings and film scores. The students will also have the opportunity to tour historical, multi-media and cultural sites. The ultimate purpose of this trip is to help these students become better musicians.

Please explain the educational value of this trip and how this trip is related to the course content and graduation standards: The Orchestra students will be performing in a variety of concert settings which will allow them the opportunity to adjust to new performance venues and audiences. In the clinic session with Maestro Pak, the students will gain insights into their sound production, instrumental technique, and ensemble playing with suggestions for improvement. The students will be exposed to the recording industry and the process of creating recordings and film scores. They will also observe studio musicians at work. These performances and observations partially fulfill the following Minnesota standards embedded in the High School instrumental music courses.

Strand I: Artistic Foundations -
- Standard 1: Demonstrate knowledge of the foundations of music;
- Standard 2: Demonstrate knowledge and use of the tecnical skills of music integrating technology
- Standard 3: Demonstrate understanding of the personal, social, cultural, historical contexts that influence music

Strand III: Artistic Process: Perform
- Strand 1: Perform in a variety of contexts in the music area using the artistic foundations

Strand IV: Artistic Process: Respond / Critique
- Standard 1: Respond to and critique a variety of creations and performances using the artistic foundations.

Date of Trip Departure: March 2013 (will try to coordinate the trip with Spring Break 2013)

Destination Address: Los Angeles and Southern California

School: Moorhead High School

Contact Persons: Jon Larson Phone/Extension 2432
Number of students: 80 Class/Group: Orchestra

Number of Chaperones: 10

Number of school days: TBD will attempt to schedule during Spring Break 2013

Approximate cost per student: $1500.

Accommodation plan for students with an IEP or 504 plan: There are no students with an IEP or 504 plan in this class.

Funding Plan: Trip will be completely funded by the students: Fundraisers (wreath sale, student talent show, holiday straighteners, , annual fundraisers, etc.) and out-of-pocket by students.

Parental Notification: Parental Permission Form (see attached) and Parents' Meeting

Trip Itinerary: see attached

Student Roster: will be determined with 2012 - 2013 class registration

Authorization Signature of Building Principal: Jane Boyle

Signature of Assistant Superintendent - Teaching/Learning: _____

Board Approval Date: _____

Section II
Final Trip Information

This is to be received by the Superintendent/Assistant Superintendent - Teaching/Learning and Building Principal at least TWO (2) weeks prior to the date of departure. (Failure to provide this assurance will result in immediate cancellation of the trip. School Board Policy: IICA).

_____ 1. Copy of the Major Magnitude Field Trip Request Form Section I with authorized signatures and school board approval;

_____ 2. Roster of students going on the trip with signed parental approval;

_____ 3. List of staff and adult chaperones going on the trip;

_____ 4. A detailed trip itinerary: transportation plans at destination, hotel/motel accommodations, addresses, phone numbers, places and time lines of activities/ events planned;

_____ 5. An accommodation plan for students with an IEP or 504 plan;

_____ 6. Trip expenses, district costs, fund raising, and cost of the trip for individual students;

_____ 7. List of emergency phone numbers where staff/chaperones can be reached in case of an emergency;

_____ 8. Transportation plans to and from destination: (company, flights, times, costs, schedule, chaperoning, approved district Transportation Request form (Administrative Form IICA-A Section I) if needed.

Moorhead High School
Performance Tour of Los Angeles
March 2013

Proposed Itinerary

Day One

Depart	Meet at Moorhead High School to travel to the Airport. It is recommended that groups arrive at least three hours prior to departure. Government issued photo identification is required of all passengers 18 years of age or older.
Arrival	Welcome to Los Angeles! Upon arrival, head to the baggage claim where your Gateway Tour Manager and motorcoaches will meet you.
Hollywood Walking Tour	Join a professional guide for a walking tour of Hollywood and Highland. The tour will include the Hollywood Walk of Fame, Grauman's Chinese Theatre, El Capitan, and the Egyptian Theatre with plenty of entertainment and history along the way.
The Grove and Farmers Market	For shopping, dining and simply loving life, The Grove is your ultimate entertainment destination. From your favorite boutiques and restaurants to choreographed fountains, free live concerts in The Park and the adjacent historic Farmers Market, you'll enjoy an experience like no other in Los Angeles.
♫ Public Performance	30 minute Performance at The Park at The Grove.
Dinner	A meal coupon will be provided at The Grove and Farmers Market.
Hotel	Your Gateway Tour Manager will assist with hotel check-in.

Phone: 1-800-331-8579 · fax: (763) 295-6029
www.musicfestivals.com · gmf@musicfestivals.com · P.O. Box 1165, Monticello, MN

Day Two

Breakfast	Included
Rodeo Drive	Stop on Rodeo Drive, where the stars go to shop - a must for anyone visiting Hollywood.
Universal Studios	Universal Studios Hollywood puts you so close to the action you can hear the cameras rolling. Take an informative inside look at the sets and view behind-the-scenes secrets of some of today's biggest films.
♫ Public Performance	Perform for the public at the Blues Brothers Stage at Universal Studios. Typical lengths range from 30-60 minutes.
Dinner	A meal coupon will be provided for dinner at Universal Studios.
Hotel	Return to hotel.

Day Three

Breakfast	Included
♫ Public Performance	Perform for the public at the famous Crystal Cathedral (subject to schedule and availability)
GRAMMY Museum	Newly opened in 2008, the GRAMMY Museum is located in downtown Los Angeles, in the heart of L.A. Live. It contains more then two dozen exhibits exploring GRAMMY music everything, from rock and hip-hop to country, classical, Latin, R&B and jazz. The Museum's four floors allow you to experience the power of music through its cutting edge exhibits, interactive experiences and film.
♫ Workshop	Attend a Clive Davis Workshop at the Grammy Museum. Work with recording studio musicians and technicians and learn first-hand how recordings, film scores, advertising jingles, etc. are created and produced

Dinner	The new Hollywood Hard Rock Cafe
El Capitan	Attend a movie in this 1926 restored theatre, the El Capitan. This is where Disney exclusively premiers their movies. Popcorn and soft drinks are included.
Hotel	Return to hotel.

Day Four

Breakfast	Included
♫ Clinic	Participate in a clinic in Los Angeles or the surrounding area. Ensembles perform selections of their repertoire and receive instruction from a Maestro Jung-Ho Pak, conductor of the Orchestra Nova, San Diego and Symphony Orchestra, Interlochen Center for the Arts.
Santa Monica Pier	The beach in Santa Monica is famous for its pier, lined with shops, restaurants, an amusement park as well as the best sand along the California coastline. Bike rentals are available to ride along the famous boardwalk and close by is 3rd Street Promenade for more shopping!
Dinner	Bubba Gump Shrimp Company
Hotel	Return to hotel.

Day Five

Breakfast	Included
Check out	Check out of your hotel this morning. Your Gateway Tour Manager will assist with check out logistics.
Depart	Travel to the Los Angeles airport for your return flight.

This is a sample itinerary and is subject to change. Performance venues may be subject to availability and/or acceptance.

Phone: 1-800-331-8579 · fax: (763) 295-6029
www.musicfestivals.com · gmf@musicfestivals.com · P.O. Box 1165, Monticello, MN

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.056 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: February 9, 2012

SUBJECT: Early Childhood Program Update

At the school board meeting on Monday, February 13, 2012 an update will be provided regarding the district's early childhood program.

WAK:nls

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.075R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: February 7, 2012

SUBJECT: School Board Community Relations

Discussion will be held at the February 13 board meeting regarding School Board communication practices related to board meeting accessibility. Options will include additional ways to provide School Board information to the community at no cost to the school district.

Attached is a proposal for Moorhead Community Access Media related to coverage at School Board meetings and also information about current communication strategies and tactics.

LAK:mde
Attachments

Proposal for MCAM coverage of Moorhead School Board meetings

MCAM will be able to provide coverage of Moorhead School Board meetings after acquisition of some upgraded gear which will enable MCAM to record the meeting with multiple cameras and playback soon after (within a day or two at most), just as the Clay County meetings are broadcast. This upgrade will take a few weeks to finalize so that, with approval of this proposal, MCAM could begin broadcast of the meetings by early February.

MCAM would need to have 3 employees present, one to direct and edit and the other two for cameras. There would be a 1 hour minimum charge for a meeting so if a meeting ran less, it would still have the 1 hour charge. MCAM estimates needing 90 minutes for setup due to schedules of city meetings (also running on Mondays). Setup would require only 1 person, with the other two arriving 30 minutes before the meeting start time. Moorhead Schools would not be charged for tear-down (estimated 10 minutes) but after the 1 hour is met, charges would be made for every ¼ hour. Here is the breakdown:

MCAM would charge $60 per hour for labor and equipment from 30 minutes before the meeting start time and $20 for the setup period (approximately 5:30 pm to 6:30 pm). No additional charges would be made (basic post-production if needed, etc.) and the charges would accrue every ¼ hour (rounded up).

Setup	90 minutes	*5:30 pm with 1 person, 6:30 pm with all 3, meeting begins at 7 pm
Meeting	30 minutes	*1 hour minimum met at 7:30 pm = $60
Meeting continues	"X" minutes	*charged at ¼ hour intervals after 7:30 pm; $15 per ¼ hour til conclusion.
COST BREAKDOWN		
5:30 pm to 6:30 pm	$20	
6:30 pm to 7:30 pm	$60 *minimum charge met ($80)	
7:30 pm until finish	$15 per ¼ hour, rounded to next so 8:05 is charged to 8:15.	

If the average meeting adjourns at 8:15, the cost would be $125, or $250 monthly. This is a very low cost for similar services, especially considering no additional charges will be made for basic post-production work.

MCAM looks forward to being able to provide video and broadcast services for the Moorhead School Board and to bring coverage to an important public meeting not able to be covered until this point.

Sincerely,

Tony Tilton
General Manager-Moorhead Community Access Media
701-212-2845 (cell)
218-284-2700 (office)

Moorhead Area Public Schools Communication Strategies and Tactics

The district's communication efforts use a variety of channels to maximize awareness and support of the district's policies, activities, programs, procedures, achievements and decisions. Strategies and tactics to reach the entire community include electronic communication, publications, community outreach and media relations. The list below provides additional details. Additional strategies are used to reach district families and employees.

Listed here are a summary of main tactics used to reach the entire community:

- Full pdf of board agendas posted on website Friday prior to meeting (began in March 2009, prior to that just posted first few pages of agenda); community members may request printed copies
- All board meeting dates announced on Probstfield Center for Educations's outdoor sign
- Board meeting dates included in district calendar mailed to families and employees and available to community members on request
- Board meeting dates listed on website calendar
- Abbreviated board minutes published in The Forum legals with reference to full minutes posted on district website
- Annual report summary mailed to all district residents with reference to full annual report posted on district website
- Outdoor signs at publicize school and district events
- Community Education catalog mailed twice a year to all district residents includes district page and other district information (kindergarten registration, listening sessions, etc.)
- State of the District and Coffee with Superintendent sessions offered for free through Community Education
- Annual Operating Plans and audit reports posted on district website
- Articles posted on front of district website
- SuperSpud blog on The Forum's Area Voices
- SpudTacular Times insert in FM Extra (includes articles about district business, profiles and recognition and the monthly calendar with board meeting dates)
- Community listening sessions (three in 2011-12, more during referendum)
- Questions from the Field section on website to submit questions and get answers
- info@moorhead.k12.mn.us email address on website and materials to submit questions and get answers

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.055 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: February 9, 2012

SUBJECT: Facilities Update

At the school board meeting on Monday, February 13, 2012 further discussion will occur regarding facilities. The primary item will be an update on the continued discussions between Moorhead Area Public Schools, Minnesota State Community and Technical College – Moorhead, and Lakes Country Service Cooperative regarding a shared facility.

WAK:nls

S-MG-1805
27 Feb 2012

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

February 27, 2012
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 following winners of the Grade Level Spelling Bees held at Horizon in January:
   Grade 6 Spelling Bee: Nick Witthoeft
   Grade 7 Spelling Bee: Ethan Smith
   Grade 8 Spelling Bee: Taylor Hagness

   The Spelling Bee coordinator is Lois Brown.

We Are Proud of the following winners of the Moorhead District Spelling Bee held Feb. 7 at Horizon Middle School:

1st Place: Stefan Duginski
2nd Place: Jesemy Travers
3rd Place: Alex Volk

Duginski and Travers advanced to the Region IV Spelling Bee in Fergus Falls on Feb. 21. The Spelling Bee coordinator is Lois Brown.

We Are Proud of Horizon Middle School student David Bartle for winning the Horizon Geography Bee held in January. Second place went to Elly Schaefer, and third place was earned by Zachary Myers. Bartle has taken a written qualifying test for the opportunity to compete in the Minnesota State Geographic Bee in April. Janelle Frost-Geiser and Lois Brown coordinate the Geography Bee.

We Are Proud of the cast and crew of Moorhead High School's one-act play, "Interview" by Jean-Claude Van Itallie, for earning a "starred performance" at the 2012 Minnesota State High School League One-Act Play Festival on Feb. 10 at St. Catherine's in St. Paul, Minn. This was Moorhead High's ninth appearance at the state festival and second "starred" rating. Moorhead also received the Wells Fargo Spotlight on the Arts award. Moorhead's one-act play advanced to the state festival after receiving first place at the Section 8 Class AA one-act play contest on Feb. 2 in Alexandria.

The cast and crew of "Interview," which is about the alienation and loss of identity stemming from the search for a job, include Sam Wisenden, Matthew Fossum, Nina Grollman, Kathryn Eggert, Sarah Rice, Emily Kari, Sy Cavins-Wolford, Colby Schwartzwalter, Casey Fee and Britnee Surprenant. Christopher Lien is the director.

Judges rate the one-act plays according to specific criteria, including pace, blocking, costuming and projection of the play's meaning. Each production is limited to 10 minutes of stage preparation and 35 minutes of actual performance.

We Are Proud of Kent Wolford, social studies teacher at Moorhead High School, for being named the 2012 Moorhead Teacher of the Year. Wolford taught at Moorhead Junior High from 1990-95; he has been teaching American History and Government at Moorhead High since 1995. Wolford coaches ninth-grade football, serves on the district's staff development committee and served as Education Moorhead president. He was selected as Teacher of the Year by the Education Moorhead Communications Committee.

We Are Proud of the 2012 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these candidates. The 2012 Teacher of the Year Building Representatives are:

- Mary Charlton, physical education teacher at Ellen Hopkins Elementary
- Amy Biller, fifth-grade teacher at Robert Asp Elementary
- Nancy Oster, English language learners teacher at S.G. Reinertsen Elementary
- Sayra Crary, English language learners teacher at Horizon Middle School
- Bette Stieglitz, Early Childhood Family Education parent educator at Probstfield Center for Education

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

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
(1) Acceptance of Donation - Page 6

C. HUMAN RESOURCES MATTERS - Hiedeman
(1) Approval of Early Retirements - Page 7
(2) Approval of Leave of Absence - Page 8
(3) Approval of Extended Leaves of Absence - Page 9
(4) Approval of Family/Medical Leaves - Page 10
(5) Approval of Resignations - Page 11
(6) Approval of New Employees - Page 12

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

Suggested Resolution: Move to approve the Consent Agenda as presented.
Moved by _____ Seconded by _____
Comments _____

3. **2012-2013 SCHOOL CALENDAR**: Kovash
Pages 13-15

Suggested Resolution: Move to approve the 2012-2013 School Calendar as presented.

Moved by _____ Seconded by _____
Comments _____

4. **PROPOSAL FOR ELEMENTARY ASSISTANT PRINCIPALS**: Kovash
Pages 16-25

Suggested Resolution: Move to approve the proposal of three (3) FTE Elementary Assistant Principal positions 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
Technology Committee	February 28	3:45 pm	PCE
Joint Powers Committee	March 1	7 am	Clay County
Continuing Educ Com	March 6	3:30 pm	PCE
Asp PTAC	March 6	6:30 pm	Media Center
Reinertsen PTAC	March 6	6:30 pm	Media Center
Indian Educ Parent Com	March 7	5:30 pm	PCE
Hopkins PTAC	March 12	6:30 pm	Media Center
School Board	March 12	7 pm	PCE
Instr and Curr Adv Com	March 15	7 am	PCE
Early Childhood Adv Com	March 15	6:30 pm	PCE
Horizon PTAC	March 15	6:30 pm	Media Center
Policy Review Committee	March 19	7 pm	PCE
Com Educ Advisory Council	March 20	7 pm	PCE
School Board	March 26	7 pm	PCE
Activities Advisory Council	March 27	7 am	MHS Conf Rm
Technology Committee	March 27	3:45 pm	PCE

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.057 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: February 23, 2012

SUBJECT: Donation

Moorhead Area Public Schools has received the following donation:

- David and Emily Hollingshead, parents of a district student, have donated a Medium Pacer Gait Trainer valued at approximately $900.

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

WAK:nls

6

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.056

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: February 17, 2012

SUBJECT: Early Retirement

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

Sue Geihl	Art Teacher, Ellen Hopkins Elementary, effective at the end of the 2011-2012 school year.
Charles Fisher	Teacher, District Wide, effective at the end of the 2011-2012 school year.
Jeffrey Robinson	Counselor, High School, effective June 8, 2012.
Susan Fradet	Elementary Teacher, Ellen Hopkins Elementary, effective at the end of the 2011-2012 school year.

SUGGESTED RESOLUTON: Move to approve the Early Retirement of Sue Geihl, Charles Fisher, Jeffrey Robinson and Susan Fradet as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.060

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: February 17, 2012

SUBJECT: Leave of Absence

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

Romney Anderson	Ellen Hopkins Elementary, effective at the end of the 2011-2012 school year.

SUGGESTED RESOLUTION: Move to approve the one year Leave of Absence for Romney Anderson as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.057

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: February 17, 2012

SUBJECT: Extended Leave of Absence

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

Barb Schumacher	Learner Support Services Teacher, S. G. Reinertsen Elementary, effective at the end of the 2011-2012 school year.
Eva Riendeau	Learner Support Services Teacher, Horizon Middle School, effective at the end of the 2011-2012 school year.
Stacy Keeping	Learner Support Services Teacher, High School, effective at the end of the 2011-2012 school year.

SUGGESTED RESOLUTION: Move to approve the Extended Leave of Absence for Barb Schumacher, Eva Riendeau and Stacy Keeping as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.061

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: February 21, 2012

SUBJECT: Family/Medical Leave

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

Mary Lee Leikas	Physical Therapist, EIS, effective February 21, 2012 for approximately six months.
Lea Tilsen-Virkus	Sign Language Interpreter, High School, effective approximately May 8, 2012 for the remainder of the 2011-2012 school year.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave pursuant to Article 39, Section 1 of the Teachers' Master Agreement for Mary Lee Leikas and pursuant to Article IX, Section 3 of the T. C. I. Master Agreement for Leah Tilsen-Virkus.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.058

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: February 17, 2012

SUBJECT: Resignations

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

Joanna Beeson	Food and Nutrition Server, S. G. Reinertsen Elementary, effective February 28, 2012.
Beatrice Johnk	Food and Nutrition Server, Robert Asp Elementary, effective February 17, 2012.
Amanda Bostick	Food and Nutrition Server, Ellen Hopkins Elementary, effective February 9, 2012.
Jenny McLeod	Food and Nutrition Server, Ellen Hopkins Elementary, effective January 11, 2012.
Kathleen Evert	Health Technician, Probstfield Center for Education, effective February 27, 2012.

SUGGESTED RESOLUTION: Move to approve the Resignations of Joanna Beeson, Beatrice Johnk, Amanda Bostick, Jenny McLeod and Kathleen Evert as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.059

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: February 17, 2012

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.

Tamara Ehlers	Tutor, Red River Area Learning Center, $12.00 per hour, 30 hours per week, effective January 26, 2012. (Grant thru 9-30-2012)
Kim Bergley	Food and Nutrition Server, Robert Asp Elementary, effective February 17, 2012.
Carol Gustafson	Breakfast Food and Nutrition Server, High School, 2.75 hours per day, $10.00 per hour, effective February 22, 2012.
Vian Mustafa	Paraprofessional, Ellen Hopkins Elementary, 6.5 hours per day, B21 (0-2) $14.05 per hour, effective February 21, 2012. (Replaces Lisa Schmidt)

SUGGESTED RESOLUTION: Move to approve the employment of Tamara Ehlers. Kim Bergley, Carol Gustafson and Vian Mustafa as presented.

12

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.076R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: February 16, 2012

SUBJECT: 2012-2013 School Calendar

The attached draft proposal of the 2012-2013 School Calendar was developed through a consensus process by the school district's Calendar Committee. The committee consists of teachers, staff, administration and community members. The committee reviewed the parameters for school district calendars, contract language and feedback from district staff and community to develop the working draft. The committee's decision-making process provided for input and review by all school district staff.

Suggested Resolution: Move to approve the 2012-2013 School Calendar as presented.

LAK:mde
Attachments

Moorhead Area Public Schools — ISD 152

Draft 2.22.12

July 2012

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

August

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	[28]	29	30	31

September

(3)	4	5	6	7
10	11	[12]	13	14
17	18	{19}	20	21
24	25	[26]	27	28

October

1	2	[3]	4	5
8	9	10	11	12
(15)	(16)	(17)	18	19
22	23	[24]	25	26
29	30	{31}		

November

			1	2
5	6	<7>	8	9
12	13	[14]	15	16
19	20	21	22	23
26	27	[28]	29	30

December

3	4	[5]	6	7
10	(11)	12	13	14
17	18	19	20	21
24	25	26	27	28
(31)				

January 2013

	(1)	2	3	4
7	8	[9]	10	11
14	15	{16}	17	18
21	22	[23]	24	25
28	29	{30}	31	

February

				1
4	5	[6]	7	8
(11)	12	<13>	(14)	15
(18)	19	[20]	21	22
25	26	27	28	

March

				1
(4)	(5)	(6)	7	8
11	12	[13]	14	15
18	19	{20}	21	22
25	26	[27]	28	(29)

April

(1)	2	[3]	4	5
8	9	{10}	11	12
15	16	<17>	18	19
22	(23)	24	25	26
29	30			

May

		<1>	2	3
6	7	8	9	10
13	14	{15}	16	17
20	21	22	23	24
(27)	28	29	30	‹31›

June 2013

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

☐ Professional Development/ No School for Students

⌜ ⌝ Prof. Dev. (a.m.) / Teacher ⌞ ⌟ Work Time (p.m.)

[ ] K-12 Prof. Dev. 1 Hour Before or After School

< > K-8 Prof. Development 1 Hour After School

{ } K-5 Prof. Development 1 Hour After School

◯ No School

( ) P/T Conference (Varies by Bldg.)

___ Teacher Comp. Time

‹ ^ › Teacher Work Time / ‹ ⌄ › Comp Time (Varies by Grade)

Emergency Makeup Days:

May 31, June 3, 4, 5, 6, 7 & beyond

No built-in makeup days; all makeup days are at the end of the school year.

Payroll Dates:

July 31, 2012	February 28
August 31	March 28
September 28	April 30
October 31	May 31
November 30	June 28
December 21	
January 31, 2013	

2012-2013 SCHOOL CALENDAR

2012

Aug.	7-9	Grade 9 Orientation
	21	Horizon Orientation
	22	EIS-12 Para Prof. Development Day
	22-24	New Teacher Induction
	TBD	Kindergarten Orientation
	28	Prof. Development (a.m.) / Teacher Work Day (p.m.)
	28	Back-to-School Night Horizon Gr. 6 (6-7:30 p.m.)
	29-30	Professional Development
	30	Back-to-School Night Elementary (6-7:30 p.m.)
Sept.	3	Labor Day
	4	K-12 Classes Begin
	6	Back-to-School Night (Horizon Gr. 7, 6-7:30 p.m. / Gr. 8, 7-8:30 p.m.)
	12, 26	K-12 Prof. Development Before/After School
	19	K-5 Prof. Development After School
Oct.	3, 24	K-12 Prof. Development Before/After School
	15, 16	K-12 P/T Conferences (5-8:30 p.m.)
	16	Kindergarten P/T Conferences (day)
	17	No Classes K-12 / K-12 P/T Conferences (8-11:30 a.m.) / K-8 P/T Conferences (12:30-4 p.m.) / EIS-12 Para Prof. Development Day / 9-12 Comp (p.m.) (Conf.)
	18-19	No School / Education Minnesota (EM)
	31	K-5 Prof. Development After School
Nov.	6	End of 1st Quarter
	7	GRAD Writing Retest Grades 10-12 / K-8 Prof. Development After School
	14, 28	K-12 Prof. Development Before/After School
	21	K-12 No School / Teacher Comp. (Conf.)
	22-23	No School
Dec.	5	K-12 Prof. Development Before/After School
	11	MHS P/T Conferences (5-8:30 p.m.)
	22	Winter Break Begins

2013

Jan.	2	K-12 Classes Resume
	9, 23	K-12 Prof. Development Before/After School
	16, 30	K-5 Prof. Development After School
	18	End of 2nd Quarter/Semester
	21	No Classes K-12 / 6-12 Prof. Development Day / K-5 Teacher Comp Day (PD) / Martin Luther King Jr. Day

2013 continued....

Feb.	6, 20	K-12 Prof. Development Before/After School
	11, 14	MHS P/T Conferences (5-8:30 p.m.)
	13	K-8 Prof. Development After School
	18	No School / Presidents' Day
March	4, 5	K-8 P/T Conferences (5-8:30 p.m.)
	5	Kindergarten P/T Conferences (day)
	6	No Classes K-12 / Grades K-5 P/T Conferences (8-11:30 a.m., 12:30-4 p.m.) / 6-8 P/T Conferences (8-11:30 a.m.) / 6-8 Prof. Development (12:30-4 p.m.) / 9-12 Prof. Dev Day
	7-8	No School / Teacher Comp. (Conf. / PD)
	13, 27	K-12 Prof. Development Before/After School
	20	K-5 Prof. Development After School
	25-May 17	MTAS Reading and Math Testing Window
	25-May 17	MCA Science Testing Window (Gr. 5, 8, MHS)
	Fall-May 17	Grades 3-8 MCA Mathematics Online Testing Window
	Winter-May 17	Grades 3-8, 10 MCA Reading Online Testing Window
	28	End of 3rd Quarter
	29	No School
April	1	No School / Teacher Comp Day (PD)
	3	K-12 Prof. Development Before/After School
	10	K-5 Prof. Development After School
	16	Grade 9 GRAD Writing Test / Writing Retest Grade 12
	16, 17	MCA Gr. 10 Reading, Gr. 11 Math
	17	K-8 Prof. Development After School
	23	MHS P/T Conferences (5-8:30 p.m.)
May	1	K-8 Prof. Development Before/After School
	15	K-5 Prof. Development After School
	27	Memorial Day
	30	Last Day for K-12 Students
	31	Last Day for K-12 Staff / K-8 Teacher Work Time (3 hrs) / K-8 Teacher Comp (4 hrs) / / 9-12 Teacher Work Time (3.5 hrs) / 9-12 Teacher Comp (3.5 hrs)
June	2	Graduation

Moorhead Area Public Schools
2012-2013 Calendar • Draft 2.22.12

Month	Student Instruc. Days	Prof. Develop Hrs	Teacher Work Hrs	MHS Conf (beyond school day)	MHS Conf (during day)	MHS Conf Comp Days	K-8 Conf (beyond school day)	K-8 Conf (during day)	K-8 Conf Comp Days	PD Comp Day	Non Contract Vacation
August	0	17.5	3.5								
September	19	3 (K-5) / 2 (6-12)									1
October	20	3 (K-5) / 2 (6-12)		15, 16	Oct. 17 (a.m.)	Oct. 17 (p.m.)	15, 16	Oct. 17			2
November	19	3 (K-8) / 2 (9-12)				Nov. 21			Nov. 21		2
December	15	1		Dec. 11							6
January	21	4 (K-5) / 9 (6-12)								Jan. 21 (K-5)	1
February	19	3 (K-8) / 2 (9-12)		11, 14							1
March	17	3 (K-5) / 5.5 (6-8) / 9 (9-12)				Mar 7	4, 5	Mar 6 K-5: a.m. and p.m. / 6-8: a.m.	Mar 7	Mar 8	1
April	21	3 (K-5) / 2 (6-8) / 1 (9-12)		April 23						April 1	
May	21	2 (K-5) / 1 (6-8)	3 (K-8) / 3.5 (9-12)			May 31 (p.m.)				4 hrs May 31 (K-8)	1
June	0	0									
Totals (days)	172	42.5 hrs (K-5) / 46 hrs (6-8) / 45.5 hrs (9-12)	6.5 hrs (K-8) / 7 (9-12)	3	0.5	-3	2	2 / 1.5	-2	25 hrs (K-5) / 18 hrs (6-8) / 14 hrs (9-12)	15

(no built-in storm days; all makeup days at end of year) Q1=43 Q2=43 Q3=44 Q4=42

Contractual considerations:
177 teaching contract days:
Note: Teacher day consists of 7 hrs.

183 Total Contract days
Contract states: 177 days plus 6 workshop days
172 student instructional days + 7 PD + 4 Conference

Kindergarten	**8:20-10:50**
Kindergarten	**12:20-2:50**
Elementary	**8:25-2:50**
Horizon	**7:45-2:15**
Moorhead High	**8:25-3:30**

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.077R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: February 16, 2012

SUBJECT: Proposal for Elementary Assistant Principals

Attached is a proposal to fund three (3) FTE Elementary Assistant Principals to provide instructional leadership in partnership with the building principal and to assist in the administration of all assigned activities at the school site.

With the new legislative requirements for teacher evaluation and "Reading Well by Grade 3," additional administrative staff is needed to meet the mandates. The positions will be funded using a combination of literacy aid and Title funds.

Suggested Resolution: Move to approve the proposal of three (3) FTE Elementary Assistant Principal positions as presented.

LAK:mde
Attachment

16

MOORHEAD AREA PUBLIC SCHOOLS
Moorhead, Minnesota

2012-13 School Year

PROPOSAL FORM

NAME OF BUILDING: District Wide/ Elementary Schools

TOPIC OF PROPOSAL: Elementary Assistant Principals

SUBMITTED BY: DATE: February 6, 2012

Ann Hiedeman
Wayne Kazmierczak
Missy Eidsness
Jill Skarvold
Elementary Principals

DATE TO BE IMPLEMENTED: July 2012

BUSINESS OFFICE REVIEW WITH COMMENTS ATTACHED:

PERSON RESPONSIBLE TO RECOMMEND TO SUPERINTENDENT:

Recommendation (by person responsible):
Approve __x_ Disapprove ___ Hold ___ Refer to Cabinet ___

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

Complete a description of your program proposal. All ten (10) areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding.
   ___The purpose of the proposal is to provide instructional leadership in partnership with the building principal and to assist in the administration of all assigned activities of the school site.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school.

Enrollment at the elementary schools has grown since the schools were opened in 2004. With Robert Asp at 811 students, Ellen Hopkins at 806 and Reinertsen at 762 (grade 1- 5) students, there is a need for additional administrative support. At the September 12, 2011 meeting with Bruce Miles, the school board expressed concern regarding areas that were not as positive as intended and this included the large schools and the need for assistant principals.

With the 2011 teacher evaluation legislation, every teacher must be evaluated yearly with a formal evaluation every three years. Given the size of the schools, it is necessary to add administrative staff in order to meet the new legislative mandate and to continue to provide instructional leadership for all staff in the building.

In the Educational Best Practices Reference Guide from AdvancEd, Regional Accreditation Association, the practice for staffing levels states: Every school must have an administrative head who serves as the instructional leader of the school.

The following guidelines are given for Assistant Administrators

School enrollment	250-400	500-749	750-999	1000 - 1249
Staffing level	0	.5	1.0	1.5

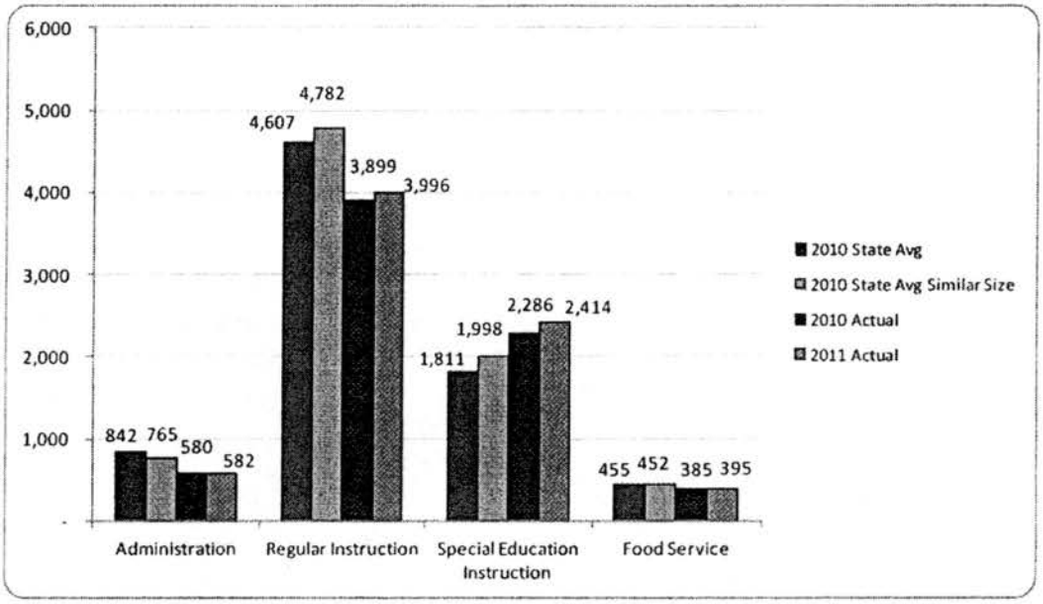
As indicated in the enrollment data, all elementary schools are over 750 student enrollment.

We will also need to continue to develop strong leadership capacity in the area of literacy with the "Reading Well by Grade 3" mandate from the Minnesota legislature in 2011. We will need to have strong literacy leadership in each of our schools. This will be supplemented by the addition of elementary assistant principals who will focus on supporting staff in implementing literacy evidenced based practices, in utilizing data to make instructional decisions, and in working to implement the school improvement plan and district improvement plans.

The assistant principal will also assist the principal in the development and implementation of the school wide discipline plan and positive behavior plan.

As the K+ program has grown in each school, there is also a need for site supervision and evaluation of staff. The AP will have oversight of the K+ program in partnership with the Director of Community Education.

The 2010 audit shows lower than average spending in the administrative area:



In conclusion, research from *How Leadership influences Student Learning*, Leathwood, Seashore Louise, Anderson and Walstrom (2010) indicates, "There seems little doubt that both district and school leadership provides a critical bridge between most educational reform initiatives and their consequences for students."

3. State the negative implications if the proposal is not approved.
   The schools will not be adequately supervised and we may not be able to meet the mandates with the full intention of supporting growth of all staff.

4. List alternative actions if this proposal is not approved. (It is assumed that any alternative listed is less desirable that the proposal)
   Alternative action would be to hire retired administrators to do evaluations of staff, to hire consultants to help with the leadership. This is not desirable due to the fact that true supervision and evaluation is ongoing and should be built on a culture of trust and learning.

5. Estimate the cost implication of this proposal on the following chart.

PERSONNEL No. & Hrs. per day:	Number requested	Total Cost:	Code	Reimbursement	Net Cost
Assistant Principals	3	approximately $300 - 325,000	Title I Title II Literacy Revenue	$150,000 comes from shifting $ from Literacy Coaches to AP position. Reason for this shift is because the AP has focus of their responsibility on Literacy and instructional leader. .5 FTE from each building =District Title 2 approx $75,000 =.5 title position at Asp & Hopkins will go towards the AP position (but the intervention teacher position would be covered by increase in Alternative Delivery for academic interventions approx $75,000. Thus, student interventions will continue. total = $150,000 of shifting $$ to the AP position (see next column) $150 - 175,000 from Literacy Aid (a new source of revenue effective 2012 school year)	Shifting Title $$ and using new revenue in order to focus on literacy Reallocating coaching $$ to AP in order to support the level of instructional leadership needed to address literacy and teacher and program evaluation

Comments on budgetary items:

1. FTE Full-time equivalent
   3.0 FTE 12 month contract

2. Equipment, remodeling, site improvement, etc.
   Each building will identify a location near the main office. Due to remodel at Asp and Hopkins, the "old" principal office becomes the AP office. At SGR will have to convert a storage office to an AP office (approx $5,000)

3. Review by Business Office before Superintendent's approval.

4. Space implications (short/long range).
   Office space will be needed for the principals.

5. Equity implications.
   None as the proposal is to add assistant principals at each elementary school.

6. Technology implications.
   Laptop computer, office printer, cell phone w/data plan

7. Suggested timelines for implementation.
   The positions will be posted in March with interviews and selection in April.

8. Who has been involved in this decision?
   Central Office Team and Elementary Principals

9. Other comments.
   Job Description Attached

MOORHEAD SCHOOLS
JOB DESCRIPTION

BAND	GRADE	SUBGRADE:
JOB TITLE: Assistant Principal	**DEPARTMENT:** Elementary	**DATE** January, 2012
IMMEDIATE SUPERVISOR: Building Principal	**SUPERVISES:** Certified and Support staff in the building	

JOB SUMMARY:

Provides instructional leadership in partnership with the building principal and assists in the administration of all assigned activities of the school site.

MAIN AREAS OF ACCOUNTABILITY

30% 1. Supervision and Evaluation of certified and support staff

A. Assists with building staffing needs in partnership with building principal and Director of Human Resources, including planning, hiring and interviewing.

B. Assists principal, in partnership with the Director of Human Resources, with certified and support staff personnel issues.

C. Partners with building principal with certified staff observations, pre and post observation conferences and written observations.

25% 2. Assists in the development and implementation of the school wide discipline plan and positive behavior plan.

A. Functions as an active participant on school wide planning team.

B. Assists in implementation of the tiered student behavior plan.

25% 3. Assists the principal with implementation of the school improvement plan, in partnership with the Director of School Improvement and Accountability.

A. Assists with oversight and development of the K-5 assessment plan.

B. Assists in providing leadership in literacy, instruction and reporting including partnership with other literacy programs.

C. Assists in ensuring viable and guaranteed curriculum in partnership with building principal.

10% 4. Assists in providing oversight of the K+ program in the building in partnership with the Director of Community Education.

A. Assists in the hiring, evaluation and training of K+ staff.

B. Assists in the development and implementation of K+ curriculum that supports the Kindergarten curriculum.

C. Assists in providing consistency in classroom management and school wide discipline plan.

10% 5. Assumes the lead role in the building emergency and crisis planning working in partnership with the Director of Transportation and Property Services to monitor for the health and safety of students and staff.

A. Coordinates the lockdown drills, fire drills, bus evacuation drills, AED trainings, etc.

B. Maintains building emergency and crisis plan (written).

6. Performs other duties as assigned or requested.

MINIMUM REQUIREMENTS

Education and Experience:

- Masters degree in Educational Leadership with a Minnesota K-12 Principals License required
- Experience in educational leadership preferred
- Experience in literacy curriculum and instruction preferred

Special Knowledge/Skills:

- Knowledge of school administration principles and effective management techniques.
- Knowledge of appropriate instructional methods, techniques and practices in accordance with state and federal laws.
- Knowledge and skills with a variety of technology and security equipment.
- Exemplifies high standards of professional practice and behavior.
- Ability to use experience, past practice, district policy, procedure, state, and federal laws in making decisions, problem solving and conflict resolution. Issues that set a precedent or are sensitive are referred to the Superintendent.
- Ability to work with individuals with a variety of styles and personalities.
- Knowledge and understanding of district policies and all building programs.
- Ability to assist in assessing. Diagnosing and evaluating programs.
- Working knowledge of student behavior techniques.
- Ability to establish and maintain relationships and communicate effectively, both verbally and in writing, with teachers, administrators, students, parents/patrons and other professionals.
- Ability to assist in analyzing, interpreting, comparing, and presenting data using a wide range of mediums.
- Ability to demonstrate enthusiasm and commitment toward the job and mission of the School District.

WORK CHARACTERISTICS

Physical Effort:

* Position is regularly required to sit, stand, walk and go up and down stairs while moving throughout the building.
* Position requires occasional lifting, restraining of students.
* On occasion the position requires physical intervention with students.

Mental Effort

* Position requires handling multiple tasks at once, responding to numerous requests for information, dealing with constant interruptions, and prioritizing job tasks.
* Position involves analyzing and interpreting data, managing resources and evaluating the performance of others.

Working Conditions

- The majority of work is performed mostly in typical elementary school conditions, with occasional outdoor duties as needed.
- Occasional exposure to airborne pathogens and bodily fluids
- Occasional restraining students
- Occasional exposure to students with severe emotional disturbance
- Occasional travel to other district buildings or conferences.

JOB OUTCOMES

- Projects a positive, cooperative and respectful attitude with students, parents, employees and community members and others.
- Assists in demonstrating growth and improvement in the areas of student achievement and teacher effectiveness
- Assists in providing a school environment that portrays a positive public image communicating to the community, parents, staff and students that all resources have been appropriately utilized
- Assists in maintaining a safe and orderly school environment
- Assists in encouraging collaboration between the school and all other schools within the district.
- Assists in creating a school environment that provides education opportunities for every student o reach his/her potential.
- Assists in supervising building staff consistently and fairly in accordance with personnel contracts, policies and labor law.
- Assists in administering building budget within budget guidelines and consistent with state regulations, rules, guidelines and district policies and procedures.
- Assists in recruiting and selecting high quality staff members and providing ongoing evaluation and staff development to maintain and improve staff and student performance.

This description describes the general nature and worked expected of an individual assigned to this position. Employees

may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

5-MG-BOE 12 March 2012

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

March 12, 2012
7:00 p.m.

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

ATTENDANCE:

Lisa Erickson_____	Kristine Thompson_____
Cindy Fagerlie_____	Bill Tomhave _____
Laurie Johnson _____	Trudy Wilmer_____
Mike Siggerud_____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. "We Are Proud"

   We Are Proud of Moorhead High School students Eunji Park and Paige Wakefield who were selected by audition for the 2011-12 Minnesota All-State Orchestra. The All-State Orchestra performed February 18 at Orchestra Hall in downtown Minneapolis. Park and Wakefield are members of the Moorhead High School Chamber Orchestra under the direction of Jon Larson.

   We Are Proud of Moorhead orchestra students Abbie Clapp, Ana Nelson, Tanner Otto and Elizabet Samonides-Hamrick for being selected by audition for the 2012 MNSOTA Middle Level Honors Orchestra sponsored by the Minnesota String

Orchestra Teachers Association. The honors orchestra is composed of the top grades 7-9 string students in Minnesota. The Middle Level Honors Orchestra performed at the Minneapolis Convention Center on Feb. 18. Orchestra teachers are Doug Neill and Jon Larson.

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

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of February 13 and 27, 2012 Meeting Minutes - Pages 6-14

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of March Claims - Page 15
   (2) Acceptance of Donation - Pages 16
   (3) Approval of Letter of Engagement for Auditing Services - Pages 17-26

C. HUMAN RESOURCES MATTERS - Hiedeman
   (1) Approval of Change in Contract - Page 27
   (2) Approval of Family/Medical Leaves - Page 28
   (3) Approval of New Employees - Page 29

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **MAJOR MAGNITUDE FIELD TRIP REQUEST - SPEECH/THEATRE TO NEW YORK CITY**: Kazmierczak
Pages 30-36

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School speech and theatre students to travel to New York City January 17-21, 2013.

Moved by _____ Seconded by _____
Comments _____

4. **UPDATE ON DISTRICT LEVEL IMPROVEMENT PLAN**: Kovash
Pages 37-42

5. **SUPERINTENDENT REPORT**: Kovash

6. **COMMITTEE REPORTS**

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

8. **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 _____

9. **OPEN PUBLIC MEETING**: Erickson

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

Moved by _____ Seconded by _____
Comments _____

10. **APPROVAL OF 2012-2014 MASTER AGREEMENT FOR CONFIDENTIAL SECRETARIES**: Kazmierczak
Page 43

Suggested Resolution: Move to approve the 2012-2014 Master Agreement for Confidential Secretaries as follows:

School Year	Percent	Cost
2012-2013	2.04%	$ 5,650.00
2013-2014	1.98%	$ 5,586.00
Total	4.02%	$11,236.00

Moved by _____ Seconded by _____
Comments _____

11. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Instr and Curr Adv Com	March 15	7 am	PCE
Early Childhood Adv Com	March 15	6:30 pm	PCE
Horizon PTAC	March 15	6:30 pm	Media Center
Policy Review Committee	March 19	7 pm	PCE
Com Educ Advisory Council	March 20	7 pm	PCE
Reinertsen PTAC	March 20	6:30 pm	Media Center
School Board	March 26	7 pm	PCE
Activities Advisory Council	March 27	7 am	MHS Conf Rm
MHS PTAC	April 2	6:30 pm	MHS Conf Rm
Continuing Education Com	April 3	6:45 am	Village Inn
Asp PTAC	April 3	6:30 pm	Media Center
Indian Educ Parent Com	April 4	5:30 pm	PCE
Joint Powers Committee	April 5	7 am	Clay County
School Board	April 9	7 pm	PCE
Hopkins PTAC	April 10	6:30 pm	Media Center
Reinertsen PTAC	April 10	6:30 pm	Media Center
Instr and Curr Adv Com	April 12	7 am	PCE
Health/Safety/Wellness Com	April 12	9:30 am	PCE
Horizon PTAC	April 12	6:30 pm	Media Center
Community Listening Session	April 12	7 pm	PCE
Policy Review Committee	April 16	7 pm	PCE
Safe and Healthy Learners Com	April 17	3 pm	PCE
Com Educ Appreciation Event	April 17	5 pm	PCE
School Board	April 23	7 pm	PCE
Activities Advisory Council	April 24	7 am	PCE
Spec Educ Parent Adv Com	April 25	12 pm	PCE

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
FEBRUARY 13, 2012
PAGE 1

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Mike Siggerud, Kristine Thompson (7:34 p.m.), Bill Tomhave, Trudy Wilmer, and Dr. Lynne A. Kovash.

MEMBER ABSENT: None.

CALL TO ORDER: 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 approval of the agenda to proceed with revisions to pages 2 and 22 and the deletion of page 25.

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

WE ARE PROUD:

We Are Proud of Jim Hurley, retired Moorhead teacher and Moorhead High baseball coach, who was recently inducted into the Minnesota High School Baseball Coaches Association Hall of Fame. Hurley served as baseball head coach at Moorhead High for 27 years where he compiled a 364-195 win-loss record. His teams' played in 8 section finals, qualifying for the state tournament in 1990. Hurley retired from teaching and coaching in 2006.

Hurley thanked the School Board and district administration for their support during his many years of coaching.

We Are Proud of Nadine Moon, family liaison, for receiving the Joining Hands for Kids, Advocate Award from the Children's Services Coordinating Committee. The CSCC Advocacy Award honors those who take action, take a stand, and take the lead to help children thrive. Moon received the award at the CSCC annual meeting on Dec. 2, 2011.

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 January 9 and 23, 2012 Meeting Minutes as presented.

Claims - Approve the February Claims, subject to audit, in the amount of $1,338,447.28.

General Fund:	$1,215,964.37
Food Service Fund:	$104,572.16

Community Service Fund:	$17,910.75
TOTAL	$1,338,447.28

Lakes Country Perkins Consortium Funding - Accept the instructional material award for a Building the Right Wardrobe DVD, Financial Poster Strips Set, Money Matters Activities for Real Life Learning, Money Personal Finance Manual, Living on a Budget, Career Cluster Poster Set, and Jobs in Housing & Interior Design DVD valued at $510 from Nasco to be used by the Family and Consumer Science Program at Moorhead High School.

Accept the instructional material award for a 5 Minute Interior Design Activities, World Food Mexican Cooking DVD, World Food Markets France DVD, World Food Markets Italy DVD, Secrets of Landing and Keeping a Job, The Multicultural Cookbook for Students, and Behind the Seams Judging Quality in Clothing DVD valued at $439 from Amazon.com, Learning Zone Express and Insight Media to be used by the Family and Consumer Science Program at Moorhead High School.

Change in Contracts

Amanda Johnson - K+ Paraprofessional, Ellen Hopkins Elementary, 32.5 hours per week to 16.25 hours per week (replaces Tracy Alderman).

Tracy Alderman - K+ Paraprofessional, Ellen Hopkins Elementary, 16.25 hours per week to 32.5 hours per week (replaces Amanda Johnson).

Lisa Schmidt - Paraprofessional, Ellen Hopkins Elementary to Paraprofessional, Moorhead High School (replaces Denice Krabbenhoft).

Russ Henegar - Assistant Principal, Moorhead High School to Interim Principal, Moorhead High School, D72 (15) $130,187.00, effective July 1, 2012 through June 30, 2013 (replaces Gene Boyle).

Resignations

Jill Bickler - English Teacher, Moorhead High School, effective February 6, 2012.

Mallorie Highness - Bus Driver, Transportation, effective January 25, 2012.

Linn Webb - Teacher on Extended Leave of Absence, effective at the end of the 2011-2012 school year.

Katie Jo Johnson-Ballinas - Spanish Teacher, Moorhead High School, effective at the end of the 2011-2012 school year.

Corey Perryman - Lunchroom Supervisor, Ellen Hopkins Elementary, effective February 10, 2012.

Debbie Siaway - Night Custodian, Ellen Hopkins/S.G. Reinertsen Elementary, effective January 31, 2012.

Family/Medical Leave
Pam Gibb - Communication Coordinator, Probstfield Center for Education, effective approximately March 22, 2012 for six weeks.

Extended Leave of Absence
Regina Mandy - Occupational Therapist, EIS, effective July 1, 2012.

New Employees
Joanne White - Paraprofessional, Adult Basic Education, 23.75 hours per week, 36 weeks per year, B21 (0-2) $14.05 per hour, effective January 30, 2012 (replaces Mellisa Grosz/Leah Spotts).
Joe Johnson - Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective January 26, 2012 (replaces Jessica Hanson).
Kasey Krogen - Food and Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day, $10.00 per hour, effective January 24, 2012 (replaces Crystal Maxwell).
David Schempp - Night Custodian, Moorhead High School, A12 (0-2) $14.35, 8 hours per day, effective February 14, 2012 (replaces Nicole Akason).
Andrea Paur - Paraprofessional, Horizon Middle School, B21 (3) $14.26 per hour, 6.5 hours per day, effective February 6, 2012 (resident district billed).
Mary Kvebak - English Teacher, Moorhead High School, 1.00 FTE, BA (2) $14,916.81, effective February 6, 2012 (replaces Jill Bickler).

Clay County Interagency Purchase of Services Agreement - Approve the January 1, 2012 to June 30, 2012 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 Program not to exceed the amount of $120,276.00.

Approval of Addition of 1 FTE Early Childhood Special Education (ECSE) Teacher - Approve the 1 FTE Early Childhood Special Education (ECSE) Teacher.

Motion carried 6-0.

MAJOR MAGNITUDE FIELD TRIP REQUEST - BAND TRIP TO LOS ANGELES, CALIFORNIA: Pam Redlinger, MHS Band Director, provided information related to the proposed field trip request.

Siggerud moved, seconded by Johnson, to approve the Major Magnitude Field Trip request for Moorhead High School band students to travel to Los Angeles, California during spring break in March 2013. Motion carried 6-0.

MAJOR MAGNITUDE FIELD TRIP REQUEST - ORCHESTRA TRIP TO LOS ANGELES, CALIFORNIA: Jon Larson, MHS Orchestra director, provided information related to the proposed field trip request.

Siggerud moved, seconded by Tomhave, to approve the Major Magnitude Field Trip request for Moorhead High School orchestra students to travel to Los Angeles, California during spring break in March 2013. Motion carried 6-0.

EARLY CHILDHOOD PROGRAM UPDATE: Wayne Kazmierczak, assistant superintendent, and Jill Skarvold, director of Learner Support Services, provided an update about the district's early learning programs. Goals established by the early learning program work group are alignment with the district improvement plan, focus on increasing proficiency for children being ready for kindergarten, and intention to eliminate program overlap and increase efficiencies while providing opportunities for learning needs of all children. Areas mentioned included providing pre-K teachers with an overview of SIOP, including early learning staff in Incredible Years training, adding Jump Start last year, adding Sunset Preschool this year with evening classes at Robert Asp, working on preschool alignment, and focusing on parent involvement by adding family nights with an emphasis on literacy development and expanding Keys to Kindergarten, which originally began with a grant through United Way.

SCHOOL BOARD COMMUNITY RELATIONS: The board reviewed current communication efforts that reach the full community and discussed a proposal to broadcast board meetings on cable access television for approximately $3,000 per year. It was decided that the district will first add audio files of the meetings to the agenda / minutes section of the website at no additional cost to the district and monitor the response. Other broadcast ideas will be explored.

FACILITIES UPDATE: Kazmierczak provided a facility update that focused on new locations for Adult Basic Education and Red River Area Learning Center and the idea of a shared-use facility with Lakes Country Service Cooperative and MState. If a shared facility is built, the district would lease space in the building for ABE and Red River ALC programs. Draft site plans showed options for a shared facility to be built either on the Probstfield Center for Education site or at MState. A facility on the Probstfield site would limit further expansion of Probstfield and is not favored by the district.

Thompson arrived at the meeting at 7:34 p.m.

To gain needed space at Probstfield, ABE needs to be relocated this summer. A shared facility could take two years to build. Options being explored are leasing commercial space, looking at space at the ALC or leasing space from LCSC in the YES facility. At Red River ALC, fire marshall concerns would require work to happen at that site, which is a leased facility.

Discussion needs to happen with the building's owner to determine costs, and other options need to be explored. Program changes have also been part of the facility discussions. Those could include moving part of the ALC program to Moorhead High and having the offsite program be for just students 16 years old and older, partnering with ABE, and exploring the overlap in services provided by Red River ALC and LCSC's YES program.

COMMITTEE REPORTS: Brief reports were heard regarding the Hopkins PTAC, Activities Advisory Council, MHS PTAC, Instruction and Curriculum Advisory Committee, Indian Education Parent Committee, Continuing Education Committee, and Horizon PTAC meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Johnson noted the Fargo Marathon scheduled for May 18-19, 2012 and encouraged board members to participate in one of the events.

CLOSE PUBLIC MEETING: Tomhave moved, seconded by Wilmer, to close the public meeting at 8:06 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

The chair recessed the meeting at 8:07 p.m.; the meeting reconvened at 8:13 p.m.

OPEN PUBLIC MEETING: Tomhave moved, seconded by Johnson, to open the public meeting at 8:56 p.m. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:56 p.m.

_____
Laurie Johnson, Clerk

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

MEMBER ABSENT: Cindy Fagerlie.

CALL TO ORDER: 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 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 following winners of the Grade Level Spelling Bees held at Horizon in January:

Grade 6 Spelling Bee: Nick Witthoeft
Grade 7 Spelling Bee: Ethan Smith
Grade 8 Spelling Bee: Taylor Hagness

The Spelling Bee coordinator is Lois Brown.

We Are Proud of the following winners of the Moorhead District Spelling Bee held Feb. 7 at Horizon Middle School:

1st Place: Stefan Duginski
2nd Place: Jesemy Travers
3rd Place: Alex Volk

Duginski and Travers advanced to the Region IV Spelling Bee in Fergus Falls on Feb. 21. The Spelling Bee coordinator is Lois Brown.

We Are Proud of Horizon Middle School student David Bartle for winning the Horizon Geography Bee held in January. Second place went to Elly Schaefer, and third place was earned by Zachary Myers. Bartle has taken a written qualifying test for the opportunity to compete in the Minnesota State Geographic Bee in April. Janelle Frost-Geiser and Lois Brown coordinate the Geography Bee.

We Are Proud of the cast and crew of Moorhead High School's one-act play, "Interview" by Jean-Claude Van Itallie, for earning a "starred performance" at the 2012 Minnesota State High School League One-Act Play Festival on Feb. 10 at St. Catherine's in St. Paul, Minn. This was Moorhead High's ninth appearance at the state festival and second "starred" rating. Moorhead also received the Wells Fargo Spotlight on the Arts award. Moorhead's one-act play advanced to the state festival after receiving first place at the Section 8 Class AA one-act play contest on Feb. 2 in Alexandria.

The cast and crew of "Interview," which is about the alienation and loss of identity stemming from the search for a job, include Sam Wisenden, Matthew Fossum, Nina Grollman, Kathryn Eggert, Sarah Rice, Emily Kari, Sy Cavins-Wolford, Colby Schwartzwalter, Casey Fee and Britnee Surprenant. Christopher Lien is the director.

Judges rate the one-act plays according to specific criteria, including pace, blocking, costuming and projection of the play's meaning. Each production is limited to 10 minutes of stage preparation and 35 minutes of actual performance.

We Are Proud of Kent Wolford, social studies teacher at Moorhead High School, for being named the 2012 Moorhead Teacher of the Year. Wolford taught at Moorhead Junior High from 1990-95; he has been teaching American History and Government at Moorhead High since 1995. Wolford coaches ninth-grade football, serves on the district's staff development committee and served as Education Moorhead president. He was selected as Teacher of the Year by the Education Moorhead Communications Committee.

We Are Proud of the 2012 Teacher of the Year Building Representatives. Each school selects a teacher of the year for that school, and the Moorhead Teacher of the Year is selected from these candidates. The 2012 Teacher of the Year Building Representatives are:

- Mary Charlton, physical education teacher at Ellen Hopkins Elementary
- Amy Biller, fifth-grade teacher at Robert Asp Elementary
- Nancy Oster, English language learners teacher at S.G. Reinertsen Elementary
- Sayra Crary, English language learners teacher at Horizon Middle School
- Bette Stieglitz, Early Childhood Family Education parent educator at Probstfield Center for Education

<u>MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS</u>: None.

<u>CONSENT AGENDA</u>: Johnson moved, seconded by Tomhave, to approve the following items on the Consent Agenda:

<u>Donation</u> -Accept the donation from David and Emily Hollingshead of a Medium Pacer Gait Trainer valued at approximately $900 and administration will send a thank you.

Early Retirements

Sue Geihl - Art Teacher, Ellen Hopkins Elementary, effective at the end of the 2011-2012 school year.

Charles Fisher - Secondary Literacy Coach, District Wide, effective at the end of the 2011-2012 school year.

Jeffrey Robinson - Counselor, Moorhead High School, effective June 8, 2012.

Susan Fradet - Elementary Teacher, Ellen Hopkins Elementary, effective at the end of the 2011-2012 school year.

Leave of Absence

Romney Anderson - Ellen Hopkins Elementary, effective at the end of the 2011-2012 school year.

Extended Leave of Absence

Barb Schumacher - Learner Support Services Teacher, S.G. Reinertsen Elementary, effective at the end of the 2011-2012 school year.

Eva Riendeau - Learner Support Services Teacher, Horizon Middle School, effective at the end of the 2011-2012 school year.

Stacy Keeping - Learner Support Services Teacher, Moorhead High School, effective at the end of the 2011-2012 school year.

Family/Medical Leave

Mary Lee Leikas - Physical Therapist, EIS, effective February 21, 2012 for approximately six months.

Lea Tilsen-Virkus - Sign Language Interpreter, Moorhead High School, effective approximately May 8, 2012 for the remainder of the 2011-2012 school year.

Resignations

Joanna Beeson - Food and Nutrition Server, S.G. Reinertsen Elementary, effective February 28, 2012.

Beatrice Johnk - Food and Nutrition Server, Robert Asp Elementary, effective February 17, 2012.

Amanda Bostick - Food and Nutrition Server, Ellen Hopkins Elementary, effective February 9, 2012.

Jenny McLeod - Food and Nutrition Server, Ellen Hopkins Elementary, effective January 11, 2012.

Kathleen Evert - Health Technician, Probstfield Center for Education, effective February 27, 2012.

New Employees

Tamara Ehlers - Tutor, Red River Area Learning Center, $12.00 per hour, 30 hours per week,

effective January 26, 2012 (grant thru 9-30-2012).
Kim Bergley - Food and Nutrition Server, Robert Asp Elementary, 2.75 hours per day, $10.00 per hour, effective February 17, 2012.
Carol Gustafson - Breakfast Food and Nutrition Server, Moorhead High School, 2.75 hours per day, $10.00 per hour, effective February 22, 2012.
Vian Mustafa - Paraprofessional, Ellen Hopkins Elementary, 6.5 hours per day, B21 (0-2) $14.05 per hour, effective February 21, 2012. (Replaces Lisa Schmidt)

Motion carried 6-0.

2012-2013 SCHOOL CALENDAR: Tomhave moved, seconded by Wilmer, to approve the 2012-2013 School Calendar as presented. Motion carried 6-0.

PROPOSAL FOR ELEMENTARY ASSISTANT PRINCIPALS: Kovash explained that the elementary assistant principals are needed because of the new legislative requirements for teacher evaluation and "Reading Well by Grade 3." The elementary assistant principals also will be helping develop and support staff in implementing literacy plans and assisting the Community Education director in coordinating K+. Funding for the new positions will be a combination of new literacy aid and existing Title funds with a portion of funding shifting from literacy coaches to these positions. Administration will explore ways to continue the literacy coaching positions.

Wilmer moved, seconded by Tomhave, to approve the proposal of three (3) FTE Elementary Assistant Principal positions as presented. Motion carried 6-0.

COMMITTEE REPORTS: Brief reports were heard regarding the Special Education Parent Advisory Committee, Community Education Advisory Council, Safe and Healthy Learners Committee, District Staff Development Committee and the Wellness Committee meetings.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash announced the Reinertsen PTAC meeting was rescheduled to March 20. Kovash noted the athletic director interviews were scheduled for March 6 and asked board members if they were interested in serving on the interview committee. Erickson reminded board members of the March 1 deadline to register for the Fargo Marathon at a reduced rate.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 7:39 p.m.

_____
Laurie Johnson, Clerk

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.059 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: February 6, 2012

SUBJECT: March Claims

The March claims are as follows:

General Fund	$725,850.45
Food Service Fund	$140,505.76
Community Service Fund	$23,041.24
TOTAL	$889,397.45

Suggested Resolution: Move to approve the March claims, subject to audit, in the amount of $889,397.45.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.058 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: March 6, 2012

SUBJECT: Donation

Moorhead Area Public Schools has received the following donation:

- Tracy Kuehl has donated $100 to the S.G. Reinertsen Library in memory of Dale Kuehl.

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

WAK:nls

16

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.061 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: March 6, 2012

SUBJECT: Approval of Letter of Engagement for Auditing Services

Please see the attached proposed Letter of Engagement for Auditing Services from Eide Bailly, LLP. The following table shows the contracted rate for auditing services for the last several fiscal years and the proposed rates for fiscal years 2012, 2013 and 2014.

Fiscal Year	Cost	Percent Change
2008	$18,900	N/A
2009	$19,600	4.0%
2010	$20,200	3.0%
2011	$20,900	3.0%
2012 (Proposed)	$21,100	.96%
2013 (Proposed)	$21,300	.95%
2014 (Proposed)	$21,500	.94%

Suggested Resolution: Move to approve the Letter of Engagement for Auditing Services from Eide Bailly, LLP to provide auditing services for fiscal years 2012, 2013 and 2014.

WAK:nls
Attachment

EideBailly

CPAs & BUSINESS ADVISORS

January 19, 2012

The Board of Education
Independent School District No. 152
2410 14th Street South
Moorhead, MN 56560

We are pleased to confirm our understanding of the services we are to provide Independent School District No. 152 for the years ended June 30, 2012, 2013, and 2014. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements, of Independent School District No. 152 as of and for the years ended June 30, 2012, 2013, and 2014. Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Independent School District No. 152's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Independent School District No. 152's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1) Management's Discussion and Analysis.
2) Budgetary comparison for the General Fund
3) Schedule of funding progress

Supplementary information other than RSI also accompanies Independent School District No. 152's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America and will provide an opinion on it in relation to the financial statements as a whole:

1) Schedule of expenditures of federal awards.
2) Schedule of changes in student activity cash balances
3) Uniform accounting and reporting compliance table
4) Combining and individual fund schedules

The following other information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and for which our auditor's report will not provide an opinion or any assurance.

1) Listing of the school board and administration

4310 17th Ave. S. | P.O. Box 2545 | Fargo, ND 58108-2545 | T 701.239.8500 | F 701.239.8600 | EOE

Audit Objectives

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on—

- Internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations.*

The reports on internal control and compliance will each include a statement that the report is intended solely for the information and use of management, the body or individuals charged with governance, others within the entity specific legislative or regulatory bodies, federal awarding agencies, and if applicable, pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major program(s) in accordance with OMB Circular A-133, and other procedures we consider necessary to enable us to express such opinions and to render the required reports. If our opinions on the financial statements or the Single Audit compliance opinions are other than unqualified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

Management Responsibilities

Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein. Management is also responsible for identifying government award programs and understanding and complying with the compliance requirements, and for preparation of the schedule of expenditures of federal awards in accordance with the requirements of OMB Circular A-133. As part of the audit, we will assist with preparation of your financial statements, schedule of expenditures of federal awards, and related notes. You are responsible for making all management decisions and performing all management functions relating to the financial statements, schedule of expenditures of federal awards, and related notes and for accepting full responsibility for such decisions. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and the schedule of expenditures of federal awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you are required to designate an individual with suitable skill, knowledge, or experience to oversee any nonaudit services we provide and for evaluating the adequacy and results of those services and accepting responsibility for them.

Management is responsible for establishing and maintaining effective internal controls, including internal controls over compliance, and for evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met and that there is reasonable assurance that government programs are administered in compliance with compliance requirements. You are also responsible for the selection and application of accounting principles; for the fair presentation in the financial statements of the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Independent School District No. 152 and the respective changes in financial position in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for ensuring that management and financial information is reliable and properly recorded. Your responsibilities also include identifying significant vendor relationships in which the vendor has responsibility for program compliance and for the accuracy and completeness of that information. Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud or illegal acts affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review in June of each year. You are responsible for the preparation of the supplementary information in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to present the supplementary information with the audited financial statements.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about the financial statements and related matters.

Audit Procedures—Internal Controls

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards.*

As required by OMB Circular A-133, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and OMB Circular A-133.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Independent School District No. 152's compliance with applicable laws and regulations and the provisions of contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards.*

OMB Circular A-133 requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Circular A-133 Compliance Supplement* and related addenda for the types of compliance requirements that could have a direct and material effect on each of Independent School District No. 152's major programs. The purpose of these procedures will be to express an opinion on Independent School District No. 152's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB Circular A-133.

Engagement Administration, Fees, and Other

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. If applicable, we will provide copies of our report for you to include with the reporting package you will submit to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audits.

The audit documentation for this engagement is the property of Eide Bailly LLP and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to Minnesota Department of Education or the Minnesota Office of the State Auditor or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release or for any additional period requested by the Minnesota Department of Education or the Minnesota Office of the State Auditor. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Brian Stavenger is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed the following:

	2012	2013	2014
Financial Statement Audit	$17,100	$17,300	$17,500
A-133 Audit – Base Fee	1,000	1,000	1,000
A-133 Audit – estimated three major programs at $1,000 each	3,000	3,000	3,000
Total fee	$21,100	$21,300	$21,500

The above fee estimates a total of three major federal programs to be tested each year. If the amount of major federal programs required to be tested changes from this estimate, the fee will be adjusted accordingly.

Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt. A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

In addition, we will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2008 peer review report accompanies this letter.

Eide Bailly LLP is a member of HLB International, a worldwide organization of accounting firms and business advisors, ("HLB"). Each member firm of HLB, including Eide Bailly LLP is a separate and independent legal entity and is not owned or controlled by any other member of HLB. Each member firm of HLB is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of HLB or any other member firm of HLB and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of HLB.

Eide Bailly LLP formed Practice*wise* Network, a network for small to mid-sized CPA firms across the nation. Each member firm of Practice*wise*, including Eide Bailly LLP, is a separate and independent legal entity and is not owned or controlled by any other member of Practice*wise*. Each member firm of Practice*wise* is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of Practice*wise* or any other member firm of Practice*wise* and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of Practice*wise*.

Dispute Resolution

The following procedures shall be used to resolve any disagreement, controversy or claim that may arise out of any aspect of our services or relationship with you, including this engagement, for any reason ("Dispute"). Specifically, we agree to first mediate.

Mediation

All Disputes between us shall first be submitted to non-binding mediation by written notice ("Mediation Notice") to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator. The mediator will be selected by mutual agreement, but if we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA").

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Either party may commence suit on a Dispute after the mediator declares an impasse.

Choice of Venue

We both agree to submit any unresolved Dispute to trial by a federal or state court venued in Fargo, North Dakota.

No Punitive Damages

The exclusive remedy available to you in any adjudication proceeding shall be the right to pursue claims for actual damages that are directly caused by acts or omissions that are breaches by us of our duties under this agreement and/or under applicable accounting standards. In no event shall we be liable to you for any punitive or exemplary damages, or for attorneys' fees.

Time Limitation

The nature of our services makes it difficult, with the passage of time, to gather and present evidence that fully and fairly establishes the facts underlying any Dispute. We both agree that, notwithstanding any statute of limitations that might otherwise apply to a Dispute, it is reasonable that you may not bring any legal proceeding against us unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we deliver our report under this agreement to you, regardless of whether we do other services for you or that may relate to this engagement.

The Limitations Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of the existence or possible existence of a Dispute.

Indemnity

You agree to indemnify Eide Bailly LLP, its partners, affiliates, officers and employees (collectively "Eide Bailly"), against any losses, including settlement payments, judgments, damage awards, punitive or exemplary damages, and the costs of litigation (including attorneys' fees) associated with a claim brought against by a third-party and that arises out of or is in any way related to the services provided under this engagement, provided that the services performed hereunder were performed in accordance with professional standards, in all material respects.

Assignments Prohibited

You agree that you will not and may not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly, its partners, affiliates, officers and employees, to any other person or party, or to any trustee, receiver or other third party.

On January 6, 2012, Wipfli LLP and Eide Bailly LLP announced plans to combine their professional practices under the name EB Wipfli LLP. Pending regulatory review, the two firms will officially combine on June 1, 2012. Until such time, the firms continue to operate independently of one another. Following the effective date of the anticipated combination, EB Wipfli will honor proposals, engagement letters and service delivery terms in place between either predecessor firm and their clients as of the effective date of the Combination, with the intention that service delivery is uninterrupted.

We appreciate the opportunity to be of service to Independent School District No. 152 and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

EIDE BAILLY LLP

Brian Stavenger, Partner

ACCEPTED BY INDEPENDENT SCHOOL DISTRICT NO. 152

Signature

Title

Date

CHERRY BEKAERT& HOLLAND
CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

System Review Report

To the Partners of Eide Bailly, LLP
and the AICPA Center for Public Company Audit Firms Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Eide Bailly, LLP (the firm) applicable to non-SEC issuers in effect for the year ended July 31, 2008. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards*, audits of employee benefit plans, and audits performed under FDICIA.

In our opinion, the system of quality control for the accounting and auditing practice applicable to non-SEC issuers of Eide Bailly, LLP in effect for the year ended July 31, 2008, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass, pass with deficiency(ies) or fail.* Eide Bailly, LLP has received a peer review rating of *pass.*

Cherry, Bekaert & Holland, L.L.P.

Richmond, Virginia
November 25, 2008

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.064

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: March 6, 2012

SUBJECT: Change in Contract

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

Denise Balzum	Head Cook, Horizon Middle School B22 (8) $16.32 to Food and Nutrition Helper, High School, A11 (16) $16.32, effective February 27, 2012.

SUGGESTED RESOLTION: Move to approve the Change in Contract for Denise Balzum as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.065

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: March 6, 2012

SUBJECT: Family/Medical Leave

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

Wyatt Henderson	Night Custodian, High School, effective March 12, 2012 for approximately 3 weeks.
Catherine Johnson	Teacher, S. G. Reinertsen Elementary, effective approximately March 12, 2012 for 3 weeks.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave pursuant to Article IX, Section 3 of the Custodian Master Agreement and pursuant to Article 39, Section 1 of the Teachers' Master Agreement for Catherine Johnson.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.063

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: March 6, 2012

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.

Kayla Parker	Early Childhood Special Education Teacher, EIS, BA (2) $10,628.22, 1.00 FTE, effective March 29, 2012. (New position)
Bobby Moore	Night Custodian, Ellen Hopkins/S. G. Reinertsen Elementary, A12 (2) $14.35 per hour, 8 hours per day, effective March 13, 2012. (Replaces Debbie Siaway)

SUGGESTED RESOLUTION: Move to approve the employment of Kayla Parker and Bobby Moore as presented.

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.060 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: March 6, 2012

SUBJECT: Major Magnitude Field Trip Request – Speech/Theatre to New York City

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School speech and theatre students to travel to New York City January 17-21, 2013. Students will be funding the trip using their own resources. The anticipated cost per student is $892.

Brian Cole and Rebecca Meyer-Larson will be in attendance at the March 12, 2012 School Board meeting to present the request to the board.

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School speech and theatre students to travel to New York City January 17-21, 2013.

WAK:nls
Attachment

Administrative Policy of the Moorhead Public Schools

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

Section I
Preliminary Approval

MAR 0 6 2012

Field Trip Request Name: *Speech/Theatre to New York City*

Type of Trip: Curricular ***Co-curricular***

Date of Request: *March 1st, 2012*

School Board Presentation Date: *March 12, 2012*

Staff/Advisor Requesting *Cole/Meyer-Larson*

Phone/Extention: *284-7437*

Purpose of the Trip: *The Moorhead High Speech and Theatre Deptartments would like to travel to New York City to take in three live theatre events. The cultural center of America, New York City will afford our students a chance to explore not only the rich cultural heritage of the arts, but more importantly the process of our developing country.*

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

This Educational Learning Event has five components:

#1 Artistic -	Theatrical Productions and Museums
#2 Mulitcultural -	Tracing the path of immigrants Visiting diverse communities: Chinatown, Brooklyn, and the West Village
#3 Historical -	Key landmarks of America: Federal Building, Trinity Church, World Trade Center Site, Stonewall, African American mass grave, Cival Engineering (Brooklyn Bridge, Canal Street, Grand Central Terminal)
#4 Literary -	Read Walt Witman's poems on life in Brooklyn - Ferry Crossing etc - Meet with Theatre Critic of New York Times
#5 Personal -	As with all our our excursions, our students are given notebooks to reflect on their impressions of the city. Information is given to the students to make the city become alive. Very little time is spent in 'tourist' areas.

The following standards will be addressed during this tour via discussion, observation, written critique and personal reflection.:

3. Analyze how the characteristics of a variety of genres and styles contribute to the creation of, performance of, or response to music/art/theatre.

3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.

9.3.1.3.3 3. Justify artistic intent, including how audience and occasion influence performance choices.

4. Artistic Process: Respond or Critique 1. Respond to or critique a variety of creations and performances

1. Analyze, interpret and evaluate a variety of musical works or performances by applying self-selecte criteria within the traditions of the art form.
9.1.1.4.1

Analyze how the elements of theater, including plot, theme, character, language, sound and spectacle are combined to communicate meaning in the creation of, performance of, or response to theater.

Trip Destination: New York City, New York

Date of Trip Departure: January 17, 2013 Return Date: January 21, 2013

Number of School Days Involved: One - January 18, 2012 Number of Students Involved: 24 (Grades 9-12)

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

_ NAAttached accommodation plans for any student with IEP/504 plan;

__X _Attached funding plans (trip anticipated expenses ($892 per person) , approximate cost to the district ($0), student's individual costs ($892) costs inclusions are listed in the parental notification letter later in this application, and fund raising plans(none);

___X__Attached plans for parental notification and approval;

____X_Attached list of accompanying staff. Brian Cole & Rebecca Meyer-Larson

Number of Chaperones needed for the trip: Two (2)

Authorization Signature of Building Principal: _____

Signature of Superintendent/Assistant Superintendent - : _____

Board Approval Date: _____

Section II
Final Trip Information

This is to be received by Superintendent/Assistant Superintendent - Teaching/Learning and Building Principal at least TWO (2) weeks prior to the date of departure. (Failure to provide this assurance will result in immediate cancellation of the trip. School Board Policy: 632).

_____ 1. Copy of the Major Magnitude Field Trip Request Form Section I with authorized signatures and school board approval;

_____ 2. Roster of students going on the trip with signed parental approval;

_____ 3. List of staff and adult chaperones going on the trip;

_____ 4. A detailed trip itinerary: transportation plans at destination, hotel/motel accommodations, addresses, phone numbers, places and time lines of activities/events planned;

_____ 5. An accommodation plan for students with an IEP or 504 plan;

_____ 6. Trip expenses, district costs, fund raising, and cost of the trip for individual students;

_____ 7. List of emergency phone numbers where staff/chaperones can be reached in case of an emergency;

_____ 8. Transportation plans to and from destination: (company, flights, times, costs, schedule,

chaperoning, approved district Transportation Request Form (Administrative Form 632.1) if needed.

Section III
Field Trip Evaluation
Please complete within 3 weeks after returning from trip with information based on the statement of educational value and reason for the trip. Send a copy to the Building Principal & Superintendent/Assistant Superintendent - Teaching/Learning Date: _____

_____

_____

_____

_____

Speech/Theatre Major Magnitude Field Trip
Time Line for New York City
January 17-21, 2013

Accomodations:	Hotel @Times Square - 1 Block off Times Square - Safe/Secure
Air Transportation:	Delta - Depart Fargo - Connection in Minneapolis - Arrive Laguardia
Ground Transportation:	New York Mass Transit - Unlimited 7 Day MTA Pass -
Thursday January 17	Departure Fargo arrive Lagurdia Ferry Ride along East River Manhattan
Friday, January 18	9/11 Memorial and St. Paul's Chapel Brooklyn Heights and the Architecture of the late 1800's Greenwood Cemetary Museum of Modern Art and the Diamond District Show #1 Newsies -
Saturday, January 19	Writer's Walk through Central Park Riverside Church and the Rockefellers Grants Tomb and US Park Service presence in NYC Chelsea Market, the Highline and Urban Renewal SOHO - growth despite gentrification Show #2 Off Broadway Show - TBA
Sunday January 20	Greenwich Village - Culinary Tour Astor Square and the birth of New York Theatre Chinatown for Lunch Show #3 Warhorse - Tony Winner Museum of Natural History or NYC Museum Show #4 Optional
Monday January 21	Flatiron District Stanton Island Ferry Ride Flight Departs Laguardia and returns to Fargo at 10:30 p.m.

Parental Notification Form

Payment Voucher
Moorhead Speech/Theatre Department
Cultural Excursion to New York City
January 17-21, 2013

Deposit is due on March 30th. Give form to Mrs. Meyer-Larson

I give my son/daughter_____ the permission to travel with the Moorhead Theatre Department to New York City. It is expressly understood that in the event my son/daughter becomes involved in any activity which would involve some type of punitive action, Ms. Meyer-Larson has the discretion of sending my child home at my expense. I further understand that Mr. Cole would contact me before taking such action.

Mr. Cole reserves the right to make changes in the itinerary as circumstances dictates, and is not responsible to any person for loss of time, money, or eventualities resulting from occurrences beyond reasonable control.

Transportation will be provided by the Delta Airlines. Ground transportation will be provided by MTA's busses and subways. Space is limited and will be filled on a first come first serve basis. 24 spots are available. Brian Cole and Rebecca Meyer-Larson will serve as chaperones. Parents are invited to come along. Contact Mr. Cole for double occupancy pricing.

The cost of the trip will be $892 and includes all lodging (quad occupancy), all transportation, breakfasts, tickets to three shows, a Museum, escorted tours, and a MTA Subway pass. Please see the following page for more specific inclusions. A $62 deposit is due by March 30th. $415 is due on June 1st. And $415 is due on Nov 15th.

Checks are to be made out to *Theatre Trips* . **No Cash is allowed**

_____ _____
Date Signature (Parent/Guardian)

I have read and understand the guidelines that have been set for this trip. I realize that I will be held accountable for my actions and will be required to make up any school work I miss ahead of time.

_____ _____
Date Signature (Student)

PLEASE ATTACH $62.00 DEPOSIT CHECK HERE - MADE OUT TO THEATRE TRIPS

Moorhead Theatre Director • Rebecca Meyer-Larson • 284-2371 • rmlarson@moorhead.k12.mn.us
Direct travel questions to: Brian Cole • 284-7437• bcole @moorhead.k12.mn.us

Moorhead High School Speech & Theatre
New York City • January 17-21, 2013

Inclusions

Transportation

Round-trip airfare between Fargo and New York City
East River Ferry
Airport Transfers
Ground transportation for all activities New York City (Metro Pass)

Accommodations & Meals

Accommodations at Hotel @ Times Square located directly in Times Square on West 46th – 4 nights
Breakfasts – 4
Sack Lunches - 4
Porterage of luggage at hotel

Sightseeing & Activities

2 Broadway Shows
1 Off Broadway Show
East River Ferry Ride
Federal Building
The Following Churches:
Riverside, St. Pauls, Greenwood, Church of the Transfiguration,
The Following Communities:
Queens, Brooklyn, Long Island City, Financial District, Midtown, Brooklyn Heights, DUMBO, Murray Hill, Upper West Side, Chelsea, Greenwich Village, Chinatown,
Chelsea Market
Washington Square
Ferry Ride past Statue of Liberty/Ellis Island
Grand Central Terminal
The High Line
Radio City Music Hall (exterior)
Rockafellar Center
5th Avenue

Exclusions:

Suppers - 4 (Bring $30)
Optional 4th Show- (TBA)

Department of School Improvement and Accountability
Moorhead Area Public Schools

Memo SIA.12.013 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability

DATE: March 6, 2012

SUBJECT: Update on District Level Improvement Plan

At the March 12, 2012 School Board meeting, an update on progress made toward the five action steps identified in the 2011-12 District Level Improvement Plan will be presented to the School Board. The information on the five action steps is included in the attached presentation that will be discussed at the board meeting.

MOE:nls
Attachment

2011-12
District Improvement Plan (DIP)
Update March 12, 2012

Missy Eidsness
Director of School Improvement and Accountability

DIP: SMART Goals

Reading: The staff of Moorhead Area Public Schools 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 MCA-II by 2011-2012, with a goal of 100% by 2013-2014.

– The increase by subgroups that did not make AYP are as follows: All 70.86% to 80%, Hispanic 46% to 53%, Black 56% to 60%, White 74% to 81%, LEP 22% to 38%, and Special Education 34% to 40%.

DIP: SMART Goals

Mathematics: The staff of Moorhead Area Public Schools 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 MCA-II and MCA-III by 2011-2012, with a goal of 100% by 2013-2014.

– The increase by subgroups that did not make AYP are as follows: American Indian 26% to 32%, Hispanic 30% to 35%, Black 34% to 40%, Special Education 28% to 35%, and FRL 35% to 40%.

Moorhead's Priority Areas

- Culture of Learning for ALL
  - – School Board, administration, teachers, support staff, students and community will work to support an environment of learning
- Teacher Effectiveness
  - – Most valuable factor in student learning is effectiveness of a child's teacher
- Viable and Guaranteed Curriculum
  - – To supply an equitable, balanced and effective experience for all students throughout their educational experience
- Literacy
  - – Ability to think critically about the written word
- Data Analysis/Fidelity of Implementation
  - – Review/Reflect/Adjust throughout implementation
  - – Provide a checklist and support for proper implementation of programs

1. **SMART Goal(s):** Moorhead Area Public Schools will enhance teacher effectiveness with fidelity of implementation checks for Reading Plus, Boys Town Reading, Read 180, and Leveled Literacy Intervention.

- All trained teachers in each program have been given the checklist for their review.

- 6 secondary teachers & 22 elementary teachers

2. **SMART Goal(s):** The staff of Moorhead Area Public Schools will introduce five reading strategies to improve the reading performance of all student groups to exceed the state average.

IMPROVEMENT STRATEGIES:

Teachers will focus on five specific reading strategies in all content areas:

Pre-teaching vocabulary, providing background information, summarization, text structure and modeling in all classes to improve reading performance.

District Secondary and Elementary Toolbox

3. **SMART Goal(s):** Moorhead students in all categories will exceed the state reading scores through an analysis of the MCA reading specification and teaching practices.

IMPROVEMENT STRATEGIES:

- Forty-five Moorhead teacher leaders worked diligently to review the published state MCA Test Specifications to learn of any disconnects between teaching and testing practices.
  - Reviewed the achievement gap data for the district.
  - Each grade level compared the anchor standards, benchmarks, and test specifications. Teachers highlighted curriculum, content and academic vocabulary, and evidence of student opportunities.
  - Action steps were made based on the gaps between our daily practice and the expectations set by the test specifications.

4. SMART Goal(s): Moorhead Area Public Schools will improve the reading performance of every group to a level that exceeds the state average.

IMPROVEMENT STRATEGIES: Moorhead Area Public Schools will ensure a viable curriculum through a sequential use of the Professional Learning Communities that ensures placement of all content standards, English Language Arts Standards, common assessments, differentiation and processes for re-teaching.

- District Literacy Committee is currently summarizing the ELA standards into a teacher friendly living document.
  - This month the first draft for grades K-5 will be reviewed by PLCs.
  - On the March 15 the secondary draft will be finalized and distributed by the end of the month to department chairs.

5. SMART Goal(s): Moorhead Area Public Schools will increase the reading ability of all secondary student groups to meet or exceed the state average.

IMPROVEMENT STRATEGIES:

The secondary schools will create and implement viable models for Response to Intervention.

Response to Intervention (RTI) Audit

- Creation of a team(s)
- Reviewed our current reality and have identified strengths and weakness
- Read and share current Secondary RTI research
- Make an action plan to address identified need areas
- Commit to implementation checks for next school year

Learning Walks

At the end of February, teams of teachers and administrators walked through about 180 classrooms.

The team at each building worked together to look for evidence on lesson preparation and background knowledge.

- 180 classrooms visited
- 83% of classrooms had their objectives posted
- 68% of the classrooms had evidence of emphasizing key vocabulary

Extremely rewarding and energizing!

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.066

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: March 6, 2012

SUBJECT: Confidential Secretary Master Agreement 2012-2014

A new two-year contract was successfully negotiated with Confidential Secretaries for the period of July 1, 2012 through June 30, 2014.

Language changes to the contract include the following articles:

1. Article V, Schedules and Rates of Pay, Section 1
2. Article VII. Leave Provisions & Vacations, Section 1
3. Article VIII. Retirement, Deferred Compensation, Section 2

Financial changes were as follows:

School Year	Percent	Cost
2012-2013	2.04%	$5,650.00
2013-2014	1.98%	$5,586.00
Total	4.02%	$11,236.00

These totals are within the Board guidelines and the contract is recommended for approval.

SUGGESTED RESOLUTION: Move to approve the 2012-2014 Master Agreement for Confidential Secretaries as follows:

School Year	Percent	Cost
2012-2013	2.04%	$5,650.00
2013-2014	1.98%	$5,586.00
Total	4.02%	$11,236.00

5 MA-BOS
26 March 12

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

March 26, 2012
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 hockey team for placing fourth in the 2012 State Boys Hockey Tournament with a 2-1 loss to Lakeville South. Moorhead advanced to the third-place game after a quarterfinal upset over No. 3 seed Eagan 4-0 and a semifinal loss in overtime to Hill Murray. Moorhead defeated Brainerd in the Section 8 Championship game to advance to the state tournament.

   Team members are Ben Welle, Simon Selberg, Jacob Uglem, Terry Leabo, Jesse Doschadis, Aaron Herdt, Tony Uglem, Bryant Christian, Zach Quaife, Leif Johnson, Nicholas Uglem, Cody Rahman, Crosby Steen, John O'Connor, Nate Johnson, Eric Barker, Logan Ness, Thomas Carey, Peter MacFarlane, and Michael Bitzer, Head coach is Dave Morinville, assistant coaches are Josh Arnold and Peter Cullen and student manager is Brandon Weiser.

We Are Proud of Moorhead goaltender Michael Bitzer for winning the 2012 Frank Brimsek Award for Minnesota's best senior goaltender. Bitzer helped the Spuds reach the Minnesota state hockey tournament three times during his high school career. He is the first Moorhead goaltender to win the award, which is one of Minnesota's two major individual hockey awards. Bitzer was also awarded the Herb Brooks Award for Class 2A, which is given to the player who strongly represented the values, characteristics and traits that defined Herb Brooks. Bitzer was also named to the All-Tournament team, presented by Wells Fargo and the Minnesota State High School League. Dave Morinville is head coach of the boys hockey team.

We Are Proud of the Moorhead High School math team for placing first in the senior high school division of the Tri-College Math Contest held Feb. 27 at Concordia College. Team members were Jon Haglund, Andrew Carlson, Matt Lillehaugen, Sam Wisenden, Ryan Olson, Evan Johnson, Connor Neill and Tyler Meehleib. Jon Haglund and Andrew Carlson placed fourth individually, and Matt Lillehaugen placed sixth individually. In the lower high school division, Luke Lillehaugen placed third individually. Karin Schumacher and Monica Peterson are the math team advisors.

We Are Proud of Assistant Superintendent Wayne Kazmierczak for being named an Outstanding Central Office Leader by the Minnesota Association of School Administrators. Kazmierczak was honored for exhibiting a willingness to risk, possessing strong communications skills, being a progressive change agent, and having high expectations for himself and others. He was recognized for his exemplary professional and organizational leadership at the MASA/MASE Spring Conference on March 15-16, 2012.

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 New Employee - Page 6
(2) Approval of Family/Medical Leaves - Page 7
(3) Approval of Resignations - Page 8
(4) Approval of Sabbatical Leave Request - Page 9

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **RESOURCE ADOPTION**: Kovash
Pages 10-19

4. **FIRST READING OF POLICIES**: Kovash
Pages 20-37

5. **PRELIMINARY 2012-13 STAFFING PLAN**: Kazmierczak
Pages 38-41

Suggested Resolution: Move to approve the Preliminary 2012-2013 Staffing Plan as presented.

Moved by _____ Seconded by _____
Comments _____

6. **RESOLUTION FOR DISCONTINUING AND REDUCING EDUCATIONAL PROGRAMS AND LICENSED POSITIONS**: Kazmierczak
Pages 42-43

Suggested Resolution: Move to approve the resolution directing administration to effect termination or reduction and non-renewal of licensed teacher programs and positions as listed.

Moved by _____ Seconded by _____
Comments _____

7. **SUPERINTENDENT REPORT**: Kovash

8. **COMMITTEE REPORTS**

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

10. **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 _____

11. **OPEN PUBLIC MEETING**: Erickson

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

Moved by _____ Seconded by _____
Comments _____

12. **CONFIDENTIAL SECRETARY MASTER AGREEMENT 2012-2014**: Kazmierczak
Page 44

Suggested Resolution: Move to approve the 2012-2014 Master Agreement for Confidential Secretaries as follows:

School Year	Percent	Cost
2012-2013	2.04%	$ 5,650.00
2013-2014	1.98%	$ 5,586.00
Total	4.02%	$11,236.00

Moved by _____ Seconded by _____
Comments _____

13. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Activities Advisory Council	March 27	7 am	MHS Conf Rm
Executive Finance Committee	March 29	3:30 pm	PCE
MHS PTAC	April 2	6:30 pm	MHS Conf Rm
Continuing Education Com	April 3	6:45 am	Village Inn
Asp PTAC	April 3	6:30 pm	Media Center
Indian Educ Parent Com	April 4	5:30 pm	PCE
Joint Powers Committee	April 5	7 am	Clay County
School Board	April 9	7 pm	PCE
Hopkins PTAC	April 10	6:30 pm	Media Center
Reinertsen PTAC	April 10	6:30 pm	Media Center
Instr and Curr Adv Com	April 12	7 am	PCE
Health/Safety/Wellness Com	April 12	9:30 am	PCE
Horizon PTAC	April 12	6:30 pm	Media Center
Policy Review Committee	April 16	7 pm	PCE
Safe and Healthy Learners Com	April 17	3 pm	PCE
Com Educ Appreciation Event	April 17	5 pm	PCE
School Board	April 23	7 pm	PCE
Activities Advisory Council	April 24	7 am	PCE
Spec Educ Parent Adv Com	April 25	12 pm	PCE

Office of Human Resources

Moorhead Area Public Schools

Memo HR.12.072

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: March 20, 2012

SUBJECT: New Employee

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

Kathleen Palinski	Paraprofessional, S. G. Reinertsen Elementary, B21 (0-2) $14.05, 6.5 hours per day, effective March 27, 2012. (Replaces Karen Elker)

SUGGESTED RESOLUTION: Move to approve the employment of Kathleen Palinski as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.067

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: March 19, 2012

SUBJECT: Family/Medical Leave

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

Renee Wolf	Teacher, Ellen Hopkins Elementary, effective immediately for approximately six weeks.
Stacie Gregoire	Teacher, S. G. Reinertsen Elementary, effective February 17, 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 Renee Wolf and Stacie Gregoire.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.068

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: March 19, 2012

SUBJECT: Resignation

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

Kim Bergley	Food and Nutrition Server, Robert Asp Elementary effective March 16, 2012.
Jill Meyer	Paraprofessional, High School, effective March 16, 2012.

SUGGESTED RESOLUTION: Move to approve the resignations of Kim Bergley and Jill Meyer as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.069

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: March 19, 2012

SUBJECT: Sabbatical Leave Request

The Sabbatical Leave Committee, at a meeting held on March 12, 2012, moved to recommend sabbatical leave for the following individual:

Diana Johnson	Tri College University Educational Leadership Program	Fall Semester

Annually by contract, $30,000 is allocated for Sabbatical Leaves for Teachers. Teachers are paid 66.7% of their regular contract. Sabbatical leave costs are calculated using the following net cost computation: The teacher's sabbatical leave salary, plus replacement teacher's salary, plus fringes for both, minus teacher's salary and fringes if not on sabbatical.

Monies available for 2012-2013	$177,924.00

Name	**Cost of Leave**
Diana Jonhson	$12,160.00

SUGGESTED RESOLUTION: Move to approve the sabbatical leave as presented.

Department of School Improvement and Accountability
Moorhead Area Public Schools

Memo SIA.12.015 R

TO: Dr. Lynne A. Kovash, Superintendent

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

DATE: March 20, 2012

SUBJECT: Resource Adoption

At the March 26, 2012 School Board meeting, Missy Eidsness and Gay Galles will discuss some of the recent changes to resource adoption, formerly referred to as textbook adoption. The presentation will outline several of the current types of textbooks available – print, digital and online – as well as the possibility of shifting to digital content.

MOE:nls
Attachment

Resource Adoption - formerly known as textbook adoption

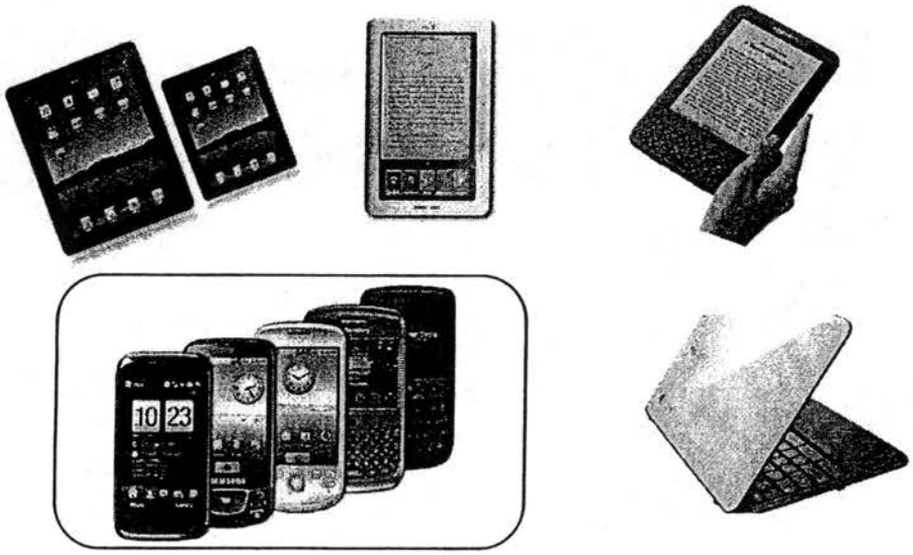
Integration of text and tech

Revolutions in Technology:

1. Broadband facilitates networked information
2. Social media aids peer-to-peer learning by doing - FB, wiki, blog, Twitter
3. Mobile connectivity alters learning venues and expectations - new access points to knowledge

Pew Research Center Internet and American Life Project

Containers



Project REAL - Little Falls

Little Falls Presentation

Content for Learners

1. Textbooks - print/digital/online
2. GoogleDocs - collaborate and share
3. Subscription Instructional Content
4. Free Instructional Content
5. Self-publishing - CK12, iBooks Author
6. Video - flip the classroom
7. eBooks/eInk/ePub
8. Apps

Content for Learners

1. Textbooks - print/digital/online

Purchase the textbook, get access to the same content online.

Student can download or view online. Supporting video, audio, graphics.

Little opportunity to customize

Content for Learners

2. Google Apps for Education

Google Mail
Google Docs

Google Calendar
Google Sites
Google Groups

Collaborate and Share

Content for Learners

3. Subscription Instructional Content

BrainPop, CultureGrams, World Book Online, United Streaming

LibGuides - Science, Horizon, High

Journal articles, Reference, Points of View - differentiated reading levels, primary source documents, audio and video

Content for Learners

4. Free Instructional Content

Digital Vault
Hippocampus
iTunes U
Exploratorium
YouTube Education
Khan Academy

Content for Learners

5. Self-Publishing

CK12 FlexBooks - find content, assemble a book, share with students

Content for Learners

6. Video - Flip the Classroom

Infographic - The Flipped Classroom

Video - The Flipped Classroom

Khan Academy - 2800 videos

Content for Learners

7. eBooks, eInk, ePub

iBooks textbooks for iPad

eBooks - trade books in digital format, fiction and nonfiction, take notes, add bookmarks

ePUB - open format for publishing

Content for Learners

8. Apps

Mobile apps - software made for mobile devices

Appitic

Container for Our District

Write our own units. Print and online
Writing teams, editors. Assessments.

Learning management system.
Style guide for consistency. Review and evaluation. Available to all.

BYOD - bring your own device
One-to-one

Engage or Entertain

In learning environments, entertainment and engagement look quite different, and it's easy to tell them apart:

- Entertainment's primary purpose is to create an enjoyable experience; engagements primary purpose is to focus attention so learning occurs.
- Entertainment is ephemeral, often frivolous; engagement creates long-lasting results and deals with important issues.

Engage or Entertain

- Entertainment needs to have little relevance to the reader/watcher/listener; engaging experiences most often relate directly to the learner.
- Entertainment is an escape from problems; engagement involves solving problems. When problems are a part of entertainment, the solution is given; when problems are a part of an engaging experience, the learner supplies the solution.

Engage or Entertain

- Entertainment results through the creativity of others; engagement asks for creativity on the part of the learner.
- Perhaps the greatest distinction is that entertainment is often passive, whereas engagement is active or interactive.

Education World, 2008
Doug Johnson, Mankato Public Schools

Link to presentation and list of resources

http://hiperurl.com/?s=5sb

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.078R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: March 20, 2012

SUBJECT: First Reading of Policies

The School Board will conduct a first reading of the following policies: Prohibition of Harassment and Violence 570, Patriotic Exercises 633, School District Evaluation of Personnel 470, Licensed Personnel Performance Evaluation 473, and Master Agreements with Employee Groups 480.

LAK:mde
Attachments

Prohibition of Harassment and Violence

Type:	School Board Policy
Section:	500 STUDENTS
Code:	570
Adopted Date:	5/27/1986
Revised Date(s):	10/13/2008, 12/14/2009, 12/13/2010
Reviewed Date(s):	05/01/1990, 09/14/1993, 06/09/1997, 07/09/2001, 04/11/2005, 02/13/2006, 04/09/2007, 02/11/2008, 10/13/2008, 12/14/2009, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from 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~~.

II. GENERAL STATEMENT

A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The Moorhead Area Public Schools prohibits any form of harassment and violence ~~because~~ on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, ~~disability,~~ status with regard to public assistance, sexual orientation, ~~and age~~ or disability.

B. ~~It shall be a~~A violation of this policy occurs when ~~for~~ any pupil, teacher, administrator or other school personnel of the school district ~~to~~ harasses a pupil, teacher, administrator, or other school personnel or groups of pupils, teachers, administrators, or other school personnel through conduct or communication ~~of a sexual nature or regarding~~ based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, ~~disability,~~ status with regard to public assistance, sexual orientation, ~~and age~~ or disability, as defined by this policy. (For purposes of this policy, school personnel includes Moorhead School Board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)

C. ~~It shall be a~~A violation of this policy occurs when ~~for~~ any pupil, teacher, administrator or other school personnel of the school district to inflicts, threatens to inflict, or attempts to inflict ~~harassment or~~ violence upon any pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel based on a person's ~~related~~

~~to~~ race, color, creed, religion, national origin, sex, age, marital status, familial status, ~~disability,~~ status with regard to public assistance, sexual orientation, ~~and age~~ or disability. ~~upon any pupil, teacher, administrator or other school personnel.~~

~~C~~D. The Moorhead Area Public Schools will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence ~~related to~~ based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, ~~disability,~~ status with regard to public assistance, sexual orientation, ~~and age~~ or disability, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. DEFINITIONS

A. ~~For the purposes of this policy, race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age have the same meaning as defined by Minnesota and federal law.~~ "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

B. ~~Sexual Harassment; Definition~~ "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic achievement;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

~~C. Harassment; Definition~~

~~Harassment consists of physical or verbal conduct relating to an individual's race, color, creed, religion, national origin (including an individual's place of birth or any of the individual's lineal ancestors), sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status when the conduct:~~

~~(1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;~~

~~(2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or~~

~~(3) otherwise adversely affects an individual's employment or academic opportunities.~~

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. "Age" means the person is over the age of 25 years.

2. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:

a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;

b. has a record of such an impairment; or

c. is regarded as having such an impairment.

3. "Familial Status" means the condition of one or more minors being domiciled with:

a. their parent or parents or the minor's legal guardian; or

b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

4. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

5. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

6. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

7. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation of such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children

by an adult.

8. "Status with regarding to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Sexual Harassment; Definition

~~(1)~~1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

~~(a)~~a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or

~~(b)~~b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

~~(c)~~c. that conduct or communication has the purpose ~~of~~ or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

~~(2)~~2. Sexual harassment may include, but is not limited to:

~~(a)~~a. unwelcome verbal harassment or abuse;

~~(b)~~b. unwelcome pressure for sexual activity;

~~(c)~~c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;

~~(d)~~d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

~~(e)~~e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

~~(f)~~f. unwelcome behavior or words directed at an individual or group because of gender.

~~D~~F. Sexual Violence; Definition

~~(1)~~ 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn~~esota~~, Sta~~tute~~, Section 609.341, include the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering

these areas.

~~(2)~~ 2. Sexual violence may include, but is not limited to:

~~(a)~~ a. touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

~~(b)~~ b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;

~~(c)~~ c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or

~~(d)~~ d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

~~E~~G. Violence; Definition

~~For the purposes of this policy, v~~Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin ~~(including an individual's place of birth or any of the individual's lineal ancestors)~~, sex, age, marital status, familial status, ~~disability,~~ status with regard to public assistance, sexual orientation, or ~~age~~ disability.

~~F. Assault; Definition~~

~~Assault is:~~

~~(1) an act done with intent to cause fear in another of immediate bodily harm or death;~~

~~(2) the intentional infliction of or attempt to inflict bodily harm upon another; or~~

~~(3) the threat to do bodily harm to another with present ability to carry out the threat.~~

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of harassment or violence related to race, color, creed, religion, national origin, sex, age, marital status, ~~disability~~ familial status, status with regard to public assistance, sexual orientation, ~~and age~~ or disability by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute 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~~ prohibited by this policy toward a pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use Administrative Procedure 570.1 available from the administrator of each

building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the school district's Human Rights Officer (Director of Human Resources) or to the Superintendent.

B. In ~~e~~Each ~~s~~School ~~b~~Building. ~~,~~ ~~t~~The building administrator, the building administrator's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy ~~related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age~~ at the building level. Any adult school district personnel who receives a report of 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~~ prohibited by this policy shall inform the building ~~administrator~~ report taker immediately. 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 (Director of Human Resources) by the reporting party or complainant. School district personnel who fail to inform the building report taker of a report of harassment or violence in a timely manner may be subject to disciplinary action.

C. Upon receipt of a report, the building ~~administrator~~ report taker must notify the school district Human Rights Officer (Director of Human Resources) immediately, without screening or investigating the report. The building ~~administrator~~ report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building administrator to the Human Rights Officer (Director of Human Resources). If the report was given verbally, the building administrator shall personally reduce it to written form within 24 hours and forward it to the Human Rights Officer (Director of Human Resources). Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the building administrator/report taker. ~~If the complaining involves the building administrator, the complaint shall be made or filed directly with the Superintendent or the school district Human Rights Officer (Director of Human Resources) by the reporting party or complainant.~~

D. In the ~~d~~District, ~~,t~~The Moorhead School Board hereby designates the Director of Human Resources as the school district Human Rights Officer to receive reports or complaints 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~~ prohibited by this policy. If the complaint involves the Human Rights Officer (Director of Human Resources), the complaint shall be filed directly with the Superintendent.

E. The school district shall conspicuously post the name of the Human Rights Officer (Director of Human Resources), including mailing address and telephone number with this policy throughout each school building in areas accessible to ~~pupils~~ students and staff.

F. Submission of a good faith complaint or report of harassment or violence prohibited by this policy ~~related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age~~ will not affect the

complainant or reporter's future employment, grades or work assignments.

G. Use of formal reporting forms is not mandatory.

H. Reports of harassment or violence prohibited by this policy 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 conform with any discovery or disclosure obligations.

V. INVESTIGATION

A. By authority of the school district, the Human Rights Officer (Director of Human Resources), upon receipt of a report or complaint alleging harassment or violence prohibited by this policy, ~~related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age,~~ shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy ~~related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age~~.

E. The investigation will be completed as soon as practicable. The school district Human Rights Officer (Director of Human Resources) shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon ~~receipt of a report~~ 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. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of ~~reports~~ alleged harassment or violence prohibited by this policy ~~related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age~~ or any person who testifies, assists, or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, ~~or~~ harassment, or intentional disparate treatment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statues and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn~~esota.~~ Stat~~ute.~~ 626.556 may be applicable.

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to ~~pupils~~ students and staff.

B. A summary of this policy (Appendix A) shall be given to each school district employee in the employee handbook and independent contractor at the time of entering into the person's contract.

C. A summary or this policy (Appendix A) shall appear in each school's student handbook.

D. The content of this policy will be discussed annually with students and employees.

E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

F. This policy shall be reviewed by the Human Rights Officer (Director of Human Resources) at least annually for compliance with state and federal law.

Legal References:
Minnesota, Statute, 120B.232 (Character Development Education)
Minnesota, Statute, 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minnesota, Statute, Chapter, 363A (Minnesota Human Rights Act)

Minn. Stat. 609.341 (Definitions)
Minnesota, Statute, 626.556 *et seq*. (Reporting of Maltreatment of Minors)
20 U.S.C. 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. 621 *et seq*. (Age Discrimination in Employment Act)
29 U.S.C. 794 (Rehabilitation Act of 1973, 504)
42 U.S.C. 1983 (Civil Action of Deprivation of Rights)
42 U.S.C. 2000d *et seq*. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. 2000e *et seq*. (Title VII of the Civil Rights Act)
42 U.S.C. 12101 *et seq*. (Americans with Disabilities Act)
Puller v. Indep. Sch. Dist. No. 701, 528 N.W.2d 273 (Minn. Ct. App. 1998)

Cross References:
Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 401: Equal Employment Opportunity Statement
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 551: Student Discipline

APPENDIX A

****ATTENTION****

MOORHEAD AREA PUBLIC SCHOOL DISTRICT 152 POLICY AGAINST

HARASSMENT AND VIOLENCE RELATED TO RACE, COLOR, CREED, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, FAMILIAL STATUS, ~~DISABILITY,~~ STATUS WITH REGARD TO PUBLIC ASSISTANCE, SEXUAL ORIENTATION, ~~AND AGE~~ OR DISABILITY

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, age, marital status, familial status, ~~disability,~~ status with regard to public assistance, sexual orientation, ~~and age~~ or disability 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, age, marital status, ~~disability~~ familial status, status with regard to public assistance, sexual orientation, ~~and age~~ or disability:

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, age, marital status, ~~disability~~ familial status, status with regard to public assistance, sexual orientation, ~~and age~~ or disability 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 a summary of the school district policy against harassment and violence related to race, color, creed, religion, national origin, sex, age, marital status, familial status ~~disability~~, status with regard to public assistance, sexual orientation, ~~and age~~ or disability. Complete policies are available in the building administrator's office and the Superintendent's Office and at the school district's Web site at www.moorhead.k12.mn.us.

Patriotic Exercises

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	633
Adopted Date:	6/10/1986
Revised Date(s):	01/14/2008
Reviewed Date(s):	12/01/1990, 06/24/1996, 11/10/2003, 01/14/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT

The Moorhead 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. The School Board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag.

~~In all classroom buildings K-12,~~ Students in Moorhead Area Public Schools shall recite the Pledge of Allegiance to the flag of the United States of America ~~will be recited at least~~ one or more times each week. The recitation shall be conducted:

A. By each individual classroom teacher or the teacher's surrogate; or

B. Over a school audio or video communication system by a person designated by the building administrator or other person having administrative control over the school.

The School Board wishes to set an example for the school district's staff and students. Therefore, the Pledge of Allegiance shall be recited at the beginning of each meeting of the School Board.

III. EXCEPTIONS

~~Any student or staff member who, for reasons of conscience, does not wish to salute the flag or say the Pledge of Allegiance, will be excused from the exercises. A teacher may have a student or other representative lead the class in the Pledge of Allegiance.~~ Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag and in patriotic exercises.

Legal References:
Minnesota, Statute, 121A.11, Subd. 3 (Pledge of Allegiance)
Minnesota, Statute, 121A.11, Subd. 4 (Instruction)

School District Evaluation of Personnel

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	470
Adopted Date:	2/9/1998
Revised Date(s):	01/08/2007
Reviewed Date(s):	08/26/2002, 01/08/2007
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of ~~a performance assessment is to determine the level of competency of an employee and to seek ways to increase that competency level on a continuing basis~~ this policy is to determine the performance of an employee through professional review.

II. GENERAL STATEMENT ~~OF POLICY~~

A. The Moorhead Area Public Schools develops mechanisms to assess, maintain and continually improve ~~competency~~ performance of its employees. Individual employee ~~competency~~ performance is assessed and assured at the time of hire and throughout employment with the district with formal assessments conducted with staff who have a probationary period and after they attain ~~tenure~~ continuing contract status or regular employment status. Effective use of this process increases the quality of service of the employee to the Moorhead Area Public Schools and assists the employee in meeting the mission of the school district. (Please refer to Administrative Procedure 470.1: Performance Evaluation of School District Staff.)

B. Different evaluation systems are in place for the following job classifications:

1. Licensed Personnel - School Board Policy 473
2. Administration and Supervisors - School Board Policy 471
3. Principals - School Board Policy 472
4. Support Staff - School Board Policy 474

These evaluation systems are consistent with different employee contract provisions and with Minnesota ~~state~~ statute provisions.

Legal Reference:
Minn~~esota~~. Stat~~ute~~. 122A.40, Subd. 5, Subd. 8 (Employment; Contracts; Termination)

Cross References:
Moorhead School Board Policy 471: Administrator and Supervisor Performance Evaluation
Moorhead School Board Policy 472: Principal Performance Evaluation
Moorhead School Board Policy 473: Licensed Personnel Performance Evaluation
Moorhead School Board Policy 474: Support Staff Performance Evaluation

Licensed Personnel Performance Evaluation

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	473
Adopted Date:	10/9/2000
Revised Date(s):	
Reviewed Date(s):	02/28/2005
Attached Files:	No Documents Found.

I. PURPOSE

The ~~Moorhead School Board believes that a strong relationship exists between the quality of education afforded students and the competency of professional personnel employed by the school system. The school board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers~~ purpose of this policy is to establish a personnel evaluation plan to assess the performance of professional personnel employed by the school district.

II. GENERAL STATEMENT ~~OF POLICY~~

The ~~s~~School ~~b~~Board regards a personnel evaluation plan as a critical and essential part of professional growth. The primary purpose of professional evaluation is to improve the instructional programs for all students by assisting teachers and other licensed personnel to improve ~~and to gain greater competence in their profession~~ employee performance. To be most effective, the evaluation plan should be:

1. Viewed as a positive process designed to indicate the present effectiveness of the employee and to provide a performance improvement plan if needed.

2. Designed to facilitate open dialogue between the evaluator and the person evaluated and directed toward improving employee performance and promoting career development.

It shall be the responsibility of the Superintendent and/or his or her designee to establish specific procedures which comply and are consistent with Minnesota laws and State Board of Teaching regulations regarding performance appraisal.

Legal Reference:
Minn~~esota~~. Stat~~ute~~. Section 122A.40 Subd. 5 (Probationary Period)

Cross Reference:

Moorhead School Board Policy 470: School District Evaluation of Personnel

Master Agreements with Employee Groups

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	480
Adopted Date:	12/13/1999
Revised Date(s):	01/14/2008
Reviewed Date(s):	02/09/2004, 01/14/2008
Attached Files:	No Documents Found.

I. PURPOSE

Thi~~s~~e purpose of this policy is ~~intended~~ to minimize misunderstandings related to final, officially approved changes in ~~the~~ master agreements by both parties.

II. GENERAL STATEMENT

A. Approved negotiated master agreements shall be prepared in final form and signed within two weeks of the approval of a new master agreement.

B. Any agreed to retroactive compensation shall occur only when the newly approved master agreements have been signed by all parties.

C. Original signature copies of signed master agreements will be maintained in the Department of Human Resources for the district.

D. Once master agreements have been signed, neither party may change contract language for the duration of the agreement. Memorandums of Understanding (MOU) may be developed during the term of the master agreement to meet specific needs of the parties to the master agreement. If there is a pay equity violation, master agreements can be opened to address the discrepancy.

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.12.062 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: March 20, 2012

SUBJECT: Preliminary 2012-2013 Staffing Plan

Attached please find the Preliminary Staffing Plan for the 2012-2013 school year. The primary changes that are being proposed will be briefly highlighted in this memo, and further discussion will occur at the school board meeting on Monday, March 26, 2012.

The following adjustments are being recommended:

1. Elementary (K-5) – An increase of 2.0 full-time equivalents (FTEs). The additional sections would allow the district to continue its focus of maintaining or reducing elementary class sizes, which was a priority during the operating levy campaign. The additional sections will be added at grade 3 at Ellen Hopkins Elementary and Robert Asp Elementary.

2. Middle School (6-8) – An increase of 2.5 FTEs. The additional FTEs are needed to fulfill the operating levy priority area regarding world language offerings at the middle level. Spanish and Chinese will be offered at the middle school, and an additional partial FTE in the area of Science, Technology, Engineering, and Mathematics (STEM) is also being added to accommodate the addition of the world language courses. The STEM course is needed in order to balance the schedule.

3. High School (9-12) – An increase of 2.21 FTEs. The additional FTEs are needed to fulfill increased student demand for courses. The additional FTEs will allow the high school to stay at or slightly below the targeted staffing ratio (30:1) in the core subjects.

4. Special Education – An increase of .50 FTE. The additional FTE is needed due to an ever-increasing enrollment in Early Intervention Services.

5. English as a Second Language – An increase of 1.0 FTE. The additional FTE is needed to meet the needs of students primarily at the elementary level.

6. Federal Programs/Grants – A decrease of 2.0 FTEs. As discussed at a previous school board meeting, the FTEs are being shifted in order to partially cover the cost of the additional elementary assistant principals.

7. Counselors – A decrease of 1.0 FTE is being recommended. Specifically, a dean of students/counselor position is being reduced at Red River Alternative Center. This position was added for the 2011-12 school year and was intended to be a one-year position.

8. Administrative – An increase of 3.0 FTEs for elementary assistant principals was previously approved by the school board.

9. Supervisory – An increase of 1.0 FTE. A proposal will be forthcoming to the school board for consideration. The position would be a supervisory position in the area of Property Services and Transportation.

10. Custodial – An increase of .75 FTE. The position will be added at Probstfield Center for Education due to increased enrollment at the early learning center.

11. Federal Programs/Grants – An increase of .50 FTE. A clerical position will be added to assist the Director of School Improvement and Accountability.

Suggested Resolution: Move to approve the Preliminary 2012-2013 Staffing Plan as presented.

WAK:nls
Attachments

2012-2013
Preliminary Staffing Plan

(Draft March 21, 2012)

LICENSED STAFF	2010-2011 Actual	2011-2012 Actual	2012-2013 Prelim	2012-2013 Prelim Inc (Dec) Over Prior Year
Elementary (K-5)	89.00	92.50	94.50	2.00
Middle School (6-8)	51.82	53.82	56.32	2.50
High School (9-12)	55.39	60.57	62.78	2.21
Alternative Education	7.92	6.92	6.92	0.00
Special Education*	106.68	107.18	107.68	0.50
English as a Second Language (ESL)	5.30	5.30	6.30	1.00
Elementary Art	3.00	3.00	3.00	0.00
Elementary Music	6.57	7.00	7.00	0.00
Music (6-12)	6.67	8.00	8.00	0.00
Elementary Physical Education	6.57	7.00	7.00	0.00
Gifted and Talented	1.50	1.70	1.70	0.00
Federal Programs/Grants**	19.75	19.75	17.75	(2.00)
Media Specialists	3.00	3.50	3.50	0.00
Counselors	10.00	11.00	10.00	(1.00)
School Nurses	2.00	2.00	2.00	0.00
Total Licensed Teaching Staff	**375.16**	**389.24**	**394.45**	**5.21**
Administrative	10.00	10.00	13.00	3.00
Supervisory**	9.00	9.00	9.00	0.00
Total Licensed Administrative/Supervisory Staff	**19.00**	**19.00**	**22.00**	**3.00**
Total Licensed Staff (Teacher & Admin/Supervisory)	**394.16**	**408.24**	**416.45**	**8.21**
NON-LICENSED STAFF				
Administrative	0.00	0.00	0.00	0.00
Supervisory	6.00	6.00	7.00	1.00
Paraprofessionals/Security***	149.38	149.38	149.38	0.00
Non-Aligned/TCI	21.11	21.11	21.11	0.00
Clerical/Confidential Administrative Assistants	42.28	42.28	42.28	0.00
Custodial	32.99	32.99	33.74	0.75
Federal Programs/Grants**	6.11	6.11	6.61	0.50
Total Non-Licensed Staff	**257.87**	**257.87**	**260.12**	**2.25**

**Includes positions filled by purchased services.*
***Title I, II, V additional grant positions. The total FTE may fluctuate due to funding.*
****Includes all paraprofessionals funded through tuition, special and general education.*

Targeted Student-to-Teacher Ratios & Average Class Size

Targeted Student-to-Teacher Ratios							
	2006-2007	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**
Elem K-3	25:1	25:1	25:1	25:1	25:1	24:1	24:1
Elem 4-5	29:1	29:1	29:1	29:1	29:1	27:1	27:1
Middle School (Core)	30:1	30:1	30:1	33:1	33:1	30:1	30:1
High School (Core)	30:1	30:1	30:1	36:1	36:1	30:1	30:1

Secondary staffing for elective classes will require a student enrollment of 20.

Core Classes include English/Language Arts, Mathematics, Science, Social Studies

Average Class Size							
	2006-2007	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**Projected 2012-2013**
	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size	Average Class Size
Kindergarten	23	22	22	23	22	22.6	21.1
Grade 1	24	24	24	24	23	24.6	24.6
Grade 2	23	23	24	25	26	23.7	24.3
Grade 3	25	26	25	29	25	25.5	23.9
Grade 4	25	25	27	27	27	26.1	27.8
Grade 5	28	26	29	29	28	26.9	25.8
Grade 6 (Core)	30	27	29	33	33	25.2	27.0
Grade 7 (Core)	25	30	27	33	33	26.3	25.2
Grade 8 (Core)	26	27	31	31	33	25.8	26.3
District Average K-3	24	24	24	25	24	24.0	24.0
District Average K-5	24	23	25	26	25	27.0	27.0
District Average 6-8	27	28	29	32	33	26.7	25.8

The average class size is based on November 1 enrollment.

Presented to the Moorhead Area School Board on March 26, 2012

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.070

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: March 20, 2012

SUBJECT: Resolution for Discontinuing and Reducing Educational Programs and Licensed Positions

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

FTE	Position	Grade Level
1.0	Dean of Students/Counselor	Alternative Education
2.0	Instructional Coach	K-12

SUGGESTED RESOLUTION: Move to approve the resolution directing administration to effect termination or reduction and non-renewal of licensed teacher programs and positions as listed.

AH:smw

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION DISCONTINUING AND REDUCING
EDUCATIONAL PROGRAMS AND POSITIONS

WHEREAS, the School Board of Independent School District No.152 adopted a resolution on January 9, 2012, directing the administration to make recommendations for reductions in programs and positions, and

WHEREAS, said recommendation have been received and considered by school board,

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

That the following programs and positions, or portions thereof, be discontinued:

FTE	Position	Grade Level
1.0	Dean of Students/Counseling	Alternative Education
2.0	Instructional Coach	K-12
3.0	TOTAL	

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

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.066

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: March 20, 2012

SUBJECT: Confidential Secretary Master Agreement 2012-2014

A new two-year contract was successfully negotiated with Confidential Secretaries for the period of July 1, 2012 through June 30, 2014.

Language changes to the contract include the following articles:

1. Article V, Schedules and Rates of Pay, Section 1
2. Article VII. Leave Provisions & Vacations, Section 1
3. Article VIII. Retirement, Deferred Compensation, Section 2

Financial changes were as follows:

School Year	Percent	Cost
2012-2013	2.04%	$5,650.00
2013-2014	1.98%	$5,586.00
Total	4.02%	$11,236.00

These totals are within the Board guidelines and the contract is recommended for approval.

SUGGESTED RESOLUTION: Move to approve the 2012-2014 Master Agreement for Confidential Secretaries as follows:

School Year	Percent	Cost
2012-2013	2.04%	$5,650.00
2013-2014	1.98%	$5,586.00
Total	4.02%	$11,236.00

SMG-BOS
9 April 12

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

April 9, 2012
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 grades 9-10 math team for placing third in the lower high school division of the Tri-College Math Contest held Feb. 27 at Concordia College. Team members were Lucinda Thomas, Trygve Rorvig, Jacob Klevgard, Britnee Suprenant, Luke Lillehaugen, Zach Manning, Redir Amedy and Nathaniel Schindler. Britnee Suprenant placed in the top ten individually. Karin Schumacher and Monica Peterson are the math team advisors.

   We Are Proud of the Horizon Middle School math team for placing first in the large school division of the middle school competition at the Tri-College Math Contest held Feb. 27 at Concordia College. Team members were Alex Volk, Ethan Smith, Kole Nichols, Stefan Duginski, Michael Thibert, Oliver Borchers-Williams, Nicole

Kurtti and Katherine Riendeau. Ethan Smith placed fourth individually. Rick Eidsness is the math team coach.

We Are Proud of the Horizon Middle School Mathcounts team for placing first in the regional tournament held in February and advancing to the state tournament in Plymouth, Minn., on March 23-24. Team members are Alex Volk, Ethan Smith, Kole Nichols and Griffin Swenson. At the regional tournament, Smith won the countdown competition, and Volk placed fifth in the individual competition. Rick Eidsness is the Mathcounts coach.

We Are Proud of Moorhead High student Wyatt Johnson for placing first at the Section 8AA diving championships and qualifying for the state tournament. Johnson, who was named Section 8AA Diver of the Year, placed fourth in the 1 meter diving competition at the Class AA swimming and diving state meet. The diving coach is John Schmidt, head coach is Jeff Schneider, and assistant coach is Lars Seljevold.

We Are Proud of John Schmidt, Moorhead High School diving coach, for being named Section 8AA Diving Coach of the Year by his peers.

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

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of March 12 and 26, 2012 Meeting Minutes - Pages 8-18

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of April Claims - Page 19

C. HUMAN RESOURCES MATTERS - Hiedeman
   (1) Approval of Change in Contract - Page 20
   (2) Approval of Family/Medical Leave - Page 21
   (3) Approval of Resignations - Page 22
   (4) Approval of New Employees - Page 23
   (5) Approval of Luther College Field Experience Contractual Agreement Pages 24-25

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **TRANSPORTATION UPDATE**: Kazmierczak
Page 26

4. **RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF TEACHING CONTRACTS OF PROBATIONARY TEACHERS**: Hiedeman
Pages 27-29

Suggested Resolution: Move to approve the following resolution:

WHEREAS, the following teachers are probationary teachers in Independent School District No. 152:

Termination and Non-Renewal of Contracts	License Area	FTE
Travis Husen	Elementary	1.00
Mary Kvebak	English	1.00
Will Zhang	Chinese	1.00
Michelle Rolowitz	Sign Language	.145
Camille Ross	Reading	1.00
Dan Kotaska	RRALC	1.00
Jon Dobmeier	English	.17

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, Subd. 5, the teaching contracts of the above named probationary teachers in Independent School District No. 152, are hereby terminated at the close of the 2011-12 school year.

BE IT FURTHER RESOLVED that the attached written notice will be sent to the above named probationary teachers regarding termination and non-renewal of this contract as provided by law.

Moved by _____ Seconded by _____
Comments _____

5. **APPROVAL OF POLICY**: Kovash
Pages 30-41

Suggested Resolution: Move to approve the policy, Prohibition of Harassment and Violence 570), as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF POLICY**: Kovash
Pages 42-44

Suggested Resolution: Move to approve the policy, Patriotic Exercises 633, as presented.

Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF POLICY**: Kovash
Pages 45-47

Suggested Resolution: Move to approve the policy, School District Evaluation of Personnel 470, as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY**: Kovash
Pages 48-50

Suggested Resolution: Move to approve the policy, Licensed Personnel Performance Evaluation 473, as presented.

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF POLICY**: Kovash
Pages 51-52

Suggested Resolution: Move to approve the policy, Master Agreements with Employee Groups 480, as presented.

Moved by _____ Seconded by _____
Comments _____

10. **SUPERINTENDENT REPORT**: Kovash

11. **COMMITTEE REPORTS**

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

13. **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 _____

14. **OPEN PUBLIC MEETING**: Erickson

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

Moved by _____ Seconded by _____
Comments _____

15. **TEACHERS' MASTER CONTRACT 2011-2013**: Kazmierczak
Pages 53-54

Suggested Resolution: Move to approve the Teachers' Master Contract for 2011-13 as presented with the cost as follows:

Year	Cost	Percentage Increase (Minnesota School Boards Association Costing Method)*	Percentage Increase (District Historical Costing Method)
2011-2012	755,406	N/A	2.72%
2012-2013	1,548,581	N/A	5.44%
TOTAL	$2,303,987	5.51%	8.16%

**MSBA's costing model calculates only a total two-year package percentage increase.*

Moved by _____ Seconded by _____
Comments _____

16. **ADMINISTRATORS' MASTER AGREEMENT 2012-2014**: Kovash
Page 55

Suggested Resolution: Move to approve the Administrators' Master Agreement for 2012-2014 as presented with no step increase:

Year	Cost	Percentage Increase
2012-2013	$4651	1.78%
2013-2014	$5569	2.10%
TOTAL	$10220	3.88%

Moved by _____ Seconded by _____
Comments _____

17. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Hopkins PTAC	April 10	6:30 pm	Media Center
Reinertsen PTAC	April 10	6:30 pm	Media Center
Instr and Curr Adv Com	April 12	7 am	PCE
Health/Safety/Wellness Com	April 12	9:30 am	PCE
Horizon PTAC	April 12	6:30 pm	Media Center
Community Listening Session	April 12	7 pm	PCE
Policy Review Committee	April 16	7 pm	PCE
Safe and Healthy Learners Com	April 17	3 pm	PCE
Com Educ Appreciation Event	April 17	5 pm	PCE
School Board	April 23	7 pm	PCE
Activities Advisory Council	April 24	7 am	PCE
Spec Educ Parent Adv Com	April 25	12 pm	PCE
District Staff Development Com	May 1	8 am	PCE
Hopkins PTAC	May 1	6:30 pm	Media Center
Asp PTAC	May 1	6:30 pm	Media Center
Indian Education Parent Com	May 2	5:30 pm	PCE
Joint Powers Committee	May 3	7 am	Clay County
Educ Moorhead Recog Dinner	May 3	6 pm	Marriott
Reinertsen PTAC	May 8	6:30 pm	Media Center
Instr and Curr Adv Com	May 10	7 am	PCE
Horizon PTAC	May 10	6:30 pm	Media Center
School Board	May 14	7 pm	PCE
Policy Review Committee	May 21	7 pm	PCE
Technology Committee	May 22	3:45 pm	PCE
Title 1 District Parent Adv Com	May 22	5:30 pm	PCE
School Board	May 29	7 pm	PCE
MHS Graduation	June 3	2 pm	Concordia
School Board	June 11	7 pm	PCE
Com Educ Adv Council	June 19	7 pm	PCE
School Board	June 25	7 pm	PCE

REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
MARCH 12, 2012
PAGE 1

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

MEMBERS ABSENT: None.

CALL TO ORDER: Chair 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 approval of the agenda to proceed with a revision to page 6.

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

WE ARE PROUD:

We Are Proud of Moorhead High School students Eunji Park and Paige Wakefield who were selected by audition for the 2011-12 Minnesota All-State Orchestra. The All-State Orchestra performed February 18 at Orchestra Hall in downtown Minneapolis. Park and Wakefield are members of the Moorhead High School Chamber Orchestra under the direction of Jon Larson.

We Are Proud of Moorhead orchestra students Abbie Clapp, Ana Nelson, Tanner Otto and Elizabet Samonides-Hamrick for being selected by audition for the 2012 MNSOTA Middle Level Honors Orchestra sponsored by the Minnesota String Orchestra Teachers Association. The honors orchestra is composed of the top grades 7-9 string students in Minnesota. The Middle Level Honors Orchestra performed at the Minneapolis Convention Center on Feb. 18. Orchestra teachers are Doug Neill and Jon Larson.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

Minutes - Approve the February 13 and 27, 2012 Meeting Minutes as presented.

Claims - Approve the March Claims, subject to audit, in the amount of $889,397.45.

General Fund:	$725,850.45
Food Service Fund:	$140,505.76
Community Service Fund:	$23,041.24
TOTAL	$889,397.45

Donation - Accept the $100 donation from Tracy Kuehl to the S.G. Reinertsen Library in memory of Dale Kuehl. Administration will send a thank you.

Letter of Engagement for Auditing Services - Approve the Letter of Engagement for Auditing Services from Eide Bailly, LLP to provide auditing services for fiscal years 2012, 2013 and 2014.

Change in Contract
Denise Balzum - Head Cook, Horizon Middle School, B22 (8) $16.32 to Food and Nutrition Helper, Moorhead High School, A11 (16) $16.32, effective February 27, 2012.

Family/Medical Leaves
Wyatt Henderson - Night Custodian, Moorhead High School, effective March 12, 2012 for approximately 3 weeks.
Catherine Johnson - Teacher, S.G. Reinertsen Elementary, effective approximately March 12, 2012 for 3 weeks.

New Employees
Kayla Parker - Early Childhood Special Education Teacher, EIS, BA (2) $10,628.22, 1.00 FTE, effective March 29, 2012 (new position).
Bobby Moore - Night Custodian, Ellen Hopkins/S.G. Reinertsen Elementary, A12 (2) $14.35 per hour, 8 hours per day, effective March 13, 2012 (replaces Debbie Siaway).

Motion carried 7-0.

MAJOR MAGNITUDE FIELD TRIP REQUEST - SPEECH/THEATRE TO NEW YORK CITY: Teachers Rebecca Meyer-Larson and Brian Cole provided information related to the proposed field trip request.

Siggerud moved, seconded by Wilmer, to approve the Major Magnitude Field Trip request for Moorhead High School speech and theatre students to travel to New York City January 17-21, 2013. Motion carried 7-0.

UPDATE ON DISTRICT LEVEL IMPROVEMENT PLAN: Missy Eidsness, director of school improvement and accountability, presented an update to the District Improvement Plan. Eidsness said that next year, because of the No Child Left Behind waiver that Minnesota has received, the district improvement plan will be developed in August for implementation. She reviewed the district's SMART goals and the five priority areas from the strategic plan: culture of learning for all, teacher effectiveness, viable and guaranteed curriculum, literacy, and data analysis/fidelity of implementation.

Eidness explained that one of the efforts to increase parent involvement at the secondary level was the Feb. 13 career fair held at Moorhead High during parent/teacher conferences. Parents/ guardians and students were able to visit more than 25 booths with military, college and business representatives.

Eidness provided updates on the action plan items from the District Improvement Plan. The first goal is to enhance teacher effectiveness with fidelity of implementation checks for Reading Plus, Boys Town Reading, Read 180 and Leveled Literacy Intervention. Checklists were received from the companies and all trained teachers in each program have been given the checklist for review (six secondary teachers and 22 elementary teachers). The second goal is to introduce five reading strategies to improve the reading performance of all student groups. The literacy coaches and literacy committee have developed District Secondary and Elementary Toolboxes, available on the extranet, with research-based strategies for teachers to implement.

The third goal of the action plan is to analyze the MCA test specification and teaching practices. Forty-five Moorhead teacher leaders reviewed published state test specifications. Action steps were made based on the gaps in daily practice and the expectations set by the test specifications. The fourth goal is to improve reading performance of every group to a level that exceeds the state average. PLCs are looking at the placement of content standards, English Language Arts standards, common assessments, differentiation and process for re-teaching. The district literacy committee is summarizing the ELA standards into a teacher-friendly document. The fifth goal is to increase the reading ability of all secondary student groups to meet or exceed the state average. Secondary schools are forming teams to create and implement viable models for Response to Intervention at the secondary level.

Eidsness reviewed the February learning walks that teams of teachers and administrators conducted. They visited 180 classrooms and found that 83 percent of classrooms had objectives posted and 68 percent of classroom had evidence of emphasizing key vocabulary. Eidsness said the learning walks are staff development and after the walks, the teams review what they saw evidence of, what they are wondering, and what can be improved.

SUPERINTENDENT REPORT: Superintendent Lynne Kovash provided a report with information from several education experts she has heard at recent conferences. She said one spoke about how less than 20 percent of taxpayers have children in our schools, and another talked about PLCs as rigorous work and job-embedded learning, not an add-on.

COMMITTEE REPORTS: Brief reports were heard regarding the Joint Powers Committee, Hopkins PTAC and Indian Education Parent Committee meetings. Johnson said she attended the Horizon musical and it was an excellent production. Johnson also reported the Destination Imagination Regional Tournament was scheduled for Saturday, March 17. Wilmer said she also attend the Horizon musical and said it was fabulous. Wilmer attended the State Boys Hockey

Tournament and the event honoring Michael Bitzer for winning the 2012 Frank Brimsek Award for Minnesota's best senior goaltender. Thompson said she was a chaperone on the choir trip to Washington, D.C. and the students were fabulous. Kovash also attended the State Boys Hockey Tournament in St. Paul.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

CLOSE PUBLIC MEETING: Thompson moved, seconded by Wilmer, to close the public meeting at 8:11 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

The chair recessed the meeting at 8:12 p.m.; the meeting reconvened at 8:16 p.m.

Michelle Erickson left the meeting at 8:16 p.m

OPEN PUBLIC MEETING: Tomhave moved, seconded by Fagerlie, to open the public meeting at 8:39 p.m. Motion carried 7-0.

Michelle Erickson returned to the meeting a 8:40 p.m.

APPROVAL OF 2012-2014 MASTER AGREEMENT FOR CONFIDENTIAL SECRETARIES: Thompson moved, seconded by Wilmer, to postpone approval of the 2012-14 Master Agreement for Confidential Secretaries until the March 26, 2012 meeting. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:41 p.m.

_____
Laurie Johnson, 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 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 approval of the agenda as presented.

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

WE ARE PROUD:

We Are Proud of the Moorhead High School boys hockey team for placing fourth in the 2012 State Boys Hockey Tournament with a 2-1 loss to Lakeville South. Moorhead advanced to the third-place game after a quarterfinal upset over No. 3 seed Eagan 4-0 and a semifinal loss in overtime to Hill Murray. Moorhead defeated Brainerd in the Section 8 Championship game to advance to the state tournament.

Team members are Ben Welle, Simon Selberg, Jacob Uglem, Terry Leabo, Jesse Doschadis, Aaron Herdt, Tony Uglem, Bryant Christian, Zach Quaife, Leif Johnson, Nicholas Uglem, Cody Rahman, Crosby Steen, John O'Connor, Nate Johnson, Eric Barker, Logan Ness, Thomas Carey, Peter MacFarlane, and Michael Bitzer, Head coach is Dave Morinville, assistant coaches are Josh Arnold and Peter Cullen and student manager is Brandon Weiser.

We Are Proud of Moorhead goaltender Michael Bitzer for winning the 2012 Frank Brimsek Award for Minnesota's best senior goaltender. Bitzer helped the Spuds reach the Minnesota state hockey tournament three times during his high school career. He is the first Moorhead goaltender to win the award, which is one of Minnesota's two major individual hockey awards. Bitzer was also awarded the Herb Brooks Award for Class 2A, which is given to the player who strongly represented the values, characteristics and traits that defined Herb Brooks. Bitzer was also named to the All-Tournament team, presented by Wells Fargo and the Minnesota State High School League. Dave Morinville is head coach of the boys hockey team.

We Are Proud of the Moorhead High School math team for placing first in the senior high school division of the Tri-College Math Contest held Feb. 27 at Concordia College. Team members were Jon Haglund, Andrew Carlson, Matt Lillehaugen, Sam Wisenden, Ryan Olson, Evan Johnson, Connor Neill and Tyler Meehleib. Jon Haglund and Andrew Carlson placed fourth individually, and Matt Lillehaugen placed sixth individually. In the lower high school division, Luke Lillehaugen placed third individually. Karin Schumacher and Monica Peterson are the math team advisors.

We Are Proud of Assistant Superintendent Wayne Kazmierczak for being named an outstanding Central Office Leader by the Minnesota Association of School Administrators. Kazmierczak was honored for exhibiting a willingness to risk, possessing strong communications skills, being a progressive change agent, and having high expectations for himself and others. He was recognized for his exemplary professional and organizational leadership at the MASA/MASE Spring Conference on March 15-16, 2012.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

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

New Employees
Kathleen Palinski - Paraprofessional, S.G. Reinertsen Elementary, B21 (0-2) $14.05, 6.5 hours per day, effective March 27, 2012 (replaces Karen Elker).

Family/Medical Leaves
Renee Wolf - Teacher, Ellen Hopkins Elementary, effective immediately for approximately six weeks.
Stacie Gregoire - Teacher, S.G. Reinertsen Elementary, effective February 17, 2012 for approximately six weeks.

Resignations
Kim Bergley - Food and Nutrition Server, Robert Asp Elementary, effective March 16, 2012.
Jill Meyer - Paraprofessional, Moorhead High School, effective March 16, 2012.

Sabbatical Leave Request - Approve the sabbatical leave request for Diana Johnson for the 2012-13 school year at a cost to the district of $12,160.00.

Motion carried 7-0.

RESOURCE ADOPTION: Missy Eidsness, director of school improvement and accountability and Gay Galles, program manager - media services, provided an overview of the transition from textbook adoption to resource adoption. Traditionally, the district would select a new textbook every seven to 10 years. Now there are many resources as text and technology are integrated. Galles shared Pew Research Center information about revolutions in technology: broadband facilitates networked information, social media aids peer-to-peer learning by doing, and mobile connectivity alters learning venues and expectations.

Galles identified computers, iPads, tablet computers, cell phones, book readers and other electronic devices as the containers while the information accessed using the container is the content. Project REAL in Little Falls, Minn., put iPads in the hands of all grades 5-12 students for school and home use. During a recent presentation, Little Falls staff shared some of the surprises they've encountered and the difference it has made in their teaching. The Little Falls district charges a $40 maintenance fee to cover upkeep on the devices. Galles estimated it would cost approximately $750 per student to provide an iPad if the cost of the technicians who maintain the equipment and software is included. Little Falls has experienced only a few incidents with families being billed for the cost of an iPad.

Galles provided information about different content for learners: textbooks, Google Docs, subscription instructional content, free instructional content, self-publishing, video (flip the classroom), eBooks and apps. Textbooks may be print, digital or online. Students can download or view the text, supporting videos, audio and graphics. However there is little opportunity to customize.

The district will be moving to Google Apps for Education, including Google Docs and Google ail. Google Docs offers online word processing, slide presentation and other applications. The emphasis is on collaborating and sharing. Subscription instructional content that the district purchases includes BrainPop, CultureGrams, World Book Online and United Streaming. Additionally LibGuides have been developed with science, Horizon and high school categories. Free instructional content can be found on Digital Vault, Hippocampus, iTunes U, Exploratorium, YouTube Education and Khan Academy. Galles demonstrated the CK12 Flexbooks self-publishing site. This allows teacher to find free content, assemble a book and share it with students.

Video can be used to flip the classroom, Galles said. Students read and view content before coming to class. While in class they receive follow-up instruction and get answers to questions. It was asked whether Internet access is required at home. Galles explained that teachers could have students download files during class and there could be stations in the library where videos

could be downloaded so the devices could be used at home without Internet access.

Also mentioned were Apple's iBooks textbooks for iPad, eBooks, which are trade books in digital format, and ePub, an open format for publishing. There are also numerous apps developed for mobile devices. Appitic is a directory of apps for education by Apple Distinguished Educators.

Galles mentioned that containers and content for the district could include having our teachers write their own units. Also, a new learning management system will be in use in the district next year. Initially teachers will need to create files that in the future would just need updating. One model is BYOD or bring your own device, where students could use their own devices at school. Another option is to have a one-to-one initiative with iPads in the hands of the students.

There was considerable discussion of the differentiation that's possible with devices, engaging students, the need for a lot of staff development time, the continued importance of people-to-people contact and relationship building, how other districts are funding technology and projects like these, and the possibility of an iPad pilot project in certain grades in Moorhead.

FIRST READING OF POLICIES: The board conducted a first reading of policies, Prohibition of Harassment and Violence 570, Patriotic Exercises 633, School District Evaluation of Personnel 470, Licensed Personnel Performance Evaluation 473, and Master Agreements with Employee Groups 480.

PRELIMINARY 2012-13 STAFFING PLAN: Kazmierczak explained the preliminary staffing plan for licensed and non-licensed staff along with the projection of average class sizes. Kazmierczak said the staffing plan includes positions to meet the priority areas of the referendum passed in November 2010. The recommended adjustments are:

1. Elementary (K-5) – An increase of 2.0 full-time equivalents (FTEs). The additional sections would allow the district to continue its focus of maintaining or reducing elementary class sizes, which was a priority during the operating levy campaign. The additional sections will be added at grade 3 at Ellen Hopkins Elementary and Robert Asp Elementary.

2. Middle School (6-8) – An increase of 2.5 FTEs. The additional FTEs are needed to fulfill operating levy priority area regarding world language offerings at the middle level. Spanish and Chinese will be offered at the middle school, and an additional partial FTE in the area of Science, Technology, Engineering, and Mathematics (STEM) is also being

added to accommodate the addition of the world language courses. The STEM course is needed in order to balance the schedule.

3. High School (9-12) – An increase of 2.21 FTEs. The additional FTEs are needed to fulfill increased student demand for courses. The additional FTEs will allow the high school to stay at or slightly below the targeted staffing ratio (30:1) in the core subjects.

4. Special Education – An increase of .50 FTE. The additional FTE is needed due to an ever-increasing enrollment in Early Intervention Services.

5. English as a Second Language – An increase of 1.0 FTE. The additional FTE is needed to meet the needs of students primarily at the elementary level.

6. Federal Programs/Grants – A decrease of 2.0 FTEs. As discussed at a previous school board meeting, the FTEs are being shifted in order to partially cover the cost of the additional elementary assistant principals.

7. Counselors – A decrease of 1.0 FTE is being recommended. Specifically, a dean of students/counselor position is being reduced at Red River Alternative Center. This position was added for the 2011-12 school year and was intended to be a one-year position.

8. Administrative – An increase of 3.0 FTEs for elementary assistant principals was previously approved by the school board.

9. Supervisory – An increase of 1.0 FTE. A proposal will be forthcoming to the school board for consideration. The position would be a supervisory position in the area of Property Services and Transportation.

10. Custodial – An increase of .75 FTE. The position will be added at Probstfield Center for Education due to increased enrollment at the early learning center.

11. Federal Programs/Grants – An increase of .50 FTE. A clerical position will be added to assist the Director of School Improvement and Accountability.

Tomhave moved, seconded by Fagerlie, to approve the Preliminary 2012-2013 Staffing Plan as presented. Motion carried 7-0.

RESOLUTION FOR DISCONTINUING AND REDUCING EDUCATIONAL PROGRAMS AND LICENSED POSITIONS: Kazmierczak explained the resolution for discontinuing and reducing educational programs and licensed positions. Positions to be reduced are 1.0 FTE Dean of Student/Counseling - Alternative Education and 2.00 FTE Instructional Coaches - K-12.

Tomhave moved, seconded by Thompson, to approve the resolution directing administration to effect termination or reduction and non-renewal of licensed teacher programs and positions as listed. Motion carried 7-0.

SUPERINTENDENT REPORT: Superintendent Kovash provided a brief update regarding the ESTEEM Consortium noting the "Teachers in Industry" program increased from one to four teachers. There are three teachers from West Fargo and one from Moorhead. Businesses involved

are Microsoft, Phoenix International, Bobcat, and Sanford. She also added they were working on developing a STEM professional development center. Kovash also reported she was involved in administrative interviews for the high school assistant principal and athletic direction positions and said recommendations to the board are forthcoming. Kovash said information from the Commissioner of Education, Dr. Brenda Cassellius, indicated a change in the math assessments with two opportunities Oct.-March and one accountability test opportunity March-May. Dr. Kovash reported she served as a judge at the regional Destination Imagination tournament and thanked board members Johnson and Thompson for coordinating a great tournament. Kovash noted the March 27 Activities Advisory Council meeting was canceled and added there were two high school orchestra concerts scheduled for March 27.

COMMITTEE REPORTS: Brief reports were heard regarding the Instruction and Curriculum Advisory Committee, negotiation, Reinertsen PTAC, Early Childhood Advisory Committee, Community Education Advisory Council, and Policy Review Committee meetings. Wilmer said she attended the state basketball tournament and Erickson added she rode the fan bus to the tournament and the students were absolute "gems" on the bus and at the game. Johnson reported she attended the eighth grade band concert and said it was very good. Siggerud and Tomhave attended the Joint Legislative Conference in St. Paul and reported it was a good conference.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

CLOSE PUBLIC MEETING: Fagerlie moved, seconded by Wilmer, to close the public meeting at 8:44 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 7-0.

The chair recessed the meeting at 8:45 p.m.; the meeting reconvened at 8:48 p.m.

Michelle Erickson left the meeting at 8:49 p.m and returned to the meeting a 8:52 p.m.

OPEN PUBLIC MEETING: Tomhave moved, seconded by Siggerud, to open the public meeting at 9:31 p.m. Motion carried 7-0.

APPROVAL OF 2012-2014 MASTER AGREEMENT FOR CONFIDENTIAL SECRETARIES: Fagerlie moved, seconded by Tomhave, to approve the 2012-14 Master Agreement for Confidential Secretaries as follows: 2012-13 = 2.04 percent for $5,650.00; and 2013-14 = 1.98 percent for $5,586.00; for a total of 4.02 percent and $11,236.00. Motion carried 7-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:34 p.m.

_____
Laurie Johnson, Clerk

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.12.063 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: April 3, 2012

SUBJECT: April Claims

The April claims are as follows:

General Fund	$922,410.92
Food Service Fund	$166,935.08
Community Service Fund	$24,106.81
Debt Fund	$402.50
TOTAL	$1,113,855.31

The March wire payments are as follows:

Debt Service Fund	$4,297,312.50
TOTAL	$4,297,312.50

Suggested Resolution: Move to approve the April claims, subject to audit, in the amount of $1,113,855.31 and the March wire payments, subject to audit, in the amount of $4,297,312.50.

WAK:nls

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.076

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 3, 2012

SUBJECT: Change in Contract

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

Judy Wollin	DCD Teacher, High School to Work Experience Teacher, High School, effective beginning with the 2012-2013 school year.

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Judy Wollin as presented.

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.074

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 3, 2012

SUBJECT: Family/Medical Leave

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

Eileen Rick	Paraprofessional, S. G. Reinertsen Elementary, effective April 18, 2012 to May 11, 2012.
Lois Stroh	Teacher, S. G. Reinertsen Elementary, effective April 10, 2012 through May 18, 2012.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave pursuant to Article VIII, Section 3 of the Paraprofessional Master Agreement for Eileen Rick and pursuant to Article 39, Section 1 of the Teachers' Master Agreement for Lois Stroh.

AH:smw

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.073

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 3, 2012

SUBJECT: Resignations

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

Emily Wright	Learner Support Services Teachers, S. G. Reinertsen Elementary, effective at the end of the 2011-2012 school year.
Kasey Krogen	Food and Nutrition Server, S. G. Reinertsen Elementary, effective March 30, 2012.
Joe Johnson	Food and Nutrition Server, Horizon Middle School, effective March 30, 2012.
Marly Simmons	Math Teacher, High School, effective at the end of the 2011-2012 school year.
Joanna McBride	English Teacher, High School, effective at the end of the 2011-2012 school year.
Dustin Gramstad	Music Teacher, Ellen Hopkins, Robert Asp & S. G. Reinertsen Elementary effective at the end of the 2011-2012 school year.
Beverly Bjertness	LSS Teacher, Ellen Hopkins Elementary, effective at the end of the 2011-2012 school year.

SUGGESTED RESOLUTION: Move to approve the resignations of Emily Wright, Kasey Krogen, Joe Johnson, Joanna McBride, Marly Simmons, Dustin Gramstad and Beverly Bjertness as presented.

AH:smw

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.075

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 3, 2012

SUBJECT: New Employee

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

Sarah Gilbertson	Bus Assistant, 2.5 hours per day, 5 days per week, $12.78 per hour, effective March 6, 2012. (Replaces Mallorie Highness)
Dean Haugo	Activities Director, High School, D62 (10) $90,255.00 effective July 1, 2012. (Replaces Don Hulbert)

SUGGESTED RESOLUTION: Move to approve the employment of Sarah Gilbertson and Dean Haugo as presented.

AH:smw

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.080

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 3, 2012

SUBJECT: Luther College Field Experience Contractual Agreement

Attached is a Field Experience Contract Agreement with Luther College for Moorhead Area Public Schools to serve as a clinical education placement center. Terms of this agreement are for the 2012-2013 academic year. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide filed experiences for pre-service teachers.

Moorhead Area Public Schools would provide students of Luther College an opportunity to work cooperatively in a teacher-learning situation with a teacher certified by the State of Minnesota.

SUGGESTED RESOLUTION: Move to approve the Luther College agreement for the academic year of 2012-2013.

AH:smw

LUTHER COLLEGE

FIELD EXPERIENCE CONTRACTUAL AGREEMENT

This contract is made and entered into by and between the Luther College Department of Education, Decorah, Iowa and Moorhead Public School District Schools.

PROVISIONS:

1. Luther College and Moorhead Public School District Schools agree to participate, if placements are available, in the district in a field experience program, which includes, but is not limited to: Student Teaching, Student Observations, and other field experiences during the 2012-2013 academic year. This agreement may include assignments in elementary (grades Pre-K-6), secondary (grades 7-12), and special fields [Art, Music, Physical Education, and Health (K-12)].

2. Luther College will provide supervision by one or more of the following: faculty member(s), or trained and credentialed specialists in education, for students participating in Field Experiences who are placed in the school district identified under item 1, above.

3. **Luther College agrees to compensate the school district in the amount of $125 for one-half a semester or $250 for a full semester for each student placed as a <u>student teacher</u>.** Payment is to be made at the end of each semester after the Department of Education receives the written Student Teacher Evaluation from the Cooperating Teacher. Allocation of compensation to each cooperating teacher is to be directly made to the cooperating teacher, unless otherwise specified by the district. Payment for a student teacher who has withdrawn prior to the middle of the term shall be one-half of the normal reimbursement with payment to be made at the end of the period. **Other field experiences identified in this agreement will be compensated with regard to time involvement and course objective, and will be stated at the time of the request.**

4. Student Teachers and other field experience enrollees of Luther College Department of Education are to comply with all the contracted school district's rules, regulations, and policies. Termination or change in assignment will be the option of Moorhead Public School District Schools, as well as the option of Luther College, should circumstances warrant such an action.

March 29, 2012 — James Leyhe
Chair, Department of Education
or the Luther College Board of Regents

March 29, 2012 — Linda Elkins
Director of Field Placement

Date

Representative for Moorhead Public School District Schools

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.064 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: April 3, 2012

SUBJECT: Transportation Update

At the school board meeting on Monday, April 9, 2012, Tom Watson of Watson Consulting Group will be in attendance to provide information related to the district's historical transportation costs. He will also provide an update to the board on the transportation contract procurement process.

WAK:nls

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.077

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 3, 2012

RE: RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACTS OF PROBATIONARY TEACHERS

At the March 26, 2012 school board meeting the reduction of full time equivalent (FTE) of 3.0 programs and licensed positions was approved

The reduction of these programs and licensed positions is related to projected declining enrollment and financial limitations and is delineated as follows:

FTE	Position	Grade Level
1.0	Dean of Students/Counseling	Alternative Education
2.0	Instructional Coach	K-12
3.0	TOTAL	

The reduction of these programs and licensed positions is related to the projected declining enrollment and financial limitations. Some of these reductions will be absorbed through teacher transfers, retirements, resignations and leaves. Additional staffing reductions are necessary due to statutory provisions, teachers returning from leaves and filling vacancies during the year.

Consider the attached resolution directing administration to effect termination and non-renewal of the positions of the probationary teachers as listed below:

Termination and Non-Renewal of Contracts	License Area	FTE
Travis Husen	Elementary	1.00
Mary Kvebak	English	1.00
Will Zhang	Chinese	1.00
Michelle Rolewitz	Sign Language	.145
Camille Ross	Reading	1.00
Dan Kotaska	RRALC	1.00
John Dobmeier	English	.17

SUGGESTED RESOLUTION: Move to approve the following resolution:

WHEREAS, the following teachers are probationary teachers in Independent School District No. 152:

Termination and Non-Renewal of Contracts	License Area	FTE
Travis Husen	Elementary	1.00
Mary Kvebak	English	1.00
Will Zhang	Chinese	1.00
Michelle Rolewitz	Sign Language	.145
Camille Ross	Reading	1.00
Dan Kotaska	RRALC	1.00
John Dobmeier	English	.17

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, Subd. 5, the teaching contracts of the above named probationary teachers in Independent School District No. 152, are hereby terminated at the close of the 2011-12 school year.

BE IT FURTHER RESOLVED that the attached written notice will be sent to the above named probationary teachers regarding termination and non-renewal of this contract as provided by law.

AH:smw

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO THE TERMINATION
AND NON-RENEWAL OF THE TEACHING CONTRACT
OF _____, A PROBATIONARY TEACHER.

WHEREAS, _____ is a probationary teacher in Independent School District No. 152.

BE IT RESOLVED by the School Board of Independent School District No. 152, that pursuant to Minnesota Statute 122A.40, subd. 5, that the teaching contract of _____, a probationary teacher in Independent School District No. 152, is hereby terminated at the close of the current 2011-2012 school year.

BE IT FURTHER RESOLVED that written notice has been sent to said teacher regarding termination and non-renewal of his/her contract as provided by law, and that said notice shall be in substantially the following form:

NOTICE OF TERMINATION

Name
Address
City, State, Zip

Dear _____,

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 152 held on April 11, 2011, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2012-2013 school year. Said action of the Board is taken pursuant to M.S. 122A.40, subd. 5.

You may officially request that the School Board give its reason for the non-renewal of your teaching contract. However, such a request must be received within ten days after the receipt of this notice.

Yours very truly,

SCHOOL BOARD OF EDUCATION
SCHOOL DISTRICT NO. 152

_____
Clerk of the School Board

The motion for the adoption of the foregoing resolution was duly seconded by _____and upon vote being taken thereon,

the following voted in favor of

and the following voted against the same:

and the following were absent:

whereupon said resolution was declared duly passed and adopted.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.080R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: April 2, 2012

SUBJECT: Approval of Policy

Attached please find the policy, Prohibition of Harassment and Violence 570, for your review.

Suggested Resolution: Move to approve the policy, Prohibition of Harassment and Violence 570, as presented.

LAK:mde
Attachment

Prohibition of Harassment and Violence

Type:	School Board Policy
Section:	500 STUDENTS
Code:	570
Adopted Date:	5/27/1986
Revised Date(s):	10/13/2008, 12/14/2009, 12/13/2010
Reviewed Date(s):	05/01/1990, 09/14/1993, 06/09/1997, 07/09/2001, 04/11/2005, 02/13/2006, 04/09/2007, 02/11/2008, 10/13/2008, 12/14/2009, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from 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~~.

II. GENERAL STATEMENT

A. The policy of the Moorhead Area Public Schools is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The Moorhead Area Public Schools prohibits any form of harassment and violence ~~because~~ on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, ~~disability,~~ status with regard to public assistance, sexual orientation, ~~and age~~ or disability.

B. ~~It shall be a~~A violation of this policy occurs when ~~for~~ any ~~pupil~~ student, teacher, administrator or other school personnel of the school district ~~to~~ harasses a ~~pupil~~ student, teacher, administrator, or other school personnel or group of students, teachers, administrators, or other school personnel through conduct or communication ~~of a sexual nature or regarding~~ based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, ~~disability,~~ status with regard to public assistance, sexual orientation, ~~and age~~ or disability, as defined by this policy. (For purposes of this policy, school personnel includes Moorhead School Board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. ~~It shall be a~~A violation of this policy occurs when ~~for~~ any ~~pupil~~ student, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict ~~harassment or~~ violence upon any studentl, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel based

on a person's ~~related to~~ race, color, creed, religion, national origin, sex, age, marital status, familial status, ~~disability,~~ status with regard to public assistance, sexual orientation, ~~and age~~ or disability. ~~upon any pupil, teacher, administrator or other school personnel.~~

~~C~~D. The Moorhead Area Public Schools will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence ~~related to~~ based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, ~~disability,~~ status with regard to public assistance, sexual orientation, ~~and age~~ or disability, and to discipline or take appropriate action against any ~~pupil~~ student, teacher, administrator or other school personnel who is found to have violated this policy.

III. DEFINITIONS

A. ~~For the purposes of this policy, race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age have the same meaning as defined by Minnesota and federal law.~~ "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

B. ~~Sexual Harassment; Definition~~ "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

~~C. Harassment; Definition~~

~~Harassment consists of physical or verbal conduct relating to an individual's race, color, creed, religion, national origin (including an individual's place of birth or any of the individual's lineal ancestors), sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status when the conduct:~~

~~(1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;~~

~~(2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or~~

~~(3) otherwise adversely affects an individual's employment or academic opportunities.~~

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. "Age" means the person is over the age of 25 years.

2. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:

a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;

b. has a record of such an impairment; or

c. is regarded as having such an impairment.

3. "Familial Status" means the condition of one or more minors being domiciled with:

a. their parent or parents or the minor's legal guardian; or

b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

4. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

5. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

6. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

7. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation of such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children

by an adult.

8. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Sexual Harassment; Definition

~~(1)~~1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

~~(a)~~a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or

~~(b)~~b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

~~(c)~~c. that conduct or communication has the purpose ~~of~~ or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

~~(2)~~2. Sexual harassment may include, but is not limited to:

~~(a)~~a. unwelcome verbal harassment or abuse;

~~(b)~~b. unwelcome pressure for sexual activity;

~~(c)~~c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of ~~pupil~~ student(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;

~~(d)~~d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

~~(e)~~e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

~~(f)~~f. unwelcome behavior or words directed at an individual or group because of gender.

~~D~~F. Sexual Violence; Definition

~~(1)~~ 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn~~esota~~, Sta~~tute~~, Section 609.341, include the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering

these areas.

~~(2)~~ 2. Sexual violence may include, but is not limited to:

~~(a)~~ a. touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

~~(b)~~ b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;

~~(c)~~ c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or

~~(d)~~ d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

~~E~~G. Violence; Definition

~~For the purposes of this policy, v~~Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin ~~(including an individual's place of birth or any of the individual's lineal ancestors)~~, sex, age, marital status, familial status, ~~disability,~~ status with regard to public assistance, sexual orientation, or ~~age~~ disability.

~~F. Assault; Definition~~

~~Assault is:~~

~~(1) an act done with intent to cause fear in another of immediate bodily harm or death;~~

~~(2) the intentional infliction of or attempt to inflict bodily harm upon another; or~~

~~(3) the threat to do bodily harm to another with present ability to carry out the threat.~~

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of harassment or violence ~~related to~~ on the basis of race, color, creed, religion, national origin, sex, age, marital status, ~~disability~~ familial status, status with regard to public assistance, sexual orientation, ~~and age~~ or disability by a ~~pupil~~ student, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute 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~~ prohibited by this policy toward a ~~pupil~~ student, teacher, administrator, or other school personnel or group of students, teachers, administrators, or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use Administrative Procedure 570.1 available

from the administrator of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the school district's Human Rights Officer (Director of Human Resources) or to the Superintendent.

B. In ~~e~~Each ~~s~~School ~~b~~Building. ~~,t~~The building administrator, the building administrator's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy ~~related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age~~ at the building level. Any adult school district personnel who receives a report of 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~~ prohibited by this policy shall inform the building ~~administrator~~ report taker immediately. 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 (Director of Human Resources) by the reporting party or complainant. School district personnel who fail to inform the building report taker of a report of harassment or violence in a timely manner may be subject to disciplinary action.

C. Upon receipt of a report, the building ~~administrator~~ report taker must notify the school district Human Rights Officer (Director of Human Resources) immediately, without screening or investigating the report. The building ~~administrator~~ report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building ~~administrator~~ report taker to the Human Rights Officer (Director of Human Resources). If the report was given verbally, the building ~~administrator~~ report taker shall personally reduce it to written form within 24 hours and forward it to the Human Rights Officer (Director of Human Resources). Failure to forward any harassment or violence report or complaint as provided herein ~~will~~ may result in disciplinary action against the building ~~administrator~~ report taker. ~~If the complaining involves the building administrator, the complaint shall be made or filed directly with the Superintendent or the school district Human Rights Officer (Director of Human Resources) by the reporting party or complainant.~~

D. In the ~~d~~District. ~~,t~~The Moorhead School Board hereby designates the Director of Human Resources as the school district Human Rights Officer to receive reports or complaints 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~~ prohibited by this policy. If the complaint involves the Human Rights Officer (Director of Human Resources), the complaint shall be filed directly with the Superintendent.

E. The school district shall conspicuously post the name of the Human Rights Officer (Director of Human Resources), including mailing address and telephone number with this policy throughout each school building in areas accessible to ~~pupils~~ students and staff.

F. Submission of a good faith complaint or report of harassment or violence prohibited by this policy ~~related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age~~ will not affect the

complainant or reporter's future employment, grades or work assignments.

G. Use of formal reporting forms is not mandatory.

H. Reports of harassment or violence prohibited by this policy 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 conform with any discovery or disclosure obligations.

V. INVESTIGATION

A. By authority of the school district, the Human Rights Officer (Director of Human Resources), upon receipt of a report or complaint alleging harassment or violence prohibited by this policy, ~~related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age,~~ shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy ~~related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age~~.

E. The investigation will be completed as soon as practicable. The school district Human Rights Officer (Director of Human Resources) shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon ~~receipt of a report~~ 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. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any ~~pupil~~ student, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of ~~reports~~ alleged harassment or violence prohibited by this policy ~~related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age~~ or any person who testifies, assists, or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, ~~or~~ harassment, or intentional disparate treatment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statues and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn~~esota.~~ Stat~~ute.~~ 626.556 may be applicable.

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to ~~pupils~~ students and staff members.

B. A summary of this policy (Appendix A) shall be given to each school district employee in the employee handbook and independent contractor at the time of entering into the person's employment contract.

C. A summary or this policy (Appendix A) shall appear in each school's student handbook.

D. The content of this policy will be discussed annually with students and employees.

E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

F. This policy shall be reviewed by the Human Rights Officer (Director of Human Resources) at least annually for compliance with state and federal law.

Legal References:
Minnesota, Statute, 120B.232 (Character Development Education)
Minnesota, Statute, 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minnesota, Statute, Chapter, 363A (Minnesota Human Rights Act)

Minn. Stat. 609.341 (Definitions)
Minnesota, Statute, 626.556 *et seq*. (Reporting of Maltreatment of Minors)
20 U.S.C. 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. 621 *et seq*. (Age Discrimination in Employment Act)
29 U.S.C. 794 (Rehabilitation Act of 1973, 504)
42 U.S.C. 1983 (Civil Action of Deprivation of Rights)
42 U.S.C. 2000d *et seq*. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. 2000e *et seq*. (Title VII of the Civil Rights Act)
42 U.S.C. 12101 *et seq*. (Americans with Disabilities Act)

Cross References:
Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 401: Equal Employment Opportunity Statement
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 501: Equal Educational Opportunity
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 551: Student Discipline

MSBA/MASA Model Policy 413 (Harassment and Violence)

APPENDIX A

****ATTENTION****

MOORHEAD AREA PUBLIC SCHOOL DISTRICT 152 POLICY AGAINST HARASSMENT AND VIOLENCE RELATED TO RACE, COLOR, CREED, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, FAMILIAL STATUS, ~~DISABILITY,~~ STATUS WITH REGARD TO PUBLIC ASSISTANCE, SEXUAL ORIENTATION, ~~AND AGE~~ OR DISABILITY

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, age, marital status, familial status, ~~disability,~~ status with regard to public assistance, sexual orientation, ~~and age~~ or disability 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, age, marital status, ~~disability~~ familial status, status with regard to public assistance, sexual orientation, ~~and age~~ or disability:

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, age, marital status, ~~disability~~ familial status, status with regard to public assistance, sexual orientation, ~~and age~~ or disability 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 a summary of the school district policy against harassment and violence related to race, color, creed, religion, national origin, sex, age, marital status, familial status ~~disability~~, status with regard to public assistance, sexual orientation, ~~and age~~ or disability. Complete policies are available in the building administrator's office and the Superintendent's Office and

at the school district's ~~W~~website at www.moorhead.k12.mn.us.

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Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.081R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: April 2, 2012

SUBJECT: Approval of Policy

Attached please find the policy, Patriotic Exercises 633, for your review.

Suggested Resolution: Move to approve the policy, Patriotic Exercises 633, as presented.

LAK:mde
Attachment

Patriotic Exercises

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	633
Adopted Date:	6/10/1986
Revised Date(s):	01/14/2008
Reviewed Date(s):	12/01/1990, 06/24/1996, 11/10/2003, 01/14/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT

The Moorhead 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. The School Board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag.

~~In all classroom buildings K-12,~~ Students in Moorhead Area Public Schools shall recite the Pledge of Allegiance to the flag of the United States of America ~~will be recited at least~~ one or more times each week. The recitation shall be conducted:

A. By each individual classroom teacher or the teacher's surrogate; or

B. Over a school audio or video communication system by a person designated by the building administrator or other person having administrative control over the school.

The School Board wishes to set an example for the school district's staff and students. Therefore, the Pledge of Allegiance shall be recited at the beginning of each meeting of the School Board.

III. EXCEPTIONS

~~Any student or staff member who, for reasons of conscience, does not wish to salute the flag or say the Pledge of Allegiance, will be excused from the exercises. A teacher may have a student or other representative lead the class in the Pledge of Allegiance.~~ Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag and in patriotic exercises.

Legal References:
Minnesota, Statute, 121A.11, Subd. 3 (Pledge of Allegiance)
Minnesota, Statute, 121A.11, Subd. 4 (Instruction)

Cross Reference:
MSBA/MASA Model Policy 531 (The Pledge of Allegiance)

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.082R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: April 2, 2012

SUBJECT: Approval of Policy

Attached please find the policy, School District Evaluation of Personnel 470, for your review.

Suggested Resolution: Move to approve the policy, School District Evaluation of Personnel 470, as presented.

LAK:mde
Attachment

School District Evaluation of Personnel

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	470
Adopted Date:	2/9/1998
Revised Date(s):	01/08/2007
Reviewed Date(s):	08/26/2002, 01/08/2007
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of ~~a performance assessment is to determine the level of competency of an employee and to seek ways to increase that competency level on a continuing basis~~ this policy is to determine the performance of an employee through professional review.

II. GENERAL STATEMENT ~~OF POLICY~~

A. The Moorhead Area Public Schools develops mechanisms to assess, maintain and continually improve ~~competency~~ performance of its employees. Individual employee ~~competency~~ performance is assessed and assured at the time of hire and throughout employment with the district with formal assessments conducted with staff who have a probationary period and after they attain ~~tenure~~ continuing contract status or regular employment status. Effective use of this process increases the quality of service of the employee to the Moorhead Area Public Schools and assists the employee in meeting the mission of the school district. (Please refer to Administrative Procedure 470.1: Performance Evaluation of School District Staff.)

B. Different evaluation systems are in place for the following job classifications:

1. Licensed Personnel - School Board Policy 473
2. Administration and Supervisors - School Board Policy 471
3. Principals - School Board Policy 472
4. Support Staff - School Board Policy 474

These evaluation systems are consistent with different employee contract provisions and with Minnesota ~~state~~ statute provisions.

Legal Reference:
Minn~~esota~~. Stat~~ute~~. 122A.40, Subd. 5, Subd. 8 (Employment; Contracts; Termination)

Cross References:
Moorhead School Board Policy 471: Administrator and Supervisor Performance Evaluation
Moorhead School Board Policy 472: Principal Performance Evaluation
Moorhead School Board Policy 473: Licensed Personnel Performance Evaluation
Moorhead School Board Policy 474: Support Staff Performance Evaluation

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.083R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: April 2, 2012

SUBJECT: Approval of Policy

Attached please find the policy, Licensed Personnel Performance Evaluation 473, for your review.

Suggested Resolution: Move to approve the policy, Licensed Personnel Performance Evaluation 473, as presented.

LAK:mde
Attachment

Licensed Personnel Performance Evaluation

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	473
Adopted Date:	10/9/2000
Revised Date(s):	
Reviewed Date(s):	02/28/2005
Attached Files:	No Documents Found.

I. PURPOSE

The ~~Moorhead School Board believes that a strong relationship exists between the quality of education afforded students and the competency of professional personnel employed by the school system. The school board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers~~ purpose of this policy is to establish a personnel evaluation plan to assess the performance of professional personnel employed by the school district.

II. GENERAL STATEMENT ~~OF POLICY~~

The ~~s~~School ~~b~~Board regards a personnel evaluation plan as a critical and essential part of professional growth. The primary purpose of professional evaluation is to improve the instructional programs for all students by assisting teachers and other licensed personnel to improve ~~and to gain greater competence in their profession~~ employee performance. To be most effective, the evaluation plan should be:

1. Viewed as a positive process designed to indicate the present effectiveness of the employee and to provide a performance improvement plan if needed.

2. Designed to facilitate open dialogue between the evaluator and the person evaluated and directed toward improving employee performance and promoting career development.

It shall be the responsibility of the Superintendent and/or his or her designee to establish specific procedures which comply and are consistent with Minnesota laws and State Board of Teaching regulations regarding performance appraisal.

Legal Reference:
Minn~~esota~~. Stat~~ute~~. Section 122A.40 Subd. 5 (Probationary Period)

Cross Reference:

Moorhead School Board Policy 470: School District Evaluation of Personnel

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.084R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: April 2, 2012

SUBJECT: Approval of Policy

Attached please find the policy, Master Agreements with Employee Groups 480, for your review.

Suggested Resolution: Move to approve the policy, Master Agreements with Employee Groups 480, as presented.

LAK:mde
Attachment

Master Agreements with Employee Groups

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	480
Adopted Date:	12/13/1999
Revised Date(s):	01/14/2008
Reviewed Date(s):	02/09/2004, 01/14/2008
Attached Files:	No Documents Found.

I. PURPOSE

Thi~~s~~e purpose of this policy is ~~intended~~ to minimize misunderstandings related to final, officially approved changes in ~~the~~ master agreements by both parties.

II. GENERAL STATEMENT

A. Approved negotiated master agreements shall be prepared in final form and signed within two weeks of the approval of a new master agreement.

B. Any agreed to retroactive compensation shall occur only when the newly approved master agreements have been signed by all parties.

C. Original signature copies of signed master agreements will be maintained in the Department of Human Resources for the district.

D. Once master agreements have been signed, neither party may change contract language for the duration of the agreement. Memorandums of Understanding (MOU) may be developed during the term of the master agreement to meet specific needs of the parties to the master agreement. If there is a pay equity violation, master agreements can be opened to address the discrepancy.

Department of Human Resources
Moorhead Area Public Schools

Memo HR.12.079

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 3, 2012

RE: Teachers' Master Contract 2011-2013

After five negotiating sessions, and two sessions with a mediator from the Bureau of Mediation Services, a new two-year contract was successfully negotiated with Education Moorhead. The new contract will be for the period of July 1, 2011 through June 30, 2013.

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

1. Article 5 Employer's Rights and Obligations
2. Article 17 Individual Teacher Contracts
3. Article 24 Outside Experience
4. Article 26 Salary Lane Qualifications
5. Article 34 Teacher Insurance Benefits
6. Article 35 Salary Schedule
7. Article 36 Early Retirement Policy
8. Article 37 Association Leave
9. Article 45 ABE/ECFE Teachers

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

Year	Cost	Percentage Increase (Minnesota School Boards Association Costing Method)*	Percentage Increase (District Historical Costing Method)
2011-2012	755,406	N/A	2.72%
2012-2013	1,548,581	N/A	5.44%
TOTAL	$2,303,987	5.51%	8.16%

**MSBA's costing model calculates only a total two-year package percentage increase.*

SUGGESTED RESOLUTION: Move to approve the Teachers' Master Contract for 2011-13 as presented with the cost as follows:

Year	Cost	Percentage Increase (Minnesota School Boards Association Costing Method)*	Percentage Increase (District Historical Costing Method)
2011-2012	755,406	N/A	2.72%
2012-2013	1,548,581	N/A	5.44%
TOTAL	$2,303,987	5.51%	8.16%

**MSBA's costing model calculates only a total two-year package percentage increase.*

AH:smw

Superintendent of Schools
Moorhead Area Public Schools

Memo S.12.086R

TO: School Board

FROM: Lynne A. Kovash, Superintendent

DATE: April 4, 2012

SUBJECT: Administrators' Master Agreement 2012-2014

A new two-year contract was successfully negotiated with Moorhead Administration for the period of July 1, 2012 through June 30, 2014.

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

1. Article III. Recognition
2. Article XX. Vacation, Section 5

The two-year contract includes no step increase.

Year	Cost	Percentage Increase
2012-2013	$4651	1.78%
2013-2014	$5569	2.10%
TOTAL	$10220	3.88%

SUGGESTED RESOLUTION: Move to approve the Administrators' Master Agreement for 2012-2014 as presented with no step increase.

Year	Cost	Percentage Increase
2012-2013	$4651	1.78%
2013-2014	$5569	2.10%
TOTAL	$10220	3.88%

LAK:mde

S-MG-B05
23 Apr 12

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

April 23, 2012
7:00 p.m.

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

ATTENDANCE:

Lisa Erickson_____	Kristine Thompson_____
Cindy Fagerlie_____	Bill Tomhave _____
Laurie Johnson _____	Trudy Wilmer_____
Mike Siggerud_____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. "We Are Proud"

   We Are Proud of Moorhead High School students Kenny Mark, AJ Wheeler, Jacob Rositas, Joe Carpenter and Chase Morlock who advanced to the state wrestling tournament. Morlock placed first in the class AAA 182-pound weight bracket, and Carpenter placed fifth in the 152-pound weight bracket. Wrestling coaches are Skip Toops, Matt Nelson, John Wychor and Billy Dean.

   We Are Proud of Moorhead High School gymnastics team member Bijanca Clark who qualified on the balance beam to compete at the gymnastics state tournament. Coaches are Toni Kleber, Julia Sammon and Dave Valeski.

We Are Proud of Moorhead High School gymnastics team member Maren Seljevold who was named to the Minnesota All-State Gymnastics team in the balance beam. Seljevold received all-state honorable mention awards in the vault, bars, floor and all-around. Bijanca Clark and Brooke Borgen were also on the all-state honorable mention list. The gymnastics team earned a silver academic award for having a 3.7 team grade point average. Coaches are Toni Kleber, Julia Sammon and Dave Valeski.

We Are Proud of the Moorhead High School boys basketball team for winning the Minnesota Class 4A Section 8 final to advance to the state tournament. Team members are Hayden Anderson, Camden Bosche, Erik Bye, Matthew Ellingson, Judd Roesler, Nicholas Anderson, Zachary Dobbins, Taylor Doeden, Aaron Lien, Austin Nelson, Travis Robertson, Tanner Swenson, Tyler Eidsness, Andrew Ellingson, Noah Fuglestad, Preston Kraiter, Brett Lawrence, Zachary Schroeder, Tanner Tweet, and Cody Dorow. The head coach is Corey Zimmerman and the assistant coaches are Chad Durand, Mike Kieselbach, and Darrin Olmscheid.

We Are Proud of Corey Zimmerman, Moorhead High School boys basketball head coach, for being named the Minnesota Class 4A Section 8 Boys Basketball Coach of the Year.

We Are Proud of activities director Don Hulbert for receiving the State Award of Merit from the Minnesota Interscholastic Athletic Administrators Association. The National Federation State Award of Merit is presented annually to a Minnesota athletic administrator as selected by a committee from the membership of the MnIAAA. The Award of Merit is presented to an individual who has shown outstanding leadership in interscholastic athletics or related areas.

We Are Proud of Horizon Middle School students who received individual awards in the Grade 6 Regional Math Masters Tournament held in Moorhead on March 16. Sixteen teams from the area participated in both individual and team rounds.

Fact Drill Awards went to Michael Thibert, Lexi Dauner and James Eggert. Individual Awards went to Michael Thibert, Ian Manning, Jonny Deitz, and Sam Stein. Their math teachers are Barb Stack, Diana Anderson and Sharon Nelson. Lois Brown is the Math Masters coordinator.

Math Masters of Minnesota is a statewide competition that challenges students to use higher-order thinking skills and problem-solving abilities in mathematics and recognizes academic effort and achievement.

We Are Proud of the Horizon Middle School House 6C Team for placing second in the sixth-grade Regional Math Masters Tournament held March 16 at Horizon. Team members are Lexi Dauner, Jonny Deitz, James Eggert, Andrew Franklin, and Andie Kassenborg. Their math teacher is Barb Stack.
We Are Proud of the Horizon Middle School House 6B Team for placing third in the sixth-grade Regional Math Masters Tournament held March 16 at Horizon. Team members are Ian Bahe, Hailey Gramer, Annika Sethre-Hofstad, Sam Stein, and Michael Thibert. Their math teacher is Diana Anderson.

We Are Proud of fifth-grade students who received individual awards in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 13. Twenty teams from the area participated in both individual and team rounds.

Moorhead students who earned Individual Awards are Zach Van Raden, Zachary Brenamen, Kamia Hendrickson, Layla Pilion, Katherine Leiseth, Catherine Myers, Austin Goble, Quinn Shynkaruk, Nick Aadland, Ellie Viou, Caleb Saari, and Kylie Mitchell. Moorhead students who earned Fact Drill Awards are Zach Van Raden, Katherine Leiseth, Courtney Rix, Haylie Snyder, Nick Aadland, and Austin Goble. Their math teachers are Cheri Puetz, Amber Arndt and Andrea Manston. 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 second in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 13. Team members are Nick Aadland, Katherine Leiseth, Catherine Myers, Quinn Shynkaruk, and Zach Van Raden. Their math teacher is Cherie Puetz.

We Are Proud of the S.G. Reinertsen Black Team for placing fourth in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 13. Team members are Zachary Brenamen, Joey Dispirito, Kylie Mitchell, Layla Pilion, and Hailey Sonnenberg. Their math teacher is Amber Arndt.

We Are Proud of the S.G Rienertsen Orange Team for placing fifth in the Grade 5 Regional Math Masters Tournament held in Moorhead on April 13. Team members are Kamia Hendrickson, Caleb Saari, Kathie Staiger, Alec Thingvold, and Ellie Viou. Their math teacher is Amber Arndt.

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 Change in Contract - Page 8

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of Lakes Country Perkins Consortium Funding - Pages 9-10

C. HUMAN RESOURCES MATTERS - Hiedeman
   (1) Approval of Change in Contract - Page 11
   (2) Approval of Family/Medical Leaves - Page 12
   (3) Approval of Resignations - Page 13
   (4) Approval of New Employees - Page 14

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold

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

Moved by _____ Seconded by _____
Comments _____

3. **SCHOOL STARTING AND ENDING TIMES FOR 2012-2013 SCHOOL YEAR**: Kazmierczak
Page 15

4. **APPROVAL OF TRANSPORTATION CONTRACTS**: Kazmierczak
Page 16

Suggested Resolution: Move to award the student transportation contracts to Richards Transportation, Red River Acquisitions, and Schuck Bus Service for two years commencing July 1, 2012 and ending July 31, 2014, with a option to extend for an additional two years, consistent with Minnesota Statutes 2011, Section 123B.52, Subds. 1 and 3, and to direct the Assistant Superintendent to complete the formal contracts and present them for approval at the May 14, 2012 School Board meeting.

Moved by _____ Seconded by _____
Comments _____

5. **MAJOR MAGNITUDE FIELD TRIP TO WASHINGTON, D.C. - MHS CHOIR REPORT**: Kazmierczak
Page 17

6. **APPROVAL OF LEASE AGREEMENT WITH LAKES COUNTRY SERVICE COOPERATIVE**: Kazmierczak
Pages 18-25

Suggested Resolution: Move to approve a two-year commercial lease agreement with Lakes Country Service Cooperative at an initial annual cost of $39,997.50 as presented.

Moved by _____ Seconded by _____
Comments _____

7. **FIRST READING OF POLICIES**: Kovash
Pages 26-63

8. **SUPERINTENDENT REPORT**: Kovash

9. **COMMITTEE REPORTS**

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

11. **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 _____

12. **OPEN PUBLIC MEETING**: Erickson

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

Moved by _____ Seconded by _____
Comments _____

13. **2011-2013 MASTER AGREEMENT FOR DIETARY AND FOOD SERVICE**: Kazmierczak
Page 64

Suggested Resolution: Move to approve the 2011-2013 Master Agreement for Dietary and Food Service employees as follows:

School Year	Percent	Cost
2011-2012	4.05%	$8,418
2012-2013	0%	$ 0
Total	4.05%	$8,418

Moved by _____ Seconded by _____
Comments _____

14. **2012-2014 MASTER AGREEMENT FOR MOORHEAD SUPERVISORS ASSOCIATION**: Kazmierczak
Page 65

Suggested Resolution: Move to approve the 2012-2014 Master Agreement for Moorhead Supervisors Association employees as follows:

School Year	Percent	Cost
2012-2013	2.33%	$33,783
2013-2014	1.66%	$24,680
Total	3.99%	$58,463

Moved by _____ Seconded by _____
Comments _____

15. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Activities Advisory Council	April 24	7 am	PCE
Spec Educ Parent Adv Com	April 25	12 pm	PCE
District Staff Development Com	May 1	8 am	PCE
Hopkins PTAC	May 1	6:30 pm	Media Center
Asp PTAC	May 1	6:30 pm	Media Center
Indian Education Parent Com	May 2	5:30 pm	PCE
Joint Powers Committee	May 3	7 am	Clay County
Educ Moorhead Recog Dinner	May 3	6 pm	Marriott
Reinertsen PTAC	May 8	6:30 pm	Media Center
Instr and Curr Adv Com	May 10	7 am	PCE
Horizon PTAC	May 10	6:30 pm	Media Center
School Board	May 14	7 pm	PCE
Policy Review Committee	May 21	7 pm	PCE
Technology Committee	May 22	3:45 pm	PCE
Title 1 District Parent Adv Com	May 22	5:30 pm	PCE
School Board	May 29	7 pm	PCE
MHS Graduation	June 3	2 pm	Concordia
School Board	June 11	7 pm	PCE
Com Educ Adv Council	June 19	7 pm	PCE
School Board	June 25	7 pm	PCE

Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.090C

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: April 14, 2012

SUBJECT: Change in Contract

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

Ann Hiedeman	Director of Human Resources, D64 (5) $89,938.00, Supervisors Contract to Director of Human Resources, D71 (5) $89,142.00, Administrators' Contract (salary is frozen).

Suggested Resolution: Move to approve the Change in Contract for Ann Hiedeman as presented.

LAK:mde

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.12.066 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: April 17, 2012

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. The items are to be used by the Administrative Support Occupations Program at Moorhead High School.

- Twenty (20) licenses for Final Cut Pro X software valued at $2,999.80 from the Apple Store.

Suggested Resolution: Move to accept the instructional material award for the above materials valued at $2,999.80 from the Apple Store to be used by the Administrative Support Occupations 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

APR 12 2012

April 10, 2012

To: Kathi Salvevold
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: Twenty (20) licenses for Final Cut Pro X software.

Vendor: Apple Store.

Your total award is $2,999.80. 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 Administrative Support Occupations 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 Dr. Rachel Grieger, New York Mills
Warren Nelson, Ashby
Supt. Scott Monson, Morris
Supt. Philip Jensen, Hawley

Vice Chairperson Norman Kolstad, Underwood
Hal Leland, City of Fergus Falls
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Clerk Carol Juul, Evansville
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Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.084

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 17, 2012

SUBJECT: Change in Contract

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

Carol Gustafson	Currently working 2.75 hours per day as Food and Nutrition Server, adding 2.5 hours per day at $12.78 per hour as a Bus Assistant, effective April 10, 2012.

SUGGESTED RESOLUTION: Move to approve the change in contracts for Carol Gustafson as presented.

AH:smw

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.085

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 17, 2012

SUBJECT: Family/Medical Leave

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

Wyatt Henderson	Night Custodian, High School, effective April 17,2012 through May 8, 2012.
Maret Kashmark	Counselor, Robert Asp Elementary, effective April 26, 2012 thru June 3, 2012.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave pursuant to Article IX, Section 3 of the Custodian Master Agreement for Wyatt Henderson and pursuant to Article 39, Section 1 of the Teachers' Master Agreement for Maret Kashmark.

AH:smw

12

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.082

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 17, 2012

SUBJECT: Resignations

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

Amanda Kuehn	Speech Language Pathologist, District wide, effective at the end of the 2011-2012 school year.
Candyce Waldner	Food and Nutrition Server, S. G. Reinertsen Elementary, effective April 13, 2012.
Karina Hodny	Speech Therapy Assistant, Early Intervention Services, effective May 1, 2012.
Samantha Metz	Mathematics Teacher, High School, effective June 2, 2012.

SUGGESTED RESOLUTION: Move to approve the resignations of Amanda Kuehn, Candyce Waldner, Karina Hodny and Samantha Metz as presented.

AH:smw

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.083

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 17, 2012

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.

Damara Boatright	Bus Assistant, Transportation, 4-5 hours per day, $12.78 per hour, effective April 10, 2012. (Replaces .67 of Mallorie Highness)
Kim McCormick	Bus Driver, Transportation, 6 hours per day, $13.68 per hour, effective April 5, 2012. (Replaces Victor Rios)
Joshua Haag	Assistant Principal, High School, D62 (8) $84,736.00, effective July 1, 2012. (Replaces Russ Henegar)
Alma Brasel	Paraprofessional, High School, B21 (0-2) $14.05 per hour, 6.5 hours per day, effective April 16, 2012. (Replaces Jill Meyer)

SUGGESTED RESOLUTION: Move to approve the employment of Damara Boatright , Kim McCormick, Joshua Haag and Alma Brasel as presented.

AH:smw

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.12.068 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: April 17, 2012

SUBJECT: School Starting and Ending Times for the 2012-2013 School Year

There will be a discussion at the April 23, 2012 School Board meeting regarding school starting and ending times for the 2012-2013 school year. Changes to the current starting and ending times are being considered due to the following:

1) Fifteen minutes were added to the school day in the Teacher Master Agreement that was approved at the April 9, 2012 School Board meeting.

2) The district is exploring the possible reduction of bus routes in an effort to operate a more efficient transportation system and reduce overall transportation costs.

The following information is provided as a starting point for the discussion about possible changes to starting and ending times for the 2012-2013 school year:

	2011-2012 School Year Actual	2012-2013 School Year Scenario #1	2012-2013 School Year Scenario #2
Moorhead High School	8:25 a.m. – 3:30 p.m.	8:15 a.m. – 3:20 p.m.	8:05 a.m. – 3:10 p.m.
Horizon Middle School	7:45 a.m. – 2:15 p.m.	7:55 a.m. – 2:40 p.m.	7:45 a.m. – 2:30 p.m.
Elementary Schools	8:20 a.m. – 2:50 p.m.	9:10 a.m. – 3:55 p.m.	9:00 a.m. – 3:45 p.m.

Under the two scenarios presented for 2012-2013, an estimated five routes could be eliminated resulting in a significant reduction in annual operating costs. No action will be taken at the meeting.

WAK:nls

Assistant Superintendent
Moorhead Area Public Schools

Memo OAS.12.070 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: April 17, 2012

SUBJECT: Approval of Transportation Contracts

Tom Watson with the Watson Consulting Group will be in attendance at the April 23, 2012 School Board meeting to present information related to the district's tentative agreement with Richards Transportation, Red River Acquisitions, and Schuck Bus Service and to answer questions prior to awarding the transportation contracts. Key terms of the tentative agreement will be presented at that time. Based on the district's specification for student transportation services and the review of the quotations received, the following table shows the total anticipated cost for 2012-2013 and 2013-2014 school years compared to the 2010-2011 and 2011-2012 school years:

	Present Contracts	Accepted District Offer 2012-2013 and 2013-2014 (Two-Year Tentative Agreement)
2010-2011	$3,244,497	
2011-2012 (Estimated)	$3,288,248	
Two-Year Total Cost	$6,532,745	$5,726,183
Allowance for State Aid (Estimated)	($1,717,296)	($1,166,681)
Two-Year Net Cost	$4,815,450	$4,559,502
Two-Year Increase (Decrease)		($255,948)

Suggested Resolution: Move to award the student transportation contracts to Richards Transportation, Red River Acquisitions, and Schuck Bus Service for two years commencing July 1, 2012 and ending July 31, 2014, with an option to extend for an additional two years, consistent with Minnesota Statutes 2011, Section 123B.52, Subds. 1 and 3, and to direct the Assistant Superintendent to complete the formal contracts and present them for approval at the May 14, 2012 School Board meeting.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.067 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: April 17, 2012

SUBJECT: Major Magnitude Field Trip Report – Choir Students to Washington, D.C.

Kathie Brekke and Luke Papenfuss will be in attendance at the April 23, 2012 School Board meeting to provide a report following the Moorhead High School choir students' Major Magnitude Field Trip to Washington, D.C. in March.

WAK:nls

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.12.069 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: April 17, 2012

SUBJECT: Approval of Lease Agreement with Lakes Country Service Cooperative

Attached is a draft lease agreement between Moorhead Area Public Schools and Lakes Country Service Cooperative (LCSC) for a two-year agreement to lease space at the Youth Educational Services (YES) building in Moorhead. The district's Adult Basic Education program will be relocating to that facility in order to accommodate the increased space needed for Early Childhood programs and kindergarten classes at Probstfield Center for Education.

Suggested Resolution: Move to approve a two-year commercial lease agreement with Lakes Country Service Cooperative at an initial annual cost of $40,000 as presented.

WAK:nls
Attachment

COMMERCIAL LEASE AGREEMENT

THIS COMMERCIAL LEASE AGREEMENT (the "Agreement" or "Lease"), made to be effective the 1st day of July, 2010, is by and between YOUTH EDUCATIONAL SERVICES OF MOORHEAD, MINNESOTA, an accredited State of Minnesota approved alternative program of LAKES COUNTRY SERVICE COOPERATIVE, (hereinafter "Lessor"), and MOORHEAD AREA PUBLIC SCHOOLS, ISD#152 a Minnesota independent school district (hereinafter "Lessee").

DESCRIPTION OF LEASED PREMISES

Lessor, in consideration of the rents and covenants hereinafter mentioned, does hereby demise, lease and let unto the Lessee, and the Lessee does hereby hire and take from the Lessor, the following described premises, situated in the city of Moorhead, county of Clay and state of Minnesota, to wit:

2215 12th Avenue South, Moorhead, Minnesota 56560

(herein the "Leased Premises").

1. TERM: The term of the Lease for use and occupancy of the Leased Premises by Lessee shall commence July 1, 2012, and shall continue for an initial term of two (2) years terminating June 30, 2014 (the "Initial Term"), unless earlier terminated as provided for herein. This Lease is non-cancelable and non-terminable by Lessee.

2. TERM EXTENSION: Provided that Tenant has complied with all of the terms and conditions of this Lease, after the expiration of the Term, the Lease automatically renews for one year unless either party gives written notice, pursuant to 21(f), no later than ninety (90) days before the expiration of the Initial Term or the expiration of the extended term. If the Lease is renewed the annual consideration will be in accordance to 4 below.

3. USE; INSPECTION: The Leased Premises will be used by Lessee in and for its materials, program and equipment. Lessee agrees that the Leased Premises shall be used and occupied only in accordance with the laws and ordinances of the city of Moorhead, county of Clay, and state of Minnesota. Notwithstanding anything to the contrary in this Agreement, Lessee shall not use the Leased Premises, or permit the Leased Premises to be used, for any other purposes other than storing its materials and equipment, without the prior written consent of Lessor.

Prior to undertaking occupancy of the Leased Premises, Lessee warrants and represents that it has inspected the Leased Premises to its full satisfaction, and that Lessee accepts the Leased Premises in its present condition, as-is, with all faults, if any, and with no obligation on Lessor to make any improvements, replacements, or repairs to the Leased Premises at any time during the term of this Agreement.

4. CONSIDERATION: In consideration of, among other things, the use of the Leased Premises, commencing on the 1st day of July, 2012, the Lessee shall contribute $40,000

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payable in equal quarterly installments (i.e., 25% of the applicable annual rent), which payments shall be paid to the Lessor: LAKES COUNTRY SERVICE COOPERATIVE, 1001 E. Mount Faith Avenue, Fergus Falls, MN 56537 on or before:

(a) January 1 of each year;
(b) April 1 of each year;
(c) July 1 of each year; and
(d) October 1 of each year.

The initial agreement shall be for 5,000 square feet at a rate for the term of the lease of $8.00 per square foot. The square footage may be adjusted during the term of the lease as mutually agreed upon in writing by the Lessee and Lessor. Parking for the Lessee shall be provide primarily in the west parking lot.

5. MAINTENANCE; REPAIRS: Lessor, at its own expense, shall keep, maintain, and repair all aspects of the Leased Premises, in good working order, full state of repair and good condition during the term of this Lease. Lessee shall keep the Leased Premises continually in a neat, clean and respectable condition, and all garbage and refuse will be removed. Lessor agrees to bear the expenses for housekeeping, custodial, repairs, replacements, improvements, and maintenance of the Leased Premises. However, the Lessee shall provide the cost of any improvements necessary for Lessee's use of the Leased Premises and gain approval from the lessor. Lessor shall keep and maintain all sidewalks, entrances and driveways attendant to the Leased Premises free of snow, ice and other accumulations or debris, and shall mow and maintain any yards. Lessee shall, at its expense, make such repairs to the Leased Premises as are reasonably requested by Lessor and necessary to keep the Leased Premises in good condition and state of repair.

6. INSURANCE: Lessee shall procure and carry at its sole expense insurance on improvements, inventory, trade fixtures, equipment, partitions, shelving and other contents and other removable articles installed by the Lessee which insurance shall contain a waiver of subrogation against Lessor, and in the event of any loss of such articles by fire or other cause, recovery shall be obtained by the Lessee.

Lessee shall deposit with Lessor proof of the existence and maintenance of the insurance policies required hereunder.

7. INDEMNIFICATION/HOLD HARMLESS: The Lessee agrees to at all times protect, defend, indemnify, save and keep harmless the Lessor, its employees, partners, agents, officers, and other representatives, against and from any and all claims, losses, expenses, and demands, or any nature whatsoever, arising out of or from any accidents or other occurrences, of any nature, on or about the Leased Premises causing injury to any person or persons or property, whomsoever or whatsoever, including claims of third parties, sub-tenants, invitees or entrants on the Lease Premises. The obligations of Lessee under this subdivision shall survive termination of this Agreement.

It is expressly agreed that as one of the material considerations of this Agreement, without which it would not be granted, that Lessee assumes all risk of injury to or death of all

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persons and damage to or loss or destruction of buildings, contents, or other property brought upon or in proximity to the Leased Premises by Lessee, or by any other person, and that Lessor shall not be liable for any injury to persons or property, whether belonging to third parties or Lessee, it being agreed that Lessee will defend, protect, indemnify, and hold Lessor harmless from all the foregoing.

Lessee agrees that Lessor, its employees, officers, shareholders, agents, and other representatives shall not be liable to Lessee, its employees, agents, or invitees for, and Lessee hereby releases such parties from, any damage, compensation, claims, or causes of action, arising from: Lessee's use and occupancy of the Leased Premises; loss or damage to personal property or trade fixtures in the Leased Premises, including books, records, files, computer equipment, computer data, money, securities, negotiable instruments or other papers; lost business or other consequential damage arising out of any interruption in the use of the Leased Premises; and any criminal, negligent, wrongful, or other act by any person, other than Lessor's employees and agents.

8. UTILITIES: Lessee agrees to pay a pro-rated share of all expenses, charges, and fees for all utilities serving the Leased Premises, including electrical, gas, heating, water, and sanitary sewer service for the Leased Premises during the term of this Agreement or any extension.

9. DEFAULT: If the rental payments, or other payments required of Lessee herein, whether the same be demanded or not, are not paid when they become due; or if any damage or waste shall be made to or on the Leased Premises; or if any term, condition or covenant of this Lease on the part of the said Lessee to be by said Lessee kept or performed, shall be violated or neglected, then and in any of said cases the said Lessee does hereby authorize and fully empower said Lessor or its agents to cancel and annul this Lease upon 15 days' prior written notice and to re-enter and take possession of the Leased Premises immediately, and by force, if necessary; and remove all persons and their property therefrom and to use such force and assistance in effecting and perfecting such removal as said Lessor may deem advisable to recover at once full and exclusive possession of the Leased Premises, whether in possession of said Lessee or of third persons, or vacant. Lessor or its agents may at any time after such default or violation of condition or covenant, re-enter and take possession of the Leased Premises, without such re-entering working a forfeiture of the rents to be paid and the covenants to be kept by said Lessee for the full term of this Lease.

The Lessee shall pay, upon demand, all of Lessor's costs, charges and expenses, including the reasonable fees of counsel, agents and others retained by the Lessor, incurred in enforcing the Lessee's obligations hereunder or incurred by the Lessor in any litigation in which the Lessor becomes involved or concerned by reason of the existence of this Lease or the relationship hereunder of the Lessor and the Lessee.

10. RIGHT OF ACCESS: Lessee shall allow Lessor and/or its agents or employees access to the Leased Premises at all reasonable times during the term of the Lease.

11. IMPROVEMENTS/ALTERATIONS: Lessee shall not make any material alterations or improvements to the Leased Premises or do any material remodeling, without the

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written consent of the Lessor. In the event of any such alterations, improvements or remodeling, said activity shall be at Lessee's own expense and upon termination of this Lease, any such alterations, improvements, or remodeling shall become the property of and part of the Leased Premises for the benefit of Lessor.

12. LIENS: Lessee shall promptly pay for any work done in or about the Leased Premises contracted by it or others in its behalf, and will not permit or suffer any mechanic's liens to attach to the Leased Premises which are a result thereof and shall promptly cause any claim for any such lien to be released or shall secure Lessor to its satisfaction in the event the Lessee desires to contest any such claim.

13. BANKRUPTCY: In the event of voluntary or involuntary bankruptcy on the part of the Lessee, or the appointment of a receiver for the Lessee, or a voluntary assignment for creditors by the Lessee, or if this Lease shall by operation of law devolve upon or pass to any person or corporation other than the Lessee, then and in each of said events this Lease shall, at the option of the Lessor, be subject to immediate cancellation forthwith.

14. SUBORDINATION: This Lease and the Lessee's rights under this Lease are and shall always be subordinate to the lien of any mortgage, mortgages or other security now or hereafter placed upon the land and buildings of which the Leased Premises are a part, and to all advances hereafter made from time to time upon the security thereof.

15. CONDEMNATION: If the Leased Premises or any part thereof shall be taken or condemned for public purposes by public authorities, the Lessee shall have no claim against the Lessor and shall not have any claim or right to any portion of the amount that may be awarded or paid to the Lessor as a result of any such condemnation. Lessee assigns to Lessor all claims it may have in condemnation matters.

16. WAIVER: No waiver by Lessor of any default by Lessee hereunder shall be implied from any omission by Lessor to take any action on account of such default if such default persists or is repeated and no express waiver shall affect any default other than the default specified in the expressed waiver, and then only for the time and extent therein stated. One or more waivers of any covenant, term or condition of this Lease by Lessor shall not be construed as a waiver of a subsequent breach of the same covenant, term or condition. The invalidity or unenforceability of any provisions hereof shall not affect or impair any other provisions.

17. ASSIGNMENT: Lessee will not assign this Lease, or sublet or underlet the Leased Premises, or any part thereof, without the prior written consent of Lessor. Lessee shall defend, indemnify, and hold Lessor harmless from all sub-tenant claims or other matters.

18. SALE: Lessor agrees to timely inform Lessee of intent to sell Leased Premises. In the event Lessor sells the Leased Premises, the Lease will terminate effective on the closing date on the sale of the Leased Premises. If there is such a sale, Lessee will receive a refund of rent paid, prorated over the number of days left on the Lease. Lessor shall promptly give Lessee written ninety (90) day advance notice of the sale of the Leased Premises to allow reasonable time to vacate the premises.

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19. SURRENDER OF PREMISES: Upon termination of this Lease in any manner whatsoever, Lessee shall remove Lessee's goods and effects and those of all persons claiming under the Lessee and shall quite and deliver the Leased Premises to the Lessor, peaceably and quietly, in as good order and condition as the same were in on the date the Initial Term commenced or were thereafter placed in by the Lessor or Lessee, reasonable wear and tear excepted. Any property not removed shall be deemed abandoned, and Lessee shall be liable for all costs of removal and Lessee shall indemnify, defend and hold Lessor harmless from any cost or liability due to disposition of any property in the Leased Premises in which a person other than Lessee has an interest.

20. HOLDING OVER: Lessee will, at the termination of this Lease by lapse of time or otherwise, yield up immediate possession of the Leased Premises to Lessor. If Lessee retains possession of the Leased Premises or any part thereof after such termination, then Lessor may, at its option, serve written notice upon Lessee that such holding over constitutes either: (a) creation of a month-to-month tenancy, upon the terms and conditions set forth in this Lease, or (b) creation of a tenancy at sufferance. If subparagraph (a) of this paragraph is elected, the monthly Rent shall be equal to one hundred twenty percent (120%) the Rent being paid yearly to Lessor under this Lease immediately prior to such termination divided by 12. If subparagraph (b) is elected or no such notice is served, then a tenancy at monthly sufferance shall be deemed to be created at a rate equal to one hundred twenty-five percent (125%) the Rent being paid yearly to Lessor under this Lease immediately prior to such termination (prorated in the case of (b) on the basis of a 365 day year for each day Tenant remains in possession) divided by 12. This paragraph shall not constitute a waiver by Landlord of any right of re-entry as herein set forth nor shall receipt of any Rent or any other act in apparent affirmance of the tenancy operate as a waiver of the right to terminate this Lease for a breach of any of the terms, covenants, or obligations herein on Tenant's part to be performed.

21. MISCELLANEOUS:

a. All the covenants, terms and conditions of this Lease shall extend, apply to and firmly bind the heirs, executors, administrators and assigns of the respective parties hereto as fully as the respective parties are themselves bound. Time is an essential part hereof.

b. This Lease may be modified only upon the written and signed agreement of Lessor and Lessee.

c. Lessee shall keep the premises free of any hazardous materials or hazardous substances (as defined by the United States Environmental Protection Agency), except for those materials and substances used in the ordinary course of Lessee's business and in compliance with all local, state, and federal laws and regulations. Lessee shall indemnify and hold Lessor harmless for any hazardous waste cost, cleanup, fine, damage, penalty, or judgment resulting from any hazardous materials or hazardous substances introduced onto the premises during the Lease term. The obligations of Lessee under this subdivision shall survive termination of this Agreement.

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d. Nothing contained herein shall be deemed or construed by anyone as creating the relationship of principal and agent or of partnership or of joint venture between the parties to this agreement.

e. The laws of the state of Minnesota shall govern the validity, performance and enforcement of this Lease. Any disputes or other proceedings relating to this Lease or the parties' performance hereunder, shall be venued in Clay County, Minnesota.

f. Any and all notices or other communication provided for in this Agreement shall be given in writing, by registered or certified mail which, unless otherwise designated by a party by written notice in accordance with this section, shall be addressed as follows:

To Lessor: Youth Educational Services
Lakes Country Service Cooperative
Attn: Jeremy Kovash
1001 E. Mount Faith Ave.
Fergus Falls, MN 56537

To Lessee: Moorhead Area Public Schools

g. All yearly rent payments shall be made without demand, deduction, or setoff, and in the event any monthly rent payment is not paid within ten (10) days of its due date, Lessee shall pay to Lessor, in addition to the monthly rental amount, a late fee in the amount of five percent (5%) of any late rent payment.

h. LESSEE TAKES THE LEASED PREMISES "AS IS", AND LESSEE ACKNOWLEDGES THAT LESSOR (WHETHER ACTING AS LESSOR HEREUNDER OR IN ANY OTHER CAPACITY) HAS NOT MADE AND WILL NOT MAKE, NOR SHALL LESSOR BE DEEMED TO HAVE MADE, ANY WARRANTY OR REPRESENTATION, EXPRESS OR IMPLIED, WITH RESPECT TO ANY OF THE LEASED PREMISES, INCLUDING ANY WARRANTY OR REPRESENTATION AS TO ITS FITNESS FOR USE OR PURPOSE, DESIGN OR CONDITION FOR ANY PARTICULAR USE OR PURPOSE, AS TO THE QUALITY OF THE MATERIAL OR WORKMANSHIP THEREIN, LATENT OR PATENT, OR AS TO VALUE, COMPLIANCE WITH SPECIFICATIONS, LOCATION, USE, CONDITION, MERCHANTABILITY, QUALITY, DESCRIPTION, DURABILITY OR OPERATION, IT BEING AGREED THAT ALL RISKS INCIDENT THERETO ARE TO BE BORNE BY LESSEE.

[Separate Signature Page Attached]

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[Signature Page to Lease Agreement]

Lakes Country Service Cooperative
Lessor

By _____
Jeremy Kovash
Its Executive Director

Moorhead Area Public Schools
Lessee

By _____

Its _____

CRF
2007-1985

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Superintendent of Schools

Moorhead Area Public Schools

Memo S.12.089R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: April 14, 2012

SUBJECT: First Reading of Policies

The School Board will conduct a first reading of the following policies: School District System Accountability 650, Recording or Audio/Videotaping a Parent-Guardian/Teacher Conference 444, Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, Maltreatment of Vulnerable Adults 535, Special Education Policies and Procedures 603, Employee Responsible Use of Social Media 447, Electronic Communications Between Employees and Students 448, Online Learning Options 610, and Moorhead Area Public Schools Electronic Network and Systems Acceptable Use and Safety 731.

LAK:mde
Attachments

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, 06/13/2011
Reviewed Date(s):	11/10/2003, 06/13/2005, 06/11/2007, 05/12/2008, 05/11/2009, 06/14/2010, 06/13/2011
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 601.1).

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.

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.

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 district website. If electronic means are used, the school district must publish notice of the report in a periodical of general circulation in the district. The school district must make copies of the report available to the public on request. The public report shall

include, but not be limited to, the following:

1. Student achievement goals for meeting the state academic standards;

2. Result of local assessment data, including all data required by Minn. 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 Minn. Stat. 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~~ Annual assessment 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 (Graduation Standards - Mathematics and Reading)
Minn. Rules Part 3501-0160 (District Reporting Requirements)
Minn. Rule Parts 3501.0200-3501.0290 (Graduation Standards - Written Composition)
Minn. Rules Part 3501.0160 (District Reporting Requirements)
Minn. Rules Part 3501.0505-3501.0655~~0~~ (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 3501/1000-35.01.1190 (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: Testing Accommodations, Modifications, and Exemptions for IEPS, Section 504 Plans and LEP Students
Moorhead School Board Policy 660: Moorhead Area Public Schools State Mandated Testing Plan and Procedure
MSBA/MASA Model Policy 616 (School District System Accountability)

Recording or Audio/Videotaping a Parent-Guardian/Teacher Conference

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	444
Adopted Date:	4/26/1994
Revised Date(s):	02/11/2008
Reviewed Date(s):	02/08/1999, 02/09/2004, 02/11/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide guidance on the use of recording or audio/videotaping of a parent-guardian/teacher conference.

II. GENERAL STATEMENT

No electronic device shall be used to record or reproduce any part of a parent-guardian/teacher conference unless by mutual written agreement of both parties (Administrative Procedure 444.1). This is to ensure a productive and meaningful conference between parent(s)-guardian(s) and teacher(s) that will benefit and enhance the education of the child.

No recording of any parent-guardian/teacher conference may be released to any other individual, except pursuant to the informed consent of the parent(s)-guardian(s)/teacher(s), or the student, if the student is 18 years of age or older, or pursuant to a valid court order.*

* Note: The release of the information is only pursuant to the consent of parties involved or a court order - not a subpoena.

Cross Reference:
Moorhead School Board Policy 504: Protection and Privacy of Student Records

Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Type:	School Board Policy
Section:	500 STUDENTS
Code:	534
Adopted Date:	5/27/1986
Revised Date(s):	12/08/2008, 06/14/2010, 05/09/2011
Reviewed Date(s):	12/01/1990, 02/11/1992, 04/13/1998, 06/10/2002, 04/12/2004, 06/13/2005, 06/12/2006, 04/09/2007, 02/11/2008, 12/08/2008, 06/14/2010, 05/09/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT

A. It is the policy of the Moorhead Area Public Schools to fully comply with Minn. Stat. 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. It is the policy of the Moorhead Area Public Schools to protect children whose health or welfare may be jeopardized through physical abuse, neglect or sexual abuse; and, to make the school community safe for children by promoting responsible child care in all settings.

C. It shall be a violation of this policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

1. is not likely to occur and could not have been prevented by exercise of due care; and

2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C [Child Protection], includes an individual under age 21 who is in foster care.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Mandated ~~R~~reporter~~s~~" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.

E. "Neglect" means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;

3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering other factors such as the child's age, mental ability, physical condition, length of absence, environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;

4. failure to ensure that a child is educated in accordance with state law which does not include a parent's/guardian's refusal to provide his or her child with sympathomimetic medications;

5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance;

6. medical neglect as defined by Minn. Stat. 260C.007, Subd. 4, clause (5);

7. chronic and severe use of alcohol or a controlled substance by a parent/guardian or person responsible for the care of the child that adversely affects the child's basic needs and safety;

8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means

for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

G. "Physical ~~A~~abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat~~utes~~. 121A.67 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent/guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, building administrator, or school employee as allowed by Minn. Stat. 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn~~esota~~. Stat~~ute~~. 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. 121A.58.

~~G~~H. "School ~~P~~personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

~~H~~I. "Sexual ~~A~~abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse.

~~I~~J. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

~~J~~K. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

~~K~~L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

B. All employees of Moorhead Area Public Schools shall be responsible for reporting pursuant to this section.

C. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff or local welfare agency or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

D. A mandated reporter who knows or has reason to know of the deprivation of parent/guardian rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including but not limited to, tetrahydrocannabinol, or has consumed alcohol beverages during the pregnancy in any way that is habitual or excessive.

~~E~~F. The oral report shall be made to the Clay County Social Services or the proper city or county law enforcement agency.

Clay County Social Services
715 11th Street N., Suite 502
Moorhead, MN 56560 Phone: 299-5200
(Ask for child protection intake worker)
Office hours 8:00-4:30, Monday-Friday

Moorhead Police Department, Juvenile Division
915 North 9th Avenue
Moorhead, MN 56560 Phone: 299-5111
24 hours a day, seven days a week

Clay County Sheriff's Department
915 9th Ave. No.
Moorhead, MN 56560 Phone: 299-5111
(for families living outside Moorhead city limits)

Note: If it is believed that the child's immediate health or welfare is jeopardized, the proper law enforcement agency shall be called. They are the only community agents who have the authority to remove a child, short of a court order.

~~F~~G. Forms for reporting child abuse or neglect (Administrative Procedure 534.1) are located in each building administrator's office and on the district's Web site (www.moorhead.k12.mn.us). A copy of the written report will be given to building or district administration by the reporter. A copy of the report of child abuse or neglect must be kept in a confidential file and shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction. Copies of abuse reports are not to be kept in a student's cumulative file.

~~G~~H. A person mandated by Minnesota law and this policy to report, who fails to report, may be subject to criminal penalties and/or discipline, up to and including termination of employment.

~~H~~I. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school. It is not the responsibility of the reporter to investigate or prove that the child has been abused or neglected.

~~I~~J. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

~~J~~K. Immunity for liability: Any person, including those voluntarily making reports and those required to make reports, has immunity from any civil or criminal liabilities that otherwise might result from their actions if they are acting in good faith (Minn. Stat. 626.556, Subd. 4).

~~K~~L. Retaliation prohibited: An employer of any person required to make reports under subdivision 3 shall not retaliate against the person for reporting in good faith abuse or neglect pursuant to this section, or against a child with respect to whom a report is made, because of the report (Minn. Stat. 626.556, Subd. 4a).

~~L~~M. Failure to report: Any person mandated by this section to report suspected physical or sexual child abuse or neglect and fails to report shall be guilty of a misdemeanor. A mandated reporter who fails to report if the child's health is in serious danger, and if the child suffers substantial or great bodily harm because of the lack of medical care, is guilty of a gross misdemeanor. If the child dies because of the lack of medical care, the mandated reporter is guilty of a felony (Minn. Stat. 626.556, Subd. 6).

V. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent(s)/guardian(s) or person responsible for the child's care. School officials may not disclose to the parent(s)/guardian(s) or legal custodian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of

the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except when the alleged perpetrator is believed to be a school official or employee, the time and place, the manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of the Minnesota Department of Education, and, if involved, the local welfare or law enforcement agency.

E. The school district shall make every effort to reduce the disruption of the educational program of the child, other students or school staff when an interview is conducted on school premises.

F. Upon request by the Minnesota Department of Education, the school district shall provide all requested data that is relevant to a report of maltreatment and are in possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent(s)/guardians(s) or legal custodian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a

court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the dates relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

A. ~~Staff Inservice~~ Each building administrator or designee will review the policy and procedures with staff yearly.

B. ~~Community Awareness~~ The policy will be distributed to school personnel in the following ways: 1) Policy provisions II. A., B. and C. will be published in the back to school newsletter each fall; and, 2) A copy of provisions II. A., B. and C. will be posted in each school building and included in each school handbook or in a newsletter. The policy is also accessible on the district's website (www.moorhead.k12.mn.us).

C. This policy shall be reviewed at least yearly by the Moorhead School Board for compliance with state law.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. 121A.58 (Corporal Punishment)
Minn. Stat. 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. 121A.67 (Aversive and Deprivation Procedures
Minn. Stat. 245.825 (Use of Aversive and Deprivation Procedures)
Minn. Stat. 260C.007, Subd. 4, Clause (5) (Child in Need of Protection)
Minn. Stat. 609.02, Subd. 6 (Definitions - Dangerous Weapon)
Minn. Stat. 609.341, Subd. 10 (Definitions - Position of Authority)
Minn. Stat. 609.341, Subd. 15 (Definitions - Significant Relationships)
Minn. Stat. 609.379 (Reasonable Force)
Minn. Stat. 626.556 *et seq.* (Reporting of Maltreatment of Minors)
Minn. Stat. 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

Cross References:
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 535: Maltreatment of Vulnerable Adults
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 552: Corporal Punishment
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

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Maltreatment of Vulnerable Adults

Type:	School Board Policy
Section:	500 STUDENTS
Code:	535
Adopted Date:	8/26/2002
Revised Date(s):	12/08/2008, 06/14/2010, 05/09/2011
Reviewed Date(s):	04/12/2004, 05/09/2005, 12/12/2005, 04/09/2007, 05/12/2008, 12/08/2008, 06/14/2010, 05/09/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT

A. ~~It is t~~The policy of the Moorhead Area Public Schools is to fully comply with Minn. Stat. 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.

B. It shall be a violation of this policy for any school personnel to fail to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Mandated Reporters" means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

B. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

C. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or

mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. 626.5572, Subd. 17.

D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be consider by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. 626.5572, Subd. 2.

E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility~~;~~ ~~who~~ receives services at or from a licensed facility which serves adults~~,~~ as set forth in Minn. Stat. 626.5572, Subd. 21(a)(2); (3) ~~who~~ receives services ~~at or~~ from a licensed home care provider or home care provider service; or ~~who~~ (4) regardless of residence or type of service received~~, is unable~~ possesses a physical or mental infirmity or other physical or mental, or emotional dysfunction that impairs the individual's ability or to adequately provide the person's own care without assistance or supervision and, because of the

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dysfunction or infirmity and need for care or services, has an impaired ability to ~~or~~ protect the ~~person~~ individual's self from maltreatment ~~without assistance because of mental or physical function or emotional status~~.

G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caregiving services of vulnerable adults.

I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the Clay County Social Services.

B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.

C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minn. Stat. 13.02 to the extent necessary to comply with the above reporting requirements.

D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.

F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by

the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

A. Each building administrator or designee will review the policy and procedures with staff yearly.

B. The policy is accessible on the district's website (www.moorhead.k12.mn.us).

C. This policy shall be reviewed at least annually for compliance with state law.

Legal References:
Minn. Stat. 13.02 (Collection, Security and Dissemination of Records; Definitions)
Minn. Stat. 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. 609.221-609.224 (Assault)
Minn. Stat. 609.234 (Crimes Against the Person)
Minn. Stat. 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. 609.341 (Definitions)
Minn. Stat. 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References:
Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 603: Special Education Policies and Procedures
Moorhead School Board Policy 502: Student Disability Nondiscrimination
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Special Education Policies and Procedures

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	603
Adopted Date:	1/11/1994
Revised Date(s):	11/26/2007
Reviewed Date(s):	01/11/1994, 12/08/1997, 06/09/2003, 11/26/2007
Attached Files:	No Documents Found.

PURPOSE

~~Moorhead Area Public Schools will adhere to the state and federal policies and procedures as outlined in the Total Special Education Systems (TSES) Policies and Procedures Manual, including future amendments thereof.~~

The purpose of this policy is to make clear the requirements of the Moorhead Area Public Schools to adhere to state and federal special education policies and procedures.

GENERAL STATEMENT

~~The Minnesota TSES Policies and Procedures Manual is available on the Minnesota Department of Education Web site at education.state.mn.us/MDE/accountability.programs. (Refer to Administrative Procedures 603.1, 603.2 and 603.3.)~~ It is the policy of the Moorhead Area Public Schools to comply fully with state and federal special education policies and procedures as outlined in the Total Special Education System (TSES) Policies and Procedures Manual, including future amendments thereof.

Legal References:
Minn~~esota~~. Stat~~ute~~. 125A.01 and 125A.02 (Definition)
Minn~~esota~~. Stat~~ute~~. 125A.01 and 125A.02 (Children with a Disability)
20 U.S.C. 1400 *et seq*. (IDEIA, Individuals with Disabilities Education Improvement Act of 2004)

Cross Reference:
Moorhead School Board Policy 602: Special Education Programs

Employee Responsible Use of Social Media

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	447
Adopted Date:	5/14/2012
Revised Date(s):	
Reviewed Date(s):	
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure that employees are aware of and comply with the school district's expectations for personal and professional use of publicly available social media networks.

II. GENERAL STATEMENT

Moorhead Area Public Schools recognizes the importance of online social media networks as a communication and e-learning tool. The school district acknowledges the value of teacher inquiry, investigation, and innovation using new technology tools to enhance the learning experience, and the district recognizes its obligation to teach and ensure responsible and safe use of these technologies. Toward that end, the school district provides password-protected social media tools and district-approved technologies for e-learning and requires use of district provided tools for collaboration by employees.

The line between professional and personal relationships is blurred within the context of social media. When employees choose to join or engage with school district students, families or fellow employees in a social media context that exists outside those approved by the district, they are advised to maintain their professionalism as district employees. Employees are responsible for their behavior or activity on these networks. Employees must report inappropriate student behavior or activities including incidents governed by mandated reporting to their supervisor.

III. DEFINITIONS

A. "Public social media networks" are defined to include: websites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the public or consumers and which do not fall within Moorhead Area Public Schools network (e.g., MySpace, Pinterest, Facebook, Twitter, LinkedIn, Flickr, YouTube, blog sites, etc.).

B. "District approved password-protected social media tools" are those that fall within

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Moorhead Area Public Schools network or which the school district has approved for educational use. The district has greater authority and responsibility to protect minors from inappropriate content and can limit public access within this limited public forum.

IV. REQUIREMENTS

Employees are expected to serve as positive ambassadors for our schools and to act as role models to students in this community. Participants of social media networks may view the employee as a representative of the schools and the district. Moorhead Area Public Schools requires employees to observe the following rules when referring to the school district, its schools, students, programs, activities, employees, volunteers and communities on any social media networks. Administrative Procedures 447.1 contains additional guidelines:

A. The school district takes no position on employees' decision to participate in the use of social media networks for personal use on personal time. However, use of these media for personal use during district time and/or on district equipment is prohibited. In addition, employees must avoid posting any information or engaging in communications that violate state or federal laws, school district policies and procedures, and guidelines set forth in the employee handbook.

B. Public social media networks, outside of those sponsored by the school district, may not be used for classroom instruction or school-sponsored activities without the prior authorization of the Superintendent or designee and parental consent for student participation on public accessible social networks. The school district will maintain a list of acceptable social media network tools for instructional use. Moorhead Area Public Schools may use these tools and other communication technologies in fulfilling its responsibility for effectively communicating with the public.

C. An employee's use of any social media network and an employee's postings, displays, or communications on any social media network must comply with all state and federal laws and any applicable district policies.

Employees must be respectful and professional in all communications by word, image or other means. Employees shall not use obscene or profane language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, or defamatory or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior, sexual harassment, or may be construed as bullying.

Employees shall not use their district-provided email address when registering to use or when communicating on public social media networks that have not been approved by the district or are not being used for instructional purposes.

Employees must clearly communicate that any views expressed online are the employee's alone and do not necessarily reflect the views of the district. Employees may not act as a

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spokesperson for the district or post comments as a representative of the district, except as authorized by the Superintendent or the Superintendent's designee.

When authorized as a spokesperson for Moorhead Area Public Schools, employees must disclose their employment relationship with the district.

Employees may not disclose on any social media network information that is confidential or proprietary to the district, its students, or employees or that is protected by data privacy laws.

Employees may not use or post the district logo (defined as the Accent on Excellence logo or the Moorhead capital block M) on any social media network without permission from the Superintendent or designee.

1. Employees may not post images on any social media network of co-workers without the co-workers' consent.

2. Employees may not post images of students on any social media network without written parental consent, except for images of students taken in the public arena, such as at sporting events or fine arts public performances.

3. Employees may not post any nonpublic images of the district premises and property, including floor plans.

D. Moorhead Area Public Schools recognizes that student groups or members of the public may create social media (sites) representing students or groups within the district. When employees, including coaches/advisors, choose to join or engage with these social networking groups, they do so as an employee of the district. Employees have responsibility for maintaining appropriate employee-student relationships at all times and have responsibility for addressing inappropriate behavior or activity on these networks. This includes acting to protect the safety of minors online. Employees shall annually disclose to the district the existence of and their participation in such networks.

E. Employees who participate in social media networks may include information about their work with the district on their personal profile. This may include:

1. Work information including school and/or district name, job title, and job duties.
2. Status updates regarding an employee's own job promotion.
3. Personal participation in district-sponsored events, including volunteer activities.

F. An employee who is responsible for a social media network posting that fails to comply with the rules and guidelines set forth in this policy may be subject to disciplinary action, up to and including termination. Employees will be held responsible for the disclosure, whether purposeful or inadvertent, of confidential or private information, information that violates the privacy rights or other rights of a third party, or the content of anything posted on any social media network.

G. Anything posted on an employee's personal website or Web log or other Internet content for which the employee is responsible will be subject to all district policies, rules, regulations, and guidelines. The district is free to view and monitor an employee's website or Web log at any time without consent or previous approval. Where applicable, employees may be asked to disclose to the district the existence of and to provide the district with access to an employee's website or Web log or other personal social media network as part of an employment selection, promotion, or disciplinary process.

Legal References:
Minnesota Administrative Rule 8700.7500 (Code of Ethics for Minnesota Teachers)
15 U.S.C. 6501 *et seq*. (Children's Online Privacy Protection Act)
17 U.S.C. 101 *et seq*. (Copyrights)
47 U.S.C. 254 (Children's Internet Protection Act of 2000)
Minn. Stat. 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)

Cross References:
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 448: Electronic Communication Between Employees and Students
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools
Moorhead School Board Policy 620: Selection of Textbooks and Instructional Materials
Moorhead School Board Policy 731: Electronic Network and Systems Responsible Use and Safety

Electronic Communications Between Employees and Students

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	448
Adopted Date:	5/14/2012
Revised Date(s):	
Reviewed Date(s):	
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to set forth guidelines for appropriate electronic communications between employees and students.

II. GENERAL STATEMENT

The Moorhead School Board requires that all communications between employees and students be appropriate and in accordance with state law. All electronic or any other communications by employees to students at any time are expected to be professional, acceptable in content to any reasonable person, and limited to information that is school-related or is acceptable to both student and parent.

All electronic communication, including electronic mail, SMS/MMS text message, and voice telephone by an employee at a school to a student enrolled at that school relative to the educational services provided to the student shall use a means provided by or otherwise made available by Moorhead Area Public Schools for this purpose. The School Board shall prohibit the use of all such systems to electronically communicate with a student for a purpose not related to such educational services, except communication with an immediate family member.

Any electronic communication made by an employee at a school to a student enrolled at that school or that is received by an employee at a school from a student enrolled at that school using a means other than one provided by or made available by the school district shall be reported by the employee in a manner deemed appropriate by the district. Records of any such reported communication shall be maintained by the district for a period of at least one (1) year.

III. DEFINITIONS

A. "Electronic Communication" means any direct communication facilitated by voice or text-based telecommunication devices, or both, computers, as well as those devices that facilitate indirect communication using an intermediate method, including but not limited to Internet-based social networks. It shall also include transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature in whole or in part by wire, radio, electromagnetic,

photoelectric, or photo-optical system and pertains to both personal and district-issued devices.

B. "Electronic mail" and/or SMS/MMS text message is the transmission of information or communication by use of the Internet, computers, a facsimile machine, a pager, a cellular telephone, a video recorder, or any other electronic device or means sent to a person identified by a unique address or address number and received by that person.

C. Computers pertains to any and all electronic computing devices.

D. "Social networks" are locations on the Internet where users may interact with other users; examples are Facebook, Pinterest, MySpace, Twitter, YouTube, and any other social networks sites available on the Internet.

E. "Improper or inappropriate communications" is any communication between employee and student, regardless of who initiates the communication, that may be viewed as derogatory, sexual or lewd in content, threatening or harassing, discriminatory, simple fraternization, or suggestive in nature.

F. District-owned electronic device pertains to an computing device purchased with school district funds and provided for student and/or employee instructional use.

G. Personal-owned electronic device pertains to an electronic computing device not funded with school district funds that is used on school grounds or for educational purposes by the student or employee.

IV. INAPPROPRIATE COMMUNICATIONS

The School Board is aware that the reputations and careers of students and educators have been damaged due to inappropriate communications between parties. Therefore, it is the intent of the School Board to make all employees and students aware of the expectations and procedures of the school district and the School Board in regard to proper use of all telecommunication devices and computers if used to communicate with one another. The policy is not intended to limit the use of technology as an effective teaching and communication tool.

In addition to reporting communication to or from students not made through the means provided by the school district, employees must report to their supervisor at the first opportunity available, any student-initiated communication that may be construed as inappropriate.

Employees shall be required to comply with all policies, procedures, and practices established by the School Board regarding direct communications with a student, and any failure to do so may result in disciplinary action, up to and including termination of employment. Should an employee's failure to comply also violate state or federal law, the Superintendent or his/her designee shall report such violation to the proper authorities.

A. Violations

1. Any violation of this policy shall be immediately investigated by the employee's supervisor. The investigation shall include dates, the name of the person reporting the allegation, and the specific allegation made.

2. The supervisor shall meet with the employee to document his/her response to the allegation. The employee shall be required to cooperate fully with the investigation.

3. All information of the investigation shall be provided to the Superintendent and the Director of Human Resources by the supervisor.

Violations of this policy or any implementing regulations or procedures may result in discipline of the employee up to and including termination of employment

V. NOTIFICATION

All employees and students shall be notified of the school district policy related to electronic communication in employee and student handbooks and the website.

Legal References:
Minnesota Administrative Rule 8700.7500 (Code of Ethics for Minnesota Teachers)
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))
47 C.F.R. 54.520 (FCC Rules Implementing CIPA)
Minn. Stat. 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. 125B.15 (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 447: Employee Responsible Use of Social Media
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 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools
Moorhead School Board Policy 620: Selection of Textbooks and Instructional Materials

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 731: Electronic Network and Systems Responsible Use and Safety
Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

Online Learning Options

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	610
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 ~~define the process that allows students to complete a course or program through an online learning provider~~ recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.

II. GENERAL STATEMENT

A. ~~Moorhead Area Public Schools will make available information about the online learning options through administration and counselors.~~ The school district shall not prohibit an enrolled student from applying to enroll in online learning.

B. ~~A student who enrolls in an online learning class or program must notify the school district within 30 days before starting the class or program.~~ The school district shall grant academic credit for completing the requirements of an online learning course or program.

C. ~~The school district shall grant academic credit for completing the requirements of an online learning course or program. Moorhead Area Public Schools shall apply the same graduation requirements to all students. The district shall use the same criteria for accepting online credits or courses as it does for accepting other transfer credits from other schools and institutions.~~

~~D.~~ The school district shall allow online learning students to have the same access to the computer hardware and education software available in the school as all other students in the school district.

~~E~~D. The school district shall continue to provide non-academic services to online learning students.

~~F~~E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

F. Moorhead Area Public Schools will utilize Lakes Country Service Cooperative (LCSC) as the online learning provider.

III. DEFINITIONS

A. "Enrolling district" means the school district or charter school in which a student is enrolled under Minn. Stat. 120A.22, Subd. 4, for purposes of compulsory education.

B. "Full-time online provider" means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

C. "Online course syllabus" is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.

DA. "Online learning" is an interactive course or program that delivers instruction from a teacher to a student by computer ~~and the Internet~~, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards. ~~For students in K-12 courses, online learning must meet or exceed State of Minnesota academic standards and may be combined with other traditional delivery methods that include frequent student assessment and actual teacher contact time.~~

~~B. "Student" is a Minnesota resident enrolled in a school defined in the compulsory instruction law in any grades kindergarten through grade 12.~~

EC. "Online learning student" is a student enrolled in ~~the school district for purposes of compulsory attendance and enrolled in~~ an online learning course or program delivered by an authorized online learning provider.

FD."Online learning provider" is another school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students.

G. "Student" is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. 120A.22 and 120A.24.

HE. "Supplemental online learning" means an online course taken in place of a course period during the regular school day at a local district school. LCSC Online is a Supplemental Online Learning Program.

IF. "Participating District" refers to the school district members of the LCSC online

consortium. The school district has the full rights and responsibilities available through the LCSC Online Learning Project.

JG. "Course Management System" (CMS) refers to the hardware and software that constitute the online resources installed and maintained by the LCSC Online Learning Project. These resources may include commercially prepared online courses, consortium-developed courses and other resources for the use of consortium members.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The building administration and counselors shall make available information about online learning to all interested people. The school district will utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE. Information regarding online courses will be ~~developed and~~ maintained by the building administration and counselors.

2. The school district will receive and maintain information provided to it by online learning providers. The school district may utilize the LCSC Online Learning Project as a provider.

3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.

4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Student~~s~~ Enrollment

1. A student may apply for full-time enrollment in an approved online learning program ~~or for supplemental online learning~~. The student must have the written consent of a parent/guardian to do so if the student is under eighteen (18) years of age. ~~A student must complete and submit an LCSC Online Enrollment Form (Administrative Procedure 610.1) including a statement indicating the reason for enrolling in online learning. The form will be completed and given to the counseling staff to be sent to LCSC.~~

2. The student and the student's parents/guardians must submit an application to the online learning provider and identify the student's reason for enrolling ~~in online learning~~. An online learning provider that accepts a student under this section must notify the student and the enrolling school district in writing within 10 days if the enrolling district is not the online learning provider. The student and the student's parent/guardian must notify the ~~LCSC Online Learning Project of~~ online learning provider of the student's intent to enroll within 10 days of ~~acceptance into the online course(s)~~ being accepted, at which time the student and the student's parent/guardian must sign a statement of assurance (Administrative Procedure 610.2) indicating the course and online learning expectations have been reviewed and understood.

3. ~~Must receive academic credit for completing the requirements of an approved online course or program and secondary credit must count towards graduation and credit requirements of the enrolling district.~~

The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online course or program. An online learning provider must make available the supplemental online course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online provider whether the student, the student's parent/guardian, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.

4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online provider; and the online provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

54. An online learning student may enroll in supplemental online learning courses during a single school year to a maximum of 50 percent of the student's full schedule of courses per term. A student may exceed the supplemental online learning registration limit if the school district grants permission for supplemental online learning enrollment above the limit, or if an agreement is made between the school district and the online learning provider for instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply for enrollment to an approved full-time online learning program following appropriate procedures in Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school per contract for instructional services between the online learning provider and the school district.

65. An online learning student may complete course work at a grade level that is different from the student's current grade level.

~~A student who drops an online class within the first two weeks of the class may enroll in another online class or class based course. The dropped course will not appear on the student's transcript. The student who wishes to drop a distance class after the first two weeks of the class shall be assigned an F for that course and that grade will appear on the student transcript.~~

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~~The school district shall permit a student with a disability to enroll in online learning courses for programs. The student's IEP team will determine the least restrictive environment for participation in online learning. The student's IEP will reflect the appropriateness of the instructional delivery choice.~~

7~~6~~. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for payment of any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The school district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.

3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license.

4. The online provider must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.

2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.

~~3. An online learning provider must make available to the school district the course syllabus, standard alignment, content outline, assessment requirements, and contact information for supplemental online courses taken by school district students.~~

3~~4~~. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.

4~~5~~. The school district shall count secondary credits granted to an online learning student

toward its graduation and credit requirements.

5~~6~~. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

6~~7~~. Online learning may be provided by Moorhead Area Public Schools to provide the following options:

a. Credit Recovery

b. Alternative Learning Options

c. Homeschool Option

d. Courses not offered by Moorhead Area Public Schools

e. Scheduling conflicts

f. Independent Study Options

8. Moorhead School Board ~~Policy~~ Policies ~~731: Moorhead Area Public Schools Electronic Network Acceptable Use and Safety~~ will apply to students participating in online courses.

Legal References:

Minn. Stat. 120A.22 (Compulsory Instruction)
Minn. Stat. 120A.24 (Reporting)
Minn~~esota~~. Stat~~ute~~. 123B.42, Subd. 1 (Curriculum; Electronic Components)
Minn~~esota~~. Stat~~ute~~. 124D.03 (Enrollment Options Program)
Minn~~esota~~. Stat~~ute~~. 124D.09 (Post-Secondary Enrollment Options Act)
Minn~~esota~~. Stat~~ute~~. 124D.095 (Online Learning Option Act)

Cross References:
Moorhead School Board Policy 511: Enrollment of Nonresident Students

Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 602: Special Education Programs
Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy
Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards
Moorhead School Board Policy 731: Moorhead Area Public Schools Electronic Network ~~Acceptable~~ Responsible Use and Safety

Moorhead Area Public Schools Electronic Network and Systems Acceptable Use and Safety

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	731
Adopted Date:	2/8/1999
Revised Date(s):	12/12/2005, 06/13/2011
Reviewed Date(s):	03/08/2004, 12/12/2005, 06/13/2011
Attached Files:	No Documents Found.

Revised Title: Moorhead Area Public Schools Electronic Network and Systems ~~Acceptable~~ Responsible Use and Safety

I. PURPOSE

The purpose of this policy is to set forth guidelines for access to the school district computer system and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT

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 electronic 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 computer 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 responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

IV. USE OF NETWORK AND SYSTEMS ARE A PRIVILEGE

The use of the school district network and systems and access to use of the Internet 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~~,~~ and 731.2, ~~731.3, and 731.4~~ for additional guidelines regarding ~~acceptable~~ responsible 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

The Superintendent shall establish regulations for student and staff use of the Moorhead Area Public Schools electronic 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))
47 C.F.R. 54.520 (FCC Rules Implementing CIPA)
Minn. Stat. 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. 125B.15 (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 447: Employee Responsible Use of Social Media
Moorhead School Board Policy 448: Electronic Communication Between Employees and Students
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

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.086

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 17, 2012

SUBJECT: Food Service Master Agreement

A new two-year contract was successfully negotiated with Dietary and Food Service employees for the period of July 1, 2011 through June 30, 2013.

Language changes to the contract include the following articles:

1. Article 8 - Holidays

Financial changes were as follows:

School Year	Percent	Cost
2011-2012	4.05%	$8,418
2012-2013	0%	$ 0
Total	4.05%	$8,418

These totals are within the Board guidelines and the contract is recommended for approval.

SUGGESTED RESOLUTION: Move to approve the 2011-2013 Master Agreement for Dietary and Food Service employees as follows:

School Year	Percent	Cost
2011-2012	4.05%	$8,418
2012-2013	0%	$ 0
Total	4.05%	$8,418

Office of Human Resources
Moorhead Area Public Schools

Memo HR.12.087

TO: Dr. Lynne A. Kovash

FROM: Ann Hiedeman, Director of Human Resources

DATE: April 17, 2012

SUBJECT: Supervisors Association Master Agreement

A new two-year contract was successfully negotiated with Moorhead Supervisors Association for the period of July 1, 2012 through June 30, 2014.

Language changes to the contract include the following articles:

1. Article IX, Section 3 – Travel and Miscellaneous Reimbursement
2. Article XI, Section 1 - Vacation
3. Article VII, Section 1 - Health Insurance
4. Article VII, Section 7 - Retiree Health Insurance

Financial changes were as follows:

School Year	Percent	Cost
2012-2013	2.33%	$33,783
2013-2014	1.66%	$24,680
Total	3.99%	$58,463

These totals are within the Board guidelines and the contract is recommended for approval.

SUGGESTED RESOLUTION: Move to approve the 2012-2014 Master Agreement for Moorhead Supervisors Association employees as follows:

School Year	Percent	Cost
2012-2013	2.33%	$33,783
2013-2014	1.66%	$24,680
Total	3.99%	$58,463